National Coalition for Core Arts Standards

Music Model Cornerstone Assessment: Middle School Ensembles

Discipline: Music

Artistic Processes: Perform

Title: MUSIC: Performing: Realizing artistic ideas and work through interpretation and presentation.
Description: Students will document their ability to:
1. Select, analyze, and interpret appropriate music for performance.
2. Develop rehearsal plans, rehearse, evaluate, and refine selected music over time.
3. Present music in performance and engage in reflective practice.

Grade: Middle School

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: (mark the appropriate box)
(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.)

Approximately _____ hours   To be determined by the individual teacher

Strategies for Embedding in Instruction

- identifying resources for preparing and presenting diverse music for performance (select)
- developing music literacy skills (select, analyze, interpret, rehearse, evaluate and refine)
- identifying and applying criteria for selecting appropriate music for performance (select)
- critically listening to recordings of music (analyze, evaluate)
- identifying performance challenges (analyze)
- recognizing how musical elements are utilized (analyze)
- organizing and preparing for rehearsals (rehearse, evaluate and refine)
- communicating and collaborating with others (rehearse, evaluate and refine)
- manipulating elements in the music to explore expressive options (interpret)
- identifying and applying factors that inform performance practice and interpretation (interpret)
- creating criteria for quality performance (rehearse, evaluate and refine)
- exploring and implementing practice strategies for specific challenges (rehearse, evaluate and refine)
- diagnosing performance challenges and prescribe solutions (evaluate and refine)
- responding (listening and adjusting) to others (rehearse, evaluate and refine)
- eliciting and applying feedback from multiple sources (evaluate and refine)
- reflecting on self and peer performance to identify areas of success and for improvement (evaluate and refine)
- discussing criteria for performance decorum and audience etiquette appropriate for the context, venue, genre and style (present)
- connecting with audience members before, engaging with and responding to them through performance (present)

Detailed Assessment Procedures

One of the primary goals of the Model Cornerstone Assessment for Perform is to remind music teachers to foster independence, exploration of diverse music and performing experiences in their students by focusing on the following essential questions:

- How do performers select repertoire?
- How does understanding the structure and context of musical works influence performance?
- How do performers interpret musical works?
- How do musicians prepare music in collaboration with others and independently?
- How do context and the manner in which a musical work is presented influence audience response?

Select, Analyze & Interpret
Students will document steps 1 – 5 using the **Select, Analyze & Interpret Documentation Form.**
Students will:
1. Select music a) for a solo, (b) for a student-led ensemble or (c) from a section of music being rehearsed in class/ensemble that has technical and expressive performance challenges (not ready for performance). Ensembles require resources and opportunities to meet and rehearse during class.
2. Provide a written rationale for why the music is good fit for the performer(s) in regard to student interest, musical abilities, performance context and programming.
3. Identify criteria for a meaningful performance and create a **Performance Rubric**
4. Analyze and describe prominent musical features (e.g., musical elements, compositional techniques), cultural/historical context of selected music and their implications for performance.
5. Develop interpretations that consider expressive intent.

Rehearse, Evaluate and Refine

Students will **c**omplete steps 6-8 using a digital audio recording device, **Select, Analyze & Interpret Documentation Form, Performance Rubric** and the **Rehearse, Evaluate and Refine Documentation Form.**

Students will:

6. Discuss and develop a plan for rehearsals that identifies expectations, goals, and rehearsal strategies to address music challenges.
7. Capture (record) a performance of the music near the beginning the rehearsal process and use it to individually evaluate the performance using the **Performance Rubric**.
8. Implement the sectional rehearsals using the **Rehearse, Evaluate and Refine Documentation Form** to independently document how challenges addressed, successes, new learning and ideas for improving the music or the rehearsal process.

Present

Students will **c**omplete steps 9-10 using a digital audio recording device, **Performance Rubric** and the **Rehearse, Evaluate and Refine Document.**

Students will:

9. Once the music is determined to be ready for performance, capture (record) a performance (for the class or a public performance) of the music and Individually assess the performance using the **Performance Rubric**.

Using the **Rehearse, Evaluate and Refine Document**, individually evaluate performance improvement over time by assessing differences in the first and last recording. In addition, describe how the music has changed, if the goals were met, what was learned about preparing music and personally through this experience.

All forms and the **Performance Rubric** *will be submitted to the teacher for evaluation.*

Knowledge, Skills and Vocabulary *[focusing on concepts required to successfully complete the task]*

Key Vocabulary

It is expected that teachers promote academic language development that is relevant to the music being studied, for example:

- to define and describe elements of music (e.g., melody, harmony, rhythm, timbre, texture) and compositional devices used
- to describe genre, type, style, historical context, purpose of specific works
- to interpret symbols and terms encountered in notated music, as appropriate
- to employ process terms such as: practice, rehearse, perform, accompany, balance, blend, evaluate, isolate, prioritize, tune, synchronize, vary, compose, interpret, improvise
- to apply general and specific terms that describe performance technique such as: breathe, articulate, tongue, enunciate, shape vowel, shift, vibrate, finger, bow, etc.

