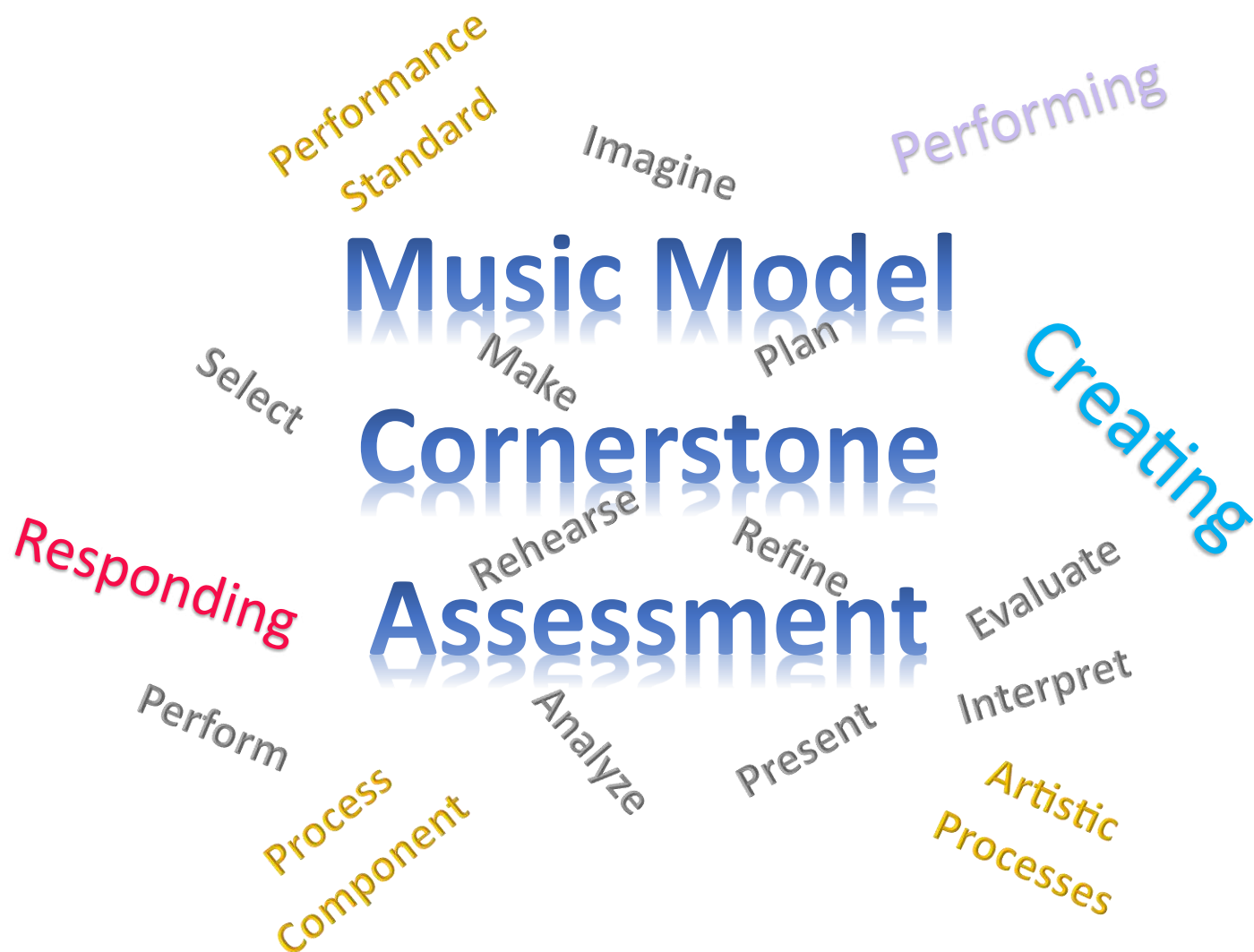




National Association  
for Music Education



Composition/theory: Proficient

## 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 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.

## 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: Proficient

# Assessment SmartPhone Jingle Interview

## Imagine

**MU:Cr1.1.C.1a** Describe how sounds and short **musical ideas** can be used to represent personal experiences, **moods**, visual images, and/or **storylines**.

