National Coalition for Core Arts Standards

Performing Model Cornerstone Assessment: 8th Grade General

Discipline: Music

Artistic Processes: Performing

Title: Performing: Realizing Artistic ideas and Work Through Interpretation and Presentation

Description: Using pieces currently integrated into classroom instruction or musical pieces studied independently, students will select specific sections that exemplify technical/stylistic/artistic challenges to overcome; work toward improving the performance quality of identified challenges; demonstrate and document processes for addressing the challenges; demonstrate and reflect upon achievement.

This assessment task is designed to assess an eighth grade student's ability to independently select, prepare and present music for performance. This task can be implemented by
   a) An entire class working together as an ensemble,
   b) A section or sections of the class working as an ensemble, and/or
   c) Individual students preparing solos.
The teacher will ensure that students have opportunities and resources to complete the task (e.g., rehearsal time; rehearsal space; musical materials).

The task requires students to complete forms and either record their rehearsal/performance or make detailed observations of their rehearsal/performance to document their ability to:
   a) Select music with an understanding of performers, situation and other considerations
   b) Analyze and interpret music
   c) Rehearse, evaluate and refine music
   d) Present music in performance

Using the Assessment: The following collection of standards-based assessments provides choices for music teachers seeking formative and summative means to measure student understanding and achievement within units focused on performance of selected musical works. Teachers may select among the components below to design an assessment plan that fits their particular needs, providing information about student growth and understanding as well as students' ability to transfer learning and self-improve. Assessment results should continuously incentivize adjustments to curriculum and instruction throughout the unit.

Grade: 8

In this MCA you will find: (mark all that apply)

☒ **Strategies for Embedding in Instruction**	☒ **Detailed Assessment Procedures**	☒ **Knowledge, Skills and Vocabulary**	☒ **Differentiation Strategies**
			☒ **Strategies for Inclusion**
☒ **Suggested Scoring Devices** ☒ **Task Specific Rubrics**	☒ **Resources needed for task implementation**	☒ **Assessment Focus Chart**	☐ **Benchmarked Student Work**

Estimate Time for Teaching and Assessment: To be determined by the individual teacher
(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised. If a time is entered below, it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

Strategies for Embedding in Instruction *[possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit]*

Learning strategies exhibited by students for this Cornerstone Assessment may include:
- *Identify and apply criteria used for selecting music for performance (select)*
- *Compare and contrasting musical elements within selected pieces (select, analyze)*
- Listen to recordings of the work or look at the music to identify ensemble performance challenges (analyze)
- Explore how musical elements are utilized (analyze)
- *Identify various contexts that influence performance and result in differing musical effects (analyze)*
- *Demonstrate and explain how music's intention is expressed through interpretations of the elements of music and expressive qualities (interpret)*
- *Manipulate elements expressively in music to explore expressive options (interpret)*
- *Create criteria for quality performance (analyze, interpret, evaluate)*
- Explore and implement practice strategies for specific challenges (evaluate and refine)
- Diagnose performance challenges and prescribe solutions (evaluate and refine)
- *Apply criteria for evaluating technical/stylistic/expressive performance for peer feedback (analyze, evaluate)*
- *Study style, historical and cultural background of music to inform performance choices (interpret)*
- *Identify specific challenges and explore practices strategies (refine)*
- Experience verbal and written reflection and self-evaluation (evaluate and refine)
- Generate criteria for performance decorum and audience etiquette appropriate for the context, venue, genre and style (present)
- *Perform the music with technical accuracy, stylistic expression, and authentic to convey intent (present)*

Detailed Assessment Procedures *[clear outline of procedures necessary to obtain comparable work from multiple teachers - i.e., coding and file format for preservation of student work (mp3, PDF), etc.]*

Select, Analyze & Interpret
(Performance Standards MU:Pr4.1.8a, MU:Pr4.2.8a, MU:Pr4.2.8c, and MU:Pr4.3.8a)

Students will document steps 1 – 5 using the:
1) the **Program Selection Form** (worksheet 1);
2) **Select, Analyze & Interpret Documentation Form** (worksheet 2); and
3) a student devised **Student Performance Rubric** (rubric 1) or the provided **Performance Rubric** (rubric 2).

Student/s (individually or in groups) will:
Choose two or more contrasting musical selections appropriate for their own musical performance (this may include student arranged or composed works).
1. Complete the **Program Selection Form** (worksheet 1) that asks them to describe the contrasting selections and demonstrate how varied programming reflects knowledge of the performers and the music.
2. Select at least one of the two or more contrasting selections (from step 1 above) for more intensive analysis and refinement for performance.
3. Using the chosen selection, complete the **Select, Analyze & Interpret Documentation Form** (worksheet 2) provided to give a written rationale explaining the selection's a) style and purpose of the selections, b) potential technical challenges, and c) their personal interest for selecting pieces for programming.
4. Either a) create a **Student Performance Rubric** (rubric 1) that identifies essential criteria they believe are important to create a quality performance and that defines levels of achievement for criteria *OR* b) select appropriate criteria for performance from the provided **Performance Rubric** (rubric 2).

