Music Model
Cornerstone Assessment

Composition/theory: Proficient
Intent
The Model Cornerstone Assessment (MCA) consists of a series of standards-based assessments that provide
music teachers with formative and summative means to measure student understanding and achievement.
Each MCA is designed as an assessment task that includes multiple assessment strategies targeting the
corresponding process components of individual artistic processes. The emphasis of the MCA design is on the
scaffolding of the assessment strategies that provide students with optimal opportunity to succeed in the
artistic processes. Although the MCA is intended to be used as a whole to provide a comprehensive view of
student’s achievement of individual artistic processes. Beyond the pilot, teachers may apply the component
parts of the MCA to different projects. Finally, MCA’s assessment results should continuously incentivize
adjustments to curriculum and instruction throughout the process.

Description of the MCA
Students will create and describe compositions to be considered for use as a jingle for a new SmartPhone. For
this MCA, the compositions will be through-composed; demonstrate how elements of music (pitch, rhythm,
harmony, dynamics, timbre, texture, form, and style/articulation) relate to the new phone; and serve as
memorable music to promote the SmartPhone product. Then students will then select their own or a
classmate’s jingle to perform, and respond to a classmate’s jingle.

This assessment task is to be incorporated into classroom instruction. It is to be administered in a safe,
appropriately supervised environment following school policy and procedures. Accommodations based upon
student IEP, 504 Plan, etc. will determine the implementation of this assessment task for applicable students.
Printable copies of worksheets and scoring devices with additional links to editable.doc documents are
included. Students will need the following materials and resources to complete this assessment task:

- student copies of Task Instructions, Imagination Sheets, Analysis Form, Peer Evaluation Form,
  Rehearsal Plan Sheet, Presentation Preparation Worksheet, Composer Self-Evaluation Form,
  Responding Form, and Selection Sheet.
- pencils and erasers
- variety of instruments including guitars, piano/keyboard, band, orchestra, barred instruments,
  electronic instruments, computers, tablets, etc.
- rehearsal space(s)
- performance space
- digital audio recorder

This assessment is comprised of students’ creating a music composition, performing their own or a
classmate’s composition, and responding to a classmate’s composition.

Estimated time for Teaching and Assessment
Individual teachers can determine the length of time required to complete the assessment. Teachers should
administer the task in the way that is most practical for their classrooms and the allotted time periods.
implementing of the task to his/her available class time and schedule.
### Assessment Procedures:

1. Teacher distributes to the students the **Task Scenario**.
2. Students independently read the scenario, then ask for clarification if necessary.
3. Teacher instructs students to create a SmartPhone Jingle for performance using any combination of voice or instrument (acoustic or technology-based). This musical composition must be able to be played by themselves or a classmate using instruments, voice, and/or an amplified computer, tablet, etc.
4. Teacher distributes the **Imagination Sheet**. ([link to .docx version](#))
5. Students independently generate and describe on their Imagination Sheets the musical ideas related to the SmartPhone they will use in composing their jingle.
6. Teacher collects the student Imagination Sheets for scoring and provides feedback using the **Imagine Scoring Device**.

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**Assessment Procedures:**

<table>
<thead>
<tr>
<th>Teacher Preparation for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Address the <strong>Prerequisite Skills and Knowledge</strong> with students.</td>
</tr>
<tr>
<td>• Reproduce a classroom set of student <strong>Task Scenario</strong> and <strong>Imagination Sheets</strong> (<a href="#">link to .docx version</a>).</td>
</tr>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Imagine: Generate and conceptualize artistic ideas and work.</td>
</tr>
<tr>
<td>Imagine</td>
</tr>
</tbody>
</table>

Teacher feedback
Assessment Procedures:

1. Teacher returns the student imagination sheets collected during Step 1, and paper for notating jingle (staff paper and plain paper).

2. Students independently improvise, organize, and audio/digital record their imagined musical ideas into a through-composed jingle (one-part form, to serve as memorable music to promote the SmartPhone product) in which elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) are used to represent the SmartPhone.

