

**Atlanta Public Schools**

**Office of Fine and Performing Arts**

**Grade 8 Music**

**Composition Assessment Teacher Packet**

**“Music Composition”**

Dr. Adriana van Rensburg, Assistant Director, ArtsAPS Grant Project

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

Project Director, ArtsAPS Grant Project

 Mrs. Cynthia Terry, Director (Retired), Fine and Performing Arts

**Teacher Package**

*Students will:*

1. Demonstrate knowledge and skill in music notation through creative self expression
2. Create an 8measure musical idea
3. Explain the inspiration and content of their work
4. Perform their composition

**The Task**

The task has 3 major components:

Section A: The student will compose an 8 measure original musical composition and edit and revise the composition

Section B: Student’s will perform their composition and receive peer feedback

Section C: The student will give written commentary answering two questions

The three sections of this composition project assess student knowledge and skill in all four domains of the Georgia Performance Standards in Music for Intermediate Orchestra. Each section is aligned with specific Georgia Performance Standards evidenced in the teacher rubric and state required documents.

**Scenario:** Each student will compose an original work communicating a feeling or passion unique to them. The title of the piece should capture what is expressed musically. For example, a student chooses to write a song about running, therefore a tempo marking like allegro and the use of 8th notes would help convey the composer’s intent. You will facilitate a conversation to inspire creative ideas.

**Student Requirements**

**The composition must include:**

* Notated ideas on the staff paper included in the student packet
* A title at the top of the staff paper
* A clef at the beginning of every staff
* A key signature to the right of every clef (D, G, or C Majors)
* A time signature (4/4, 3/4 or 6/8 time) to right of the first key signature
* 8 complete measures
* A melody that has shape and direction
* Rhythmic variety including rests (accurate to meter)
* Appropriate markings for expression, articulation, and dynamics
* At least two contrasting dynamics (e.g. Forte & Piano)
* A beginning and end using the first note of the key (tonic)
* The composition should end with a double bar
* A Performance evaluated by a trusted peer

**Section A: composition, revision, and editing**

Students will compose an original piece of music using the guidelines on the previous page. The title should be reflected in the music they write. Students are provided suggested expression markings and a checklist to insure that their composition meets the criteria outlined under student requirements. Students should analyze and evaluate their work using the checklist and expression table to clarify and finalize their composition. Students are not limited to the articulation and expression examples provided, they may draw on their knowledge to improve their composition.

**Section B: performance and peer evaluation**

 Students will perform their composition. It is to the teacher’s discretion as to whether the performance is public or private. Each student should select one trusted peer to be their peer evaluator. Teachers should use their discretion as to the effectiveness of pairings. Peer evaluators will complete a checklist that is aligned with the teacher evaluation rubric. Teachers should transfer the results of the peer assessment worksheet on page 3 of the student packet onto the teacher rubric. In the event there is a discrepancy between the results of the peer evaluation and the experience of the student or teacher, the teacher should peer evaluate the student.

**Section C: written commentary**

Students will write reflective explanations of their artistic choices and their creative process. Students should use complete sentences that support their musical ideas in writing. The evaluators are genuinely interested in why students made artistic decisions and creative choices as supporting evidence for the intent of their composition. Please encourage your students to think critical about their responses and to respond appropriately.

**Prior Knowledge and Skills Required**

* Understanding of basic compositional guidelines such as bar line placement, metric accuracy, stem direction, and clarity of notation
* Understanding of symbols and markings appropriate to middle school orchestra
* Ability to notate and perform major scales and arpeggios in both 4/4 and 3/4 time signature
* Ability to play student notated ideas

**A note about instruction**

 As this assessment is meant to promote creative exploration through original composition it is recommended that teachers adjust their curriculum to teach notation and composition as is appropriate within the demands of a music performance based classroom. Use should administer this test cold as a Pre Assessment at the beginning of the school year, evaluate how well your students did, what areas need improvement, and plan instruction accordingly for a final assessment at the end of the school year.

**Teacher Evaluation of student work**

A rubric is provided below. Please complete one copy evaluating your student’s composition. Please provide an additional copy with only the top portion containing information about the student filled out. This copy will be for another evaluator to use.