Rehearse, Evaluate and Refine
Students will **c**omplete steps 5-9 using:
a) the **Rehearse, Evaluate and Refine Documentation Form** (worksheet 3), and the
b) **Reflective Practice Log** (worksheet 4).

5. Working individually or collaboratively, identify and apply self-created criteria for demonstrating interpretation of musical elements, technical skills, expressive elements, and interest to determine when music is ready to perform.
6. Complete the **Rehearse, Evaluate and Refine Documentation Form** (worksheet 3) to develop a plan for a student-run rehearsal that identifies expectations, goals, and rehearsal strategies to address music challenges.
7. Implement the rehearsal plan set forth in the **Rehearse, Evaluate and Refine Documentation Form** (worksheet 3).
8. Document how challenges were addressed, how new learning took place, and ideas for improving the music or the rehearsal process within the **Reflective Practice Log** (worksheet 4) after each rehearsal.
9. Each independent rehearsal should have a unique plan described in a **Rehearse, Evaluate and Refine Documentation Form** (worksheet 3). For example, if there is time aloud for four rehearsals, each rehearsal will have a unique **Rehearse, Evaluate and Refine Documentation**

Form (worksheet 3) that is created based upon student responses in the **Reflective Practice Log** (worksheet 4).

Present
Students will **c**omplete steps 10-13 using:
  a) a digital audio recording device or student observation and reflection,
  b) the **Rehearse, Evaluate and Refine Document** (worksheet 3),
  c) the student devised **Student Performance Rubric** (rubric 1) or the provided **Performance Rubric** (rubric 2),
  d) the **Final Evaluation Form** (worksheet 5), and the
  e) **MCA Final Rubric** (rubric 3).

10. Using additional versions of the **Rehearse, Evaluate and Refine Document** (worksheet 3), evaluate performance improvement over time.
11. Capture (record) or use student observation to individually assess the performance using the **Student Performance Rubric** (rubric 1) or the **Performance Rubric** (rubric 2).
12. Complete the **Final Evaluation Form** (worksheet 5).
13. Teachers use the **MCA Final Rubric** (rubric 3) to evaluate the students' overall progress towards the performance standards. All forms will be submitted to the teacher for evaluation toward each component.

All forms and the **Student Performance Rubric** (if used) will be submitted to the teacher for evaluation toward each component.
Each student worksheet will be accompanied by a teacher rubric to evaluate student work.

Key Vocabulary
  - Elements of Music: rhythm, pitch, melody, harmony, dynamics, timbre, texture and form
  - Expression: expressive qualities, such as articulation, tension/release, unity/variety, tempo and stylistic expression
  - Tone Quality: balance, intonation, and clarity
  - Melodic Line: rhythm and pitch patterns, and phrases
  - Form: same and/or contrasting sections, unity/variety, tension/release
  - Context: historical, cultural, personal, and social

Knowledge and Skills [other than Key Vocabulary]

Knowledge
        In order to complete these assessments, students need to know ...

  - strategies for selecting work(s) to perform based on interest, knowledge, own and others' performance abilities, and context.(select)
  - the compositional structure and the elements of music (analyze)
  - understanding of how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey the music's intent (analyze)
  - personal performance strengths and weaknesses (analyze)
  - strategies for analyzing a piece of music for composer's intent, preparation and performance challenges, and context (analyze)
  - characteristics of music from various cultures, styles, genres and composers (interpret)

- appropriate techniques specific to the instrument or voice used in a quality performance (rehearse, evaluate, refine and present)
- strategies for developing and refining artistic techniques for performance (rehearse, evaluate, refine and perform)

Skills

 In order to complete these assessments, students need to be able to collaboratively and/or individually
 (alone or in small/large groups) …

- read notation as developmentally appropriate (analyze, interpret, evaluate and refine)
- Apply knowledge of historical, cultural, and stylistic performance practices (analyze, evaluate and refine)
- demonstrate and explain how the selection of music to perform is influenced by their interest, knowledge, own and others' performance abilities, and context (select)
- demonstrate understanding of the structure and the elements of music (analyze)
- demonstrate and explain understanding of how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey the composer's intent (interpret)
- demonstrate and refine technical accuracy and expressive qualities, and overcome challenges by improving performance abilities through rehearsal (evaluate and refine)
- apply teacher-provided and student-developed criteria and feedback, to evaluate the accuracy, expressiveness, and effectiveness of a performance (evaluate and refine)
- perform their interpretation of the music with expression and technical accuracy to convey the composer's intent (perform)
- demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre**,** and style

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Strategies for Inclusion *(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities. This may be filled in by individual teachers based on their own students' needs.)*

Resource: (sample)
http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/_1229

Differentiation Strategies *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)*
- pre-assess to determine levels of student prior knowledge and abilities
- determine and teach to reduce learning gaps
- create independent enrichment/enhanced work for students who show mastery
- group students to accommodate learning needs
- use provocative, complex questioning to stimulate high level thinking
- devise open-ended tasks to allow students of all ability levels to achieve success at their own levels
- tier tasks to address levels of abilities and support students within each tier
- assure that students are given choice in tasks in order to address their learning styles, interests, etc.

