Imagine, Plan, and Make Scoring Device

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| **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.**  **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 personalrhythmic phrases, melodic phrases, and harmonic sequences** |
| **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. |
| **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 trasitional material unifying the work.. |

Evaluate to Refine Rubric

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| **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 *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**. |
| **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

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| **Achievememt 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. |