

## National Coalition for Core Arts Standards

### Music Model Cornerstone Assessment: Middle/High 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/High School

This assessment task is designed to assess a student's ability to select, prepare and present music. The teacher will enable students in this task through providing resources, learning experiences, opportunities for students to make decisions and. The task can be implemented with chamber ensembles, section rehearsals of larger ensembles, or students preparing solos. The task requires students to document their ability to select, analyze, interpret, rehearse, evaluate, refine and present music using supplied forms and a digital recording device. **Students and teachers may choose alternative methods of documentation (e.g., video excerpts, interviews, presentations) as long as they provide satisfactory evidence of meeting the standard and scoring criteria.**

In this MCA you will find:

<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 Chart	<input type="checkbox"/> Benchmark 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

- 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 Music to Present

Students will use the **Select, Analyze & Interpret Documentation Form** or alternative documentation methods to:

1. Document selecting and analyzing music that is appropriate to the performers (e.g., musical skills, interests, preference) and performance context (e.g., venue, concert theme, programming goals, audience appeal, resources). The task will work for a students preparing solos, an intact chamber ensemble, or sections of a larger ensemble rehearsing separately.
2. Describe prominent musical and cultural/historical features identified through analysis and research (e.g., musical elements, compositional techniques, period or cultural context, performance practices) and describe their implications for interpretive presentations.

### **Rehearse, Evaluate and Refine Music to Present**

Students will use a digital recording device, the **Rehearse, Evaluate, and Refine Documentation Form**, and **Performance-Presentation Evaluation** or alternative documentation methods to:

3. Discuss and develop a plan for rehearsing that identifies performance-presentation goals and strategies to address technical and expressive challenges in the selected music.
4. Record and evaluate individual performance of the music at the beginning of the rehearsal process.
5. Implement rehearsals using the **Rehearse, Evaluate and Refine Documentation Form** to document how challenges were addressed, successes, new learning and ideas for improvement.

### **Present Music**

Students will use a digital recording device, the **Performance-Presentation Evaluation**, and **Final Evaluation Form** or alternative methods to:

6. Record and evaluate individual performance of the music at the beginning of the rehearsal process.
7. Summarize what was learned from this task.

### **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)

<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• demonstrate performance decorum and audience etiquette appropriate for the context (present)</li> <li>• communicate and/or collaborate with others (rehearse, evaluate, and refine)</li> <li>• read music notation at a developmentally appropriate level and/or be able to realize music as appropriate (analyze, interpret, rehearse, evaluate, and refine)</li> <li>• refine technical skills as needed to perform music with expression and accuracy (present)</li> <li>• connect with audience members before, engaging with and responding to them through performance (rehearse, evaluate, and refine)</li> </ul>	<p><b>Strategies for Inclusion</b> (<i>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.</i>)  Resource: (sample) <a href="http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/1229">http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/1229</a></p> <p><b>Differentiation Strategies</b> (<i>Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.</i>)</p> <ul style="list-style-type: none"> <li>• pre-assessing to determine levels of student prior knowledge and abilities</li> <li>• determining and teaching to reduce learning gaps</li> <li>• creating independent enrichment/enhanced work for students who show mastery</li> <li>• grouping students to accommodate learning needs</li> <li>• using provocative, complex questioning to stimulate high level thinking</li> <li>• devising open-ended tasks to allow students of all ability levels to achieve success at their own levels</li> <li>• creating tier tasks to address levels of abilities and supporting students within each tier</li> <li>• assuring that students are given choice in tasks in order to address their learning styles, interests, etc.</li> </ul> <p>Resource:  (sample) <a href="http://www.ascd.org/publications/books/100216/chapters/Undersanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx">http://www.ascd.org/publications/books/100216/chapters/Undersanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx</a></p>
<p><b>Resources</b> [for task implementation]  (Resources to be added as MCA is piloted)</p>	
<p><b>Scoring Devices</b> [rubrics, checklists, rating scales, etc. based on the Traits]</p>	

Using the scoring rubric provided, teachers will evaluate student work as being **Novice, Intermediate, Proficient, Accomplished or Advanced**. Students who satisfactorily complete the task described will achieve a rating of **Proficient**.

Students pursuing an **Accomplished** or **Advanced** level of achievement are required to provide satisfactory evidence of:

1. In-depth understanding of the selection, analysis and interpretation of two stylistically varied pieces.
2. A high level of effectiveness at establishing relevant rehearsal goals, planning rehearsals, addressing musical challenges and refining performance.
3. Presenting a high-level performance.
4. Connecting with the audience when presenting music.

