Plan, Make, and Analyze Scoring Device

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| **Criteria** | Level 1  Emerging | Level 2  Approaches Standards | **Level 3**  **Meets Standards** | Level 4  Exceeds Standards | **Performance**  **Standards** |
| **Plan and Make:** Select and develop musical ideas for defined purposes and contexts.  **Analyze -**  Analyze how the structure and context of varied musical works inform the response. | | | | | |
| **Organization** | Musical ideas were disorganized. | Organization of musical ideas (recorded and notated) were sequenced but lacked coherency. | Organization of musical ideas (recorded and notated) demonstrated a coherent theme song. | Organization of musical ideas (recorded and notated) demonstrated a coherent theme song including variety and expression. | **MU:Cr2.1.C.IIa** Assemble and organize multiple sounds or **musical ideas** to **create** initial expressive statements of selected ***sonic events***, memories, images, *concepts, texts*, or **storylines**.  **MU:Cr2.1.C.IIb** Describe and explain the development of sounds and **musical ideas** in drafts of music within a variety of **simple** or ***moderately complex forms*** *(such as* ***binary****,* ***rondo****, or* ***ternary****).*  **MU:Pr4.2.C.IIa**  **Analyze** how the **elements of music** (including **form**)of selected works relate to **style**, ***function****, and c****ontext***, and explain the implications for rehearsal or **performance**. |
| **Analysis** | Description was inadequate as to how the musical ideas and emphasized elements (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) related to the documentary’s topic. | Adequately identified and described how musical ideas, and fewer than three emphasized elements (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) related to the documentary’s topic. | Adequately identified and described how musical ideas, and at least three emphasized elements (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) related to the documentary’s topic. | Thoroughly Identified and described how musical ideas, and three or more emphasized elements (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) related to the documentary’s topic. |

Teacher Feedback