

National Coalition for Core Arts Standards

Music Model Cornerstone Assessment: General Music Grade 2

Discipline: Music

Artistic Processes: Perform

Title: Performing: Realizing artistic ideas and work through interpretation and presentation

Description: Students will individually perform a musical work (song) based on grade level knowledge and skills using the following:

- A range of a 6th in the key of F Major
- Duple meter
- Leveled dynamics
- Length of 16 measures

Suggested songs (attached):

- Grizzly Bear
- Rocky Mountain
- Button You Must Wander

Using the Assessment: The following collection of standards-based assessments provides choices for music teachers seeking formative and summative means to improve instruction by measuring student achievement of song selection, analysis, interpretation, rehearsal, evaluation, refinement, and performance. Teachers may select among the following components to design an assessment plan that fits their students' needs and to provide information about student achievement. Assessment results should be used to improve instruction.

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

| | | | |
|--|---|---|--|
| <input checked="" type="checkbox"/> Strategies for Embedding in Instruction | <input checked="" type="checkbox"/> Detailed Assessment Procedures | <input checked="" type="checkbox"/> Knowledge, Skills and Vocabulary | <input checked="" type="checkbox"/> Differentiation Strategies <input checked="" type="checkbox"/> Strategies for Inclusion |
| <input checked="" type="checkbox"/> Suggested Scoring Devices <input checked="" type="checkbox"/> Task Specific Rubrics | <input checked="" type="checkbox"/> Resources needed for task implementation | <input checked="" type="checkbox"/> Assessment Focus Table | <input type="checkbox"/> 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 that students:

- identify and apply criteria used for selecting song for performance (select),
- listen to teacher performance or recording of the song to identify performance challenges (analyze),
- explore how music elements and expressive qualities are utilized (analyze),
- manipulate elements in the music to explore expressive options (interpret),
- study cultural background of a song to inform performance choices (interpret),
- explore and implement practice strategies for specific challenges (evaluate and refine),
- diagnose performance challenges and prescribe solutions (evaluate and refine),
- utilize criteria for high quality performance (evaluate and refine),
- provide instructor/peer feedback on individual performance (evaluate and refine),
- apply criteria for evaluating technical/expressive performance providing peer feedback (evaluate and refine),
- experience verbal and/or written reflection and self-evaluation (evaluate and refine), and
- meet performance criteria for audience and purpose

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

- *The student demonstrates the ability to select appropriate song for performance based on technical skill and performance purpose*
- *Students will analyze the elements of the song (aurally and/or notational) for performance.*
- *Students will demonstrate performance choices relating to expressive/technical/stylistic qualities in the music.*

Rehearse, Evaluate, & Refine

- *Over the selected period of time, students apply, diagnose, and prescribe solutions to performance challenges.*
- *Students will demonstrate the ability to improve performance quality.*

Perform

- *At the end of the assessment period, students will demonstrate performance level and self-assess according to performance criteria.*

Instructions: Over the course of the academic year, students

1. Learn to sing a variety of songs, showing awareness of specific musical elements incorporated in the songs,
2. Individually or collaboratively select one of the songs to perform based on their own interest(s), knowledge, and individual performance abilities or performance abilities of group members,
3. Analyze the elements of music contained within it,
4. Discuss how expressive qualities (dynamics) and their own interpretive decisions will convey the intent of the music (song) to the audience,
5. Research the cultural background of the music (song), if needed,
6. Analyze the music (song) to identify performance challenges and strategize how to overcome them,
7. Use established criteria for evaluating performance during the process of practicing and refining their performance,
8. Rehearse the music (song) using the criteria to check for proficiency,
9. Perform the music (song) for others to gather feedback to refine their performance,
10. Apply feedback to refine performance, and
11. Perform music for others demonstrating technical accuracy and expression that convey the composer's/culture's intent while demonstrating appropriate behavior.

Knowledge and Skills [other than Key Vocabulary]

Knowledge

In order to complete these assessments **with guidance** students need to know

- how to select song(s) to perform based on interest, knowledge, and performance abilities,(select),
- voice types, elements of music, and expressive qualities (analyze and interpret),
- ways to identify and to choose to convey the song's intent (analyze and interpret),
- how to analyze a song with regard to preparation and performance challenges (analyze),
- appropriate vocal techniques used in a high quality performance (rehearse, evaluate, refine and present),
- personal performance strengths and weaknesses (analyze),
- how to develop music techniques for performance (rehearse, evaluate, refine and perform).

