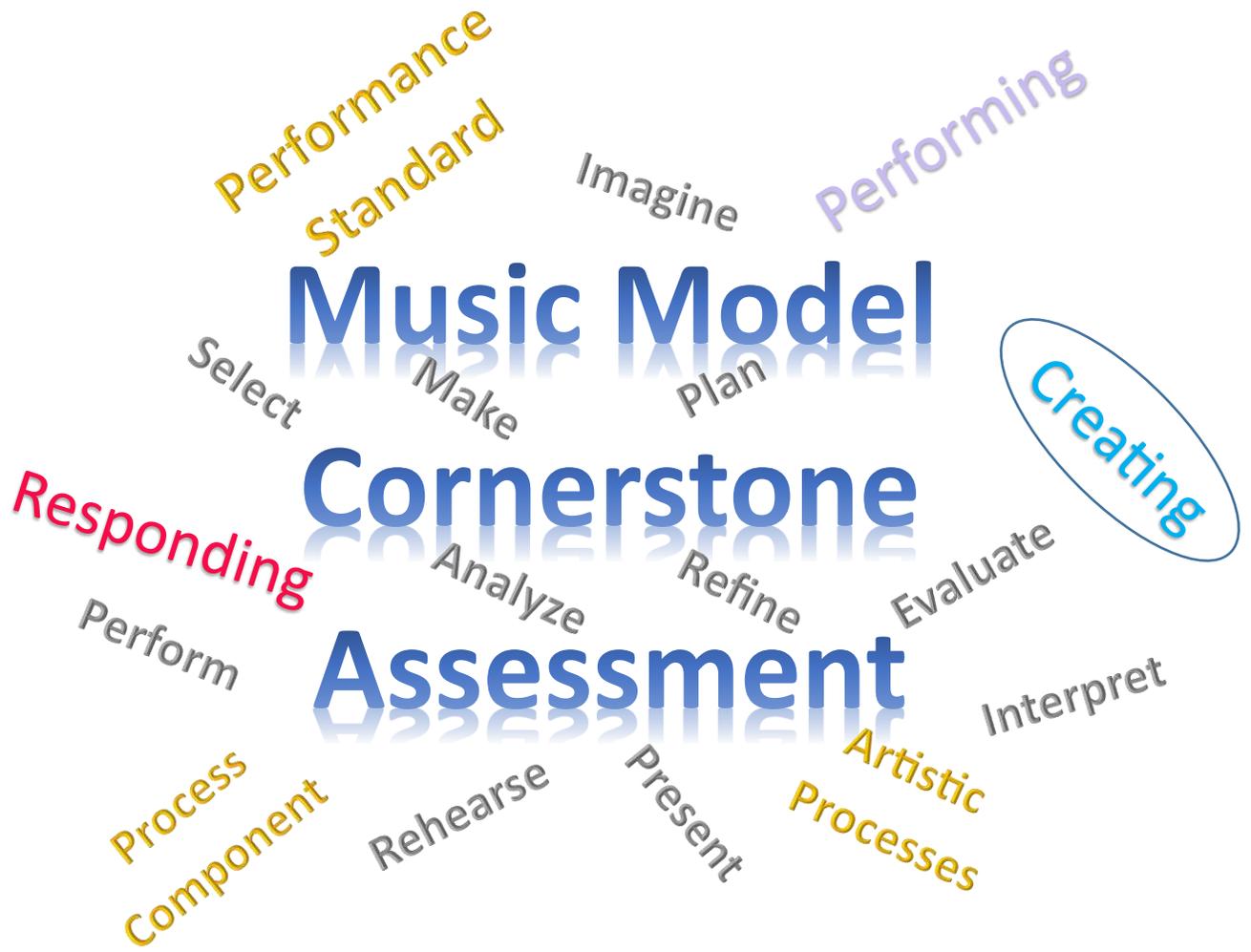




National Association
for Music Education



Artistic Process: Creating
8th Grade General Music

Anchor Standards / Enduring Understandings / Essential Questions

Common Anchor #1:	Generate musical ideas for various purposes and contexts
Enduring Understandings	The creative ideas, concepts, and feelings that influence artists' work emerge from a variety of sources.
Essential Question(s)	How do musicians generate creative ideas?
Common Anchor #2:	Select and develop musical ideas for defined purposes and contexts
Enduring Understanding	Musicians' creative choices are influenced by their experience, context and expressive intent.
Essential Question(s)	How do musicians make creative decisions?
Common Anchor #3:	Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria
Enduring Understanding	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication.
Essential Question(s)	How do musicians improve the quality of their creative work? When is a creative work ready to share?