3. Students notate their in-progress composition drafts (using what they consider as the most appropriate traditional or non-traditional notation for the selected instrumentation).

4. Teacher distributes Analysis Form to each student. (link to .docx version)

5. Students identify and describe (using the Analysis Form) how the elements are intended to represent the new smart phone.

6. Teacher collects the recorded and notated versions of the jingle draft and the Analysis Form from each student for scoring with the Plan, Make, and Analyze Scoring Device; and provides feedback to guide further refinement on the Analysis form that will be returned to the student in the next step.

Teacher Preparation for Assessment

- Provide a variety of instruments, including guitar, piano/keyboard, band, orchestra, barred instruments, electronic instruments, computers, tablets, etc.
- Provide appropriate paper for notating the composition (staff paper, plain paper, etc.)
- Reproduce a classroom set of student Analysis Form. (link to .docx version)
Plan, Make, and Analyze Scoring Device

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1 Emerging</th>
<th>Level 2 Approaches Standards</th>
<th>Level 3 Meets Standards</th>
<th>Level 4 Exceeds Standards</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan and Make:</strong></td>
<td>Select and develop musical ideas for defined purposes and contexts.</td>
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</tr>
<tr>
<td><strong>Analyze</strong></td>
<td>Analyze how the structure and context of varied musical works inform the response.</td>
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</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Musical ideas were disorganized.</td>
<td>Organization of musical ideas (recorded and notated) were sequenced but lacked coherency.</td>
<td>Organization of musical ideas (recorded and notated) demonstrated a coherent jingle.</td>
<td>Organization of musical ideas (recorded and notated) demonstrated a coherent jingle including variety and expression.</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Description of how the musical ideas and elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation) relate to and promote the new Smartphone was inadequate.</td>
<td>Adequately identified and described how most, but not all, of the musical ideas and elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation) relate to and promote the new Smartphone.</td>
<td>Adequately identified and described how the musical ideas incorporating elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation) relate to and promote the new Smartphone.</td>
<td>Thoroughly identified and described how the musical idea incorporating elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation) relate to and promote the new Smartphone.</td>
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</tbody>
</table>

**MU:Cr2.1.C.Ia** Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

**MU:Cr2.1.C.Ib** Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).

**MU:Pr4.2.C.Ia** Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.

Teacher Feedback
Assessment Procedures:

1. Teacher returns student jingle drafts collected during Step 2, and provides paper for notating additional drafts.
2. Students independently perform their jingle to another class member who evaluates the technical and expressive aspects of the jingle and provides feedback using the Peer Evaluation Form. ([link to .docx version](#))
3. The student composer then interprets the feedback from their peer and from the teacher to guide final refinement of their evolving draft, keeping in mind that their jingle should demonstrate craftsmanship and originality.
4. After revisions are complete, students independently prepare readable final drafts of their jingle for rehearsal leading to performance.

Step 4 – Rehearse, Evaluate, and Refine for Performance

Assessment Procedures:

1. Teacher distributes the student Rehearsal Plan Sheets. ([link to .docx version](#))
2. Students develop a rehearsal plan and rehearses the jingle using the strategies for improvement that they had describe on their Rehearsal Plan Sheets.
3. On the Rehearsal Plan Sheet, students self-evaluate achievement throughout several practice sessions and refine the performance of their jingle.
4. When ready, the student will audio record the performance of his/her jingle to present in class.
Assessment Procedures:

1. Teacher distributes to the students the **Responding Form**. (link to .docx version)
2. Student submits the final notated composition to the teacher, then presents their recorded jingle to the class. The presentation consists of:
   - Announcing the title of their jingle.
   - Persuasively describing how they employed elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation) in the jingle to represent the new SmartPhone product.
   - Playing the recorded jingle.
   - The teacher simultaneously scoring the composition and presentation with the **Composition Presentation Scoring Device**.
3. Following the presentation, the students in the class complete a **Responding Form** while the composer completes the Jingle Self-Evaluation Form.
4. Teacher collects the **Presentation Preparation Worksheet, Rehearsal Plan Sheets, Peer Feedback Form**, and **recorded composition**. These will be scored using the **Process Scoring Device** by comparing the final notated/recorded performance to the earlier notated/recorded draft and reflection on the **Peer Feedback Form**.
5. Teacher also collects the **Responding Forms** for scoring using the **Responding Scoring Device**.
### Final Composition Presentation Scoring Device

