



## Lesson: Write Your Own Program Notes

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### OVERVIEW

Writing program notes is a way for students to integrate musical knowledge with inquiry and writing skills. This activity requires the students to analyze music, conduct research, and organize, synthesize, and edit information to create written text. Considering the musical components and the context in which the piece was created enhances students' understanding of the music.

Students use a template to find and organize information that is used to create program notes for pieces that will be presented in a public performance by the band.

### LEARNING GOALS

Students will:

- Identify the various types of information presented in concert program notes.
- Use technology and print media to locate information to complete a template.
- Examine the historical/cultural context of music they are performing.
- Examine the formal properties of music they are performing.
- Describe music using appropriate technical terminology.
- Organize and edit information to create program notes.

### RESOURCES AND MATERIALS

- A word processing program
- Internet and books for research

Student copies of:

- [Program Notes Activity](#) reading
- [A+ Program Notes](#) and other pieces to use as examples
- [Program Notes Research Worksheet](#) (six pages)

### PROCESS

Students may be asked to write program notes that describe the entire piece or just one section of a piece. Students who work on this activity will need guidance from their teacher, especially analyzing the form and other distinctive characteristics of the music. They will also need to be directed towards appropriate resources to discover historical or cultural influences of the pieces they are studying. Some training in basic research techniques and use of the Internet to access websites may be required.

Consider collaborating with English, Communications, Writing, or Media teachers in order to assign this activity as an interdisciplinary project that addresses the content and standards of multiple classes.

A description of the activity and templates that guide the students in gathering and organizing their information are provided and may be printed for classroom use.

1. Distribute and read the document [Program Note Activity](#).
2. Read program notes for *A+* and other pieces and identify the kinds of information contained within the examples. This can be done as a large group activity. Use the categories from the Program Note Activity description.
3. Select a piece that will be performed for an upcoming public performance. The pieces may also be assigned to ensure that equal numbers of students are creating program notes for each programmed piece. This will be especially important if you decide to extend the activity.
4. Used the template provided to research and categorize information about the selected piece.
5. Analyze the form of the selected piece. Students will probably need assistance with this. The form may be best analyzed as a large group activity with guidance from the teacher.
6. Use the information to write program notes for the selected piece.

### **EXTENTION**

Have students create their own Concert Program for family and friends. See the lesson plan [Creating a Concert Program](#) below.

# Program Note Activity

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Program notes help to prepare listeners to hear a live or recorded performance of a piece of music. The program notes may contain a variety of information, such as:

1. **A description of the structure** of the music – form, distinctive musical elements used in the piece (key signature, scales, rhythms, tempo markings, etc.) or instrumentation;
2. **Moods or emotions** that the composer intends the listeners to experience;
3. **Stories, pictures, or ideas** that are represented in the music;
4. **Ideas or events** that inspired the creation of the piece (a poem, war, space travel, dinosaurs, etc.);
5. **Information about the history or culture** from when or where the music comes;
6. **Style or genre** (type) of music (swing, rock, showtune); or
7. **Biographical** information about the composer.

The best program notes contain information from more than one of the categories listed above. You will have to do some research to do a thorough job on this activity. (Hint: Many composers now have websites that provide biographical information.) The attached packet will help you to collect and organize the information that you will need to write your program notes. It is not important that you find something to fill in every blank, but you will want to find enough information to make your programs notes thorough, interesting, and informative for your audience.

# A+ Program Notes

by Thomas C. Duffy



There is much debate about the value of the performing arts in the pre-college curriculum. This debate rages most furiously when budget considerations make cut-backs inevitable, and the academic money-managers propose to snip away at the non-core curricular "activities" such as art and music performance and, in some cases, athletics. This short piece makes the case for the unique importance of music performance curricular or non-curricular in every academic program.

Grades allege to represent achievement. There is a quantitative correlation between grades and performance, with grades often being assigned to reflect the percentage of correct or appropriate responses or behaviors. Average grading scales include the grades A, B, C, D, and F, with gradations of these levels being subdivided by pluses and minuses. Roughly, F corresponds to grades of 59% and lower; D corresponds to 60 to 69%; C corresponds to 70 to 79%; B corresponds to 80 to 89%; and A corresponds to 90 to 100%. The higher and lower areas of the grading ranges are reflected by + and -. The unique grade of A+ is awarded for achievement in the area of 97 to 100%. This means that, in the sciences and humanities for example, the highest possible grade can be awarded to work or achievement that contains up to 3% error! A+ = 97%; 3% short of perfection! Can you imagine a musical performance with even 1% error, never mind 3%? Most musical performances are flawless in execution in certain domains (pitch, rhythm, dynamics). Think how greatly one wrong note sticks out of an orchestral or band or choral performance! Music performance routinely demands one hundred percent accuracy in execution. Music performance is unique in that regard. Is there another discipline in the academic curriculum that makes such high demands on students?