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.

Using the MCA document

MCAs are presented as a framework 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 create a short music composition that convey the expressive intent of a video/scenario. They will select musical ideas demonstrating a variety of compositional techniques, create the composition, and apply teacher and peer feedback to refine their work, providing a rationale for their choices. Finally, students will present their compositions by explaining their intent and sharing their compositions with the class. Individual teachers can determine the length of time required to complete the assessment, but Assessment Strategy 1 could occur in one class period, and Assessment Strategy 2 must allow students sufficient time to develop and refine their compositions. Use the following links to find the National Standards [Skills and Knowledge](#) and the [Music Standards Glossary](#).

Assessment *overview*

Model Cornerstone Assessment, 8th Grade General Music: **Creating**

Create Music for a Scenario

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Imagine

MU:Cr1.1.8a Generate rhythmic, melodic and harmonic **phrases and harmonic accompaniments** within **expanded forms** (including introductions, transitions, and codas) that convey **expressive intent**.

Plan and Make

MU:Cr2.1.8a Select, organize, and document personal **musical ideas** for **arrangements**, songs, and **compositions** within **expanded forms** that **demonstrate tension and release, unity and variety, balance**, and convey **expressive intent**.

MU:Cr2.1.8b Use **standard** and/or **iconic notation** and/or audio/video recording to document personal rhythmic **phrases**, melodic phrases, and **harmonic sequences**.

Evaluate and Refine

MU:Cr3.1.8a Evaluate their own work by selecting and applying **criteria** including *appropriate application of* **compositional techniques, style, form**, and use of sound sources.

MU:Cr3.1.8b Describe the rationale for **refining** works by explaining the choices, based on evaluation **criteria**.

Present/Perform

MU:Cr3.2.8a **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate the application of **compositional techniques** for creating **unity and variety, tension and release, and balance** to convey **expressive intent**.

Assessment Strategy 1

Teacher will ask students to choose a 30 - 60 seconds video clip or scenario such as a script or poem) from a teacher-provided selection and create music to the convey expressive intent for the beginning, middle, and end of the video/scenario. Student will complete the Imagine, Plan, and Make Worksheet by

- identifying the beginning, middle, and end in the video/scenario,
- describing the feelings or expressive intent for each section,
- identifying at least one musical idea for each section, and
- sequencing ideas and recording a first draft of the composition.

Teacher will then rate the Imagine, Plan, & Make Worksheet using Imagine Rubric and return the scores with feedback to the students.

Assessment Strategy 2

Teacher will assist in arranging for three peers to provide feedback of the student's first draft using the Peer Assessment Worksheet.

After students have refined their work and are ready for the final presentation, they complete the Evaluate to Refine Worksheet.

The teacher will record students' presentation of their compositions in which they share

- the video/scenario,
- the intended expressive intent as it relates to the video/scenario,
- a summary of the compositional techniques used,
- a performance of the composition either live or pre-recorded.

Teacher will score the presentation using the Composition Scoring Device and the Evaluate to Refine Worksheet using the Evaluate to Refine Rubric.

Imagine, Plan, and Make Scoring Device

Achievement Categories	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
Expressive Intent	Limited description of expressive intent for each section.	Expressive intent was described for each section, but some are unclear.	Clearly described the expressive intent of each section in the video/script.	Clearly described the expressive intent of each section demonstrating insightful sensitivity.	MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent .
Music ideas	Musical ideas were listed without connection to expressive intent.	Musical ideas were described for each section, but some are unclear as to how they conveyed expressive intent.	Musical ideas clearly conveyed the expressive intent of each section.	Musical ideas creatively and innovatively conveyed expressive intent for each section.	MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance , and convey expressive intent .
Effective crafting of musical ideas into initial draft (from the recording)	Musical ideas were organized without exploration of crafting them into a composition.	Musical ideas were effectively organized with limited use of compositional techniques to realize the expressive intent.	Musical ideas were effectively organized using a variety of compositional techniques to realize the expressive intent.	Musical ideas were effectively organized using a variety of compositional techniques to realize the expressive intent and connected with transitional material unifying the work..	MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases , melodic phrases , and harmonic sequences