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1 Emerging</th>
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<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perform:</strong></td>
<td>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</td>
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</tr>
<tr>
<td><strong>Present:</strong></td>
<td>Share creative musical work that demonstrates craftsmanship and exhibits originality.</td>
<td></td>
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</tr>
<tr>
<td><strong>Recognizability of Notation</strong></td>
<td>Notation was not readable.</td>
<td>Notation was readable in some, but not all places</td>
<td>Notation was readable.</td>
<td>Notation was readable and accurately laid out.</td>
<td>MU:Cr3.2.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.</td>
</tr>
<tr>
<td><strong>Verbal Presentation</strong></td>
<td>Inadequately explained how he/she employed the elements of music to realize the expressive intent for the SmartPhone radio commercial advertisement.</td>
<td>Somewhat explained how he/she employed the elements of music to realize the expressive intent for the SmartPhone radio commercial advertisement.</td>
<td>Adequately explained how he/she employed the elements of music to realize the expressive intent for the SmartPhone radio commercial advertisement.</td>
<td>Thoroughly explained how he/she employed the elements of music to realize the expressive intent for the SmartPhone radio commercial advertisement.</td>
<td>MU:Cr3.2.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.</td>
</tr>
<tr>
<td><strong>Craftsmanship of Expressive Intent</strong></td>
<td>The jingle conveys limited expressive intent.</td>
<td>The jingle somewhat conveyed the expressive intent.</td>
<td>The jingle conveyed the expressive intent.</td>
<td>The jingle conveyed a clear and compelling expressive intent.</td>
<td>MU:Pr6.1.C.Ia Share live or recorded performances of works (both personal and others’), and explain how the elements of music are used to convey intent.</td>
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<td>MU:Pr6.1.C.Ib Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</td>
</tr>
</tbody>
</table>
## Process Scoring Device

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1: Emerging</th>
<th>Level 2: Approaches Standards</th>
<th>Level 3: Meets Standards</th>
<th>Level 4: Exceeds Standards</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluate and Refine</strong>: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria and develop and refine artistic techniques, and work for presentation.</td>
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</tr>
<tr>
<td><strong>Analyze and Interpret</strong>: Analyze, and interpret artistic work for presentation.</td>
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<td></td>
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</tr>
<tr>
<td>Feedback for Refinement</td>
<td>Evidence indicated little to no feedback was used to refine the technical aspects of the Jingle.</td>
<td>Evidence indicated that feedback was used to refine the technical and musical aspects of the Jingle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretation</td>
<td>Composition and reflection demonstrated little to no interpretive choices based on effective use of elements of music.</td>
<td>Composition or reflection (but not both) demonstrated interpretive choices based on effective use of elements of music.</td>
<td>Composition and reflection demonstrated interpretive choices based on effective use of elements of music.</td>
<td>Composition and reflection demonstrated highly expressive interpretive choices based on effective use of elements of music.</td>
<td></td>
</tr>
<tr>
<td>Strategies for Improvement</td>
<td>Rehearsal Plan identified limited or no strategies for improvement of technical and/or expressive aspects for the jingle’s performance.</td>
<td>Rehearsal Plan identified basic strategies for improvement of technical and/or expressive aspects for the jingle’s performance.</td>
<td>Rehearsal Plan clearly identified strategies to adequately address technical and expressive aspects for the jingle’s performance.</td>
<td>Rehearsal Plan clearly identified strategies to thoroughly address technical and expressive aspects for the jingle’s performance.</td>
<td></td>
</tr>
</tbody>
</table>

**MU:Cr3.1.C.Ia** Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

**MU:Pr4.3.C.Ia** Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators’ intent.

**MU:Pr5.1.C.Ia** Create rehearsal plans for works, identifying repetition and variation within the form.

**MU:Pr5.1.C.Ic** Identify and implement strategies for improving the technical and expressive aspects of multiple works.
### Responding Scoring Device