A+: A "Precise" Prelude and An "Excellent" March makes a case for the high quality of music performance. The *Prelude*, if performed well, is precisely imprecise, with tendrils of harmonic material floating around at the whim and fancy of the woodwinds. The *March* is a simple little commencement-like processional (feel free to use it as a real march!) which is repeated. The ensemble players are instructed to make one mistake in the repetition a mistake of pitch or dynamic or rhythm or articulation; it's their choice. There are 8665 notes in this piece. If the ensemble consists of 60 players, all of whom make one pitch mistake, the percent of error is .69 of 1%, that is not even 1%! If one considers that each note has a dynamic, articulation and rhythm component (all of which can be mutilated!), the possible execution opportunities become 8665 pitches x 3 (dynamics, rhythm, articulation) for a total of 25,995! One mistake by each member of a sixty-piece ensemble now represents only .023 of 1%! In fact, 3% error in this case would equal 779 mistakes - a rate of performance that would qualify for an A+ in the academic world but would probably result in the conductor of the ensemble receiving a pink slip or the request for career counseling before the last notes' reverberations ceased!

Nevertheless, by all academic standards, the performance of this march, with anything less than 779 mistakes, will be "excellent."





## Program Notes Research Worksheet

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Name: \_\_\_\_\_

Composer and Publisher Information
Title of composition:
Name of composer:
Name of arranger (if applicable):
Year piece was composed:

Structure and Style Information
Form of piece (ABA, Rondo, Theme & Variations, etc.):
Genre (Folk Song, Symphony, Showtune, etc.):
Style (Swing, Rock, etc.):



### **Musical Elements**

What distinctive musical elements are used in the piece (melody, harmony, rhythm, expressive qualities, articulations, instrumentation) and where are they located in the music? (If you need more room to write, use the back side of this page.)



### Historic/Cultural/Social Information

During what historical period was the piece composed? Where and when might the music have been performed? Who performed the music – trained musicians or everyone in the community? How does the music reflect the culture, society, or time period? (If you need more room to write, use the back side of this page.)



### **Feelings/Stories/Emotions/Events**

What feelings, emotions, stories, or events are being conveyed in the music? (If you need more room to write, use the back side of this page.)





### **Composer Biographical Information**

You may want to do an internet search to see if the composer has a website. (If you need more room to write, use the back side of this page.)



**Resources —Info from the title page of the book, websites:**

<b>Authors</b>	<b>Copyright</b>	<b>Title</b>	<b>City: Name of Publish</b>

<b>Topic</b>	<b>Web Site Address</b>





## Extension Lesson: Creating a Concert Program

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### OVERVIEW

A project where students use the information they have researched to create a concert program for family and friends who will be attending the concert.

### LEARNING GOALS

Students will:

1. Identify the components of a concert program.
2. Work collaboratively with peers.
3. Create a concert program that includes all appropriate components.

### RESOURCES AND MATERIALS

1. Student-created program notes from the previous lesson
2. [Personal Concert Program Activity](#) reading
3. Access to a shared text file of a roster of student performers
4. A word processing program
5. Access to clip art or pictures
6. [Concert Program Template](#)

### PROCESS

The teacher will need to provide either access to a shared file that contains a roster of the student names in each performing group or a printed copy of the roster. It will also be easier for students to assemble their program notes into one concert program if they have saved their work on a shared file or a flash drive.

A template may be printed and provided to the students to use as a checklist to ensure that they have included all the components of the concert program.

1. Assign students to groups. Each group should be comprised of students who have all been assigned different pieces on the concert program so that all together the group represents all of the pieces on the program (at the end of the activity, you should have one full concert program per student group.)

2. As a class or small group, have students read the [Personal Concert Program Activity](#) description.
3. Have students examine past concert programs to see what information is provided and how it is presented. To guide their work, students may consider the questions posed in the Personal Program Activity reading.
4. Using the Program Notes developed previously, have students enter their work into the Concert Program Template document found in the “Lesson Plans with Interdisciplinary Connections” folder of this curriculum.
5. Once each group has a completed Concert Program, photocopy each group’s concert programs.
6. Share Concert Programs with friends and family who attend the concert.

# Personal Concert Program Activity

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A concert program provides information to guide the listening of the audience. You have examined program notes and created your own. Now you will share your work with other students who have created program notes for other pieces that will be performed in your upcoming concert. Together you will create your own personal concert program to be shared with your family and friends who will attend the concert.

As you look at past programs from both school and other concerts to see what information is included, make a list, thinking about the following questions:

1. Whose names appear on the program? Can you tell who composed the music? Who directed the group? Who are the performers? Were there any soloists or performers who were featured? Is anyone listed who somehow supported the performance in some way, even though he or she didn't perform during the concert?
2. What information is included about the performance that lets the audience know they are in the right place at the right time?
3. Are there any pictures or graphics on the program? If so, do they provide information or relate to a theme?

Use the model that is provided to make sure you include all the important information. See if you can find graphics or pictures to make the program look more artistic, highlight a theme, or provide an example of something mentioned in the program notes for one or more of the pieces on the program.



**Concert Program Template: Be sure to include all of the following information:**

Name of Event

Date and Time

Location of Event

Name of Performing Group

Name of Director

Title of Piece..... Name of Composer/Arranger

Program Notes

Title of Piece..... Name of Composer/Arranger

Program Notes

Name of Performing Group

Name of Director

Title of Piece..... Name of Composer/Arranger

Program Notes

Title of Piece..... Name of Composer/Arranger

Program Notes

Roster of Performers

Acknowledgments

**(Don't forget to include graphics, clipart, or pictures)**