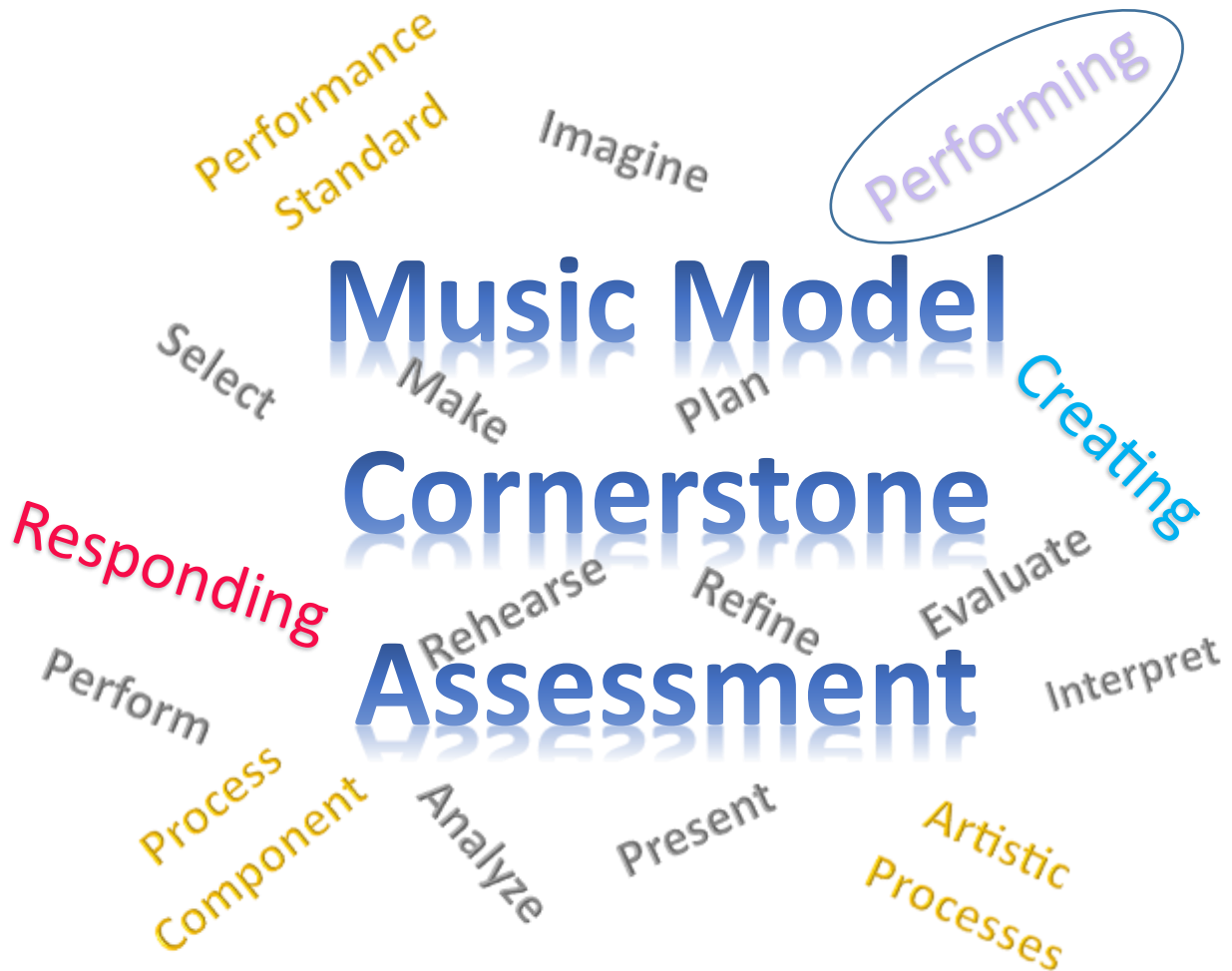




National Association
for Music Education



Artistic Process: Performing
Proficient
Ensembles

Anchor Standards / Enduring Understandings / Essential Questions

Common Anchor #4:	Select varied musical works to present based on interest, knowledge, technical skill, and context.
Enduring Understandings	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.
Essential Question(s)	How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?
Common Anchor #5:	Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
Enduring Understanding	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.
Essential Question(s)	How do musicians improve the quality of their performance?
Common Anchor #6:	Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
Enduring Understanding	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.
Essential Question(s)	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