**8th Grade Music Performance Assessment: Musical Composition (Revised June 25, 2012)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| First Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Last Name |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Music Teacher |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Class |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **Section A. Composition *(Page 2 of Student Packet)*  GPS DOMAIN: Skills and Technique/Performance - 4 Possible Points** |
| **DOMAIN SCORE: Level 1 (1 Point)** ❐ **Level 2 ( 2 Points)** ❐ **Level 3 ( 3 Points)** ❐ **Level 4 ( 4 Points)** ❐ |
| **Expectations** | **0 -1 Point** | **2 points** | **3 Points** | **4 points** | **Enter Points Earned** |
| The composition contains all of the following:* clef sign
* key signature
* time signature
* tempo marking
 | 0-1 items observed | 2 items observed | 3 items observed | All four items are evident |  |
| The composition has:* at least two dynamic markings
* at least one articulation marking
* a double bar line at the end
 | * 1. item is

present. | Only 2 itemsare present. | At least one dynamic marking, one articulation marking, and a double bar line at the end is evident. | At least two dynamic markings, one articulation marking and a double bar line at the end is evident |  |
| The composition has:* correctly placed bar lines including the correct number of beats per measure
* correctly places rhythms and rests
 | Level 1: never or rarely(less than 25% of the time) | Level 2: sometimes(25-50% of the time) | Level 3: usually (50-75% of the time) | Level 4: most of the time (75- 100% of the time) |  |
| **Composition Total** |  |
| **Section A. Continued - Music Editing *(Page 2 of Student Packet)*  GPS DOMAIN: Creation- 4 Possible Points** |
| **DOMAIN SCORE: Level 1 (1 Point)** ❐ **Level 2 ( 2 Points)** ❐ **Level 3 ( 3 Points)** ❐ **Level 4 ( 4 Points)** ❐ |
| **Expectations** | **0 -1 Point** | **2 points** | **3 Points** | **4 points** | **Enter Points Earned** |
| -The composition is: * at least 8 measures long
* ends and begins on the same note
* used 3/4, 4/4, or 6/8
* used the key of C, G, or D major
 | * 1. items observed
 | 2 items observed | 3 items observed | All items are evident |  |
| **Music Editing Total** |  |

|  |
| --- |
| **Section B. Performance and Peer Assessment *(Page 3)* GPS DOMAIN: Skills and Technique /Performance - Critical Analysis 4 Possible Points** |
| **DOMAIN SCORE: Level 1** ❐ **Level 2** ❐ **Level 3** ❐ **Level 4** ❐ |
| **Expectations** | **0 -10 Point** | **11-20 Points** | **21-30 Points** | **31-40 Points** |  |
| Transfer results from the Peer Assessment Worksheet found on page 3 of the student packet.  | –rarely(0-25% of the time) | – sometimes(25-50% of the time) | – usually(50- 75% of the time) | –mostly(75- 100%) |  |
| **Performance and Peer Assessment Total** |  |

|  |
| --- |
| **Section C. Reflection *Question 1 (Page 4 of Student Packet)* GPS DOMAIN: Cultural and Historical Context and Critical Analysis / Investigate4 Possible Points** |
| **DOMAIN SCORE: Level 1 (1 Point)** ❐ **Level 2 ( 2 Points)** ❐ **Level 3 ( 3 Points)** ❐ **Level 4 ( 4 Points)** ❐ |
| **Expectations** | **0 -1 Point** | **2 points** | **3 Points** | **4 points** | **Enter Points Earned** |
| -Explained the connection between the title and the composition.  | –Explanations lacked clarity or were incomplete | – Explanations used short, repetitive, or undetailed sentences; did not cite supporting evidence | – Used complete, sequentially related sentences to explain choices, but explanations were general | – Used complete, sequentially related sentences to explain the “what” and “why” of each choice and how they connected to the task |  |
| -Justified at least two of the following: * articulation marking
* tempo marking
* dynamic
 | –Explanations lacked clarity or were incomplete | – Explanations used short, repetitive, or undetailed sentences; did not cite supporting evidence | – Used complete, sequentially related sentences to explain choices, but explanations were general | – Used complete, sequentially related sentences to explain the “what” and “why” of each choice and how they connected to the task |  |
| **Section C. Reflection Question 1. Total** |  |
|  |  |  |  |  |  |
| **Section C. Reflection *Question 2 (Page 4)* GPS DOMAIN: Cultural and Historical Context 4 Possible Points** |
| -Described two of the following used in the composition:* musical styles
* musical ideas
* musical concepts
 | – No evidence of of a musical style, idea or concept | – Music style, idea or concept present but not consistently applied throughout the composition | – Musical style, idea or concepts clearly present and is applied consistently in most of the composition | – The musical, style, idea or concept clearly present and is applied consistently throughout the entire composition |  |
| -Explained how the development of the composition was influenced by one of the following:* a composer
* a musician
* a belief
* personal interest
 | – No explanation of influence by a composer, musician, belief or personal interest.  | - Explanations used short, repetitive, or undetailed sentences; did not cite supporting evidence | - Used complete, sequentially related sentences to explain influences, but explanations were general | - Used complete, sequentially related sentences to explain the “what” and “why” of each influence |  |
| **Section C. Reflection Question 2. Total** |  |