Skills

In order to complete preparation for the assessment, students need to be able to collaboratively

- demonstrate and explain how the song selected to perform is influenced by interest, knowledge, own and others' performance abilities, and context (select),
- demonstrate understanding of the song's elements with regard to Key Vocabulary (analyze),
- demonstrate song's expressive intent and/or performer's intent (interpret),
- demonstrate and refine using technical and expressive qualities from Key Vocabulary Categories, and overcome challenges by improving performance abilities through rehearsal (evaluate and refine), and
- apply teacher-provided and student-developed criteria and feedback, to evaluate the accuracy, expressiveness, and effectiveness of a performance (evaluate and refine).

In order to complete the assessment, students need to be able to individually

- perform an interpretation of the music with voice type, pitch, tonal center, tonality, key, rhythm, meter, tempo, and dynamics to convey the song's intent (perform), and
- demonstrate appropriate performance and audience behavior.

Key Vocabulary

- Voice Type: singing voice, speaking voice
- Elements of Music: meter and/or moving-in-twos or moving-in-threes, pitch, tonal center/home tone/resting tone, rhythm, tempo
- Expressive Qualities: dynamics
- Other terms: accurate, audiate, audience, breathing, consistent, composer/culture

Key vocabulary that students will use fluently throughout the assessment task (alphabetical order)

accurate, audiate, audience, breathing, consistent, composer/culture, dynamics (e.g. soft/loud or piano/forte), rhythm, performer, pitch, tonal center/home tone/resting tone, tempo (e.g. presto/moderato/largo), meter and/or moving-in-twos or moving-in-threes, voice type (singing voice/speaking voice)

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.*)

Resource:

(sample) <http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

Differentiation Strategies [*short descriptions with links to their work as a possible approach*]

The teacher will:

- 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 at the appropriate level,
- group students to accommodate learning needs,
- use provocative, complex questioning to stimulate high level thinking,
- design and implement 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, and
- assure that students are given choice in tasks in order to address their learning styles, interests, etc.

Resources [*for task implementation*]

- Phillips, K. (2013). *Teaching kids to sing, 2nd ed.* Cengage Learning: Independence, KY.
- Rutkowski, J. & Runfola, M. (2010). *TIPS: The child voice, 2nd ed.* Lanham, MD, Rowman & Littlefield.
- Video recording device(s)
- Digital audio recording device(s)
- All assessment forms available as digital download and as hard copy

Scoring Devices *[rubrics, checklists, rating scales, etc. based on the Traits]*


Student (S) will:

- explain, orally and/or in writing, the selection of song based on interest, knowledge, ability, and context using Key Vocabulary,
- analyze the song selected for performance using Key Vocabulary,
- collaboratively or individually apply an interpretation of the selected song using Key Vocabulary with feedback (oral and/or rubric) from self and others, and
- perform selected song and provide self-assessment (oral and/or rubric).

Teacher (T) will:

- provide feedback regarding student's explanation of selected song (orally and checklist with comments, if appropriate),
- assess student's analysis of the song and use of Key Vocabulary (orally and checklist with comments, if appropriate),
- provide opportunity for students to individually or collaboratively apply an interpretation of the selected song using Key Vocabulary with feedback (oral and checklist with comments, if appropriate) from self and others, and
- assess the student's performance of selected song using rubric.

SELECT: DOCUMENTATION & CHECKLIST

| Song Selection Slip (Class) | |  | |
|---|------|---|--|
| Class Name | Date | Check if complete. | If incomplete, what is needed for the student to revise or redo? |
| Why did you select the song to perform? ○ Student(s) provide(s) rationale for selection of song to perform. | | | |
| Tell how the song relates to your interest(s), your abilities, or your knowledge about this song. ○ Rationale includes a relationship to interest, ability, and/or knowledge. | | | |
| What is important that you would like others to take away from the song performance? ○ Student(s) identify/(identifies) specific aspect(s) of intended expression to audience. | | | |

SELECT: DOCUMENTATION & CHECKLIST

Song Selection Slip
(Small Group or Individual)



| Student Name(s) | Date | Check if complete. | If incomplete, what is needed for the student to revise or redo? |
|---|------|--------------------|--|
| <p>Why did you select the song to perform?</p> <ul style="list-style-type: none"> ○ Student(s) provide(s) rationale for selection of song to perform. | | | |
| <p>Tell how the song relates to your interest(s), your abilities, or your knowledge about this song.</p> <ul style="list-style-type: none"> ○ Rationale includes a relationship to interest, ability, and/or knowledge. | | | |
| <p>What is important that you would like others to take away from the song performance?</p> <ul style="list-style-type: none"> ○ Student(s) identify/(identifies) specific aspect(s) of intended expression to audience. | | | |

