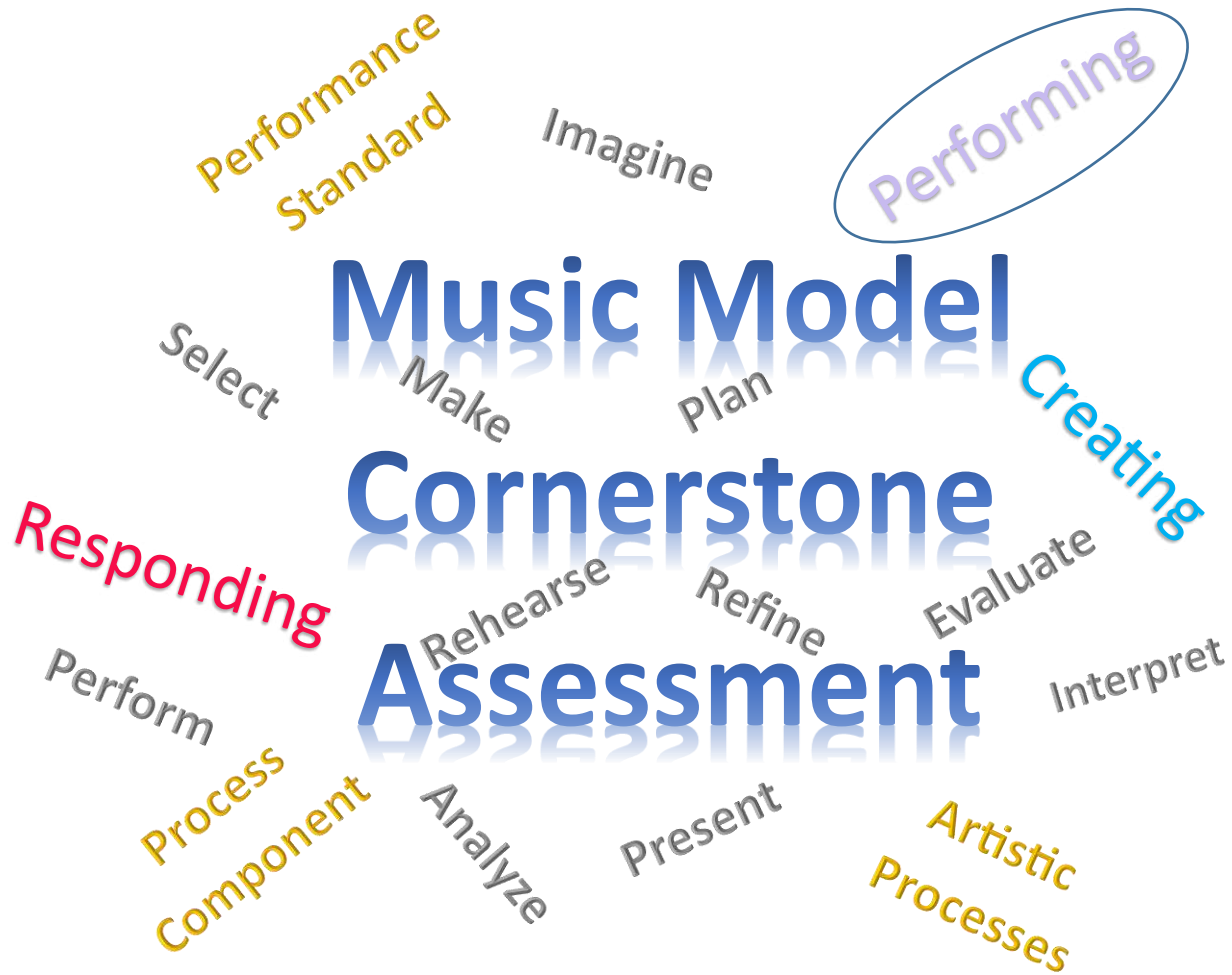




National Association
for Music Education



Artistic Process: Performing
2nd Grade General Music

Anchor Standards / Enduring Understandings / Essential Questions

Common Anchor #4:	Select varied musical works to present based on interest, knowledge, technical skill, and context
Enduring Understandings	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.
Essential Question(s)	How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?
Common Anchor #5:	Evaluate and refine personal and ensemble performances, individually or in collaboration with others
Enduring Understanding	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question(s)	How do musicians improve the quality of their creative work?
Common Anchor #6:	Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context
Enduring Understanding	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
Essential Question(s)	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Intent of the Model Cornerstone Assessments

Model Cornerstone Assessments (MCAs) in music assessment are 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.

