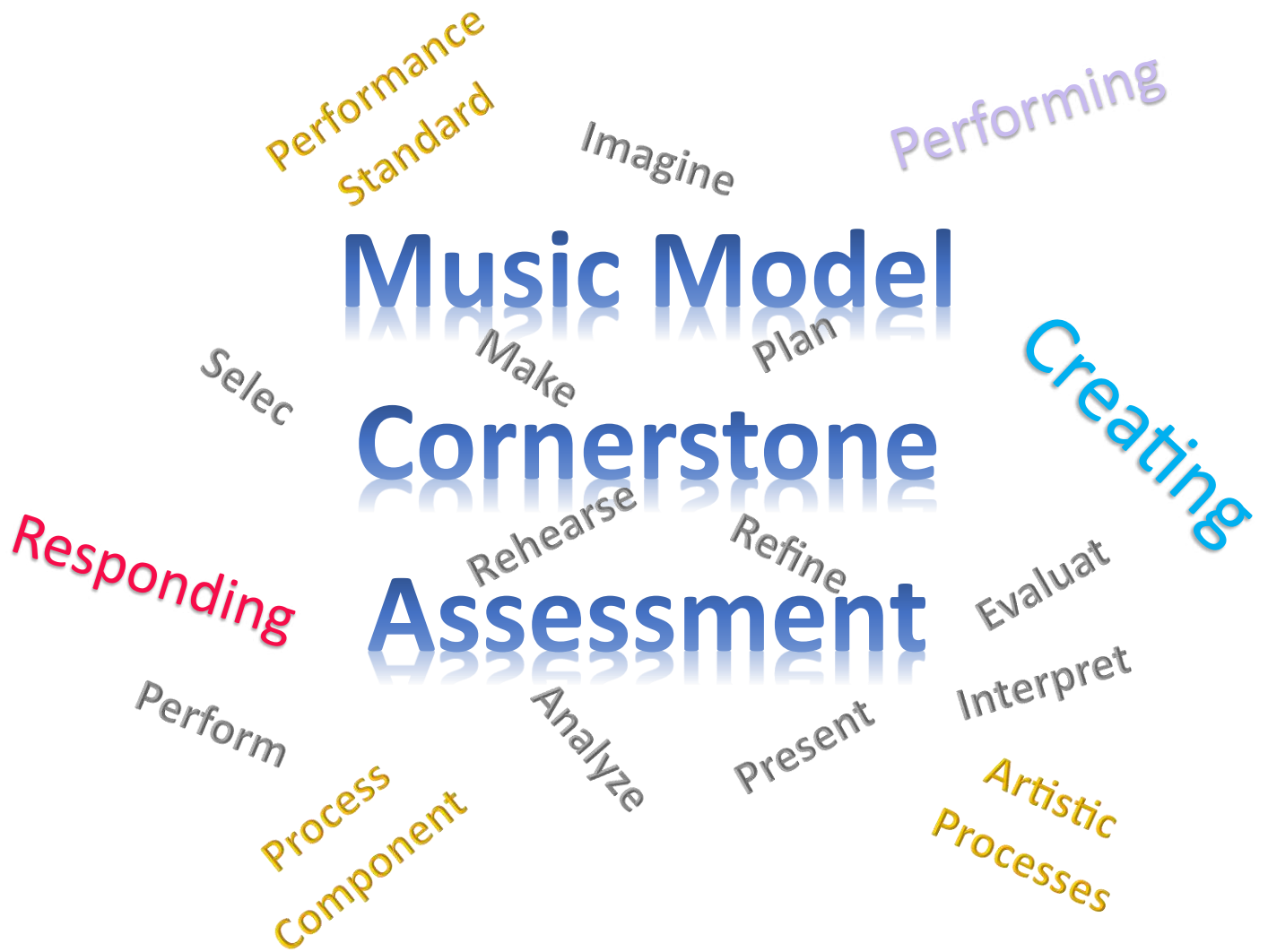




National Association
for Music Education



Composition/theory: Advanced

Intent of the Model Cornerstone Assessments

Model Cornerstone Assessments (MCAs) in music assessment frameworks to be used by music teachers within their school's curriculum to measure student attainment of process components defined by performance standards in the National Core Music Standards. They focus on one or more Artistic Process (i.e., Creating, Performing, or Responding) and are designed as a series of curriculum-embedded assessment tasks, each of which measures students' ability to carry out one or more process components. The MCAs can be used as formative and summative indications of learning, but do not indicate the quality of teaching or effectiveness of a school's music program.

