

Theme Song

Title: Little Piece

This theme song will be performed using violin.

1) Use the staff paper below to compose or notate the theme song.

The image shows a page of musical notation for a violin piece. At the top, the title is "Little Piece" and the instrument is "violin". The notation is handwritten and consists of several staves. The first staff is a treble clef with a key signature of one flat (B-flat) and a 4/4 time signature. The tempo is marked "Andante". The dynamics range from *mf* (mezzo-forte) to *pp* (pianissimo). The notation includes various musical symbols such as notes, rests, slurs, and dynamic markings. There are also some handwritten annotations like "fz" (forzando) and "v" (for violin). The piece ends with a double bar line and a *pp* marking.

2) Identify how you used the following musical elements in the theme song.

Rhythm: *The rhythm stays in basic 4/4 time. The notes are either quarter, eighth, or half notes.*

Dynamics: *The first three phrases crescendo and decrescendo and the last two are either loud or soft*

Tempo: *The tempo is at a steady, walking tempo.*

Phrasing: *A phrase lasts between one and two measures and divided between two beats of rest.*

3) Describe the mood or style these musical elements create in the theme.

These musical elements work together to create a piece that captures ones attention with its ever-changing dynamics, yet is soothing to listen to with its steady tempo.

Variation #1

Title: Little Piece: a

- 4) Use the staff paper below to compose Variation #1 of your theme song.
- 5) Using a pencil, place a box around the specific notated areas that are different from the theme song.

Allegro

4/4

f

p

Vo

- 6) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Dynamics, tempo, rhythm.

- 7) Describe how this change affected the mood or style.

This variation gives the piece a more upbeat, playful quality.

Variation #2

Title: Little Piece: B

8) Use the staff paper below to compose Variation #2 of your theme song.

9) Using a pencil, place a box around the specific notated areas that are different from the theme song.

10) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Dynamics, temp, rhythm.

11) Describe how this change affected the mood or style.

The glissandos and 16th note flourishes give a country western feel to the piece.

Variation #3

Title: Little Piece: C

- 12) Use the staff paper below to compose Variation #3 of your theme song.
- 13) Using a colored pencil, place a box around the specific notated areas that are different from the theme song.

The image shows two staves of handwritten musical notation. The top staff is in treble clef with a 4/4 time signature. It begins with the word 'Adagio' written in cursive. The melody consists of quarter and eighth notes, some with slurs. The bottom staff is in bass clef and contains accompaniment with various dynamics: 'p' (piano), 'f' (forte), and 'pp' (pianissimo). There are also slurs and accents in the bass line. Below the two staves are several empty staves for student work.

- 14) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Dynamics. Tempo

- 15) Describe how this change affected the mood or style.

The notes are played slower and flow more together (there are no accents) so the piece has a more haunted sound to it.

Exemplar #1 Annotation

Creating Rubric Score: 4

This performance earns the score of 4 on the Creating Rubric for demonstrating a thorough understanding of the elements of music by meeting all four of the task requirements: the student notates the appropriate clef, time and key signatures and uses correct bar placement, uses each of the musical elements, includes a theme and three variations of at least eight measures, and changes the way one musical element is used in each variation. Meeting all four task requirements earns the performance four points on this rubric.

Performing Rubric Score: 4

This performance earns the score of 4 on the Performing Rubric for demonstrating a thorough understanding of the performance process by meeting all four of the task requirements: the student performs the musical elements as they are notated in the theme, the first variation, the second variation, and the third variation. Meeting all four of the task requirements earns the performance four points on this rubric.

Responding Rubric Score: 4

This response earns the score of 4 on the Responding Rubric for demonstrating a thorough understanding of the responding process by meeting all four of the task requirements: the student identifies the four specific musical elements in the theme and describes the mood or style they create (rhythm, dynamics, tempo, and phrasing are identified and explained), and identifies the specific musical element(s) changed in the first variation (dynamics, tempo and rhythm), the second variation (the same), and the third variation (dynamics and tempo only). Because these elements correspond to the changes in the performance and because they are adequately explained, each is credited. Meeting all four of the task requirements earns the response four points on this rubric.

Theme Song

Title: Twin Cities Rag

This theme song will be performed using a piano (forte).

1) Use the staff paper below to compose or notate the theme song.

moderato

The image shows a handwritten musical score for a piece titled "Twin Cities Rag". The score is written on five systems of grand staff paper, each consisting of a treble clef staff and a bass clef staff. The key signature is two flats (B-flat and E-flat), and the tempo is marked "moderato". The notation includes various rhythmic values, accidentals, and dynamic markings such as "mf" and "8va". The piece concludes with a double bar line and a repeat sign. Below the five systems of grand staff paper, there are three empty systems of grand staff paper for additional notation.

2) Identify how you used the following musical elements in the theme song.

Rhythm: The bass of the rag falls evenly on the beat, where as the melody is syncopated over the beat, as is traditional with the style.

Dynamics: As was typical in Joplin's ragtime, only one dynamic marking is given at the beginning of the section, and generally sustained throughout.

Tempo: The moderato tempo is typical of ragtime, though not how it was played. Joplin always reminded performers to play ragtime slow(er).

