

# APPLYING VOCABULARY TO DESCRIBE MUSIC EXCERPTS

## A QUICK REFERENCE GUIDE

### Pre-Teaching Summary

This performance task requires students to apply knowledge from previous music learning (Teacher Guide pp. 2-3). At some point prior to the assessment, students should experience:

- Using, explaining the meaning of, and identifying characteristics of music using the vocabulary words *dynamics, harmony, instruments, melody, pitch, rhythm, tempo, texture, timbre, and voice.*
- Discussing and writing their understandings with a variety of music genres and styles.
- Completing self-assessments.
- Having their work evaluated using the teacher rubric.

### Task Administration Summary

Prior to administering the task, the teacher should:

- Model planning and writing about music with students.
- Guide students through planning and writing about music on their own using the **Writing about Music Practice Page** (Teacher Guide p. 13).
- Schedule two consecutive class periods to complete the performance task.
- Gather necessary materials: student booklets, pencils, and two appropriate music excerpts (see suggestions on Teacher Guide p. 2, or access recordings on the SCAAP website).
- Identify student accommodations.

### Teacher Directions Summary

Use the teacher directions (Teacher Guide pp. 4-9) for assessment Day 1 and Day 2.

- Alternate playing the music and silent writing time while delivering task instructions. For each of the two music excerpts, students will:
  - Choose two vocabulary words to describe the music excerpt.
  - Use the planning area to write notes and details about the vocabulary words and the excerpt.
  - Use the planning area notes to write a paragraph for each vocabulary word. Students should explain the word, use it correctly, and reference characteristics from the excerpt.
  - Ensure that the students have multiple opportunities to listen to the music while writing.
- On Day 1, review the student booklet directions and teacher rubric. Complete the Music Excerpt 1 page (Student Booklet p. 2).
- On Day 2, review the student booklet directions, teacher rubric, and self-assessment. Complete the Music Excerpt 2 page and self-assessment (Student Booklet pp. 3-4).
- Evaluate student work using the Teacher Rubric (Teacher Guide p. 11 or following page).

## TEACHER RUBRIC

Indicator	Understanding and Applying Music Vocabulary
<b>Exemplary</b>	<p><b>All</b> writing demonstrates clear, strong understanding of music vocabulary words:</p> <ul style="list-style-type: none"> <li>■ Uses all vocabulary words <b>correctly</b></li> <li>■ <b>Explains</b> the meaning of all vocabulary words</li> <li>■ <b>References</b> specific characteristics of the music excerpts for all vocabulary words</li> </ul>
<b>Proficient*</b>	<p><b>Most</b> writing demonstrates clear, strong understanding of music vocabulary words:</p> <ul style="list-style-type: none"> <li>■ Uses most vocabulary words <b>correctly</b></li> <li>■ <b>Explains</b> the meaning of most vocabulary words</li> <li>■ <b>References</b> specific characteristics of the music excerpts for most vocabulary words</li> </ul>
<b>Approaching Proficient</b>	<p><b>Some</b> writing demonstrates clear, strong understanding of music vocabulary words:</p> <ul style="list-style-type: none"> <li>■ Uses some vocabulary words <b>correctly</b></li> <li>■ <b>Explains</b> the meaning of some vocabulary words</li> <li>■ <b>References</b> specific characteristics of the music excerpts for some vocabulary words</li> </ul>
<b>Emerging</b>	<p>Writing demonstrates <b>limited understanding</b> of music vocabulary words:</p> <ul style="list-style-type: none"> <li>■ Uses few vocabulary words <b>correctly</b></li> <li>■ <b>Explains</b> the meaning of few vocabulary words</li> <li>■ <b>References</b> specific characteristics of the music excerpts for few vocabulary words</li> </ul>
<b>Needs Major Support</b>	<p>The student's writing is off-topic, does not specifically refer to characteristics of the music excerpts, and/or does not demonstrate an understanding of the music vocabulary words used.</p>

\*A proficient rating may be one in which the student demonstrates significant errors for one criterion or minor errors for several criteria.