Using the MCA document

MCAs are presented as frameworks to be integrated into current curriculum. An example is provided that demonstrates the integration of curricular content. These examples are the specific tasks presented in the national pilot and may be used as the program so desires. Each MCA is available in a .pdf format with links for easy navigation within the document with external links for .doc versions of worksheets. The next page provides the assessment description with each bubble being a link to a detailed description of the assessment.

General Description of the Assessment Task

In this MCA, students will demonstrate their ability to identify the purpose of three music works. They will also prepare, perform, and record one of these works using appropriate vocal technique, performance accuracy, and expression (interpretation). Students will also self-assess their own performances, evaluating starting pitch, singing voice, pitch, steady beat, and rhythm. Their self-assessment will include identifying one area that needs improvement. This MCA does not assess students' ability to read and perform music using iconic or standard notation. For the pilot, categories and specific songs are provided, but for administration in your school beyond the pilot, you may use the assessment measures with your own curriculum. This assessment is embedded in the instruction and requires students to have experience in the given prerequisite skills. Each student will need three sessions to complete this assessment task. The administration of the assessment can be extended over multiple classes, with the teacher deciding how many students will be assessed in each class. Use the following links to find the National Standards [Skills and Knowledge](#) and the [Music Standards Glossary](#).

Model Cornerstone Assessment, 2nd Grade General Music: **Performing**

Select

MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and **purpose** of varied musical selections.

Analyze

MU:Pr4.2.2a Demonstrate knowledge of music **concepts** (such as **tonality** and **meter**) in music from a variety of **cultures** selected for **performance**.

MU:Pr4.2.2a Demonstrate knowledge of music **concepts** (such as **tonality** and **meter**) in music from a variety of **cultures** selected for **performance**.

MU:Pr4.2.2b When analyzing selected music, read and perform **rhythmic** and **melodic** patterns using **iconic** or **standard** notation.

Interpret

MU:Pr4.3.2a Demonstrate understanding of **expressive qualities** (such as **dynamics** and **tempo**) and how **creators** use them to convey **expressive intent**.

Rehearse, Evaluate, Refine

MU:Pr5.1.2a Apply **established criteria** to judge the accuracy, expressiveness, and effectiveness of **performances**.

MU:Pr5.1.2b Rehearse, identify and apply strategies to address interpretive, performance, and **technical challenges** of music.

Present

MU:Pr6.1.2a Perform music for a specific **purpose** with **expression** and **technical accuracy**.

MU:Pr6.1.2b Perform appropriately for the audience and **purpose**.

Performing a Song with Appropriate Expressive Qualities

Assessment Strategy 1

The teacher will select three songs that are associated with different purposes (e.g. game song, dance, lullaby). He/she will then ask students to identify the purpose of each of these songs using the Music Selection Activity Sheet. *(These songs are to be drawn from the music studied in class to support the curriculum).*

Assessment Strategy 2

The teacher will either select or guide the students in selecting one of the songs from Assessment Strategy 1 to perform accurately and expressively.

The teacher will score individual student performances. Students will complete the Singing Self-Assessment Activity.

The teacher will compare the students' response with teacher's score using the Accuracy Scoring Guide and provide feedback.

Assessment Strategy 3

The teacher will share his/her feedback with each student about their performance and responses. Then, he/she will provide opportunities for the students to listen to their own recorded performance and to practice for another performance.

After students practice, the teacher will score each student's final performance using the Singing Performance Scoring Form.

Assessment Strategy 1 (Select)
MU:Pr4.1.2a and MU:Pr4.3.2a

Prerequisite Knowledge and Skills
<ul style="list-style-type: none"> • Experience singing songs that are appropriate for a variety of purposes. • Experience listening to styles of music that are appropriate for certain purposes. • Be able to identify characteristics of songs associated with various purposes. • Be able to sing the selected songs for this assessment.