Phrasing: No phrasing is given, as Joplin mostly did. It is up to the performer as to what he/she wants to connect or leave detached.

3) Describe the mood or style these musical elements create in the theme.

These musical elements, along with the notes, bring a bright, enthusiastic mood to the piece. Such was found in the popular era of ragtime in the earlier 20th Century, especially in the rags of Joplin.

Variation #1

Title: Variation 1

- 4) Use the staff paper below to compose Variation #1 of your theme song.
- 5) Using a pencil, place a box around the specific notated areas that are different from the theme song.

Moderato

The musical score is written on three systems of grand staves. The first system begins with a tempo marking of *Moderato* and a dynamic marking of *mf*. The score is annotated with circles around specific notes and stems in the treble clef across all systems, indicating areas of change. There are also some handwritten markings like 'p' and 'f' in the bass clef of the third system.

- 6) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Rhythm

- 7) Describe how this change affected the mood or style.

Making a rag without syncopation is just a song, and
makes it seem very dinky and silly when played.

Variation #2

Title: Variation 2

- 8) Use the staff paper below to compose Variation #2 of your theme song.
- 9) Using a pencil, place a box around the specific notated areas that are different from the theme song.

Allegro

ms

7

poco. rit.

8va

- 10) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Tempo

- 11) Describe how this change affected the mood or style.

For the sake of this assignment I made the tempo fast,
which (as evidenced by playing most music too fast)
detracts from the musicality of the piece

Variation #3

Title: Variation 3

- 12) Use the staff paper below to compose Variation #3 of your theme song.
- 13) Using a colored pencil, place a box around the specific notated areas that are different from the theme song.

Moderato

- 14) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Dynamics

- 15) Describe how this change affected the mood or style.

With the many varied dynamics the piece has much more contrast, which some would say makes the piece more pleasing to the listener. However, this is not typical of ragtime.

Exemplar #2 Annotation

Creating Rubric Score: 2

This performance earns the score of 2 on the Creating Rubric for demonstrating a partial understanding of the elements of music by meeting two of the four task requirements: the student does include a theme and three variations of at least eight measures and changes the way one musical element is used in each variation. No further credit can be awarded because the performance does not include a time signature and because it does not use each of the musical elements (there is no phrasing included). Meeting two of the four task requirements earns the performance two points on this rubric.

Performing Rubric Score: 4

This performance earns the score of 4 on the Performing Rubric for demonstrating a thorough understanding of the performance process by meeting all four of the task requirements: the student performs the musical elements as they are notated in the theme, the first variation, the second variation, and the third variation. Meeting all four of the task requirements earns the performance four points on this rubric.

Responding Rubric Score: 4

This response earns the score of 4 on the Responding Rubric for demonstrating a thorough understanding of the responding process by meeting all four of the task requirements: the student identifies the four specific musical elements in the theme and describes the mood or style they create, and identifies the specific musical element changed in the first variation (rhythm), the second variation (tempo), and the third variation (dynamics). Because these elements correspond to the changes in the performance and because they are adequately explained, each is credited. Meeting all four of the task requirements earns the response four points on this rubric.

Theme Song

Title: A World of Dreams

This theme song will be performed using Piano.

1) Use the staff paper below to compose or notate the theme song.

Handwritten musical notation for the first system of a piano piece. It consists of two staves. The top staff is in treble clef with a 2/4 time signature. It starts with a tempo marking $\text{♩} = 120$ and a dynamic marking *mf*. The melody begins with a half note G4, followed by quarter notes A4, B4, C5, D5, E5, and F5, ending with a half note G5. A slur covers the last four notes. The bottom staff is in bass clef with a 2/4 time signature, providing a harmonic accompaniment with chords corresponding to the notes in the melody. The first two measures are marked with a double bar line.

2) Identify how you used the following musical elements in the theme song.

Rhythm: My time signature is in 2/4 with two beats per measure and the quarter note gets the one beat.

Dynamics: The song starts out at mp and later changes to mf.

Tempo: The tempo is 120.

Phrasing: The phrasing is used to make the quarter notes go from one to the other smoother. Also, each measure has phrasing.

3) Describe the mood or style these musical elements create in the theme.

The rhythm combined with the tempo cause the song to have a slight quick pace. The dynamics and phrasing make the theme smoother and more effective. Combined these four musical elements make the theme seem as if its floating, as in a dream.

Variation #1

Title: Walking the Road of Dreams

- 4) Use the staff paper below to compose Variation #1 of your theme song.
- 5) Using a pencil, place a box around the specific notated areas that are different from the theme song.

- 6) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Rhythm

- 7) Describe how this change affected the mood or style.

The added eighth notes in the top treble clef gives the composition a mood of "going somewhere" and reaching the destination.

Variation #2

Title: Dancing with Dreams

- 8) Use the staff paper below to compose Variation #2 of your theme song.
- 9) Using a pencil, place a box around the specific notated areas that are different from the theme song.

$\text{♩} = 120$
8va.
mf

- 10) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Rhythm in the bass line

- 11) Describe how this change affected the mood or style.

The change from half notes to triplets causes a dancing style to emerge from the song.