SCORING DEVICE FOR SELECT: SONG SELECTION SLIP RUBRIC (Summative)

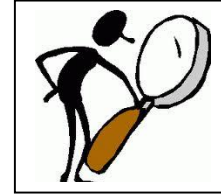
Collaboratively or individually, student:

| Number | Criteria | Level 4 Exceeds Standards | Level 3 Meets Standards | Level 2 Approaches Standard | Level 1 Emerging |
|--------|--|---|---|--|--|
| 1 | Rationale for song selection | Provides a well-thought out rationale for music selection. | Provides a rationale for music selection. | Provides a limited rationale for music selection. | Needs assistance providing a rationale for music selection. |
| 2 | Relationship to interests, ability, and/or knowledge | Provides a detailed explanation about how his/her interests, abilities, and/or knowledge relate to the selected song. | Provides an explanation about how his/her interests, abilities, and/or knowledge relate to the selected song. | Provides a limited explanation about how his/her interests, abilities, and/or knowledge relate to the selected song. | Needs assistance providing details about how his/her interests, abilities, and/or knowledge relate to the selected song. |
| 3 | Intended expression | Provides specific details about the intended expression. | Provides details about the intended expression. | Provides limited details about the intended expression. | Needs assistance providing details about the intended expression. |

ANALYZE AND INTERPRET: DOCUMENTATION

LISTENING CLOSELY TO THE SONG

CLASS NAME _____ DATE _____



Analyze "We Hear"

Listen closely as your teacher performs the song, or as you listen to a recording. List all of the things you need to pay attention to as you practice, such as singing voice, pitch, rhythm, tempo, and dynamics.

Interpret "We Think"

As you practice, describe how you will interpret (figure out) what the composer or culture intended. (For example, the composer/culture wanted us to feel the waves of the ocean by making the melody go up and down.)

Questions We Wonder"

You may have some questions as you work through learning the song such as "Why did the composer/culture use those dynamics?" or "How can I/we perform this so others understand the composer's/culture's intent?".

| ANALYZE | INTERPRET | QUESTIONS |
|------------|-------------|--------------|
| We hear... | We think... | We wonder... |
| | | |

About the Song and/or the Composer

What do we know about the history of this song?

What does the composer or culture say about this song?

What do we know about the composer or culture of this song?

Term Bank

What music terms do we know with regard to this song? What terms do we need to learn?

Write the term, and write the definition of the term in the boxes below.

| Term | Definition |
|------|------------|
| | |
| | |
| | |
| | |
| | |

SCORING DEVICE FOR ANALYZE AND INTERPRET: CHECKLIST (Formative)

CLASS NAME _____

DATE _____

| Items to be completed | Check if complete. | If incomplete, what is needed for the student to revise or redo? |
|--|--------------------|--|
| Analyze "We hear" | | |
| Interpret "We think" | | |
| Questions "We wonder" | | |
| What do we know about the history of this song? | | |
| What does the composer or culture say about this song? | | |
| What do we know about the composer/culture of this song? | | |
| Term Bank | | |

SCORING DEVICE FOR ANALYZE AND INTERPRET: RUBRIC (Summative)

Collaboratively or individually, student:

| Number | Criteria | Level 4 Exceeds Standard | Level 3 Meets Standard | Level 2 Approaches Standard | Level 1 Emerging |
|--------|-----------|---|---|---|--|
| 1 | Analyze | Provides an in-depth list of music elements heard in the music. | Provides a list of music elements heard in the music. | Provides a limited list of music elements heard in the music. | Needs assistance listing key vocabulary about the music. |
| 2 | Interpret | Provides a detailed rationale for interpreting the song. | Provides a rationale for interpreting the song. | Provides a limited rationale for interpreting the song. | Needs assistance articulating a rationale for interpreting the song. |

RESPONDING TO THE MUSIC: DOCUMENTATION

1. What do we like about this song? Why?
2. Why do we want to perform this song?

PRACTICE PLAN

CLASS NAME _____

What should you/we do to practice this song?

- 1.
- 2.
- 3.

