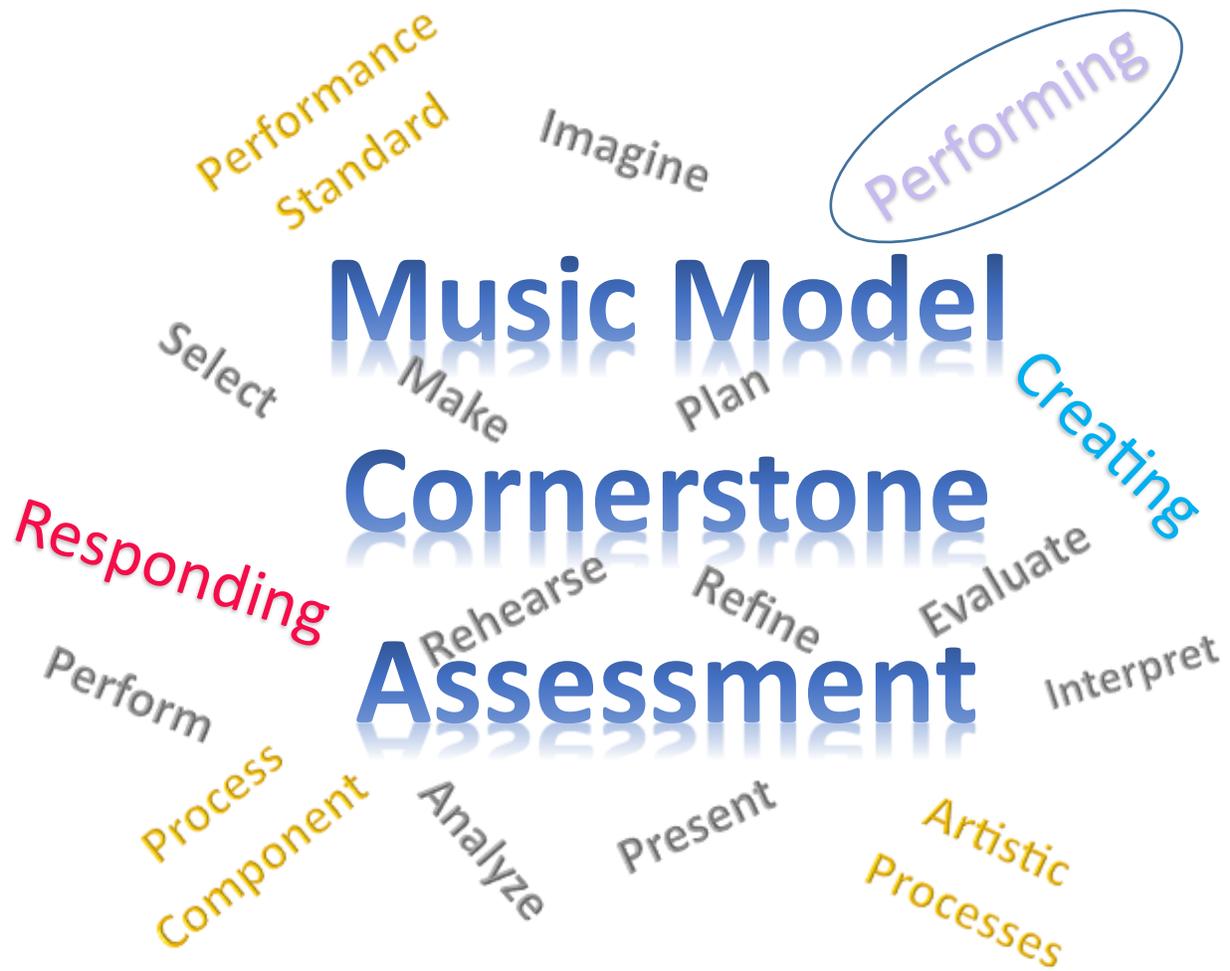




National Association  
for Music Education



Artistic Process: Performing  
Novice / Intermediate  
Ensembles

# Anchor Standards / Enduring Understandings / Essential Questions

<b>Common Anchor #4:</b>	<b>Select varied musical works to present based on interest, knowledge, technical skill, and context.</b>
<b>Enduring Understandings</b>	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.
<b>Essential Question(s)</b>	How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?
<b>Common Anchor #5:</b>	<b>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</b>
<b>Enduring Understanding</b>	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.
<b>Essential Question(s)</b>	How do performers select repertoire?
<b>Common Anchor #6:</b>	<b>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</b>
<b>Enduring Understanding</b>	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
<b>Essential Question(s)</b>	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 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 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 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 upon which each program integrate into their 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 it if 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

This MCA includes assessment tasks specific for each proficiency level of students. In some ensembles it may be appropriate to administer multiple level.