Variation #3

Title: Bidding my Dreams Farewell

- 12) Use the staff paper below to compose Variation #3 of your theme song.
- 13) Using a colored pencil, place a box around the specific notated areas that are different from the theme song.

Handwritten musical notation for Variation #3. The notation is on grand staff paper (treble and bass clefs). The first system has a tempo marking $\text{♩} = 60$ in a box above the first measure. The second system has a $3/4$ time signature and a mf dynamic marking. The notation includes various notes, rests, and chords. Below the notation are several empty staff lines for student work.

- 14) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Tempo is slowed, Rhythm (time signature changed)

- 15) Describe how this change affected the mood or style.

The changing of the time signature to $3/4$ and the slowing of the tempo gives the song a sad mood.

Exemplar #3 Annotation

Creating — Notation Rubric Score: 4

This performance earns the score of 4 on the Creating Rubric for demonstrating a thorough understanding of the elements of music by meeting all four of the task requirements: the student notates the appropriate clef, time and key signatures and uses correct bar placement, uses each of the musical elements, includes a theme and three variations of at least eight measures, and changes the way one musical element is used in each variation. Meeting all four task requirements earns the performance four points on this rubric.

Performing Rubric Score: 2

This performance earns the score of 2 on the Performing Rubric for demonstrating a partial understanding of the performance process by meeting two of the four task requirements: the student performs the musical elements as they are notated in the theme and the second variation. No further credit can be awarded because she does not perform either the first or the third variation as they are notated. Meeting two of the four task requirements earns the performance two points on this rubric.

Responding Rubric Score: 3

This response earns the score of 3 on the Responding Rubric for demonstrating an adequate understanding of the responding process by meeting three of the four task requirements: the student identifies the specific musical element(s) changed in the first variation (rhythm), the second variation (the “rhythm in the bass line”), and the third variation (“tempo is slowed” and “time signature changed”). Because these elements correspond to the changes in the performance and because they are adequately explained, each is credited. No further credit can be awarded because the response does not identify four specific elements in the theme nor describe how each helps to create a mood (credit is not given because the explanation does not show an understanding of rhythm). Meeting three of the four task requirements earns the response three points on this rubric.

Theme Song

Title: March Intro

This theme song will be performed using violin.

1) Use the staff paper below to compose or notate the theme song.

The image shows a single staff of music with handwritten notation. The notation is in 4/4 time and includes several measures. Annotations include 'moderato' at the beginning, 'ritard.' in the second measure, 'pizz.' in the fourth measure, and 'p' in the fifth measure. There are also some markings like 'M', 'v', and 'v' above notes, and a '3' below a triplet. The staff is followed by several empty staves for further composition.

2) Identify how you used the following musical elements in the theme song.

Rhythm: *It has similar rhythms in the middle of the piece.*

Dynamics: *Dynamics start at piano and get a push of sound at measure 3 with the crescendo. It stays a forte until the decrescendo at the end.*

Tempo: *The tempo is a steady moderato.*

Phrasing: *Phrasing consist of 3 parts: an intro a middle, and a finale.*

3) Describe the mood or style these musical elements create in the theme.

Although in 4/4 time it is an energetic march.

Variation #1

Title: Jazz

- 4) Use the staff paper below to compose Variation #1 of your theme song.
- 5) Using a pencil, place a box around the specific notated areas that are different from the theme song.

The image shows a handwritten musical score on a single staff. The music is written in 4/4 time. The first measure has a treble clef, a key signature of one sharp (F#), and a tempo marking 'moderato'. The melody starts with a quarter note G4, followed by quarter notes A4, B4, and C5. The bass line starts with a quarter note G3, followed by quarter notes F3, E3, and D3. The second measure has a quarter note D4, followed by quarter notes E4, F4, and G4. The third measure has a quarter note A4, followed by quarter notes B4, C5, and B4. The fourth measure has a quarter note A4, followed by quarter notes G4, F4, and E4. The fifth measure has a quarter note D4, followed by quarter notes C4, B3, and A3. The sixth measure has a quarter note G3, followed by quarter notes F3, E3, and D3. The seventh measure has a quarter note C3, followed by quarter notes B2, A2, and G2. The eighth measure has a quarter note F2, followed by quarter notes E2, D2, and C2. The piece ends with a double bar line. The word 'sunny' is written above the first measure, and 'moderato' is written above the second measure.

- 6) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Rythm to a swing

- 7) Describe how this change affected the mood or style.

It makes it more jazz like. It makes the song flow

Variation #2

Title: Minimalistic

- 8) Use the staff paper below to compose Variation #2 of your theme song.
- 9) Using a pencil, place a box around the specific notated areas that are different from the theme song.

- 10) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: dynamics are very soft and get even softer at the end.

- 11) Describe how this change affected the mood or style.

This makes for a tired melow song.

Variation #3

Title: _____

- 12) Use the staff paper below to compose Variation #3 of your theme song.
- 13) Using a colored pencil, place a box around the specific notated areas that are different from the theme song.

adagio

- 14) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: *Tempo was changed to adagio*

- 15) Describe how this change affected the mood or style.