Resources *[for task implementation]*

- Digital audio/video recording devices
- All forms available as digital download and as hard copy
- Audio/video playback devices
- Student access to additional informational sources in print or digital (such as the internet)
- Materials for journaling and reflection (paper or digital)

Scoring Devices and Task-specific Rubrics

***Program Selection* Form**
(Worksheet 1)

Choose two or more contrasting musical selections to provide evidence of your ability to select a varied program of music based on knowledge of the performer (musical skills, interests, preferences) and the performance context (e.g., type of concert, theme, programming goals). You will need access to full scores or recordings to complete the analyses for this task.

***Program Selection* Form**

Name:

Date:

1. What are the titles of the pieces you have selected? Identify the composers/arrangers.

2. Describe why you selected songs in regard to the following (as appropriate):

    a. Knowledge of yourself/yourselves as a performer/performers (e.g., technical skills, reading skills, interests, previous musical experiences).

    b. Programming and performance context (e.g., venue, concert theme, programming goals, audience appeal, diversity, resources).

    c. Other reasons.

5. Analyze and describe prominent musical features as they relate to:

    a. Use of musical elements for expression (e.g., form, tone color, tonality, meter, melody, harmony, rhythm, articulation, dynamics, etc.

    b. Use of compositional techniques and devices (e.g., repetition, variety, tension).

6. Describe any features or interpretive decisions that connect your knowledge of style, genre or performance practices in regard historical or cultural context.

Student Directions for *Select, Analyze and Interpret* Documentation Form
(Worksheet 2)

Working with your teacher, determine the following:

1. What type of performing experience you will be participating in (e.g., section rehearsals, student-led ensemble, solo preparation).

2. How the music will be selected (e.g., a section of music being rehearsed in the large ensemble, solo or small ensemble piece selected by the students with minimal or no teacher input) and the purpose of the performance.

3. Working with your section or ensemble, or alone if you are performing a solo, choose one selection of music that has technical and expressive performance challenges (not ready for performance). Study the music and complete the following form.

Select, Analyze and Interpret Documentation Form

Student Name(s):

Date:

1. What is title of the selected music to be rehearsed?

2. Who is the composer/arranger?

3. Describe how and/or why the music was selected for performance in regard to the following:

   a. Musical content and programming (e.g., genre, musical goals, curricular goals, audience appeal, student appeal).

   b. Performer(s) (e.g., student technical skills, student reading skills, interests, previous musical experiences, availability/skills of other performers).

   c. Performance context (e.g., type of performance, type of performance space).

4. Identify and describe ideas about what could make the performance of the selected music meaningful to performers and audience members.

6. Analyze and describe prominent musical features as they relate to:

    a. Use of musical elements or compositional techniques, such as form, tone color, tonality, meter, melody, harmony, rhythm, articulation, dynamics, etc. **Use the following questions to guide your investigation.**

        i.   Determine the form of the section being rehearsed/performed. Indicate within the score where sections change.

        ii.   Identify the meter and key(s)/modality(modalities) and indicate where these initiate or change.

        iii.   Identify specific articulations and changes in dynamics and bring these to attention.

        iv.   Identify potentially difficult passages and describe why they may be difficult. Examples include range, fingerings, articulation, breath support and length of line, harmonic structure, tempo etc.

        v.   Explore where the melody resides and how the harmony is constructed.

    b. Composer or arranger expressive intentions

    c. Historical or cultural context (what is/was going on in music and/or the world when the music was written?

7. Imagining what the composer/arranger intended to convey with this piece, list concepts (musical and other) that you might want consider as you prepare the selection for performance. This may included lyrics, story line, emotional impact, overarching message, etc (Note: you may not be able do this without getting to know the piece better).

8. Identify some musical and performance goals:

    a. What would you like for the performers to experience and/or take away from the series of rehearsal/performance experiences?

    b. What would like for the audience to experience and/or take away from the final performance?

Student Directions for Creating a Performance Rubric
(rubric 1)

Develop rubrics that will help you evaluate progress toward your end goals. In the template rubrics below (each row below the top row is considered a rubric), the column represents criteria to be evaluated, including traits, such as technical and expressive dimensions of performance, and assess (e.g., pitch accuracy, intonation). The rows represent four possible scores for each performance dimension. You are not limited to any set dimensions when you create your own evaluation criteria. The rows must include descriptors that help the user determine the level of achievement and should progress through emerging, approaches standard, meets standard, and exceeds standard. Please see the **Performance Rubric** as an example of a completed rubric.

You may want to find and revise music performance rubrics that your have used before or find online.

Student Performance Rubric

Name(s):
Date:
Music:

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Performance Rubric
(rubric 2)

This performance rubric is intended for student or teacher use to evaluate individual student abilities as demonstrated through performance. Students and teachers are encouraged to use only the categories that are appropriate to the performance and to add additional criteria that are important to teaching and learning in this performance project.