Knowledge and Skills

Knowledge
- identify resources (e.g., sheet music, recordings, instruments, performers, performance space, technology, a/v equipment)(select)
- describe performer literacy and performance abilities (select)
- develop and apply relevant criteria for selecting diverse solo and ensemble music performer interest, abilities, and performance context (select)
- describe theoretical and structural elements of music (analyze)
- describe how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey creator's intent (interpret)
- identify characteristics of music from various cultures, styles, genres, and composers (interpret)
- develop appropriate outcomes and techniques specific to the instrument or voice used in a quality performance (rehearse, evaluate, refine, and present)
- plan rehearsal strategies for developing and refining artistic techniques for performance (rehearse, evaluate, refine, and perform)

- elicit feedback, to evaluate the accuracy, expressiveness, and effectiveness of a performance (evaluate and refine)
- identify and overcome musical challenges through rehearsal (rehearse, evaluate, and refine)
- demonstrate performance decorum and audience etiquette appropriate for the context (present)

Skills

- communicate and/or collaborate with others (rehearse, evaluate, and refine)
- read music notation at a developmentally appropriate level and/or be able to realize music as appropriate (analyze, interpret, rehearse, evaluate, and refine)
- refine technical skills as needed to perform music with expression and accuracy (present)
- connect with audience members before, engaging with and responding to them through performance (rehearse, evaluate, and refine)

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-assessing to determine levels of student prior knowledge and abilities • determining and teaching to reduce learning gaps • creating independent enrichment/enhanced work for students who show mastery • grouping students to accommodate learning needs • using provocative, complex questioning to stimulate high level thinking • devising open-ended tasks to allow students of all ability levels to achieve success at their own levels • creating tier tasks to address levels of abilities and supporting students within each tier • assuring that students are given choice in tasks in order to address their learning styles, interests, etc. *Resource:* *(sample)***http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx**

Resources *[for task implementation]*
(Resources to be added as MCA is piloted)

Scoring Devices *[rubrics, checklists, rating scales, etc. based on the Traits]*
(Scoring Devices to be added as MCA is piloted)

Task-specific Rubrics
(Rubrics to be added as MCA is piloted)

Assessment Focus

Artistic Process or Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards (Novice)	Performance Standards (Intermediate)	Performance Standards (Proficient)
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:** Select, analyze, and interpret 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.E.5a** Select varied **repertoire** to study based on interest, music reading skills (where appropriate), an understanding of the **structure** of the music, **context,** and the **technical skill** of the individual or **ensemble**.	**MU:Pr4.1.E.8a** Select a varied **repertoire** to study based on music reading skills (where appropriate), *an understanding of formal design in* the music, **context**, and the **technical skill** of the individual and **ensemble**.	**MU:Pr4.1.E.la** *Explain the **criteria** used to* select a varied **repertoire** to study *based on an understanding of **theoretical** and **structural** characteristics of the music,* the **technical skill** of the individual or **ensemble**, and the ***purpose** or **context** of the **performance***.
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:** Select, analyze, and interpret 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.E.5a** Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in **musical works** inform prepared or improvised **performances**.	**MU:Pr4.2.E.5a** Demonstrate, using music reading skills where appropriate, *how the **setting** and formal characteristics **of musical works** contribute to understanding the **context** of the music in* prepared or improvised **performances**.	**MU:Pr4.2.E.la** Demonstrate, using music reading skills where appropriate, *how **compositional devices** employed and **theoretical** and **structural** aspects of **musical works** impact and inform* prepared or improvised **performances.**
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:** Select, analyze, and interpret artistic work for presentation.	• Demonstrate and/or explain personal interpretative decisions about work(s) • Realize 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.E.5a** Identify **expressive qualities** in a varied **repertoire** of music that can be demonstrated through prepared and improvised **performances**.	**MU:Pr4.3.E.8a** *Demonstrate understanding and application of expressive qualities* in a varied **repertoire** of music through prepared and improvised **performances**.	**MU:Pr4.3.E.Ia** Demonstrate an understanding of *context* in a varied **repertoire** of music through prepared and improvised **performances**.

Rehearse, Evaluate and 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. • Seek collaboration Collaborate and apply others' feedback in the refinement of performance • Use music	**MU:Pr5.3.E.5a** Use self-reflection and peer feedback to **refine** individual and **ensemble performances** of a varied **repertoire** of music.	**MU:Pr5.3.E.8a** *Develop strategies to address technical challenges in a* varied **repertoire** of music *and evaluate their success* using feedback from **ensemble** peers and other sources to **refine performances**.	**MU:Pr5.3.E.Ia** Develop strategies to address *expressive* challenges in a varied **repertoire** of music, and evaluate their success using feedback from **ensemble** peers and other sources to **refine performances**.

				vocabulary accurately and appropriately			

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	**MU:Pr6.1.E.5a** Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music.	**MU:Pr6.1.E.8a** Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music representing diverse *cultures and styles.*	**MU:Pr6.1.E.Ia** Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music representing diverse **cultures**, **styles**, *and genres*.
				• 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.E.5b** Demonstrate an awareness of the **context** of the music through prepared and improvised **performances**.	**MU:Pr6.1.E.5b** Demonstrate *an understanding* of the **context** of the music through prepared and improvised **performances**.	**MU:Pr6.1.E.Ib** Demonstrate an understanding *of expressive intent by connecting with an audience* through prepared and improvised **performances**.

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)