### **Task-specific Instructions and Rubrics**

#### **Student Directions**

#### **Select, Analyze and Interpret Music**

1. If you will be working in a group, discuss the following considerations with your teacher and group members:

(a) Type of experience you will engage in for this task:

- Small or chamber ensemble rehearsals
- Section rehearsals of large ensemble
- Solo rehearsals
- Other

(b) Rehearsal time (e.g., number and length), facilities and resources needed to complete this task in and/or outside of class.

(c) Selection of music that will be analyzed, interpreted, rehearsed, recorded and evaluated over the coming weeks. The music should be new to you and include opportunities to interpret the music and address technical and expressive performance challenges. The amount of music selected (e.g., entire piece, movement, excerpt) to prepare independently should be considered with regard to availability of rehearsal time and difficulty of the music. Students will need access to a full score, free of conductor interpretive markings.

**If you are attempting to fulfill the Accomplished or Advanced level of achievement, you will prepare two diverse music selections and demonstrate an in-depth understanding of both.**

2. Identify the music that you will analyze, interpret, rehearse, evaluate and refine. If you will be rehearsing as a section or in an ensemble, you will need to agree upon the music selected.
3. Complete the **Select, Analyze and Interpret Documentation Form** or an alternative documentation method approved by your teacher.

### Select, Analyze and Interpret Documentation Form

Name:

Date:

1. List the title, measure numbers of selected section and composer of piece(s) selected to analyze, rehearse, and perform.

2. Describe why you feel the selected music is appropriate for:

- a) Performers (e.g., technical skills, reading skills, interests, previous musical experiences).
- b) Presentation context (e.g., venue, concert theme, programming goals, audience appeal).

3. Using appropriate musical vocabulary, identify specific examples with measure numbers of:

- a) Technical challenges (e.g., pitch/rhythm reading, tone production, range).
- b) Expressive elements that will be important for rehearsal and performance (e.g., dynamics, articulation, rhythm, harmony, melody, tonality, tone color, form, nuance, phrasing, texture).
- c) Compositional features and devices included by the composer/arranger that are important for your consideration (e.g., repetition, variety, tension, range).
- d) Historical, cultural, or social context of the piece that may influence your musical decisions.

## Rehearse, Evaluate and Refine

1. If you are rehearsing with others in sectional or ensemble, make sure your group has a conversation during the first rehearsal to discuss the following:
  - a. 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 and shared leadership).
  - b. Amount of available rehearsal time (total number of class meetings, hours, or total minutes).
  - c. Schedule (what will be rehearsed on what days and for how long).
  - d. Resources needed (e.g., pencils, music, instruments, equipment).
2. Using the ideas generated from this discussion, your music analysis and rehearsal knowledge with your section or ensemble to develop a rehearsal plan for the next rehearsal(s). Document technical and expressive challenges, any goals, and rehearsal strategies on the **Rehearse, Evaluate and Refine Documentation Form** or an alternative method of documentation approved by your teacher.
3. During the first rehearsal, record your individual performance of the music. If your selected music is lengthy, choose a brief section that is characteristic of the music's technical and expressive challenges. If you are rehearsing as a section or ensemble, it is suggested that you record yourself during a group performance by placing the microphone near you. Make sure to test the equipment to ensure a usable recording is captured. At the beginning of the recording, speak your name, date, title of the music and measures being performed. **If there is not sufficient time to record your individual performance during the last rehearsal, you may record it outside of class.**
4. Evaluate your performance using the **Performance-Presentation Evaluation** or an alternative method of documentation approved by your teacher. Put your name on it and title it "Initial Performance Evaluation."

*If you are attempting to fulfill the Accomplished or Advanced level requirements, you will need to develop your own Performance-Presentation Evaluation Form that is customized to evaluate levels of technical and expressive achievement in your performance and any goals or skills you want to evaluate related to performing (e.g., personal musicianship growth, skill development, disposition, self-expression).*