Although each MCA is designed so that it can be administered within an instructional sequence or unit, teachers may choose to spread the component parts of one MCA across multiple units or projects. Student work produced by the national pilot is available on the NAFME website that illustrates the level of achievement envisioned in the National Core Music Standards.

Description of the MCA

Students will create and describe compositions to be considered for use as a theme and variations for a prime time television show about sibling relationships. The compositions will consist of a theme and three variations, in which one or more elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/ articulation*) are used differently from the theme in each variation to affect the mood or style. Students will then select their own or a classmate's composition to perform, and respond to a classmate's composition.

Administration of the Assessment Task

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. Use the following links to find the National Standards [Skills and Knowledge](#) and the [Music Standards Glossary](#).

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.

Model Cornerstone Assessment Composition/Theory: Advanced

Assessment view

Imagine

MU:Cr1.1.C.IIIa Describe and demonstrate *multiple ways in which* sounds and **musical ideas** can be used to represent *extended sonic experiences* or *abstract ideas*.

Make, Plan, & Analyze

MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or *extended musical ideas* to **create** initial expressive statements of selected *extended sonic experiences* or *abstract ideas*.

MU:Cr2.1.C.IIIb *Analyze and demonstrate* the development of sounds and *extended musical ideas* in drafts of music within a variety of *moderately complex forms* or *complex forms*.

MU:Pr4.2.C.IIIa *Analyze* how the **elements of music** (including **form**), and **compositional techniques** of selected works relate to **style, function, and context**, and explain and support the **analysis** and its implications for rehearsal and **performance**.

Evaluate, Interpret, Refine, & Rehearse

MU:Cr3.1.C.IIIa *Research*, identify, explain, and apply **personally developed criteria** to assess and **refine** the **technical** and **expressive aspects** of evolving drafts leading to final versions.

MU:Pr4.3.C.IIIa Develop **interpretations** of works based on an understanding of the use of **elements of music** (including **form**), **compositional techniques**, **style, function, and context**, explaining and justifying how the interpretive choices reflect the creators' **intent**.

MU:Pr5.1.C.IIIa Create rehearsal plans for works, identifying the **form**, repetition and variation within the **form**, **compositional techniques**, and the **style and historical or cultural context** of the work.

MU:Pr5.1.C.IIIc Identify, *compare*, and implement strategies for improving the **technical** and **expressive aspects** of *multiple contrasting* works.

Present

MU:Cr3.2.C.IIIa **Share** music through the use of notation, solo or group **performance**, or technology, and demonstrate and explain how the **elements of music**, **compositional techniques**, and **processes** have been employed to realize **expressive intent**.

MU:Cr3.2.C.IIIb Describe a *variety of possible contexts* and *mediums* for presenting personal works, and explain and compare how each could impact the success of the final **composition** and presentation.

MU:Pr6.1.C.IIIa Share live or recorded **performances** of works (both personal and others'), and explain and/or demonstrate understanding of how the **expressive intent** of the music is conveyed.

MU:Pr6.1.C.IIIb Explain how **compositions** are appropriate for a *variety of audiences* and *contexts*, and how this will shape future compositions.

Prime Time TV Show Theme

Assessment Strategy 1

Students independently generate and describe on their Imagination Sheets the musical ideas related to a Prime Time TV show.

Assessment Strategy 2

Students independently improvise, organize, and audio/digital record their imagined musical ideas into a theme and variation composition and notate their in-progress drafts.