## Make, Plan, & Analyze

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

**MU:Cr2.1.C.1b** 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.1a** **Analyze** how the **elements of music** (including **form**) of selected works relate to **style** and **mood**, and explain the implications for rehearsal or **performance**.

## Evaluate, Interpret, Refine, & Rehearse

**MU:Cr3.1.C.1a** 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.1a** 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.1a** Create rehearsal plans for works, identifying repetition and variation within the **form**.

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

## Present

**MU:Cr3.2.C.1a** **Share** music through the use of notation, **performance**, or technology, and demonstrate how the **elements of music** have been employed to realize **expressive intent**.

**MU:Cr3.2.C.1b** Describe the given **context** and performance medium for presenting personal works, and how they impact the final **composition** and presentation.

**MU:Pr6.1.C.1a** Share live or recorded **performances** of works (both personal and others'), and explain how the **elements of music** are used to convey **intent**.

**MU:Pr6.1.C.1b** Identify how **compositions** are appropriate for an audience or **context**, and how this will shape future compositions.

## SmartPhone Jingle

### Assessment Strategy 1

Students independently generate and describe on their Imagination Sheets the musical ideas related to the SmartPhone they will use in composing their jingle.

### Assessment Strategy 2

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

### Assessment Strategy 3

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

### Assessment Strategy 4

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

## Respond

**MU:Pr4.1.C.1a** 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**).

**MU:Re7.1.C.1a** 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**.

**MU:Re7.2.C.1a** **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.

**MU:Re8.1.C.1a** 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.

**MU:Re9.1.C.1a** Describe the effectiveness of the **technical** and **expressive aspects** of selected music and **performances**, demonstrating understanding of **fundamentals of music theory**.

**SmartPhone Jingle**

**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 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](#). ([.docx version](#))

## Imagine Scoring Device

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
<b>Imagine:</b> Generate and conceptualize artistic ideas and work.					
<b>Imagine</b>	Description was unclear how the musical ideas related to the SmartPhone.	Description provided some guidance as to how the musical ideas related to the SmartPhone.	Description clearly related musical ideas to the SmartPhone.	Description creatively integrated the technological concepts into the musical ideas that relate to the SmartPhone.	<b>MU:Cr1.1.C.1a</b> Describe how sounds and short <b>musical ideas</b> can be used to represent personal experiences, <b>moods</b> , visual images, and/or <b>storylines</b> .

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 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](#); ([.docx version](#)) and provides feedback to guide further refinement on the Analysis form that will be returned to the student in the next step.

## Plan, Make, and Analyze Scoring Device

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
<b>Plan and Make:</b> Select and develop musical ideas for defined purposes and contexts.					
<b>Analyze -</b> Analyze how the structure and context of varied musical works inform the response.					
<b>Organization</b>	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 jingle.	Organization of musical ideas (recorded and notated) demonstrated a coherent jingle including variety and expression.	<p><b>MU:Cr2.1.C.1a</b> Assemble and organize sounds or short <b>musical ideas</b> to <b>create</b> initial <b>expressions</b> of selected experiences, <b>moods</b>, images, or <b>storylines</b>.</p> <p><b>MU:Cr2.1.C.1b</b> Identify and describe the development of sounds or short <b>musical ideas</b> in drafts of music within <b>simple forms</b> (such as <b>one-part, cyclical, or binary</b>).</p> <p><b>MU:Pr4.2.C.1a</b> <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b>) of selected works relate to <b>style</b> and <b>mood</b>, and explain the implications for rehearsal or <b>performance</b>.</p>
<b>Analysis</b>	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.	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.	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.	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.	