## Performance-Presentation Evaluation

**Name:**

**Music recorded** (*Title and measure numbers*):

**Circle one:**    Initial Recording    Final Recording  
*Circle the rating that best describes your performance.*

### Technique Rubric

	1	2	3	4	5
<b>Tone Production</b>	1 Presentation has tone production challenges throughout (e.g., breathy, lack of register consistency, lacking resonance).	2 Presentation has some tone production challenges (e.g., breathy, lack of register consistency, lacking resonance).	3 Presentation has incidental tone production challenges (e.g., breathy, lack of register consistency, lacking resonance range extremes).	4 Presentation has tone production that is clear and resonant throughout.	5 Presentation has varied tone colors that enhance expressive intent.
<b>Accuracy</b>	1 Presentation has many pitch or rhythm issues. Identify type and location.	2 Presentation has some pitch or rhythm issues. Identify type and location.	3 Presentation has incidental pitch or rhythm issues. Identify type and location.	4 Presentation is tonally and rhythmically accurate.	5 Presentation is accurate throughout with an advanced rhythmic precision and sense of meter.
<b>Intonation</b>	1 Presentation has many intonation issues.	2 Presentation has some intonation issues.	3 Presentation has incidental issues where performer fails to adjust.	4 Presentation is in tune throughout with adjustments made as needed.	5 Presentation is in tune throughout with no adjustments needed

**Comments:**

1. Describe the best qualities of your performance-presentation.

**Initial Recording**

2. Identify what you need to work on in future rehearsals based on your self-evaluation and/or feedback from others. Identify the specific problem type and its location in the music as well as strategies to improve.

**Final Recording**

1. Identify what you would work on in the future and possible areas for musical growth.

### Expression Rubric

	1	2	3	4	5
<b>Phrasing</b>	1 Presentation has minimal attention to phrasing.	2 Presentation has some attention phrasing; beginning and endings are heard.	3 Presentation has consistent phrasing.	4 Presentation has consistent phrasing with attention to nuance and sub-phrasing.	5 Presentation has phrases reflecting personal interpretation and a strong understanding of the expressive intent and style.
<b>Dynamics</b>	1 Presentation has minimal dynamic contrast.	2 Presentation has most printed dynamics.	3 Presentation has all printed dynamics.	4 Presentation has printed dynamic levels with some added dynamic contrast appropriate to the style.	5 Presentation includes dynamics levels reflecting personal interpretation and a strong understanding of the music, expressive intent and style.
<b>Articulation</b>	1 Presentation does not demonstrate appropriate articulation as suggested by the markings or style.	2 Presentation has some articulation as suggested by the markings or style.	3 Presentation has consistent articulation as suggested by the markings and style.	4 Presentation consistently uses articulation that captures the style of music.	5 Presentation consistently includes articulation that captures the style of music and demonstrates a strong understanding of expressive intent.

**Comments:**

1. Describe the best qualities of your performance-presentation.

**Initial Recording**

2. Identify what you need to work on in future rehearsals based on your self-evaluation and/or feedback from others. Identify specific problem type and location in music as well as strategies to improve.

**Final Recording**

2. Identify what you would work on in the future and possible areas for musical growth.

Use the **Rehearse, Evaluate and Refine Documentation Form** or an alternative method of documentation approved by your teacher to provide evidence of your ability to reflect on progress toward goals and rehearsal effectiveness before planning the next rehearsal.

<b>Rehearse, Evaluate and Refine Documentation Form</b>	
Name/group:	
Music:	
<b>Planning:</b> Document the following information <b>before</b> each rehearsal:	
1. Date:	
2. Rehearsal (individual or group) goals and planned activities to address technical and expressive challenges:	
<b>Reflecting:</b> Document the following information <b>after</b> each rehearsal:	
3. Specific section rehearsed:	
4. Length of rehearsal:	
5. Progress toward goal accomplishment:	
6. Goals for the next rehearsal:	
7. Feedback requested from other:	

## Present

1. Reflect on your goals and how they may have evolved over the rehearsals. Consider the following before the final performance-presentation:
  - a. Personal performance-presentation goals (e.g., your experience, comfort level, expressive intent, self-expression, body/facial engagement).
  - b. Goals for communicating and connecting with your audience (e.g., peers, other ensemble members, parents, adjudicators).
2. When you feel the music is ready for presentation but no later than your last rehearsal, record the excerpt of your individual performance within the context of your ensemble. If you presenting music as an ensemble or section, it is suggested that you record yourself during a group performance by placing a microphone near you. Make sure to test the equipment to ensure a usable recording is captured. At the beginning of the recording, speak your name, date, title of the music and measures being performed. **If there is not sufficient time to record your individual performance during the last rehearsal, you may record it outside of class, before or after your last rehearsal.**
3. Listen to the recording and evaluate using the **Performance-Presentation Form** or an alternative method of documentation approved by your teacher. Put your name on the document and title it "Final Performance Evaluation."
4. After completing your final presentation, reflect on your performance-presentation goals and complete the **Final Student Evaluation Form**.

