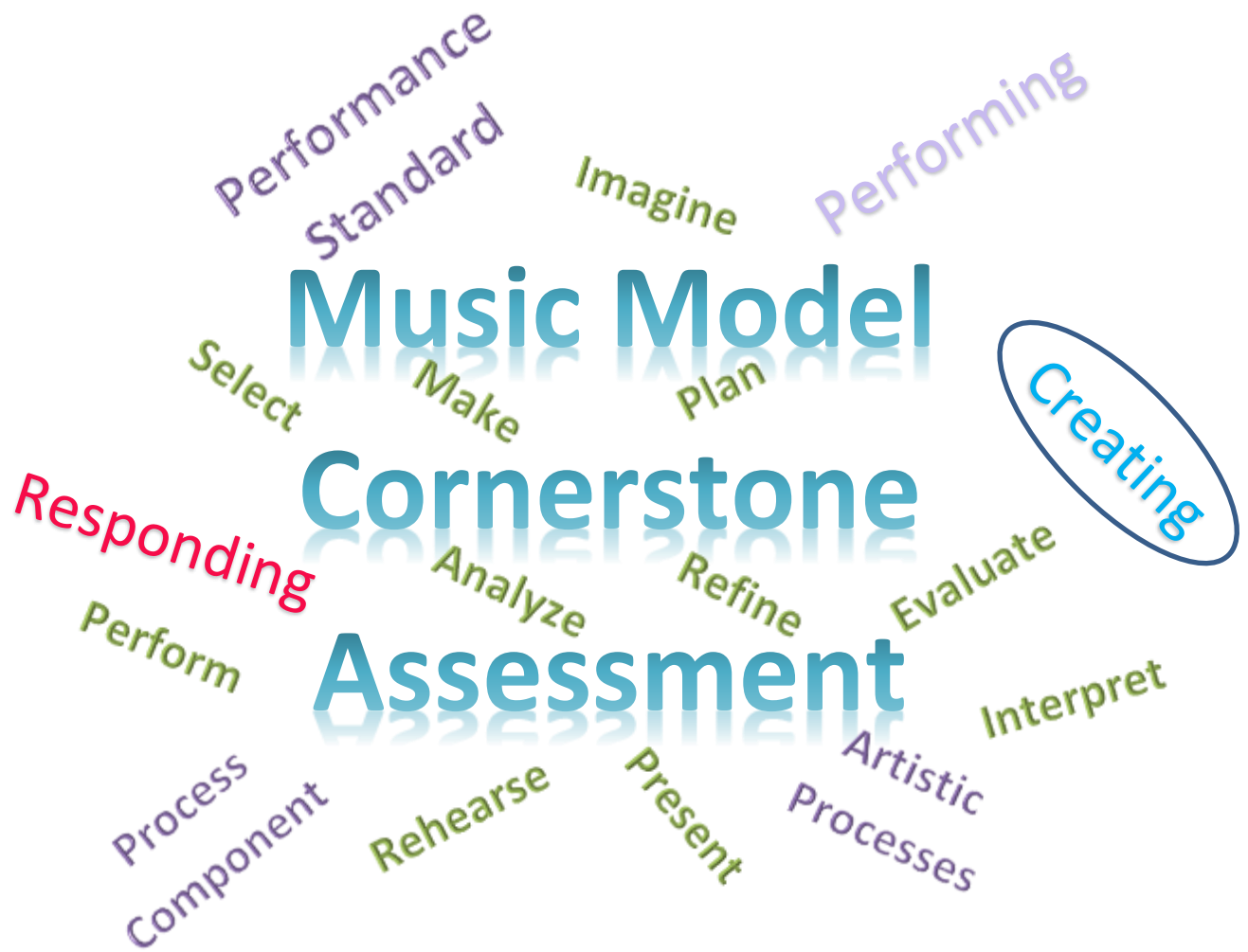




National Association
for Music Education



Technology
Proficient for Creating

Intent of the Model Cornerstone

Assessments

Model Cornerstone Assessments (MCAs) in music assessment frameworks to be used by music teachers within their school's curriculum to measure student attainment of process components defined by performance standards in the National Core Music Standards. They focus on one or more Artistic Process (i.e., Creating, Performing, or Responding) and designed as a series of curriculum-embedded assessment tasks, each of which measures students' ability to carry out one or more process components. The MCAs can be used as formative and summative indications of learning, but do not indicate quality of teaching or effectiveness of a school's music program.

