



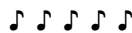
**PAS Community Outreach Program
Assembly Programs for Schools**

Suggestions for Addressing the NM Music Standard 8

THE STANDARD

Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.

- Grades K-4 Benchmark 8A: Model appropriate audience behavior at live concert performances.
 - K-1 1. Understand the role of the audience
 - 2-3 1. Understand and exhibit proper concert etiquette
 - 4-5 1. Understand and exhibit proper concert etiquette
 - 2. Model respectful behavior, understanding the dynamics of what it takes to be a performer
- Grades 6-8 Benchmark 8A
 - 1. Model respectful behavior, understanding the dynamics of what it takes to be a performer, as well as the performance venue.
 - 2. Understand the role of the audience and how they should react to a performer in various types of performance situations (i.e. clapping after a jazz solo, but not a classical solo) (*Actually, clapping etiquette is complicated. See tips below*)



PAS HELPFUL SUGGESTIONS FOR ADDRESSING NM MUSIC STANDARD 8

The three components of a performance are the performers, the audience, and the venue. All are equally important. To address Standard #8, students need to know about these three components, what each includes, and how the three interact. There are two sides of artistic creativity: those who create and those who appreciate. Appreciators should be active, not passive; but they should be appropriately active. This is true whether a performance is in a concert hall, museum, living room, school all purpose room, playground, or park.

Each is described below:

Performers: Performers are those who have developed their musical (artistic) talents to a high level by educating themselves about the history of their art and the technique of their chosen instrument be it a voice or one which is played or their body. They practice hours and devote a large amount of their time to the continual perfection of their ability. Performers are to be respected for their talent and devotion to their chosen art form. Some performers are professional, that is, this is what they do for a living; and some are avocational, that is they split their time working in some field for their main income other than their art form.

Audience: An audience is a necessary part of a performance. Students need to understand their role as a spectator is an active one (but not an unruly one!) It is the relationship between the audience and artists that bring a performance alive. Performers depend on the involvement of the audience for their sense of accomplishment; their greatest reward is an intensity of listening by the audience. Audiences seems to have personalities to performers; some are energizing to the performers, others seem not to be giving anything back to the production. A good audience can contribute to a most fulfilling performance for both the audience and performers. A bad audience will destroy the experience for all. And even one poorly behaved person in the audience can potentially spoil the experience for a large number of people.



Teachers should be part of the audience and share the experience with the students. If the teacher has no interest in a performance, it is better if they don't attend.

Venue: Performances can be held in spaces that range from very formal to quite informal and the behavior required for each varies. Concerts in concert halls are more formal than rock concerts in local parks. Students should understand the differences. Here are some attributes that vary given the type of venue:

- Arriving and leaving
- Finding your seat
- Expression of appreciation for performance

Three Components of a Performance

Suggested Student DOs and DON'Ts for PAS Community Outreach Performances

 DO	 DON'T
<ul style="list-style-type: none"> • Expect to enjoy the performance • Dress nicely • Sit quietly • Leave cell phones off • Leave all candy, food, gum at home • Enter the performance space quietly and find your seat quickly • Arrive a bit early • Express appreciation for the performance (see below) 	<ul style="list-style-type: none"> • Have a bad attitude • Dress sloppy • Make noises • Have toys or devices that make noise • Bring food, candy, gum • Whistle or cheer (unless requested to by the performers.) • Arrive late and leave before the end of a performance • Embarrass your teacher or school

Complicated Clapping Etiquette:

Clapping is generally is a sign of appreciation for the performer’s artistic performance. Clapping is appropriate at the end of a musical piece by a soloist or a group or any artistic performance. If it is a group, the conductor will turn and face the audience when the piece is complete to signal it is time to clap.

It is not appropriate to clap between sections of a multipart musical piece. Students may need help in knowing the difference between the end of a movement and the end of the piece. It is appropriate, however, to clap at the end of one act of a multi-act performance.

It is appropriate to clap at the beginning of a performance when there is a group and the conductor comes on “the stage”. It is also appropriate to clap when musicians (or musician) take their place at their instruments. It is appropriate to clap if a performer comes “on stage” and takes a bow.

It is not appropriate to clap if the performer begins their performance immediately (such as a ballet.)

It is appropriate to clap during a performance if the performer has done something truly spectacular.

It is appropriate to clap during a performance if the performers encourage the audience to participate by clapping or other demonstration of involvement.