Assessment Strategy 3

Students independently perform their composition to another class member who provides feedback. The student refines draft and prepares a readable final drafts of their composition for rehearsal.

Assessment Strategy 4

Students present their composition and submit the final notated and recorded version. Students respond to each other's compositions and presentations.

Respond

MU:Pr4.1.C.IIIa Identify and select specific **sections, movements or entire works** that express personal experiences and interests, **moods**, visual images, **concepts, texts** or **storylines** in *moderately complex* or *complex forms*.

MU:Re7.1.C.IIIa Apply *researched* or *personally-developed criteria* to select music that expresses personal experiences and interests, visual images, **concepts, texts**, or **storylines** in *moderately complex* or *complex forms*, and describe and justify the choice as models for **composition**.

MU:Re7.2.C.IIIa *Analyze* aurally and/or by reading the **scores of musical works** the **elements of music** (including **form**), **compositional techniques**, and **procedures** relating them to *aesthetic effectiveness*, **style, mood**, and **context**, and explain how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.

MU:Re8.1.C.IIIa Develop, *justify and defend* **interpretations** of varied works, demonstrating an understanding of the composers' **intent** by citing the use of **elements of music** (including **form**), **compositional techniques**, and the **style/genre** and **context** of each work.

MU:Re9.1.C.IIIa *Evaluate* the effectiveness of the **technical** and **expressive aspects** of selected music and **performances**, demonstrating understanding of theoretical concepts and complex **compositional techniques and procedures**.

Prime Time TV Theme and Variations

Create – Step 1 - Imagine

**Teacher
Preparation
for
Assessment**

- Address the **Prerequisite Skills and Knowledge** with students.
- Reproduce a classroom set of student [Task Scenario](#) and [Imagination Sheets](#). ([link to .docx version](#))

Assessment Procedures:

1. Teacher distributes to the students the [Task Scenario](#).
2. Students independently read the scenario, then asks for clarification if necessary.
3. Teacher instructs students to create a Prime Time TV Theme and Variations 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 amplified computer, tablet, etc.
4. Teacher distributes to the students the [Imagination Sheet](#). ([link to .docx version](#))
5. Students independently generate and describe the musical ideas related to the television show's sibling relationships topic they will use in composing their theme and variations on the Imagination Sheets.
6. Teacher collects the student Imagination Sheets for scoring using the [Imagine Scoring Device](#) ([.docx version](#)) and provides feedback.

Imagine Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
Imagine: Generate and conceptualize artistic ideas and work.					
Imagine	Description was unclear how the musical ideas related to the television show's sibling relationships topic.	Description provided some guidance as to how the musical ideas related to the television show's sibling relationships topic.	Description clearly related musical ideas related to the television show's sibling relationships topic.	Description clearly and creatively related musical ideas related to the television show's sibling relationships topic.	MU:Cr1.1.C.IIIa Describe and demonstrate <i>multiple ways in which</i> sounds and musical ideas can be used to represent <i>extended sonic experiences or abstract ideas.</i>

Teacher Feedback

Create – Step 2 – Plan, Make, and Analyze

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](#))

Assessment Procedures:

1. Teacher returns student imagination sheets collected during Step 1 and provides staff paper and/or plain paper for notating the theme and variations.
2. Students independently improvise, organize, and audio/digital record their imagined musical ideas into a theme and three variations, in which one or more elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation*) are used differently from the theme in each variation to affect the mood or style.
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 one or more elements of music are used differently from the theme in each variation to affect the mood or style; and how they can be used to represent the television show's sibling relationship topic.
6. Teacher collects the recorded and notated versions of the theme and variations draft and the Analysis Form from each student for scoring with the [Plan, Make, and Analyze Scoring Device](#); ([.docx version](#)) and provides feedback on the Analysis form to guide further refinement. (*the Analysis form will be returned to the student in the next step*).

