



## Performing Arts Other Instrumental

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 by showcasing the skills they have learned on an instrument, other than the piano. 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 with an emphasis on playing an instrument other than the piano
- acquire an understanding for selecting, owning, and caring for an instrument
- explore career opportunities in the area of performing arts

*Live or recorded accompaniment is allowed, but not required. Accompaniment will not be judged and must not play the same melody as the soloist. It should be complementary to the piece performed*

### Overview:

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

### Examples of Project Development Experiences:

- Take lessons from a professional teacher, attend workshops, or attend a performing arts camp
- Learn to sight-read, try learning a different style of music, and compose your own piece
- 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
- Interview music teachers, band directors, or professionals in your field of interest
- Enter talent shows or competitions
- Attend professional performances, attend concerts, or watch performers online
- Have yourself critiqued by a professional musician - Remember practice makes perfect!
- Research musical careers and music programs at schools, colleges, or universities

## Project Sharing and Helping Examples:

- Form a performing arts group to perform for other 4-H'ers, your community, or at a district or statewide event
- Start a project club for younger 4-H'ers and teach performance techniques— perform at elder care homes, hospitals, theaters, festivals, music stores, etc.
- Plan your own 4-H Variety Show, such as Valentine Variety Show, Christmas Clover Concert, etc.
- Create your own song review with younger students
- Make musical instruments and teach younger kids to play
- Volunteer to assist the band, chorus, or drama coordinator as a leader for new students
- Mentor a younger 4-H'er in a Performing Arts project
- Teach the basics of instruments to younger kids
- Research benefits of music education and share with others
- Promote National Music in our Schools Month
- Help raise money for kids to rent or purchase instruments

## Recommended Resources:

- [Georgia4h.org/ProjectAchievement](http://Georgia4h.org/ProjectAchievement)
- [Georgia4h.org/documents/PerformingArts-OtherInstrumental.pdf](http://Georgia4h.org/documents/PerformingArts-OtherInstrumental.pdf)
- [music.uga.edu](http://music.uga.edu)
- [atlantasymphony.org](http://atlantasymphony.org)
- [cso.org](http://cso.org)
- [lso.co.uk](http://lso.co.uk)
- [nafme.org](http://nafme.org)
- [aep-arts.org](http://aep-arts.org)

## Special Considerations:

- Consider your playing ability including style, tone, & dynamics
- Showcasing your skill is important. Be sure to choose a song that highlights your unique playing abilities!
- Technique and musicianship counts as 30 points of your total score. This includes melody, meter, accents, precision, slurs, and bowing/tonguing/grip.
- 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 composer. You may also choose to include the performance's origin/history.

## At Competition:

*Performers play their own instrument and may use an accompanist or an accompaniment track. Accompaniment is not judged and not required. Participants will be judged on their introduction, tone, technique and musicianship, interpretation, presentation, selection, 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:

The University of Georgia CAES. 2016. Project Achievement. <http://www.georgia4h.org/projectachievement/>

