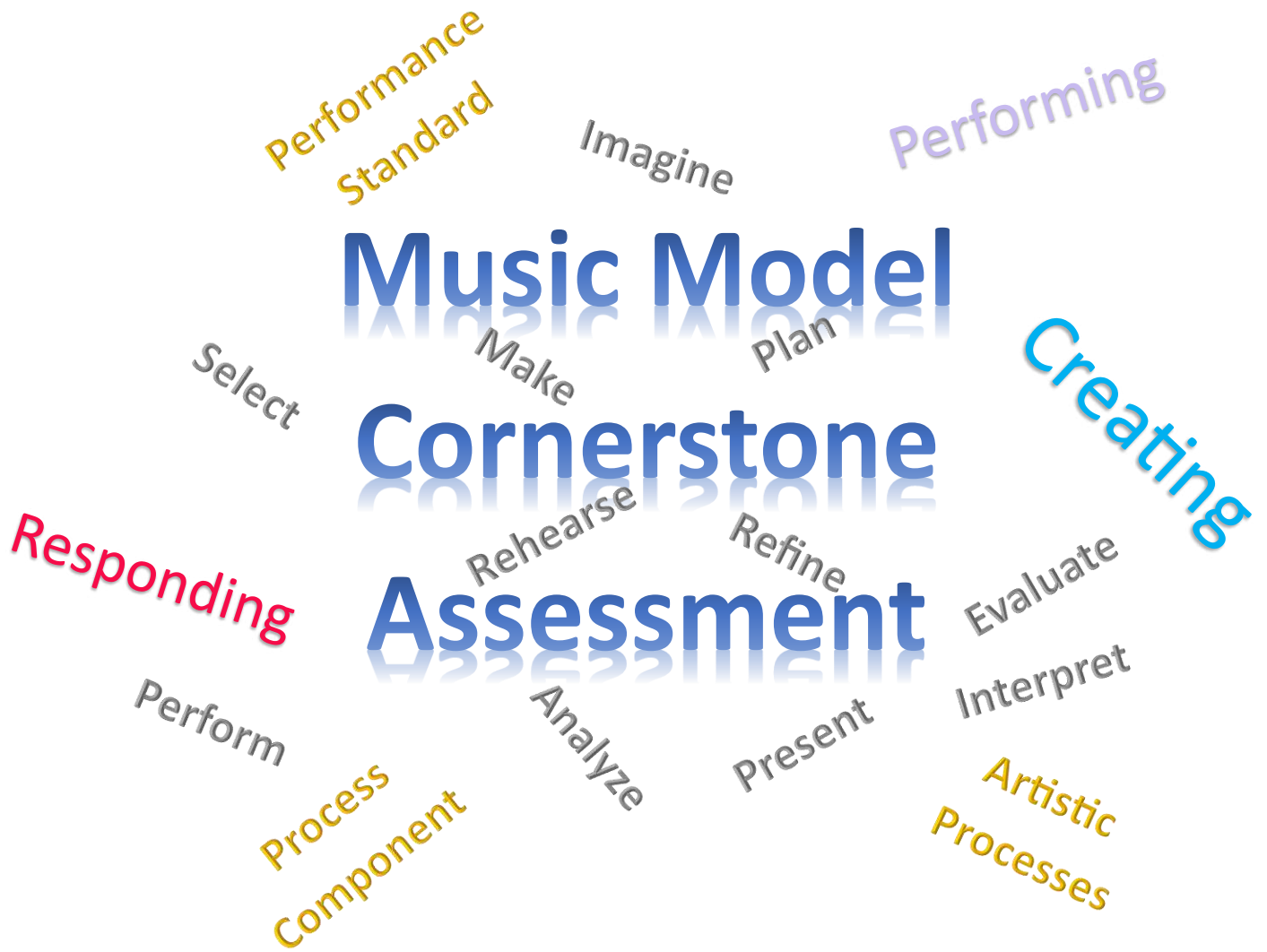




National Association
for Music Education



Composition/theory: Accomplished

Intent of the Model Cornerstone Assessments

Model Cornerstone Assessments (MCAs) in music assessment frameworks to be used by music teachers within their school's curriculum to measure student attainment of process components defined by performance standards in the National Core Music Standards. They focus on one or more Artistic Process (i.e., Creating, Performing, or Responding) and are designed as a series of curriculum-embedded assessment tasks, each of which measures students' ability to carry out one or more process components. The MCAs can be used as formative and summative indications of learning, but do not indicate the quality of teaching or effectiveness of a school's music program.

Although each MCA is designed so that it can be administered within an instructional sequence or unit, teachers may choose to spread the component parts of one MCA across multiple units or projects. Student work produced by the national pilot is available on the NAFME website that illustrates the level of achievement envisioned in the National Core Music Standards.

Description of the MCA

Students will create and describe compositions to be used as a main theme song in a video documentary. The compositions will consist of at least three related instrumentation layers, including one percussion layer. Students will then select their own or a classmate's composition to perform, and respond to a classmate's composition.

Administration of the Assessment Task

This assessment task is to be incorporated into classroom instruction. It is to be administered in a safe, appropriately supervised environment following school policy and procedures. Accommodations based upon student IEP, 504 Plan, etc. will determine the implementation of this assessment task for applicable students. Printable copies of worksheets and scoring devices with additional links to editable.doc documents are included. Students will need the following materials and resources to complete this assessment task:

- student copies of Task Instructions, Imagination Sheets, Analysis Form, Peer Evaluation Form, Rehearsal Plan Sheet, Presentation Preparation Worksheet, Composer Self-Evaluation Form, Responding Form, and Selection Sheet
- pencils and erasers
