

**Atlanta Public Schools**

**Office of Fine and Performing Arts**

**Grade 5 Beginning Orchestra Assessment**

**Composition Assessment Student Package**

**Music Composition with Written Commentary:**

Carole Kane, Lead Orchestra Teacher

Lynn Farnham and Carol Barach, Orchestra Teachers

Mr. Raymond Veon, Interim Director, Fine and Performing Arts

Project Director, ArtsAPS Grant Project

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ HR Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_

Orchestra Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are **four parts** to this assessment. Your teacher will guide you through each section. There is a rubric for each section so you can know how you will be graded. Each part will be completed over a period of time during your second semester, so pay attention in class and enjoy building your musical skills!

**Part I: Skills and Technique/Performance**

You will be asked to perform the **Atlanta Public Schools D-Major Warm-up** on your instrument. Your teacher will videotape your performance in groups of no more than 10-12 students. Your teacher will later assess your accuracy and playing technique using the rubric for **Part I**.

**Part II: Analysis - “Rocky Mountain”** (Provided instrument appropriate copies of “Rocky Mountain” to the class.)

You will be provided a copy of the musical example, “Rocky Mountain.”

1. Please write your name on your copy of Rocky Mountain
2. Circle all of the D major arpeggios in this piece of music, “Rocky Mountain.”
3. That’s all!

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ HR Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_

Orchestra Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part III – Composition**

***Imagine your school is holding a composition contest and the winning orchestra student will have their composition performed at an Atlanta Braves game by a member of the Atlanta Symphony! Here are the rules:***

***Your composition should be 8 measures long in the key of D Major and written in your clef.***

***Your composition should be written in 4/4 time and have four beats in each measure.***

***Your composition must begin and end on “D.”***

***You must include at least one arpeggio which can be ascending or descending.***

***The last four measures should “answer” the first four measures.***

***Make sure your composition has a title which reflects your inspiration.***

***You will have a checklist to make sure you have included all the required musical elements.***

***You may use your method book as a reference source.***

***Have fun and good luck!***

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ HR Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_

Orchestra Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Composition Checklist:**

**\_\_\_\_\_ Compose an 8 measure tune.**

**\_\_\_\_\_ Your 8 measure tune will be in 4/4 time.**

**\_\_\_\_\_ Your rhythms will be composed using rhythm values of half, quarter, eighth, or dotted quarter notes and/or rests.**

**\_\_\_\_\_ Your music should be written in the key of D major.**

**\_\_\_\_\_ Your composition must start on “D” and end on “D”. Use the notes of the D major scale.**

**\_\_\_\_\_ Your composition must include at least one D major arpeggio.**

**\_\_\_\_\_ Your first 4 measures should end with a question and the final measure should sound like an answer.**

**\_\_\_\_\_ Tempo, dynamic, and bowings are recommended.**

**\_\_\_\_\_ You may experiment with tone color through the use of special effects and found sounds, but this is not required.**

**\_\_\_\_\_ You may use your method book as a resource to look up correct ways of notating your music.**

**\_\_\_\_\_ Finally, you should be able to perform your work for the class!**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ HR Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_

Orchestra Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Part IV: Reflection**

**What is the meaning of your song’s title and your inspiration for the music? Please explain why you chose the rhythms, melodies, tempo, and dynamics you used in your music. Your paragraph should have at least 5 complete sentences**.

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**Rubrics for Parts I, II, III, and IV of the Composition Project:**

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| First Name |  |
| Last Name |  |
| School |  |
| Orchestra Teacher |  |
| HR Teacher |  |
| Subject | Elementary Beginning Orchestra - Grade 5 |

