**Vocal/General Music Practices**

**And Their Relationship with**

**Common Core Mathematics and Writing Literacy Standards**

Most music teachers will find that the activities that follow are **already part** **of their curricular framework.** The focus here is to show how the music curriculum is already closely aligned with the focus areas that have been identified as Common Core State Standards (CCSS) in writing and mathematics. Teachers will note that the over-arching labels from the mathematics standards are used to organize the musical activities into like categories. Each standard is followed by an abbreviated explanation from the math CCSS in italics and then several musical writing prompts or activities.

Teachers are encouraged to modify these activities with the understanding that more or less detail may be appropriate for elementary, middle, or high school students. Additionally, some activities may support either or both expository and argumentative writing tasks, while some attend to the category at hand with a more activity-based approach.

In the event that the teacher is required to use Appendix D to document alignment of the music curriculum and the CCSS, the applicable music goals are listed below and at the end of each activity.

***Maryland State Standards for Music Education:***

**Goal I:** Perceiving, Performing, and Responding: Aesthetics

**Goal II:** Historical, Cultural, and Social Context

**Goal III:** Creative Expression and Production

**Goal IV:** Aesthetic Criticism

TABLE OF CONTENTS

Introduction/ Rationale . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1

Table of Contents . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2

Common Core State Curriculum Focus Areas . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3

Mathematics Connections . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 4

Writing Connections . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 8

Resources . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 11

Sample Artifacts: General Music

SQUILT: **S**uper **Q**uiet **U**n**I**nterrupted **L**istening **T**ime . . . . . . . . . . . . . . . . . . 13

(from *Music K-8* magazine)

Music Listening Assignment . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 14

Music Research Project Scoring Rubric . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 15

Guitar Writing Assessment . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 16

Sample Artifacts: Choral Music

Suggested Methods of Assessment for the Choral Music Program . . . . . . . . 17

Winter Concert Reflection and Evaluation . . . . . . . . . . . . . . . . . . . . . . . . . . . 18

Choral Score Analysis . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 20

Singing Survey for Departing 8th Grade Singers . . . . . . . . . . . . . . . . . . . . . . .20

Student Singing Survey . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .21

**Common Core State Curriculum Focus Areas**

**WRITING**

**College and career-ready students…**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigations.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**MATHEMATICS**

**College and career-ready students…**

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for express regularity in repeated reasoning.

**Mathematics Connections**

**College and career-ready students…**

**1. Make sense of problems and persevere in solving them:**

*Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution.*

One of the important aspects of playing an instrument or singing is the warm-up process. Describe what you do to warm up, what each element of your warm-up procedure addresses, and how you evaluate your playing skills as you warm up. Does your warm up change from day to day? Why? (Goal I: Perceiving, Performing, and Responding: Aesthetics; Goal IV: Aesthetic Criticism)

Describe the process used for practicing a difficult passage of music. How does this process assist you in your ability to perform this passage? (Goal I)

**2. Reason abstractly and quantitatively:**

*Mathematically proficient students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved.*

Students are given an excerpt of music in which each measure will have a number of missing beats.  Students will fill in the missing beats with a rhythm of their choice or specific rhythmic patterns as directed by the teacher.  How did you decide how many counts you needed to add to each measure?  Can you clap and count the rhythm that you have composed? (Goal I; Goal III: Creative Expression and Production)

How is sound produced? Describe how sound is produced on your instrument/voice. What are the elements of tone production that you can control? What elements are outside of your control? (Goal I)

**3. Construct viable arguments and critique the reasoning of others:**

*Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures.*

Practice the phrasing of a given piece of music in at least two contrasting ways. Which of the two ways do you prefer for this piece? Why is this interpretation better in your opinion? Now listen to the interpretation of one of your colleagues. What differences in interpretation did you hear in their performance? If you were the director of your ensemble, which interpretation would you use? Why? (Goal I; Goal IV)

Listen to a recording of a different ensemble performing one of your pieces. Using musical vocabulary, describe some of the differences between our ensemble’s interpretation and the interpretation on the recording. Which interpretation do you prefer and why? (Goal IV)

Practice a given passage of music with two different dynamics, *forte* and *piano*. Which of these two dynamics makes the passage sound the best to you? Compare the differences that these two dynamics made in the expression of the musical passage. What was it about the dynamic level that you ***did not*** choose that made you select the other? (Goal I; Goal IV)

Practice a given passage of music with two different tempi, *allegro* and *andante*. Which of these two tempi makes the passage sound the best to you? Compare the differences that these two tempi made in the expression of the musical passage. What was it about the tempo that you ***did not*** choose that made you select the other? (Goal I; Goal IV)

**4. Model with music:**

*Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace*.