<b>Novice</b>	<i>Beginning or an equivalent to 2 years of study in an ensemble in addition to general music</i>
<b>Intermediate</b>	<i>Middle level or an equivalent to 4 years of study in an ensemble in addition to general music</i>

Students will select piece(s) to rehearse for a performance (from method books or solo/ensemble literature) documenting analysis, rehearsal, and refinement process. This MCA does not specify a particular notational or non-notational based performance medium and does not assess ability to sight-read. You will need to supplement this assessment with your program's skill-based assessment measure (rubric). The task can be implemented with chamber ensembles, section rehearsals of larger ensembles, or students preparing solo. This is intended to fit into the normally scheduled ensemble experience as defined by the school and teacher schedule. Individual teachers can determine the length of time required to complete the assessment, but Assessment Strategy 1 could occur in one class period, Assessment Strategy 2 must allow students sufficient preparation for performance, and Assessment Strategy 3 could occur within one class period.

## Overview of Ensemble Cornerstone Assessment

*Click on the link to jump to a full description of the assessment task.*

### Novice Level Assessment Task

*(Beginning or an equivalent to 2 years of study in an ensemble in addition to general music)*

Music difficulty: Grade 1-2 (Easy-Medium Easy)

Select a program of varied repertoire that would be appropriate for a performance context, then prepare and **perform** (be assessed on) **one** piece based on technical skills.

### Intermediate Level Assessment Task

*(Middle level or an equivalent to 4 years of study in an ensemble in addition to general music)*

Music difficulty: Grade 2-3 (Medium Easy)

Select a program of varied repertoire from large or small ensemble music or solo literature based on technical skills and performance context, then analyze, prepare and perform (be assessed on) **two pieces** or sections of a piece that presents initial performance challenges.

## Novice Level Standards

(Beginning or an equivalent to 2 years of study in an ensemble in addition to general music)

**MU:Pr4.1.E.5a** Select varied **repertoire** to study based on interest, music reading skills (where appropriate), an understanding of the **structure** of the music, **context**, and the **technical skill** of the individual or **ensemble**.

**MU:Pr4.2.E.5a** Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in **musical works** inform prepared or improvised **performances** in rehearsal.

**MU:Pr4.3.E.5a** Identify **expressive qualities** in a varied **repertoire** of music that can be demonstrated through prepared and improvised **performances**.

**MU:Pr5.3.E.5a** Use self-reflection and peer feedback to **refine** individual and **ensemble performances** of a varied **repertoire** of music.

**MU:Pr6.1.E.5a** Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music.

**MU:Pr6.1.E.5b** Demonstrate an awareness of the **context** of the music through prepared and improvised **performances**.

**Overview of tasks:** Select a program of varied repertoire for a performance context, then prepare and perform one piece based on technical skills.

Music difficulty: Grade 1-2 (Easy-Medium Easy)

<b>Preparation for Assessment</b>	The teacher facilitates discussions about considerations in selecting and programming contrasting music appropriate for technical skills of performer(s) and performance context.
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**1. Select** – The teacher asks students to select three contrasting, but unrehearsed pieces from available music resources (*e.g., full or small ensemble pieces, method or solo books*) that reflects the performer's highest level of performance ability. Students will complete the [Selecting Music Worksheet for Novice](#) ([click here for .doc version](#)). The teacher will score the worksheet using the appropriate [Selecting Music Scoring Device \(novice level\)](#).

