

Grades 9–12 Music Performance Skills Performance Assessment

Performance Assessment for Grades 9–12 Music Performance Skills

DRAFT

Grade Level or Course Grades 9–12

Assessment Topic Music Performance Skills (Standard 2)

Assessment Title “Audition Impossible (“I’m Possible”) and Performance Critiques”

Approximate Time Allocated for Assessment 2–4 weeks

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School/District/City/State Palm Springs Unified School District, California

Performance: Perform on Stage

Portfolio: Preparation of Portfolio and Resume

Critiques: Critical Evaluation

“Unwrapped” Matching Priority and Supporting Standards

Number	Grade-Specific Standards
1.6	Standard 1: Artistic Perception
2.1–2.5	Standard 2: Creative Expression
3.1–3.5	Standard 3: Historical and Cultural Context
4.1–4.4	Standard 4: Aesthetic Valuing
5.1–5.3	Standard 5: Connections, Relationships, Applications

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“Unwrapped” Concepts and Skills Graphic Organizer

Priority Standards (listed by number): K.1.2, K.1.9, K.5.2

Concepts: Need to KNOW about Music Performance

1. Varied repertoire of music representing various genres, styles, and cultures
2. Vocal and/or instrumental technique
 - Tone
 - Rhythm
 - Key signature
 - Articulation
 - Technical accuracy
3. Rehearsal technique and expectations

Skills: Be ABLE to DO

Note: Number in parentheses indicates approximate level of Bloom’s Taxonomy of thinking skills.

- (3–6) **Perform** an instrumental or vocal selection by oneself and with an ensemble
- (6) **Apply** rehearsal technique and expectations

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Big Ideas from “Unwrapped” Standards

1. Music performance can be attained through understanding of instrumental and vocal study.
 2. Music performance incorporates a variety of literature from various genres, styles, and cultures. These elements are used interchangeably in order to perform well.
 3. Music performance is attained through implementation of instrumental or vocal technique.
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Essential Questions Matched to Big Ideas

1. *How do you apply instrumental or vocal study to musical performance?*
(Music performance can be attained through understanding of instrumental and vocal study.)
 2. *How do you perform using literature from various genres, styles, and cultures?*
(Music performance incorporates a variety of literature from various genres, styles, and cultures. These elements are used interchangeably in order to perform well.)
 3. *How do you perform?*
(Music performance is attained through implementation of instrumental or vocal technique.)
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TASK 1: Music Selection and Rehearsal

Standards-Based Performance Task—SQUARE

S Which standard(s) (priority/supporting) will this task address?

- Standard 1 Artistic Perception (1.6)
- Standard 2 Creative Expression (2.1–2.5)
- Standard 3 Historical and Cultural Context (3.1–3.5)
- Standard 4 Aesthetic Valuing (4.1–4.4)
- Standard 5 Connections, Relationships, Applications (5.1–5.3)

Q What Essential Question(s) and corresponding Big Idea(s) will this task target?

1. *How do you apply instrumental or vocal study to musical performance?*
(Music performance can be attained through understanding of instrumental and vocal study.)
2. *How do you perform using literature from various genres, styles, and cultures?*
(Music performance incorporates a variety of literature from various genres, styles, and cultures. These elements are used interchangeably in order to perform well.)
3. *How do you perform?*
(Music performance is attained through implementation of instrumental or vocal technique.)

U Which “unwrapped” specific concepts and skills will this task target?

- Varied repertoire of music representing various genres, styles, and cultures
 - Vocal and/or instrumental technique
 - Tone
 - Rhythm
 - Key signature
 - Articulation
 - Technical accuracy
-

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TASK 1: Music Selection and Rehearsal

Standards-Based Performance Task—SQUARE (Continued)

U Which “unwrapped” specific concepts and skills will this task target? (continued)

- Rehearsal technique and expectations
- Ability to perform an instrumental or vocal selection by oneself and with an ensemble
- Ability to apply rehearsal technique and expectations

A How will the students apply the concepts and skills? What will they do and/or produce?

- Students will produce audition-quality performances and a portfolio.

R What resources, instruction, and information will students need in order to complete the task?

- Literature to perform

E What evidence of learning will I look for to show that I know all of my students have conceptually learned the concepts and skills—the standard(s)?

1. Students meet “Proficient” level or higher on Task 1 rubric.
2. Students respond to Essential Question(s) with Big Idea(s) in written or oral format.
3. Other evidence:

Full Description

1. You will select three pieces of varied genres, styles, and/or cultures to perform.
2. Your three selections should be approved by the teacher.
3. You should rehearse using RABID.

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TASK 2: Portfolio Preparation

Standards-Based Performance Task—SQUARE

S Which standard(s) (priority/supporting) will this task address?

- Standard 5 Connections, Relationships, Applications (5.1–5.3)

Q What Essential Question(s) and corresponding **Big Idea(s)** will this task target?

1. *How do you apply instrumental or vocal study to musical performance?*
(Music performance can be attained through understanding of instrumental and vocal study.)
2. *How do you perform using literature from various genres, styles, and cultures?*
(Music performance incorporates a variety of literature from various genres, styles, and cultures. These elements are used interchangeably in order to perform well.)

U Which “unwrapped” specific concepts and skills will this task target?

- Varied repertoire of music representing various genres, styles, and cultures

A How will the students apply the concepts and skills? What will they do and/or produce?

- Students will produce audition-quality performances and a portfolio.

R What resources, instruction, and information will students need in order to complete the task?

- Format for portfolio and resume construction
- Rehearsal and audition bundle instruction device (RABID) (This is a log of time and musical elements rehearsed both during class time and as self-preparation.)
- Literature to perform

E What evidence of learning will I look for to show that I know all of my students have conceptually learned the concepts and skills—the standard(s)?

1. Students meet “Proficient” level or higher on Task 2 rubric.
2. Students respond to Essential Question(s) with Big Idea(s) in written or oral format.
3. Other evidence:

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TASK 2: Portfolio Preparation

Full Description

1. Prepare resume following provided format, including repertoire list.
2. Secure appropriate head shot with biographical information on reverse.

Scoring Guide

Exemplary

- All “Proficient” criteria met *PLUS*:
- Has an attractive and eye-catching resume and portfolio

Proficient

- Follows format for resume and portfolio that conforms to exemplar
- Follows writing conventions; has no spelling or grammatical errors
- Has a complete resume
- Has an organized portfolio
- Has a photographically clear head shot
- Follows given format for autobiography
- Has a resume and portfolio that are clean and neat

Progressing

- Meets five to six of the “Proficient” criteria

Beginning

- Meets fewer than five of the “Proficient” criteria
- Needs help with Task 2

Peer evaluation (Optional) _____

Self-evaluation _____

Teacher’s evaluation _____

Comments regarding student’s performance:

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TASK 3: Performance

Standards-Based Performance Task—SQUARE

S Which standard(s) (priority/supporting) will this task address?

- Standard 1 Artistic Perception (1.6)
- Standard 2 Creative Expression (2.1–2.5)
- Standard 3 Historical and Cultural Context (3.1–3.5)
- Standard 4 Aesthetic Valuing (4.1–4.4)
- Standard 5 Connections, Relationships, Applications (5.1–5.3)

Q What Essential Question(s) and corresponding **Big Idea(s)** will this task target?

1. *How do you apply instrumental or vocal study to musical performance?*
(Music performance can be attained through understanding of instrumental and vocal study.)
2. *How do you perform using literature from various genres, styles, and cultures?*
(Music performance incorporates a variety of literature from various genres, styles, and cultures. These elements are used interchangeably in order to perform well.)
3. *How do you perform?*
(Music performance is attained through implementation of instrumental or vocal technique.)

U Which “unwrapped” specific concepts and skills will this task target?

- Varied repertoire of music representing various genres, styles, and cultures
- Vocal and/or instrumental technique
 - Tone
 - Rhythm
 - Key signature
 - Articulation
 - Technical accuracy

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TASK 3: Performance

Standards-Based Performance Task—SQUARE *(Continued)*

U Which “unwrapped” specific concepts and skills will this task target? *(continued)*

- Rehearsal technique and expectations
- Performance of an instrumental or vocal selection by oneself and with an ensemble
- Application of rehearsal technique and expectations

A How will the students apply the concepts and skills? What will they do and/or produce?

- Students will produce audition-quality performances.

R What resources, instruction, and information will students need in order to complete the task?

- Literature to perform

E What evidence of learning will I look for to show that I know all of my students have conceptually learned the concepts and skills—the standard(s)?

1. Students meet “Proficient” level or higher on Task 3 rubric.
2. Students respond to Essential Question(s) with Big Idea(s) in written or oral format.
3. Other evidence:

Full Description

You will assume the role of someone who is auditioning to be a member of a national touring music ensemble.

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TASK 3: Performance

Scoring Guide

Exemplary

- All “Proficient” criteria met *PLUS*:
- Exceptional level of articulation/diction.
- Dynamic use is readily identifiable and applicable to the selection.
- Exceptional level of rhythmic accuracy.
- Tone quality is exceptional.
- Performer’s personal appearance is creatively beyond the usual audition expectation.

Proficient

- Consistently exhibits good articulation/diction.
- Dynamic use is employed as indicated by the composer.
- Pitches/notes are consistently accurate.
- Consistently exhibits rhythmic accuracy.
- Tone quality is appropriate for the musical style.
- Personal appearance is neat and appropriate for the audition.

Progressing

- Meets four to five of the “Proficient” criteria

Beginning

- Meets fewer than four of the “Proficient” criteria

Peer evaluation (Optional) _____

Self-evaluation _____

Teacher’s evaluation _____

Comments regarding student’s performance:

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TASK 4: Critique

Standards-Based Performance Task—SQUARE

S Which standard(s) (priority/supporting) will this task address?

- Standard 1 Artistic Perception (1.6)
- Standard 2 Creative Expression (2.1–2.5)
- Standard 3 Historical and Cultural Context (3.1–3.5)
- Standard 4 Aesthetic Valuing (4.1–4.4)
- Standard 5 Connections, Relationships, Applications (5.1–5.3)

Q What Essential Question(s) and corresponding Big Idea(s) will this task target?

1. *How do you apply instrumental or vocal study to musical performance?*
(Music performance can be attained through understanding of instrumental and vocal study.)
2. *How do you perform using literature from various genres, styles, and cultures?*
(Music performance incorporates a variety of literature from various genres, styles, and cultures. These elements are used interchangeably in order to perform well.)
3. *How do you perform?*
(Music performance is attained through implementation of instrumental or vocal technique.)

U Which “unwrapped” specific concepts and skills will this task target?

- Varied repertoire of music representing various genres, styles, and cultures
- Vocal and/or instrumental technique
 - Tone
 - Rhythm
 - Key signature
 - Articulation
 - Technical accuracy
- Rehearsal technique and expectations
- Application of rehearsal technique and expectations

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TASK 4: Critique

Standards-Based Performance Task—SQUARE

A How will the students apply the concepts and skills? What will they do and/or produce?

- Students will produce a critique of peer performances.

R What resources, instruction, and information will students need in order to complete the task?

- Video camera and tape
- Digital camera and computer for head shots, word processing of portfolios, resume, research for music, etc.
- Performance rubric for peer critiquing
- Summary audition table

E What evidence of learning will I look for to show that I know all of my students have conceptually learned the concepts and skills—the standard(s)?

1. Students meet “Proficient” level or higher on Task 4 rubric.
2. Students respond to Essential Question(s) with Big Idea(s) in written or oral format.
3. Other evidence:

Full Description

You will produce a critique of peer performances.

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TASK 4: Critique

Scoring Guide

Exemplary

- All “Proficient” criteria met *PLUS*:
- Constructive criticism using music vocabulary is concise.
- Critique forms and summary audition tables are neat.

Peer evaluation (Optional) _____

Self-evaluation _____

Teacher’s evaluation _____

Comments regarding student’s performance:

Proficient

- Critiques accurately reflect performances.
- Critiques are understandable by the performers and teacher.
- Constructive criticism is provided.
- Critiques are complete.
- Summary audition tables are totaled and complete.

Progressing

- Meets three to four of the “Proficient” criteria

Beginning

- Meets fewer than three of the “Proficient” criteria

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Interdisciplinary Standards

English/Language Arts

- WA 1.1** Identify and use the literal and figurative meanings of words and understand word derivations
- LR&A 3.11** Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mode, and theme, using the terminology of literary criticism
- LR&A 3.12** Analyze the way in which a work of literature is related to the themes and issues of its historical period
- WS 1.1** Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject, and maintain a consistent tone and focus throughout the piece of writing
- WS 1.2** Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice
- WS 1.4** Develop the main ideas within the body of the composition through supporting evidence
- WS 1.9** Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context
- W&OELC 1.3** Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax
- L&SS 1.0** Students formulate adroit judgments about oral communication; they deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning; they use gestures, tone, and vocabulary tailored to the audience and purpose
- 10.3.2** Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change
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Engaging Scenario

- S Situation:** Imagine that you are auditioning for a national touring ensemble. It pays VERY WELL! Musicians are applying from throughout the world for these highly touted positions and only a few positions are open.
- C Challenge:** Your mission, should you decide to accept it, is to prepare an audition portfolio of your musical accomplishments and prepare an audition piece for the producers and the directors of the national show. Your ability to perform will be based upon your performance of three selections of various genres, styles, and/or cultures that best demonstrate your talents. The three selections combined should not exceed ten minutes in length. Should you decide not to accept this mission, your grade will self-destruct.
- R Role(s) of student:** Students as the auditioning candidates will:
- Prepare a portfolio of their musical background, including a resume (see format), repertoire list, and a head shot
 - Select appropriate music
 - Rehearse the selections
 - Introduce each selection with an interesting anecdote
 - Perform each selection
- A Audience:** Students as the “producers” and “directors” will evaluate the performers during the “auditions.” They will use the performance rubric as the audition tool. Scores will be collected and compiled to produce the winner(s).
- P Product/Performance:**
- Individual musical performance
 - Critiquing of peer performance

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Engaging Scenario's Full Description

Imagine that you are auditioning for a national touring ensemble. It pays VERY WELL! Musicians are applying from throughout the world for these highly touted positions and only a few positions are open.

Your mission, should you decide to accept it, is to prepare an audition portfolio of your musical accomplishments and prepare an audition piece for the producers and the directors of the national show.

Your ability to perform will be based upon your performance of three selections of various genres, styles, and/or cultures that best demonstrate your talents. The three selections combined should not exceed ten minutes in length, and performances will be videotaped.

Should you decide not to accept this mission, your grade will self-destruct.