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards
General Performance Criteria				
Pitch Accuracy	Student is inconsistent in playing or singing correct pitches with accurate intonation.	Student generally plays or sings correct pitches with accurate intonation.	Student plays or sings correct pitches with accurate intonation.	Student consistently plays or singings notes in the center of the pitch with precision and ease.
Key/Mode Accuracy	Student is inconsistent in playing or singing correct pitches within key/mode.	Student generally plays or sings correct pitches within indicated key/mode.	Student plays or sings correct pitches within indicated key/mode.	Student consistently plays or singings notes within indicated key /mode with precision and ease.
Rhythmical Accuracy	Student is inconsistent in playing or singing correct rhythms in a steady pulse.	Student generally plays or singings correct rhythms in a steady pulse.	Student plays or singings correct rhythms in a steady pulse.	Student consistently plays or singings correct rhythms in a steady pulse with precision and ease.
Meter Accuracy	Student is inconsistent in playing or singing within indicated meter or with a steady pulse.	Student generally plays or singings within indicated meter a steady pulse.	Student plays or singings within indicated meter with some nuisance and a steady pulse.	Student consistently plays or singings within indicated meter with precision and ease.
Phrasing	Student is beginning to play or sing phrases correctly.	Student generally plays or sings phrases correctly.	Student plays or sings phrases correctly.	Student consistently and sensitively plays or sings phrases correctly.
Dynamics	Student is beginning to play or sing the appropriate dynamic levels.	Student generally plays or sings the appropriate dynamic levels.	Student consistently plays or sings the appropriate dynamic levels.	Student plays or sings with obvious and consistent dynamic levels with a sensitive interpretation of the style of music being played or sung.
Articulation	Student is beginning to play or sing the appropriate articulation.	Student generally plays or sings the appropriate articulation.	Student consistently plays or sings the appropriate articulation.	Student plays or sings with obvious and consistent articulation that is sensitive interpretation of the style of music being played or sung.
Expression	Student is beginning to play or sing expressively within the selection.	Student inconsistently plays or sings expressively as appropriate to the score.	Student generally plays or sings expressively as appropriate to the selection.	Student plays or sings expressively by adding distinct depth and emotional range appropriate to the selection.
Blend (ensemble or accompanist)	Student is beginning to play or sing expressively within the selection.	Student inconsistently plays or sings expressively as appropriate to the score.	Student generally plays or sings expressively as appropriate to the selection.	Student plays or sings expressively by adding distinct depth and emotional range appropriate to the selection.

Interpretation of Intent	Student is beginning to become aware of the musical elements in conveying the composer's intent.	Student is generally aware of the musical elements in conveying the composer's intent.	Student is aware of the musical elements in conveying the composer's intent.	Student is sensitive to the musical elements in conveying the composer's intent.
Collaboration	Student is beginning to contribute towards collaborative musical decision-making of performance attributes.	. Student inconsistently contributes towards collaborative musical decision-making of performance attributes.	Student typically contributes towards collaborative musical decision-making of performance attributes	Student consistently contributes towards collaborative musical decision-making of performance attributes.
Specific Technical Skills				
Tone/Breath Support	Student is beginning to develop appropriate breath support and needs cues from the teacher.	Student generally uses appropriate breath support to produce a clear tone.	Student uses appropriate breath support to produce a clear tone.	Student always uses appropriate breath support to produce a clear tone throughout the entire selection showing an advanced sense of musicality and confidence.
Pronunciation	Student beginning to sing with tall vowels and clear consonants.	Student occasionally sings with tall vowels and clear consonants.	Student sings with tall vowels and clear consonants for every word to be understood.	Student consistently sings with tall vowels and clear consonants with exceptional clarity.
Posture	Student is beginning to sit or stand with the needed posture to appropriately play the instrument or sing with minimum tension.	Student generally sits or stands with the needed posture to appropriately play the instrument or sing with minimum tension.	Student sits or stands with the needed posture to appropriately play the instrument or sing with minimum tension.	Student consistently sits or stands with the needed posture to appropriately play the instrument or sing with minimum tension.
Instrument Position	Student is beginning to hold the instrument appropriately.	Student generally holds the instrument appropriately to minimize tension.	Student holds the instrument appropriately to minimize tension.	Student consistently holds the instrument appropriately to minimize tension and optimize appropriate tone and ease of playing.
Tonguing	Student is beginning to articulate rhythms with tonguing.	Student generally articulates rhythms with appropriate tonguing.	Student articulates rhythms with appropriate tonguing.	Student consistently and precisely articulates rhythms with appropriate tonguing technique.
Fingering	Student is beginning to finger with appropriate digits and positioning.	Student generally fingers with appropriate digits and positioning.	Student fingers with appropriate digits and positioning to maximize the instrument and ease of playing.	Student consistently fingers with appropriate digits and positioning to maximize the instrument and ease of playing.
Strumming	Student is beginning to strum appropriately.	Student generally strums appropriately, using strategies and positioning.	Student strums appropriately, using strategies and positioning to maximize the instrument.	Student consistently strums appropriately, using strategies and positioning to maximize the instrument.