Make, Plan, and Analyze Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
Plan and Make: Select and develop musical ideas for defined purposes and contexts. Analyze - Analyze how the structure and context of varied musical works inform the response.					
Organization	Musical ideas were disorganized.	Organization of musical ideas (recorded and notated) were sequenced but lacked coherency.	Organization of musical ideas (recorded and notated) demonstrated a coherent theme and variations.	Organization of musical ideas (recorded and notated) demonstrated a coherent theme and variations including variety and expression.	<p>MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or <i>extended musical ideas</i> to create initial expressive statements of selected <i>extended sonic experiences</i> or <i>abstract ideas</i>.</p> <p>MU:Cr2.1.C.IIIb Analyze and demonstrate the development of sounds and <i>extended musical ideas</i> in drafts of music within a variety of moderately complex forms or complex forms.</p> <p>MU:Pr4.2.C.IIIa Analyze how the elements of music (including form), and compositional techniques of selected works relate to style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.</p>
Analysis	Description was inadequate for how one or more elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/ articulation) were used differently from the theme in each variation to affect the mood or style; and how the elements of music represented the television show's sibling relationship topic.	Adequately identified and described how one or more elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/ articulation) were used differently from the theme in each variation to affect the mood or style; or how the elements of music represented the television show's sibling relationship topic.	Adequately identified and described how one or more elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/ articulation) were used differently from the theme in each variation to affect the mood or style; and the elements of music represented the television show's sibling relationship topic.	Thoroughly Identified and described how one or more elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/ articulation) were used differently from the theme in each variation to affect the mood or style; and the elements of music represented the television show's sibling relationship topic.	

Create – Step 3 – Evaluate, Interpret, and Refine the Composition

Teacher Preparation for Assessment

- Explain the criteria students should use to evaluate, interpret, and refine the technical and expressive aspects of their theme and variations, as well as its craftsmanship and originality.

Assessment Procedures:

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

Step 4 – Rehearse, Evaluate, and Refine for Performance

Teacher Preparation for Assessment

- Reproduce a classroom set of student [Rehearsal Plan Sheets](#). ([link to .docx version](#))

Assessment Procedures:

1. Teacher distributes the student [Rehearsal Plan Sheets](#). ([link to .docx version](#))
2. On the Rehearsal Plan Sheet, students describe improvement needs and strategies to achieve these goals, then rehearse the theme and variations using the strategies for improvement described.
3. Students evaluate achievement throughout several practice sessions and refine the performance of their theme and variations.
4. When ready, the student audio records the performance of his/her theme and variations to present in class.

Step 5 – Perform/Present

Teacher Preparation for Assessment

- Reproduce a classroom set of student [Composer Self-Evaluation Forms](#) ([link to .docx version](#)), [Theme and Variations Responding Forms](#) ([link to .docx version](#)), [Presentation Preparation Worksheet](#) ([link to .docx version](#)) and [Theme and Variations Select Sheets](#). ([link to .docx version](#))
- Make ready the digital audio or video recording device (if you choose to record the student presentations), and the performance space.
- Prepare a presentation order and [Final Composition Scoring Device](#) (.docx version) for each student presentation.
- Give each student a **Presentation Preparation Worksheet** explaining how they will describe their theme and variations and persuade their peers to select it as the theme and variations for the

Assessment Procedures:

1. Teacher distributes to the students the [Responding Form](#).
2. Student submit the final notated composition to the teacher, then presents his/her recorded theme and variations to the class. The presentation includes:
 - Announcement of the title of his/her theme and variations.
 - Persuasive description of how he/she used one or more elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation*) differently from the theme in each variation to affect the mood or style.
 - Play of the recorded theme and variations.
 - The teacher scoring the composition and presentation with the [Composition Presentation Scoring Device](#). ([.docx version](#))
3. Following the presentation, the students in the class complete a **Responding Form** while the composer completes the **Theme and Variations 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](#) (.docx version) 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](#). ([.docx version](#))

