

National Coalition for Core Arts Standards

Performing Model Cornerstone Assessment: 8th Grade General

Discipline: Music

Artistic Processes: Performing

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

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

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

Grade: 8

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

<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 type="checkbox"/> Task Specific Rubrics	<input checked="" type="checkbox"/> Resources needed for task implementation	<input checked="" type="checkbox"/> Assessment Focus Chart	<input type="checkbox"/> Benchmarked Student Work

Estimate Time for Teaching and Assessment: (mark the appropriate box)

(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised. If a time is

entered below, it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

Approximately _____ hours To be determined by the individual teacher

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

Learning strategies exhibited by students for this Cornerstone Assessment may include:

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

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

Select, Analyze & Interpret

Students will document steps 1 – 5 using the **Select, Analyze & Interpret Documentation Form** and a student devised **Student Performance Rubric** or the provided **Performance Rubric**.

Students will:

1. Select appropriate music for music performance (this may include student arranged or composed works).
2. Provide a written rationale explaining a) style and purpose of the selections, b) potential technical challenges, and c) student's personal interest for selecting pieces for programming using the **Select, Analyze & Interpret Documentation Form**.
3. Individually or in groups, identify essential criteria for quality performance and create a **Student Performance Rubric** that defines levels of achievement for criteria or share and discuss the provided **Performance Rubric**.
4. Analyze and identify prominent musical features (elements, compositional techniques, expressive qualities) and cultural/historical context of selected music and their implications for performance.
5. Develop interpretations that consider creator's intent.

Rehearse, Evaluate and Refine

Students will complete steps 6-9 using a digital audio recording device (or student reflection), **Select, Analyze & Interpret Documentation Form**, the student devised **Student Performance Rubric** or the provided **Performance Rubric, Reflective Practice Log**, and the **Rehearse, Evaluate and Refine Documentation Form**.

6. Working individually or collaboratively, identify and apply self-created criteria for demonstrating interpretation of musical elements, technical skills, expressive elements, and interest to determine when music is ready to perform.
7. Develop a plan for the student-run rehearsals that identifies expectations, goals, and rehearsal strategies to address music challenges, write about these in the **Reflective Practice Log**
8. Capture (record) a run-through of the music (or run through the music and take notes on personal reflections) and individually assess the performance using the **Student Performance Rubric** or **Performance Rubric**.
9. Implement the rehearsals using the **Rehearse, Evaluate and Refine Documentation Form** to document how challenges addressed successes, new learning and ideas for improving the music or the rehearsal process and write about the process in the **Reflective Practice Log**.

Present

Students will complete steps 10-11 using a digital audio recording device, the student devised **Student Performance Rubric** or the provided **Performance Rubric** and the **Rehearse, Evaluate and Refine Document**.

10. Capture (record) the performance of the music. Individually assess the performance using the **Performance Rubric** or the **Teacher Performance Rubric**.
11. Using the **Rehearse, Evaluate and Refine Document**, evaluate performance improvement over time by listening to and discussing the differences in the first and last recording. Describe how the music has changed, if the goals were met, what was learned about preparing music and personally through this experience.

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

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

Key Vocabulary

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

Knowledge and Skills [other than Key Vocabulary]

Knowledge

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

- strategies for selecting work(s) to perform based on interest, knowledge, own and others' performance abilities, and context.(select)
- the compositional structure and the elements of music (analyze)
- understanding of how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey the music's intent (analyze)
- personal performance strengths and weaknesses (analyze)
- strategies for analyzing a piece of music for composer's intent, preparation and performance challenges, and context (analyze)
- characteristics of music from various cultures, styles, genres and composers (interpret)
- appropriate techniques specific to the instrument or voice used in a quality performance (rehearse, evaluate, refine and present)
- strategies for developing and refining artistic techniques for performance (rehearse, evaluate, refine and perform)

Skills

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

- read notation as developmentally appropriate (analyze, interpret, evaluate and refine)
- Apply knowledge of historical, cultural, and stylistic performance practices (analyze, evaluate and refine)
- demonstrate and explain how the selection of music to perform is influenced by their interest, knowledge, own and others' performance abilities, and context (select)
- demonstrate understanding of the structure and the elements of music (analyze)
- demonstrate and explain understanding of how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey the composer's intent (interpret)
- demonstrate and refine technical accuracy and expressive qualities, and overcome challenges by improving performance

abilities through rehearsal (evaluate and refine)

- apply teacher-provided and student-developed criteria and feedback, to evaluate the accuracy, expressiveness, and effectiveness of a performance (evaluate and refine)
- perform their interpretation of the music with expression and technical accuracy to convey the composer's intent (perform)
- demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style

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

Resource: (sample)

<http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/1229>

Differentiation Strategies *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)*

