National Coalition for Core Arts Standards
Model Cornerstone Assessment
Theatre/Visual Arts/Media Arts/Music/Dance - (Intermediate/Proficient Level)

Model Cornerstone Assessments focus on performance tasks linked to examples of student work and guidance for replicating the assessment in your own classroom.

Discipline: Music -- Traditional Ensembles (Orchestra)
Artistic Processes: Performing
Standards Addressed: **Select** varied musical works to present based on interest, knowledge, technical skill, and context.
Analyze the structure and context of varied musical works and their implications for performance.
Essential Questions: How do performers select repertoire? How does understanding the structure and context of musical works inform performance?

Assessment Task Description:

This MCA includes assessment tasks for Intermediate and Proficient levels of Performing. In some ensembles it may be appropriate to administer multiple levels. Intermediate level is equivalent to 4 or 5 years of study in an ensemble in addition to general music. Proficient level is equivalent to 5 or 6 years of study in an ensemble in addition to general music.

Students will select music (not previously performed) to be considered for the entire ensemble to perform at a regular concert at the end of a 9-week quarter. While an individual student's individual selection may not actually be performed, his or her choice(s) may be considered for future ensemble performances, provided they meet the criteria that will be set forth.

In order to make an informed decision, students will listen to and analyze a variety of pre-selected works of varying difficulty and styles. Students will be led to create the criteria upon which to evaluate the appropriateness of their choices.

Grade: High School (grades 9, 10, 11)

In this MCA you will find:

- Guidelines for instruction prior to the assessment
- Related knowledge, skills and suggested vocabulary
- Suggested formative assessments
- Summative assessments, and rubrics specific to the assessment task
- Strategies for differentiation and inclusion
- List of materials and resources needed to carry out the assessment
- Assessment focus chart

Estimated Time for Teaching and Assessment:
These assessments are predicated on students having a solid foundation in music theory and music history. Recognizing that performing ensembles cannot afford to give up large amounts of rehearsal time, it is recommended that directors spread assignments over a semester: Part 1 during first quarter; Part II and III during second quarter (for music to be performed third quarter). Parts II and III could be repeated third quarter (for music to be played fourth quarter).

Strategies for Embedding Assessment within Instruction (sequences of tasks)

Part I (early instruction)
Click Here for full description

Part II (later instruction)
Click Here for full description

Part III (later instruction)
Click Here for full description

Required Prior Knowledge, Skills and Vocabulary

- Basic knowledge of historical eras of music and the stylistic characteristics that define them.
- Working knowledge of music theory (rhythm, meter, key signatures). This sample four-year curriculum integrates music theory in the orchestra class using subscription-based (self-paced) BreezinThruTheory.com.
- Basic recognition of common forms used by composers of orchestral music. Click here for a succinct explanation with examples.
- Understanding of musical texture and salient compositional attributes of orchestral music. Click here for: five-minute Texture explanation on YouTube; ten-minute Texture explanation on YouTube; Texture Test 1 on YouTube; Texture Test 2 on YouTube.

Strategies for Inclusion *(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.)* *Resource: Extended time for completion. One-on-one tutoring outside of class. Pairing students with disability with a high-achieving student to work together.*	**Differentiation Strategies** *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)* *Resource: Allow students to suggest and analyze additional works that are not presented by the teacher. That is, students may advocate for a piece that they have discovered on their own and fits all of the criteria.*

Resources and materials needed *[for task implementation]*: Scans of each score to be analyzed/studied. Recordings of each score to be analyzed. Preferably the teacher can create a video of the score moving in time with the scanned scores. These videos can be put on EdPuzzle to track the amount of time students listen/watch outside of class.

Assessment Tools (rubrics or other measures used to score evidence of student's progress toward meeting the standards documented within the instructional tasks).

Part I -- Reading Comprehension; Texture identification; Form identification; Vocabulary Quiz;

Part II -- Analysis

Part III -- Select Questionnaire based on Analysis

Suggested scoring -- click here.

Assessment Focus

(complete one row for each performance standard aligned to this MCA)

Artistic Process (and process components)	Enduring Understanding	Essential Question	Anchor Standard	Grade Level Performance Standard	Type of Assessment Tool (e.g. checklist, teacher observation, rubric)

Select varied musical works to present based on interest, knowledge, technical skills and knowledge.	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?	#4. Select, analyze and interpret artistic work for presentation.	Intermediate, Proficient	Short answer questionnaire: answers based on extensive analysis worksheets
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?	#4. Select, analyze and interpret artistic work for presentation.	Intermediate, proficient	Analysis worksheets
Choose music appropriate for a specific purpose or context.	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?	#7 Perceive and analyze artistic work.	Intermediate, proficient	Use of PML/UIL and other online sites for determining difficulty level and appropriateness for adjudicated festivals.

Benchmarked Student Work: Click on the links below to view benchmarked student work assessed using the summative rubrics contained in this MCA

ABOVE STANDARD STUDENT WORK	AT STANDARD STUDENT WORK

NOTE: This MCA format represents an update to the National Coalition for Core Arts Standards Model Cornerstone Assessment template

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