Student Directions for *Rehearse, Evaluate and Refine* Documentation Form
(worksheet 3)

1. Working with your section or ensemble members, discuss ways for creating rehearsals that are productive, efficient, and enjoyable and that provide opportunities for student input, discussion and feedback (e.g., valuing each member's input toward decision making; problem solving; self- and peer-assessment, suggestions for improving rehearsals.

2. Discuss logistical information such as
   - Amount of available rehearsal time (list total number of class meetings, hours, or total minutes)
   - Schedule (what will be rehearsed on what days and for how long?)
   - Resources needed (e.g., pencils, music, instruments, equipment)
   - Space needed for rehearsal (list the space or spaces you intend to use)
   - Amount of music to prepare (entire selection or list the specific portion)
   - Getting feedback from the teacher or others during

3. Using the ideas generated from this discussion, **the Select, Analyze & Interpret Documentation Form** and **Performance Rubric,** plan the first rehearsal and subsequent rehearsals using the rehearsal plan in the **Rehearse, Evaluate and Refine Documentation Form. Note: Students participating in alternative ensembles or preparing a solo performance should adapt the directions as needed.**

4. Before the end of the first rehearsal, record at least one section of music rehearsed. Speak the date and performer name(s)at the beginning of the recording. After listening to the recording, complete and collect self- and peer-assessments and submit them to your teacher after each rehearsal.

5. Plan, implement and evaluate remaining rehearsals using the **Rehearse, Evaluate and Refine Documentation Form. Submit the** form with any additional written assessments (e.g., peer-, self-, teacher, outside sources) to your teacher.

Rehearse, Evaluate and Refine Documentation Form

Names(s):

Rehearsal date, time, length and location:

Title(s) of music that will be rehearsed today:

REHEARSAL PLAN for REHEARSAL # _____ (OUT OF TOTAL)

Note: In first or second rehearsal and final rehearsal (or performance?) you will need to digitally record or make a formal observation of a performance of the music.

1. List the goals for this rehearsal.

2. List the materials/resources needed.

3. Describe the rehearsal procedures you intended to follow to achieve the goals. Specifically how will you:

  a. Identify and develop technical and expressive skills needed?

  b. Accommodate student feedback and discussion toward interpreting the music as it is being rehearsed?

  c. Evaluate and refine the music using the **Performance Rubric**?

4. Using the **Rehearsal Plan** above, **Performance Rubric**, and other sources of feedback as desired, engage in self-reflection and peer assessment at the end of each rehearsal by writing in your **Reflective Practice Log**.

Student Directions for the *Reflective Practice Log*
(worksheet 4)

The intention of the Reflective Practice Log is to encourage you to reflect on how well you achieved your rehearsal goals and to help you prepare for future rehearsals. This is a narrative response journal, meaning you are to write in your own words about your experiences rehearsing and refining the musical selection.

Use the following questions to prompt your reflection and writing.

1. What went well in today's rehearsal?
2. What, if any, difficulties were encountered today?
3. Did you achieve your goals today? Explain. (These are written on your Rehearse, Refine, and Evaluate documentation form.)
4. Identify the musical problems that require additional attention.
5. Describe how well your ensemble (including accompanist) worked together today and provide details on any changes you would like to see in the future.
6. What rehearsal techniques might be helpful (e.g. slower tempo, tapping, marking the music) in the future?
7. How might rehearsals be improved (e.g. organization, efficiency, types of activities)?

Student Directions for *Final Evaluation Form*
(worksheet 5)

1. Record your final performance. **Note: if it is a section project it will need to be recorded in the final rehearsal. A small ensemble or solo can be recorded during an actual performance.**

2. Individually assess the performance using the **Final Student Evaluation Form**.

3. Using the **Final Student Evaluation Form**, individually evaluate performance improvement over time by assessing differences in the first and last recording. Describe how the music has changed, if the goals were met, what was learned about preparing music and personally through this experience.

Final Evaluation Form

Students should individually complete and submit this form.

Name:

Date:

Music Title:

1. Using the **Performance Rubric**, evaluate the final recording of the music.

     a. Did you achieve your musical goals? Explain

     b. Did the music convey the desired expressive intent? Explain

2. Compare the first recording with the last performance and describe how performance goals were achieved or not achieved.

