

WHAT IS A PROJECT PIECE?

A piece of music specifically composed for school band consisting of up to 5 progressively challenging movements that guide curriculum, promote modern pedagogy and offer assessment solutions.

GROWTH FOR INDIVIDUALS, ENSEMBLE & THE CONDUCTOR

Each movement progressively **develops student auditory capability** as well as **physical skills** such as breath, phrase, pulse and ensemble uniformity. The Conductor's skill set and how the ensemble interprets particular nuances are also considered in a measured, progressive format.

The **skills gained** in each movement are **built upon sequentially** and these are based on three basic factors:

1. Student growth
2. Ensemble maturity
3. Conductor/ensemble relationship

ESTABLISH MUSICAL UNDERSTANDING FIRST

In-between each movement, 'Off the podium' teaching strategies steeped in modern pedagogy are offered for your consideration. These strategies are **supported with visual and written aids** as well as a quality **audio recording**.

APPLY & CONSOLIDATE

Once you have successfully played a movement from a Project piece, it is recommended that you consolidate this learning by applying it to other, appropriate repertoire. A **list of recommended repertoire**, researched by an experienced wind band specialist **is provided with each Project Piece**. These pieces strengthen the skill set gained with each movement and provide your program with a well-thought-out educational pathway.

CURRICULUM

Through the 'Off the Podium' teaching strategies, individual movements and Repertoire list, this resource *will* provide you with a **year long, progressive curriculum** that defines **student and ensemble growth**.

Suggested programming of a “Project Piece”:

<ol style="list-style-type: none">1. ‘Off the podium’ teaching strategies2. Learn & play Movement 1: Belah Sun Woman3. APPLY skills learned in teaching strategies/Movt 1 to recommended repertoire in list of works compiled by Dr. Mark Fonder	Start of the year
<ol style="list-style-type: none">1. ‘Off the podium’ teaching strategies2. Learn & play Movement 2: In the beginning3. APPLY skills learned in teaching strategies/Movt 2 to recommended repertoire in list of works compiled by Dr. Mark Fonder	In the first 10-12 weeks
<ol style="list-style-type: none">1. ‘Off the podium’ teaching strategies2. Learn & play Movement 3: Kudna, Lizard Man3. APPLY skills learned in teaching strategies/Movt 3 to recommended repertoire in list of works compiled by Dr. Mark Fonder	Early-mid year
<ol style="list-style-type: none">1. ‘Off the podium’ teaching strategies2. Learn & play Movement 4: Battle3. APPLY skills learned in teaching strategies/Movt 4 to recommended repertoire in list of works compiled by Dr. Mark Fonder	Mid-latter half of the year
<ol style="list-style-type: none">1. ‘Off the podium’ teaching strategies2. Learn & play Movement 5: Light the Earth3. APPLY skills learned in teaching strategies/Movt 5 to recommended repertoire in list of works compiled by Dr. Mark Fonder	Later in the year

OVERVIEW OF ASSESSMENT OPTIONS

Assessment options cover creating, responding to and performing music in a variety of genres and learning experiences.

1st MOVEMENT

Part 1 Step 4:	WRITTEN: Mark <i>Write it down #1</i> for individual assessment. Use correct order, copying of musical notation symbols and placement of barlines to guide your marking.	5 points
Part 2 Step 4:	Evaluate students in groups of 8 to demonstrate they can pat the correct rhythm to the chant. Once everyone in the group can demonstrate that they can play the chant confidently, the group will 'earn' their drumsticks.	Drumsticks
Part 3 Step 3:	GROUP PERFORMANCE 1: Evaluate student engagement during preparation and performance using the 'Create Prepare Perform' Assessment template for each group. Use template for a mark out of 10 and half results for your records.	5 points

2nd MOVEMENT

Part 2 Step 3-4:	GROUP PERFORMANCE 2: Evaluate student engagement during preparation and performance using the 'Create Prepare Perform' Assessment tool for each group. Award individual 'bonus' marks as required. Use same template for gain a mark out of 10 and half for your records.	5 points
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3rd MOVEMENT

Part 1 Step 3:	WRITTEN: Mark <i>Write it Down #2</i> for individual assessment. Use correct order, copying of musical notation symbols and placement of bar lines to guide your marking.	5 points
Part 3 Step 3 (2):	COMPOSITION: Mark 'Compose a melody' composition. Use the evaluation template as your guide or create your own assessment criteria.	20 points
Part 3 Step 4:	SOLO PERFORMANCE: Assess 'Compose a melody' as a solo performance or invite students to perform their own solo performance. Use the evaluation template as your guide or create your own assessment criteria.	10 points

4th MOVEMENT

Part 1 (Optional) Step 2-3:	GROUP PERFORMANCE 3: Evaluate student engagement during preparation and performance using the 'Create Prepare Perform' Assessment tool for each group. Award individual 'bonus' marks as required.	10 points
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5th MOVEMENT

Part 1, Steps 4 and 5	GROUP PERFORMANCE 4: Evaluate student engagement during preparation and performance using the 'Create Prepare Perform' Assessment tool for each group. Award individual 'bonus' marks as required.	10 points
Part 2	AURAL: Conduct Aural Assessment and evaluate.	30 points

PERFORMANCE	SCORE	AURAL	SCORE	WRITTEN	SCORE	COMPOSITION	SCORE
Group 1	5	Aural assessment 'Listen up!'	30	Write it down #1	5	Compose a melody	20
Group 2	5			Write it down #2	5		
Group 3	10						
Group 4	10						
Solo	10						
SUBTOTAL	40		30		10		20
						GRAND TOTAL	100