



Performing Arts –General Project

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of expression using their bodies and voices to convey a message in a performance. Through this project 4-H'ers may:

- develop an appreciation for appropriate use of leisure time
- express originality and creativity through performance
- identify different methods of expression through vocal, dance, and instrumental performances
- acquire an understanding of the roles and responsibilities of those supporting performers during performances
- explore career opportunities in the area of performing arts

Each Performing Arts General Participant will:

- *prepare and present a 4 minute performance that includes a short introduction. Talent acts should include something other than or in addition to just a vocal, instrumental, or dance performance. Instrumentation will not be judged unless presented as part of the performance by the performer*
- *use the microphone provided at the contest and not his/her own personal microphone*

Overview:

- ⇒ Choose project
- ⇒ Develop skills in:
 - Project
 - Leadership
 - Service
- ⇒ Prepare portfolio for work completed from January 1—December 31
- ⇒ Prepare performance
- ⇒ Practice
- ⇒ Compete
- ⇒ Reflect

Examples of Project Development Experiences:

- Take lessons from a professional trainer, attend a workshop, or attend a performing arts camp
- Participate in a school, community, or church performance group, such as your school's literary team, solo and ensemble, etc.
- Audition for performing groups, such as Georgia 4-H Clovers & Company, All-State group, etc.
- Consider drama class or acting to build your stage confidence and stage presence
- Write your own content/dialogue and enter talent shows
- Interview music teachers, vocal trainers, or professionals in your field of interest
- Attend professional performances
- Organize a book of selections for community performances

Project Sharing and Helping Examples:

- Form a performing arts group to perform for other 4-H'ers, your community, or at district or statewide events
- Start a project club for younger 4-H'ers and teach performance techniques. Consider performing at such places as elder care homes, hospitals, local theaters, festivals, music stores, etc.
- Plan your own 4-H Variety Show, such as Valentine Variety Show, Christmas Clovers Chorus, caroling, etc.
- Teach others to write dialogue and include songs
- Create your own song and dance review with younger students
- Teach the basics to younger kids at day care centers, day camps, or other youth groups
- Volunteer to assist the band, chorus, or drama coordinator as a leader for new students
- Mentor a younger 4-H'er in the Performing Arts General project

Recommended Resources:

- Georgia4h.org/ProjectAchievement
- atlanta.broadway.com
- foxtheatre.org
- karaoke-version.com
- music.uga.edu
- musical-creations.com
- youtube.com

Considerations in Performance Selection:

- Consider your ability and level of skill for specific pieces.
- Showmanship is 25 points of your total score. This includes facial expression, use of stage, appearance, and eye contact.
- Consider filming yourself or performing in front of a mirror.
- Be sure to consider the 4-H Code of Conduct to be certain your selection is appropriate, including any song, skit, costume, etc.
- Make sure you time yourself. Including your introduction, you have a total of 4 minutes.
- Practice a brief introduction that includes your name, county, length of study, name of selection, and author. You may also choose to include the performance's origin/history.
- Be certain that your performance fits this category well. Check the project objectives and the scorecard to be sure it qualifies.
- Note that dancers and actors may not enter this project unless a vocal performance is a part of the entry.

At Competition:

Performers may play their own instrument, use an accompanist, or use an accompaniment track. Instrumentation will not be judged in this area unless it is performed by the 4-H'er. Participants will be judged on their introduction, performance ability, showmanship, degree of difficulty, and time. Acts are limited to 4 minutes total. Youth are required to use the microphones provided at the contest.

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Sources:

Edwards, Bill and Varnadoe, Cheryl. 1998. *Junior/Senior Project Notebook*. "Leisure Education Projects: Performing Arts."

Southwest District Extension Agents. 2012. *Portfolio Building Ideas*. "Performing Arts—Vocal."

The University of Georgia CAES. 2015. Project Achievement. <http://www.georgia4h.org/projectachievement/>