Teacher Feedback

## 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 jingle, as well as its craftsmanship and originality.

### 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

### 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. 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.



## Step 5 – Perform/Present

### Teacher Preparation for Assessment

- Reproduce a classroom set of student [Composer Self-Evaluation Forms \(link to .docx version\)](#) and [Jingle Responding Forms \(link to .docx version\)](#) and [Jingle 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](#) for each student presentation.
- Give each student a [Presentation Preparation Worksheet \(link to .docx version\)](#) explaining how they will describe their jingle and persuade their peers to select it for the radio

### 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. \(.docx version\)](#)
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 \(.docx version\)](#) 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

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
<p><b>Perform:</b> Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p> <p><b>Present:</b> Share creative musical work that demonstrates craftsmanship and exhibits originality.</p>					
<b>Recognizability of Notation</b>	Notation was not readable.	Notation was readable in some, but not all places.	Notation was readable.	Notation was readable and accurately laid out.	<p><b>MU:Cr3.2.C.1a</b> <b>Share</b> music through the use of notation, <b>performance</b>, or technology, and demonstrate how the <b>elements of music</b> have been employed to realize <b>expressive intent</b>.</p> <p><b>MU:Cr3.2.C.1b</b> Describe the given <b>context</b> and performance medium for presenting personal works, and how they impact the final <b>composition</b> and presentation.</p> <p><b>MU:Pr6.1.C.1a</b> Share live or recorded <b>performances</b> of works (both personal and others'), and explain how the <b>elements of music</b> are used to convey <b>intent</b>.</p> <p><b>MU:Pr6.1.C.1b</b> Identify how <b>compositions</b> are appropriate for an audience or <b>context</b>, and how this will shape future compositions.</p>
<b>Verbal Presentation</b>	Inadequately explained how he/she employed the elements of music to realize the expressive intent for the SmartPhone radio commercial advertisement.	Somewhat explained how he/she employed the elements of music to realize the expressive intent for the SmartPhone radio commercial advertisement.	Adequately explained how he/she employed the elements of music to realize the expressive intent for the SmartPhone radio commercial advertisement.	Thoroughly explained how he/she employed the elements of music to realize the expressive intent for the SmartPhone radio commercial advertisement.	
<b>Craftsmanship of Expressive Intent</b>	The jingle conveys limited expressive intent.	The jingle somewhat conveyed the expressive intent.	The jingle conveyed the expressive intent.	The jingle conveyed a clear and compelling expressive intent.	

## Process Scoring Device

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
<p><b>Evaluate and Refine:</b> 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><b>Analyze and Interpret:</b> Analyze, and interpret artistic work for presentation.</p>					
<b>Feedback for Refinement</b>	Evidence indicated little to no feedback was used to refine the technical aspects of the Jingle.		Evidence indicated that feedback was used to refine the technical and musical aspects of the Jingle.		<p><b>MU:Cr3.1.C.1a</b> Identify, describe, and apply <b>teacher-provided criteria</b> to assess and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of evolving drafts leading to final versions.</p>
<b>Interpretation</b>	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.	<p><b>MU:Pr4.3.C.1a</b> Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music, style,</b> and <b>mood,</b> explaining how the interpretive choices reflect the creators' <b>intent.</b></p>
<b>Strategies for Improvement</b>	Rehearsal Plan identified limited or no strategies for improvement of technical and/or expressive aspects for the jingle's performance.	Rehearsal Plan identified basic strategies for improvement of technical and/or expressive aspects for the jingle's performance.	Rehearsal Plan clearly identified strategies to adequately address technical and expressive aspects for the jingle's performance.	Rehearsal Plan clearly identified strategies to thoroughly address technical and expressive aspects for the jingle's performance.	<p><b>MU:Pr5.1.C.1a</b> Create rehearsal plans for works, identifying repetition and variation within the <b>form.</b></p> <p><b>MU:Pr5.1.C.1c</b> Identify and implement strategies for improving the <b>technical</b> and <b>expressive aspects</b> of multiple works.</p>