A natural disaster has occurred in a distant country to which many people in our community have ties. Organize an event to draw attention to the plight of the stricken people, increase the awareness of this disaster in our community, and attempt to raise funds to send as a portion of relief efforts. What would your event look like? How can you use your skills as a musician to attract people to this event? (Goal II)

Your school is celebrating Women’s History Month. Develop a resource highlighting the music of women composers throughout history. Your finished product should describe the difficulty that women composers have historically faced, give internet resources where the music by women composers can be heard, provide additional websites and books that contain photographs of notable women composers and expand the ideas included in your product. (Goal II)

Your school is celebrating African-American History Month. Organize a school assembly that promotes the contributions that African-American composers have made, particularly in the jazz genre. What pieces and/or composers would you want the assembly to include and why? How can you address the efforts that musicians of all races made in the quest for racial equality and desegregation during the jazz era? (Goal II)

Music is something that has been included in celebrations, ceremonies, and other situations unique to specific cultures. Drawing on your own cultural heritage, describe how music is used in different ways or at different times. Compare these events to those of the larger American community around you. Explain the similarities and the differences. (Goal II)

**5. Use appropriate tools strategically:**

*Mathematically proficient students consider the available tools when solving a mathematical problem.*

Listen to a recording of a professional or high-quality university ensemble performing a piece that we are also singing. What are the most striking differences in what you hear? What would you suggest to your fellow students to help them to achieve a superior performance? (Goal IV)

Find an appropriate tone model (professional recording, private teacher, director, peer, etc.) for your voice part. Contrast your own sound with the sound that you hear. Can you make your tone sound like the model you have selected? (Goal I; Goal IV)

Describe how to use a metronome in the process of working on a difficult passage. What part of this process did you find difficult? (Goal I)

Explain how to use a sound source as a means for working on balance and intonation. With what parts of this process do you have trouble? What have you learned about tone, balance, and intonation and the interdependence of each? (Goal I)

Explain how listening to a recording of your ensemble is useful. How is this different from listening while we perform? How would recording yourself be useful while you practice at home? (Goal IV)

Record one of the parts of a duet on any recording device (iPhone, digital recorder, computer, etc). Now play back the recording and sing the other part of the duet at the same time. Explain how you solved the problems of balance and tempo in getting your performance to be accurate. (Goal I; Goal IV)

Demonstrate the correct performance posture for a singer and show the correct corresponding music stand position and height. Identify the factors involved in making your choice. (Goal I)

Use music software to create and/or notate an original work. (Goal III)

**6. Attend to precision:**

*Mathematically proficient students … are careful about specifying units of measure … (and) calculate accurately and efficiently … with a degree of precision appropriate for the problem context.*

Use a metronome to perform a musical example. Show your ability to maintain accurate tempo. (Goal I)

Your teacher will conduct a passage of music. He/she will use conducted gestures to change the tempo and regularity of the passage. Demonstrate your ability to stay entirely with the conducted tempo in each instance. (Goal I)

In a drum circle, one student improvises a 4-beat pattern. The entire circle echoes the pattern, followed by the next individual in the circle performing a new 4-beat pattern and the circle echoing. Each individual must improvise an accurate 4-beat pattern as well as demonstrate accuracy in echoing others’ patterns. (Goal I; Goal III)

**7. Look for and make use of structure:**

*Mathematically proficient students look closely to discern a pattern or structure.*

How does your understanding of the formal structure of this piece help you in working on your performance of it? How can you use form as an aid to memorization of certain passages? (Goal I; Goal II)

Describe the process that you use when you are sight-reading a new piece of music. Why is it important to have a structure in place as you look at something new? (Goal I; Goal II)

Identify the form of a selected piece of music. Using musical terms, compare the different sections of this piece. (Goal I; Goal II; Goal IV)