3. What did you learn through this project about preparing music for performance?

4. What changes would you recommend to make this project more meaningful in regard the following:
   a. Group work
   b. Personal contributions
   c. Peer contributions

Instructions to teacher for the _MCA Final Rubric_
(rubric 3)

The MCA Final Rubric is to be completed by the teacher for each individual student at the conclusion of all activities. Note that this this is continuous rubric. If a student earns a "3," it is understood that the criteria for levels 1 and 2 and are also present/met. The assessment should be reflective of the student's work as demonstrated on the following forms:

Worksheets 1-5:
Program Selection Form (worksheet 1)
Select, Analyze & Interpret Documentation Form (worksheet 2)
Rehearse, Evaluate and Refine Documentation Form (worksheet 3)
Reflective Practice Log (worksheet 4)
Final Evaluation Form (worksheet 5)

Rubrics 1 or 2, and 3
Student Performance Rubric (rubric 1) <u>OR</u> **Performance Rubric** (rubric 2),
MCA Final Rubric (rubric 3).

Student and teacher checklists:

Students

Place all written work in a folder and submit to your teacher, including
  A. **Program Selection Form** (worksheet 1)
  B. **Select, Analyze & Interpret Documentation Form** (worksheet 2)
  C. **Rehearse, Evaluate and Refine Documentation Form*** (worksheet 3), (groups may only need to submit one copy collaboratively)
  D. Reflective Practice Log* (worksheet 4)
  E. **Student Performance Rubric** (rubric 1) <u>OR</u> **Performance Rubric** (rubric 2),
  F. **Final Evaluation Form** (worksheet 5)
  G. Score of music, if applicable

* Students will have one of these form for each rehearsal that took place.

Teachers
1. Collect the above listed materials from students.
2. Complete an appropriately modified version of the **Performance Rubric** (rubric 2) for each individual student at the conclusion of the project (last classroom performance) (Optional)
3. Complete the **MCA Final Rubric** (rubric 3) for each individual student

MCA Final Evaluation

Level 1	Level 2	**Level 3**	Level 4
Emerging	Approaches Standards	**Meets Standards**	Exceeds Standards

Student Name: _____

Final Assessment
(circle)

Key Traits	Level 1 Emerging	Level 2 Approaches Standards	**Level 3** **Meets Standards**	Level 4 Exceeds Standards	Performance Standards
Select Selects work(s) to perform based on interest, knowledge, ability and context. Use the **Program Selection Form** (worksheet 1) and **Select, Analyze & Interpret Documentation Form** (worksheet 2) to assess.					
Cite personal interest in and/or knowledge of work(s).	Emerging ability to cite interest and/or limited knowledge of works.	Partial ability to cite personal interest in and/or knowledge of works	Cites personal interest in and/or knowledge of work(s).	Cite personal interest in and/or knowledge of work(s) with rich description.	
Reflect understanding of the technical challenges in work(s) in relation to self/performers' skill level.	Emerging understanding of some technical challenges with limited ability to relate to self/performers' skill level.	Partial ability to demonstrate understanding of the technical challenges in work(s) in relation to self/performers' skill level.	Reflects understanding of the technical challenges in work(s) in relation to self/performers' skill level.	Reflects advanced understanding of the technical challenges in work(s) in relation to self/performers' skill level.	**MU:Pr4.1.8a** Apply *personally-developed criteria* for selecting *music of* contrasting styles for a **program** with a specific **purpose** and/or **context** and explain **expressive qualities**, **technical challenges**, and reasons for choices.
Describe the context for performance.	Emerging ability to describe context for performance	Partial ability to describe the context for performance	Describes the context for performance.	Describes the context for performance in rich detail.	
Use music vocabulary accurately and appropriately	Emerging musical vocabulary	Uses limited music vocabulary accurately and appropriately	Uses music vocabulary accurately and appropriately	Uses music vocabulary accurately and appropriately to describe complex musical ideas	

Level 1	Level 2	**Level 3**	Level 4

Overall Assessment

Analyze
Analyze the structure and context of work(s) and their implications for performance.

Use the **Program Selection Form** (worksheet 1) and **Select, Analyze & Interpret Documentation Form** (worksheet 2) to assess.

					MU:Pr4.2.8a When analyzing selected music **sight-read** in *treble or bass clef simple rhythmic, melodic, and/or harmonic notation.*
Demonstrates understanding of theoretical and structural aspects of musical work(s).	Demonstrates emerging understanding of theoretical and/or structural aspects of musical work(s).	Demonstrates partial understanding of theoretical and structural aspects of musical work(s).	Demonstrates understanding of theoretical and structural aspects of musical work(s).	Demonstrates complex understanding of theoretical and structural aspects of musical work(s).	**MU:Pr4.2.8b** *Compare* the **structure** of contrasting pieces of music selected for **performance**, explaining how the **elements of music** are used in each.
Cites evidence of historical/cultural context for a work(s).	Cites an emerging understanding of historical/cultural context for a work.	Cites some evidence of historical/cultural context for a work.	Cites evidence of historical/cultural context for a work(s).	Cites sophisticated evidence of historical/cultural context of work(s).	**MU:Pr4.2.8c** Identity how **cultural** and **historical context** influences **performance** and results in different *musical effects*.
Explains how historical/cultural context may influence its performance.	Emerging ability to explain historical/cultural contexts influence on performance.	Explains with limited understanding how historical/cultural context may influence its performance.	Explains how historical/cultural context may influence performance.	Explains in detail multiple ways in which historical/cultural context may influence performance.	(assessment level table below)
Uses music vocabulary accurately and appropriately	Emerging ability to use musical vocabulary accurately and appropriately.	Partial ability to use musical vocabulary accurately and appropriately.	Uses music vocabulary accurately and appropriately	Uses a wide variety of musical vocabulary accurately and appropriately in complex ways.	

