

GRADE 9 Instrumental Music QAT**Presentation-Based QAT "Music Job Fair"**

The purpose of the Grade 9 QAT is to learn a little more about careers in the music industry.

This project is worth 15% of your final mark.

TASK: Create a Google Slideshow / PowerPoint etc...presentation for one of the below careers in music. This is an individual QAT. When selecting a topic from the list, make sure that there is sufficient information to build a full QAT off of. You may wish to choose two jobs under ONE category to fill out your presentation if it makes sense to do so.

Information in the presentation should include:

Job Description (include tasks, duties, hours, benefits, pay, job market, etc)

Skill Requirements (include technical skills and personal skills)

Educational Requirements (include high school, college, university, on site training, or other courses)

DO NOT CUT AND PASTE FROM INTERNET.

CITATION FORMAT: MLA In-Text with Works Cited page as final slide. You should consult at least 3 sources. See tips at end of this package.

THE PRESENTATION

Your presentation should be 5-10 minutes long. You can add audio/visual components to it, but are not permitted to find a youtube video on your career and simply play the full video. You should rehearse your presentation prior to getting in front of the class to present.

CAREERS IN MUSIC (GR. 9 QAT)

Broadcasting -- Television and Radio

Program Director
Music Director

Church Music

Minister of Music/Music Director
Choir Director
Church Organist

Computer Technology

Music Software Designer
Music Hardware Designer
Multimedia Development -- Sound and Music

Conducting

Symphony Orchestra Conductor/Music Director
Community Orchestra or Band
Music Director for Theater/Musicals
Youth Symphony
Choir Conductor
Opera Company Music Director
Ballet Company Music Director
Music Director/Conductor for Television Shows or Films
Music Director for Concert Artist

Instrument Repair

Piano Tuner -- Technician
Wind or String Instrument Repair
Electronic Instrument Technician
Facilities (Resident) Audio-Visual Technician
Instrument Manufacturing

Music Business and Management

Talent Agency Manager
Booking Agent
Business Manager
Personal Manager
Stage Manager
Symphony Orchestra Manager
Music License Administrator
Copyright / Clearance Administrator
Music Industry Lawyer -- Copyright, Contracts, Performing Rights

Music Education

Private Sector,
Elementary
Secondary
College, and University Levels
Private Voice or Instrument Instructor
Band Director
Choral Director
Orchestra Director
Applied Music Instructor
Chamber Music Instructor
Music Theory and Composition Instructor
Music History and Literature Instructor
Musicology and Ethnomusicology Instructor

Music Education Instructor/Supervisor
Music Technology Instructor
Music Therapy Instructor
Music Business Instructor
Music Administrator

Music Librarian

University or College Music Librarian
Librarian for Performance Organization
Broadcast Librarian
Archives and Research

Music Publishing

Music Publisher
Composer
Arranger
Music Editor
Music Page Preparation
Educational Director
Marketing Manager
Sales Representative

Music Retailing and Wholesaling

Music Store Salesperson
Music Store Manager
Consumer Audio / Record Store Salesperson
Music Wholesale / Importing / Distribution
Instrument Manufacturer Representative
Music Products Representative
Music Software Representative

Music Therapy

Hospitals
Special Education
Nursing Homes
Corrective Institutions
Consultant

Professional Musician -- Band

U. S. Armed Forces Band Member
Professional or Community Band -- Principal Player
Professional or Community Band -- Section Player
Jazz Band (Big Band) -- Section Leader
Jazz Band (Big Band) -- Section Player

Professional Musician -- Classical Music

Symphony Orchestra -- Principal Player
Symphony Orchestra -- Section Member
Opera Orchestra -- Principal Player
Opera Orchestra -- Section Player
Ballet Orchestra -- Principal Player
Ballet Orchestra -- Section Player
Opera Singer
■ Concert Artist / Solo Concert Performer
■ Chamber Ensemble Performer
■ Accompanist for Artist or Performing Ensemble

Professional Musician -- Commercial Music

Recording Studio Session Contractor

Recording Studio Session Musician / Vocalist
Night Club Musician
Resort and Theme Park Musician
Cruise Ship Musician
Casual Gig Musician -- Band Leader / Contractor
Casual Gig Musician -- Sideman

Professional Musician -- Popular Music Groups

Concert / Recording Artist
Sideman for Concert / Recording Artist

Professional Musician -- Theater

Theater Orchestra -- Principal Player
Theater Orchestra -- Section Player
Accompanist
Singer / Actor for Show -- Lead Role
Singer / Actor for Show -- Chorus / Minor Role