**8. Look for and express regularity in repeated reasoning:**

*Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.*

Spell a major scale for an instrument that you already know (keyboard, recorder, melody instrument). Describe the patterns of whole and half steps that make the scale major. Now start on any other note and apply what you know about scale building to build a major scale on that note. Play the new scale on your instrument. Describe how you used accidentals to make the pattern of whole and half steps accurate. (Goal I)

What patterns do you see in your music? How can we use patterns to our advantage when practicing? (Goal I)

What passages are repeated in this piece of music? Should we perform them similarly or not? Why? (Goal I; Goal II; Goal IV)

Your teacher will model conducting patterns in different time signatures. Compare each of these patterns as you conduct them with your teacher.  What similarities do you find in each of the patterns? What do these similarities do to help musicians maintain their place in a composition? (Goal I)

You know that when a beam is added to two quarter notes they become eighth notes. When you add another beam to the two eighth notes they become sixteenth notes and an additional beam makes them thirty-second notes. What happens to the note values as you continue to add beams? Make a chart that labels the note values to the 10th degree! (We’ll call eighth notes the first degree, sixteenth notes the second.) Explain why many of these note values of a higher degree are not necessary. (Goal I)

**Writing Connections**

**Vocal/General Music Writing Prompts:**

1. Students listen to a piece of program music and create their own story to accompany the music. (Goal I, Goal II)
2. Students listen to a piece of music and choose an occasion where it could be performed.  Are there other songs you would add as well to present a balanced concert?  What other details do you see at this imaginary event? (Goal I, Goal IV)
3. Magically, you have suddenly developed the gift to compose music without having to learn all about writing and reading music.  What kind of music do you want to write?  What would your first song be titled?  What feelings will it portray?  What type of group will play it?  Do you have a specific group or singer in mind? (Goal II, Goal III)
4. What piece of music would you choose as your own personal "theme song?”  Why? (Goal III)
5. Sometimes composers write music for special people in their lives.  If you could write a song and dedicate it to one person, whom would you choose?  Why?  What will this music sound like? (Goal III)
6. Describe a world without ANY music.  What other sounds might you hear?  Do you feel the world would be a better or worse place to live without music? (Goal II, Goal IV)
7. On the news, it is announced that the USA is banning Rap music.  Rap artists may no longer perform live concerts, all recordings of Rap music will be confiscated or automatically deleted, and it will be against the law to listen to this style of music.  How does this make you feel?  What could you do to change this? (Goal II, Goal IV)
8. Many of us download music from the Internet.  Do you believe this practice should be something you pay for or should it be available to all at no charge?  Why? (Goal II)
9. You discover one of your friends is illegally downloading music from the Internet.  What is your reaction?  Would you say anything to your friend about this situation? If so, what would you say? (Goal II)
10. If you could spend time with any composer (living or dead) that we have been studying, whom would you choose?  What activities would you do together?  What questions would you ask him/her? (Goal II)
11. Pretend you have the power to banish a certain instrument from existence.  What instrument would you choose?  Why did you select this particular instrument? (Goal I, Goal IV)
12. Pretend you have the power to banish a certain instrument from existence.  Who do you choose?  Why did you select this particular artist?  Explain why you feel the world of music would be better off without that person’s music? (Goal II, Goal IV)
13. What singer or group would you label as "America's #1 Music Artist?”  Why?  How would you honor this person? (Goal II, Goal IV)
14. Your favorite teacher is retiring this year.  Select a song that you would like the school band or choir to perform on the last day of school as a "thank you” for this teacher.  Name a specific song or describe the kind of song you would like to have performed. Explain why this particular song would be a touching remembrance for this teacher. (Goal I, Goal IV)
15. If you could travel back in time to any musical time period, which one would you choose?  What do you find the most interesting about the music from that era?  What would your life be like in the time? (Goal II)
16. Decide upon a song that characterizes your best friend.  Explain why is this song appropriate?  (Goal I, Goal IV)
17. What kind of music is your parents’ favorite?  Explain why you like/dislike that style of music. (Goal II, Goal IV)
18. Imagine you have been elected President of the United States and have been asked to select a new National Anthem.  What style of music would best represent our country?  Why did you select that particular style? (Goal II, Goal IV)
19. State your opinion about the practice of “lip syncing” during a live performance.  Is this fair to audience members? Why or why not? (Goal IV)
20. Many stores play music for their customers as they shop.  Why should music in a grocery store be different from the music you hear in a teen store in the mall? (Goal II)
21. Describe appropriate audience behavior for a concert at school. How is this different from audience behavior at a sporting event? (Goal I)
22. Create a short announcement to be read before a concert that reminds people to be considerate of the performers and other audience members. You must include, but are not limited to, reminders about turning off or silencing cell phones and no texting or flash photography during the performance (Goal I, Goal II)
23. In what way(s) is music an important part of your family? (Goal II)
24. Describe your earliest musical memory. (Goal II)
25. How do you use music in your everyday life? (Goal II)
26. What steps do you go through to learn a song? (Goal I)
27. Describe the elements of \_\_\_\_\_\_\_\_\_\_ music. What makes this kind of music enjoyable to make or listen to? (Goal I, Goal II)
28. Listen to one of the pieces that we are performing on our next concert. Create a story that reflects what you think the music portrays. What kinds of characters or events do you hear being depicted in the music? What role does your instrument/voice, instrument group/voice part, or family group play in your story? (Goal I, Goal II)
29. Your teacher will play a piece of music for you. Write a story, a poem, or draw a picture that depicts what you hear in the music. On the back, identify the elements in the music that caused you to make the choices in your story or artwork. Now exchange your story, poem, or artwork with the student next to you. Listen to the piece again as you read or view your neighbor’s work. Can you recognize the elements that your neighbor chose for different events in the music? (Goal I, Goal II, Goal IV)
30. Using whatever resources at your disposal, develop notes to be included in our concert program to help audience members have a better understanding of what we are performing. Include the composers name, his/her dates of birth and death, and other important facts about his/her life or craft. Include ideas of your own that are either descriptive or explanatory about the music. (Goal I, Goal II)
31. We will be performing at the upcoming ensemble Assessment/Adjudication. What do we need to do to make sure that our group 1) looks uniform on the stage, 2) models appropriate stage behavior, and 3) models appropriate audience behavior. (Goal I)
32. Perform a music example of your choice. Create a new title for this piece and state why you chose this title. (Goal I, Goal III)

