Assign students to complete one or more parts of this bundle based on the concert music. Share these rubrics with students as they begin their work.

**Part 1 - I can listen to and evaluate a performance.** (Benchmarks 3.9.4.7.1, 3.9.4.8.1)

- Choose one of your concert pieces.
- Listen multiple times to a performance of the piece by another group.
- Evaluate the performance and summarize your observations.

<table>
<thead>
<tr>
<th>+</th>
<th>✓</th>
<th>—</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate description with good details; Music vocabulary used appropriately; Insightful summary statements</td>
<td>Mostly accurate description with some details or only minor misunderstandings; Mostly appropriate use of music vocabulary; Reasonable summary statements</td>
<td>Major errors or misunderstandings in description/use of music vocabulary; Minimal summary statements Or Part 1 is Incomplete</td>
</tr>
</tbody>
</table>

**Part 2 – I can connect music to something in the composer’s life and/or to the cultural or historical context in which it was composed.** (Benchmark 3.9.5.10.1)

- Choose one of your concert pieces.
- Research the composer, the piece, and/or the cultural or historical context in which it was written.
- Write program notes to summarize your research and describe how this music was influenced by the context in which it was composed.

<table>
<thead>
<tr>
<th>+</th>
<th>✓</th>
<th>—</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate information with good details; Clear connection made between music and context</td>
<td>Mostly accurate information with some details or only minor misunderstandings; Some connection made between music and context</td>
<td>Major errors in information; Minimal or no connection between music and context Or Part 2 is Incomplete</td>
</tr>
</tbody>
</table>

**Part 3 - I can create a warm-up exercise based on concert music.**
(Benchmarks 3.9.2.2.1, 3.9.2.3.1, 3.9.2.4.1)

- Choose the concert piece that is most difficult for you.
- Gather musical ideas from the piece.
- Organize these ideas into an 8-measure exercise.
- Make revisions and complete the warm-up exercise.

<table>
<thead>
<tr>
<th>+</th>
<th>✓</th>
<th>—</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of more drafts completed before final work; Multiple ideas/phrases selected; Sense of pattern is strong; Notation is legible</td>
<td>At least one draft completed before final work; Some ideas/phrases selected; Sense of pattern is evident; Notation is mostly legible</td>
<td>No drafts provided; One or two phrases selected; Pattern is not evident; Notation is mostly not legible Or Part 3 is Incomplete</td>
</tr>
</tbody>
</table>
Rubrics (continued)

**Part 4A - I can perform my parts in the concert music.** (Benchmark 3.9.3.6.1)

- Choose an excerpt (15-20 seconds) from the concert music that shows your best work.
- Analyze the excerpt and use the analysis to support practicing.
- Use the performance checklist to monitor progress.
- Record. Talk about your analysis and perform the excerpt.

<table>
<thead>
<tr>
<th>+</th>
<th>✓</th>
<th>—</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insightful analysis; Music vocabulary used appropriately; Accurate, musical performance conveys expressive qualities</td>
<td>Mostly accurate/appropriate analysis and use of music vocabulary; Accurate performance mostly conveys expressive qualities</td>
<td>Major errors or misunderstandings in analysis/use of music vocabulary; Errors in performance; Expressive qualities not evident Or Part 4A is Incomplete</td>
</tr>
</tbody>
</table>

**Part 4B - I can perform my parts in the concert music.** (Benchmark 3.9.3.5.1)

- Choose a second excerpt (15-20 seconds) from the concert music that was most difficult at first and is most improved.
- Identify rehearsal strategies needed to improve the excerpt.
- Use the performance checklist to monitor progress.
- Record. Talk about rehearsal strategies used to improve the excerpt, their effectiveness, and next steps. Perform excerpt. (Note: Don’t worry if you still have spots to work on.)

<table>
<thead>
<tr>
<th>+</th>
<th>✓</th>
<th>—</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insightful use of multiple rehearsal strategies, their effectiveness and next step; Mostly accurate musical performance</td>
<td>Use of more than one rehearsal strategy and plan for next step; Mostly accurate musical performance</td>
<td>Major errors or misunderstandings in rehearsal strategies; Many errors in performance Or Part 4B is Incomplete</td>
</tr>
</tbody>
</table>
**High School Concert Bundle**

**Part 1 - I can listen to and evaluate a performance.**

□ Choose one of your concert pieces and find a performance by another group.

- Listen to the recording multiple times and follow along in your music.
- Mark “X” in the “Consistent” or “Inconsistent” column to evaluate each element of the performance.
- Explain each mark in the “Notes” column.

**Piece _____________________________**  Composer/Arr. ___________________________

Name of the Group or Recording Source ____________________________

<table>
<thead>
<tr>
<th>Musical Element</th>
<th>Consistent</th>
<th>Inconsistent</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pitch &amp; Rhythm</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pitch is accurate; intonation is precise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Rhythm is accurate and in time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Articulation / Bowing / Diction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Articulation/Bowing is accurate and helps convey the composer’s intent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Diction (text) is clearly understood and helps convey the composer’s intent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dynamics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dynamics are accurate and help convey the composer’s intent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phrasing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Breathing/Phrasing makes musical sense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Style &amp; Tempo</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Style and tempo are appropriate to the music and its cultural or historical context</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

□ Summarize your observations.

