

Instructionally Related Activities Report Form

SPONSOR: KUANFEN LIU

PROGRAM/DEPARTMENT: PERFORMING ARTS - MUSIC

ACTIVITY TITLE: University Chorus Winter Concerts and Workshops – Trace History – African American Journeys through Song

DATE (S) OF ACTIVITY: December 3rd and 9th, 2018

Please submit via email to the IRA Coordinator along with any supporting documentation at david.daniels@csuci.edu within 30 days after the activity. Thank you for your commitment to engaging our students!

A. ADDRESS THE FOLLOWING QUESTIONS

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

This IRA fund was to support the CI University Chorus with its 2018 winter performances: Trace History – African American Journeys through Song. As mentioned in the proposal, the intention was to create an integrated performance program on History of African American through liberation songs, field hollers, work songs, shout songs, and spirituals to bring to our students the experiences of learning and performing these music through the lens of human history. I am happy to report that with the support of the IRA fund, we were able to accomplish our goals.

The CI University Chorus presented two successful concerts in December. The first one was presented to the campus community on Monday, December 3th (Malibu Hall 100) and the second one to the general community on Sunday, December 9th (St. Columba's Episcopal Church, Camarillo). These two performances attracted approximately 400 people in the audience. The format of the performances interspersed with two CI students narrating a scrip written by

the instructor involving a brief history of the African slavery in America, the meaning and purpose of the coded songs, the background of the composers and their compositions. The feedback from the audience about the program and the intergraded musical performance was overwhelmingly positive. Many concert attendees expressed the appreciation of such program brought healing to the community especially after our community has experienced several tragic events in the recent time.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

The weekly rehearsals with the instructor and the accompanist provide knowledge, comprehension, and application of beginning, intermediate, and advanced skills in choral singing. In addition, through rehearsals and performances, students learn choral repertoire, and develop musicianship and performance skills.

Moreover, through this interdisciplinary and intergraded collaboration students have experienced and deepened their understanding of the relationship between history and music that go beyond classroom doors. By bringing these fields together, students were able to explore the complexity of human history and expression. In addition, this experience gave the students the desired CI GE Outcomes of:

- 6.1 Convey how issues relevant to social, cultural, political, contemporary/historical, economic, educational, or psychological realities interact with each other.
- 6.2 Discuss how social sciences conceive and study human
- 6.3 Use social science methods to explain or predict individual and collective human behavior.
- 7.1 Integrate content, ideas, and approaches from various cultural perspectives.
- 7.2 Integrate content, ideas, and approaches from various disciplinary perspectives.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

One of the many strengths of this activity is to be able to enrich students' learning experiences by providing them an outstanding accompanist during weekly rehearsals and beyond. Ms. Linda Fern Fay went beyond her duty to meet with students outside of rehearsal and make practice tracks to help our students learn and study their music more efficiently.

The two performances in December are the type of educational experience we hope for our students. We want our students to not only gain knowledge in classroom settings but also apply them in the real world that includes humanity, respect colleagues and people who came from and with different backgrounds.

Another example is to disseminate classic literature and music to a broader audience and connect with art and music patrons in the community. Through such activity, our students also gained opportunity of networking with professionals and patrons in the community.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

I have always work hard to promote these type of performances to our campus community. My hope is to reach out to even more people who can experience this with us. Music is not just fine arts or entertainment, music is culture, history and a wonderful form of human expression. I have always thought this is what the university experience should be about for all of us. I will continue to promote these type of events to our campus community.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

I think we have done our best to maximize the extraordinary experience we could bring to our students in our classes. As mentioned above, my goal would be keep improving on promoting such event to a broader audience in our campus community.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

I realized how little exposure our students had prior to arriving CI and how important it was to open doors for them, guide them and inspire them to be seekers and look beyond their individual windows. I have also realized our community is hungry for high quality musical performances; especially an intergraded one such as this program: Trace History – African American Journeys through Song. Moreover, not only did they enjoy our performances, they also wanted to support the next generations of college students. These two testimonies have made me more determined to continue bringing such opportunities to my students.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