- variety of instruments including guitars, piano/keyboard, band, orchestra, barred instruments, electronic instruments, computers, tablets, etc.
- rehearsal space(s)
- performance space
- digital audio recorder

This assessment is comprised of students' **creating** a music composition, **performing** their own or a classmate's composition, and **responding** to a classmate's composition. Use the following links to find the National Standards [Skills and Knowledge](#) and the [Music Standards Glossary](#).

Estimated time for Teaching and Assessment

Individual teachers can determine the length of time required to complete the assessment. Teachers should administer the task in the way that is most practical for their classrooms and the allotted time periods. implementing of the task to his/her available class time and schedule.

**Model Cornerstone Assessment
Composition/Theory: Accomplished**

Assessment Interview

Imagine

MU:Cr1.1.C.IIa Describe *and demonstrate* how sounds and **musical ideas** can be used to represent **sonic events**, memories, visual images, **concepts**, **texts**, or **storylines**.

Make, Plan, & Analyze

MU:Cr2.1.C.IIa Assemble and organize multiple sounds or **musical ideas** to **create** initial expressive statements of selected **sonic events**, memories, images, **concepts**, **texts**, or **storylines**.

MU:Cr2.1.C.IIb Describe and explain the development of sounds and **musical ideas** in drafts of music within a variety of **simple** or **moderately complex forms** (such as **binary**, **rondo**, or **ternary**).

MU:Pr4.2.C.IIa **Analyze** how the **elements of music** (including **form**) of selected works relate to **style**, **function**, and **context**, and explain the implications for rehearsal or **performance**.

Evaluate, Interpret, Refine, & Rehearse

MU:Cr3.1.C.IIa Identify, describe, and apply **teacher-provided** or **personally developed criteria** to assess and **refine** the **technical** and **expressive aspects** of evolving drafts leading to final versions.

MU:Pr4.3.C.IIa Develop **interpretations** of works based on an understanding of the use of **elements of music**, **style**, **mood**, **function**, and **context**, explaining how the interpretive choices reflect the creators' **intent**.

MU:Pr5.1.C.IIa Create rehearsal plans for works, identifying the **form**, repetition and variation within the **form** and the **style** and **historical** or **cultural context** of the work.