REHEARSE: DOCUMENTATION & CHECKLIST

Things We Do Well & Things to Improve (Listed in alphabetical order.)

| | Always | Most of the time | Never |
|---|--------|------------------|-------|
| Breathing | | | |
| Dynamics (e.g. soft/loud or piano/forte) | | | |
| Meter and/or Moving-in-Twos or Moving-in-Threes | | | |
| Memory | | | |
| Pitch | | | |
| Tonal Center/Home Tone/Resting Tone | | | |
| Rhythm | | | |
| Tempo | | | |
| Voice type | | | |
| Other things that might need attention | | | |
| | | | |
| | | | |



Using the items listed above, select sections of the music you would like to work on, explain why you/we should work on them, and what strategies you/we will use to improve these areas.

| What sections do you need to improve? | What specific skills do you need to improve? | What did you do to improve? |
|---------------------------------------|--|-----------------------------|
| | | |
| | | |
| | | |

EVALUATE: DOCUMENTATION

When you think you have improved your performance, decide from the following who will give you feedback.

| Who evaluates? | Why type of scoring device? | Names of those evaluating |
|----------------|--|---------------------------|
| Self | Self-evaluation for singing. | |
| Others | Class-developed rubric for singing. | |
| Teacher | Teacher-developed rubric for singing. (See next page for an example). | |

REFINE: DOCUMENTATION

What do you/we need to rehearse further to improve your performance?

| What sections did your classmates or teacher tell you to work on? | What skills did your classmates or teacher tell you to work on? | What do you need to do to improve your performance? Is there anything else that was suggested? |
|---|---|--|
| | | |
| | | |
| | | |

SCORING DEVICE FOR REHEARSE, EVALUATE, REFINE: CHECKLIST (Formative)

| The student(s) | Check if complete. | If incomplete, what is needed for the student to revise/redo this section? |
|---|--------------------|--|
| identified specific skills to work on. | | |
| determined how to fix the skills that need improvement. | | |
| received feedback from others. | | |
| refined performance based on feedback from others. | | |

SCORING DEVICE FOR REHEARSE, EVALUATE, REFINE: RUBRIC (Summative)

Collaboratively or individually, student:

| Number | Criteria | Level 4: Exceeds Standard | Level 3: Meets Standard | Level 2: Approaches Standard | Level 1: Emerging |
|---------------|-----------------|--|---|--|--|
| 1 | Rehearse | Identifies skills, and provides detailed rationale and strategies for improving skills. | Identifies skills, and provides rationale and strategies for improving skills. | Identifies skills, and provides limited rationale and strategies for improving skills. | Needs teacher assistance identifying, and providing rationale and strategies for improving skills. |
| 2 | Evaluate | Chooses to self-assess and solicits feedback from peers and teacher. Student documents feedback. | Chooses to self-assess and solicits feedback from peers or teacher. Student documents feedback. | Chooses and uses one type of evaluation, but needs help selecting and using other types of evaluation. Student documents feedback. | Needs help self-assessing, and soliciting feedback from peers and the teacher, and documenting feedback. |
| 3 | Refine | Applies all feedback collaboratively or individually. | Applies most feedback collaboratively or individually but needs teacher assistance. | Applies some feedback collaboratively or individually but needs teacher assistance. | Needs teacher assistance applying all feedback. |

TEACHER'S SCORING DEVICE FOR INDIVIDUAL STUDENT SONG PERFORMANCE: RUBRIC (Summative)

Elementary Vocal Performance Rubric

Teachers may select individual dimensions to use for **formative assessment** of student performance.

Teachers may use all dimensions for **summative assessment** of student performance.



STUDENT NAME _____

| | Criteria | Level 4: Exceeds Standard | Level 3: Meets Standard | Level 2: Approaches Standard | Level 1: Emerging |
|---|--|---|---|---|--|
| 1 | Voice Type: Singing Voice, Speaking Voice | Singing and head voice were used throughout the performance. | Singing voice was used throughout the performance. | Singing voice is mixed with speaking/shouting voice qualities during the performance | Speaking voice was used throughout the performance. |
| 2 | Elements of Music: Pitch, Tonal Center, Tonality, Key | Pitches were accurate. Tonal center and key were maintained throughout the performance. | Pitches were mostly accurate, and student maintained a tonal center and key. Any pitch/tonal differences do not detract from the overall performance. (Students can sing "wrong" notes, but make tonal sense in key). | Some pitches were accurate, but student did not maintain a tonal center or key. Pitch/tonal differences detracted from the overall performance. | Few pitches were accurate and/or no tonal center was established |
| 3 | Elements of Music: Rhythm, Tempo | Rhythms were accurate, and tempo was consistent. | Rhythms were mostly accurate, and tempo was consistent. Any rhythm differences do not detract from the overall performance | Some rhythms were accurate and/or slight changes in tempo occurred. Differences in rhythm and/or tempo detracted from the overall performance. | Few rhythms were accurate, and/or tempo was inconsistent. |
| 4 | Expressive Quality: Dynamics | Dynamics were accurate and appropriate to the composer's/culture's intent. | Dynamics were mostly accurate and appropriate to the composer's/culture's intent | Few dynamics related to the composer's/culture's intent. | There were no differences in dynamic levels. |

