

Final in-class group project and written reflection – M Dec 16/W Dec 18

This project is an opportunity to demonstrate all the learning and thinking you've done this semester. You will show how you understand the world of classical music, effective discussion participation, and how to meaningfully contribute to a group.

The project

As a class, your task is to use the interests, input, strengths, and collaborative abilities of everyone in the class in order to imagine, design, and describe a new piece of classical musical that responds to or is inspired by a current event(s) in the news.

In preparation, you should listen to at least two pieces from the following list, all of which are available here: <https://drjonesmusic.me/current-events-in-classical-music/>

Ludwig van Beethoven, *Wellington's Victory* (1813)
Pyotr Ilyich Tchaikovsky, *1812 Overture* (1880)
Laura Kaminsky, *Vukovar Trio* (1999)
Laura Kaminsky, *As One* (2014)

Jennifer Jolley, *Krispy Kremes and Dairy Queens* (2012)
Frank Ticheli, *Radiant Voices* (1992)
John Corigliano, *Symphony No. 1* (1989)
Anthony Davis, *Five* (2019)

As a class, you will accomplish three things together on Monday, December 16:

- (1) Choose a current event to respond to or be inspired by
- (2) Imagine, design, and describe a piece of music that responds to or is inspired by this event.
 - a. Style: Choose musical style(s) that will appear in your piece which we've studied in class (Baroque, Classical, Romantic, Impressionism, Expressionism, minimalism, playground songs, lullabies, work songs, experimental sounds). In order to do this effectively, you will need to know what the distinguishing characteristics of these styles are and why musicians we've studied this semester have used them.
 - b. Genre: Choose genre(s) that will appear in your piece which we've studied in class (fugue, madrigal, dance music, religious music, organum, plainchant, symphony, concerto, string quartet, opera, Lieder, work/play/domestic songs). In order to do this effectively, you will need to know what the distinguishing characteristics of these genres are and why musicians we've studied this semester have used them.
 - c. Be precise about the work's musical features (melodic contour, textures, dynamics, instrumentation, form, length)—What will the piece *sound* like?
- (3) How would you present this piece to the public?
 - a. Where could it be performed? By whom? When?
 - b. What other pieces would be on the program with your piece?
 - c. What should audiences know about the piece before they arrive at the performance?

Your in-class discussion will likely generate answers to these questions along the way (and you may find them helpful to think about beforehand):

- What barriers prevent people from having a positive experience with classical music? What can you do to remove those same barriers?

- Who will be the target audience for your piece?
- What will people who engage with your piece come away with?
- What challenges would you face if you were to actually create this piece?
- Why would this piece be necessary, beneficial, or meaningful?
- Why hasn't a piece like this one been created before?

When you leave class, you'll receive a reflective writing prompt that you will respond to and bring with you to class on Wednesday, December 18.

Grading

You'll be graded for your thoughtful, teamwork-driven discussion participation and for the writing that you produce as a result of that discussion. Your grade will come equally from your discussion participation (50%) and your writing (50%).

Discussion grading: If you do not participate in the discussion, do not contribute to the assigned topic, or are not present for any part of the discussion, you cannot earn points on this portion of your grade. The better your contributions to the class discussion, the more points you will earn (and the more prepared you'll be to produce a thoughtful piece of writing). You will be graded on the quality of your contributions to the class discussion, meaning that the answers to the following questions are "Yes":

- Are you prepared for the discussion? Have you done additional reading (as necessary) that allows you to have a reasonable baseline of knowledge about the topic?
- Are you demonstrating knowledge (rather than ignorance) of the course material and technical vocabulary, and are you drawing from past discussions we've held in class and online?
- Are you contributing to the class discussion in a meaningful way? Are you offering new insight that no one else has adding? Are your contributions compelling and interesting rather than vague, superficial, or cliché? Are you building upon what other people have said rather than ignoring them?
- Are you effectively contributing to the conversation, creating avenues for the entire class to contribute effectively, and/or exemplifying the roles we've learned about for group work?

Writing grading: You will be graded on the thoughtfulness of your writing, meaning that the answers to the following questions are "Yes":

- Does your writing draw upon the content of your class discussion in a meaningful and thoughtful way?
- Does your writing demonstrate knowledge (rather than ignorance) of the course material and technical vocabulary?
- Does your writing convey enthusiasm for the topic at hand, pay attention to details, and vividly capture the perspective of the artistic board of directors?