MU:Pr5.1.C.IIc Identify and implement strategies for improving the **technical** and **expressive aspects** of **varied** works.

Present

MU:Cr3.2.C.IIa **Share** music through the use of notation, solo or group **performance**, or technology, and demonstrate and describe how the **elements of music** and **compositional techniques** have been employed to realize **expressive intent**.

MU:Cr3.2.C.IIb Describe the selected **contexts** and performance mediums for presenting personal works, and explain why they successfully impact the final **composition** and presentation.

MU:Pr6.1.C.IIa Share live or recorded **performances** of works (both personal and others'), and explain how the **elements of music** and **compositional techniques** are used to convey **intent**.

MU:Pr6.1.C.IIb Explain how **compositions** are appropriate for both audience and **context**, and how this will shape future compositions.

Respond

MU:Pr4.1.C.IIa Identify and select specific passages, or **sections**, or **movements in musical works** that express personal experiences and interests, **moods**, visual images, or **storylines** in **simple forms** (such as **binary**, **ternary**, **rondo**) or **moderately complex forms**.

MU:Re7.1.C.IIa Apply **teacher-provided** or **personally-developed criteria** to select music that expresses personal experiences and interests, **moods**, visual images, **concepts**, **texts**, or **storylines** in **simple** or **moderately complex forms** and describe the choices as models for **composition**.

MU:Re7.2.C.IIa **Analyze** aurally and/or by reading the **scores of musical works** the **elements of music** (including **form**), **compositional techniques**, and **procedures** relating them to **style**, **mood**, and **context**, and explain how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.

MU:Re8.1.C.IIa Develop and **support interpretations** of varied works, demonstrating an understanding of the composers' **intent** by citing the **use of elements of music** (including **form**), **compositional techniques**, and the **style/genre** and **context** of each work.

MU:Re9.1.C.IIa Explain the effectiveness of the **technical** and **expressive aspects** of selected music and **performances**, demonstrating understanding of **music theory** as well as **compositional techniques** and **procedures**.

Documentary Theme Song

Assessment Strategy 1

Students independently generate and describe on their Imagination Sheets the musical ideas related to composing a theme song appropriate for a documentary.

Assessment Strategy 2

Students independently improvise, organize, and audio/digital record their imagined musical ideas into a theme song draft and notate their in-progress composition drafts.

Assessment Strategy 3

Students independently perform their jingle to another class member who provides feedback. The student refines draft and prepares a readable final drafts of their jingle for rehearsal.

Assessment Strategy 4

Students present their theme song and submit the final notated and recorded composition. Students respond to each other's theme songs.

Documentary Theme Song

Create – Step 1 - Imagine

**Teacher
Preparation
for
Assessment**

- Address the **Prerequisite Skills and Knowledge** with students.
- Reproduce a classroom set of student [Task Scenario](#) and [Imagination Sheets](#) ([link to .docx version](#)).

Assessment Procedures:

1. Teacher distributes to the students the [Task Scenario](#).
2. Students independently read the scenario, then asks for clarification if necessary.
3. Teacher instructs students to create a Documentary Theme Song for performance using any combination of voice or instrument (acoustic and/or technology-based). This musical composition must be able to be played by themselves or a classmate using instruments, voice, and/or amplified computer, tablet, etc.
4. Teacher distributes to the students the [Imagination Sheet](#). ([link to .docx version](#))
5. Students independently generate and describe on their Imagination Sheets the musical ideas related to the documentary's topic they will use in composing their theme song.
6. Teacher collects the student Imagination Sheets for scoring with the [Imagine Scoring Device](#). ([.docx version](#))

Imagine Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
Imagine: Generate and conceptualize artistic ideas and work.					
Imagine	Description was unclear how the musical ideas related to the documentary's topic.	Description provided some guidance as to how the musical ideas related to the documentary's topic.	Description clearly related musical ideas to the documentary's topic.	Description clearly and creatively related musical ideas to the documentary's topic.	MU:Cr1.1.C.IIa Describe <i>and demonstrate</i> how sounds and musical ideas can be used to represent sonic events , memories, visual images, <i>concepts, texts, or storylines</i> .