<table>
<thead>
<tr>
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<th>Level 3 Meets Standards</th>
<th>Level 4 Exceeds Standards</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection</strong></td>
<td>Provided unclear rationale supporting the selection of the SmartPhone Jingle as designated by the teacher provided criteria.</td>
<td>Provided minimal rationale supporting the selection of the SmartPhone Jingle as designated by the teacher provided criteria.</td>
<td>Provided clear rationale supporting the selection of the SmartPhone Jingle as designated by the teacher provided criteria.</td>
<td>Provided clear and insightful rationale supporting the selection of the SmartPhone Jingle as designated by the teacher provided criteria.</td>
<td><strong>MU:Pr4.1.C.Ia</strong> Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary). <strong>MU:Re7.1.C.Ia</strong> Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition. <strong>MU:Re7.2.C.Ia</strong> Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener. <strong>MU:Re8.1.C.Ia</strong> Develop and explain interpretations of varied works, demonstrating an understanding of the composers’ intent by citing technical and expressive aspects as well as the style/genre of each work. <strong>MU:Re9.1.C.Ia</strong> Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Inadequately analyzed the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation) of the jingle in relation to the SmartPhone product.</td>
<td>Minimally analyzed the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation) of the jingle in relation to the SmartPhone product.</td>
<td>Adequately analyzed the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation) of the jingle in relation to the SmartPhone product.</td>
<td>Thoroughly analyzed the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation) of the jingle in relation to the SmartPhone product.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of Technical and Expressive Aspects</strong></td>
<td>Evaluation did not cite specific excerpts relating to style, mood, and/or context; and/or there was no clear supportive rationale.</td>
<td>Evaluation cited specific excerpts relating to style, mood, and/or context with clear, but minimal supportive rationale.</td>
<td>Evaluation cited specific excerpts relating to style, mood, and/or context with clear and thorough supportive rationale.</td>
<td>Evaluation cited specific excerpts relating to style, mood, and/or context with clear, thorough, and insightful supportive rationale.</td>
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</tbody>
</table>

**Select:** Choose music appropriate for a specific purpose or context.

**Analyze:** Analyze how the structure and context of varied musical works inform the response.

**Interpret:** Support interpretations of musical works that reflect creator’s/performer’s expressive intent.

**Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
Dear Composer,

You have been recommended to submit a composition to be considered for selection as the musical jingle for a radio commercial advertisement for a new SmartPhone being developed by the SmartPhone company, Innovations, Inc. The jingle will be played on the radio at the beginning and end of the commercial advertisement, serving as memorable music to promote the SmartPhone product. It can be in any style or genre, including jazz, popular music, world music, etc.

The new SmartPhone has a large HD screen made out of a new polymer that does not crack or scratch, and is practically indestructible. The case is the thinnest on the market being the depth of two quarters. The new material offers flexibility so it will bend in your pocket for comfort. All commands are possible with a bluetooth ear piece that comes in various flesh hues. It comes with an optional case that has an integrated bluetooth keyboard.

The radio station advertisement director has asked that the jingle be through-composed, and have a musical focus on tempo, rhythm, dynamics, and timbre. It may be created to be sung and/or performed using traditional instruments, electronic instruments, computers, tablets, etc. The jingle is to be performed by you or a classmate. The advertisement director would like each member of your class to create a short jingle, describe the jingle, and perform his/her own or a classmate’s jingle. He is also very interested in knowing how you used the elements of music in your jingle to portray the characteristics of the new SmartPhone. Therefore, you will be asked to write a description of your music to accompany the jingle.

The expectations of the project are described on the contract. Following your performance, the advertisement director would like you to respond to classmates’ jingles providing additional insight to help him understand the jingles, and determine their expressive intent. See the attached agreement for details.

