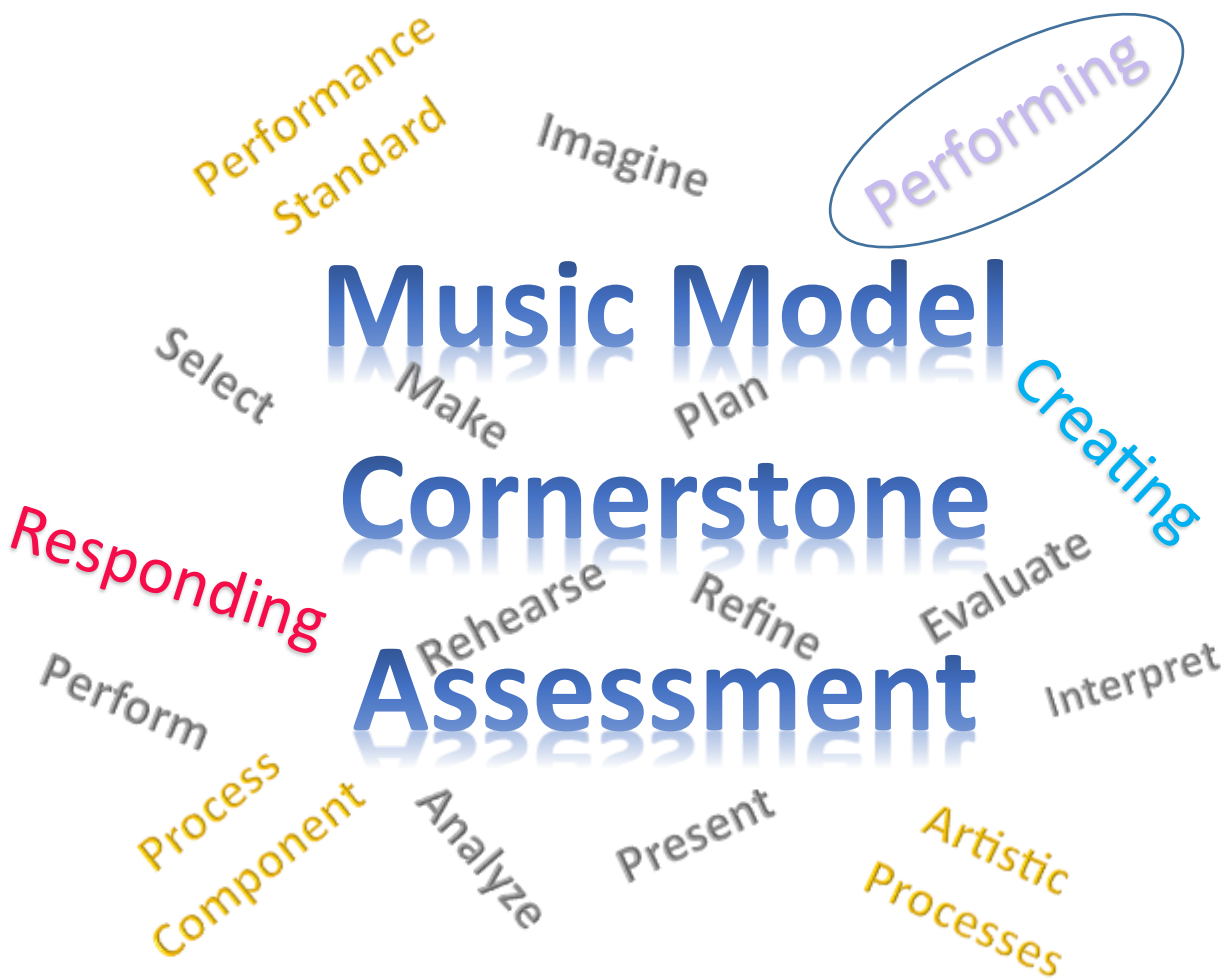




National Association
for Music Education



Artistic Process: Performing
8th Grade General Music



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 creative work?
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.