STUDENT'S SCORING DEVICE FOR INDIVIDUAL STUDENT SONG PERFORMANCE: RUBRIC

Students will use this rubric to identify their strengths and weaknesses for continued improvement.
Place checkmarks as appropriate.



| | Criteria | I can do this consistently without any help. | I can do this most of the time, but I need reminding to be consistent. | I can do this some of the time, and I need reminding of what to do and when to do it. | I am starting to do this on my own but need help. |
|---|--|---|--|---|---|
| 1 | Voice Type: Singing Voice, Speaking Voice | I use my singing voice during the entire performance. | I use my singing voice during most of the performance. | I use my singing voice during some of the performance. | My teacher needs to remind me to use my singing voice and not my speaking voice during the performance. |
| 2 | Elements of Music: Pitch, Tonal Center, Tonality, Key | I can sing the home tone ¹ and all of the notes in tune. | I can sing the home tone and most of the notes in tune. | I can sometimes sing the home tone and a few of the notes in tune. | I need help finding the home tone and singing the notes in tune. |
| 3 | Elements of Music: Rhythm, Tempo | I sing the correct rhythms and keep a steady tempo. | I usually sing the correct rhythms and keep a steady tempo. | I sometimes sing the correct rhythms and sometimes keep a steady tempo. | I sing a few correct rhythms but I need help with keeping a steady tempo. |
| 4 | Expressive Quality: Dynamics | I use dynamics that fit the composer's intent. | I usually use dynamics that fit the composer's intent. | I sometimes use dynamics that fit the composer's intent. | I need help singing the song with dynamics. |

¹ Teachers may substitute 'home tone' with another term to represent tonal center.

TEMPLATE FOR STUDENT OR CLASS-DEVELOPED VOCAL PERFORMANCE RUBRIC

| | Criteria | I can do this consistently without any help. | I can do this most of the time, but I need reminding to be consistent. | I can do this some of the time, and I need reminding of what to do and when to do it. | I am starting to do this on my own but need help. |
|---|-----------------|---|---|--|--|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

Benchmarked Student Work* [*Exceeds Standard, Meets Standard, Approaches Standard, and Novice work to illustrate expectations on website.*] (Anchor work to be collected and scored as MCA is piloted).

Following is an example for weighting assessments of students' performances.

| | Criteria** | Level 4 Exceeds Standard | Level 3* Meets Standard | Level 2 Approaches Standard | Level 1 Novice | Example of Student's Score for Meets Standard w/ 4 Criteria |
|---|--|---|---|---|--|--|
| 1 | Voice Type: Singing Voice, Speaking Voice | 4 points each weighted x 10 = 40 points | 3 points each weighted x 10 = 30 points | 2 points each weighted x 10 = 20 points | 1 point each weighted x 10 = 10 points | Level 3 – 3 points x 10 weight = 30 points |
| 2 | Elements of Music: Pitch, Tonal Center, Tonality, Key | 4 points each weighted x 5= 20 points | 3 points each weighted by 5 = 15 points | 2 points each weighted by 5 = 10 points | 1 point each weighted by 5 = 5 points | Level 4 - 4 points x 5 weight = 20 |
| 3 | Elements of Music: Rhythm, Tempo | 4 points each weighted by 5 = 20 points | 3 points each weighted by 5 = 15 points | 2 points each weighted by 5 = 10 points | 1 point each weighted by 5 = 5 points | Level 3 - 3 points x 5 weight = 15 |
| 4 | Expressive Quality: Dynamics | 4 points each weighted by 5 = 20 points | 3 points each weighted by 5 = 15 points | 2 points each weighted by 5 = 10 points | 1 point each weighted by 5 = 5 points | Level 1 - 1 point x 5 weight = 5 |
| | | | | | | Total points = 75 |
| | | | | | | Percentage = 75% |

*Level 3 indicates that the student is at grade level or proficient. When grading, the rubric levels do not translate into a letter grade such as Level 4 is an A, Level 3 is a B, etc. Total number of points should be calculated at the proficient level. Each criterion can be weighted for importance.