<b>Preparation for Assessment</b>	The teacher models appropriate performance technique, expressive skills, and rehearsal strategies while referring to the expectations of the <a href="#">Practice Log for Novice</a> ( <a href="#">click here for .doc version</a> ). The teacher will distribute the <a href="#">Performance Evaluation for Novice</a> and clarify performance expectations.
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**2. Rehearsal: Analyze, Interpret Rehearse, Evaluate, Refine** - The teacher assists students in selecting one piece to rehearse and asks them to individually complete the [Practice Log for Novice](#). Following independent or group practice, the students perform their selection for another student from class (*may occur in or outside of the class period*), with each providing feedback to the other using the [Peer Feedback Form for Novice](#) ([click here for .doc version](#)). Then each student will apply helpful feedback and continue rehearsing until they feel their performance is ready for assessment.

<b>Preparation for Assessment</b>	The teacher will have students either self-record their performance of the piece or the teacher record a performance in-class or individually. Students will listen to the recording and self-evaluate using the <a href="#">Performance Evaluation</a> form. ( <a href="#">Performance Evaluation Option</a> )
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**3. Present** – The teacher collects the recorded student performances, **Practice Log for Novice, Peer Feedback Form**, and the student-evaluated **Performance Evaluation for Novice** form and scores the worksheets and final performance with the appropriate scoring devices.

## Music Selection Scoring Device: NOVICE

Student Name: \_\_\_\_\_

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
<b>Select</b> - Selects work(s) to perform based on interest, knowledge, ability and context.					
<b>1a) Selection of a varied program</b> <i>(Assessing: Title of pieces &amp; Description of setting)</i>	Repertoire selected were not varied and/or performance setting was not defined.	Repertoire were primarily similar and performance setting was not identified.	Repertoire were not clearly varied and performance setting minimally defined.	Repertoire were slightly varied with some evidence of intentional connection of the performance setting.	<b>MU:Pr4.1.E.5a</b> Select varied <b>repertoire</b> to study based on interest, music reading skills (where appropriate), an understanding of the <b>structure</b> of the music, <b>context</b> , and the <b>technical skill</b> of the individual or <b>ensemble</b> .
<b>1b) Reasons for selecting pieces</b> <i>(Assessing: What you find interesting in each piece &amp; Descriptions of skills)</i>	Reasons did not provide consideration of personal interest, technical skills, or expressive skills.	Identify limited challenges that were not related to the technical skills and expressive qualities needed to perform the music.	Identified minimal challenges that were generally related to the technical skills and expressive qualities needed to perform the music.	Identified multiple relevant challenges generally related to the technical skills and expressive qualities needed to perform the music.	

Teacher Feedback

## Rehearsal Scoring Device: NOVICE

Student Name: \_\_\_\_\_

Piece rehearsed: \_\_\_\_\_

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
<p><b>Analyze</b> - Analyze the structure and context of varied musical works and their implications for performance.  <b>Interpret</b> - Develop personal interpretations that consider creators' intent.  <b>Rehearse, Evaluate and Refine</b> - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p>					
<b>2a) Analysis</b>	Vaguely identified, with inaccuracies, some elements of music that are used within the piece, but did not describe how that guides preparation for a performance.	Struggled to identify, compositional devices and structural aspects within the piece and demonstrated limited understanding of why knowing this guides preparation for performance.	Appropriately identified, with inaccuracies, some compositional devices and structural aspects within the piece, or vaguely described how knowing this guides preparation for performance.	Appropriately identified some general compositional devices and structural aspects within the piece, and inferred how knowing this guides preparation for performance without providing specific reference.	<b>MU:Pr4.2.E.5a</b> Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in <b>musical works</b> inform prepared or improvised <b>performances</b> .
<b>2b) Interpretation</b>	Understanding of expressive qualities and understanding of how they are used in the piece of music was not evident.	Exhibited limited understanding of expressive qualities and inaccurate understanding of how they are used in the piece of music.	With some inaccuracies exhibited understanding of expressive qualities in the piece.	Appropriately interpreted a few expressive qualities used in the piece while neglecting others.	<b>MU:Pr4.3.E.5a</b> Identify <b>expressive qualities</b> in a varied <b>repertoire</b> of music that can be demonstrated through prepared and improvised <b>performances</b> .
<b>2c) Rehearsal Plan</b>	Strategies provided did not address previously identified technical challenges and expressive qualities in the pieces.	Provided one or very limited limited strategies to address previously identified technical challenges and expressive qualities without consideration for improvement.	Provided minimal strategies to address previously identified technical challenges and expressive qualities with some inappropriate or incomplete suggestions.	Developed appropriate, but incomplete strategies to address previously identified technical challenges and expressive qualities in the piece.	<b>MU:Pr5.3.E.5a</b> Use self-reflection and peer feedback to <b>refine</b> individual and <b>ensemble performances</b> of a varied <b>repertoire</b> of music.
<b>2d) Evaluate/ Refine</b>	Response did not demonstrate the ability to evaluate their performance.	Challenged to self-evaluate performance and with inappropriate strategies for rehearsal.	Minimally self-evaluated performance and with some inappropriate strategies for rehearsal.	Self-evaluated performance and developed general, but not comprehensive strategies for rehearsal.	