Evaluate to Refine Rubric

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.					
Applying Criteria	Response was vague or unclear in reflecting understanding of how to select and apply teacher- and peer-recommended criteria to improve the composition.	Response reflected limited understanding of how to select and apply teacher- and peer-recommended criteria to improve the composition.	Response reflected understanding of how to select and apply teacher- and peer-recommended criteria to improve the composition.	Response reflected a synthesis of teacher- and peer-recommended criteria by generating new ideas to improve the composition.	MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including <i>appropriate application of compositional techniques, style, form,</i> and use of sound sources. MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria .
Evaluation	Did not include or or included only a limited description of compositional techniques, style, and form to convey expressive intent.	Student included some description of his/her use of compositional techniques, style, and form to convey expressive intent.	Student included clear description of his/her use of compositional techniques, style, and form to convey expressive intent.	Student included detailed description of his/her use of compositional techniques, style, and form to convey expressive intent.	
Rationale for refinement	Included limited or no reasons for refining his/her musical ideas to convey expressive intent.	Included reasons that did not clearly describe refining his/her musical ideas to convey expressive intent were unclear.	Included reasons that clearly described refining his/her musical ideas to convey expressive intent.	Included thoroughly described reasons for refining his/her musical ideas to convey expressive intent.	

Composition Scoring Device

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
Present: Share creative musical work that demonstrates craftsmanship and exhibits originality.					
Expressive Intent	Expressive intent as described in the presentation was difficult to identify.	Expressive intent as described in the presentation was somewhat identifiable in most of the composition.	Expressive intent as described in the presentation was identifiable throughout the composition.	Expressive intent as described in the presentation was emotionally effective throughout the composition.	MU:Cr3.2.8a Present the final version of their documented personal composition , song, or arrangement , using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety , tension and release , and balance to convey expressive intent .
Craftsmanship	Craftsmanship demonstrated inappropriate use of compositional technique (unity/variety, tension/release and balance) to create an effective beginning, middle, and end.	Craftsmanship demonstrated limited or inconsistent use of appropriate compositional technique (unity/variety, tension/release and balance) to create an effective beginning, middle, and end.	Craftsmanship demonstrated consistent use of appropriate compositional techniques (unity/variety, tension/release and balance) to create an effective beginning, middle, and end.	Craftsmanship demonstrated sophisticated use of a variety of appropriate compositional techniques (unity/variety, tension/release and balance) to create an effective beginning, middle, and end.	

Assessment Strategy 1 (Imagine, Plan, and Make)

MU:Cr1.1.8a, MU:Cr2.1.8a and MU:Cr2.1.8b

Prerequisite Skills and Knowledge

- Able to identify music ideas (sounds, rhythms, melodies, harmonies ...) related to an expressive idea.
- Able to perform and create harmonic/rhythmic accompaniments.
- Have experience creating musical ideas to match an expressive idea or feeling.
- Recognize and able to convey expressive intent in music performance.
- Have experience manipulating the various elements of music displaying effective compositional technique.
- Able to apply compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
- Can read and use standard or iconic notation and/or can use audio/video recording devices and music technology to document rhythmic phrases, melodic phrases, and harmonic sequences.

Teacher Preparation	<ul style="list-style-type: none"> • Select and prepare a small selection of 30 to 60 second video clips from a movie (action, horror, drama, comedy, etc.) and/or scripts that can be used as a TV commercial or commentary that includes at least two contrasting expressive possibilities for which the students will use. (Click here for video examples provided for the pilot) • Print sufficient copies of Imagine, Plan, and Make Worksheet for students. (Click here for the .docx version) • Study the Imagine, Plan, and Make Scoring Device. (.docx of all rubrics)
Assessment Environment Setup	<ul style="list-style-type: none"> • Setup opportunities for students to have access and view the video clips and/or scenarios. • Have musical instruments, staff paper, sequencer, recording devices, etc., available for students. • Plan time and space for students to explore musical ideas.
Assessment	<p>The teacher will:</p> <ul style="list-style-type: none"> • explain to the students that they will be creating a short musical work that conveys the expressive intent (beginning, middle, and end) of a video clip or scenario. • Hand out and explain the task by telling them that they will: <ul style="list-style-type: none"> ➤ identify the beginning, middle, and end in the video or scenario, ➤ describe the expressive intent for each section, ➤ identify at least one musical idea for each section, and ➤ sequence ideas, develop them into a first draft of their composition, and record it. • Collect, score, and provide feedback for the worksheets using the Imagine, Plan, and Make Scoring Device.