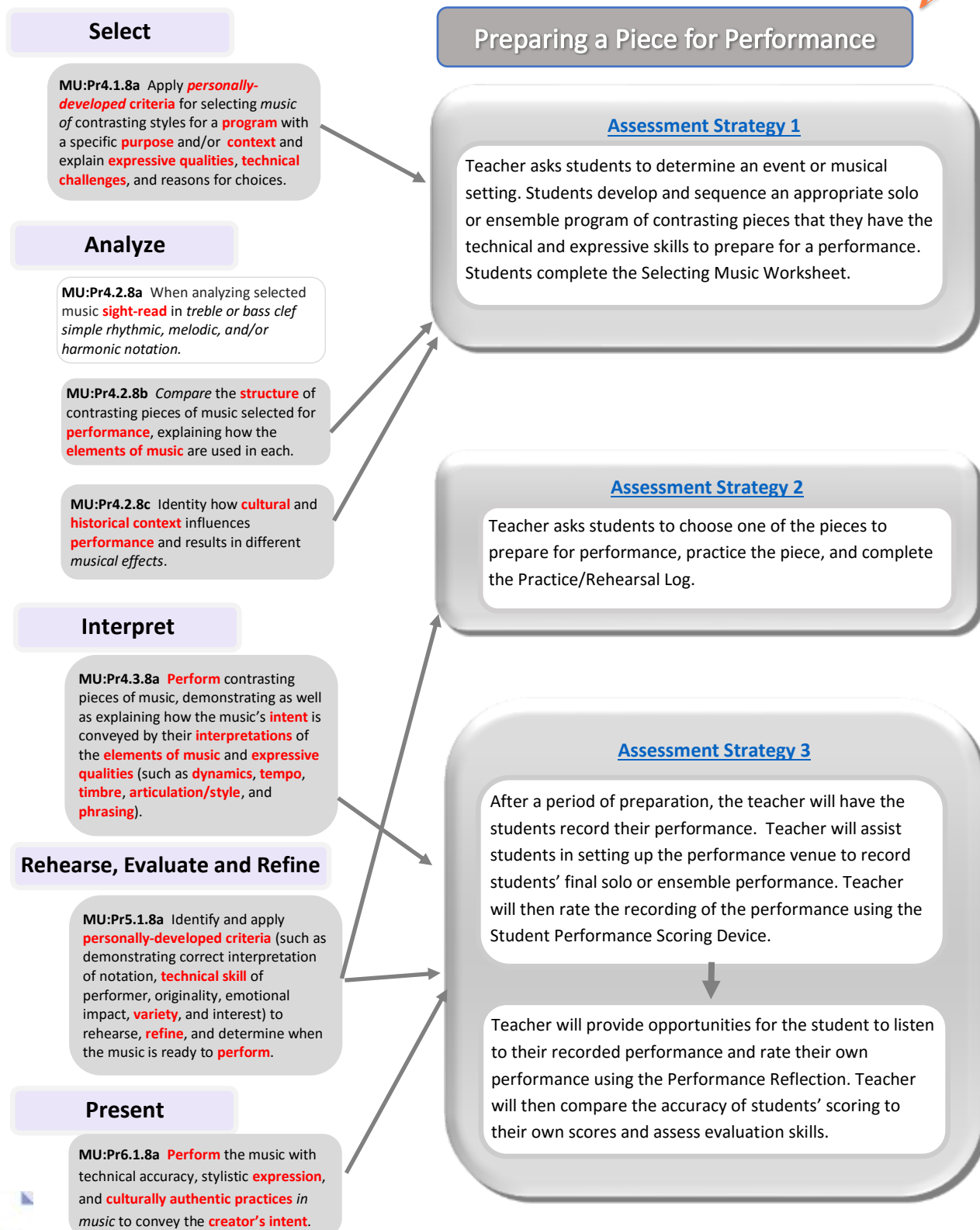
General Description of the Assessment Task

In this MCA, students will demonstrate their ability to select music for an event or a musical setting, explaining why the pieces are appropriate for the setting in regard to elements of music and musical style and historical/cultural relevance. They will select one piece to rehearse for a performance, document their use of appropriate practice/rehearsal strategies, perform their rehearsed piece. This MCA does not specify a particular performance medium and does not assess ability to sight-read. Individual teachers can determine the length of time required to complete the assessment, but Assessment Strategy 1 should 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.



Assessment *view*

Model Cornerstone Assessment, 8th Grade General Music: Performing



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Music Selection and Analysis Scoring Device

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds 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 pieces 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 pieces, but unclear about how they are related.	Description includes sufficient evidence of how personal/group skills match the technical and expressive challenges in the pieces.	Description includes in-depth discussion of how personal/group skills match the technical and expressive challenges in the pieces.	MU:Pr4.1.8a Apply <i>personally-developed criteria</i> 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 pieces's structure.	Rationale demonstrates a basic, but not thorough understanding how musical elements are used across the pieces's structure.	Rationale demonstrates reasonable understanding of how musical elements are used across the pieces's structure.	Rationale is convincing, demonstrating in-depth understanding how musical elements are used across the pieces'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.
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.	MU:Pr4.2.8b Compare the structure of contrasting pieces of music selected for performance , explaining how the elements of music are used in each. MU:Pr4.2.8c Identify how cultural and historical context influences performance and results in different musical effects .

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Practice/Rehearsal Scoring Device

Rehearse, & Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.					
Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds 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/refinement 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 <i>personally-developed criteria</i> (such as demonstrating correct interpretation of notation, <i>technical skill</i> of performer, originality, emotional impact, <i>variety</i> , and interest) to rehearse, <i>refine</i> , and determine when the music is ready to <i>perform</i> .