## Performance Evaluation: NOVICE

Student Name: \_\_\_\_\_

Piece performed: \_\_\_\_\_

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
<b>Analyze</b> - Analyze the structure and context of varied musical works and their implications for performance. <b>Interpret</b> - Develop personal interpretations that consider creators' intent. <b>Rehearse, Evaluate and Refine</b> - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.					
<b>Tone Production</b>	Exhibited difficulty producing a recognizable and consistent sound.	Exhibited challenges in tone production throughout (e.g., breathy, lack of register consistency, lacking resonance).	Exhibited challenges in tone production (e.g., breathy, lack of register consistency, lacking resonance).	Exhibited incidental challenges in tone production (e.g., breathy, lack of register consistency, lacking resonance range extremes).	<b>MU:Pr6.1.E.5a</b> Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music.  <b>MU:Pr6.1.E.5b</b> Demonstrate an awareness of the <b>context</b> of the music through prepared and improvised <b>performances</b> .
<b>Rhythm and Pulse Accuracy</b>	Evident lack of rhythmic understanding and pulse as most rhythms are performed incorrectly.	Had difficulty performing rhythms, demonstrating a lack of rhythmic interpretation, steady pulse, or rhythmic feel.	Performed a majority of the rhythms accurately, but demonstrate some minor difficulties in rhythmic interpretation, steady pulse, and other performance challenges the impact rhythmic feel.	Performed nearly all rhythms accurately, with minor exceptions, in a consistent and steady pulse for the majority of the performance.	
<b>Pitch and Intonation Accuracy</b> <i>(score only for pitched instruments and vocal performance)</i>	There was little evidence of control relative to intervallic relationships and pitch intonation.	Significant difficulties maintaining intervallic relationships and pitch intonation.	Some difficulty maintaining appropriate intervallic relationship with noticeable difficulty controlling intonation across the range of pitches.	Maintained pitch and intonation accuracy throughout the performance with periodic exceptions. <i>(e.g., extreme ranges may suffer and performer fails to adjust).</i>	
<b>Expressive Qualities/Stylistic Interpretation</b>	Little to no attention to expressive qualities.	Minimal attention to expressive qualities representative of stylistic/composer intent.	Some but minimal attention to expressive qualities representative of stylistic/composer intent.	Demonstrated appropriate expressive qualities representative of stylistic/composer intent with minimal nuance.	

## Ensemble Model Cornerstone Assessment: Intermediate Level

### Intermediate Level Standards

(Middle level or an equivalent to 4 years of study in an ensemble in addition to general music)

**Overview of tasks:** Select a program of varied repertoire for a performance context, then prepare and perform two contrasting pieces or sections of music that are challenging for from ensemble music, or formal solo or chamber ensemble based on technical skills, and designated performance context.

Music difficulty: Grade 2-3 (Medium Easy-Medium)

**MU:Pr4.1.E.8a** Select a varied **repertoire** to study based on music reading skills (where appropriate), an understanding of **formal design** in the music, **context**, and the **technical skill** of the individual and ensemble.

**MU:Pr4.2.E.8a** Demonstrate, using music reading skills where appropriate, how the **setting** and formal characteristics of **musical works** contribute to understanding the **context** of the music in prepared or improvised performances.

**MU:Pr4.3.E.8a** Demonstrate understanding and application of **expressive qualities** in a varied repertoire of music through prepared and improvised performances.