**The criteria in each rubric are numbered so that the teacher can choose which components to assess. All criteria do not have to be assessed. Teachers should select only criteria that are central to the task. Each student may learn skills at various phases in the learning process. Level 1 should be viewed as the starting point of learning. Often Level 1 is written in negative wording or "student does not...". Teachers should not accept poor work or to allow students to not complete the task. Teachers must help students achieve the starting point of proficiency and guide them from Level 1 to 2 and to 3 (proficiency) over time.

Suggested Songs for Assessment Task ²

(♩ = 88) **Grizzly Bear** **Traditional**

mf



Griz - zly bear a griz - zly bear is sleep - ing in a cave.

mp

5



Please be ver - y qui - et, ver - y, ver - y qui - et,

f

9



If you wake him, If you shake him, he gets ver - y mad!

² The suggested songs are not intended to imply curriculum; however, they are intended to enhance assessment reliability and validity.

Suggested Songs for Assessment Task - Continued

Rocky Mountain

Traditional

(♩ = 88)

mf



Rock - y moun - tain, rock - y moun - tain, rock - y moun - tain high,

5

mf



When you're on that rock - y moun - tain, hang your head and cry.

9

mp

f

mp



Do, do, do do, Do re - mem - ber, me,

13

mp

f

mp



Do, do, do, do, Do re - mem - ber me.

Suggested Songs for Assessment Task - Continued

Button You Must Wander

Traditional

$\text{♩} = 88$ *mf*

But - ton you must wan - der, wan - der, wan - der,

5

But - ton you must wan - der ev - 'ry where.

9 *mp*

Bright eyes will find you. Sharp eyes with find you.

13 *f*

But - ton you must wan - der ev - 'ry where.

| Assessment Focus | | | | | |
|---|--|---|---|--|---|
| Anchor Standards | Enduring Understandings | Essential Questions | Artistic Process or Process Components | Key Traits | Performance Standards (Advanced) |
| Select | | | | | |
| Common Anchor #4: Analyze, interpret and select artistic work for presentation. | 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? | <i>Select varied musical works to present based on interest, knowledge, technical skill, and context</i> | <ul style="list-style-type: none"> • Demonstrate and describe personal interest in and/or knowledge of work(s). • Describe the purpose of musical selections. • Use music vocabulary accurately and appropriately. | MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. |
| Analyze | | | | | |
| Common Anchor #4: Analyze, interpret and select artistic work for presentation. | 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? | <i>Analyze the structure and context of varied musical works and their implications for performance.</i> | <ul style="list-style-type: none"> • Demonstrate knowledge of music concepts in music. • Describe identifying features of music from different cultures. • Use notation to read and perform music patterns (rhythmic and melodic). | MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance . MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation . |
| Interpret | | | | | |
| Common Anchor #4: Analyze, interpret and select artistic work for presentation. | Performers make interpretive decisions based on their understanding of context and expressive intent. | How do performers interpret musical works? | <i>Develop personal interpretations that consider creators' intent</i> | <ul style="list-style-type: none"> • Demonstrate and explain the creator's use of expressive qualities (dynamics and tempo). • Use music vocabulary accurately and appropriately. | MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent . |
| Rehearse, Evaluate, Refine | | | | | |
| Common Anchor #5: Develop and refine artistic techniques and work for presentation. | 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? | <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i> | <ul style="list-style-type: none"> • Apply criteria to judge the accuracy, expressiveness, and effectiveness of performances. • Identify and apply strategies to overcome performance challenges and implement interpretation. • Collaborate and apply feedback in the refinement of performance. • Use music vocabulary accurately and appropriately. | MU:Pr5.1.2a - Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances . MU:Pr5.1.2b – Rehearse, <i>identify</i> and apply strategies to address interpretive, performance, and technical challenges of music. |
| Present | | | | | |
| Common Anchor #6: Convey meaning through the presentation of artistic work. | 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? | <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i> | <ul style="list-style-type: none"> • Convey creator's intent. • Demonstrate expressiveness and technical accuracy. • Perform appropriately for the audience and purpose. | MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy . MU:Pr6.1.2b Perform appropriately for the audience and purpose . |