Warm regards,

WXYZ Radio Station Manager
Agreement for SmartPhone Jingle

You must meet the following task requirements when creating your jingle:

- Create a through-composed jingle consisting of at least 16 measures or 30 seconds in length.
- Focus on the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/ articulation).
- Include some rhythmic variety in your jingle.
- Notate your jingle (using the most appropriate traditional or non-traditional notation for you and your chosen instrumentation) so that it is readable and performable by you, others, or computer. This may include:
  - Choosing the appropriate clef (treble clef, bass clef, alto clef) for the voice or instrument.
  - Choosing a key signature and time signature.
  - Demonstrating appropriate note and bar line placement.
- The jingle must demonstrate craftsmanship and originality, and relate to the SmartPhone for effective radio commercial advertising.
- Title the jingle.

Project Expectations

The composed jingle must portray the characteristics of the SmartPhone, serve as memorable music to promote the SmartPhone product, and be at an appropriate level of performance challenge for your (or your classmate’s, if someone else performs your jingle) performance skill. In order to accomplish this, it is expected that you:

- Identify and address the technical, stylistic, and musical challenges of the jingle as they relate to your and your classmates’ performance skill.
- Apply your understanding of theoretical and structural principles to compose a jingle to perform that is at an appropriate level of performance challenge for the skill of your performer.
- Develop and submit a rehearsal plan that provides strategies for improvement of technical and expressive aspects the jingle’s performance, and specifies how rhythmic repetition and variation will be addressed within the jingle’s performance.
- Rehearse, evaluate, and refine the performance of the jingle, addressing and improving on the identified performance challenges.
- The jingle will be recorded using voice or traditional instrument, electronic instrument, computer, tablet, etc. of choice.
- The presentation must include the following:
  - Introduce yourself and the name of your jingle.
  - Persuasively explain how the jingle is appropriate for the SmartPhone radio commercial advertisement, and how the elements of music are used in the jingle to convey intent.
  - Play the recording of your jingle.
- You will respond to your classmates’ jingles identifying how they used each of the elements of music and how those elements portray the characteristics of the new brand of phone.
Student Name: ________________________________

Use this sheet to brainstorm and describe ideas: e.g., sounds, sequences, textures, timbres, dynamic shapes, melodic/harmonic ideas that could be used for your music composition (SmartPhone Jingle). These ideas should relate to the SmartPhone product, and will be used in the planning and making of your jingle. In your jingle, the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation) are to be used to portray the characteristics of the new SmartPhone product, and should combine to create memorable music to promote the SmartPhone product.

Sounds

Sequences

Textures

Timbres

Dynamic Shapes

Melodic/Harmonic Ideas
# SmartPhone Jingle Analysis Form

**Student Name:** ___________________________

**Identify and describe the various ways you might use the elements of music to serve as memorable music to promote the SmartPhone product, and portray the characteristics of the new SmartPhone in your jingle:** elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/ articulation)

<table>
<thead>
<tr>
<th>Rhythm, Articulation:</th>
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<table>
<thead>
<tr>
<th>Melody, Harmony, Texture, Timbre:</th>
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<table>
<thead>
<tr>
<th>Dynamics:</th>
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<table>
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<tr>
<th>Form, Style:</th>
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*Teacher Feedback:*
Peer Evaluation Form

Composer’s Name: ____________________________
Listener’s Name: ____________________________

This section to be complete by the listener

<table>
<thead>
<tr>
<th>What works well? (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation)</th>
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<tbody>
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<table>
<thead>
<tr>
<th>What could improve the composition?</th>
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</table>

What did you learn from the peer and teacher feedback that will help you make to the composition more effective?

This section to be complete by the composer

<p>| |</p>
<table>
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</table>
**SmartPhone Jingle Rehearsal Plan Sheet**

**Student Name:** _______________________________________

1. **Analyze**  
   *Does the music sound as I had planned?*  
   (e.g., melody, harmony, compositional devices, texture...)  
   *What parts of the music are difficult for me to perform?*  
   (e.g., rhythm, notes, breathing, phrasing, dynamics...)

2. **Interpret**  
   *How can I expressively use elements of music to portray the SmartPhone, and serve as memorable music to promote the SmartPhone product?*  
   (e.g., dynamic contrast, phrasing/text painting, tempo variety, tonal manipulation...)