**ADDITIONAL MUSIC WRITING PROMPTS**

1. What is your favorite instrument and why?
2. If you could learn to play any instrument, which one would you choose and why?
3. Who is your favorite singer? Describe why you enjoy his/her music.
4. Music and emotions go hand in hand. Describe a time when music helped you get through a difficult time in your life.
5. Music can be used to spark excitement and focus on a task. Describe a time when you noticed that music was used in this way.
6. When Mozart was a child he had extraordinary talent and skills. He was a child prodigy. If you could be child prodigy, what skills would you like to have? Why?
7. Sometimes music reminds us of events that have happened in our lives. Describe a time when music reminded you of something funny that had happened to you.
8. Imagine that you are an amazing inventor. You have just created a NEW woodwind instrument. Describe what it looks like, how it is played and be sure to give your new instrument a name. Remember to use the qualities of a *woodwind* instrument in your invention.
9. Imagine that you are an amazing inventor. You have just created a NEW brass instrument. Describe what it looks like, how it is played and be sure to give your new instrument a name. Remember to use the qualities of a *brass* instrument in your invention.
10. Imagine that you are an amazing inventor. You have just created a NEW string instrument. Describe what it looks like, how it is played and be sure to give your new instrument a name. Remember to use the qualities of a *string* instrument in your invention.
11. What kind of musical present would you like to receive? Describe it and explain why you would like to receive it as a gift.
12. Your parents have decided to take you to ANY concert that you would like to see next week. Who would you like to see and why?
13. Your music teacher has decided to take two students to see a new musical on Broadway! Write a letter asking to be one of the students he/she chooses. Be sure to use all the parts of a formal letter as you write a convincing argument.
14. It is unfortunate that students in some schools have little or no music in their schedules. Think about the reasons that it is important to have music in our school. Write a persuasive paragraph about this topic.
15. What great book do you think should be turned into a song? Describe the kind of song it should be. (happy, sad, rap music, country music, fast/slow, etc.)
16. You are an amazing inventor and you have been asked to create a musical instrument that can be used under the water! Introduce your new instrument in a paragraph and then draw a sketch of what your instrument might look like below it.
17. If you could audition for the television show, American Idol, what song would you choose? Describe how you would prepare for the audition. How do you think you will react onstage when it is your opportunity to perform?
18. Oh no! You have the Rock and Roll Flu! You can only speak in song titles! Write a short play (with two or more characters) in which your character only speaks in song titles.
19. Music gives us a voice for our patriotism. What is your favorite patriotic song? Why?