It makes it kind of solemn

Exemplar #4 Annotation

Creating Rubric Score: 4

This performance earns the score of 4 on the Creating Rubric for demonstrating a thorough understanding of the elements of music by meeting all four of the task requirements: the student notates the appropriate clef, time and key signatures and uses correct bar placement, uses each of the musical elements, includes a theme and three variations of at least eight measures, and changes the way one musical element is used in each variation. Meeting all four task requirements earns the performance four points on this rubric.

Performing Rubric Score: 2

This performance earns the score of 2 on the Performing Rubric for demonstrating a partial understanding of the performance process by meeting two of the four task requirements: the student performs the musical elements as they are notated in the theme and the third variation. No further credit can be awarded because he does not perform either the first or the second variation as they are notated. Meeting two of the four task requirements earns the performance two points on this rubric.

Responding Rubric Score: 3

This response earns the score of 3 on the Responding Rubric for demonstrating an adequate understanding of the responding process by meeting three of the four task requirements: the student identifies the specific musical element changed in the first variation (rhythm), the second variation (dynamics), and the third variation (tempo). Because these elements correspond to the changes in the performance and because they are adequately explained, each is credited. No further credit can be awarded because the response does not identify four specific elements in the theme nor describe how each helps to create a mood (credit is not given because the explanation does not describe rhythm). Meeting three of the four task requirements earns the response three points on this rubric.

Theme Song

Title: Cha Cha

This theme song will be performed using Violin.

1) Use the staff paper below to compose or notate the theme song.

d = 132

mf

2) Identify how you used the following musical elements in the theme song.

Rhythm: My theme started out in 4/4, so I changed the key signature to 3/4. So instead of having 4 beats in a measure, I will have 3.

Dynamics: For dynamic, I made my theme *mf* so as a change, I change it to *mp* w/some accents.

Tempo: The tempo for my theme was 132 so I changed the tempo of this piece to 72. Also I made the song to minor to created a slow/sad mood.

Phrasing:

3) Describe the mood or style these musical elements create in the theme.

Rhythm: When you hear this, you will feel like it's a waltz even though it started out as a cha cha rhythm. The piece gave you a sophisticated feeling of some sort.

Dynamics: Since it's *mp* and have accents, this piece will give you some suspense.

Tempo: Since I change it to minor this piece is going to sound sad.

Variation #1

Title: Cha Cha & Waltz mix

- 4) Use the staff paper below to compose Variation #1 of your theme song.
- 5) Using a pencil, place a box around the specific notated areas that are different from the theme song.

♩ = 96

mf

Below the musical notation are several sets of empty five-line musical staves for student work.

- 6) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Rhythm, I changed it from 4/4
to 3/4.

- 7) Describe how this change affected the mood or style.

It gave the music more of a sophisticated feeling and very
"waltzy."

Variation #2

Title: Cha Cha in Minor

- 8) Use the staff paper below to compose Variation #2 of your theme song.
- 9) Using a pencil, place a box around the specific notated areas that are different from the theme song.

$\text{♩} = 72$

mf

- 10) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Tempo, I changed the song from the tempo of 132 to 72.

- 11) Describe how this change affected the mood or style.

Since it's in minor, the song is sad and depress w/ its slow tempo and music.

Variation #3

Title: Cha Cha Suspense

- 12) Use the staff paper below to compose Variation #3 of your theme song.
- 13) Using a colored pencil, place a box around the specific notated areas that are different from the theme song.

d = 132

The image shows two staves of handwritten musical notation. The first staff is a treble clef staff with a melody consisting of eighth and quarter notes, many with accents. The second staff is a bass clef staff with a bass line consisting of eighth and quarter notes, also with accents. Above the first staff, the tempo marking 'd = 132' is written. Below the two staves are several empty staves for student work.

- 14) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Dynamic, I changed the song from mf to p w/accents between notes.

- 15) Describe how this change affected the mood or style.

This will make the song suspensful because of the accents and the quietness of it.

Exemplar #5 Annotation

Creating Rubric Score: 3

This performance earns the score of 3 on the Creating Rubric for demonstrating an adequate understanding of the elements of music by meeting three of the four task requirements: the student notates the appropriate clef, time and key signatures and uses correct bar placement, includes a theme and three variations of at least eight measures, and changes the way one musical element is used in each variation. No further credit can be awarded because the performance does not include each of the musical elements (it does not have phrasing). Meeting three of the four task requirements earns the performance three points on this rubric.

Performing Rubric Score: 3

This performance earns the score of 3 on the Performing Rubric for demonstrating an adequate understanding of the performance process by meeting three of the four task requirements: the student performs the musical elements as they are notated in the theme, the first variation, and the third variation (although in each case the last note is short one beat, they can still be credited because this rubric assesses notation, not technique). No further credit can be awarded because the student does not perform the second variation as notated (there is no tempo change). Meeting three of the four task requirements earns the performance three points on this rubric.

Responding Rubric Score: 3

This response earns the score of 3 on the Responding Rubric for demonstrating an adequate understanding of the responding process by meeting three of the four task requirements: the student identifies the specific musical element changed in the first variation (rhythm changes from 4/4 to 3/4), the second variation (tempo changes from 132 to 72), and the third variation (dynamics change). Because these elements correspond to the changes in the performance and because they are adequately explained, each is credited. No further credit can be awarded because the response does not identify four specific elements in the theme and describe how each helps to create a mood (phrasing is not addressed nor how the other elements were used in the theme). Meeting three of the four task requirements earns the response three points on this rubric.