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Teacher

Performance Scoring Device

Use to evaluate the recorded performance.

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 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds 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 pieces 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.

Evaluate - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.					
Achivement Catetory	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standards
Evaluate	Demonstrated limited awareness of <ul style="list-style-type: none"> understanding of technical skill. Lacked specific criteria to demonstrate: <ul style="list-style-type: none"> awareness of strengths/weaknesses. recognition of expressive achievement. 	Demonstrated appropriate understanding in some but not all areas of: <ul style="list-style-type: none"> understanding of technical skill. awareness of strengths/weaknesses. recognition of expressive achievement. 	Demonstrated accurate: <ul style="list-style-type: none"> understanding of technical skill. Identified appropriate criteria in all areas of: <ul style="list-style-type: none"> awareness of strengths/weaknesses. recognition of expressive achievement. 	Demonstrated accurate: <ul style="list-style-type: none"> understanding of technical skill. Identified appropriate criteria demonstrating insightful attention to: <ul style="list-style-type: none"> 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 .

Circle the quality that matches your performance, and then answer the three questions below.

	Emerging	Approaching Criterion	Meets Criterion	Exceeds Criterion
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.
Technical Accuracy and Expressive Quality	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.

- Describe what you discovered about the style of your music, the elements in your piece, and the expressive qualities that are important in conveying the intent of the piece.
- Explain the strengths of your individual (group's) performance and what you (group members) did to achieve them.
- Explain the extent to which you achieved your musical goals to perform the expressive intent of your piece.

Assessment Strategy 1 (Select & Analyze)

MU:Pr4.1.8a, MU:Pr4.2.8a, MU:Pr4.2.8b, MU:Pr4.2.8c

Prerequisite Skills and Knowledge

- Have basic understanding of strategies for selecting work(s) to perform on a program based on interest, knowledge, own and others' performance abilities, and context.
- Able to analyze characteristics of music from various cultures, styles, genres, and composers.
- Can identify formal structure and the elements of music.
- Understand how expressive qualities (such as dynamics, tempo, articulation, phrasing) and the performer's interpretive decisions convey the music's intent.
- Able to analyze personal performance strengths and weaknesses.
- Able to use strategies for analyzing a piece of music for composer's intent, preparation and performance challenges, and context.

Teacher Preparation

- Have available a variety of solo or small group pieces, accompaniment recordings, or literature from your course to assist students in selecting pieces for a performance program, although students need not be limited to these selections.
- Print sufficient copies of the [Selecting and Analysing Music Worksheet](#) for the students. ([for .doc version Selecting and Analyzing Music Worksheet](#))

Assessment Environment Setup

- Begin the class by explaining to students that they will be:**
- developing either a solo or small group performance music program for an event/musical setting of pieces that are within their performance capability.
- For those who choose to perform in a small group program, the teacher will**
- assist the students, as needed, to form their group for the activity.

Assessment

- When the students are ready,**
- teacher will ask students to complete the [Selecting and Analyzing Music Worksheet](#) by selecting an event/musical setting and three contrasting pieces that they have the ability to perform,
 - ◊ *Solo program students will complete this section on their own.*
 - ◊ *Groups will complete this section of the worksheet together.*
 - *individually* sequencing them into music program for that setting, and
 - *individually* providing a rationale for their choices.
- After the students completed the worksheet,**
- teacher will rate the Selecting and Analyzing Music Worksheet using the [Music Selection and Analyzing Scoring Device](#).

Selecting and Analyzing Music Worksheet

Submit both pages of this completed worksheet with copies of the printed or recorded music.

Describe an event or musical setting for which you are developing a program of three pieces of contrasting style (*appropriate for your individual or group performance*):

	Title of piece & composer(s) Style of the piece	Rationale (Describe why you feel each piece is appropriate for a performance in this setting in regard to ...)
		1) your abilities to perform the varied expressive qualities 2) how technical challenges match your performance proficiencies
1.		
2.		
3.		

After you have selected your three pieces, analyze them and complete the next page of this worksheet.

Preparing for Rehearsal: Analyzing your pieces

Selecting and Analyzing Worksheet P.2

For each piece, identify the: (1) musical elements used across the structure of the piece that will inform your rehearsal choices and (2) cultural/historical/stylistic context that will impact musical performance.