Final Composition Presentation Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
<p>Perform: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p> <p>Present: Share creative musical work that demonstrates craftsmanship and exhibits originality.</p>					
Recognizability of Notation	Notation was not readable.	Notation was readable in some, but not all places.	Notation was readable.	Notation was readable and accurately laid out.	<p>MU:Cr3.2.C.IIIa Share music through the use of notation, solo or group performance, or technology, and demonstrate <i>and explain</i> how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.</p> <p>MU:Cr3.2.C.IIIb Describe a <i>variety of possible</i> contexts and <i>mediums</i> for presenting personal works, and explain <i>and compare</i> how <i>each</i> could impact the success of the final composition and presentation.</p> <p>MU:Pr6.1.C.IIIa Share live or recorded performances of works (both personal and others'), and explain <i>and/or demonstrate understanding of</i> how the expressive intent of the music is conveyed.</p> <p>MU:Pr6.1.C.IIIb Explain how compositions are appropriate for a <i>variety of audiences</i> and contexts, and how this will shape future compositions.</p>
Verbal Presentation	Inadequately explained how he/she employed the elements of music, compositional techniques, and processes to realize the expressive intent for the theme and variations.	Somewhat explained how he/she employed the elements of music, compositional techniques, and processes to realize the expressive intent for the theme and variations.	Adequately explained how he/she employed the elements of music, compositional techniques, and processes to realize the expressive intent for the theme and variations.	Thoroughly explained how they employed the elements of music, compositional techniques, and processes to realize the expressive intent for the theme and variations.	
Craftsmanship of Expressive Intent	The theme and variations conveyed limited expressive intent.	The theme and variations somewhat conveyed the expressive intent.	The theme and variations conveyed the expressive intent.	The theme and variations conveyed a clear and compelling expressive intent.	

Process Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
<p>Evaluate and Refine: 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.</p> <p>Analyze and Interpret: Analyze, and interpret artistic work for presentation.</p>					
Feedback for Refinement	Evidence indicated little to no feedback was used to refine the technical aspects of the theme and variations.		Evidence indicated that feedback was used to refine the technical and musical aspects of the theme and variations.		<p>MU:Cr3.1.C.IIIa <i>Research</i>, identify, explain, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</p> <p>MU:Pr4.3.C.IIIa Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining <i>and justifying</i> how the interpretive choices reflect the creators' intent.</p>
Interpretation	Composition and reflection demonstrated little to no interpretive choices based on effective use of elements of music.	Composition or reflection (but not both) demonstrated interpretive choices based on effective use of elements of music.	Composition and reflection demonstrated interpretive choices based on effective use of elements of music.	Composition and reflection demonstrated highly expressive interpretive choices based on effective use of elements of music.	
Strategies for Improvement	Rehearsal Plan identified limited or no strategies for improvement of technical and/or expressive aspects for the theme and variations' performance.	Rehearsal Plan identified basic strategies for improvement of technical and/or expressive aspects for the theme and variations' performance.	Rehearsal Plan clearly identified strategies to adequately address technical and expressive aspects for the theme and variations' performance.	Rehearsal Plan clearly identified strategies to thoroughly address technical and expressive aspects for the theme and variations' performance.	<p>MU:Pr5.1.C.IIIa Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.</p> <p>MU:Pr5.1.C.IIIc Identify, <i>compare</i>, and implement strategies for improving the technical and expressive aspects of multiple contrasting works.</p>

