**MUSIC RUBRIC CONSTRUCTION ALIGNED WITH**

**COMMON CORE STATE STANDARDS**

**THIS FRAMEWORK PRESSUMES THE FOLLOWING:**

* That your district will require some degree of alignment with Common Core State Standards (CCSS)
* That music teachers will be expected to contribute to overall student achievement across all academic domains.
* That music teachers must construct a metric in order to provide evidence of student accomplishment.
* That music teachers will be evaluated on their ability to have students meet rigorous standards.

**Below are listed the four levels competency with an example related to choral music:**

**Level 1: Recall –** Remembering what to say, sing, or do.

**Level 2: Simple Inference & Simple Task –** Student can respond with simplistic analysis of the text/music and revelations of the obvious.

**Level 3: Complex Inference & Simple Task –** Student can draw subtle inferences from the text; indentify figurative or connotative language; analyze the significance of key selection and identify key elements of musical form with teacher provided scaffolding.

**Level 4:** **Complex Inference and Complex Task –** They self-adjust, voluntarily improve upon their response without further scaffolding.

**Level 1** requires that the student(s) be able to sing a given piece in a public performance

Excellent – Student can sing, independently and from memory, the entire song’s lyrics (text) a cappella without hesitation

Good – Student can sing through the song independently with accompaniment from memory

Acceptable – Student can sing through the song in a group with accompaniment from sheet music

Not Acceptable – Student can’t get through the piece with the sheet music, even in a group with accompaniment.

**Level 2** requires that the student(s) can go beyond simple memorization of a piece of music

Applicable CCSS Standard: **Key Ideas and Details, 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **2.** Determine a theme of a story, drama or poem (i.e. lyrics) from details in the text; summarize the text.

Excellent - Students understand and can use various vocal tools (pace, emphasis, meter, dynamics, timbre), on pitch, to communicate meaning of the text (i.e. lyrics) utilizing sub-text.

Good - Students can create sub-text for the lyrics that enhances their understanding of the text and sing on pitch throughout.

Acceptable – Students understand, can summarize and articulate the meaning of the lyrics and sing them, mostly on pitch.

Not Acceptable – Student is unable to explain what the lyrics mean, other than to repeat what they say, and cannot sing on pitch.

**Level 3** requires that the student add their own creativity to the pieces selected for public performance.

Applicable CCSS Standard: **Integration of Knowledge and Ideas, 7.** Make connections between the text of a story or drama and a visual/oral (aural) presentation of the text identifying where each version reflects specific descriptions and directions in the text.

Excellent – Students can create added musical texture with “found instruments” or traditional instrumentation in their own arrangements of the selected pieces without a conductor.

Good – Student(s) can create additional vocal harmonies to selected pieces.

Acceptable – Students can perform given pieces without a conductor with expression both vocally and facially.

Not Acceptable – Students are unable to go beyond level 2 and still need a conductor.

**Level 4** requires that students create original pieces for public performances

Applicable CCSS Standards:

**Integration of Knowledge and Ideas, 8.** Compare and contrast the treatment of similar themes and topics …. in stories, myths and traditional literature from different cultures.

**Comprehension and Collaboration, 1.** Engage effectively in a range of collaborative discussions with diverse partners, ….building on others’ ideas and expressing their own clearly.

**Presentation of Knowledge and Ideas, 4.** Report on a topic, tell a story, or recount an experience in an organized manner……to support main ideas or themes.

Excellent – Individual students will create original pieces of music with lyrics (text) based upon a given thematic prompt related to the cultural context of their community or literary work.

Good – Students, in a small group, will create an original piece with lyrics (text) that is inspired by a specific fictional / non-fictional event and have the ensemble perform it.

Acceptable – Students in a small group will improvise a piece of music in a given musical form (e.g. theme and variation, sonata form, 12 bar blues, etc.)

Not Acceptable – Student(s) cannot create a piece that can be performed by others.

**STEP 3: Transfer. Students will be able to transfer what they have learned through your activity to other domains, academic or otherwise. Perhaps as extra credit.**

In order for you to provide students with the means to apply what they have learned to another domain (e.g. English Language Arts), reverse engineer the process. For example, using a selected choral piece…..

Contrast the lyrics of one of the songs or scene from a work of Music-Theatre to a poem, monologue, and/or narrative that deal with similar issues or themes inherent in the lyrics.

* Rewrite the text of a set of lyrics into narrative
* Take a narrative segment and rewrite as lyrics
* Rewrite the lyrics as an expression of a hypothetical character which shifts the text into the realm of drama (i.e. character based)

Applicable CCSS Standards:

**Craft and Structure, 5.** Explain (*demonstrate)* major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) prose and drama….

**Text Types and Purposes, 3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.