

CONCERT REPORTS

1. Attend three (3) concerts, a report to be written for each.
See web sites listed in the syllabus for current list of concerts and recitals.
2. Minimum length - if program submitted, 1 1/2 pages
if no printed program, 2 pages
3. Please write in complete sentences and use correct grammar and spelling.

ALL REPORTS WILL BE TYPED WITH TIMES FONT, 14 PT, OR SIMILAR

If report is unacceptable, it will be returned to be rewritten. A simple narration of "what happened" does not constitute an acceptable report. Some evidence of thought and independent conclusions will be expected.

4. The printed program, if there is one, is to be turned in with the report. Attach to **back** of report. If no program, list information in Part I.
5. Reports SHOULD be written and turned in no more than one week after the event. The last day to turn in reports is the last regular class session (ie. Tuesday of week 17)
6. Concerts attended are to be symphony, opera, chamber music or solo recitals. One may be a program of classical music on TV or YouTube (1 hour minimum). NO reports on movies or radio. NO reports on Church, Elementary School, Middle School or High School concerts, unless pre-approved by the instructor. IF IN DOUBT CHECK WITH INSTRUCTOR.
7. If all three reports are turned in AND ACCEPTED, you will receive the maximum points (75)
8. Individual reports scored 25pts each = 75pts total

CONCERT REPORT Suggested Form

COVER PAGE: Your name, your ID #, Concert Report #1,2, or 3, Name of class

PART I **Attach the printed program to back of report and indicate
Part I, program attached. OR give the following information:**

Who - - -	Performers or Performing Ensemble
When - -	Date and Time
Where - -	Site of Concert or Recital
What - - -	List compositions performed and composers

PART II **Objective Comments**

Do not list information that is on printed program or listed in Part I, other than title of music being discussed. Use titles of pieces, rather than saying "the sixth piece."
Describe the music and performing ensemble (loud-soft, fast-slow, simple-complex, etc.)

What elements predominate? (dynamics, tone color, rhythm, texture, etc.)
What period, style, form, typical-unusual?
Kinds of instruments used?

PART III Subjective Comments

Your reaction to the music.

Did you enjoy the performance? GIVE REASONS

If you have strong opinions/reactions try to back them up with evidence or reasons.

Some Unacceptable Comments:

He really got into what he was doing

The performers put a lot into it.

It was too slow - it was too fast.

It's not my kind of music (my thing)

The performers were peaceful and put you in a relaxed mood.

Nobody smiled.

It was really boring (WHY?)

Maybe you didn't get enough sleep the night before.

Were you preoccupied with something else?

To receive credit for your report **you must attend the entire concert/recital/performance**. I must know, from your report, that you attended the entire performance. Comment on ALL the music performed. Write something intelligent about the last piece performed. Write something that "proves" that you actually heard the piece. If there are many (12-15) individual pieces performed (as in student recitals) you may be a bit selective. A symphony (with 4 movements) or a concerto (with 3 movements), does not constitute "many" pieces.

Only use terminology you understand and is relevant to the music being discussed. Look up the composer if you are not familiar with him/her.

Do not wait until the last possible day to turn in your reports. If one or more are rejected you have no recourse. If one or more reports turned in earlier are rejected you can re-write report or attend another concert.

NO JAZZ, POP, ROCK, OR COUNTRY PERFORMANCES ARE ACCEPTABLE.

NO REPORTS ON CHURCH CHOIR, ELEMENTARY SCHOOL, MIDDLE SCHOOL, OR HIGH SCHOOL PROGRAMS.

UNLESS APPROVED BY THE INSTRUCTOR.

You may "collaborate" on reports, in fact, you are encouraged to discuss your report with others (tutor, classmate, friend) but **DO NOT** turn in a duplicate report of someone else.

How do I find out about concerts?

Friday and Sunday Fresno Bee, Radio announcements (esp. KVPR - FM 89)

List supplied by instructor (see list of web sites in syllabus). Posters and announcements in the building.

What kind of performances?

All kinds, but a concert rarely includes more than one type of music.

These performances are usually called 'concerts' or 'recitals', 'not shows'.

Concerts involve orchestras, bands, and choirs.

Recitals involve solos, duets, trios, quartets, quintets (2 - 5 performers).

How to prepare to attend a concert?

Find out what music will be performed.

1. Read, in textbook, about the composers.
2. Read, in textbook or other reference book, about the specific compositions to be performed. If an opera, read the plot.
3. Listen to a recording of the music to be performed. Most music performed at concerts contains much more than can be grasped in one hearing.

What do I do at a performance?

Listen carefully and intently (no distractions).

Do not try to write during the performance.

Applaud at end of complete work, may be several movements.

Conductor, Concertmaster bows.

What's in the printed program?

Music to be performed--Title, composer

A list of the performers or the name of the ensemble, ie: Fresno Philharmonic.

Information about the music.

Information about the soloists, if any.