Level 1	Level 2	**Level 3**	Level 4

Overall Assessment

20

Interpret
Develop personal interpretation that considers music's intent.

Use the **Program Selection Form** (worksheet 1) and **Select, Analyze & Interpret Documentation Form** (worksheet 2) to assess.

					MU:Pr4.3.8a *Perform* contrasting pieces of music, demonstrating as well as explaining how *the* music's **intent** is conveyed by their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**).
Demonstrates and/or explains personal interpretative decisions about work(s)	Emerging ability to demonstrate and/or explain interpretive decisions about work(s)	Partial ability to demonstrate and/or explains personal interpretative decisions about work(s)	Demonstrates and/or explains personal interpretative decisions about work(s)	Demonstrates and/or explains personal interpretative decisions about work(s) in detail and in a variety of ways	
Demonstrates the creator's use of elements for expressive effect/intent	Emerging ability to demonstrate the creator's use of elements for expressive effect/intent	Partial ability to demonstrate the creator's use of elements for expressive effect/intent	Demonstrates the creator's use of elements for expressive effect/intent	Constantly demonstrates comprehensive execution of the creator's use of elements for expressive effect/intent	Level 1 | Level 2 | **Level 3** | Level 4 — Overall Assessment
Demonstrates treatment of elements appropriate to genre, style, function, and historical/cultural context within work(s)	Emerging ability to demonstrate treatment of elements appropriate to genre, style, function, and historical/cultural context within work(s)	Inconsistent ability to demonstrate treatment of elements appropriate to genre, style, function, and historical/cultural context within work(s)	Demonstrates treatment of elements appropriate to genre, style, function, and historical/cultural context within work(s)	Demonstrates sophisticated treatment of elements appropriate to genre, style, function, and historical/cultural context within work(s)	
Uses music vocabulary accurately and appropriately	Emerging ability to use musical vocabulary accurately and appropriately.	Partial ability to use musical vocabulary accurately and appropriately.	Uses music vocabulary accurately and appropriately	Uses a wide variety of musical vocabulary accurately and appropriately in complex ways.	

Rehearse, Evaluate & Refine
Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Use the **Rehearse, Evaluate and Refine Documentation Form** (worksheet 3) and the **Reflective Practice Log** (worksheet 4) to assess.

					MU:Pr5.1.8a Identify and apply *personally-developed criteria* (such as demonstrating correct interpretation of notation, *technical skill* of performer, originality, emotional impact, *variety*, and interest) to rehearse, *refine*, and determine when the music is ready to *perform*.
Apply appropriate criteria to evaluate the accuracy, expressiveness, and effectiveness of personal or ensemble performances.	Emerging ability to appropriate apply criteria to evaluate the accuracy, expressiveness, and effectiveness of personal or ensemble performances.	Partial or inconsistent ability to appropriate apply criteria to evaluate the accuracy, expressiveness, and effectiveness of personal or ensemble performances.	Apply appropriate criteria to evaluate the accuracy, expressiveness, and effectiveness of personal or ensemble performances.	Sophisticated ability to apply criteria to evaluate the accuracy, expressiveness, and effectiveness of personal or ensemble performances.	
Identify and apply appropriate strategies to overcome performance challenges and implement interpretation.	Emerging ability to identify and/or apply appropriate strategies to overcome performance challenges and implement interpretation.	Partial or inconsistent identify and apply appropriate strategies to overcome performance challenges and implement interpretation.	Identify and apply appropriate strategies to overcome performance challenges and implement interpretation.	Identify and apply appropriate and sophisticated strategies to efficiently overcome performance challenges and implement interpretation.	
Collaborate and apply feedback in the refinement of performance	Emerging ability to collaborate and apply feedback in the refinement of performance	Inconsistent or partial ability to collaborate and apply feedback in the refinement of performance	Collaborate and apply feedback in the refinement of performance	Collaborate and apply feedback in the refinement of performance resulting in consistently better performance	
Uses music vocabulary accurately and appropriately	Emerging ability to use musical vocabulary accurately and appropriately.	Partial ability to use musical vocabulary accurately and appropriately.	Uses music vocabulary accurately and appropriately	Uses a wide variety of musical vocabulary accurately and appropriately in complex ways.	

Level 1	Level 2	**Level 3**	Level 4

Overall Assessment

Present

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Use the **Student Performance Rubric** (rubric 1) or the provided **Performance Rubric** (rubric 2), the **Final Evaluation Form** (worksheet 5), and the **MCA Final Rubric** (rubric 3) to assess.