Promotion and Publicity

Concert Promoter
Public Relations Counselor / Publicist

The Recording Industry

Artist and Repertoire Coordinator
Artist and Repertoire Administrator
Staff Producer
Independent Record Producer
Talent Scout / Talent Acquisitions
Advertising / Media Manager
Regional Sales Manager
Salesperson

Sound Design and Effects

Foley Artist
Synthesizer and Sampler Programmer
Sound Design for Film and Television

Sound and Recording Engineering

Recording Studio Engineer
Recording Mastering Engineer
Live Sound Engineer
Radio / TV Audio Engineer
Audio-Visual Technician
Technical Director
Studio Design Consultant

Touring and Road Work

Tour Coordinator
Road Manager
Sound Engineer
Sound Technician Assistant (Roadie)

Writing

Editor / Writer for Music Related Magazine
Music Journalist / Critic / Reviewer / Reporter
Technical Book and Manuals
Textbooks and Music Books
Free-Lance Writing
Lyricist

GRADE 10 Instrumental Music QAT**Presentation-Based QAT**

The purpose of the Grade 10 QAT is to learn a little more about a major composer of music.

This project is worth 15% of your final mark.

TASK: Create a presentation based on the below criteria. You may work alone, or in a group of two.

Select a composer from one of the below eras of music. You can preview a list of composers at:

<http://www.classical.net/music/composer/dates/comp9.php>

- a) Medieval - 11th through 14th centuries
- b) Early Renaissance - 15th century
- c) High Renaissance - 16th century
- d) Early Baroque - Late 16th and early 17th century
- e) High Baroque - Late 17th and early 18th centuries
- f) Classical / Romantic - Late 18th century
- g) Romantic - Early 19th century

Research the WHO, WHAT, WHERE, WHEN, WHY and HOW surrounding your composer.

Research what was going on in your composers country during their era. Dig into the history.

Beyond the above, here are some questions that you will need to answer in your QAT:

- a) What was unique about your composer and his/her music?
- b) How did the history of the time period influence your composer?
- c) How did your composer influence his/her era?
- d) What composers influenced your composer & vice versa?

Your presentation must also include:

- a) Minimum of ONE (two recommended) analysis of an excerpt from a piece. You should discuss any unique qualities of the piece and share some form of an interesting story based on what was behind the piece. "This was Beethoven's most famous piece." does not count. What made it famous, what did he do in the music that was unique, what were the qualities about the piece that made it famous?
- b) In-Text Citations and a works cited in MLA Format. Do not cite wikipedia.
- c) Equal speaking parts if the presentation is being done by a group of 2. Please speak about the components that you researched.

Presentation Length: 20 Minutes if solo. 25 Minutes if pairs.

Other Considerations:

If you are working as a partner you should split your duties in terms of research. Become a specialist on one specific area and then present that part. When you present your QAT in pairs I am assuming that when you are speaking, you are discussing areas that you have researched.

GRADE 11/12 Instrumental Music QAT**Presentation-Based QAT**

**The purpose of the Grade 11/12 QAT is to develop and present a focus topic that interests you
This project is worth 15% of your final mark.**

The Gr. 11/12 music QAT allows students to explore an area of personal interest in music and work toward a better understanding of a particular focus. Students must complete a detailed topic proposal and submit it online. They must then wait for their project to be approved by Mr. Geddis before commencing.

If there are two topics submitted that are similar in nature, ONE topic will be approved and the other declined. Approval will be subject to the most thorough and comprehensive outline of an engaging project idea with a dynamic final product. The aim is to have no repeat topics.

THIS IS A RESEARCH-BASED QAT

Research-based QAT's must have a clear thesis that presents an **ARGUMENT**. This is NOT a 'survey' presentation. You are NOT just playing protest music and talking about how good it is, who the performer is and where they grew up. You are actually examining a particular issue and taking a stance on it.

For example, "Rock and Roll music is often loud and goes against the status quo". This is not a thesis. It is a STATEMENT but you are NOT taking a side. "

"The re-birth of Rock and Roll in the 70's coupled with the turbulent social shift in the United States during the Vietnam War changed traditional values and caused a decline in morality within modern music".

This is a thesis, it is in-depth, fairly well thought out AND presents what you will be arguing in your final product. (No, you can't use this thesis).

THE PRESENTATION:

You may create a presentation using google slides, powerpoint, weebly or video. Your QAT MUST be a presentation and must be done in front of the class.