**MU:Pr5.3.E.8a** Develop strategies to address **technical challenges** in a varied repertoire of music and evaluate their success using feedback from **ensemble** peers and other sources to **refine performances**.

**MU:Pr6.1.E.8a** Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised performances of a varied repertoire of music representing diverse **cultures** and **styles**.

**MU:Pr6.1.E.5b** Demonstrate an understanding of the **context** of the music through prepared and improvised performances.

#### Preparation for Assessment

The teacher facilitated a discussion with the class about various performance settings and selecting music that will be analyzed, interpreted, rehearsed, recorded, and evaluated by students over the coming weeks. Students need to understand basic aspect formal design relative to the music the perform in class, and how to identify technical and expressive challenges.

**1. Select** – The teacher asks students to select a contrasting program (at least three pieces) from available music resources (e.g., method or solo books, ensemble piece introduced in class but not rehearsed) that present technical and expressive challenges. Students complete the [Select worksheet for Intermediate](#) (click here for .doc version) and the teacher scores using the [Select Scoring Device \(intermediate level\)](#).

#### Preparation for Assessment

The teacher models appropriate performance technique, expressive skills, and rehearsal strategies while referring to the expectations of the [Practice Log for Intermediate](#). (click here for .doc version) The teacher distributes the [Performance Evaluation for Intermediate](#) and clarifies performance expectations.

**2. Analyze, Interpret, Rehearse, Evaluate, & Refine** – Students select two pieces for assessment and fill out the [Practice Log for Intermediate](#) and work individually to prepare the pieces for performance. Following independent or group practice, the students perform their selection for another student from class (may occur in or outside of the class period), with each providing feedback to the other using the [Peer Feedback Worksheet for Intermediate](#) (click here for .doc version). Students may also audio record their performance (if possible). Using helpful feedback and listening to the recorded performance, students will continue rehearsing until they feel their performance is ready for assessment.

#### Preparation for Assessment

The teacher will either have students self-record their final prepared performance of the piece or the teacher will record a performance in-class or individually. Students will listen to the recording and self-evaluate using the [Performance Evaluation](#) form.

**3. Present** – The teacher collects the recorded student performances, [Practice Log for Intermediate](#), [Peer Evaluation Worksheet for Intermediate](#), and the student-evaluated [Performance Evaluation for Intermediate](#). The teacher scores the worksheets and final performance with the appropriate scoring devices.

## Music Selection Scoring Device: INTERMEDIATE

Student Name: \_\_\_\_\_

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
<b>Select</b> - Selects work(s) to perform based on interest, knowledge, ability and context.					
<b>1a) Selection of pieces for varied programs</b>	Repertoire were primarily similar and performance setting was not identified.	Repertoire were not clearly varied and performance setting minimally defined.	Repertoire were slightly varied with some evidence of intentional connection of the performance setting.	Repertoire were clearly varied and supported with thoughtful consideration to purpose and connection of the performance setting.	<b>MU:Pr4.1.E.8a</b> Select a varied <b>repertoire</b> to study based on music reading skills (where appropriate), <i>an understanding of <b>formal design</b></i> in the music, <b>context</b> , and the <b>technical skill</b> of the individual and <b>ensemble</b> .
<b>1b) Awareness of Technical Challenges and Expressive Demands</b>	Identify limited challenges that were not related to the technical skills and expressive qualities needed to perform the music.	Identified minimal challenges that were generally related to the technical skills and expressive qualities needed to perform the music.	Identified multiple relevant challenges generally related to the technical skills and expressive qualities needed to perform the music.	Provided detailed descriptions of multiple challenges specifically related to the technical skills and expressive qualities needed to perform the music.	
<b>1c) Improvement Goals</b>	The expressive qualities cited show limited consideration.	Improvement goals cited lacked specificity in relation to their placement in the piece's structure.	Improvement goals were clearly cited with a general connection to the musical structure.	Improvement goals were clearly cited with specific reference to their place in the musical structure.	