Conveys creator's intent	Emerging ability to convey creator's intent	Inconstant or partial ability to convey creator's intent	Conveys creator's intent	Conveys creator's intent through a wide and diverse use of techniques	**MU:Pr6.1.8a Perform** the music with technical accuracy, stylistic **expression**, and *culturally authentic practices* in *music* to convey the **creator's intent**.

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic **expression**, and *culturally authentic practices* in *music* to convey the **creator's intent**. |
| **Reflects performer's interpretation** | Emerging ability to reflect performer's interpretation | Inconsistent or partial ability to reflect performer's interpretation | Reflects performer's interpretation | Reflects performer's interpretation   Through use of a variety of techniques | |
| **Reflects quality standards for style, genre, culture, and historical period.** | Emerging ability to reflect quality standards for style, genre, culture, and historical period. | Inconsistent or partial ability to reflect quality standards for style, genre, culture, and historical period. | Reflects quality standards for style, genre, culture, and historical period. | Consistently reflects quality standards and sophisticated techniques for style, genre, culture, and historical period. | Level 1 / Level 2 / **Level 3** / Level 4

Overall Assessment |
| **Demonstrates expressiveness and technical accuracy** | Emerging ability to demonstrate expressiveness and technical accuracy | Inconsistent or partial ability demonstrate expressiveness and technical accuracy | Demonstrates expressiveness and technical accuracy | Demonstrates a variety of techniques to show sophisticated expressivity and technical accuracy | |

Assessment Focus

Artistic Process or Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards
Select					
Select varied musical works to present based on interest, knowledge, technical skill, and context.	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?	**Common Anchor #4:** Analyze, interpret and select artistic work for presentation.	• Cite personal interest in and/or knowledge of work(s). • Reflect understanding of the technical challenges in work(s) in relation to self/performers' skill level. • Describe the context for performance. • Use music vocabulary accurately and appropriately.	**MU:Pr4.1.8a** Apply ***personally-developed criteria*** for selecting *music of* contrasting styles for a **program** with a specific **purpose** and/or **context,** and explain **expressive qualities**, **technical challenges**, and reasons for choices.
Analyze					
Analyze the structure and context of varied musical works and their implications for performance.	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?	**Common Anchor #4:** Analyze, interpret and select artistic work for presentation.	• Demonstrate understanding of theoretical and structural aspects of musical work(s). • Cite evidence of historical/cultural context for a work(s). • Explain how historical/cultural context may influence its performance. • Use music vocabulary accurately and appropriately.	**MU:Pr4.2.8a** *Compare* the **structure** of contrasting pieces of music selected for **performance**, explaining how the **elements of music** are used in each. **MU:Pr4.2.8b** When analyzing selected music, **sight-read** in *treble or bass clef simple rhythmic, melodic, and/or harmonic notation.* **MU:Pr4.2.8c** Identity how **cultural** and **historical context** inform **performances** and result in different *musical effects*.

Interpret

Develop personal interpretations that consider creators' intent.	Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?	**Common Anchor #4:** Analyze, interpret and select artistic work for presentation.	• Demonstrate and/or explain personal.interpretative decisions about work(s). • Demonstrate the creator's use of elements for expressive effect/intent. • Demonstrate treatment of elements appropriate to genre, style, function, and historical/cultural context within work(s). • Use music vocabulary accurately and appropriately.	MU:Pr4.3.8a *Perform* contrasting pieces of music, demonstrating as well as explaining how the music's **intent** is conveyed by their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**).

Rehearse, Evaluate & Refine

Evaluate and refine personal and ensemble performances, individually or in collaboration with others	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria	How do musicians improve the quality of their performance?	**Common Anchor #5:** Develop and refine artistic techniques and work for presentation.	• Apply appropriate criteria to evaluate the accuracy, expressiveness, and effectiveness of personal or ensemble performances. • Identify and apply appropriate strategies to overcome performance challenges and implement interpretation. • Collaborate and apply feedback in the refinement of performance. • Use music vocabulary accurately and appropriately.	MU:Pr5.1.8a Identify and apply *personally-developed* criteria (such as demonstrating correct interpretation of notation, **technical skill** of performer, originality, emotional impact, *variety*, and interest) to rehearse, **refine**, and determine when the music is ready to **perform**.

25

Present

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	**Common Anchor #6**: Convey meaning through the presentation of artistic work.	• Convey creator's intent. • Reflect performer's interpretation. • Exhibit quality standards for style, genre, culture, and historical period. • Demonstrate expressiveness and technical accuracy. • Perform appropriately for the nature of the audience and context (venue and purpose). • Include effective stage presence (etiquette, attire, behavior) and staging (lighting, sound, seating arrangement visual enhancements, etc.).	**MU:Pr6.1.8a Perform** the music with **technical accuracy**, stylistic **expression**, and *culturally authentic practices* in music to convey the **creator's intent**. **MU:Pr6.1.8b Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, **context**, and *style*

Benchmarked Student Work *[Above Standard, At Standard, Near Standard and Below Standard work to illustrate expectations on web site]*
(Anchor work to be collected and scored as MCA is piloted)