### Final Student Evaluation Form

Name:  
Date:

1. Did you achieve your performance-presentation and personal goals? Explain.
2. What did you learn through this project about preparing music for performance-presentation? What would you do differently?
3. What changes would you recommend to make this task more successful in the future?

## Task Submission

Submit the following documentation or approved alternative forms of documentation to your teacher as requested:

1. **Select, Analyze and Interpret Documentation Form**
2. Beginning and final recordings of individual performance
3. **Initial Performance Evaluation**
4. **Final Performance Evaluation**
5. **Rehearse, Evaluate and Refine Documentation Form**
6. **Final Student Evaluation Form**
7. Copies of music scores

## Teacher Directions

1. Review all information provided. As you read the information, consider:
  - The purpose of each task as it relates to the standards.
  - Evidence requested to demonstrate student understanding/achievement.
  - Scoring criteria to evaluate student achievement.
2. Decide what class or classes you will use for this pilot and how much rehearsal time you want to devote to it.
3. Determine if any students should pursue Accomplished or Advanced achievement level for the task. Using the scoring rubric provided, you will evaluate student work as being **Novice, Intermediate, Proficient, Accomplished or Advanced**. Students who satisfactorily complete the task described will achieve a rating of **Proficient**. The **Accomplished** or **Advanced** levels were designed for your high performing students (See Explanation of Achievement Levels). Students pursuing these higher levels are required to provide satisfactory evidence of:
  - In-depth understanding of the selection, analysis and interpretation of two stylistically varied pieces.
  - A high level of effectiveness at establishing relevant rehearsal goals, planning rehearsals, addressing musical challenges and refining performance.
  - Presenting a high-level performance.
  - Connecting with the audience when presenting music.

4. Facilitate a discussion with the class about options for selecting music that will be analyzed, interpreted, rehearsed, recorded and evaluated by students over the coming weeks. The music should be new to the students and include opportunities for them to identify and address technical and expressive performance challenges over a designated number of rehearsals. See additional information about selecting music under *Teacher Information*.
5. Determine if your students will use the documentation tasks and forms provided or use alternative methods of documentation (e.g., video excerpts, interviews, presentations).
6. Determine how student work will be formatted and collected (e.g., electronically, in a folder, all at once or as completed).
7. Monitor student engagement and success as they document their ability to independently select, analyze, interpret, rehearse, evaluate and refine selected music. Get involved only when necessary.
8. Assist students as needed in recording their individual performances of the music during the first and last rehearsal. It is recommended that students have a recording device or microphone near them to capture individual performance in the context of the ensemble setting. If this is not possible students may record their individual performance outside of class.
9. Collect the following student work (or alternative forms of documentation):
  - **Select, Analyze and Interpret Documentation Form**
  - Beginning and final recordings of individual performance
  - **Initial Performance Evaluation**
  - **Final Performance Evaluation**
  - **Rehearse, Evaluate and Refine Documentation Form**
  - **Final Student Evaluation Form**
  - Copies of music scores
10. Using the scoring rubric provided, evaluate student work. The task was designed with “Proficient” as the target score for most students. Students may earn an “Accomplished” or “Advanced” achievement level if you believe there is evidence to show that the additional criteria were met. Provide feedback to students and decide if you want to share their scores with them.
11. Create a list of all students who completed the task and provide scores for the following processes:
  - a. Select, analyze and interpret
  - b. Rehearse, evaluate and refine
  - c. Present music
12. Complete a final written evaluation of this experience. As this is a pilot project, we are seeking to know what worked well for you and your students as well as what needs to be revised.
13. Submit materials as requested.

## Additional Teacher Information

### Music Selection

Ideally, if students were selecting music to present, they would understand programming and music selection considerations and know something about the students performing (e.g., musical backgrounds, technical skills, reading skills, music preferences).

Realistically, you will probably have already chosen the large ensemble music. In this scenario, you could facilitate a discussion with students about choosing music in their folders that has not been studied or rehearsed. Students will need access to a full-score, free of conductor interpretive markings as they will be asked to discuss selection criteria, analyze the music and interpret it. Students attempting to fulfill the Advanced level of achievement will prepare two music selections.