Teacher Feedback

## Rehearsal Scoring Device: INTERMEDIATE

Student Name: \_\_\_\_\_

Piece rehearsed: \_\_\_\_\_

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
<b>Analyze</b> - Analyze the structure and context of varied musical works and their implications for performance. <b>Interpret</b> - Develop personal interpretations that consider creators' intent. <b>Rehearse, Evaluate and Refine</b> - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.					
<b>2a) Analysis</b>	Struggled to identify, compositional devices and structural aspects within the piece and demonstrated limited understanding of why knowing this guides preparation for performance.	Appropriately identified, with inaccuracies, some compositional devices and structural aspects within the piece, or vaguely described how knowing this guides preparation for performance.	Appropriately identified some general compositional devices and structural aspects within the piece, and inferred how knowing this guides preparation for performance without providing specific reference.	Comprehensively identified and described specific compositional and structural devices within the piece and how they guided preparation for performance.	<b>MU:Pr4.2.E.8a</b> Demonstrate, using music reading skills where appropriate, how the <b>setting</b> and formal characteristics <b>of musical works</b> contribute to understanding the <b>context</b> of the music in prepared or improvised performances.  <b>MU:Pr4.3.E.8a</b> Demonstrate understanding and application of <b>expressive qualities</b> in a varied repertoire of music through prepared and improvised performances.  <b>MU:Pr5.3.E.8a</b> Develop strategies to address <b>technical challenges</b> in a varied repertoire of music and evaluate their success using feedback from <b>ensemble</b> peers and other sources to refine performances.
<b>2b) Interpretation</b>	Exhibited limited understanding of expressive qualities and inaccurate understanding of how they are used in the piece of music.	With some inaccuracies exhibited understanding of expressive qualities in the piece.	Appropriately interpreted a few expressive qualities used in the piece while neglecting others.	Demonstrated clear understanding of how expressive qualities are interpreted through performance.	
<b>2c) Rehearsal Plan</b>	Provided one or very limited limited strategies to address previously identified technical challenges and expressive qualities without consideration for improvement.	Provided minimal strategies to address previously identified technical challenges and expressive qualities with some inappropriate or incomplete suggestions.	Developed appropriate, but incomplete strategies to address previously identified technical challenges and expressive qualities in the piece.	Developed comprehensive, but general strategies to address previously identified technical challenges and expressive qualities in the piece.	
<b>2d) Evaluate/ Refine</b>	Challenged to self-evaluate performance and with inappropriate strategies for rehearsal.	Minimally self-evaluated performance and with some inappropriate strategies for rehearsal.	Self-evaluated performance and developed general, but not comprehensive strategies for rehearsal.	Appropriately self-evaluated performance and developed reasonable strategies for rehearsal.	

## Performance Evaluation: INTERMEDIATE

Student Name: \_\_\_\_\_

Piece performed: \_\_\_\_\_

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
<p><b>Analyze</b> - Analyze the structure and context of varied musical works and their implications for performance.  <b>Interpret</b> - Develop personal interpretations that consider creators' intent.  <b>Rehearse, Evaluate and Refine</b> - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p>					
<b>Tone Production</b>	Exhibited challenges in tone production throughout (e.g., breathy, lack of register consistency, lacking resonance).	Exhibited challenges in tone production (e.g., breathy, lack of register consistency, lacking resonance).	Exhibited incidental challenges in tone production (e.g., breathy, lack of register consistency, lacking resonance range extremes).	Exhibited clear tone production throughout.	<p><b>MU:Pr6.1.E.8a</b> Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised performances of a varied <b>repertoire</b> of music representing diverse <b>cultures</b> and <b>styles</b>.</p> <p><b>MU:Pr6.1.E.5b</b> Demonstrate an understanding of the <b>context</b> of the music through prepared and improvised performances.</p> <p><b>MU:Pr4.3.E.8a</b> Demonstrate understanding and application of <b>expressive qualities</b> in a varied <b>repertoire</b> of music through prepared and improvised performances.</p>
<b>Rhythm and Pulse Accuracy</b>	Had difficulty performing rhythms, demonstrating a lack of rhythmic interpretation, steady pulse, or rhythmic feel.	Performed a majority of the rhythms accurately, but demonstrate some minor difficulties in rhythmic interpretation, steady pulse, and other performance challenges the impact rhythmic feel.	Performed nearly all rhythms accurately, with minor exceptions, in a consistent and steady pulse for the majority of the performance.	Performed all rhythms accurately with a consistent and steady pulse.	
<b>Pitch and Intonation Accuracy</b> <i>(score only for pitched instruments and vocal performance)</i>	Significant difficulties maintaining intervallic relationships and pitch intonation.	Some difficulty maintaining appropriate intervallic relationship with noticeable difficulty controlling intonation across the range of pitches.	Maintained pitch and intonation accuracy throughout the performance with periodic exceptions. <i>(e.g., extreme ranges may suffer and performer fails to adjust).</i>	Accurate and in tune throughout with adjustments made as needed across the ranges of the piece being performed.	
<b>Expressive Qualities/Stylistic Interpretation</b>	Minimal attention to expressive qualities representative of stylistic/composer intent.	Some but minimal attention to expressive qualities representative of stylistic/composer intent.	Demonstrated appropriate expressive qualities representative of stylistic/composer intent with minimal nuance.	Consistent application of appropriate expressive qualities representative of stylistic/composer intent with attention to nuance and sub-phrasing as a means to connect with the listener.	