Teacher Feedback

Create – Step 2 – Plan, Make, and Analyze

Teacher Preparation for Assessment

- Provide a variety of instruments, including guitar, piano/keyboard, band, orchestra, barred instruments, electronic instruments, computers, tablets, etc.
- Provide appropriate paper for notating the composition (staff paper, plain paper, etc.)
- Reproduce a classroom set of student [Analysis Form](#). ([link to .docx version](#))

Assessment Procedures:

1. Teacher distributes student imagination sheets collected during Step 1, and staff paper and/or plain paper for notating theme song.
2. Students independently improvise, organize, and audio/digital record their imagined musical ideas into a theme song with least three related instrumentation layers (including one percussion layer), in which at least three elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation*) are emphasized to represent the documentary's theme.
3. Students notate their in-progress composition drafts (*using what they consider as the most appropriate traditional or non-traditional notation for the selected instrumentation*).
4. Teacher distributes [Analysis Form](#) to each student. ([link to .docx version](#))
5. Students identify and describe (using the Analysis Form) how the elements of music are intended to represent the documentary's theme.
6. Teacher collects the recorded and notated versions of the theme song draft and the Analysis Form from each student for scoring with the [Plan, Make, and Analyze Scoring Device](#); ([.docx version](#)) and provides feedback to guide further refinement on the Analysis form that will be returned to the student in the next step.

Plan, Make, and Analyze Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
Plan and Make: Select and develop musical ideas for defined purposes and contexts. Analyze - Analyze how the structure and context of varied musical works inform the response.					
Organization	Musical ideas were disorganized.	Organization of musical ideas (recorded and notated) were sequenced but lacked coherency.	Organization of musical ideas (recorded and notated) demonstrated a coherent theme song.	Organization of musical ideas (recorded and notated) demonstrated a coherent theme song including variety and expression.	MU:Cr2.1.C.IIa Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events , memories, images, concepts , texts , or storylines . MU:Cr2.1.C.IIb Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary , rondo , or ternary). MU:Pr4.2.C.IIa Analyze how the elements of music (including form) of selected works relate to style , function , and context , and explain the implications for rehearsal or performance .
Analysis	Description was inadequate as to how the musical ideas and emphasized elements (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) related to the documentary's topic.	Adequately identified and described how musical ideas, and fewer than three emphasized elements (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) related to the documentary's topic.	Adequately identified and described how musical ideas, and at least three emphasized elements (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) related to the documentary's topic.	Thoroughly Identified and described how musical ideas, and three or more emphasized elements (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) related to the documentary's topic.	

Teacher Feedback

Create – Step 3 – Evaluate, Interpret, and Refine the Composition

Teacher Preparation for Assessment

- Explain the criteria students should use to evaluate, interpret, and refine the technical and expressive aspects of their theme song, as well as its craftsmanship and originality.

Assessment Procedures:

1. Teacher returns student theme song drafts collected during Step 2, and provides paper for notating additional drafts.
2. Students independently perform their theme song to another class member who evaluate the technical / expressive aspects of the theme song and provide feedback using the [Peer Evaluation Form](#). ([link to .docx version](#))
3. The student composer then will interpret the feedback from the peer and the teacher to guide final refinement of their evolving draft, keeping in mind that their theme song should demonstrate craftsmanship and originality.
4. After revisions are complete, students independently prepare readable final drafts of their theme song for rehearsal leading to performance.