Teacher Preparation	<ul style="list-style-type: none"> • Select songs for students to sing that are appropriate for different purposes (for example: game songs, lullabies, dance songs, etc.). <div style="border: 1px solid black; background-color: #fff9c4; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> ○ The following are selections used during the pilot. You may drawn from the provided Song List or use works from your own curriculum. <ul style="list-style-type: none"> ▪ Game Song: Grizzly Bear (recording) ▪ Game Song: Great Big House (recording) ▪ Game Song: Button You Must Wander (recording) ▪ Dance Song: Four In A Boat (recording) ▪ Dance Song: Rocky Mountain (recording) ▪ Lullaby: Firefly ▪ Lullaby: Hush, Little Baby (recording) </div> • Prepare printed copies of the songs selected for this assessment. • Print the Music Selection Worksheet (.docx version) or adapt it appropriately for the songs you select for the assessment. A Music Selection Activity Powerpoint Template is also available for use. • Confirm that the sound systems are in working order to play the songs. The setup will vary based on how the recordings are being played.
Assessment Environment Setup	<p>Begin the class by:</p> <ul style="list-style-type: none"> • handing out the provided or the teacher-customized the Music Selection Worksheet, • reviewing identifying characteristics of the song types and explaining how to complete the Music Selection Worksheet, and • telling the students that they will be listening to three songs and completing the Music Selection Activity.
Assessment	<p>When the students are ready,</p> <ul style="list-style-type: none"> • play the recording of each individual song while the students complete the Music Selection Activity. • collect the answer-sheets and record the total score for individual students.



Music Selection Worksheet

2nd

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Name: _____ Date: _____


Song 1: Listen to the song, and answer the question.

What type of song is this?

- A.  Game song
- B.  Dance song
- C.  Lullaby

Song 2: Listen to the song, and answer the question.

What type of song is this?

- A.  Game song
- B.  Dance song
- C.  Lullaby

Song 3: Listen to the song, and answer the question.

What type of song is this?

- A.  Game song
- B.  Dance song
- C.  Lullaby

Assessment Strategy 2 (Interpret & Present)

MU:Pr4.3.2a, MU:Pr6.1.2a & b

Prerequisite Skills and Knowledge

- Experience singing a variety of songs that are appropriate for a variety of purposes.
- Be comfortable singing alone in class. (Solo singing is a regular part of instruction).
- Be able to sing on pitch.
- Be able to accurately maintain tonality.
- Be able to maintain a steady beat.
- Be able to use singing voice.
- Be able to sing expressively by imitating quality performances.
- Be comfortable singing into a recording device. (Recording of students is embedded in instruction).

Teacher Preparation

- Choose, or allow individual students to choose, one of the three songs from Assessment Strategy 1 to sing for the class.
- Prepare singing prompts for each song (e.g., establish the tonality and give the starting pitch).
- Prepare a recording device (*if you are recording the assessment*).

Assessment Environment Setup

Begin the class by explaining to the students that they will:

- sing their chosen song after the singing prompt is given.

Set up for group administration:

- Prepare a scoring device for each student to record individual scores and create a list indicating the student seating order.

Then the teacher will:

- review appropriate performance behavior for a performer and an audience member
- show and explain the criteria for scoring the performance
- lead the class with a vocal warm-up
- lead the class through the song that students will be performing using the prompts.

Assessment

After the students have practiced, the teacher will:

- organize the students' seating (in a circle or based on a chart) and ask individual students to sing their songs after hearing the singing prompt. (*If students are recorded, have them say their name before playing the prompt*).
- score individual student performances using the [Singing Performance Scoring Form \(.docx version\)](#) or the [alternate form](#). ([.docx version](#))

Singing Performance Scoring Device

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Student Name: _____ Song Title: _____

	Emerging 1	Approaches Criterion 2	Meets Criterion 3	Exceeds Criterion 4
Starting Pitch	Did not begin on the correct pitch.	Began on the correct pitch (within one half step).	Began on the correct pitch.	
Singing Voice*	Uses speaking voice only.	Uses mostly speaking voice, but singing voice some of the time.	Uses singing voice most of the time.	Uses singing voice throughout.
Intonation/Pitch**	No accurate pitches.	Some pitch accuracy but most were inconsistent.	Pitches are mostly accurate with minimal errors that do not detract from the overall performance.	Pitches are accurate without error.
Tempo	Tempo is inconsistent.	Tempo is mostly consistent, but contains errors that detract from the overall performance.	Tempo is generally consistent with minimal errors that do not detract from the overall performance.	Tempo is accurate throughout.
Rhythm	Rhythm is inaccurate.	Rhythm is accurate, but contains errors that detract from the overall performance.	Rhythm is generally accurate with minimal errors that do not detract from the overall performance.	Rhythm is accurate throughout.
Tonal Center	Did not maintain a tonal center.	Tonal center was inconsistent.	Generally maintained a tonal center (within one half step).	Maintained tonal center throughout.
Expressive Quality***	Student did not perform with expressive quality.	Student performed with expressive quality some of the time.	Student performed with expressive quality most of the time.	Student performed with expressive quality throughout.

