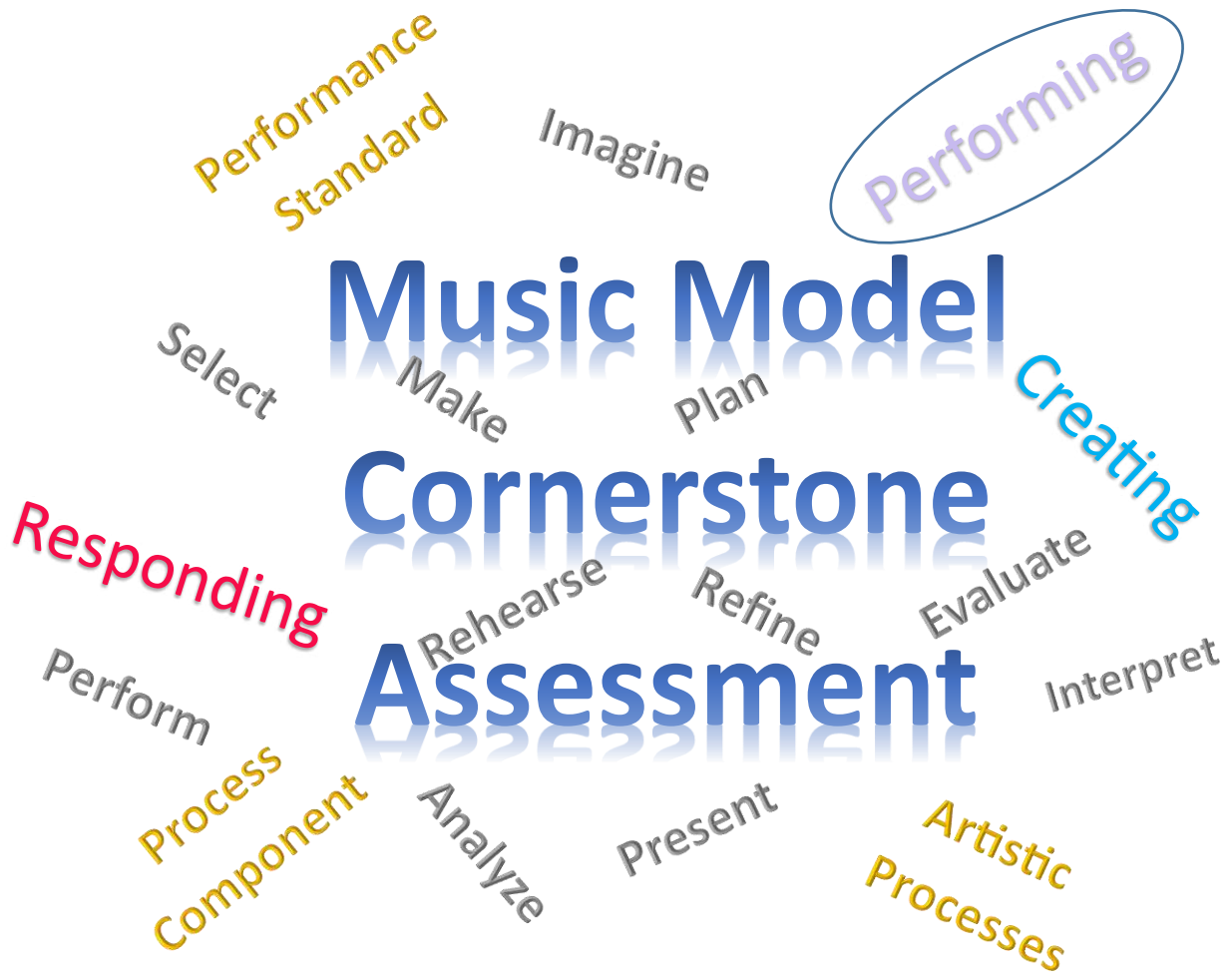




National Association
for Music Education



Artistic Process: Performing
Proficient
Ensembles

Anchor Standards / Enduring Understandings / Essential Questions

Common Anchor #4:	Select varied musical works to present based on interest, knowledge, technical skill, and context.
Enduring Understandings	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.
Essential Question(s)	How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?
Common Anchor #5:	Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
Enduring Understanding	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question(s)	How do musicians improve the quality of their performance?
Common Anchor #6:	Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
Enduring Understanding	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
Essential Question(s)	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

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.