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

Resources *[for task implementation]*

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

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

Teacher

- **Select, Analyze & Interpret Documentation Form Rubric** (analytic): *includes the following categories for evaluating student ability to **select**, and **analyze** performance challenges:*
 - Identifies specific technical/stylistic/musical challenges
 - Selects specific problematic areas
 - Sets appropriate achievement goals
 - Plans a reasonable timeline for improvement
 - Demonstrates a reasonable plan for achieving performance improvement goals
- **Rehearse, Evaluate and Refine Documentation Form Rubric** (analytic): *includes the following categories for **interpreting**, **rehearsing**, and **refining**:*
 - Demonstrates understanding of appropriate sequence for rehearsing improvement goals
 - Identifies and implements appropriate musical interpretation of performance challenges
 - Applies sufficient time on task and repetition to address challenges identified
 - Recognizing attainment of achievement
 - Sufficiently analyzes challenge and sets appropriate goals for refinement of skills
- **Performance Quality Rubric** (analytic): *includes the following categories for **evaluating** student performance quality (**presenting**):*
 - Tone Quality; Pitch Accuracy; Rhythmic Accuracy; Articulation; Dynamics/Expression; Phrasing; Style/Interpretation
- **Rubric for Reflective Practice Log** (analytic): *includes the following categories for **evaluating** student refinement (refinement):*
- **Student Performance Rubric Assessment Sheet** (analytic): *includes the following categories for **evaluating** student performance quality (**presenting**):*
 - Tone Quality; Pitch Accuracy; Rhythmic Accuracy; Articulation; Dynamics/Expression; Phrasing; Style/Interpretation
 - Evaluation of student ability to construct an appropriate tool for diagnostic work.

Students

- **Select, Analyze & Interpret Documentation Form:** *includes the following sections asking students to:*
 - a. Identify the piece selected for this cornerstone assessment
 - b. Analyze the piece for melodic, harmonic, formatted, and aesthetic/emotional interpretations
 - c. Technical/stylistic/musical challenges that need to be addressed
- **Rehearse, Evaluate and Refine Documentation Form:** *asking students to evaluate performance qualities of:*
 - a. Specific sections where these challenges occur
 - b. Improvement goals to be achieved
 - c. Specific plans to address these goals and timeline for achievement
- **Student Performance Rubric or Performance Rubric:** The Student Performance Rubric will be constructed by the students using the following elements, the Performance Rubric is provided for immediate student use and is based on the following elements
 - a. Tone Quality

- b. Pitch Accuracy
- c. Rhythmic Accuracy
- d. Articulation
- e. Dynamics/Expression
- f. Phrasing
- g. Style/Interpretation
- h. Achievement through refinement
 - i. Improvement observed from initial to final performance
 - ii. Achievement goals not achieved
 - iii. Successful strategies to use in future practice
 - iv. Personal performance goals for the future

- **Reflection Practice log:** *includes the following sections asking students to complete for each practice session (suggestions to guide effective student practice is included):*
 - Date and length of practice session
 - Challenges addressed
 - Achievement attained
 - Goals for further achievement

Task-specific Rubrics

To be added after the pilot

Assessment Focus					
Artistic Process or Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards
Select					
<i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?	Common Anchor #4: Analyze, interpret and select artistic work for presentation.	<ul style="list-style-type: none"> Cite personal interest in and/or knowledge of work(s). Reflect understanding of the technical challenges in work(s) in relation to self/performers' skill level. Describe the context for performance. Use music vocabulary accurately and appropriately. 	MU:Pr4.1.8a Apply personally-developed criteria for selecting <i>music</i> of contrasting styles for a program with a specific purpose and/or context , and explain expressive qualities, technical challenges , and reasons for choices.
Analyze					
<i>Analyze the structure and context of varied musical works and their implications for performance.</i>	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?	Common Anchor #4: Analyze, interpret and select artistic work for presentation.	<ul style="list-style-type: none"> 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>MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>MU:Pr4.2.8b When analyzing selected music, sight-read in <i>treble or bass clef simple rhythmic, melodic, and/or harmonic notation</i>.</p> <p>MU:Pr4.2.8c Identify how cultural and historical context inform performances and result in different <i>musical effects</i>.</p>
Interpret					
<i>Develop personal interpretations that consider creators' intent.</i>	Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?	Common Anchor #4: Analyze, interpret and select artistic work for presentation.	<ul style="list-style-type: none"> Demonstrate and/or explain personal interpretative decisions about work(s). Demonstrate the creator's use of 	MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style , and phrasing).

				elements for expressive effect/intent. <ul style="list-style-type: none"> • Demonstrate treatment of elements appropriate to genre, style, function, and historical/cultural context within work(s). • Use music vocabulary accurately and appropriately. 	
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Rehearse, Evaluate & Refine

<i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others</i>	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria	How do musicians improve the quality of their performance?	Common Anchor #5: Develop and refine artistic techniques and work for presentation.	<ul style="list-style-type: none"> • Apply appropriate criteria to evaluate the accuracy, expressiveness, and effectiveness of personal or ensemble performances. • Identify and apply appropriate strategies to overcome performance challenges and implement interpretation. • Collaborate and apply feedback in the refinement of performance. • Use music vocabulary accurately and appropriately. 	MU:Pr5.1.8a Identify and apply <i>personally-developed criteria</i> (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, <i>variety</i> , and interest) to rehearse, refine , and determine when the music is ready to perform .
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Present

<i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</i>	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Common Anchor #6: Convey meaning through the presentation of artistic work.	<ul style="list-style-type: none"> • Convey creator's intent. • Reflect performer's interpretation. • Exhibit quality standards for style, genre, culture, and historical period. 	MU:Pr6.1.8a Perform the music with technical accuracy , stylistic expression , and <i>culturally authentic practices in music</i> to convey the creator's intent . MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context , and style
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				<ul style="list-style-type: none"> • Demonstrate expressiveness and technical accuracy. • Perform appropriately for the nature of the audience and context (venue and purpose). • Include effective stage presence (etiquette, attire, behavior) and staging (lighting, sound, seating arrangement visual enhancements, etc.). 	
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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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