

## Achievement Day 2010

### Requirement

A student presents two pieces of music (one by memory, and another with score), and names the key and plays pentatonic scale or a scale of those pieces. In addition, a student presents minimum two options. (See “Complete List of Options and Details” below.) The level of options can be one lower or higher level than the entering level.

A student who choose to become a super-achiever candidate must present two pieces of music (one by memory, and another with score), and names the key and plays pentatonic scale or a scale of each piece. In addition, a student present five options.

### Registration Process

Step 1 Parents pay the fee to their children’s teacher. Checks are payable to the teacher. (See “Registration Fee” below.)

Step 2 Teachers collect all the payments, send the registration form and the Longmont, CO 80503). One check payable to BAMTA.

**~Deadline April 10<sup>th</sup>, 2010~**

Step 3 Construction projects, Art projects, Compositions, Written projects, and Written Review need to be turned in. **~Deadline April 10<sup>th</sup>, 2010~**  
**The deadline for those may change to a later date. The evaluators who collect those projects will be announced.**

Step 4 The teachers will be notified the performance time of each student.

Step 5 The students will be notified, by their teachers, the performance time, given necessary papers.

Step 6 The students participate in Achievement Day. Make sure to bring all the necessary papers and scores. **~May 8<sup>th</sup>, 2010~**

### Registration Fee

	MTNA member	non-member
Preparatory level A/B	\$13	\$26
Level 1~4	\$13	\$26
Level 5~8	\$15	\$30
Level 9~12	\$18	\$36

And, there is an additional \$5 for students who choose to become a super-achiever candidate.

## Complete List of Options and Details

### A. Performance Options

1. Additional Piece (memorized, or not memorized)

The students in prep level or up to level 6 may play any piece. The students in levels 7 and up choose a piece from a different period of music history than their required pieces OR the students plays a written version of pop, jazz, folk, or sacred music.

2. Scales See CSMTA handbook.

3. Chords See CSMTA handbook.

4. Arpeggios See CSMTA handbook.

5. Sight Reading

Sight read music which is two levels easier than the performance level entered. The students will be given the time to look at the music for about one minute before playing. The students will be evaluated on two pieces.

6. Improvisation

- a. An evaluator choose mood, key, and genre (march, waltz, etc.). The student improvise a piece within those settings.
- b. Use 12-bar blues progression or a selected chord progression and improvise the melody and add ornaments.

7. Play from a Lead Line

Play from a lead line, using a given melody and notated chord symbols.

8. Collaborative Performance

- a. Accompanying
- b. Ensembles – duet, trio, quartet, quintet, etc.

\*The teacher may perform with students.

9. Performance on a second instrument

Memorization is not required.

10. Transposition See CSMTA handbook.

11. Dance

The students bring a CD and a CD player (or an ipod and a speaker) to accompany the dance performance.

12. Conducting

The effort to indicate the interpretation of the music will be evaluated, as well as the effort to indicate the pulse to keep the group together.

13. Other      Discuss the idea with the chair and get approval.

B. Related Options

14. Theory      See the contents distributed in January.

15. Terms and Signs      See the contents distributed in January.

16. History      See the contents distributed in February.

17. Ear Training      See CSMTA handbook.

18. Original Composition

A manuscript needs to be turned in by April 10<sup>th</sup>, along with a recording of the composition. **~The deadline may change to a later date.** This project will be displayed at the Achievement Day, and may be picked up at the end of the day.

19. Written project

This can be either paper, or a poster. The contents need to be neatly hand written or typed, and have a title cover page if it's papers. Topics can be a composer, a musical era, instruments, or a certain compositions. The students are welcome to include pictures of composers, instruments, or music score excerpts. Reference sources need to be listed. For level 7 and up, footnotes and bibliography need to be listed.

This needs to be turned in by **April 10<sup>th</sup>**. **~The deadline may change to a later date.** This project will be displayed at the Achievement Day, and may be picked up at the end of the day.

20. Written Review of a Live Performance or a Recording

The students attend two concerts and write a report on those concerts. Or, the students listen to an entire CD and write a report.

2~3 pages, double spaced, typed.

This needs to be turned in by **April 10<sup>th</sup>**. **~The deadline may change to a later date.**~ This project will be displayed at the Achievement Day, and may be picked up at the end of the day.

#### 21. Construction Project

Any type of constructed object is fine as long as it is music related.

Examples are: pillows, collages, mobiles, sculptures (clay, paper, etc), musical games, painted clothes, jewelries, wall hangings, room decorations, scale models of instruments, quilts with musical designs, hand-made costumes of early musicians, etc.

No commercial packages or kits are acceptable.

Attach a label listing the student's name, age, teacher, and a title of the project.

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#### 22. Art Related to Music

Any type of painting (oil, pastel, etc.) or any type of drawing (crayon, color pencil, markers, chalks, paints) is fine, as long as it is related to music.

The piece of music that inspired the art work needs to be specified.

The mounting should be suitable for display.

Attach a label listing the student's name, age, teacher, and a name of the music.

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