Using the MCA document

MCAs are presented as a framework to be integrated into current curriculum. An example is provided that demonstrates the integration of curricular content. These examples are the specific tasks presented in the national pilot and may be used as the program so desires. Each MCA is available in a .pdf format with links for easy navigation within the document with external links for .doc versions of worksheets. The next page provides the assessment description with each bubble being a link to a detailed description of the assessment.

General Description of the Assessment Task

The proficient level is for students that have successfully achieved *One or more years of high school study* in addition to novice and intermediate proficiencies. The following is a summary of this assessment task and to be used with medium music difficulty level (Grade 3-3½) : Select a program of varied repertoire for a performance including three contrasting (e.g., genres, styles, cultural contexts, historical periods, compositional elements) musical works from ensemble music, formal solo or chamber ensemble based on performer interest and appropriate for a selected performance context. Then analyze, prepare and perform **one work** demonstrating understanding of structural characteristics, proficiency of advanced technical and expressive skills, and comprehension of appropriateness for the performance context. This MCA does not specify a particular notational or non-notational based performance medium and does not assess ability to sight-read. The task can be implemented with chamber ensembles, section rehearsals of larger ensembles, or students preparing solo. Recognizing that some tasks may be completed in a single period, it is important to provide sufficient time (days or weeks) depending on the situation) over a series of rehearsals for students to analyze, interpret and refine music. Use the following links to find the National Standards [Skills and Knowledge](#) and the [Music Standards Glossary](#).

Ensemble Model Cornerstone Assessment: Proficient Level

(One or more years of high school study)

Assessment Review

MU:Pr4.1.E.1a Explain the **criteria** used to select a varied **repertoire** to study based on an understanding of **theoretical** and **structural** characteristics of the music, the **technical skill** of the individual or **ensemble**, and the **purpose** or **context** of the **performance**.

MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how **compositional devices** employed and **theoretical** and **structural** aspects of **musical works** impact and inform prepared or improvised **performances**.

MU:Pr4.3.E.1a Demonstrate an understanding of **context** in a varied **repertoire** of music through prepared and improvised **performances**.

MU:Pr5.3.E.1a Develop strategies to address **expressive** challenges in a varied **repertoire** of music, and evaluate their success using feedback from **ensemble** peers and other sources to **refine performances**.

MU:Pr6.1.E.1a Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music representing diverse **cultures**, **styles**, and **genres**.

MU:Pr6.1.E.1b Demonstrate an understanding of **expressive intent** by **connecting with an audience** through prepared and improvised **performances**.

Overview of assessment tasks: Select a program of varied repertoire for a performance including three contrasting (e.g., genres, styles, cultural contexts, historical periods, compositional elements) musical works from ensemble music, formal solo or chamber ensemble based on performer interest; then prepare and perform one work demonstrating understanding of structural characteristics, proficiency of advanced technical and expressive skills, and comprehension of appropriateness for the performance contexts..

Music difficulty: Grade 3-3½ (Medium)

Preparation for Assessment	Discuss considerations for selecting three contrasting works (e.g., large group literature, solo, small ensemble, honor auditions) explaining expectations of analysis, interpretation, rehearsal, recording, and evaluation. The music should be new to the students and include opportunities for technical and expressive performance over a designated number of rehearsals.
-----------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1. Select: Students independently select three contrasting works that include technically/musically challenging works from their ensemble, solo, or chamber literature. Using the [Select Worksheet for Proficient \(click here for .doc version\)](#), each student describes specific areas of challenge and identifies improvement goals. The teacher scores the worksheet with feedback using the [Select Scoring Device](#). ([.docx versions of all scoring devices for proficient](#))

Preparation for Assessment	The teacher models proper performance technique, expressive options, and rehearsal strategies while referring to the expectations of this assessments strategy.
-----------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------

2. Analyze, Interpret, Rehearse, Evaluate, & Refine: Student works independently and/or in sectionals to practice one selected work for performance evaluation and completes the [Analyze, Interpret, Rehearse, Evaluate, & Refine Worksheet for Proficient \(click here for .doc version\)](#). Then the student performs their selection for another student from class with each providing feedback to the other using the [Peer Feedback Form for Proficient \(click here for .doc version\)](#). *This may occur in or outside of the class period.* Students may also audio record their performance (if possible) to be used for self-evaluation. Using feedback and listening to the recorded performance, students complete the feedback form and continue rehearsing.