- Is there anything about this performance that is different from the way we have been interpreting it in rehearsal?

________________________________________________________________________

________________________________________________________________________

□ What can you apply to your own performance of this piece?

________________________________________________________________________

________________________________________________________________________

□ Check the rubric. Submit this page when completed.
Part 2 – I can connect music to something in the composer’s life and/or to the cultural or historical context in which it was composed.

☐ Choose one of your concert pieces.

Piece ____________________________________________ Composer/Arr. ______________________

☐ Research the composer, the piece, and/or the cultural or historical context in which it was written. (Add additional lines, as needed.)

•  __________________________________________________________

•  __________________________________________________________

•  __________________________________________________________

•  __________________________________________________________

•  __________________________________________________________

☐ List sources in an informal bibliography.

•  __________________________________________________________

•  __________________________________________________________

•  __________________________________________________________

☐ Write program notes to summarize your research and describe how this music was influenced by the context in which it was composed.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

☐ Check the rubric. Submit this page when completed.
Part 3 - I can create a warm-up exercise based on concert music.

☐ Choose the concert piece that is most difficult for you.

Piece ___________________________________________ Composer/A arr. ________________

☐ Gather musical ideas from the piece to use in your warm-up exercise.
  - Write your clef, key signature and time signature at the beginning of the first staff.
  - Write your clef and key signature at the beginning of the other staffs.
  - Copy the scale, rhythms, new pitches, and/or phrases that give you trouble.
  - Be sure your notation on the staff is legible so others can read it, too.

☐ Organize these ideas into multiple drafts of an 8-measure exercise.
  - Create a sense of pattern or predictability by repeating a select measure or two.
  - Try out your various drafts. Is one more doable than another? Is pattern or predictability noticeable? Is there enough emphasis on the elements that give you trouble?

☐ Make revisions and complete the final copy of your warm-up exercise. Practice your warm-up exercise to help refine problem areas in the music.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

☐ Check the rubric. Submit your warm-up exercise when completed.
Part 4A - I can perform my parts in the concert music.

☐ Choose an excerpt (15-20 seconds) from the concert music that shows your best work.

Piece _______________________________________ Measures _________________

☐ Analyze the excerpt. Use the analysis to support your practicing and your goal to convey the composer’s intent.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any tricky rhythms you needed to learn?</td>
<td></td>
</tr>
<tr>
<td>Are there any new pitches you needed to learn?</td>
<td></td>
</tr>
<tr>
<td>What is the style and tempo of this piece?</td>
<td></td>
</tr>
<tr>
<td>What music terms and symbols did the composer write in the music?</td>
<td></td>
</tr>
<tr>
<td>How do these help convey the composer’s intent?</td>
<td></td>
</tr>
<tr>
<td>For the section you are choosing to perform, what is the role of your part (such as melody, harmony, bass line)?</td>
<td></td>
</tr>
<tr>
<td>What makes this excerpt stand out as your best work compared to other sections or pieces?</td>
<td></td>
</tr>
</tbody>
</table>

☐ Use this checklist to reflect on your progress. Where do you need to keep working?

**Pitch & Rhythm**

- **Pitch is accurate; intonation is precise**
- **Rhythm is accurate and in time**

**Articulation / Bowing / Diction**

- **Articulation/Bowing is accurate and helps convey the composer’s intent**
- **Text is clearly understood and helps convey the composer’s intent**

**Dynamics**

- **Dynamics are accurate and help convey the composer’s intent**

**Phrasing**

- **Breathing/Phrasing makes musical sense**

**Style & Tempo**

- **Style and tempo are appropriate to the music and its cultural or historical context**

☐ Check the rubric. Record this 15-20 second excerpt from the concert music that shows your best work.

- Say the name of the piece and measures you will perform.
- Talk about what you learned through your analysis.
- Perform the excerpt and submit.
Part 4B - I can perform my parts in the concert music.

☐ Choose another excerpt (15-20 seconds) from the concert music that was most difficult at first and is most improved.

Piece ___________________________________________ Measures _________________

☐ List rehearsal strategies you used to improve this excerpt of the concert music, and comment on their effectiveness.

• ___________________________________________

• ___________________________________________

• ___________________________________________

• ___________________________________________

Use this checklist to reflect on your progress.

Pitch & Rhythm
   ___ Pitch is accurate; intonation is precise
   ___ Rhythm is accurate and in time

Articulation / Bowing / Diction
   ___ Articulation/Bowing is accurate and helps convey the composer's intent
   ___ Text is clearly understood and helps convey the composer's intent

Dynamics
   ___ Dynamics are accurate and help convey the composer's intent

Phrasing
   ___ Breathing/Phrasing makes musical sense

Style & Tempo
   ___ Style and tempo are appropriate to the music and its cultural or historical context

Where do you need to keep working? ___________________________________________

☐ Check the rubric. Record this 15-20 second excerpt from the concert music that was most difficult at first and is most improved.

• Say the name of the piece and measures you will perform.
• Talk about the rehearsal strategies used to improve this excerpt, their effectiveness, and next steps. (Note: Don’t worry if you still have spots to work on.)
• Perform the excerpt and submit.