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M344
Miksza
22 September, 2016

CMP Curricular Project

PART III

Assessment Project

Responding Assessment

1. In-class quiz
 1. Taken: 3 weeks by the beginning of rehearsing “A Movement for Rosa.”
 2. Point total: 30 (10 per question)
2. Project
 1. Due: By the concert.
 2. Point total: 100 (Form/paper: 50 - Melody: 30 - Dedication: 20)

<i>“A Movement for Rosa” QUIZ</i>	
	Name: _____
	Date: _____
What is the form of “A Movement for Rosa?” And what does each section portray?	
What is the historical significance of this piece?	
What are some ways Mark Camphouse portrays the mood of each section?	

Project

1. Find a historical movement of American history.
2. Use that movement to make the outlines of a composition.
 1. Create a form that matches the mood of the movement.
 2. In a two page paper (double spaced, Times New Roman), write and describe how the sections and form of the piece will convey the mood and emotion of the historical movement.
3. Compose a one-line melody that will be the main statement of the piece.
 1. Extra-credit if you find a hymn or song that was used during that historical movement.
4. Write a paragraph on who you would dedicate the piece to.

Quiz/Project Rubric

	Accuracy	Analysis	Content
8-10	0-1 mistakes in accuracy with material presented.	Student knowledge of material is above average and adds insightful information.	Little to no grammatical errors, writes in complete sentences. Content is presented in a professional way.
5-7	2-3 mistakes in accuracy with material presented.	Student knowledge of material is average and writes the minimum needed.	A few grammatical errors with a few incomplete sentences. Content is presented in a semi-professional way.
3-4	4-5 mistakes in accuracy with material presented.	Student knowledge of material is below average and writes little information on questions.	Multiple grammatical errors and not written in complete sentences. Content is not presented in a professional way.
0-2	5+ mistakes in accuracy with material presented.	Student knowledge of material is almost non-existent and writes almost no information.	Many grammatical errors and not written in complete sentences. Content is not presented in a professional way.

The quiz will assess student's knowledge of form and how it relates to its historical reference. Assesses the musical work as a whole and how it is put into context. The project will expand on all of these standards and get students to think about the musical work as a whole.

Performing Assessment

- Students will have a chair test, including selections from "A Movement for Rosa" as part of the assessment, 100 points in total.

20% - 2 random major scales

10% - Chromatic scale (slur up, tongue down)

35% - Prepared pieces (excerpts given by director, includes "A Movement for Rosa")

35% - Sight reading

Playing Test Rubric

	Tone Quality	Rhythm/Pitch Accuracy	Tempo	Articulation/Dynamics	Musicality
90-100	Exceptional tone quality and sustained throughout.	Little to no rhythm or pitch errors.	Tempo maintains at a steady beat.	Follows articulations/dynamics throughout and uses expressivity.	Extremely musical in its entirety.
80-90	Good tone quality, may not sustain throughout.	A few rhythm/pitch errors throughout.	Tempo maintains at a steady beat with only a few errors.	Articulations/dynamics mostly followed with only a few errors.	Musical most of the time, with room to improve.
70-80	Ok tone quality, does not sustain throughout.	Multiple rhythm/pitch errors.	Tempo is sometimes maintained at a steady beat.	Articulation/dynamics are sometimes followed with little consistently.	Hints of musical moments, but still present.
60-70	Poor tone quality, does not sustain throughout.	Many rhythm/pitch errors.	Tempo is not very maintained throughout.	Articulation/dynamics are only used a couple times with no consistently.	Very few expressive moments.

0-60	Poor tone quality throughout.	Most rhythm/pitch were incorrect.	Tempo changes constantly.	Articulation/dynamics are never followed.	Little to no expressive or musical moments.
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Major scales and chromatic scale will represent fundamentals of playing. Prepared pieces will express musicality, knowledge of the piece, technical challenges, and performance with these excerpts. Sight reading will enforce fundamentals and challenge reading skills. All of the test will assess technical and musical aspects of playing.

Grading Policy

I. Assessment Criteria

A. Written Assessments: *60 total points*

1. 3 repertoire quizzes: *30 total points*
 - a) One due after four weeks (total of three)
2. 3 take-home assignments: *30 total points*
 - a) One due after four weeks (total of three)

B. Performance Assessments: *175 total points*

1. One chair test playing exam: *100 total points*
 - a) Played within first four weeks
2. Two in-class performances: *50 total points*
 - a) Played when called on
3. One singing playing exam: *25 total points*
 - a) Sung by end of trimester

C. Projects: *300 total points*

1. Two repertoire projects: *200 total points*
 - a) Repertoire Project #1: Due at end of first four weeks
 - b) Repertoire Project #2: Due at end of last four weeks
2. One listening project: *200 total points*
 - a) Listening Project: Due at end of middle four weeks

II. Weight Scale

- A. Written Assessments = 20%
- B. Performance Assessments = 50%
- C. Projects = 30%

III. Grading Scale

- A. 93% - 100% = A
- B. 90% - 93% = A-
- C. 87% - 90% = B+
- D. 83% - 87% = B
- E. 80% - 83% = B-
- F. 77% - 80% = C+
- G. 73% - 80% = C
- H. 70% - 73% = C-
- I. 67% - 70% = D+
- J. 63% - 67% = D
- K. 0% - 63% = F