After the performance:

Write your notes to remind yourself of the main features of the music. Discuss the music and performance with a friend, fellow student or someone sitting next to you. It helps to clarify your own thoughts.

Dress:

Dress as you would for church, going to a nice restaurant for dinner, or to a wedding.

Not formal, but dressed up.

DESCRIBING MUSIC

Melody:

- **Range:** Wide, narrow, medium
- **Shape/contour:** Angular, repeated patterns, gestures, reaching, falling, arching ascending, descending, static.
- **Type of movement:** Stepwise/conjunct, leapwise/disjunct, smooth/legato, detached/staccato
- **Quality:** lyrical, ornamented, repetitive, tuneful, sing-able, complex, simple, spun-out sustained, sparkling, flowing

Rhythm: syncopated, accented, motoric, repetitive, martial, lilting, stately, free, improvisatory, irregular, rubato

Meter: Duple vs. Triple, Simple vs. Compound

Harmony: Consonant vs. dissonant, stable vs. unstable, predictable, complex, major, minor, atonal.

Texture:

monophonic, homophonic, polyphonic

Tempo:

very slow--very fast, moderate, walking, accelerating, ritarding, fluctuating

Dynamics:

very soft--very loud, gradual change, sudden climactic, crescendo, diminuendo

Tone color:

thin vs. rich, bright vs. dark, nasal, hollow, round, deep, sonorous, strident, ethereal, forceful vs. delicate, transparent vs. dense, muted

Expression/style:

brilliant, energetic, agile, powerful, grand, somber, solemn, regal, celebratory, festive, introspective, personal, delicate, jovial, comical, playful, profound, aggressive, poetic, lyrical, climactic, frenzied, virtuosic

DO NOT USE:

Mellow, upbeat, depressing, chaotic, boring, confusing, weird, monotonous, relaxing, cool, awesome
“Song” as opposed to “composition”, “piece”, “movement”

SAMPLE REPORT:

Johnathon Brick
ID#12345678
Music Appreciation
Report #?

Part I – program attached

OR

Part I - Fresno Philharmonic Orchestra

Raymond Harvey, Conductor

Saturday, March 42, 2014

William Saroyan Theatre

Program:

Overture to “The Marriage of Figaro” ----- W.A. Mozart

Piano Concerto No. 1 ----- P.I. Tchaikovsky

Van Cliburn, pianist

intermission

Symphony No. 4, E minor ----- J. Brahms

Part II –

The overture used a small orchestra in keeping with the size of the orchestra in Mozart’s time. It was very fast in tempo and relatively light in texture. There seemed to be 2 main themes. The overture was probably in Sonata-Allegro form although I could not discern the form for certain.

The piano concerto, of course, featured the solo piano throughout. The soloist was outstanding. He handled the virtuoso requirements easily. There was a cadenza in the first and third movement and many more times that the piano played by itself for a short period. This piece had several lovely “romantic” themes. It was clearly the product of a time when drama and emotion were important elements in music.

After intermission, Brahms’ Symphony No. 4 was performed. This is another example of the Romantic era. While Brahms was a traditionalist – using the procedures and forms of the Classic era, his music is still very “romantic”.

The concerto and symphony used the standard orchestra of the 19th century, large string section, pairs of woodwinds, 2 trumpets, 4 horns and 3 trombones. The percussion was still limited to timpani.

Part III –

The overture was fast and furious and yet very clear and precise. The music has a happy feel to it, maybe because it is the overture to a “comic” opera. There were several moments when the violins and the high woodwinds had to play some very fast passages.

It was a happy, up-beat way to start the concert.

I was fascinated by the interplay between the pianist and the orchestra. The orchestra was not merely accompanying, but was an equal partner. The piano can produce so many different sounds – extremely low pitches, very high pitches, fast scales,

Massive chords, etc. It was fascinating to watch the soloist’s hands. How a person can do so much with just 10 fingers I don’t know. The composer certainly demanded a great deal of skill on the part of the soloist.

The Brahms symphony seemed to be more conservative. Not so overtly dramatic and emotional as the concerto. There were several important French Horn solos.

I liked the clarity and restraint that were apparent in the symphony. The concerto seemed to be much looser and not so tightly organized.

This concert was a new experience for me. I now know what a piano concerto sounds (and looks) like. The precision of the bow movements in the strings was quite impressive.

A GUIDE FOR GOOD WRITING:

Prewriting, where one brainstorms and plans the ideas of the paper.

Drafting, where the writer gets the ideas down on paper and creates the first draft.

Revising, where the draft is shared with others, details added, and weak words, sentences and structure revised. Express your ideas clearly. Organize your thoughts. Remove excess. Use appropriate words and style.

Proofreading, where the spelling and mechanical errors are corrected. The proofreading and revising stages are often accomplished simultaneously.

Publishing, this involves creating a final copy of the paper, a title, and sharing the work with others.

Follow the instructor’s directions for the assignment exactly. Format correctly.