Step 4 – Rehearse, Evaluate, and Refine for Performance

Teacher Preparation for Assessment

- Reproduce a classroom set of student [Rehearsal Plan Sheets](#). ([link to .docx version](#))

Assessment Procedures:

1. Teacher distributes the student [Rehearsal Plan Sheets](#). ([link to .docx version](#))
2. On the Rehearsal Plan Sheet, students identify improvement goals and strategies to apply through rehearsal of the theme song.
3. Students evaluate achievement throughout several practice sessions and refine the performance of their theme song.
4. When ready, the student audio records the performance of his/her theme song to present in class.

Step 5 – Perform/Present

Teacher Preparation for Assessment

- Reproduce a classroom set of student [Composer Self-Evaluation Forms](#) ([link to .docx version](#)) and [Theme Song Responding Forms](#) ([link to .docx version](#)) and [Theme Song Select Sheets](#) ([link to .docx version](#)).
- Make ready the digital audio or video recording device (if you choose to record the student presentations), and the performance space.
- Prepare a presentation order and [Final Composition Scoring Device](#) ([.docx version](#)) for each student presentation.
- Give each student a [Presentation Preparation Worksheet](#) ([link to .docx version](#)) explaining how they will describe their theme song and persuade their peers to select it as the theme song for the the video documentary.

Assessment Procedures:

1. Teacher distributes to the students the [Responding Form](#). ([link to .docx version](#))
2. Student submit the final notated composition to the teacher, then present his/her recorded theme song to the class. The presentation includes:
 - Announcement of the theme song title.
 - Persuasive description of how he/she emphasized at least three elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation*) in the theme song to represent the documentary's topic.
 - Playing of the recorded theme song.
 - The teacher scoring the composition and presentation with the [Composition Presentation Scoring Device](#). ([.docx version](#))
3. Following the presentation, the students complete a **Responding Form** while the composer completes the **Theme Song Self-Evaluation Form**.
4. Teacher collects the **Presentation Preparation Worksheet, Rehearsal Plan Sheets, Peer Feedback Form, and recorded composition**. These will be scored using the [Process Scoring Device](#) ([.docx version](#)) by comparing the final notated/recorded performance to the earlier notated/recorded draft and reflection on the **Peer Feedback Form**.
5. Teacher also collects the **Responding Forms** for scoring using the [Responding Scoring Device](#). ([.docx version](#))

Final Composition Presentation Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
<p>Perform: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p> <p>Present: Share creative musical work that demonstrates craftsmanship and exhibits originality.</p>					
Recognizability of Notation	Notation was not readable.	Notation was readable in some, but not all places.	Notation was readable.	Notation was readable and accurately laid out.	<p>MU:Cr3.2.C.IIa Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.</p> <p>MU:Cr3.2.C.IIb Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation.</p> <p>MU:Pr6.1.C.IIa Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.</p> <p>MU:Pr6.1.C.IIb Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.</p>
Verbal Presentation	Inadequately explained how he/she employed the elements of music to realize the expressive intent for the documentary theme song.	Somewhat explained how he/she employed the elements of music to realize the expressive intent for the documentary theme song.	Adequately explained how he/she employed the elements of music to realize the expressive intent for the documentary theme song.	Thoroughly explained how he/she employed the elements of music to realize the expressive intent for the documentary theme song.	
Craftsmanship of Expressive Intent	The theme song conveyed limited expressive intent.	The theme song somewhat conveyed the expressive intent.	The theme song conveyed the expressive intent.	The theme song conveyed a clear and compelling expressive intent.	