Theme Song

Title: THE MUFFIN MAN

This theme song will be performed using DOUBLE BASS.

1) Use the staff paper below to compose or notate the theme song.

The image shows three staves of musical notation. The top staff begins with a treble clef, a key signature of one sharp (F#), and a time signature of 2/2. The word "PIZZ" is written above the first few notes. The notation consists of quarter and eighth notes, with some notes beamed together. The second staff continues the melody with similar note values and includes a circled section of notes. The third staff concludes the piece with a double bar line and repeat dots.

2) Identify how you used the following musical elements in the theme song.

Rhythm: *Straight, Played As Written.*

Dynamics: *None, Fortē Through Whole*

Tempo: *Allegro, Very Fast & Upbeat, Cut Time.*

Phrasing: *There Is No Real Phrasing In This Piece*

3) Describe the mood or style these musical elements create in the theme.

*These Musical Elements Create An Upbeat Theme It Gets
The Listener Awake & Attentive.*

Variation #1

Title: MUFFIN MAN (#1)

- 4) Use the staff paper below to compose Variation #1 of your theme song.
- 5) Using a pencil, place a box around the specific notated areas that are different from the theme song.

The image shows three staves of handwritten musical notation. The first staff has the word "PIZZ" written above it. The notation includes various notes, rests, and some scribbled-out areas. Below the three staves are several empty staves for additional notation.

- 6) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Tempo, cut time to common time.

- 7) Describe how this change affected the mood or style.

This made the song much slower giving it much less interest and liveliness.

Variation #2

Title: MUFFIN MAN (SWING)

- 8) Use the staff paper below to compose Variation #2 of your theme song.
- 9) Using a pencil, place a box around the specific notated areas that are different from the theme song.

SWING (♩ = ♩) PIZZ

- 10) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Notation style & rythm

- 11) Describe how this change affected the mood or style.

This changed the style of the music to an older "swinger"
style of playing.

Variation #3

Title: MUFFIN MAN (#3)

- 12) Use the staff paper below to compose Variation #3 of your theme song.
- 13) Using a colored pencil, place a box around the specific notated areas that are different from the theme song.

- 14) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Dynamics

- 15) Describe how this change affected the mood or style.

Gives The Piece More Feel & Emotion

Exemplar #6 Annotation

Creating Rubric Score: 2

This performance earns the score of 2 on the Creating Rubric for demonstrating a partial understanding of the elements of music by meeting two of the four task requirements: the student includes a theme and three variations of at least eight measures and changes the way one musical element is used in each variation. No further credit can be awarded because the student does not notate the appropriate clef, time and key signatures (the key and time signatures are transposed) nor does the performance include each of the musical elements (it does not have phrasing or tempo notated). Meeting two of the four task requirements earns the performance three points on this rubric.

Performing Rubric Score: 3

This performance earns the score of 3 on the Performing Rubric for demonstrating an adequate understanding of the performance process by meeting three of the four task requirements: the student performs the musical elements as they are notated in the theme, the first variation, and the third variation. No further credit can be awarded because the second variation is not played as notated (the swing tempo change is not performed). Meeting three of the four task requirements earns the performance three points on this rubric.

Responding Rubric Score: 3

This response earns the score of 3 on the Responding Rubric for demonstrating an adequate understanding of the responding process by meeting three of the four task requirements: the student identifies the specific musical element changed in the first variation (tempo), the second variation (“notation style and tempo”), and the third variation (dynamics). Because these elements correspond to the changes in the performance and because they are adequately explained, each is credited. No further credit can be awarded because the response does not identify four specific elements in the theme nor describe how each helps to create a mood (phrasing is vaguely mentioned but not in describing the mood or style). Meeting three of the four task requirements earns the response three points on this rubric.

Theme Song

Title: nur drei

This theme song will be performed using Klavier.

1) Use the staff paper below to compose or notate the theme song.

The image shows three systems of handwritten musical notation on a grand staff (treble and bass clefs). The first system consists of four measures. The melody in the treble clef is written in 4/4 time, starting with a quarter note G4, followed by eighth notes A4, B4, C5, D5, E5, F5, G5, and ending with a quarter note G5. The bass clef accompaniment starts with a quarter note G2, followed by quarter notes A2, B2, C3, D3, E3, F3, G3, and ends with a quarter note G3. The second system also consists of four measures, continuing the melody and accompaniment. The third system shows the beginning of a new section with a treble clef melody starting on G4 and a bass clef accompaniment with a low G2. The rest of the system is filled with dense, scribbled-out lines, indicating a section that has been crossed out or is a placeholder for further composition.

2) Identify how you used the following musical elements in the theme song.

Rhythm: Added a few lengths to notes and then made following notes in the measure shorter creating a swing feeling

Dynamics: Just used normal piano dynamics.

Tempo: Fast tempo to go with the swing feeling

Phrasing: 2 phrases, first one moves to its repeating 2nd phrase, and end of 2nd gives a finished feeling.

3) Describe the mood or style these musical elements create in the theme.

I think that it creates the theme jingle idea, and creates an old-time sport show mood.

Variation #1

Title: traurig

- 4) Use the staff paper below to compose Variation #1 of your theme song.
- 5) Using a pencil, place a box around the specific notated areas that are different from the theme song.

Below the handwritten notation are two sets of empty staff paper for student work.

- 6) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Changed to minor

- 7) Describe how this change affected the mood or style.

Makes it traurig! (sad)

Variation #2

Title: Drillinge

- 8) Use the staff paper below to compose Variation #2 of your theme song.
- 9) Using a pencil, place a box around the specific notated areas that are different from the theme song.

- 10) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: less beats per measure and triplets.

- 11) Describe how this change affected the mood or style.

Upbeat feeling, a little more jazzy.

Variation #3

Title: Tonart Verwandel

- 12) Use the staff paper below to compose Variation #3 of your theme song.
- 13) Using a colored pencil, place a box around the specific notated areas that are different from the theme song.

- 14) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Key change

- 15) Describe how this change affected the mood or style.

Same mood, just a different color!

Exemplar #7 Annotation

Creating — Notation Rubric Score: 2

This performance earns the score of 2 on the Creating Rubric for demonstrating a partial understanding of the elements of music by meeting two of the four task requirements: the student notates the appropriate clef, time, and key signatures and uses correct bar placement, and includes a theme and three variations of at least eight measures. No further credit can be awarded because the performance does not use each of the musical elements (there are no dynamics, tempo, or phrasing) and does not change the way one musical element was used in each variation (the third variation is largely unchanged). Meeting two of the four task requirements earns the performance two points on this rubric.

Performing Rubric Score: 4

This performance earns the score of 4 on the Performing Rubric for demonstrating a thorough understanding of the performance process by meeting all four of the task requirements: the student performs the musical elements as they are notated in the theme, the first variation, the second variation, and the third variation. Meeting all four of the task requirements earns the performance four points on this rubric.

Responding Rubric Score: 2

This response earns the score of 2 on the Responding Rubric for demonstrating partial understanding of the responding process by meeting two of the four task requirements: the student identifies the four specific musical elements in the theme and describes the mood or style they create, and identifies the element(s) changed in the second variation (“less beats per measure and triplets”). No further credit can be awarded because the response does not identify the elements changed (rhythm, dynamics, tempo, or phrasing) in either the first or third variation (noting key changes is insufficient). Meeting two of the four task requirements earns the response two points on this rubric.

Theme Song




Title: _____

This theme song will be performed using violin.

1) Use the staff paper below to compose or notate the theme song.

The image shows two staves of handwritten musical notation. The top staff is in bass clef with a 3/4 time signature and is titled "March". It contains a melody with various notes, rests, and dynamic markings including *mf*, *p*, and *mf*. There are also some asterisks and a circled "4" above a note. The bottom staff is in treble clef and contains a corresponding accompaniment line with notes and rests. Below these two staves are several sets of empty five-line musical staves for further composition or notation.

2) Identify how you used the following musical elements in the theme song.

Rhythm: I used a couple tripletto , mostly quarter notes , and few half notes 

Dynamics: There are many crecendos $\text{cres. } \text{<}$ & decrecendos > . Most start at mf & end at p . I did use an accent.

Tempo: I used a $3/4$ time and I thought that it should be sort of a march.

Phrasing: hmmm in a phrase there was 3 tripletts and 4 quarter notes and 1 quarter tied to another (half note)

3) Describe the mood or style these musical elements create in the theme.

This little piece of music creates a mood that gives energy, even though it is soft, it is strong

Variation #1

Title: _____

- 4) Use the staff paper below to compose Variation #1 of your theme song.
- 5) Using a pencil, place a box around the specific notated areas that are different from the theme song.

March

- 6) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: *I changed rythem. There are more triplettes.*

- 7) Describe how this change affected the mood or style.

This is more upbeat and quick mood

Variation #2

Title: _____

- 8) Use the staff paper below to compose Variation #2 of your theme song.
- 9) Using a pencil, place a box around the specific notated areas that are different from the theme song.

The image shows two staves of handwritten musical notation. The first staff begins with a treble clef and a 3/4 time signature. A box labeled 'slow' is drawn above the first few notes. The second staff continues the melody with a dynamic marking '<' above a note. Below the two staves are several empty lines of staff paper for student work.

- 10) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: *The tempo is slower*

- 11) Describe how this change affected the mood or style.

This may make the mood sad or depressing...is depressing the right word?

Variation #3

Title: _____

- 12) Use the staff paper below to compose Variation #3 of your theme song.
- 13) Using a colored pencil, place a box around the specific notated areas that are different from the theme song.

The image shows two staves of musical notation. The first staff contains a melody with several notes, some of which are circled in blue. The second staff contains a bass line with several notes, some of which are circled in blue. There are also some handwritten markings, such as a '4' above a note and some scribbles, indicating changes or emphasis.

- 14) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: *I changed the dynamics*

- 15) Describe how this change affected the mood or style.

This made it start and end with a bang

Exemplar #8 Annotation

Creating Rubric Score: 4

This performance earns the score of 4 on the Creating Rubric for demonstrating a thorough understanding of the elements of music by meeting all four of the task requirements: the student notates the appropriate clef, time and key signatures and uses correct bar placement (in key of C with written accidentals), uses each of the musical elements, includes a theme and three variations of at least eight measures, and changes the way one musical element is used in each variation. Meeting all four task requirements earns the performance four points on this rubric.

Performing Rubric Score: 0

This performance earns the score of 0 on the Performing Rubric for demonstrating no understanding of the performance process. The student does not perform either the theme or any of the three variations as notated (rhythm is not played as notated in any of them, although he does play more slowly in the third variation and changes dynamics in the fourth). Meeting none of the four task requirements earns the performance no points on this rubric.

Responding Rubric Score: 2

This response earns the score of 2 on the Responding Rubric for demonstrating partial understanding of the responding process by meeting two of the four task requirements: the student identifies the element changed in the first (rhythm) and second variations (tempo). No further credit can be awarded because the response does not identify the four musical elements in the theme (phrasing is not mentioned) and it does not identify the elements changed in the third variation (how “dynamics” affect the mood or style is not addressed). Meeting two of the four task requirements earns the response two points on this rubric.

Theme Song

Title: The twins

This theme song will be performed using the piano.

1) Use the staff paper below to compose or notate the theme song.

Handwritten musical notation on a grand staff. The treble clef staff contains a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4. The bass clef staff contains a bass line of quarter notes: C3, D3, E3, F3, G3, A3, B3, C4, D4, E4, F4. Fingerings are written below the notes: 3, 3, 4, 5, 3, 2, 1, 2, 2, 2, 1.

Handwritten musical notation on a grand staff. The treble clef staff contains a melody of quarter notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4. The bass clef staff contains a bass line of quarter notes: C3, D3, E3, F3, G3, A3, B3, C4, D4, E4, F4. Fingerings are written below the notes: 3, 3, 4, 5, 3, 2, 1, 3, 1, 2, 2, 1.

A series of ten blank grand staves, each consisting of a treble clef staff and a bass clef staff, provided for composing or notating the theme song.

2) Identify how you used the following musical elements in the theme song.

Rhythm: *There are four beats in each measure and there are eight measures in the song.*

Dynamics: *I pushed the notes fairly hard.*

Tempo: *The tempo is fast and upbeat*

Phrasing: *Right now the song has four phrases*

3) Describe the mood or style these musical elements create in the theme.

The mood created is upbeat and the fast tempo makes it fun and energetic. It also has a playfull tone which is good for a funny tv show.

Variation #1

Title: The Vikings

- 4) Use the staff paper below to compose Variation #1 of your theme song.
- 5) Using a pencil, place a box around the specific notated areas that are different from the theme song.

- 6) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Phrasing

- 7) Describe how this change affected the mood or style.

I changed the phrasing by choosing different notes. Now that the notes are different I play the second staff differently from the first.

Variation #2

Title: The Timbervolves

- 8) Use the staff paper below to compose Variation #2 of your theme song.
- 9) Using a pencil, place a box around the specific notated areas that are different from the theme song.

- 10) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Rythm

- 11) Describe how this change affected the mood or style.

This time I had three beats per measure. Because of this the song is very different. It is sad and would be when something sad happens in the senes.

Variation #3

Title: The Wild

- 12) Use the staff paper below to compose Variation #3 of your theme song.
- 13) Using a colored pencil, place a box around the specific notated areas that are different from the theme song.

The image shows two staves of handwritten musical notation. The top staff is in treble clef and the bottom staff is in bass clef. Both are in 4/4 time. The music consists of four measures. The first measure contains a sequence of notes with fingerings 1, 3, 4, 1, 3, 2. The second measure contains notes with fingerings 2, 1, 2, 2. The third measure contains notes with fingerings 2, 1, 2, 2. The fourth measure contains a whole note with a circled '1' below it. A box is drawn around the first measure in both staves. There are also some handwritten markings like '1', '2', '3', '4' and a circled '1' in the bass staff.

Four blank musical staves are provided for composing Variation #3. Each staff consists of five lines.

- 14) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Dynamics

- 15) Describe how this change affected the mood or style.

The mood is the same but the song is different because I
will be pushing harder on the keys

Exemplar #9 Annotation

Creating Rubric Score: 2

This performance earns the score of 2 on the Creating Rubric for demonstrating a partial understanding of the elements of music by meeting two of the four task requirements: the student notates the appropriate clef, time, and key signatures and uses correct bar placement, and includes a theme and three variations of at least eight measures. No further credit can be awarded because the performance does not use each of the musical elements (there are no dynamics, tempo or phrasing) and does not change the way one musical element was used in each variation (the first variation is unchanged). Meeting two of the four task requirements earns the performance two points on this rubric.

Performing Rubric Score: 2

This performance earns the score of 2 on the Performing Rubric for demonstrating a partial understanding of the performance process by meeting two of the four task requirements: the student performs the musical elements as they are notated in the theme and the first variation. No further credit can be awarded because she does not perform either the second variation (a beat is missing in measure 5) or the third variation as they are notated. Meeting two of the four task requirements earns the performance two points on this rubric.

Responding Rubric Score: 1

This response earns the score of 1 on the Responding Rubric for demonstrating minimal understanding of the responding process by meeting one of the four task requirements: the student identifies the element changed in the second variation (rhythm). No further credit can be awarded because the response does not identify how the specific elements of the theme affect the mood or style, and does not identify how the changes in the first (phrasing) and third (dynamics) variations affect their mood or style. Meeting one of the four task requirements earns the response one point on this rubric.

Theme Song

Title: Distant bell's

This theme song will be performed using piano.

1) Use the staff paper below to compose or notate the theme song.

The image shows a musical staff with a treble clef. The first staff contains handwritten musical notation consisting of a series of notes and stems, some with stems pointing up and some pointing down. The notes are mostly quarter notes. The second staff continues the notation with a few more notes. Below these two staves are 18 additional blank musical staves, each consisting of five horizontal lines, intended for the student to compose or notate the theme song.

2) Identify how you used the following musical elements in the theme song.

Rhythm: In this song, there is a steady rhythm. It has all quarter notes except the last note to end the song with a half note.

Dynamics: This song doesn't have a loudness or softness it is pretty steadily at a medium dynamic.

Tempo: I used a fast tempo to liven up the song. With a slower ending to wrap up the song.

Phrasing: There is a couple different phrases in this song. There are repeating note patterns but different notes.

3) Describe the mood or style these musical elements create in the theme.

This song is an upbeat song it brings a happier mood to it. It has a steady beat so the listener does not have to really pay attention to each note and it brings out the mood the song is supposed to bring out.

Variation #1

Title: Distant Bell's II

- 4) Use the staff paper below to compose Variation #1 of your theme song.
- 5) Using a pencil, place a box around the specific notated areas that are different from the theme song.

A musical staff with a treble clef and a key signature of one flat (B-flat). The notation consists of a series of notes, some with stems and some without. A rectangular box is drawn around the first 10 notes of the piece. Below the staff are several empty musical staves for writing.

- 6) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Rhythm, tempo; this song is slow in the
beginning and the Rhythm changes through the song.

- 7) Describe how this change affected the mood or style.

It brang the mood down alot from happy to a little less
happy

Variation #2

Title: Distant Bell's III

- 8) Use the staff paper below to compose Variation #2 of your theme song.
- 9) Using a pencil, place a box around the specific notated areas that are different from the theme song.

The image shows a single staff of music with a treble clef. The notation is handwritten and consists of a sequence of notes. The notes are mostly quarter notes and eighth notes. A rectangular box is drawn around the final few notes of the piece, indicating a specific area of interest for analysis. Below the staff are several empty staves for writing.

- 10) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: Phrasing, I used different note patterns on the end of the song with a little slower pace.

- 11) Describe how this change affected the mood or style.

It made the ending not as upbeat and happy as the other song

Variation #3

Title: Distant Bell's IV

12) Use the staff paper below to compose Variation #3 of your theme song.

13) Using a colored pencil, place a box around the specific notated areas that are

The image shows a single musical staff with a treble clef. It contains a handwritten melody consisting of a series of eighth notes. The melody is divided into three distinct sections by vertical lines. The first section, starting from the beginning and ending at the first vertical line, is enclosed in a hand-drawn rectangular box. The second section, between the first and second vertical lines, is also enclosed in a hand-drawn rectangular box. The third section, between the second and third vertical lines, is enclosed in a hand-drawn rectangular box. Below this staff are four additional empty musical staves, each consisting of five horizontal lines, intended for the student to compose their own variation.

14) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: tempo there is a little tempo fast slow changes.

15) Describe how this change affected the mood or style.

It is still a happy up beat song.

Exemplar #10 Annotation

Creating Rubric Score: 1

This performance earns the score of 1 on the Creating Rubric for demonstrating minimal understanding of the elements of music by meeting one of the four task requirements: the student includes a theme and three variations of at least eight measures. No further credit can be awarded because the performance does not notate the appropriate clef, time and key signatures (no time signature), the performance does not use each of the musical elements (there are no dynamics, tempo, or phrasing), and does not change the way one musical element was used in each variation (the second variation has a pitch change but not a phrasing change). Meeting one of the four task requirements earns the performance one point on this rubric.

Performing Rubric Score: 2

This performance earns the score of 2 on the Performing Rubric for demonstrating a partial understanding of the performance process by meeting two of the four task requirements: the student performs the musical elements as they are notated in the theme and the first variation. No further credit can be awarded because she does not perform either the second variation or the third variation as they are notated. Meeting two of the four task requirements earns the performance two points on this rubric.

Responding Rubric Score: 1

This response earns the score of 1 on the Responding Rubric for demonstrating minimal understanding of the responding process by meeting one of the four task requirements: the student identifies the element changed in the first variation (rhythm and tempo). No further credit can be awarded because the response does not identify how the phrasing of the theme affects the mood or style, and does not correctly identify the changes made to the second variation (“phrasing” is identified but the changes are actually to pitch) or the third variation (“tempo” is identified but that is not accurate, as the note values change rhythm but not the tempo). Meeting one of the four task requirements earns the response one point on this rubric.

