



Student booklet

Feelin' blue — performing

Year 9	The Arts — Music
Name	

Your task is to perform a blues song for an audience.

You will:

- perform a blues song for an audience
- complete a rehearsal diary
- evaluate your performance.

Due date:

Setting the scene

With your teacher's guidance you will:

- form small groups of 3–4 people
- choose a blues song to perform for an audience. This may be an original song that you or a group member has composed, or you may choose to perform a song that your teacher provides for you.



These symbols show you how you will be working at each step in the assessment.



Work individually



Work in your group

Section 1. Rehearsal reflection



- Rehearse song.
- Continually reflect upon your group's performance and make refinements.
- Seek peer and teacher feedback.



- Each member of the group will need to complete entries in their own rehearsal journal each time the group practises.



- Rehearse your part.

Section 2. On stage



- Perform for an audience.

Section 3. Performance reflection



- Watch or listen to a recording of your group's performance and write an evaluation on your success as a blues artist.
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Give details of your group members and which instruments they will be playing.

My group is:

Name	Instrument

While rehearsing, refer to the following checklist of performance goals.

My performance goals are to:

- ☐ have a strong and consistent beat underlying the performance
- ☐ use rhythmic elements accurately
- ☐ use dynamics creatively and effectively
- ☐ use blues conventions like sliding and syncopation
- ☐ interpret the lyrics with expression and feeling
- ☐ use instrumental fillers that use the blues scale and are improvised in style
- ☐ balance my part with the other parts within the ensemble
- ☐ perform fluently
- ☐ use appropriate articulation
- ☐ perform with expressive phrasing.

Section 1. Rehearsal reflection



Set clear rehearsal goals as a group at the start of each rehearsal.



Complete the remainder of the questions individually using appropriate music terminology. The checklist on page 3 will help you with this.

Rehearsal diary

Complete the following rehearsal diary.

Date:

<p>Group rehearsal goals:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>Musical things that worked well:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Musical things that need to change:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Things to remember for our next rehearsal:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Constructive teacher or peer feedback (be positive and helpful):</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Personal reflection and practice goals:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	

Rehearsal diary

Date:

Group rehearsal goals:

- ☐
- ☐
- ☐
- ☐

Musical things that worked well:

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Musical things that need to change:

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Things to remember for our next rehearsal:

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Constructive teacher or peer feedback (be positive and helpful):

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Personal reflection and practice goals:

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Section 2. On stage



- Perform your blues song for your class (or another audience that your teacher organises).
- Your performance will be recorded.



Section 3. Performance reflection



Watch or listen to a recording of your group's performance. Critically reflect on and evaluate your own performance. Refer back to your Rehearsal reflection to help you respond to the following questions.

<p>Describe how you have used at least one specific musical element to make your performance interesting (e.g. dynamics, articulation).</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Describe an example from your performance that clearly demonstrates an interpretation of the blues style.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>What was the most challenging component of your performance? Explain why.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Was the balance between each member of the group effective? Why/why not?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>How would you refine your performance for future performances?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	