<b>Theme</b>	Song
TITOITIC	COILS

Title: Little Piece	
This theme song will be performed using _	violin



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 o	quarter, eighth, or half notes.
Dynamics:	The first three phrases crescendo and descrescendo
and the	e 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) Describ	e the mood or style these musical elements create in the theme.
These n	nusical elements work together to create a piece that
captur	es ones attention with its ever-changing dynamics, yet
is sooti	hing to listen to with its steady tempo.

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.



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

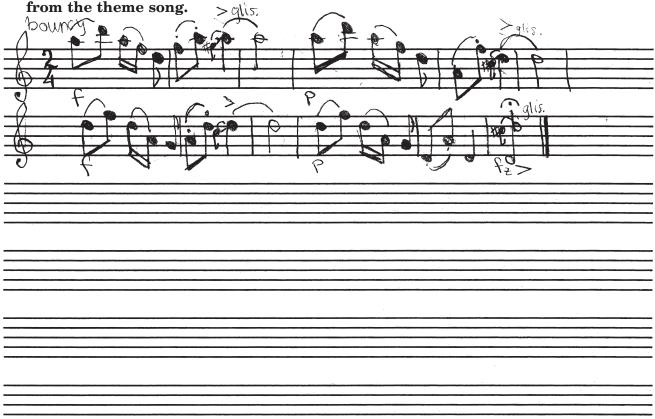
Changed musical element: Dynamics, tempo, rhythm.

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

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

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



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.

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.



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

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.

Vari	iati	on	#1
var	ıatı	on	#1

Title: Variation |

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.

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

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.



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

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Va	rı	atı	on	#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.



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.

<b>Theme</b>	Song
THUILU	COIL

Title:	<u>a</u>	World	of	Dreams

This theme song will be performed using Piano

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



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 phasing 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.

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.

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.



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

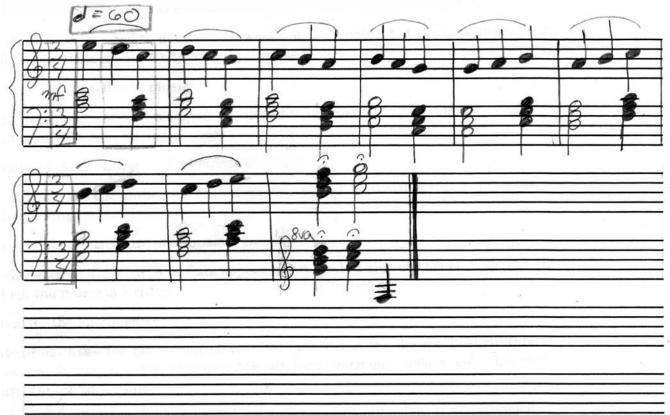
Changed musical element: Rhythm in the bass line

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

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

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.



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.

<b>Theme</b>	Song
THUILU	COIL

Title: March Intro	
This theme song will be performed using _	violin

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

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			3		

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
	sure 3 with the crescendo. It stays a forte until the
,	endo at the end.
Tempo:	The tempo is a steady moderato.
	<i>y</i>
Phrasing:	Phrasing consist of 3 parts: an intro a middle, and
a finale	9
2) Degaribe	the meet on style these musical elements exects in the theme
•	the mood or style these musical elements create in the theme.  h in 4/4 time it is an energetic march.
Munoug	n in 111 time it is un energetic murch.
•	

Variation #1 Title:
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.  Noderate
The state of the s
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	
Title:	
8) Use the staff paper below to compose Variation #2 of your theme some	ıg.
9) Using a pencil, place a box around the specific notated areas that are from the theme song.	re different
	20
P	dim
118	
10) Identify how you changed one of the following musical elements in variation from your theme song: rhythm, dynamics, tempo, or phra	
Changed musical element: dynamics are very soft and ge	et even
softer at the end.	
11) Degawiha havy this shange offsets I the most describe	
11) Describe how this change affected the mood or style.	
This makes for a tired melow song.	

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Va	ria	ıtio	n	#3

Tit!	le:							
<b>12</b> )	Use the staff pa	per below	v to comp	ose Vari	ation #3 of	your theme	song.	
13)	Using a colored different from t			x aroun	d the specif	ic notated a	reas that a	are
^	adagro						par de la constitución de la con	-
1						100	0	
*			9	10	9	0		$\Rightarrow$
T			ed.					
_	5		<u> </u>					
	<del>'</del>							
					·			
	•		,					
14)	Identify how yo variation from		ne song: r	hythm,	dynamics, t	empo, or ph	rasing.	
Cha	anged musical ele	ement:	Tempo	was c	changed i	<u>to adagio</u>		
			,		J	J		
15)	D		<b>cc</b>		. 1 4 1.			
		_		tne mo	oa or style.			
1	t makes it k	ind 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.

Title: Cha Cha	
This theme song will be performed using Violin.	
1) Use the staff paper below to compose or notate the theme song.	

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
signiture 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 rhymth. The piece
gave you a sophistigated feeling of some sort.
Dynamics: Since it's mp and have accents, this piece will
give you some suspense.
<del>-J                                    </del>
Tempo: Since I change it to minor this piece is going to
sound sad.

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.



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."

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.



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 whits slow tempo and music.

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.



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
mue:		/ (WUUL)	/ (00)

This theme song will be performed using DOUBLE BASS

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



2) Identify	how you used the following musical elements in the theme song.
Rhythm:	Straight, Played as Written.
Dynamics:	None, Forté Through Whole
Tempo:	Allegro, Very Fast & Upbeat, Cut Time.
Phrasing:	There Is No Real Phrasing In This Piece
3) Describ	e the mood or style these musical elements create in the theme.
These ,	Musical Elements Create an Upbeat Theme It gets
The Lis	stener Awake & Attentive.

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.



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 intrest and liveliness.

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.



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.

Title: MUJJIN 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: <u>nur drei</u>		
This theme song will be perform	rmed using <u>Klavier</u>	
1) Use the staff paper below t	o compose or notate the theme	song.
		· · · · · · · · · · · · · · · · · · ·
		1 Wh
0.118	8	
7 4	8	
	1	1.4.
8	8	
7:8	8	8
	4.10.4	1
	HAHAAAAH	
7 7 7 8		300
7:00		
<del>-8</del> <del>-8</del> <del>-8</del>		V V V I

2) Identify	how you used the following musical elements in the theme song.
Rhythm:	Added a few lengths to notes and then made
followin	ng 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	e 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.
	,

Title: <u>traurig</u>

- 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.

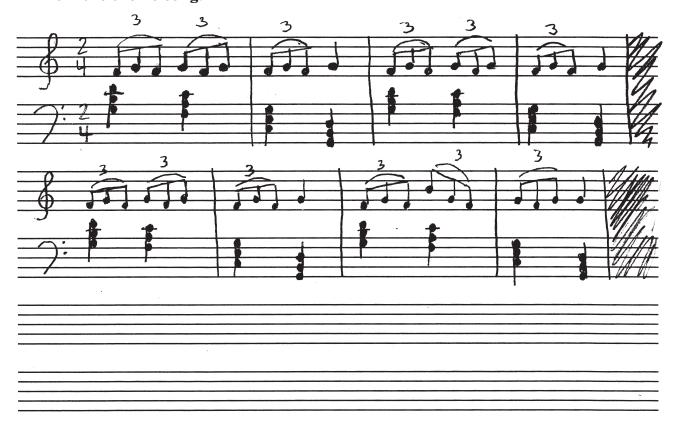
Changed musical element: Changed to minor

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

Makes it traurig! (sad)

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.

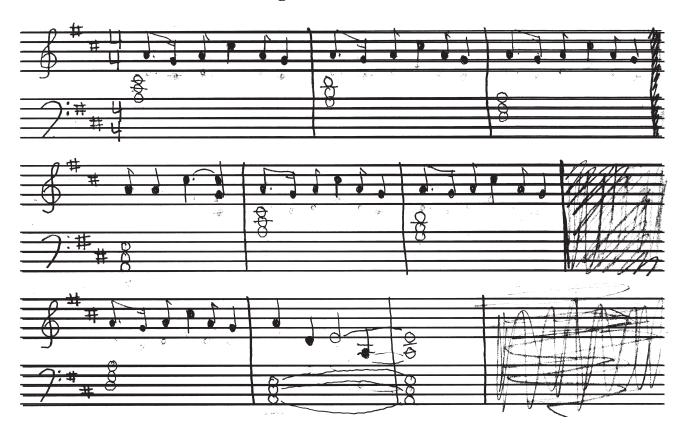
11) Describe how this change affected the mood or style.

Upbeat feeling, a little more jazzy.

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Va	ria	ıtio	n	#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 <u>Violin</u> .
1) Use the staff paper below to compose or notate the theme song.
March 4
mt mt
MI DO TO
· · · · · · · · · · · · · · · · · · ·

2) Identify how you used the following musical elements in the theme song.
Rhythm: I used a couple tripletto II, mostly quarter notes ,
and few half notes of
Dynamics: There are many crecendos cres. L & 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 I 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

Va	ri	ati	On	#1

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.
<ul> <li>10) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.</li> <li>Changed musical element: The tempo is slower</li> </ul>
11) Describe how this change affected the mood or style.  This may make the mood sad or deppressingis depressing
the right word?

Variation #	В
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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.
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
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
<del></del>
15) Describe how this change affected the mood or style.  This made it start and end with a bang
INIS MUNICE LE SUNI E MIM EIM WILLI M DUNG

# **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**

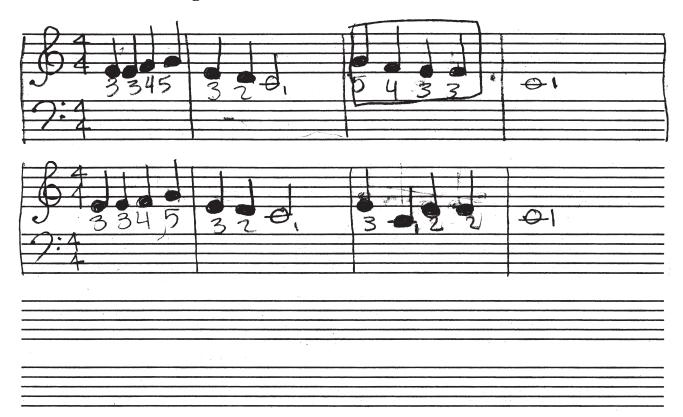
This response earns the score of 2 on the Responding Rubric for demonstrating partial understanding of the responding process by meeting two of the four task requirements: the student identifies the element changed in the first (rhythm) and second variations (tempo). No further credit can be awarded 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.
3345 324 5 2 2 4
3345 320 30127 01

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.
J
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.

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.

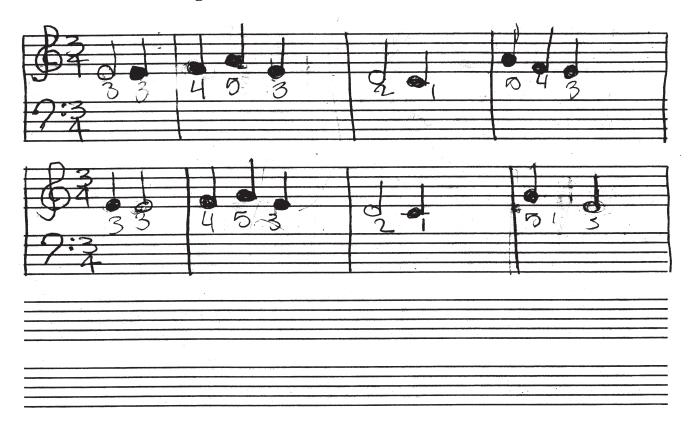
Changed musical element: Phrasing

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.

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

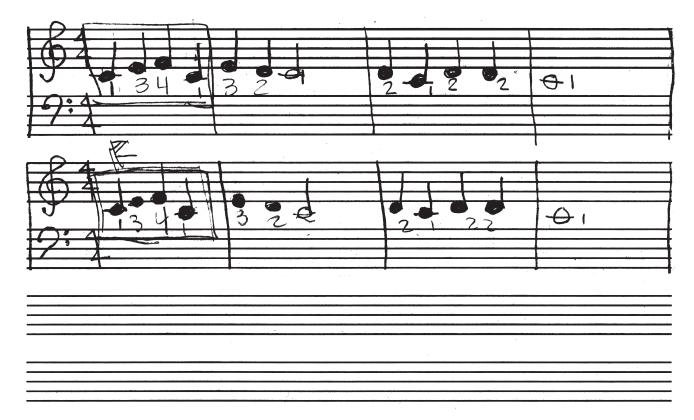
11) Describe how this change affected the mood or style.

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.

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Va	$\mathbf{r}_{1}$	ıtio	n	#3

Title: The	? Wild	
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- 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.

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.

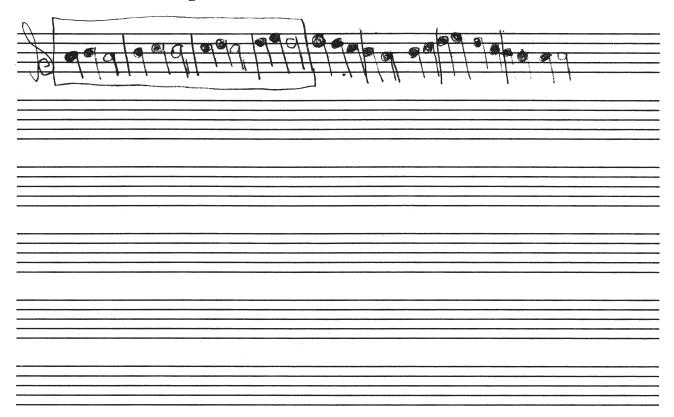
Theme Song
Title: Distant bell's
This theme song will be performed using $\underline{piano}$ .
1) Use the staff paper below to compose or notate the theme song.

2) Identify how you used the following musical elements in the theme song.
Rhythm: In this song, there is a steady rythem. It has all
quarter notes exept 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.
<i>y</i> , , ,
Phrasing: The is a couple different phases 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 a 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.

<b>T</b> 7	•			11 -4
Va	rıa	itic	$\mathbf{n}$	#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.



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 begging and the Rhythm Changes through the song.

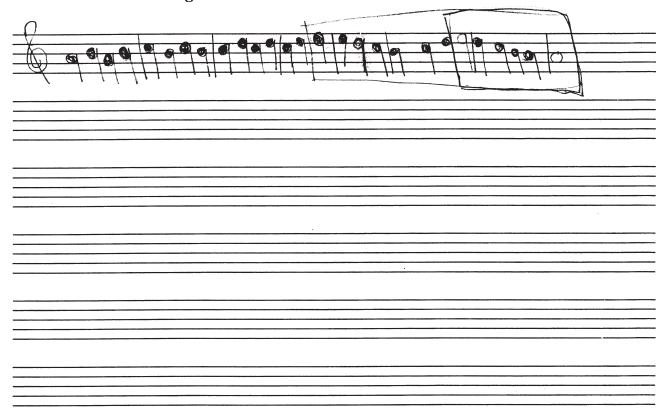
7) Describe how this change affected the mood or style.

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

		Variation #2	
1	Rall'a	<b>イイイ</b>	

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.



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

<u>Patterns on the end of the song with a little slower pace.</u>

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

It made the ending not as upbeet 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
6 49 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
*
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
<u>Changes.</u>
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.