Imagine Scoring Device

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| **Achievement Category** | Level 1  Emerging | Level 2  Approaches Criterion | **Level 3**  **Meets Criterion** | Level 4  Exceeds Criterion | **Imagine**  **Standards** |
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| **Novice** | Primarily copied the original melodic/ rhythmic motif without clearly using one compositional device. | Slightly altered a melodic/rhythmic motif with one compositional device with questionable connection to the original. | Re-imagined/created a melodic/ rhythmic motif with one compositional device that embellish the characteristics original. | Re-imagined/created a melodic/ rhythmic motif exploring multiple compositional device that clearly enhance the characteristics original. | **MU:Cr1.1.E.5a**  Compose and **improvise** melodic and rhythmic ideas or **motives** that reflect characteristic(s) of music or text(s) studied in rehearsal. |
| **Intermediate** | Slightly altered a melodic/rhythmic phrase with three or fewer compositional devices with questionable consideration of the original. | Slightly altered a melodic/rhythmic phrase with four compositional devices with questionable consideration of the original. | Re-imagined/created a melodic/ rhythmic phrase with four compositional devices with clear consideration of the characteristics from the original. | Re-imagined/created a melodic/ rhythmic phrase with four compositional devices that creatively enhances the characteristics of the original. | **MU:Cr1.1.E.8a**  Compose and **improvise** ideas for ***melodie****s and* ***rhythmic passages*** *based on* characteristic(s) of music or text(s) studied in rehearsal. |
| **Proficient** | Slightly altered two phrases from different historic styles without a clear connection to the historical/stylistic integrity of the original. | Re-imagined/created two phrases from different historic styles, but the connection to the historical/stylistic integrity is questionable. | Re-imagined/created phrases from two historic periods that reflect the stylistic/historical nature of the original clearly explaining the connection in writing. | Re-imagined/created phrases from two historic periods that reflecting a depth of understanding of the stylistic/historical nature of the original insightfully explaining the connection in writing | **MU:Cr1.1.E.Ia**  Compose and **improvise** ideas for **melodies**, **rhythmic passages**, *and* ***arrangements*** for specific **purposes** that reflect characteristic(s) of music *from a variety of* ***historical periods*** studied in rehearsal. |
| **Accomplished** | Created a complete musical theme that was very similar to the original. | Re-imagined/created a complete musical theme, but the connection to the original was questionable. | Re-imagined/created a complete musical theme based while maintaining the cultural integrity of the original. | Re-imagined/created a complete musical theme based that clearly enhances the cultural integrity of the original. | **MU:Cr1.1.E.IIa**  Compose and **improvise** ideas for **arrangements**, ***sections****, and short* ***compositions***for specific **purposes**that reflect characteristic(s) of music *from a variety of* ***cultures***studied in rehearsal. |
| **Advanced** | Imagined a new musical ideas with no discernable connection to the original. | Imagined a new musical ideas, but the connection to the original was questionable. | Imagined a new musical ideas based on and maintaining the integrity of the original. | Imagined a new musical ideas based on and maintaining, but creatively expounded upon the integrity of the original. | **MU:Cr1.1.E.IIIa**  Compose and **improvise musical ideas** *for a variety of* ***purposes*** *and* ***contexts***. |