Imagine, Plan, and Make Worksheet

Student Name: _____

Provide the name and link of the video clip, or name, and attach a copy of the script or poem.

Improvise with sounds using the following to convey the expressive intents of the beginning, middle, and end of your video or scenario and the worksheet.

- **Music Elements:** rhythm, melody and melodic shape, harmony, form, dynamics, timbre, texture, style
- **Compositional Techniques:** tension and release; repetition, unity, and variety; balance
- **Expressive Characteristics:** tempo; articulation

Section	Location and Expressive Intent <i>(Describe where each section starts and ends detailing what you feel is the expressive intent)</i>	Musical Ideas <i>(Describe the musical content that you feel best conveys the expressive intent of each section)</i>
Beginning		
Middle		
End		

Teacher Feedback

Assessment Strategy 2 (Evaluate, Refine, and Present)

MU:Cr3.1.8a, MU:Cr3.1.8b, MU:Cr3.2.8a

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Prerequisite Skills and Knowledge	
<ul style="list-style-type: none"> • Have experience self-assessing personal work. • Able to apply criteria in evaluate and explain choices of creative ideas based on criteria. • Can appropriately describe compositional techniques, style, form, and a variety of sound sources in composition. • Can describe the use of tension and release, unity and variety, and balance to convey expressive intent. • Can read and use standard or iconic notation and/or use audio/video recording devices and music technology to document rhythmic phrases, melodic phrases, and harmonic sequences. • Able to perform and/or record of compositions. • Able to recognize explain craftsmanship and originality within music. 	
Teacher Preparation	<ul style="list-style-type: none"> • Prepare a vehicle (sound players) and print copies of Peer Assessment Worksheets for three students to review one student's first draft. • Print copies of Evaluate to Refine Worksheets. • Prepare a device to record students' presentation. • Setup a schedule for student's final presentation of their compositions. • Study the Composition Scoring Device to be familiar with all the criteria for evaluation.
Assessment Environment Setup	<p>To support student in refining their composition, teacher will:</p> <ul style="list-style-type: none"> • equally divide the class so there will be three students to provide feedback by completing the Peer Assessment Worksheet for each student's first draft. (click for .docx version) • return the scores and feedback on the Imagine, Plan, and Make Scoring Device. <p>In preparation for the final composition presentation, teacher will prepare:</p> <ul style="list-style-type: none"> • a device to present the video clips for viewing during the presentation, • a device to play the student's composition if presented as a recording, • a recording device to record student's presentations.
Assessment	<p>To assess students' refinement of their compositions, the teacher will ask students to complete the Evaluate to Refine Worksheet. (click for .doc version)</p> <p>To assess student's final composition, the teacher will record students' presentation of their compositions to the class where they do the following:</p> <ul style="list-style-type: none"> • share video clip or scenario (reading the script of the poem) with the class, • verbally explain the sections and the expressive intent that the music is intended to convey, • compositional techniques used, and • perform the music composition either live or prerecorded. <p>Rate the recording of their presentation using the Composition Scoring Device and the Evaluate to Refine Worksheet using the Evaluate to Refine Scoring Device. (.docx of all rubrics)</p>

Peer Assessment Worksheet

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My Name: _____

My Friend's name: _____

My Friend's Composition: _____

<p>What did you hear?</p> <p><i>Describe the compositional techniques you heard that were used to express the intent of the composition.</i></p>	
<p>What did you like?</p> <p><i>Describe the parts you like about the composition?</i></p>	
<p>What suggestions could enhance the composition?</p> <p><i>Describe what you think the composer should consider when continuing to work on the composition.</i></p>	

Evaluate to Refine Worksheet

My Name: _____

PART 1

Complete this part, referring to the Student Peer Assessment Worksheets and teacher feedback on the Imagine, Plan, and Make Worksheet.

What did you learn from your classmates' and teachers' feedback?

PART 2

Complete this part referring to your completed composition. Submit this worksheet to your teacher on the day of your presentation.

What worked well? *Describe your use of compositional techniques (unity/variety, tension/release and balance), style, and form and how they were used to express your intent.*

Describe what you did to improve your composition and your reasons for making those changes. *Describe to what extent you adjusted the expressive intent and musical ideas.*

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(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.