Although each MCA is designed so that it can be administered within an instructional sequence or unit, teachers may choose to spread the component parts of one MCA across multiple units or projects. Student work produced by the national pilot is available on the NAFME website that illustrates the level of achievement envisioned in the National Core Music Standards.

Description of this MCA

By the end of this project, students will create an MP3 recording and liner notes of a cover song, an arrangement of a song in a new style, or an original composition. Students will select a song that will serve as source material or inspiration for their specific project. Once their song is selected, students will explore whatever digital music production software is available to them for the project, in order to better understand and plan for how they will incorporate the use of digital tools into their project. Students will then analyze elements of music of the original song, and directly compare them to planned elements of music of their project. As they analyze, students will also be describing and forming an interpretation of their arrangement that will guide musical decisions as they progress through the project. Throughout the analysis and interpretation of the song, students will be arranging their project. Students will engage in self and peer feedback throughout the process culminating in a peer and self-evaluation, where they will give and receive feedback to further guide the formation of their project. Students will present their final work for the class, as well as give a brief description of how they created their arrangement, and what to listen for regarding digital tools and effects that were used.

Curricular Integration of the Assessment Task

Following each of the phases, students will complete worksheets that act as a journal to reflect on their experiences. This assessment task is constructed in a series of phases to be incorporated into classroom instruction. This can be accomplished sequentially, but may also be spaced across other instructional activities. It is to be administered in a safe, appropriately supervised environment following school policy and procedures. Accommodations based upon student IEP, 504 Plan, etc. will determine the implementation of this assessment task for applicable students. Please make instructional and content adjustments accordingly. Students will need the following materials and resources to complete this assessment task:

- Student copies of the following worksheets: Task Sheet w/ Project Overview, Song/Artist Selection, Song Analysis, Peer Feedback/Refinement Plan, Final Presentation.
- Computer with MIDI Keyboard
- Music Production Software (ex. GarageBand, LMMS, etc.)
- Pencil
- Headphones

Individual teachers can determine the length of time required to complete the assessment. Teachers should administer the task in the way that is most practical for their classrooms. Placing instructional units between projects may be useful to enhance student success.

Model Cornerstone Assessment, Technology: Creating

Students will be covering a song of their choosing, re-arranging it into a distinctly different style using digital tools.

Imagine

MU:Cr1.1.T.1a Generate melodic, rhythmic, and harmonic ideas for **compositions** or **improvisations** using **digital tools**.

Phase One

Students generate three potential project ideas, choose one to brainstorm ways in which elements of music can be created, covered, and/or altered while also explaining why they selected this song using prompting questions. Then list ways in which they plan to employ these digital tools to enhance the listed elements of music.

Plan and Make

MU:Cr2.1.T.1a Select melodic, rhythmic, and harmonic ideas to develop into a larger work using **digital tools** and **resources**.

Phase Two

Students create their first draft of their project using their given software. Students analyze elements of music in their first draft of their project and synthesize the analysis into a second draft that will be analyzed and critiqued by both their teacher and peers. They begin to define a conception their own "message" or interpretation of the music they are arranging, focusing specifically on how use of digital tools and production software to devise a plan to create a truly musical project. Special consideration should be given to the elements of music described in their selection worksheet.

Evaluate and Refine

MU:Cr3.1.T.1a Drawing on feedback from teachers and peers, develop and implement strategies to improve and **refine** the **technical** and **expressive aspects** of draft **compositions** and **improvisations**.