**Selecting Music Worksheet for Novice** *(assessed using the Music Selection Scoring Device)*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1a) Describe the setting, performance context, or event for which you choose these pieces *(assessed using the Music Selection Scoring Device)*:

	1a) Title of piece and composer if known	1b) What do you find interesting in each piece that led to your selection?	1b) Describe what part of each piece demonstrates the skills below	
			Technical Skills	Expressive Skills
1.				
2.				
3.				

**Selecting Music Worksheet for Intermediate** *(assessed using the Music Selection Scoring Device)*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1a) Describe the setting, performance context, or event for which you would choose for these pieces:

	1a) Title of piece and composer if known	Select a varied program of three pieces, describing the technical challenges, the expressive qualities and formal design of each piece, citing locations in the music and using musical vocabulary:		
		1b) Technical Challenges Reflecting personal/ensemble abilities	1c) Expressive Qualities	1d) Formal Design Describing significant features in each piece
1.				
2.				
3.				

**Musical Selection/Section Rehearsed:**

Identify a specific section or problematic measures for today's practice. Provide reflection on your practice analysis, interpretation, rehearsal, and self-evaluation for future refinement. Use appropriate music vocabulary in your descriptions. *(assessed with the Rehearsal Scoring Device)*

**2a) ANALYZE**

*What is going on in the music? (e.g., melody, harmony, compositional devices, texture...) What parts of the music are difficult for me to perform? (e.g., rhythm, notes, phrase marks, breathing, dynamics...)? How will you use this guide your practice?*

**2b) INTERPRET**

*What are you trying to communicate through this piece or section? How can you do that (e.g., dynamic contrast, phrasing/text painting, tempo variety, tonal manipulation...)?*

**2c) REHEARSAL PLAN**

*What strategies (goals/process) will you use to address musical problems in order to help you achieve an accurate and expressive performance? (e.g., rhythmic accuracy, diction, meaning of text, defining terms, technical and expressive skills...)*

**2d) EVALUATE AND REFINE**

*Checking results – Did I perform this selection more accurately/expressively than I did when I began? Can I make more improvements? What are my next steps?*

**Peer Assessment Worksheet for Novice** *(not assessed but important for continued improvement)*

Performer's Name: \_\_\_\_\_

Listener's Name: \_\_\_\_\_

*This section to be complete by the listener*

<p><b>What went well?</b> <i>Accuracy and Expression</i></p>	
<p><b>What could improve a future performance?</b></p>	

**What did you learn from the feedback and what do you think could be better?**

*This section to be completed by the performer*

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## Peer Assessment Worksheet for Intermediate *(not assessed but important for continued improvement)*

Performer's Name: \_\_\_\_\_

Peer Evaluator's Name: \_\_\_\_\_

*Offer constructive feedback in each category: What was good? What can be improved?*

<b>Tone Production</b>	
<b>Rhythm and Pulse Accuracy</b>	
<b>Pitch and Intonation Accuracy</b> <i>(if appropriate)</i>	
<b>Expression Qualities/Stylistic Interpretation</b>	

**What did you learn from hearing the recording of your performance and the peer feedback, and what are your improvement goals?**  
*This section to be complete by the performer*

*You will probably have to add specific skill rubrics to the performance assessment for your own scoring to address specific learning in your curricular expectations.*

*(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.