

AUDIENCE ETIQUETTE GUIDE

BE COURTEOUS

NICE AND QUIET

Do not whisper, chat, yell, giggle, shuffle your feet, play with your program, or anything else to distract others around you.

STAY SEATED

If you must get up, do so only during the applause.

LISTEN

Stay quiet and pay attention so the performers do not get distracted. Remember, performers can hear and see you, just as you can hear and see them.

BRING YOURSELF

Do not bring cell phones, cameras, video cameras, tape recorders, food, candy, drinks, or toys.

SPECIAL NEEDS AUDIENCE MEMBERS

STUDENTS

Students' abilities to observe a performance should be taken into consideration.

SEATING

Teachers can request special seating in "disabled" areas or near exits.

CHAPERONES

Chaperones/teacher's aides may need to remove a disruptive student from a performance.

LISTEN AND LEARN

INSTRUMENTS

Can you hear and identify the different instruments?

PATTERNS

Can you hear patterns or repeated melodies throughout a selection?

DYNAMICS

Can you hear and identify dynamics? (softs and louds)

MOOD

Can you identify the mood of the music? (calm, exciting, happy, sad)

FEEL AND THINK

How does the music make you feel and what does it make you think about?

KNOW WHEN TO APPLAUD

SAYING THANKS

Applauding (clapping) is your way of thanking the performer for his hard work and performance.

CONDUCTOR

In turn, the conductor will bow to thank you for your applause and your great audience manners.

BEGINNING

Clap when the conductor enters the stage.

END

Clap when the selection is over. Make sure you wait for the conductor's arms to go down to his side.

CONCERT ETIQUETTE ACTIVITY

BE COURTEOUS

TEACHING OBJECTIVE

Students will demonstrate an understanding of appropriate behavior in a variety of audience settings

PRE-ASSESSMENT

Ask students how they would behave at a concert.

TEACHING

1. Have students describe places where they were members of an audience. (theater for plays, movie theater, sports arena, at home watching television, school auditorium, concert hall, etc.)
2. Discuss appropriate audience behavior for the settings above. How would behavior vary or differ from place to place? Would behavior at a football game be different than behavior at a rock concert, at a musical play, at a symphony concert?
3. Choose a few students to act as performers in a few of the settings discussed. For example, they may pretend to be playing an instrument in a band, singing a solo, or playing a sport like tennis or golf. Have the rest of the students demonstrate appropriate audience behavior.
4. Before and after each pretend performance, review appropriate audience behavior. Ask the "performers" if they felt comfortable with their "audience's" behavior.

ACTIVITY

Tell students they will soon be attending a professional ensemble concert. Show them a picture of the performing group and let them listen to a recording if available. Discuss how students will act at this concert.

EVALUATION

Did student participation and response show an understanding of appropriate audience behavior? Have students evaluate themselves AFTER they attend the concert.

THINK ABOUT IT

BEFORE THE CONCERT

MUSICIANS

What are the musicians doing to prepare themselves?

1. Warming up by practicing the music
2. Checking their music on their stands
3. Checking their instruments to make sure they are working properly
4. Tuning—musicians do this to make sure all instruments are at the same pitch on a tuning note.

AUDIENCE

What is the audience doing to prepare themselves?

1. Finding their seats and getting comfortable—ushers may help
2. Watching the musicians prepare
3. Thinking about the concert and music, leaving all other thoughts aside
4. Practicing audience etiquette

DURING THE CONCERT

CONDUCTOR AND MUSICIANS

The conductor and the musicians:

1. How is the conductor helping the musicians stay together?
2. How does the conductor signal the beat, accents, tempo changes, entrances, etc?
3. Are the musicians watching the conductor?
4. Are the musicians taking turns playing certain melodies or rhythms?
5. Do all of the musicians play all of the time?

YOU AND THE MUSIC

What do you really like about the music? (the melody, the rhythm, the tempo, the instruments?)

1. Do certain melodies get repeated?
2. What do you feel physically? Can you feel the beat? Are you breathing faster or slower? Can you imagine yourself conducting or singing music?
3. What do you feel emotionally? Are you happy, sad, excited, scared? Does the music remind you of something?
4. Can you imagine what it would be like to be playing one of the instruments? Which instrument would you play?