**RESOURCES**

**Wikispaces:**

You can use student Wikispace accounts for students to answer writing prompts. This gives classmates the opportunity to reply to their peers’ responses and give “counterpoints.” The teacher becomes the moderator of these accounts.

To access information about student Wikispace accounts, speak with your school’s media specialist. A tutorial about creating/maintaining a Wikispace may be found at:

<http://patapscochorus.hcpss.wikispaces.net/Staff+Development>

**MENC Publications:**

* An extensive list of related books from MENC is available at <http://www.menc.org/resources/view/categorized-list-of-selected-menc-books>
* Musi-matics: Music and Arts Integrated Math Enrichment Lessons <http://www.menc.org/resources/view/musi-matics-1>
* [Singin', Sweatin', and Storytime](http://www.rowmaneducation.com/catalog/singlebook.shtml?command=search&db=%5EDB/CATALOG.db&eqSKUdatarq=1607092654): Literature-based Movement and Music for the Young Child. May be purchased from Amazon.com.
* Integrating Music and Reading Instruction: Teaching Strategies for Upper-Elementary Grades. May be purchased from Amazon.com.

**Other Print Resources:**

* Music Journal Topics by Peggy Neal Klein Morton, published by McDonald Publishing. ISBN 1-55708-726-1. Cost me 6.95 and has 200 topics.

<http://www.mcdonaldpublishing.com/p-428-music-journal-booklet-4-8.aspx>

* Write to Know: Nonfiction Writing Prompts for Elementary Music Students from the Center for Performance Assessment. May be purchased from Amazon.com.
* Write to Know: Nonfiction Writing Prompts for Secondary Music Students from the Center for Performance Assessment. May be purchased from Amazon.com.
* “Capturing Student Progress via Portfolios in the Music Classroom.” Mills, Melissa M. Music Educator’s Journal, December 2009.

**More ideas:** *"What Do You Think About It?" and "Learning to Talk About Music" are examples taken from the* MENC Forum*, an on-line discussion for music colleagues.* [*http://www.menc.org/forums/*](http://www.menc.org/forums/)

* "What Do You Think About It?" ... I will present the students with a question to answer about a music topic. I will try to keep these more modern and up-to-date to keep students intrigued. For example, the question might have to do with Pirating music or talking about their least favorite artist or perhaps even a musical event that is happening like the Grammys. I will have the question listed up on the board and students will spend no more than 5-10 minutes in the beginning of class answering the question. There will also be a bulletin board somewhere around the school entitled, "What Do You Think About It?" The board will have a spot for the question of the week, for which I will type out the question and post it in big letters. Then I will take some of the most interesting student responses and post them up on the board. If the student wishes to remain anonymous, they must list that in their journal entry so I will know not to list their name if I choose their answer. This gives the students something to take pride in and takes the journaling process a step further. As someone said earlier, administrators will love this!
* "Learning to Talk About Music"... In our schools, we have a list of vocabulary words that students are responsible to know for our music curriculum. My plan is to introduce one word every other week. Students will have to write the definition in their notebook and will then listen to a piece of music. The music might be from ANY genre... classical, rap, Latino, jazz, etc.... I think it’s important to change up the style here frequently. The music must make use of the vocabulary word in some type of way that will allow students to write 2-3 sentences on the piece using the vocabulary word they just learned. Having my middle schoolers learn to articulate their thoughts intelligently about music is a BIG goal of mine this year!! Music is such a big part of our kids culture...lets make music class even more relevant for them and teach them how to articulate their musical thoughts!!

**Sample Artifacts:**

The following are written prompts or assignments previously used with success in the middle school vocal and general music classroom. Electronic copies are available from the Music Office so that the teacher may make modifications based on specific class needs and goals.