Process Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
<p>Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria and Develop and refine artistic techniques, and work for presentation.</p> <p>Analyze and Interpret: Analyze, and interpret artistic work for presentation.</p>					
Feedback for Refinement	Evidence indicated little to no feedback was used to refine the technical aspects of the theme song..		Evidence indicated that feedback was used to refine the technical and musical aspects of the theme song.		<p>MU:Cr3.1.C.IIa Identify, describe, and apply teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</p>
Interpretation	Composition and reflection demonstrated little to no interpretive choices based on effective use of elements of music.	Composition or reflection (but not both) demonstrated interpretive choices based on effective use of elements of music.	Composition and reflection demonstrated interpretive choices based on effective use of elements of music.	Composition and reflection demonstrated highly expressive interpretive choices based on effective use of elements of music.	<p>MU:Pr4.3.C.IIa Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining how the interpretive choices reflect the creators' intent.</p>
Strategies for Improvement	Rehearsal Plan identified limited or no strategies for improvement of technical and/or expressive aspects for the theme song's performance.	Rehearsal Plan identified basic strategies for improvement of technical and/or expressive aspects for the theme song's performance.	Rehearsal Plan clearly identified strategies to adequately address technical and expressive aspects for the theme song's performance.	Rehearsal Plan clearly identified strategies to thoroughly address technical and expressive aspects for the theme song's performance.	<p>MU:Pr5.1.C.IIa Create rehearsal plans for works, identifying the form, repetition and variation within the form and the style and historical or cultural context of the work.</p> <p>MU:Pr5.1.C.IIc Identify and implement strategies for improving the technical and expressive aspects of varied works.</p>

Responding Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
<p>Select: Choose music appropriate for a specific purpose or context.</p> <p>Analyze: Analyze how the structure and context of varied musical works inform the response.</p> <p>Interpret: Support interpretations of musical works that reflect creator’s/performer’s expressive intent.</p> <p>Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p>					
Selection	Provided unclear rationale supporting the selection of the Documentary Theme Song as designated by the teacher or personally-developed provided criteria.	Provided minimal rationale supporting the selection of the Documentary Theme Song as designated by the teacher provided or personally-developed criteria.	Provided clear rationale supporting the selection of the Documentary Theme Song as designated by the teacher provided or personally-developed criteria.	Provided clear and insightful rationale supporting the selection of the Documentary Theme Song as designated by the teacher provided or personally-developed criteria.	<p>MU:Pr4.1.C.IIa Identify and select specific passages, or sections, or movements in musical works that express personal experiences and interests, moods, visual images, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.</p> <p>MU:Re7.1.C.IIa Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms and describe the choices as models for composition.</p>
Analysis	Inadequately analyzed the elements of music of the theme song in relation to the documentary’s topic.	Minimally analyzed the elements of music of the theme song in relation to the documentary’s topic.	Adequately analyzed the elements of music of the theme song in relation to the documentary’s topic.	Thoroughly analyzed the elements of music of the theme song in relation to the documentary’s topic.	<p>MU:Re7.2.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques, and procedures relating them to style, mood, and context, and explain how the analysis provides models for personal growth as composer, performer, and/or listener.</p> <p>MU:Re8.1.C.IIa Develop and support interpretations of varied works, demonstrating an understanding of the composers’ intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</p> <p>MU:Re9.1.C.IIa Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.</p>
Evaluation of Technical and Expressive Aspects	Evaluation did not cite specific excerpts relating to style, mood, function, and/or context; and/or there was no clear supportive rationale.	Evaluation cited specific excerpts relating to style, mood, function, and/or context with clear, but minimal supportive rationale.	Evaluation cited specific excerpts relating to style, mood, function, and/or context with clear and thorough supportive rationale.	Evaluation cited specific excerpts relating to style, mood, function and/or context with clear, thorough, and insightful supportive rationale.	

Task Scenario



Dear Composer,

You have been recommended to submit a composition to be considered for selection as the original main theme song to a video documentary being digitally captured by MEDIA SERVICES. The theme song will be played at the beginning and end of the documentary. It can be in any style or genre, including jazz, popular music, world music, etc. Your submission will be reviewed by a panel for selection. We are selecting theme songs for documentaries about one of the following themes:

Skateboarding

Social Justice

Family Pets

The review panel has asked that the theme songs have at least three different instrumentation layers, including one percussion layer. The composition is to be performed by you and/or your classmates. Theme songs may be created to be sung and/or performed using traditional instruments, electronic instruments, computers, tablets, etc. The review panel would like each member of your class to create one theme song, describe the theme song, perform his/her own or a classmate's theme song. The review panel is very interested in knowing why you chose the documentary topic, theme song instrumentation and how you used the elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/ articulation*) in your composition. Therefore, you will be asked to write a description of your music to accompany your theme song.