* Singing voice exhibits use of extended singing range (sings in head voice above the register lift: usually B^b and above.)

** The accurate pitches for the Intonation/Pitch criterion are rated based on student's established tonal center or the pitch where the students started.

***Expressive quality may include dynamics, phrasing, articulation, word emphasis, and diction (when appropriate).



<h2 style="text-align: center;">Assessment Strategy 2 (Analyze & Evaluate)</h2> <p style="text-align: center;"><i>MU:Pr4.2.2a & b; MU:Pr5.1.2a</i></p>	
<h3>Prerequisite Knowledge and Skills</h3> <ul style="list-style-type: none"> • Be able to analyze music by demonstrating an understanding of some musical elements (e.g., high/low, fast/slow, loud/soft). • Be able to identify qualities of effective singing. • Be able to explain verbally how a performance can be improved (using a word bank or checklists). 	
Teacher Preparation	<ul style="list-style-type: none"> • If each student was recorded, prepare music device to play back student performances. • Review the Singing Self-Assessment Activity sheet (.docx version) and be familiar with all the areas that students will be responding to on the sheet.
Assessment Environment Setup	<p>Set up for group administration:</p> <ul style="list-style-type: none"> • If assessments were recorded, prepare to play recordings of individual students one after another for the whole class, and create a list indicating the order of student performances in the recording.
Assessment	<p>Begin the class by:</p> <ul style="list-style-type: none"> • handing out the Singing Self-Assessment Activity sheets to students and pencils. • explaining how to complete the Singing Self-Assessment Activity sheet. • explaining to the students that they will complete the Singing Self-Assessment Activity. <div style="border: 1px solid black; background-color: #fff9c4; padding: 5px; margin: 5px 0;"> <ul style="list-style-type: none"> ○ <i>(If the performances were not recorded, this must be done immediately after the student sings so student can recall their performance).</i> ○ <i>(If the performances were recorded, students should listen to the recording).</i> </div> <p>After all students are ready, the teacher will:</p> <ul style="list-style-type: none"> • have individual students complete the Singing Self-Assessment Activity worksheet immediately they performed or after they listen the recording. <p>Then the teacher will:</p> <ul style="list-style-type: none"> • collect the activity worksheets and record students' Self-Assessment rating • compare each student's scores on the activity sheets with teacher's first ratings of their performances using the Accuracy Scoring Guide. The student is awarded one point for each criteria when his/her Self-Assessment ratings matches the teacher's rating. No points are awarded if the teacher's rating and student's rating do not match. <ul style="list-style-type: none"> ○ Student rating NO = Emerging ○ Student rating SOMETIMES = Approaches ○ Student rating YES = Meets or Exceeds <p><i>Note: an Excel scoring sheet is available for download to compute the accuracy score of this activity and record the student performance scores.</i></p>



Singing Self-Assessment Activity

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Student Name: _____ Song Title: _____

Instruction: Circle one answer for each sentence.				
1.	I started on the right pitch.	☺ Yes	☹ No	
2.	I used my singing voice.	☺ Yes	☹ No	☺ Sometimes
3.	I sang the right pitches.	☺ Yes	☹ No	☺ Sometimes
4.	I kept a steady beat.	☺ Yes	☹ No	☺ Sometimes
5.	My rhythm was correct.	☺ Yes	☹ No	☺ Sometimes
Circle one thing below that you want to work on.				
6.	<p>To get better, I need to work on</p> <p style="text-align: center;"> matching pitch keeping a steady beat singing the correct rhythm </p> <p style="text-align: center;"> singing voice starting on the right pitch </p>			