**NOTE**: You may use the Intranet (click Intranet icon on CLC desktop; use CLC password; use school Document Repository password available from your Media Specialist) to access additional resources in your HCPSS Curriculum and Assessment binders, including the following:

* Goal II: Culture and Society Assessment (from the Elementary Music Assessment Binder)
* Goal IV: Personal Preferences Assessment (from the Elementary Music Assessment Binder)
* Styles of Music and their Use in Society Assessment (p. 63-64 of the Middle School General Music Assessments Binder)
* Musical Preference Assessment (p. 81-82 of the Middle School General Music Assessments Binder)
* Successful Musical Performance Prompt (p. 91-92 of the Middle School General Music Assessments Binder)

**SQUILT: S**uper **Q**uiet **U**n**I**nterrupted **L**istening **T**ime



A few words that describe the feelings, emotions, or mood of this piece are...

What instruments and/or voice types do you hear?

Is there a steady beat?

Do you hear beats in groups of 2, 3, or 4?

Have you heard this music before? Where?

Do you hear rhythmic patterns that repeat?

Do you hear a variety of volume levels? Loud? Soft? Crescendo? Decrescendo?

If this were music used in a movie, what would be happening in the scene?

In which section of the music store would you find this CD? Classical? Rock? Folk? Blues? Jazz? etc.

Are there several musical things going on at once? Do you hear many parts? (Texture)

If you were going to use this music in a commercial, what product would you be selling?

If you were hearing this music at a concert, how many performers do you think would be on stage? Why?

What particular country or culture comes to mind when you hear this music?

What type of movement and/or emotion does this music suggest?

What story might this music be telling?

Cowboy in the Wild West Terrible storm Circus

A great battle Church Lullaby

Vacation at the beach Scary stories Magical castles

Royalty Weather Bullfight

Does this music remind you of a place, person, song, memory, vacation, concert, dance, etc.?

Explain.

**Music Listening Assignment**



**Directions:**

1. Label your paper with your name, date, class period, and the name of the piece you will be listening to as the title of each paragraph (see below).
2. Listen carefully to the two selections:

Selection #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Selection #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. You will hear each selection once before completing your first paragraph. You will then hear each selection again before completing your second paragraph.

**Requirements for the first paragraph:**

* Use complete sentences.
* Describe both selections with specific details including voices, instruments, melody, harmony, rhythm, mood, lyrics, dynamics, and texture.

**Requirements for the second paragraph:**

* Use complete sentences
* State which piece you prefer and explain your choice using supportive musical details.
* Explain how you would persuade a friend to listen to this piece. What musical characteristics would he/she enjoy?

1. Proofread your paper for spelling, grammar and legibility.

NAME ­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ROUGH DRAFT DUE DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PROJECT DUE DATE ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Music Research Project Scoring Rubric**

**Assignment:** Research and analyze your choice of one style of popular music.

**Grading:** Report and song presentation will be 20% of the quarter grade.

**The Research Project**

**Part 1 – Report**

1. Your report must be typed.\*
2. It must be read and presented in class on the due date.
3. Your report must include, but is not limited to:

* Ten facts about your style 30 points
* Four song titles representative of the style 5 points
* Four performers representative of the style 10 points
* Bibliography – two sources (the Internet may be only one source) 10 points

**TOTAL = 55 points**

**Part 2 – Song Presentation\***

1. The song must be representative of the style researched.
2. The song may be in any electronic or non-electronic format.
3. The following information must be included in the presentation:

* Instruments 5 points
* Vocal style (how many singers) 5 points
* Meaning of the lyrics (no questionable lyrics, no profanity) 10 points
* One additional fact about the song 5 points

**TOTAL = 25 points**

**The Internet may not be used as a primary resource.**

**\* Contact your teacher if assistance is needed for these requirements.**

**Scoring Rubric: Report** – complete and read to the class 55 points

**Presentation** – complete 25 points

**Extra credit** – PowerPoint, copy of song lyrics, any 10 points each

additional facts, sources, photos, etc.

NAME ­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Guitar Writing Assessment**

**Materials:** pencil, paper, guitar book, guitar notes from class

**Directions:**

Complete the following assignment as if you are explaining the information to someone who has never played the guitar. You may use any of the information available to you (class notes or guitar books).