3. **Rehearsal Plan**  
   *How will I learn the music and address musical problems to achieve an accurate and expressive performance?*  
   (e.g., rhythmic accuracy, diction, meaning of text, defining terms, technical and expressive skills...)

4. **Evaluate & Refine**  
   *Do I perform this selection more accurately/expressively than I did when I began? Can I make more improvements?*

<table>
<thead>
<tr>
<th>Analyze:</th>
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<table>
<thead>
<tr>
<th>Interpret:</th>
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<table>
<thead>
<tr>
<th>Rehearsal Plan: goals/strategies/processes for improvement across rehearsals</th>
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</table>

<table>
<thead>
<tr>
<th>Evaluate and Refine: Checking results – How have I improved and what can I do better?</th>
<th></th>
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</thead>
</table>
Presentation Preparation Worksheet

For the class presentation of your jingle, you will submit a final notated version of your composition to the teacher, and then present the recorded jingle to the class as follows:

- Announce the title of the jingle.
- Persuasively describe to the audience how you used tempo, rhythm, dynamics, and timbre in the jingle to represent the new SmartPhone product; and create memorable music to promote the SmartPhone product.
- Play the recorded jingle.
- You will then complete a self-evaluation while the class members complete their Responding Form.
- At the end of class you will submit to the teacher this Presentation Preparation Worksheet; Rehearsal Plan Sheet; Peer Evaluation Form; Recording of your jingle; and your Self-Evaluation.

*(complete the following to prepare your presentation)*

Title of the jingle: _______________________________________

Description of how you used Elements of Music in your jingle to represent the new SmartPhone; and create memorable music to promote the Smartphone product.

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

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Composer Self-Evaluation Form

Circle the quality that matches your composition and performance. Then answer the three questions below.

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Approaching Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Interpretation</strong></td>
<td>Performance had limited instances that reflected authentic interpretation of style and/or genre.</td>
<td>Performance had some noticeable instances that reflected authentic interpretation of style and/or genre.</td>
<td>Performance consistently reflected appropriate and/or believable interpretation of style and/or genre.</td>
<td>Performance reflected exceptional interpretation of style and/or genre.</td>
</tr>
<tr>
<td><strong>Craftsmanship of Expressive Intent</strong></td>
<td>The jingle conveyed limited expressive content that will promote the advertising for the new SmartPhone.</td>
<td>The jingle somewhat conveyed the expressive content that will promote the advertising for the new SmartPhone.</td>
<td>The jingle conveyed the expressive content that will promote the advertising for the new SmartPhone.</td>
<td>The jingle conveyed clear and undeniable expressive content that will promote the advertising for the new SmartPhone.</td>
</tr>
</tbody>
</table>

a. Describe what you discovered about composing for an advertisement of a specific product using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation) to represent and promote the new SmartPhone.

b. Describe if and how you grew as a composer in understanding theoretical and compositional techniques.

c. Explain how your understanding of music theory helped you achieved your musical goals in this jingle.
SmartPhone Jingle Responding Form

Composer’s Name: _______________________________________________________

Listener’s Name: ________________________________________________________________________

Describe how the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation) are used to promote the new SmartPhone, and portray its characteristics:

Evaluate the composition citing specific examples of how the composition is or isn’t appropriate in style, mood, and/or performance quality for the advertisement of the SmartPhone.
**SmartPhone Jingle Selection Sheet**

<table>
<thead>
<tr>
<th>Reviewer’s Name: ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the jingle you feel is most appropriate for use in advertising the new SmartPhone in radio ads.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of SmartPhone Jingle selected: ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composer’s name: ________________________________</td>
</tr>
</tbody>
</table>

List the specific reasons why you believe the selected jingle is appropriate for advertising the new SmartPhone on radio ads:

<table>
<thead>
<tr>
<th>The most important reason this jingle reflects and promotes the SmartPhone:</th>
</tr>
</thead>
</table>

Describe how the selected jingle can serve as a model for your future composing:

|--------------------------------------------------------------------------|