Music Selection and Analysis Scoring Device

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| **Achievement Category** | Level 1Emerging  | Level 2Approaches Criterion  | **Level 3****Meets Criterion** | Level 4Exceeds Criterion | **Performance** **Standards** |
| **Select** - Selects work(s) to perform based on interest, knowledge, ability and context. |
| **Technical/****Expressive Challenges** | Description may include personal/group skills and inferred potential technical/musical challenges in the works with vague or no reference of how they are related.  | Description includes discussion of personal/group skills and some technical and expressive challenges in the works, but unclear about how they are related.  | Description includes sufficient evidence of how personal/group skills match the technical and expressive challenges in the works.  | Description includes in-depth discussion of how personal/group skills match the technical and expressive challenges in the works.  | **MU:Pr4.1.8a** Apply ***personally-developed* criteria** for selecting *music of* contrasting styles for a **program** with a specific **purpose** and/or **context** and explain **expressive qualities**, **technical challenges**, and reasons for choices. |
| **Analyze** - *Analyze the structure and context of varied musical works and their implications for performance* . |
| **Musical Structure** | Rationale is vague, demonstrating limited understanding how musical elements are used across the works’s structure. | Rationale demonstrates a basic, but not thorough understanding how musical elements are used across the works’s structure. | Rationale demonstrates reasonable understanding of how musical elements are used across the works’s structure. | Rationale is convincing, demonstrating in-depth understanding how musical elements are used across the works’s structure. | **MU:Pr4.2.8a** *(if appropriate)* When analyzing selected music **sight-read** in *treble or bass clef simple rhythmic, melodic, and/or harmonic notation.* **MU:Pr4.2.8b**  *Compare* the **structure** of contrasting works of musicselected for **performance**, explaining how the **elements of music** are used in each.**MU:Pr4.2.8c** Identity how **cultural** and **historical context** influences**performance** and results in different *musical effects*. |
| **Historical/ Cultural Understanding** | Rationale is vague, demonstrating limited understanding of how historical/ cultural/stylistic context influences performance. | Rationale demonstrates some, but not a thorough understanding of how historical/ cultural/stylistic context influences performance. | Rationale demonstrates a general understanding how historical/ cultural/stylistic context influences performance.  | Rationale convincingly demonstrates in-depth understanding of how historical/ cultural/stylistic context influences performance. |

Practice/Rehearsal Scoring Device

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| **Rehearse, & Refine -** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. |
| **Achievement Category** | Level 1Emerging  | Level 2Approaches Criterion  | **Level 3****Meets Criterion** | Level 4Exceeds Criterion | **Performance** **Standards** |
| **Rehearsal Documentation.** | Limited documentation of the practice/refinement process, but does not include musical interpretation, manipulation of expressive qualities, and development of personal/ensemble skills.  | Some documentation of the practice/refiemenet process is included, but allows only inference of musical interpretation, manipulation of expressive qualities, and development of personal/ensemble skills.  | Clearly documents the practice/refinement process, demonstrating appropriate musical interpretation, manipulation of expressive qualities, and development of personal/ensemble skills.  | Detailed documentation of practice/refinement process, demonstrating insightful musical interpretation, manipulation of expressive qualities, and development of personal/ensemble skills.  | **MU:Pr5.1.8a** Identify and apply ***personally-developed* criteria** (such as demonstrating correct interpretation of notation, **technical skill** of performer, originality, emotional impact, ***variety****,* and interest) to rehearse, **refine**, and determine when the music is ready to **perform**. |

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Performance Scoring Device

Teacher

*Use to evaluate the recorded performance.*

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| **Interpret –** Develop personal interpretations that consider creators’ intent.**Present -** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. |
| **Achievement Category** | Level 1Emerging  | Level 2Approaches Criterion  | **Level 3****Meets Criterion** | Level 4Exceeds Criteiron | **Performance** **Standards** |
| **Quality of** **Interpretation** | Performance had limited instances that reflected authentic interpretation of style, genre, culture, and/or historical period.  | Performance had some noticeable instances that reflected authentic interpretation of style, genre, culture, and/or historical period.  | Performance consistently reflected appropriate and/or believable interpretation of style, genre, culture, and/or historical period. | Performance reflected exceptional interpretation of style, genre, culture, and/or historical period. | **MU:Pr4.3.8a *Perform*** *contrasting works of music*, *demonstrating as well as explaining how the* music’s **intent** is conveyed by their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**).**MU:Pr6.1.8a Perform** the music with technical accuracy, stylistic **expression**, and ***culturally authentic practices*** *in music* to convey the **creator’s intent**.  |
| **Technical Accuracy and Expressive Qualities** | Performance exhibited a few instances of technical accuracy and/or expressive qualities.  | Performance exhibited many instances of technical accuracy and contained some obvious expressive qualities. | Performance was mostly accurate in technique and contained clear and appropriate expressive qualities. | Performance exhibited outstanding technical accuracy and contained highly musical expressive qualities.  |

*Use to evaluate the student’s Performance Reflection.*

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| **Evaluate -** Evaluate and refine personal and ensemble performances, individually or in collaboration with others. |
| **Achivement Catetory** | Level 1Emerging  | Level 2Approaches Criterion | **Level 3****Meets Criterion** | Level 4Exceeds Criterion | **Performance** **Standards** |
| **Evaluate** | Demonstrated limited awareness of* understanding of technical skill.

Lacked specific criteria to demonstrate:* awareness of strengths/weaknesses.
* recognition of expressive achievement.
 | Demonstrated appropriate understanding in some but not all areas of: * understanding of technical skill.
* awareness of strengths/weaknesses.
* recognition of expressive achievement.
 | Demonstrated accurate:* understanding of technical skill.

Identified appropriate criteria in all areas of:* awareness of strengths/weaknesses.
* recognition of expressive achievement.
 | Demonstrated accurate:* understanding of technical skill.

Identified appropriate criteria demonstrating insightful attention to:* awareness of strengths/weaknesses.
* recognition of expressive achievement.
 | **MU:Pr5.1.8a** Identify and apply ***personally-developed* criteria** (such as demonstrating correct interpretation of notation, **technical skill** of performer, originality, emotional impact, ***variety****,* and interest) to rehearse, **refine**, and determine when the music is ready to **perform**. |