The proficient level is for students that have successfully achieved *One or more years of high school study* in addition to novice and intermediate proficiencies. The following is a summary of this assessment task and to be used with medium music difficulty level (Grade 3-3½) : Select a program of varied repertoire for a performance including three contrasting (e.g., genres, styles, cultural contexts, historical periods, compositional elements) musical pieces from ensemble music, formal solo or chamber ensemble based on performer interest and appropriate for a selected performance context. Then analyze, prepare and perform **one piece** demonstrating understanding of structural characteristics, proficiency of advanced technical and expressive skills, and comprehension of appropriateness for the performance context. This MCA does not specify a particular notational or non-notational based performance medium and does not assess ability to sight-read. The task can be implemented with chamber ensembles, section rehearsals of larger ensembles, or students preparing solo. 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.

Ensemble Model Cornerstone Assessment: Proficient Level

(One or more years of high school study)



MU:Pr4.1.E.1a Explain the **criteria** used to select a varied **repertoire** to study based on an understanding of **theoretical** and **structural** characteristics of the music, the **technical skill** of the individual or **ensemble**, and the **purpose** or **context** of the **performance**.

MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how **compositional devices** employed and **theoretical** and **structural** aspects of **musical works** impact and inform prepared or improvised **performances**.

MU:Pr4.3.E.1a Demonstrate an understanding of **context** in a varied **repertoire** of music through prepared and improvised **performances**.

MU:Pr5.3.E.1a Develop strategies to address **expressive** 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.1a Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music representing diverse **cultures**, **styles**, and **genres**.

MU:Pr6.1.E.1b Demonstrate an understanding of **expressive intent** by connecting with an audience through prepared and improvised **performances**.

Overview of assessment tasks: Select a program of varied repertoire for a performance including three contrasting (e.g., genres, styles, cultural contexts, historical periods, compositional elements) musical pieces from ensemble music, formal solo or chamber ensemble based on performer interest; then prepare and perform one piece demonstrating understanding of structural characteristics, proficiency of advanced technical and expressive skills, and comprehension of appropriateness for the performance contexts..

Music difficulty: Grade 3-3½ (Medium)

Preparation for Assessment

Discuss considerations for selecting three contrasting pieces (e.g., large group literature, solo, small ensemble, honor auditions) explaining expectations of analysis, interpretation, rehearsal, recording, and evaluation. The music should be new to the students and include opportunities for technical and expressive performance over a designated number of rehearsals.

1. Select –Students independently selects three contrasting pieces that include technically/musically challenging pieces from their ensemble, solo, or chamber literature. Using the [Select worksheet for Proficient \(click here for .doc version\)](#), each student describes specific areas of challenge and identifies improvement goals. The teacher scores the worksheet with feedback using the [Select Scoring Device](#).

Preparation for Assessment

The teacher models proper performance technique, expressive options, and rehearsal strategies while referring to the expectations of this assessments strategy.

2. Analyze, Interpret, Rehearse, Evaluate, & Refine – Student work independently and/or in sectionals to practice one selected piece for performance evaluation and completes the [Analyze, Interpret, Rehearse, Evaluate, & Refine Worksheet for Proficient \(click here for .doc version\)](#). Then students perform their selection for another student from class with each providing feedback to the other using the [Peer Feedback Form for Proficient \(click here for .doc version\)](#). This may occur in or outside of the class period. Students may also audio record their performance (if possible) to be used for self-evaluation. Using feedback and listening to the recorded performance, students complete the feedback form and continue rehearsing.