Preparation for Assessment	When the students feel prepared or by the set due date, they self-record a final performance of the selection and self-evaluate using the Performance Evaluation form.
-----------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3. Present: The teacher collects the independently recorded student performances, **Analyze, Interpret, Rehearse, Evaluate, and Refine Worksheet**, the **Performance Evaluation** and the **Peer Feedback Form**. (*It is advisable for the students to perform their selections in class if time permits*)

The teacher scores the worksheets and evaluate the performance providing feedback to guide improvement on the performing process.

Music Selection Scoring Device: PROFICIENT

Student Name: _____

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standard
Select - Selects work(s) to perform based on interest, knowledge, ability and context.					
1a) Selection of works for varied programs	Repertoire was not clearly varied and performance setting minimally defined.	Repertoire was slightly varied with some evidence of intentional connection of the performance setting.	Repertoire was clearly varied and supported with thoughtful consideration to purpose and connection of the performance setting.	Creative and insightful decisions were clear in repertoire selection demonstrating thoughtful consideration of purpose and connection to the performance setting.	MU:Pr4.1.E.1a Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble , and the purpose or context of the performance.
1b) Awareness of Technical Challenges and Expressive Demands	Identified minimal challenges that were generally related to the technical skills and expressive qualities needed to perform the music.	Identified multiple relevant challenges generally related to the technical skills and expressive qualities needed to perform the music.	Provided detailed descriptions of multiple challenges specifically related to the technical skills and expressive qualities needed to perform the music.	Demonstrated forethought and advanced insight through descriptions of multiple challenges related to specific technical skills and expressive qualities needed to perform the music.	
1c) Improvement Goals	Improvement goals cited show limited consideration of the work's structure.	Improvement goals were clearly cited with a general connection to the work's structure.	Improvement goals were clearly cited with specific reference to their place in the work's structure.	Improvement goals were clearly cited, insightfully demonstrating depth of understanding of the work's structure.	

Rehearsal Scoring Device: PROFICIENT

Student Name: _____

Work rehearsed: _____

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standard
<p>Analyze - Analyze the structure and context of varied musical works and their implications for performance. Interpret - Develop personal interpretations that consider creators' intent. Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p>					
2a) Analysis	Appropriately identified, with inaccuracies, some compositional devices and structural aspects within the work, or vaguely described how knowing this guides preparation for performance.	Appropriately identified some general compositional devices and structural aspects within the work, and inferred how knowing this guides preparation for performance without providing specific reference.	Comprehensively identified and described specific compositional and structural devices within the work and how they guided preparation for performance.	Insightfully described how compositional and structural devices within the work may inform preparation and impact performance.	MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances .
2b) Interpretation	With some inaccuracies exhibited understanding of expressive qualities in the work.	Appropriately interpreted a few expressive qualities used in the work while neglecting others.	Demonstrated clear understanding of how expressive qualities are interpreted through performance.	Demonstrated insightful interpretation of style, genre, and context of expressive qualities and the connection to necessary technical skills.	MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances .
2c) Rehearsal Plan	Provided minimal strategies to address previously identified technical challenges and expressive qualities with some inappropriate or incomplete suggestions.	Developed appropriate, but incomplete strategies to address previously identified technical challenges and expressive qualities in the work.	Developed comprehensive, but general strategies to address previously identified technical challenges and expressive qualities in the work.	Developed in-depth strategies to address individual and ensemble technical challenges providing insight into expressive qualities of performance.	MU:Pr5.3.E.1a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances .
2d) Evaluate/ Refine	Minimally self-evaluated performance and with some inappropriate strategies for rehearsal.	Self-evaluated performance and developed general, but not comprehensive strategies for rehearsal.	Appropriately self-evaluated performance and developed reasonable strategies for rehearsal.	Insightfully self-evaluated performance and developed advanced strategies for rehearsal.	

