

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.

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

**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.

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

**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.

+	✓	—
One of more drafts completed before final work; Multiple ideas/phrases selected; Sense of pattern is strong; Notation is legible	At least one draft completed before final work; Some ideas/phrases selected; Sense of pattern is evident; Notation is mostly legible	No drafts provided; One or two phrases selected; Pattern is not evident; Notation is mostly not legible <i>Or</i> Part 3 is Incomplete

**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.

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

**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.)

+	✓	—
Insightful use of multiple rehearsal strategies, their effectiveness and next step; Mostly accurate musical performance	Use of more than one rehearsal strategy and plan for next step; Mostly accurate musical performance	Major errors or misunderstandings in rehearsal strategies; Many errors in performance <i>Or</i> Part 4B is Incomplete



**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 \_\_\_\_\_

	Consistent	Inconsistent	Notes
<b>Musical Element</b> <b>Pitch &amp; Rhythm</b> <ul style="list-style-type: none"> <li>• <i>Pitch is accurate; intonation is precise</i></li> <li>• <i>Rhythm is accurate and in time</i></li> </ul>			
<b>Articulation / Bowing / Diction</b> <ul style="list-style-type: none"> <li>• <i>Articulation/Bowing is accurate and helps convey the composer's intent</i></li> <li>• <i>Diction (text) is clearly understood and helps convey the composer's intent</i></li> </ul>			
<b>Dynamics</b> <ul style="list-style-type: none"> <li>• <i>Dynamics are accurate and help convey the composer's intent</i></li> </ul>			
<b>Phrasing</b> <ul style="list-style-type: none"> <li>• <i>Breathing/Phrasing makes musical sense</i></li> </ul>			
<b>Style &amp; Tempo</b> <ul style="list-style-type: none"> <li>• <i>Style and tempo are appropriate to the music and its cultural or historical context</i></li> </ul>			

Or

- ☐ 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?

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- ☐ 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.)

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- \_\_\_\_\_  
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- ☐ List sources in an informal bibliography.

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

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- ☐ 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/ 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 staves.
  - 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.

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- ☐ 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.

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

- ☐ 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.

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- \_\_\_\_\_  
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- \_\_\_\_\_  
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- \_\_\_\_\_  
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- ☐ 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.