Responding Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
<p>Select: Choose music appropriate for a specific purpose or context.</p> <p>Analyze: Analyze how the structure and context of varied musical works inform the response.</p> <p>Interpret: Support interpretations of musical works that reflect creator’s/performer’s expressive intent.</p> <p>Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p>					
Selection	Provided unclear rationale supporting the selection of the theme and variations as designated by the researched or personally-developed provided criteria.	Provided minimal rationale supporting the selection of the theme and variations as designated by the researched or personally-developed criteria.	Provided clear rationale supporting the selection of the theme and variations as designated by the researched or personally-developed criteria.	Provided clear and insightful rationale supporting the selection of the theme and variations as designated by the researched or personally-developed criteria.	<p>MU:Pr4.1.C.IIIa Identify and select specific sections, movements or entire works that express personal experiences and interests, moods, visual images, concepts, texts or storylines in moderately complex or complex forms.</p> <p>MU:Re7.1.C.IIIa Apply <i>researched or personally-developed criteria</i> to select music that expresses personal experiences <i>and interests, visual images, concepts, texts, or storylines</i> in moderately complex or complex forms, and describe <i>and justify</i> the choice as models for composition.</p> <p>MU:Re7.2.C.IIIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques, and procedures relating them to aesthetic effectiveness, style, mood, and context, and <i>explain</i> how the analysis provides models for personal growth as composer, performer, and/or listener.</p> <p>MU:Re8.1.C.IIIa Develop, <i>justify and defend</i> interpretations of varied works, demonstrating an understanding of the composers’ intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</p> <p>MU:Re9.1.C.IIIa <i>Evaluate</i> the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques and procedures.</p>
Analysis	Inadequately analyzed the elements of music of the theme and variations in relation to the television show’s sibling relationships topic.	Minimally analyzed the elements of music of the theme and variations in relation to the television show’s sibling relationships topic.	Adequately analyzed the elements of music of the theme and variations in relation to the television show’s sibling relationships topic.	Thoroughly analyzed the elements of music of the theme and variations in relation to the television show’s sibling relationships topic.	
Evaluation of Technical and Expressive Aspects	Evaluation did not cite specific excerpts relating to style, mood, function, and/or context; and/or there was no clear supportive rationale.	Evaluation cited specific excerpts relating to style, mood, function, and/or context with clear, but minimal supportive rationale.	Evaluation cited specific excerpts relating to style, mood, function, and/or context with clear and thorough supportive rationale.	Evaluation cited specific excerpts relating to style, mood, function and/or context with clear, thorough, and insightful supportive rationale.	

Task Scenario



Dear Composer,

You have been recommended to submit a composition to be considered for selection as an original theme and variations for a prime time television show about sibling relationships being developed by the Audio Production Company. The theme and variations will be played at the beginning and end of the show throughout the season. It can be in any style or genre, including jazz, popular music, world music, etc. Your submission will be reviewed by a panel for selection.

The review panel has asked that the theme and variations consist of a theme and three variations, in which one or more elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation*) are used differently from the theme in each variation to affect the mood or style. The composition is to be performed by you and/or your classmates. The theme and variations may be created to be sung and/or performed using traditional instruments, electronic instruments, computers, tablets, etc. The review panel would like each member of your class to create one theme and variations, describe the theme and variations, perform his/her own or a classmate's theme and variations. The review panel is very interested in knowing how your composition relates to the television show's sibling relationship topic; and how one or more elements of music are used differently from the theme in each variation to affect the mood or style in the composition. Therefore, you will be asked to write a description of your music to accompany your theme and variations.

The expectations of the project are described in the contract. Following your performance, the review panel would like you to respond to a classmate's theme and variations, providing additional insight to help them understand the theme and variations and determine their expressive intent. See the attached agreement for details.

Warm regards,

The Audio Production Company Inc.

Agreement for Prime Time TV Theme and Variations

You must meet the following task requirements when creating your theme and variations:

- Compose an original theme and variations consisting of a theme and three variations, in which one or more elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/ articulation*) is used differently from the theme in each variation to affect the mood or style.
- The theme and variations should be at least 48 measures or 90 seconds in length.
- Notate your theme and variations (using the most appropriate traditional or non-traditional notation for your 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 theme and variations must demonstrate craftsmanship and originality.

