**REVISED – 8/10/12**

**Atlanta Public Schools**

**Office of Fine and Performing Arts**

**Grade 5 Beginning Orchestra Assessment**

**Composition Assessment Project Teacher Package**

**“Eight-Measure Melody on the Theme of Scale and Arpeggio with musical analysis and interpretation”**

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Project Director, ArtsAPS Grant Project

**Grade 5 Orchestra**

**Composition Project**

**Teacher Package**

***Students will:***

1. Demonstrate an understanding of the basic elements of music specified for this grade by listening to, evaluating, creating and performing music;
2. Use grade-level music terminology correctly;
3. Read and perform simple melodic and rhythmic patterns in 2/4 and 4/4 time;
4. Create and perform musical compositions that show appropriate use of some of the elements of music;
5. Explain the effects of different musical choices.
6. Read and identify arpeggios is a selected piece of music. (Rocky Mountain)

**Pre-Requisite Learning Activities:**

1. Perform D major scale & arpeggio by rote and by reading music.

**Violin:** [**http://www.noteflight.com/scores/view/14489308d2cd0b7fe850b212fd9f7b254074c38d**](http://www.noteflight.com/scores/view/14489308d2cd0b7fe850b212fd9f7b254074c38d)

**Viola: http://www.noteflight.com/scores/view/824e7385188f5209e546663b843a9ff69a712b56**

**Cello: http://www.noteflight.com/scores/view/376af3f9a7f885b934e9b3a344703e0095c32430**

**Bass: http://www.noteflight.com/scores/view/ced2b4ee5b5b644427e50b76de7b741e5122ee92**

1. Identify notes and patterns relating to scales and arpeggios. (Flash Cards & large note cards on a lanyard) **and** relate to notes, scale patterns and arpeggios in music.
2. Read and identify arpeggios in selected musical excerpts.
3. Practice reflecting on music & performance during class.
4. Compose simple melodies in your own clef and practice simple rhythmic and melodic dictation during class.
5. Point out questions and answers using examples, such as “Mary Had a Little Lamb.”

**Vocabulary:**

Staff

Clef sign

Barlines & double bars lines

Measure

Key signature

Time signature

Note values – eighth, quarter, half, whole, and rests.

Sharp

Scale

Arpeggio

Interval

Tempo

Dynamics

Phrase, Cadence, Question & answer (Mary Had a Little Lamb)

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**Teacher Directions for Composition Project**

There are four parts to the Composition Project that may be administered at given times throughout the year.

**Part 1 – Skills and Technique:** Video-taped Performance of D Major Warm-up

**This portion of the assessment should be given between the dates of January 15th and Spring Break. There is no pre-test, because you cannot assess students before they know how to play. Your baseline score is “0”!**

Preparation:

The teacher should teach the Atlanta Public Schools D Major Warm-up to all students beginning in 4th grade. Begin with the scale and then the arpeggio. You may use visuals and manipulatives to reinforce understanding. Be sure to stress correct left-hand and right-hand skills in addition to posture and tone production. It is recommended to play this warm-up at the beginning of each lesson. Music for the D Major Warm-Ups can be downloaded from the links above.

**Procedure – Video Performance:**

>The teacher should video students’ performance for assessment of accuracy/technique.

>Divide students into groups of 10-12 if your class is large. Do not group by ability.

>Be sure the whole groups is visible in the video.

>The teacher will provide a steady beat throughout the performance.

>Save your video as evidence for Teacher Keys.

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**Part 2 – Critical Analysis/Investigate: This portion of the pre and post assessment should be given before August 31 and after March 1.**

This part is quite simple. Student will be asked to circle all of the arpeggios they can find in the musical example, “Rocky Mountain.” It should only take about 10 minutes.

You can give this assessment one day during tuning.

There are 5 arpeggios, but DO NOT TELL STUDENTS HOW MANY.

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**Continued >>>**

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**Part 3 – Creation: This is the Composition Project**

**Students may begin working on this portion of the assessment after January 15th.**

**Your composition must be completed by May 10th, 2012. Earlier is better than later, because you may run out of time due to spring activities in your building!**

**Read Aloud Directions to Class:**

***Imagine your school is holding a composition contest and the winning orchestra student will have their composition performed at an Atlanta Braves game by a member of the Atlanta Symphony! Here are the rules:***

***Your composition should be 8 measures long in the key of D Major and written in your clef.***

***Your composition should be written in 4/4 time and have four beats in each measure.***

***Your composition must begin and end on “D.”***

***You must include at least one arpeggio which can be ascending or descending.***

***The last four measures should “answer” the first four measures.***

***Make sure your composition has a title which reflects your inspiration.***

***You will have a checklist to make sure you have included all the required musical elements.***

***You may use your method book as a reference source.***

***Have fun and good luck!***

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***Have fun and good luck!***

**Part 4 – Cultural and Historical Context**

**Reflection - This is the last part of the Composition Project. Have students complete this portion after they have finished their composition.**

**Read Aloud Direction to Class:**

***Describe the meaning of your song’s title and explain why you chose the tempo, rhythms, melodies, and dynamics you used in your composition.***

***Your paragraph should have at least 5 complete sentences.***

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**Georgia Performance Standards addressed in this assessment:**

**A. Skills and Techniques/Performance**

**MESBO.2** – Performing on instruments, alone and with others, a varied repertoire of music

a. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement.

b. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato.

c. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, & C.

d. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

**MESBO.3** – Reading and notating music

a. Identify notes in the staff and on ledger lines of respective clef.

b. Read and notate notes within the following key signatures: D, G, and C.

c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4.

d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.

**B. Creation**

MESBO.5 – Composing and arranging music within specified guidelines

a. Create original rhythm patterns in 4/4 time.

b. Compose simple melodies for respective instrument in the keys of D and G.

**C. Critical Analysis/Investigate**

**MESBO.6** – Listening to, analyzing, and describing music

a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.

b. Identify melodic and harmonic material in given aural examples.

**MESBO.7** – Evaluating music and music performances

a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrate ability to adjust accordingly.

b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.

c. Judge the quality of performance in tone, intonation, balance, dynamics, and rhythm.

**D. Cultural and Historical Context**

**MESBO.9** – Understanding music in relation to history and culture

a. Identify and compare performance styles of music learned in class.

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