**Student Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**8th Grade Music Performance Assessment – Teacher Scoring Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section** | **Description** | **Possible Points** | **Transfer Earned Points Here** | **Section Level** |
| Section A. | Composition | 12 points |  | Overall Level for Section A:\_\_\_ Level 1 0-4 points\_\_\_ Level 2 5-8 points\_\_\_ Level 3 9-12 points\_\_\_ Level 4 13-16 points |
| Section A. | Music Editing | 4 Points |  |
| Section B.  | Performance / Peer Assessment | 4 Points |  | Level for Section B: |
| Section C. | Reflection Essay Question 1. | 8 Points |  | Overall Level for Section C:\_\_\_ Level 1 0-4 points\_\_\_ Level 2 5-8 points\_\_\_ Level 3 9-12 points\_\_\_ Level 4 13-16 points |
| Section C.  | Reflection Essay Question 2. | 8 Points |  |
| **Totals** | 36 Points |  |  |

**Directions: Look at the level chart below. Find the total points earned by this student above. Check the corresponding box below:**

|  |
| --- |
| **Overall Score for Entire Assessment: Level Chart** |
| **Level 1** ❐**0-9 Points** | **Level 2** ❐**10-18 Points** | **Level 3** ❐**19-27 Points** | **Level 4** ❐**28-36 Points** |

# 8th Grade Music Performance Assessment Teacher Feedback

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your School(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total years of teaching experience: \_\_\_\_\_\_\_\_\_ Total years in APS: \_\_\_\_\_\_\_\_

Highest degree earned: \_\_\_\_\_\_\_\_\_\_\_ Colleges attended: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other relevant experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have you participated in an ArtsAPS workshop? \_\_\_Yes \_\_\_ No

If so, when? \_\_\_2008-09 \_\_\_2009-10 \_\_\_2010-2011 (check all that apply)

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I feel the Music performance assessment was appropriate to the skill/knowledge level of my 8th grade students.

Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

1 2 3 4 5 6

Comment:

2. The Music performance assessment addresses all major stages of the artistic process.

Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

1 2 3 4 5 6

Comment:

3. The Music performance assessment addresses all major domains in the new GPS for Music.

Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

1 2 3 4 5 6

Comment:

4. The Music performance assessment instructions made clear what I was required to do.

Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

1 2 3 4 5 6

Comment:

5. The Music performance assessment provides a clear and effective means of measuring both the musical knowledge and skill level of my students.

Strongly Disagree Moderately Disagree Slightly Disagree Slightly Agree Moderately Agree Strongly Agree

1 2 3 4 5 6

Comment:

Checklist – you all will need to redo this – pay attention to changes in page numbers

**ALL STUDENTS ARE TO COMPLETE THE PERFORMANCE ASSESSMENT BY MAY 10th 2013.**

Send ALL artifacts listed below together with your teacher feedback form via school mail to:

Raymond Veon,

Director, Fine and Performing Arts (int)

6th Floor, CLL

130 Trinity Ave.

Checklist:

* My students have completed the online assessment
* I have filled out the top portions of TWO rubric forms (pages 4 - 7) for each student will this still apply if we are the evaluators?
* I have evaluated each student by filling out ONLY one of the Rubrics and placed it on top of the blank rubric. The blank rubric will be used by an outside evaluator.
* I have paper-clipped these two rubrics to the rest of the artifacts in the following order(PLEASE USE A PAPERCLIP):
	+ 2 Rubrics for each student with the Student Information Section completed; teacher evaluates student using one of these sheets leaving the second one blank
	+ Page 10 of the Student Packet
	+ A 16-measure melody using standard notation written on the music staves worksheet provided on page 12.
	+ The student’s commentary on three questions regarding his or her artistic choices (pages 15-17)
	+ A Reflection and Self-Assessment Worksheet (page 14)
	+ A Peer Performance Assessment Worksheet (page 18)
* I have separated all student work into four groups and labeled each group as follows: Level 1, Level 2, Level 3, Level 4
* I have completed the Teacher Feedback Form
* Put the your completed Teacher Feedback Form, Performance Assessment Check List, and CD in a smaller envelope and add it to the larger Level 1 Student Packages envelope
* IN A SEPARATE ENVELOPE: I have submitted additional artifacts to demonstrate other aspects of the impact that my program is having.
* Send all 5 envelopes together in a larger envelope or box and send through school mail to:

Raymond Veon, Director, Fine and Performing Arts

Office of Fine and Performing Arts

Department of Learning Excellence

CLL 6th Floor

* Congratulations—YOU DID IT!