The expectations of the project are described in the contract. Following your performance, the review panel would like you to respond to a classmate's theme song, providing additional insight to help them understand the theme songs and determine their expressive intent. See the attached agreement for details.

Warm regards,

MEDIA SERVICES Inc.



Agreement for Documentary Theme Song

You must meet the following task requirements when creating your theme song:

- Choose the documentary topic for which you will compose.
- Compose an original theme song that contains a minimum of three “related” instrumentation layers (timbres), including one percussion layer and two other layers such as (guitar, piano/keyboard, band, orchestra, barred instruments, electronic instruments, computers, tablets, etc.).
- The theme song should be at least 32 measures or 60 seconds in length.
- Notate your theme song (using the most appropriate traditional or non-traditional notation for your instrumentation) so that it is readable and performable by you and/or others. This may include:
 - Choosing the appropriate clef (treble clef, bass clef, alto clef) for the voice or instrument.
 - Choosing a key signature and time signature.
 - Demonstrating appropriate note and bar line placement.
- The theme must emphasize three or more of the following elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/ articulation); and demonstrate craftsmanship and originality.

Project Expectations

The composed theme song must be reflective of the theme and at an appropriate level of performance challenge for you and your co-performing classmates' performance skill. In order to accomplish this, it is expected that you:

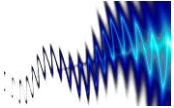
- Identify and address the technical, stylistic, and musical challenges of the theme song as they relate to your and your co-performing classmates' performance skill.
- Apply your understanding of theoretical and structural principles as they function within the context of the theme.
- Develop and submit a rehearsal plan that provides strategies for improvement of technical and expressive aspects of the theme song's performance.
- Rehearse, evaluate, and refine your performance, addressing and improving on the identified performance challenges; and ensuring that it conveys the theme song's elements of music, style, mood, function, context, and intent.
- The theme song will be recorded using your voice or traditional instrument, electronic instrument, computer, tablet, etc. of choice.
- The presentation must include the following:
 - introduce yourself and the focus of your documentary.
 - persuasively explain how the theme song relates to the documentary's topic, and how the elements of music, formal design, style, mood, function, and context are used in the theme song to convey intent.
 - play the recording of your theme song.
- You will respond to your classmates' theme songs, identifying how they used the elements of music, formal design, compositional techniques, and style to relate to the documentary's topic.



Documentary Theme Song Imagination Sheet

Student Name: _____

Use this sheet to brainstorm and describe ideas: e.g., sounds, sequences, textures, timbres, dynamic shapes, melodic/harmonic ideas that could be used for your music composition (Documentary Theme Song). These ideas should relate to the documentary's topic, and will be used in the planning and making of your theme song. In your theme song, the elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/ articulation*) are to be used to represent the documentary's topic.



Sounds



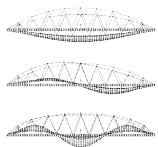
Sequences



Textures



Timbres



Dynamic Shapes



Melodic/Harmonic Ideas



Documentary Theme Song Analysis Form



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Student Name: _____

Identify and describe the various ways you might use the elements of music to represent the documentary's topic in your theme song:

Pitch:

Rhythm:

Melody:

Harmony:

Dynamics:

Timbre/Tone Color:

Texture:

Form:

Style (Articulation):

Teacher Feedback:

Peer Evaluation Form



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Composer's Name: _____

Listener's Name: _____

This section to be complete by the listener

<p>What works well? (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/ articulation)</p>	
<p>What could improve the composition?</p>	

What did you learn from the peer and teacher feedback that will help you make to the composition more effective?