Phase Three

Students present their cover to a partner who will evaluate the other's project and provide feedback. Once the feedback is reviewed, they create a refinement plan and continue to development of the final performance draft.

Present

MU:Cr3.2.T.1a **Share compositions** or **improvisations** that demonstrate a proficient level of musical and technological **craftsmanship** as well as the use of **digital tools** and **resources** in developing and organizing **musical ideas**.

Phase Four

Students describe the elements of music, message, and incorporation of digital tools, then present their project to the class. After presenting, students **submit a recording** of and liner notes for their cover song to teacher.

Cover Song

Phase 1 – Imagine

Teacher Preparation for Assessment

- Review MCA and address skills and knowledge with students necessary for their success with this project.
- Provide music production software, MIDI keyboard, and other related equipment for students.
- Review digital music production software tutorials and walk-throughs as needed. *(Note: For an inexpensive digital music production software option, it is recommended that Mac users use GarageBand, and PC users use Sony Acid Pro 7)*
- Before distributing worksheets, the teacher will assist students in walking through and exploring various processes, attributes, and tools within the digital music production program being used, including setting up a MIDI keyboard, how to record and edit tracks, etc.

Reference Tutorial Videos:

- Connecting MIDI Keyboard to Computer
<https://www.youtube.com/watch?v=Xci8gToPrdU>
- Getting Started in GarageBand
https://www.youtube.com/watch?v=c_2hCVcbPyo
- Inputting Notes
<https://www.youtube.com/watch?v=9RQPnMKFzCw>
- Adding Virtual Instruments
<https://www.youtube.com/watch?v=hoXHgB93fy0>
- MIDI Note Editing
<https://www.youtube.com/watch?v=PpHzIC8hIOc>
- MIDI Quantization
<https://www.youtube.com/watch?v=G0bXy9wfH4M>
- MIDI Modulation
<https://www.youtube.com/watch?v=McRIaVyHOMc>
- MIDI Pitch Bend
<https://www.youtube.com/watch?v=ShmIXZ1mJRA>
- Provide a classroom set of Task Overview, [Task Scenario](#), ([.pdf document](#)) and [Cover Song/Artist Selection Worksheets](#) ([.docx document](#)) for students.
- Design listening experiences to help facilitate song selection.
- Review digital music production software and select recordings to play as examples for students.

Assessment Procedures for Phase One: Imagine

1. Teacher reviews the digital music production skills with the class.
2. Teacher distributes **Task Scenario & Project Overview Worksheet** to students.
3. Students read independently, asking for clarification if needed.
4. Teacher explains that students will be creatively covering a song of their choice, or creating their own composition based on musical elements in a song.
5. Teacher distributes the **Cover Song/Artist Selection & Imagining Worksheets**.
6. *(Use this step as needed)* Teacher shares various listening sites that will aid in song selection and takes them through a directed listening experience to model the selection experience.
7. Students generate three potential project ideas, then choose 1 to analyze and cover in a unique way.
8. Next, students will explain why they selected this song using the prompting questions from the worksheet.
9. Share and discuss findings in small and large groups. (Think/Pair/Share)
10. Then students use the Song Analysis Worksheet p.1 to imagine ways in which elements of music can be used in creative ways using digital tools. This imagining step is to serve as an inspiration for their project.
11. Teacher collects **Cover Song/Artist Selection & Imagining Worksheets** for scoring using the [Imagine Scoring Device](#).