**COMPOSITE (OVERALL) PERFORMANCE ASSESSMENTSCORE: 68 Possible Points MUST COMPLETE**

**Level 1 (1-17 Points)** ❐ **Level 2 (18-34 Points)** ❐ **Level 3 (35-51 Points)** ❐ **Level 4 (51-68 Points)** ❐

**Skills and Technique/Performance Score: Level 1** ❐ **Level 2** ❐ **Level 3** ❐ **Level 4** ❐

**Creation Score: Level 1** ❐ **Level 2** ❐ **Level 3** ❐ **Level 4** ❐

**Critical Analysis/Investigate Score: Level 1** ❐ **Level 2** ❐ **Level 3** ❐ **Level 4** ❐

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| **Part I - Domain: A. Skills & Techniques/Performance – 28 possible points** | | | | | |
| Based on Performance of Composition Project  **DOMAIN SCORE: Level 1 (0-7 pts) Level 2 (8-14 pts) Level 3 (15-21 pts) Level 4 (22-28 pts)** | | | | | |
| **Expectations** | **Level 1=0 or 1 pt** | **Level 2=2 pts** | **Level 3=3 pts** | **Level 4=4pts** | **Enter points earned** |
| Correctly performs rhythmic patterns | Does not perform most of the rhythmic patterns correctly and no sense of 2/4 meter. | Several rhythmic errors detract from the feeling of 2/4 meter | Minor rhythmic errors, and maintains feeling of 2/4 meter | All notes played rhythmically correct with a feeling of 2/4 meter |  |
| **Part I - Domain: A. Skills & Techniques/Performance continued** | | | | | |
| Correctly performs melodic patterns | Does not play the D major warm-up as written. | Plays the D major warm-up with many mistakes. | Plays most of the D major warm-up in correctly | Plays the entire D major warm-up correctly |  |
| Demonstrates correct instrument posture | Demonstrates inability to maintain correct posture which limits the student’s performance technique. | Demonstrates correct posture, but instrument may be drooping (vln/va) or turned incorrectly (v/va/c/b) | Demonstrate correct playing posture standing or sitting with feet apart | Demonstrate correct playing posture standing or sitting with feet apart and instrument balanced appropriately |  |
| Demonstrates correct bow hold | Bow hand shape is not correct and bow hold is very tense or very loose | Hold bow with over or under pronation and thumb may not be placed correctly | Demonstrates correct bow hold, but tense fingers and wrist | Demonstrates correct bow hold with relaxed hand and wrist while performing |  |
| Demonstrates correct left hand shape/position | Student is supporting the instrument with his/her hand and is not correctly supported by the body; fingers are not curved over the fingerboard and fingers may be lifted too high off the string | Left hand is not appropriately curved; fingers may be lifted too high off the string; wrist may be bent | Left hand curved over the string, but wrist may be a little bent or tension may be apparent | Left hand is curved correctly over the strings with wrist aligned so there is a straight line from the base knuckles to the elbow |  |
| Demonstrates appropriate tone quality | Tone is not clear or is muffled o too heavy | Tone is mostly clear | Tone quality is mostly clear | Tone is clear and appropriate |  |
| Demonstrates correct rhythms and bowings. | Bowings are not correct and the warm-up is not performed in unison | Some rhythms and bowings are not correct. | Most rhythms and bowings are performed correctly | All rhythms and bowings are performed correctly and in unison with the group |  |
| **Skills and Techniques/Performance Total (28 possible pts)** | | | | |  |

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| **Part II - DOMAIN: C. Critical Analysis/Investigate 8 Possible Points** | | | | | |
| Based on Composition Project, Analysis of musical example (Rocky Mountain), and reflection.  **DOMAIN SCORE: Level 1 (0-2 pts) Level 2 (3-4 pts) Level 3 (5-6 pts) Level 4 (7-8 pts)** | | | | | |
| Expectations | Level 1=0 or 1 pt | Level 2=2 pts | Level 3=3 pts | Level 4=4pts | Enter Points Earned |
| Circle all arpeggios in “Rocky Mountain.” | Does not refer to composition or does not write an essay | Student gives explanation of his/her inspiration , but does not reflect on musical choices | Student gives clear explanation of his/her inspiration and reflects upon at least one specific musical choice | Student gives clear explanation of his/her inspiration and also reflects upon more than one specific musical choice , with reasons for the choices |  |
| Write reflective essay on student’s own composition | | | | |  |

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| **Part III - DOMAIN: B. Creation 12 Possible Points** | | | | | |
| Based on Composition Project, Analysis of musical example (Rocky Mountain), and reflection.  **DOMAIN SCORE: Level 1 (0-3 pts) Level 2 (4-6 pts) Level 3 (7-9 pts) Level 4 (10-12 pts)** | | | | | |
| **Expectations** | **Level 1=0 or 1 pt** | **Level 2= 2 pts** | **Level 3=3 pts** | **Level 4=4pts** | **Enter Points Earned** |
| Compose melody using music notation and musical choices about tempo, dynamics, rhythm, & pitch. | Incomplete or incoherent work; does not employ notation correctly | Correct Notation Used 25% of the time; Arpeggio may be partially present | Correct Notation Used 50-74% of the time; Arpeggio is present | Correct Notation Used 75-100% of the time |  |
| Conveys theme of D M scale and arpeggio | Theme of scale and arpeggio not present | Arpeggio may be partially present | Arpeggio is present | Arpeggio is musically woven into the melody. |  |
| Tonality – D Major | Incorrect key signature or no key signature used; No sense of tonality | Correct number of sharps are in the key signature, but they may not be correctly placed | Correct key signature; Begins and ends on D; Feels like D Major,  But question and answer is not clear | Correct Key signature; begins and ends on D; Feels like D Major; Phrasing has a question and answer |  |
| **Creation Points Total (12 possible pts)** | | | | |  |

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| **Part IV - DOMAIN: D. Cultural & Historical Context 4 Possible Points** | | | | | |
| Based on Composition Project, Analysis of musical example (Rocky Mountain), and reflection.  **DOMAIN SCORE: Level 1 (0-3 pts) Level 2 (4-6pts) Level 3 (7-9 pts) Level 4 (4 pts)** | | | | | |
| Expectations | Level 1=0 or 1 pt | Level 2=2 pts | Level 3=3 pts | Level 4=4pts | Enter Points Earned |
| Write reflective essay on student’s own composition | Does not refer to composition or does not write an essay | Student gives explanation of his/her inspiration , but does not reflect on musical choices | Student gives clear explanation of his/her inspiration and reflects upon at least one specific musical choice | Student gives clear explanation of his/her inspiration and also reflects upon more than one specific musical choice , with reasons for the choices |  |
| **Critical Analysis/Investigate Points Total (4 possible pts)** | | | | |  |