Sample Written Concert Reports from Student Participants

Report #1

On December 3rd at 7:30 pm in Malibu 100 I had the opportunity to attend a truly amazing and moving concert. This year, instead of the University choir performing their winter charols, they took a different direction and instead decided to use performance to make a statement and tell the history of a group and a community that has suffered greatly. The concert walked through both the up and downs and the African American and black communities history through using spirituals. Spirituals would be a way for this community to use song to connect to their spirituality and religion, and to additionally cope with the hardships and give faith to a new path and a way of life to go north and escape the trials and tribulations that were seen in the south everyday. Despite the emotion that each singer put into each song by utilizing and adhering to the dynamics, one other part that made this concert so effective was the fact that before each song, there would be a member from the choir that would explain

the history behind the song and the cultural relevance that it had the the time. For example the program started at the height of slavery. One of the opening songs was, “Swing Low, Sweet Chariot”. One of the members explained that this was a spiritual that was sung due to its deeper meaning, it was a song that was sung to let other in the community know of the path to freedom. “Swing low” refers to going to south to the “sweet chariot” the underground railroad to freedom past Jordan which was the mississippi river towards home. The program continued to walk through the ages of the enslaved through the song “Sometimes I feel like a motherless child” referring to the children who were separated from their families by slavery. However, the tone of the program shifted when finally the community reached a time of freedom celebrated by the song, “Great Gettin’ Up Mornin’”. Overall it was a deeply impactful and moving concert that I thoroughly enjoyed.

Report #2

On Monday, December 3rd, I attended a performance of the Channel Islands University Chorus. The choir performed a set of songs celebrating African American heritage here in the United States. Before they performed, the choir walked into the room and onto the stage. Their positions on the stage depended on what part they sang. They were accompanied by a piano player, and directed by a conductor. Before certain songs, some students gave a brief description of the cultural significance of the songs that were going to be sung. The songs originated from the slave culture of the 1800s. The songs represented the cruel and inhumane treatment the slaves went through, but also their hope that they would gain freedom either in heaven or by escaping through the underground railroad. The choir composed of people of many different ages and backgrounds, each singing either soprano, alto, tener, or bass. During some parts of songs, they all sang the same notes, then they switched to harmonies. Some of the songs were more somber. Those songs usually referred to the terrible conditions the slaves endured. Others were more energetic and cheerful. Those usually referred to more spiritual concepts or the concept of freedom. After one half of the

concert, the older choir members left and the students got a chance to sing some of the songs on their own. After those songs, the older choir members came back to wrap up the concert, and the audience even got a chance to participate during one of the songs. My favorite part of the concert, besides the songs, was this one little girl in the front row of the audience dancing to the music and pretending to be a conductor. Overall, I really enjoyed the concert and I look forward to attending more of the chorus' performances.

8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY (DO NOT INCLUDE ACCOUNTING STRINGS)

\$3,300.00 was paid to Ms. Linda Fern Fay for her service of weekly rehearsals (August 27 to December 10, 2018), dress rehearsals and two performances.

B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

Students enrolled in PAMU 307 in Fall 2018:

Name	Program	Year at CI
Student 1	Undergraduate - BS: Health Science	Freshman
Student 2	Undergraduate - Pre-Nursing	Freshman
Student 3	Undergraduate - BS: Biology	Junior



Student 4	Undergraduate - BA: Communication	Junior
Student 5	Undergraduate - BA: Psychology	Senior
Student 6	Undergraduate - BA: Art, Art History emphasis	Senior
Student 7	Undergraduate - BA: Psychology	Junior
Student 8	Undergraduate - BA: Psychology	Senior
Student 9	Undergraduate - BS: Biology	Senior
Student 10	Undergraduate - BA: Performing Arts - Music Emphasis	Junior
Student 11	Undergraduate - BA: Performing Arts - Music Emphasis	Junior
Student 12	Undergraduate - BA: Psychology	Junior
Student 13	Undergraduate - BS: Computer Science	Junior
Student 14	Undergraduate - BS: Chemistry, Biochemistry	Senior

C.IMAGES FROM ACTIVITY:

Please embed 3-5 images in this document (or attach in .JPEG format) that demonstrate student participation with captions/title

Image 1: Concert Poster - Trace History – African American Journeys through Song



Image 2: CI University Chorus performed in Malibu Hall 100 on Monday, December 3th, 2018



Image 3: Happy and satisfying faces post performance!