Piece #1: (title) _____

(1) Musical elements used across the structure of the piece

(2) Cultural/Historical/Stylistic context that influences performance

Piece #2: (title) _____

(1) Musical elements used across the structure of the piece

(2) Cultural/Historical/Stylistic context that influences performance

Piece #3: (title) _____

(1) Musical elements used across the structure of the piece

(2) Cultural/Historical/Stylistic context that influences performance



Assessment Strategy 2 (Rehearse and Refine)

MU:Pr4.3.8a and MU:Pr5.1.8a

Prerequisite Skills and Knowledge	
<ul style="list-style-type: none"> Have appropriate techniques specific to the instrument, voice, or technology used in a high-quality performance. Know strategies for developing and refining artistic techniques for performance. Understand the structure and the elements of music. Understand how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey the composer's intent. Able to read notation, as appropriate, for published musical pieces. Able to apply knowledge of historical, cultural, and stylistic performance practices. Able to apply teacher-provided and student-developed criteria and feedback to evaluate the accuracy, expressiveness, and effectiveness of a performance. Have experience explaining how the criteria they use to select music to perform is influenced by their interest, knowledge, own and others' performance abilities, and context. 	
Teacher Preparation	<ul style="list-style-type: none"> Print sufficient copies of the Practice Logs for the solo performers and Rehearsal Logs for small group performers.
Assessment Environment Set Up	<p>Teacher will:</p> <ul style="list-style-type: none"> return graded Selecting and Analyzing Music Worksheets to individual students, have students select one piece to rehearse for a performance (Teacher may assist students in this process), determine length of time needed for individuals and small groups to prepare for their performance, and discuss the relevant and appropriate content of the music, such as style, form, expressive intent of the composers.
Assessment	<p>After the students have selected the piece to rehearse and identified amount of the time needed or allowed to prepare for performance, the teacher will:</p> <ul style="list-style-type: none"> explain to the students how to complete Solo Practice Log or Ensemble Rehearsal Log <ul style="list-style-type: none"> ◇ documenting individual practice and small group rehearsal strategies relating to performance challenges, expressive qualities, and small group skills, and (for .doc version Solo Practice Log) (for .doc version Ensemble Practice Log) <p>After the students rehearsed and prepared for performance, the teacher will</p> <ul style="list-style-type: none"> collect all the logs and rate them using the Practice and Rehearsal Scoring Device.

Solo Practice Log

Name: _____

Title of Piece: _____

Consider the Elements of Music:

- The form of the section being rehearsed/performed.
- The meter and tonality.
- Specific expressive elements important to consider.
- Where the melody resides and how the harmony is constructed.

Imagine what the composer/arranger intended to convey with this piece, determine musical and performance goals:

- What are the qualities you wish to attain in your performance?
- What would like for the audience to experience and/or take away from the final performance?
- What should you do to prepare your music for the performance? Identify potentially difficult passages, and describe why they may be difficult.

Practice Date	Accuracy & Techniques	Interpretation & Expressive Quality	What will I need to work on?

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Ensemble Rehearsal Log

Name: _____

Title of Piece: _____

Consider the Elements of Music:

- The form of the section being rehearsed/performed.
- The meter and tonality.
- Specific expressive elements important to consider.
- Where the melody resides and how the harmony is constructed.

Imagine what the composer/arranger intended to convey with this piece, determine musical and performance goals:

- What are the qualities you wish to attain in your performance?
- What would like for the audience to experience and/or take away from the final performance?
- What should you do to prepare your music for the performance? Identify potentially difficult passages, and describe why they may be difficult.

Rehearsal Date	Accuracy & Techniques	Interpretation & Expressive Quality	Ensemble Skills	What will I need to work on?

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Assessment Strategy 3 (Present/Perform, Interpret, & Evaluate)*MU:Pr4.3.8a, Pr6.1.8a***Pre-Requisite Skills and Knowledge**

- Have appropriate techniques specific to the instrument, voice, or technology used in a high-quality performance.
- Know strategies for developing and refining artistic techniques for performance.
- Able to perform their interpretation of the music with expression and technical accuracy to convey the composer's intent.
- Know performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Teacher Preparation

- Prepare a student roster to enter student performance rating using the Performance Scoring Device.

Assessment Environment Set Up**Teacher will:**

- prepare instruments or technology for accompaniment if necessary.
- assist students in setting up appropriate devices to record their performances for during live performance or a prerecording situations.
- set up opportunities for students to listen to their performance recording and evaluate their own performances such as access to computer to play back devices.

Assessment**The student performance recordings may be**

- ◇ in-class recordings of live performances,
- ◇ pre-recorded live performances, or
- ◇ digitally created sound tracks.

Teacher will:

- record live performances or collect pre-recorded performances.
- use [Performance Scoring Device](#) to rate student performance.

Note: Students' performances can be shared or not shared in class at the teacher's discretion.

After all the recordings have been collected, teacher will

- allot time for students to access and listen to their own recordings and rate and reflect upon their performance using the [Student Performance Reflection](#) and compare the accuracy of students' scoring to their own scores. ([for .doc version Student Performance Reflection](#))

Differentiation Strategies

(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.