If a class is going to rehearse in sectional rehearsals, small ensembles or solo preparation, they will need guidance from you about the availability of rehearsal space and time. If students will be rehearsing as a section or in an ensemble, they will need to agree upon the music that will be prepared over the coming weeks. Although you will be present during rehearsals, the goal is for students to make as many decisions as possible with minimal assistance from you.

### Student Documentation of Evidence

Once the music has been selected, students will need to document their selection criteria and then analyze and interpret the music using musical vocabulary and terms. The **Select, Analyze and Interpret Documentation Form** was designed for students to document their abilities. However, if there is an alternative way that you feel students could provide satisfactory evidence, please use it.

## Teacher Scoring Rubrics for MCA - Performing Task

The student is able to:

<b>Selecting Music</b>		<b>Overall Rating (circle one)</b>				
		1	2	3	4	5
		1-Novice	2-Intermediate	3-Proficient	4-Accomplished	5-Advanced
<b>MU:Pr4.1.E.5a</b> 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.	<b>MU:Pr4.1.E.8a</b> 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.	<b>MU:Pr4.1.E.1a</b> 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.	<b>MU:Pr4.1.E.1a</b> Develop and apply criteria to select a varied repertoire to study and understand of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	<b>MU:Pr4.1.E.1a</b> Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	<b>MU:Pr4.1.E.1a</b> Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	
1. Select one piece based on performer interest, technical skills of performer(s) and performance context.	1. Select one based on formal design in the music, performer interest, technical skills of performer(s) and performance context.	1. Select one piece based on understanding of structural characteristics, technical skills of performers and performance context.	1. Select one or two pieces based on advanced understanding of structural characteristics, awareness of technical and expressive challenges in the music and performance context.	1. Select two pieces using based on an advanced level of understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.		
Suggested music difficulty: Grade 1-2 (Easy-Medium Easy)	Suggested music difficulty: Grade 2-3 (Medium Easy-Medium)	Suggested music difficulty: Grade 3 (Medium)	Suggested music difficulty: Grade 3-4 (Medium-Medium Difficult)	Suggested music difficulty: Grade 4-5, P (Medium Difficult-Difficult, Professional)		

The student is able to:

Analyzing Music Overall Rating (circle one) 1 2 3 4 5				
1-Novice	2-Intermediate	3-Proficient	4-Accomplished	5-Advanced
<p><b>MU:Pr4.2.E.5a</b> Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p>	<p><b>MU:Pr4.2.E.5a</b> Demonstrate, using music reading skills where appropriate, how the <b>setting</b> and formal characteristics <b>of musical works</b> contribute to understanding the <b>context</b> of the music in prepared or improvised <b>performance</b>.</p>	<p><b>MU:Pr4.2.E.1a</b> 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.</p>	<p><b>MU:Pr4.2.E.1a</b> Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.</p>	<p><b>MU:Pr4.2.E.11a</b> Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performance.</p>
<p>Identify simple musical elements (melody, harmony, form).</p>	<p>Identify some context features (e.g., period, style, genre, culture) of selected music.</p>	<p>Demonstrate understanding of basic theoretical and structural aspects of musical work (form, harmony).</p>	<p>Recognize use of compositional devices and theoretical and structural aspects of one or two musical works.</p>	<p>Evaluate and critique two pieces demonstrating an advanced level of understanding in regard to structure, context, use of elements and compositional techniques.</p>
<p>Use music vocabulary in a limited way.</p>	<p>Use limited music vocabulary correctly.</p>	<p>Use standard music vocabulary appropriate to experience.</p>	<p>Use standard music vocabulary extensively.</p>	<p>2. Use advanced level of music vocabulary (College, AP)</p>

The student is able to:

Interpreting Music Overall Rating (circle one)				
1	2	3	4	5
<p>1-Novice</p> <p><b>MU:Pr4.3.E.5a</b> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p>	<p>2-Intermediate</p> <p><b>MU:Pr4.3.E.8a</b> Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p>	<p>3-Proficient</p> <p><b>MU:Pr4.3.E.1a</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.</p>	<p>4-Accomplished</p> <p><b>MU:Pr4.3.E.11a</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.</p>	<p>5-Advanced</p> <p><b>MU:Pr4.3.E.11a</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.</p>
<p>1. Identify expressive elements and markings.</p>	<p>1. Describe basic use of expressive qualities in music.</p>	<p>1. Demonstrate how music (context history, style, genre) can impact interpretation.</p>	<p>1. Demonstrate understanding of how style, genre, context and performer skill impact interpretation of piece(s)</p>	<p>1. Demonstrate understanding of how style, genre, context and performer skill impact interpretation of two or more contrasting pieces..</p>
<p>Use music vocabulary in a limited way.</p>	<p>Use limited music vocabulary correctly.</p>	<p>Use standard music vocabulary appropriate to experience.</p>	<p>Use standard music vocabulary extensively.</p>	<p>2. Use advanced level of music vocabulary (College, AP)</p>

The student is able to:

Rehearsing, Evaluating and Refining Music Overall Rating (circle one)				
1	2	3	4	5
1-Novice	2-Intermediate	3-Proficient	4-Accomplished	5-Advanced
<p><b>MU:Pr5.3.E.5a</b> Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p>	<p><b>MU:Pr5.3.E.8a</b> 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.</p>	<p><b>MU:Pr5.3.E.1a</b> 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 <b>refine performances</b>.</p>	<p><b>MU:Pr5.3.E.1a</b> Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.</p>	<p><b>MU:Pr5.3.E.11a</b> Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.</p>
<p>Recognize inaccurate performance and missed opportunities for expression.</p>	<p>Identify technical challenges in music and strategies to address them.</p>	<p>Identify the major technical and expressive challenges in music and develop strategies (e.g., exercises, activities, markings) to address them.</p> <p>Ask for feedback from others.</p>	<p>Plan and apply appropriate rehearsal strategies to address challenges and evaluate their success (what worked – why?).</p> <p>Recognizes ways to become more efficient and effective in rehearsal</p> <p>Ask for feedback from others.</p>	<p>Demonstrates a high level of critical thinking in developing learning experiences, applying them, and refining them to address musical challenges.</p> <p>Recognizes and contributes ways to become more efficient and effective in rehearsal;</p> <p>Regularly ask for feedback from others.</p>
<p>Use music vocabulary in a limited way.</p>	<p>Use limited music vocabulary correctly.</p>	<p>Use standard music vocabulary appropriate to experience.</p>	<p>Use standard music vocabulary extensively.</p>	<p>2. Use advanced level of music vocabulary (College, AP)</p>

Present Music Overall Rating (circle one)					
1	2	3	4	5	
1-Novice	2-Intermediate	3-Proficient	4-Accomplished	5-Advanced	
<p><b>MU:Pr6.1.E.5a</b> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p>	<p><b>MU:Pr6.1.E.8a</b> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</p>	<p><b>MU:Pr6.1.E.1a</b> 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.</p>	<p><b>MU:Pr6.1.E.1a</b> Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p>	<p><b>MU:Cr6.1.E.11a</b> Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p>	
<p><b>MU:Pr6.1.E.5b</b> Demonstrate an awareness of the <b>context</b> of the music through prepared and improvised <b>performances</b></p>	<p><b>MU:Pr6.1.E.5b</b> Demonstrate an understanding of the <b>context</b> of the music through prepared and improvised <b>performances</b>.</p>	<p><b>MU:Pr6.1.E.1b</b> Demonstrate an understanding of <b>expressive intent</b> by connecting with an audience through <b>performances</b>.</p>	<p><b>MU:Pr6.1.E.11b</b> Demonstrate an understanding of <b>intent</b> as a means for connecting with an audience through prepared and improvised <b>performances</b>.</p>	<p><b>MU:Pr6.1.E.11b</b> Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.</p>	
<p>Present music with some awareness of music context (style, time, purpose) and some technical and/or expressive issues.</p>	<p>Present music demonstrating attention to music context (style, time, purpose) and incidental technical and/or expressive issues.</p>	<p>Present an accurate and expressive performance that demonstrates expressive intent and connects with audience.</p>	<p>Present an accurate and expressive performance of one or two pieces; demonstrates expressive intent of composer, connects with audience.</p>	<p>Presentation reflects a deep level of understanding of the music and demonstrates expressive intent of composer and performer. Connects with the audience throughout presentation.</p>	

<p><b>Novice</b> (Equivalent to 2 years of study in an ensemble in addition to core or general music)</p>	<p><b>Intermediate</b> (Equivalent to 5 years of study in an ensemble in addition to core or general music)</p>	<p><b>Proficient</b> (NCCAS HS descriptor)</p>	<p><b>Accomplished</b> (NCCAS HS descriptor)</p>	<p><b>Advanced</b> (NCCAS HS descriptor)</p>
<p>Students at the <b>Novice</b> level have started specialization in an art form of their choice. They are beginning to develop the basic artistic understanding and technique necessary to advance their skill level. Their expressive skills may be identified and exploratory work begins. They may participate in presentation and performance opportunities as they are able. Their curiosity in the art form begins their journey toward personal realization and wellbeing.</p>	<p>Students at the <b>Intermediate</b> level are continuing study in a chosen specialized art form. Their development continues in artistic understanding and technical and expressive skills enabling the student to begin to independently and collaboratively create, perform and respond at their given skill level. Their presentation and performance opportunities in ensembles at school and in the community increase and students actively participate in rehearsals. Through continued study of their art form they continue their journey towards personal realization and wellbeing.</p>	<p>Students at the <b>Proficient</b> level have developed the foundational technical and expressive skills and understandings in an art form necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the art form to be an important form of personal realization and wellbeing, and make connections between the art form, history, culture and other learning.</p>	<p>Students at the <b>Accomplished</b> level are -- with minimal assistance -- able to identify or solve arts problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products, performances, or presentations that demonstrate technical proficiency, personal communication and expression. They use the art form for personal realization and wellbeing, and have the necessary skills for and interest in participation in arts activity beyond the school environment.</p>	<p>Students at the <b>Advanced</b> level independently identify challenging arts problems based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They are facile in using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in arts activity within and beyond the school environment.</p>

## Assessment Focus

Anchor Standards	Enduring Understandings	Essential Questions	Artistic Process or Process Components	Key Traits	Performance Standards (Novice)	Performance Standards (Intermediate)	Performance Standards (Proficient)	Performance Standards (Accomplished)	Performance Standards (Advanced)
<b>Select</b>									
<b>Common Anchor #4:</b> Select, analyze, and interpret 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?	Select varied musical works to present based on interest, knowledge, technical skill, and context.	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	<b>MU:Pr4.1.E.5a</b> Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the <b>structure</b> of the music, <b>context</b> , and the <b>technical skill</b> of the individual or <b>ensemble</b> .	<b>MU:Pr4.1.E.8a</b> Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of <b>formal design</b> in the music, <b>context</b> , and the <b>technical skill</b> of the individual and <b>ensemble</b> .	<b>MU:Pr4.1.E.1a</b> <i>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.</i>	<b>MU:Pr4.1.E.1a</b> <i>Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</i>	<b>MU:Pr4.1.E.1a</b> <i>Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</i>

## Analyze

<p><b>Common Anchor #4:</b> Select, analyze, and interpret artistic work for presentation.</p>	<p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>	<p>How does the structure and context of musical works inform performance?</p>	<p>Analyze the structure and context of varied musical works and their implications for performance.</p>	<p>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</p>	<p><b>MU:Pr4.2.E.5a</b> Demonstrate, using music reading skills where appropriate, how <b>musical works</b> inform prepared or <b>performances</b>.</p>	<p><b>MU:Pr4.2.E.5a</b> Demonstrate, using music reading skills where appropriate, how <b>the setting and formal characteristics of musical works</b> contribute to <b>understanding the context of the music</b> in prepared or <b>performances</b>.</p>	<p><b>MU:Pr4.2.E.1a</b> Demonstrate, using music reading skills where appropriate, how <b>compositional devices employed and theoretical aspects of musical works</b> impact and <b>inform</b> prepared or <b>performances</b>.</p>	<p><b>MU:Pr4.2.E.1a</b> Document and demonstrate music reading skills where appropriate, how <b>compositional devices employed and theoretical aspects of musical works</b> may impact and <b>inform</b> prepared and <b>improvised performances</b>.</p>	<p><b>MU:Pr4.2.E.1a</b> Examine, evaluate, and critique, using music reading skills where appropriate, how <b>structure</b> and <b>context</b> impact and <b>inform</b> prepared and <b>improvised performances</b>.</p>
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# Interpret

<p><b>Common Anchor #4:</b> Select, analyze, and interpret artistic work for presentation.</p>	<p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p>How do performers interpret musical works?</p>	<p>Develop personal interpretations that consider creators' intent.</p>	<p>Demonstrate and/or explain personal interpretive 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</p>	<p><b>MU:Pr4.3.E.5a</b> Identify <b>expressive qualities</b> in a varied <b>repertoire</b> of music that can be demonstrated through prepared and improvised <b>performances</b>.</p>	<p><b>MU:Pr4.3.E.8a</b> Demonstrate <i>understanding and application of</i> <b>expressive qualities</b> in a varied <b>repertoire</b> of music through prepared and improvised <b>performances</b>.</p>	<p><b>MU:Pr4.3.E.1a</b> Demonstrate an understanding of <b>context</b> in a varied <b>repertoire</b> of music through prepared and improvised <b>performances</b>.</p>	<p><b>MU:Pr4.3.E.1a</b> Demonstrate how understanding <i>the style, genre, and repertoire</i> of music influences prepared and improvised <b>performances</b> as <i>well as performers' technical skill</i> to connect with the audience.</p>	<p><b>MU:Pr4.3.E.11a</b> Demonstrate how understanding the <i>style, genre, and repertoire</i> of music informs prepared and improvised <b>performances</b> as <i>well as performers' technical skill</i> to connect with the audience.</p>
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## Rehearse, Evaluate and Refine

<p><b>Common Anchor #5:</b> Develop and refine artistic techniques and work for presentation.</p>	<p>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.</p>	<p>How do musicians improve the quality of their performance?</p>	<p><i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	<p>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 others' feedback in the refinement of performance  Use music vocabulary accurately and appropriately</p>	<p><b>MU:Pr5.3.E.5a</b> Use self-reflection and peer feedback to <b>refine</b> individual and <b>ensemble performances</b> of a varied <b>repertoire</b> of music.</p>	<p><b>MU:Pr5.3.E.8a</b> Develop strategies to address <b>technical challenges</b> in a varied <b>repertoire</b> of music and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine performances</b>.</p>	<p><b>MU:Pr5.3.E.1a</b> Develop strategies to address expressive challenges in a varied <b>repertoire</b> of music, and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine performances</b>.</p>	<p><b>MU:Pr5.3.E.1a</b> Develop and apply appropriate rehearsal strategies to address <b>individual challenges</b> in a varied <b>repertoire</b> of music, and evaluate their success.</p>	<p><b>MU:Pr5.3.E.11a</b> Develop, apply, and <b>refine</b> appropriate rehearsal strategies to address individual and <b>ensemble</b> challenges in a varied <b>repertoire</b> of music.</p>
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## Present

<p><b>Common Anchor #6:</b> Convey meaning through the presentation of artistic work.</p>	<p>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.</p>	<p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>	<p>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p>	<p>Convey creator's intent</p> <p>Reflect performer's interpretation</p> <p>Exhibit quality standards for style, genre, culture, and historical period.</p> <p>Demonstrate expressiveness and technical accuracy</p>	<p><b>MU:Pr6.1.E.5a</b> Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music.</p>	<p><b>MU:Pr6.1.E.8a</b> Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures</b> and <b>styles</b>.</p>	<p><b>MU:Pr6.1.E.1a</b> Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> representing diverse <b>cultures, styles, and genres</b>.</p>	<p><b>MU:Pr6.1.E.1a</b> Demonstrate mastery of the technical demands and an understanding of <b>expressive qualities</b> of the music in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> representing diverse <b>cultures, styles, and historical periods</b>.</p>	<p><b>MU:Cr6.1.E.11a</b> Demonstrate an understanding and <b>expressive qualities</b> of the technical demands and <b>expressive qualities</b> of the music through prepared and improvised <b>performances</b> of a varied <b>repertoire</b> representing diverse <b>cultures, styles, genres, and historical periods</b> in multiple types of <b>ensembles</b>.</p>
			<p>Perform appropriately for the nature of the audience and context (venue and purpose)</p> <p>Include effective stage presence (etiquette, attire, behavior) and staging (lighting, sound, seating arrangement visual enhancements, etc.)</p>	<p><b>MU:Pr6.1.E.5b</b> Demonstrate an awareness of the <b>context</b> of the music through prepared and improvised <b>performances</b>.</p>	<p><b>MU:Pr6.1.E.5b</b> Demonstrate an understanding of the <b>context</b> of the music through prepared and improvised <b>performances</b>.</p>	<p><b>MU:Pr6.1.E.1b</b> Demonstrate an understanding of <b>expressive intent</b> by connecting with an audience through prepared and improvised <b>performances</b>.</p>	<p><b>MU:Pr6.1.E.1b</b> Demonstrate an understanding of <b>intent as a means</b> for connecting with an audience through prepared and improvised <b>performances</b>.</p>	<p><b>MU:Pr6.1.E.11b</b> Demonstrate an <b>ability</b> to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised <b>performances</b>.</p>	

**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)

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