**Procedure:**

1. Select any four of the following topics to discuss:

* Care of the guitar
* Parts of the guitar
* Tuning
* Relative tuning
* Rest position
* Playing position
* Fingering
* Chords
* Rhythm syntax
* Pitch syntax

1. Write a rough draft for each topic.
2. Write at least one paragraph for each topic in a final draft.
3. Proofread all paragraphs.
4. Have a classmate edit your work.
5. Hand in both the rough draft and final copy. These may be on the same paper.

**Scoring rubric:**

1. Each topic clearly explained: four paragraphs – 15 points each 60 points
2. Rough draft handed in 20 points
3. Following directions and completing assignment 20 points

**TOTAL = 100 points**

**Suggested Methods of Assessment for the Choral Music Program**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **TEACHER** | **GROUP** | **INDIVIDUAL** |
| **Musical**  **Considerations** | 1. Individual tests of voice or parts 2. Ongoing critique of rehearsal trials 3. Audio/video recordings of rehearsals and performances 4. Graded activities 5. Use of clinicians for critique 6. Verbal evaluation of rehearsals and performances | 1. Group discussion of rehearsal and performance outcomes 2. Group evaluation worksheet of recorded rehearsals and performances | 1. Voice inventory 2. Personal survey of musical progress 3. Written evaluation of choral program 4. Individual evaluation worksheet of recorded rehearsals and performances 5. On-task behavior chart |
| **Non-Musical**  **Considerations** | 1. Points for attendance 2. Points for on-task behaviors 3. Points for bringing music to rehearsal 4. Audio/video recordings of rehearsals and performances 5. Graded activities 6. Verbal evaluation through IDM of non-musical behaviors 7. Use of clinician for work on stage presence, singing and choreography | 1. Group discussion of performance outcomes 2. Group evaluation worksheet of recorded rehearsals and performances | 1. Written evaluation of choral program 2. Individual evaluation worksheet of recorded rehearsals and performances 3. On-task behavior chart 4. Evaluation of other students’ on-task behaviors |

NAME ­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Winter Concert Reflection and Evaluation**

**Dress Rehearsal**

1. I attended the dress rehearsal (check one) YES \_\_\_\_\_ NO \_\_\_\_\_

If you answered NO, please explain why you did not attend, and then skip to question 3.

1. Call for dress rehearsal was 7:00 pm. I arrived at \_\_\_\_\_\_\_\_\_\_ pm. If you were late, please explain why.
2. I studied my music 15 minutes a night for two weeks prior to the rehearsal. YES\_\_\_ NO\_\_\_

If NO, please note how many minutes you did practice at home, or explain why you did not

practice at all.

1. I would give myself a grade of \_\_\_\_\_ (A, B, C, D, E) for my **performance**  at the dress rehearsal. Justify this grade with an explanation.
2. I would give myself a grade of \_\_\_\_\_ (A, B, C, D, E) for my **effort and behavior**  at the dress rehearsal, including the warm-up. Justify this grade with an explanation.

**The Concert**

1. I attended the concert (check one) YES \_\_\_\_\_ NO \_\_\_\_\_

If you answered NO, please explain why you did not attend, and then skip to question 5.

1. Call for the concert was 6:30 pm. I arrived at \_\_\_\_\_\_\_\_\_\_ pm. If you were late, please

explain why.

1. I wore the entire required concert attire for the concert. YES \_\_\_\_ NO \_\_\_\_

If NO, explain what you wore that did not conform to the requirements and why.

1. I felt prepared for the concert when I got on stage. YES \_\_\_\_ NO \_\_\_\_

Please explain why or why not.

1. I would give myself a grade of \_\_\_\_\_ (A, B, C, D, E) for my **performance**  at the concert.

Justify this grade with an explanation.

1. I would give myself a grade of \_\_\_\_\_ (A, B, C, D, E) for my **effort and behavior**  at the

concert including the warm-up. Justify this grade with an explanation.

1. My favorite piece that my group performed was “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
2. My favorite piece that another group performed was “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
3. The following friends and family members attended my concert: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Some audience members told me this about our performance:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. One thing about my group’s performance that I would like to improve is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. The best part of our performance was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_