

Guidelines/Schedule for Performance Concentration

Preliminary Activities (prior to registration for MUS 490 Senior Project)

1. In consultation with a primary performance instructor (a.k.a. lesson instructor), a student will develop a list of senior recital repertoire representative of the breadth and depth of her/his undergraduate studies in performance. At least 40-minutes of repertoire, organized into a cohesive recital program, must be presented.
2. In consultation with the primary performance instructor and a primary research mentor, students will identify a specific research topic related to a certain aspect of their senior recital repertoire. (The primary research mentor should be a full-time faculty. In some cases, the primary performance instructor and the primary research mentor would be the same person.) The aim of the chosen research project is to enrich the student's repertoire performance.
3. In consultation with the primary research mentor and the primary performance instructor, the student creates a document which would serve as a contract for the project. This document should contain the following items:
 - Clear definition of the project in writing, which should be created by the student in conjunction with the supervising faculty member(s)
 - Due dates, including interim steps
 - Faculty expectation/commitment
 - Student expectation, particularly regarding materials needed (or requested)
4. The student will also identify a faculty second reader.
5. The student will schedule a senior recital date during the appropriate scheduling window.

Suggested Schedule:

1. During the penultimate semester, the student registers for MUS 456 Advanced Individual Music Instruction, for which the primary performance instructor's signature is required; and for MUS 490 Senior Project, for which the primary research mentor's signature is required. (In some cases, the primary performance instructor and the primary research mentor would be the same person)
2. The student submits a 2 to 3-page written research proposal outlining the breadth of her/his topic and presents a preliminary research plan. This 2 to 3-page research proposal will count toward the 30-pages of research-based writing.
3. The student submits a bibliography of pertinent resources. The primary research mentor may amend this bibliography.
4. Based on the finalized bibliography, the student submits an *annotated* bibliography.

5. Presentation of preliminary research: All Performance Concentration students enrolled in MUS 490 Senior Project will gather on a given date (TBA) and present 10 to 12-minute oral presentations of their preliminary research in front of faculty members and peers. Each presentation will be followed by a 5-minute Q&A. This Q&A will provide a vehicle for the primary research mentor, the faculty second reader, and the student's peers to make suggestions on further topic development and research direction. A copy of the script for the 10 to 12-minute oral presentation and the annotated bibliography should be submitted by the time of the presentation. The script for the presentation and the annotated bibliography will count toward the 30-pages of research-based writing.
6. The student continues to work towards memorization of assigned repertoire and the overall performance goal of the senior recital throughout this process under the guidance of the primary performance instructor.
7. The first draft of the program notes is submitted to the primary performance instructor. This draft is to be returned to the student with a considerable revision. Subsequent drafts will be submitted for review until the program notes are in publishable form.
8. The first draft of the research paper is submitted to the primary research mentor. This draft is to be returned to the student with a considerable revision.
9. The second draft of the research paper is submitted to the primary research mentor. This draft will be returned to the students with, hopefully, minor revisions.
10. Subsequent drafts of the research paper will be submitted to the primary research mentor and revised until it is ready for the faculty second reader's feedback.
11. The final version of the research paper and the program notes should be in a publishable form. They are to be submitted for the approval of both the primary research mentor and the faculty second reader. Both the final version of the research paper and the final version of the program notes will count toward the 30-pages of research-based writing.
12. Some studios may require engagement in a studio-class setting at least once or more times during the semester. During this studio class, Performance Concentration students enrolled in MUS 456/490 will perform for each other and engage in a group discussion about the process and give immediate feedback to each other with the intent of improving the performance.
13. At least ONE dress rehearsal is required prior to a senior recital. Some studios may require a separate hearing to acquire permission to give a senior recital. Please see your individual studio policies for clarification.
14. A senior recital, accompanied by the program notes approved by the primary research mentor and the faculty second reader, is open to public. It will be presented to Performing Arts Department faculty members, students, family, friends, etc.
15. The student submits one hard copy of the recital program and the program notes to be placed on file in the Performing Arts Department office as a model of the process for future students.

16. The recital will be recorded with copies going to both the student and the Performing Arts Department.
17. At the conclusion of the semester, the student submits a written reflection (1-page minimum) to the primary research mentor. This reflection should attest to how other disciplines and experiences have influenced her/his creative/artistic endeavors leading to this culminating experience. This written reflection will count toward the 30-pages of research-based writing.