Preparation for Assessment

When the students feel prepared or by the set due date, they self-record a final performance of the selection and self-evaluate using the [Performance Evaluation](#) form.

3. Present – The teacher collects the independently recorded student performances, **Analyze, Interpret, Rehearse, Evaluate, and Refine Worksheet**, the **Performance Evaluation** and the **Peer Feedback Form**. (It is advisable for the students to perform their selections in class if time permits)

The teacher scores the worksheets and evaluate the performance providing feedback to guide improvement on the performing process.

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Music Selection Scoring Device: PROFICIENT

Student Name: _____

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standard
Select - Selects work(s) to perform based on interest, knowledge, ability and context.					
1a) Selection of pieces for varied programs	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.	Creative and insightful decisions were clear in repertoire selection demonstrating thoughtful consideration of purpose and connection to the performance setting.	MU:Pr4.1.E.1a <i>Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</i>
1b) Awareness of Technical Challenges and Expressive Demands	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.	Demonstrated forethought and advanced insight through descriptions of multiple challenges related to specific technical skills and expressive qualities needed to perform the music.	
1c) Improvement Goals	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.	Improvement goals were clearly cited demonstrating insightfully depth of understanding of the musical structure.	

Rehearsal Scoring Device: PROFICIENT

Student Name: _____

Piece rehearsed: _____

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standard
Analyze - Analyze the structure and context of varied musical works and their implications for performance. Interpret - Develop personal interpretations that consider creators' intent. Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.					
2a) Analysis	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.	Insightfully described how compositional and structural devices within the piece may inform preparation and impact performance.	MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances .
2b) Interpretation	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.	Demonstrated insightful interpretation of style, genre, and context of expressive qualities and the connection to necessary technical skills.	MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances .
2c) Rehearsal Plan	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.	Developed in-depth strategies to address individual and ensemble technical challenges providing insight into expressive qualities of performance.	MU:Pr5.3.E.1a Develop strategies to address <i>expressive</i> challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances .
2d) Evaluate/ Refine	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.	Insightfully self-evaluated performance and developed advanced strategies for rehearsal.	

Performance Evaluation: PROFICIENT

Student Name: _____

Piece performed: _____

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standard
Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.					
Tone Production	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.	Exhibited clear and mature tone production throughout.	MU:Pr6.1.E.1a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres . MU:Pr6.1.E.1b Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances . MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances .
Rhythm and Pulse Accuracy	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.	Performed all rhythms accurately with a consistent and steady pulse with appropriate expressive enhancements.	
Pitch and Intonation Accuracy (score only for pitched instruments and vocal performance)	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. (e.g., extreme ranges may suffer and performer fails to adjust).	Accurate and in tune throughout with adjustments made as needed across the ranges of the piece being performed.	Exhibited expressive manipulation of pitch while maintaining appropriate accuracy and intonation throughout.	
Expressive Qualities/Stylistic Interpretation	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.	Exhibited insightful expressive qualities representative of stylistic/composer and personal intent with attention to nuance and sub-phrasing as a means to connect with the listener.	

Selecting Music Worksheet: Proficient Level

Select three contrasting pieces or sections of music. Complete one worksheet for each piece.

Name: _____

Date: _____

Name of piece: _____

Composer: _____

1a) Describe the type (context) of performance program for which this piece would be appropriate and explain why.

Measure #s	1b) Specific technical challenges and expressive demands in this segment that demonstrate your performance proficiency	1c) Performance improvements goal(s) indicating the specific area in the structure

Select one piece (or segments) from musical selection. Complete this worksheet for each practice session.

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.

2a) ANALYZE

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

2b) INTERPRET

What is to be expressed through this piece or section? How can you make it fit the context of this piece? (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 Proficient

Performer's Name: _____

Peer Evaluator's Name: _____

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

Tone Production	
Performance Skills/Techniques	
Expression/Style	
Rhythm/Tonal Accuracy <i>(intonation if appropriate)</i>	

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

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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.