Assessment Strategy 3 (Rehearse and Refine)
MU:Pr5.1.2b

Prerequisite Skills and Knowledge	
<ul style="list-style-type: none"> • Experience singing a variety of songs that are appropriate for a variety of purposes. • Be comfortable singing alone in class. (Solo singing is a regular part of instruction). • Be able to sing on correct pitch. • Be able to maintain correct tonality. • Be able to maintain a steady beat. • Be able to use a singing voice. • Be able to sing expressively by imitating high-quality performances (e.g., the teacher). • Be comfortable singing into a recording device. (Recording of students is embedded in instruction). • Experience applying strategies to address performance challenges. 	
Teacher Preparation	<ul style="list-style-type: none"> • Prepare recording device/s for recording student performances (<i>if this assessment will be recorded</i>). • Compile students' scores from previous performances, including their Singing Self-Assessment Activity sheet for individual students.
Assessment Environment Setup	<p>Prior to the assessment the teacher will:</p> <ul style="list-style-type: none"> • distribute the Singing Self-Assessment Activity sheets, the teacher's Singing Performance forms, and written feedback to individual students. • allow students time to read through the feedback and ask questions if necessary. • show and explain the criteria for scoring the performance. • <i>allow students to practice in small groups.</i> • review appropriate performance behavior for a performer and an audience member. • lead the class through the song that students will be performing using the prompts.
Assessment	<p>After the students practiced, the teacher will:</p> <ul style="list-style-type: none"> • organize the students' seating (in a circle or based on a chart) and ask individuals students to sing their songs after hearing the singing prompt (<i>record if desired</i>). • score individual student performances using the Singing Performance Scoring Form from Assessment Strategy 2 or the Alternative Form. • record each student's second performance score along with all the other performance scores (you may use the available excel spreadsheet to record all the scores).



Singing Performance Scoring Form (Alternate)



2nd

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Student Name: _____ **Song Title:** _____

Starting Pitch	<input type="checkbox"/> 1 Did not begin on correct pitch. <input type="checkbox"/> 2 Began on correct pitch (within one half-step). <input type="checkbox"/> 3 Began on the correct pitch.
Singing Voice*	<input type="checkbox"/> 1 Uses speaking voice only. <input type="checkbox"/> 2 Uses singing voice some of the time. <input type="checkbox"/> 3 Uses singing voice most of the time. <input type="checkbox"/> 4 Uses singing voice throughout.
Intonation/Pitch**	<input type="checkbox"/> 1 No accurate pitches. <input type="checkbox"/> 2 Pitch accuracy was inconsistent. <input type="checkbox"/> 3 Pitches are mostly accurate, but contains errors that detract from the overall performance. <input type="checkbox"/> 4 Pitches are accurate without error.
Tempo	<input type="checkbox"/> 1 Tempo is inconsistent. <input type="checkbox"/> 2 Tempo is mostly consistent, but contains errors that detract from the overall performance. <input type="checkbox"/> 3 Tempo is generally consistent. Any errors do not detract from the overall performance. <input type="checkbox"/> 4 Tempo is accurate throughout.
Rhythm	<input type="checkbox"/> 1 Rhythm is inaccurate. <input type="checkbox"/> 2 Rhythm is accurate, but contains errors that detract from the overall performance. <input type="checkbox"/> 3 Rhythm is generally accurate. Any errors do not detract from the overall performance. <input type="checkbox"/> 4 Rhythm is accurate throughout.
Tonal Center	<input type="checkbox"/> 1 Did not maintain a tonal center. <input type="checkbox"/> 2 Tonal center was inconsistent. <input type="checkbox"/> 3 Generally maintained a tonal center (within one half step). <input type="checkbox"/> 4 Maintained tonal center throughout.
Expressive Quality***	<input type="checkbox"/> 1 Student did not perform with expressive quality <input type="checkbox"/> 2 Student performed with expressive quality some of the time. <input type="checkbox"/> 3 Student performed with expressive quality most of the time. <input type="checkbox"/> 4 Student performed with exceptional expressive quality.

* Singing voice exhibits use of extended singing range (sings in head voice above the register lift: usually B^b and above.)

** The accurate pitches for the Intonation/Pitch criterion are rated based on student's established tonal center or the pitch the students started.

*** Expressive quality may include dynamics, phrasing, articulation, word emphasis and diction (when appropriate).



Differentiation Strategies

(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 students' prior knowledge and abilities.
determine learning gaps and provide supplemental instruction as needed.
allow 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-order thinking.
devise open-ended tasks to allow students of all ability levels to achieve success at their own level.
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.