

Chorus Concert Alternative

Research and Presentation - PVLEGS

Participation in the Chorus Concert is a mandatory component of being in the Goetz Middle School Choral Program. Due to a conflict with the concert date, you have indicated that you will not be able to participate in the performance. The concert counts as a test grade; students who do not participate earn a zero for the concert. However, because you provided advanced written notification of the conflict with the concert date, rather than earning a zero, you have the option of doing a research project and presenting it to the class. Project presentations will be in accordance with the district initiative of PVLEGS (Poise, Voice, Life, Eye Contact, Gestures, and Speed). In addition, points factoring into the overall score will be assessed on audience, content, and organization. For details and clarification, please see the attached rubric.

Your topic will be History of Western Choral Music

- Choose at least three sources and cite your sources within your written paper (MLA format), which will be collected.
- Prepare note cards for you to refer to as you make your oral presentation to the class. Use 3 x 5 notecards only, and limit your notes to two cards in total, front only. Cards will be collected.
- Your oral presentation should be approximately 3 minutes in length.
- You may use audio or video clips to enhance your presentation, but they will be in addition to the three minute oral presentation you will make.
- Provide a definition of choral singing.
- Explain the ORIGIN of western choral singing.
- Provide at least 3 examples of different periods in choral music.
- Any other interesting information about the history of choral music that you feel is important to share.
- Your paper/note cards will be due on **Monday, December 9**. Be prepared to make your presentation to your chorus class at that time.
- If you choose not to do this in lieu of performing at the concert, your grade will be entered into Genesis as a zero.

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PVLEGS Rubric

| | 4 Advanced | 3 Proficient | 2 Basic | 1 Emerging |
|--------------------|--|---|--|---|
| Poise | Appeared calm and confident. There was no distracting behavior. | Seemed calm and confident. Only one or two minor things were noticed, but they were not distracting to the listeners. | Mostly seemed poised. A couple of major distracting behaviors bothered the listeners. | Seemed not at all poised. There were many distracting behaviors. |
| Voice | Voice was just right for the space - not too loud or too soft. Every word was heard. Clean and clear articulation - no mumbling or strange vocal pattern. | Voice was just right for the space. Some words were mumbled or blurred together. No strange vocal patterns. | Voice was either too loud or too soft. . Several times, words were not clear. | The audience had a hard time hearing. Many words were not understandable because of mumbling or unclear articulation and diction. |
| Life | Excellent use of feeling in voice. Use of emotion, passion, excitement, sadness, etc. Speaker was fun to listen to. | Good use of feeling in voice. There were several parts that really came alive for the listener. | Some use of feeling in voice. There were one or two parts that really came alive for the listener. | There was no life in the speech. Speech was monotone and lacked emotion.. |
| Eye Contact | Consistent eye contact with audience. Note cards were looked at only occasionally. | Fairly consistent eye contact with audience but not with all areas of audience. Some members of the audience may have been missed. Note cards were used wel.. | Occasional eye contact with audience. looked at the audience. Note cards were read from more than 50% of the presentation. | No eye contact with audience. Note cards were read from verbatim. |
| Gestures | Very effective use of hand, face, and body gestures. Motions added a lot to the speech. | Some use of gestures that contributed to the speech. | Gestures used only once or twice. | No use of any gestures. |
| Speed | Speed of presentation was appropriate and varied - faster for exciting parts, slower to add emphasis. Effective use of pauses to allow main points sink in with the listeners. | Speed of presentation was appropriate. Speed was consistent but not varied. No use of pauses.. | Speed of presentation was a bit too fast or a bit too slow, and not varied at all. | Speed was way too fast and not varied at all. |

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PVLEGS Rubric Continued

| | 4 Advanced | 3 Proficient | 2 Basic | 1 Emerging |
|---------------------|---|--|--|--|
| Audience | Speech was perfectly designed for this audience; key points understandable; several connections to audience | Speech was perfectly designed for this audience; one or two key points should have been explained; several attempts to connect with the audience | Little evidence the speech was designed for this audience; key points needed an explanation; only one attempt to connect to the audience | No evidence the speech was designed for this audience; no attempt to explain things to audience; no connection to the audience |
| Content | All required content was included; purpose of speech was clear; no extraneous material included; | All required content was included; purpose of speech was clear; some extraneous material included | Most required content was included; audience could figure out the purpose of speech; unnecessary information was presented; speech was not within timed guidelines | Important omission of required content; unable to understand the purpose of speech; unnecessary information was presented |
| Organization | Good choice of organizational structure; opening grabbed the listeners; explicit and frequent transitions; powerful closing; speech was within timed guidelines | Good choice of organizational structure; opening grabbed the listeners; some transitions; powerful closing; speech was within timed guidelines | Good choice of organizational structure; opening grabbed the listeners; some transitions; powerful closing; speech was within timed guidelines | Disorganized; ineffective opening; no transitions; speech just stopped; speech was not within timed guidelines |

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Scoring Sheet

Presenter _____

| | | | | | |
|---------------------|--|----------|----------|----------|----------|
| Poise | | 4 | 3 | 2 | 1 |
| Voice | | 4 | 3 | 2 | 1 |
| Life | | 4 | 3 | 2 | 1 |
| Eye Contact | | 4 | 3 | 2 | 1 |
| Gestures | | 4 | 3 | 2 | 1 |
| Speed | | 4 | 3 | 2 | 1 |
| Audience | | | | | |
| Content | | | | | |
| Organization | | | | | |

TOTAL: _____