This section to be complete by the composer

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Documentary Theme Song Rehearsal Plan Sheet



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Student Name: _____

1. **Analyze**
Does the music sound as I had planned?
 (e.g., melody, harmony, compositional devices, texture...) *What parts of the music are difficult for me to perform?*
 (e.g., rhythm, notes, breathing, phrasing, dynamics...)
2. **Interpret**
How can I expressively use elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/articulation) to represent the documentary's topic?
 (e.g., dynamic contrast, phrasing/text painting, tempo variety, tonal manipulation...)
3. **Rehearsal Plan**
How will I learn the music and address musical problems to achieve an accurate and expressive performance?
 (e.g., rhythmic accuracy, diction, meaning of text, defining terms, technical and expressive skills...)
4. **Evaluate & Refine**
Do I perform this selection more accurately/expressively than I did when I began? Can I make more improvements?

<i>Analyze:</i>
<i>Interpret:</i>
<i>Rehearsal Plan: goals/strategies/processes for improvement across rehearsals</i>
<i>Evaluate and Refine: Checking results – How have I improved and what can I do better?</i>

Presentation Preparation Worksheet



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For the class presentation of your theme song, you will submit a final notated version of your composition to the teacher, and then present the recorded theme song to the class as follows:

- Announce the title of the theme song.
- Persuasively describe to the audience how you used elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form, and/or style/ articulation) in the theme song to represent the documentary's topic.
- Play the recorded theme song.
- You will then complete a self-evaluation while the class members complete their Responding Form.
- At the end of class you will submit to the teacher this **Presentation Preparation Worksheet; Rehearsal Plan Sheet; Peer Evaluation Form; Recording of your theme song;** and your **Self-Evaluation.**

(complete the following to prepare your presentation)

Title of the theme song: _____

Description of how you used the instrumentation layers, and emphasized at least three of the following elements of music in your theme song to represent the documentary's topic: pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/ articulation.

Composer Self-Evaluation Form



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Circle the quality that matches your composition and performance. Then answer the three questions below.

	Emerging	Approaching Standard	Meets Standard	Exceeds Standard
Quality of Interpretation	Performance had limited instances that reflected authentic interpretation of style, mood, function, context, and/or intent.	Performance had some noticeable instances that reflected authentic interpretation of style, mood, function, context, and/or intent.	Performance consistently reflected appropriate and/or believable interpretation of style, mood, function, context, and/or intent.	Performance reflected exceptional interpretation of style, mood, function, context, and/or intent.
Craftsmanship of Expressive Intent	The theme song conveyed limited expressive content that relates to the documentary's topic.	The theme song somewhat conveyed the expressive content that relates to the documentary's topic.	The theme song conveyed the expressive content that relates to the documentary's topic.	The theme song conveyed clear and undeniable expressive content that relates to the documentary's topic.

- a. Describe what you discovered about composing for a video documentary using at least three instrumentation layers (including percussion), and emphasizing at least three elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/ articulation*) in the theme song to represent the documentary's topic.

- b. Describe if and how you grew as a composer in understanding theoretical and structural aspects, and compositional techniques.

- c. Explain how your understanding of music theory helped you achieved your musical goals in this theme song.

Documentary Theme song Responding Form



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Composer's Name: _____

Listener's Name: _____

Describe how the emphasized elements of music (*pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation*) **are used to represent the documentary's topic:**

Evaluate the composition citing specific examples of how the composition is or is not appropriate in style and/or performance quality for documentary's theme song.

Documentary Theme Song Selection Sheet



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Reviewer's Name: _____

Select the theme song you feel is most appropriate for use as the main theme song for the chosen video documentary.

Name of Documentary Theme Song selected: _____

Composer's name: _____

List the specific reasons why you believe the selected theme song is appropriate for use as the main theme song for the chosen video documentary:

The most important reason this theme song reflects the documentary's topic:

Describe how the selected theme song can serve as a model for your future composing: