

## UIL PERFORMANCE PREPARATION/INELIGIBLE STUDENTS

A music performance class is the same as any academic course in that there are essential elements that should be taught to all students. This does not necessarily mean, however, that all students will always be involved in the same learning activity at the same time.

The development of skills, knowledge and understanding through performance preparation follows a spiral curriculum design including, but not limited to, the following segments:

- Warm-up techniques
- Rhythm studies
- Scale studies
- Ear-training/intonation practice
- Performance preparation:  
(individual and group)
- Music history studies
- Music listening studies
- Theory studies
- Sightreading/Sightsinging
- Careers in music studies

The critical final rehearsals prior to a UIL competition pose a problem for the director and ineligible member(s) of a performing organization. Adjustments, substitutions, revoicing, rewriting, all must be done in order to produce the same high performance level without the ineligible member(s). How much work must be done and how long it takes will depend on the number of ineligible students and the specific part they play or sing.

According to TEA, "ineligible students may not be denied the full range of instruction presented during the school day." In order to maintain the integrity of the entire performing group, a director may find it necessary to engage ineligible students in one of the course segments listed above while continuing performance preparation with other students. Rehearsals conducted in this manner should be restricted to as few as possible. For schools on a regular schedule this number of rehearsals should be seven (7) or fewer. For those on the block schedule, the number should be four (4) or fewer. Directors may have additional rehearsals before/after school. It is suggested that ineligible students participate in as much of the performance aspect of the class as possible prior to the actual preparation of the program/contest music. It is then the responsibility of the director to see that ineligible students are presented with alternative instruction. Activities should be provided for ineligible students that will enhance their individual strengths and diminish their weaknesses. This time shall be used constructively by the students, working toward the same expectations of musical literacy and musical understanding expected of the entire class.