PRESENTATION LENGTH:

Single Presenter: 20 Minutes

Presenting in Pairs: 30 Minutes

CITATION FORMAT:

In-Text Citations (in-slide) with a final slide of a Works Cited page.

HANDOUT: Optional. May help to improve mark and comprehension.

Topic Ideas:

Censorship in music

Economics / business music

First Nations music

Sacred music

Music as a Universal Language

Music and moving images

Protest music

Examination of music and culture

Non-Western Music

Canadian topics

Music and War

Where did my Orchestra go?

Jazz topics

Music and the brain

GRADE 10/11 GUITAR QAT**Presentation-Based QAT**

The purpose of the guitar QAT is to learn about a professional guitar player.

This project is worth 15% of your final mark.

TASK: Find a guitarist from Rolling Stone Magazine's list of the "Top 100 Guitar Players of All Time" :

<http://www.rollingstone.com/music/lists/100-greatest-guitarists-20111123>

HINT: Do a bit of research first, the top 20 – 30 guitarists will likely have more information on them than #99 or #98.

With a partner OR individually ,your task is to prepare a 10 minute (individual) or 15-minute (partner) presentation on your artist discussing the following points and more:

- history (who, what, where, when, why and how)
 - background on any bands that they played in
 - style of music they played
 - the things they did differently than their predecessors
 - the mark they have left on the stage of popular music
 - guitar innovation and techniques
 - one very influential song that they wrote or worked in
- (these are just guidelines, you should learn as much as possible about your guitarist)

Essentially, you are communicating to your audience why your artist is/was such an influence on the musical and socio-cultural scene of the time (either through his/her songwriting, musicianship or his/her life (scandals, guitar-playing tricks, secrets, etc). You are PROVING to the class that you have selected the #1 guitar hero.

Make sure you use a presentation program (google slides, prezzi, powerpoint etc...) and include video and/or audio aids and activities to elaborate on your presentation and make it more interesting. You should not, however, rely on a biography video to do ALL of your historical content regarding your artist.

YOUR PRESENTATION MUST INCLUDE:

- 1) A thorough informational component (Google Slides etc...)
- 2) Audio/Video (clips should be CLIPS and not make up the entirety of your presentation)
- 3) MLA In-Text Citations and a works cited as the final slide.

A handout is optional but may help to build comprehension.

Presentation Length: 10 Min (individual QAT); 15 minutes (pairs).

PRESENTATIONS LENGTH:

- 10 minutes in length if completing individually
- 15 minutes if working in partners.

Only 1 Guitarist / Class.

CITATIONS:

You must cite everything in MLA format. You should use in-text citations within your slides much like you would do in an essay. Please see exemplars and if you miss Mr. Geddis' lesson on Citations, please get caught up.

STANDARD MUSIC PRESENTATION RUBRIC

This rubric will be reviewed with all classes. Specific examples will be given for each criteria depending on the QAT topic assigned.

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge				
Demonstrates knowledge of topic studied with relation to assignment criteria	Demonstrates limited knowledge of topic studied with relation to assignment criteria.	Demonstrates some knowledge of topic studied with relation to assignment criteria.	Demonstrates considerable knowledge of topic studied with relation to assignment criteria.	Demonstrates extensive knowledge of topic studied with relation to assignment criteria.
Thinking				
Demonstrate critical and creative thinking when selecting information to include on website (Have you researched appropriate and interesting elements?)	Demonstrate limited critical and creative thinking skills.	Demonstrate some critical and creative thinking skills.	Demonstrate considerable critical and creative thinking skills.	Demonstrate excellent critical and creative thinking skills.
Communication				
Demonstrates an understanding of how to structure a presentation and create flow. (Is the presentation organized and are the details being communicated clearly?)	Demonstrates limited clarity/planning and communication skill.	Demonstrates some clarity and planning in their presentation. Information is communicated with some effectiveness.	Demonstrates good planning skills and clarity during presentation. Communication is done with considerable effectiveness.	Demonstrates excellent planning and clarity in the presentation. Communication is extremely effective and dynamic.
Application				
Makes relevant connections between selected topic and music today (ie. Why is your topic important)	Demonstrates some understanding of how to make connections and prove relevance of topic.	Demonstrates some understanding of how to make connections and prove relevance of topic.	Demonstrates considerable understanding of how to make connections and prove relevance of topic.	Demonstrates considerable understanding of how to make connections and prove relevance of topic.