Performance Evaluation: PROFICIENT

Student Name: _____

Work performed: _____

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standard
Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.					
Tone Production	Exhibited challenges in tone production (e.g., breathy, lack of register consistency, lacking resonance).	Exhibited incidental challenges in tone production (e.g., breathy, lack of register consistency, lacking resonance range extremes).	Exhibited clear tone production throughout.	Exhibited clear and mature tone production throughout.	<p>MU:Pr6.1.E.1a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>MU:Pr6.1.E.1b Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.</p> <p>MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.</p>
Rhythm and Pulse Accuracy	Performed a majority of the rhythms accurately, but demonstrate some minor difficulties in rhythmic interpretation, steady pulse, and other performance challenges that impact rhythmic feel.	Performed nearly all rhythms accurately, with minor exceptions, in a consistent and steady pulse for the majority of the performance.	Performed all rhythms accurately with a consistent and steady pulse.	Performed all rhythms accurately with a consistent and steady pulse with appropriate expressive enhancements.	
Pitch and Intonation Accuracy <i>(score only for pitched instruments and vocal performance)</i>	Some difficulty maintaining appropriate intervallic relationship with noticeable difficulty controlling intonation across the range of pitches.	Maintained pitch and intonation accuracy throughout the performance with periodic exceptions. <i>(e.g., extreme ranges may suffer and performer fails to adjust).</i>	Accurate and in tune throughout with adjustments made as needed across the ranges of the work being performed.	Exhibited expressive manipulation of pitch while maintaining appropriate accuracy and intonation throughout.	
Expressive Qualities/Stylistic Interpretation	Some but minimal attention to expressive qualities representative of stylistic/composer intent.	Demonstrated appropriate expressive qualities representative of stylistic/composer intent with minimal nuance.	Consistent application of appropriate expressive qualities representative of stylistic/composer intent with attention to nuance and sub-phrasing as a means to connect with the listener.	Exhibited insightful expressive qualities representative of stylistic/composer and personal intent with attention to nuance and sub-phrasing as a means to connect with the listener.	

Selecting Music Worksheet: Proficient Level

Select three contrasting works or sections of music. Complete one worksheet for each work.

Name: _____

Date: _____

Name of work: _____

Composer: _____

1a) Describe the type (context) of performance program for which this work would be appropriate and explain why.

Measure #s	1b) Specific technical challenges and expressive demands in this segment that demonstrate your performance proficiency	1c) Performance improvements goal(s) indicating the specific area in the structure

Select one work (or segments) from musical selection. Complete this worksheet for each practice session.

Musical Selection/Section Rehearsed:

Identify a specific section or problematic measures for today's practice. Provide reflection on your practice analysis, interpretation, rehearsal, and self-evaluation for future refinement. Use appropriate music vocabulary in your descriptions.

2a) ANALYZE

What is going on in the music? (e.g., elements of music, compositional devices, structural elements...) What parts of the music are difficult for me to perform? (e.g., rhythm, notes, phrase marks, breathing, dynamics...)? How will you use this to guide your practice?

2b) INTERPRET

What is to be expressed through this work or section? How can you make it fit the context of this work? (e.g., dynamic contrast, phrasing/text painting, tempo variety, tonal manipulation...)?

2c) REHEARSAL PLAN

What strategies (goals/process) will you use to address musical problems in order to help you achieve an accurate and expressive performance? (e.g., rhythmic accuracy, diction, meaning of text, defining terms, technical and expressive skills...)

2d) EVALUATE AND REFINE

Checking results – Did you perform this selection more accurately/expressively than when you began? Can I make more improvements? What are your next steps?

Peer Assessment Worksheet for Proficient

Performer's Name: _____

Peer Evaluator's Name: _____

Offer constructive feedback in each category: What was performed effectively? What can be improved?

Tone Production	
Performance Skills/Techniques	
Expression/Style	
Rhythm/Tonal Accuracy <i>(intonation if appropriate)</i>	

What did you learn from hearing the recording of your performance and the peer feedback, and what are your improvement goals?
This section to be completed by the performer

--

Differentiation Strategies

The teacher will probably have to add specific skill rubrics to the performance assessment for your own scoring to address specific learning in your curricular expectations.

(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)

Resource: (sample) <http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

pre-assess to determine levels of student prior knowledge and abilities.

determine and teach to reduce learning gaps allowing alternative forms of communicating expectations to students as needed.

create independent enrichment/enhanced work for students who show mastery.

group students to accommodate learning needs.

use provocative, complex questioning to stimulate high level thinking.

devise open-ended tasks to allow students of all ability levels to achieve success at their own levels.

tier tasks to address levels of abilities and support students within each tier.

assure that students are given choice in tasks in order to address their learning styles, interests, etc.

allow students to respond to tasks in alternative ways if the defined response in the MCA hinders an individual's means of demonstrating learning.