## Responding Scoring Device

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
<p><b>Select:</b> Choose music appropriate for a specific purpose or context.</p> <p><b>Analyze:</b> Analyze how the structure and context of varied musical works inform the response.</p> <p><b>Interpret:</b> Support interpretations of musical works that reflect creator’s/performer’s expressive intent.</p> <p><b>Evaluate:</b> Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p>					
<b>Selection</b>	Provided unclear rationale supporting the selection of the SmartPhone Jingle as designated by the teacher provided criteria.	Provided minimal rationale supporting the selection of the SmartPhone Jingle as designated by the teacher provided criteria.	Provided clear rationale supporting the selection of the SmartPhone Jingle as designated by the teacher provided criteria.	Provided clear and insightful rationale supporting the selection of the SmartPhone Jingle as designated by the teacher provided criteria.	<p><b>MU:Pr4.1.C.1a</b> Identify and select specific excerpts, passages, or <b>sections in musical works</b> that express a personal experience, <b>mood</b>, visual image, or <b>storyline</b> in simple <b>forms</b> (such as <b>one-part, cyclical, binary</b>).</p> <p><b>MU:Re7.1.C.1a</b> Apply <b>teacher-provided criteria</b> to select music that expresses a personal experience, <b>mood</b>, visual image, or <b>storyline</b> in simple <b>forms</b> (such as <b>one-part, cyclical, binary</b>), and describe the choices as models for <b>composition</b>.</p> <p><b>MU:Re7.2.C.1a</b> <b>Analyze</b> aurally the <b>elements of music</b> (including <b>form</b>) of <b>musical works</b>, relating them to <b>style, mood</b>, and <b>context</b>, and describe how the <b>analysis</b> provides models for personal growth as <b>composer</b>, performer, and/or listener.</p> <p><b>MU:Re8.1.C.1a</b> Develop and explain <b>interpretations</b> of varied works, demonstrating an understanding of the composers’ <b>intent</b> by citing <b>technical</b> and <b>expressive aspects</b> as well as the <b>style/genre</b> of each work.</p> <p><b>MU:Re9.1.C.1a</b> Describe the effectiveness of the <b>technical</b> and <b>expressive aspects</b> of selected music and <b>performances</b>, demonstrating understanding of <b>fundamentals of music theory</b>.</p>
<b>Analysis</b>	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.	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.	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.	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.	
<b>Evaluation of Technical and Expressive Aspects</b>	Evaluation did not cite specific excerpts relating to style, mood, and/or context; and/or there was no clear supportive rationale.	Evaluation cited specific excerpts relating to style, mood, and/or context with clear, but minimal supportive rationale.	Evaluation cited specific excerpts relating to style, mood, and/or context with clear and thorough supportive rationale.	Evaluation cited specific excerpts relating to style, mood, and/or context with clear, thorough, and insightful supportive rationale.	

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

Resource: (sample) <http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

- pre-assess to determine levels of student prior knowledge and abilities
- determine and teach to reduce learning gaps allowing alternative forms of communicating expectations to students as needed
- 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.
- allow students to respond to tasks in alternative ways if the defined response in the MCA hinders an individual's means of demonstrating learning.

**Extension Experience:** Have students write in journals and/or essays reflecting on their composition experiences. Using the language of the Composition Rubric, they should include why their melody worked or didn't work, what they will do differently in their next compositions, and an assessment of their efforts on the project. A brief reminder of the Six-Trait Writing Model might be in order.

## Task Scenario



### **WXYZ Radio**

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

# SmartPhone.inc



## 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:

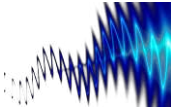
- Identify and address the technical, stylistic, and musical challenges of the jingle as they relate to your and your classmates' performance skill.
- Apply your understanding of theoretical and structural principles to compose a jingle to perform that is at an appropriate level of performance challenge 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.

# SmartPhone Jingle Imagination Sheet



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

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Sequences

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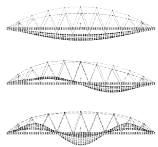
Textures

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Timbres

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Dynamic Shapes

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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)

**Rhythm, Articulation:**

**Melody, Harmony, Texture, Timbre:**

**Dynamics:**

**Form, Style:**

*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*

# 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?*

*Analyze:*

*Interpret:*

*Rehearsal Plan: goals/strategies/processes for improvement across rehearsals*

*Evaluate and Refine: Checking results – How have I improved and what can I do better?*





# 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



**Reviewer's Name:** \_\_\_\_\_

*Select the jingle you feel is most appropriate for use in advertising the new SmartPhone in radio ads.*

**Name of SmartPhone Jingle selected:** \_\_\_\_\_

**Composer's name:** \_\_\_\_\_

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

The most important reason this jingle reflects and promotes the SmartPhone:

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