Project Expectations

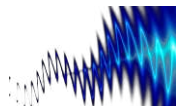
The composed theme and variations must be at an appropriate level of performance challenge for you and your co-performing classmates' performance skill. In order to accomplish this, it is expected that you:

- Identify and address the technical, stylistic, and musical challenges of the theme and variations as they relate to your and your co-performing classmates' performance skill.
- Apply your understanding of theoretical and structural principles as they function within the context of the theme and variations.
- Develop and submit a rehearsal plan that provides strategies for improvement of technical and expressive aspects of the theme and variations' performance.
- Rehearse, evaluate, and refine your performance, addressing and improving on the identified performance challenges; and ensuring that it conveys the theme and variations's elements of music, style, mood, function, context, and intent.
- The theme and variations will be recorded using your voice or traditional instrument, electronic instrument, computer, tablet, etc. of choice.
- The presentation must include the following:
 - introduce yourself and the title of the theme and variations.
 - persuasively explain how the theme and variations relate to the television show's sibling relationships topic, and how one or more elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/ articulation*) is used differently from the theme in each variation to affect the mood or style; and how the elements of music, formal design, style, mood, function, and context are used in the theme and variations to convey intent.
 - play the recording of your theme and variations.
- You will respond to your classmates' theme and variations, identifying how they used the elements of music, formal design, compositional techniques, and style to relate to the television show's sibling relationships topic.

Theme and Variations Imagination Sheet

Student Name: _____

Use this sheet to brainstorm and describe ideas: e.g., sounds, sequences, textures, timbres, dynamic shapes, melodic ideas that could be used for your music composition (theme and variations). These ideas should relate to the television show's sibling relationships topic, and will be used in the planning and making of your composition. In your theme and variations, the elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/ articulation*) are to be used to represent the television show's topic.



Sounds



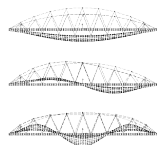
Sequences



Textures



Timbres



Dynamic Shapes



Melodic Ideas

Theme and Variations Analysis Form

Student Name: _____

Identify and describe the various ways you might use the elements of music to represent the television show's sibling relationships topic in your theme and variations, and how you might use one or more elements of music(s) differently from the theme in each variation to affect the mood or style.

Rhythm (meter, tempo):

Melody:

Harmony:

Dynamics:

Timbre:

Texture:

Style/Articulation:

Teacher Feedback:

Peer Evaluation Form

Composer's Name: _____

Listener's Name: _____

This section to be complete by the listener

What works well?

(pitch, rhythm, harmony,
dynamics, timbre, texture,
form, and/or style/
articulation)

**What could improve the
composition?**

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

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Theme and Variations Rehearsal Plan Sheet

Student Name: _____

- 1. Analyze**
Does the music sound as I had planned? (e.g. melody, articulation, phrasing, compositional devices...) *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 (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation) to represent the television show's sibling relationships topic? (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?

<i>Analyze:</i>
<i>Interpret:</i>
<i>Rehearsal Plan: goals/strategies/processes for improvement across rehearsals</i>
<i>Evaluate and Refine: Checking results – How have I improved and what can I do better?</i>

Presentation Preparation Worksheet

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

- Announce the title of the theme and variations.
- Persuasively explain to the audience how the theme and variations relate to the television show's sibling relationships topic, and how one or more elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/ articulation*) is used differently from the theme in each variation to affect the mood or style.
- Play the recorded theme and variations.
- 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 Theme and Variations;** and your **Self-Evaluation.**

(complete the following to prepare your presentation)

Title of the Theme and Variations: _____

Explanation of how one or more elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/ articulation*) is used differently from the theme in each variation to affect the mood or style.

Theme and Variations Responding Form

Composer's Name: _____

Listener's Name: _____

Describe how the elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/ articulation*) **are used to represent the television show's sibling relationships topic:**

Evaluate the composition citing specific examples of how the composition is or is not appropriate in style and/or performance quality for the prime time television show.

Theme and Variations Selection Sheet

Reviewer's Name: _____

Select the theme and variations you feel is most appropriate for use as the main composition for the prime time television show.

Name of theme and variations selected: _____

Composer's name: _____

List the specific reasons why you believe the selected theme and variations is appropriate for use as the main composition for the prime time television show:

The most important reason this theme and variations reflects the television show's sibling relationships topic:

Describe how the selected theme and variations can serve as a model for your future composing: