**Gr. 9/10 Chamber Ensemble Assessment**

**Completion Date: tentatively Monday, December 16th**

* Students will be grouped in small chamber groups within their majors class (i.e. - strings/band/vocal/piano). No combinations between classes are possible.
* Students are responsible for researching and selecting their own repertoire, with assistance from their majors teacher who will provide various resources.
* Approval of repertoire selection must be given by the majors teacher before the ensemble may proceed to rehearsals.
* Class time will be given for rehearsals on a rotating basis. Please refer to your Google Calendar for details of the dates that apply to your ensemble.

**Presentation requirements:**

* Ensembles must demonstrate appropriate ensemble setup
* An oral introduction to your piece and composer is essential. The introduction must demonstrate an understanding of the style of your piece and at least one interesting fact about the composer or piece.
* Technique and musical approach will be evaluated on an individual basis. **A separate rubric for the marks breakdown of the performance evaluation that is specific to your instrument** will be supplied by each teacher.

**Written requirements:** (for assessment framework, see rubric below):

On the date of performance each student must provide their own written submission with the following researched and reflective information:

**KNOWLEDGE (25%)**

* Title, composer and year of composition (date can be approximate if this information is not clearly available).

**THINKING (25%)**

* Identify the specific style of the piece. This means researching the era that it came from, and discovering what you can about the style that the composer wrote in.
* Describe one thing that you need to do in performance to effectively demonstrate this style.

**APPLICATION: (25%)**

* Identify at least two technical challenges of the piece and describe how you prepared yourself to be successful with these specific techniques.
* Identify at least two musical challenges that you and/or your ensemble faced when preparing for performance. Describe specific steps, exercises or methods that you used to overcome these challenges.

**COMMUNICATION: (25%)**

* Bibliography (in MLA format or **Chicago Manual Of Style**) required for any information acquired by external resources.

Written assessment:

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| **Thinking & Inquiry** | **Knowledge & Understanding** | **Application** | **Communication** |
| Demonstrates effective research skills and thoughtful reflection. | Demonstrates a strong ability to extract relevant information for the purpose of this assignment. Reflection of rehearsal experiences is detailed. | The assignment is handed in via Google Classroom or **turnitin.com** on time, with a clear layout. All writing demonstrates sufficient detail through research and reflection. | The written component is presented in the students’ own words. Crediting sources in the bibliography is correctly done. Grammar and spelling is correct, with clear revision work done. |