



Performing Arts –Vocal 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
- identify different methods of expression through vocal, dance, and instrumental performances with an emphasis on vocal performance
- express originality and creativity through performance
- 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 Vocal Participant will prepare and present a 4 minute performance that includes a short introduction and a vocal performance.

Accompanying instrumentation, if used, will not be judged

- *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 choral workshop, or attend a vocal camp
- Participate in a performing group, such as your school's literary team, solo and ensemble, choir, choral, Georgia 4-H Clovers & Company, All-State Chorus, Georgia Children's Chorus, etc.
- Learn to sight-read, try a new style, and write your own music
- Consider drama class or acting to build your stage confidence and stage presence
- Enter talent shows or competitions
- Interview music teachers, vocal trainers, or professional artists in your field of interest
- Attend professional performances, attend concerts, or watch performers online
- Organize a song book of vocal selections or for community performances (consider sharing it)
- Have yourself critiqued - Remember practice makes perfect!

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— perform at elder homes, theaters, festivals, 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 music or vocal performance to younger kids
- Research benefits of music education and share with others
- Promote National Music in our Schools Month
- Create a blog on the joys of musical performance and share

Recommended Resources:

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

Considerations in Performance Selection:

- Consider your vocal ability — pitch, diction, dynamics, etc.
- Showcasing your vocal skill is important. Be sure to choose a song that highlights the unique qualities of your voice.
- Showmanship is 25 points of your total score, including facial expression, use of stage, appearance, eye contact, and poise.
- 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/composer. Youth may also choose to include the performance's origin/history.
- Be certain that your performance fits this category well. Note that this category is for vocal performances; dancers and actors may not enter this project.

At Competition:

Talent acts should include a vocal performance. If desired, singers may also play their own instrument, use an accompanist, or use an accompaniment track. Instrumentation will not be judged in this area. Participants will be judged on their introduction, vocal ability, voice quality, 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. 1998. *Junior/Senior Project Notebook*. "Leisure Education Projects: Performing Arts."

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