Phase One: Imagine Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
Imagine: <i>Generate musical ideas for various purposes and contexts</i>					
Selection Criteria <i>(assessing Song/Artists Selection Worksheet)</i>	Little or no connection was made to musical elements and possible digital tools as a foundation for generating ideas for technology-based compositions.	Consideration of musical elements and possible digital tools as a foundation for generating ideas for technology-based compositions was limited.	Considered musical elements and possible digital tools as a foundation for generating ideas for technology-based compositions.	Demonstrated insightful connections to musical elements and digital tools as a foundation for generating ideas for technology-based compositions.	MU:Cr1.1.T.1a Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools .
Imagining <i>(assessing Imagining Worksheet)</i>	Has difficulty generating imagined ideas to for using musical elements in the anticipated musical creation through the use of chosen digital tools (technologies).	Has generated a few but limited imagined ideas to for using musical elements in the anticipated musical creation through the use of chosen digital tools (technologies).	Has generated imagined ideas for using musical elements in the anticipated musical creation through the use of chosen digital tools (technologies).	Demonstrated insightful imagined ideas for using musical elements in the anticipated musical creation through the use of chosen digital tools (technologies) with consideration of musical effectiveness.	

Teacher Feedback

Phase 2 – Plan & Make

Teacher Preparation for Assessment

- Review MCA and address Pre-requisite Skills and Knowledge with students.
- Provide music production software, MIDI keyboard, and other related equipment for students.
- Provide a classroom set of [Song Analysis Worksheets \(.docx document\)](#).

Assessment Procedures:

1. Teacher will return scored **Song/Artist Selection and Imagining Worksheets** for reference during the creation of the cover project.
2. Before continuing, the teacher should use probing and guiding questions to facilitate discussion about the uses and possibilities within digital music production software. (*Teachers are encouraged to share recordings of examples.*) Examples of questions could include:
 - How does understanding the structural and expressive aspects of the original piece inform your ideas for creating a cover?
 - What do you feel is the most difficult part of analyzing your song?
 - What is the meaning, or “creative intent” of the original song?
 - In what way, if any, will the “creative intent” from the original impact your interpretation for the cover?
 - Explain if your cover have a new message or the same message, told in a different way?
 - Which digital tools do you anticipate will be most useful in your project and why?
 - Which digital tools do you anticipate will be the most challenging to use? Explain
 - Describe how you plan to use digital tools to deliver the “creative intent” of your project.
3. Teacher then distribute the **Song Analysis Worksheet**. Using previous knowledge they have of digital music production software, students list ways in which they believe digital tools could be used to explore elements of music in their cover project.
4. Students then create a first draft of their composition framed around their initial ideas.
5. Following the first draft, students independently compare and contrast the elements of music in the original song as well as their current project.
6. At this point, the teacher will facilitate small and large group discussion about the projects to enrich the composition process. Introduce the idea of identifying the creative intent of the projects.
7. Students continue by defining their interpretation of their own projects.
8. Students reflect and identify the source(s) of their “creative intent” or interpretation of the music they are composing/arranging, focusing specifically on the transformation of the original intent through their arrangement and use of digital tools.
9. Students then describe their incorporation of digital tools in their arrangement, with consideration of the elements of music described in their selection worksheet.
10. Teacher will collect the **Cover Project Plan Worksheet** to be scored using the [Plan & Make Scoring Device](#) and to provide feedback for refinement.

Phase 2: Plan and Make Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
Plan and Make - <i>Select and develop musical ideas for defined purposes and contexts.</i>					
Analysis	Analysis demonstrates limited consideration of elements selected from the original to use and adapt in the cover project.	Analysis includes some appropriate elements selected from the original to use and adapt in the cover project, but consideration did not thoroughly address options.	Analysis is thorough and selected elements from the original to use and adapt in the cover project.	Analysis is thorough and detailed describing the selected elements from the original to use and adapt in the cover project.	MU:Cr2.1.T.1a Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources .
Interpretation Plan using Digital Tools & Techniques	The plan for how to use digital tools & techniques to expressively use elements of music is unclear.	There is a general, unspecific plan for how digital tools & techniques to expressively use elements of music.	There is a clear plan with few specific details based on musical interpretation for how digital tools & techniques to expressively use elements of music.	There is a clear and detailed plan based on musical interpretation for how digital tools & techniques to expressively use elements of music.	

Teacher Feedback

Phase 3 – Evaluate and Refine

Teacher Preparation for Assessment

- Review MCA and address Pre-requisite Skills and Knowledge with students.
- Provide a classroom set of the [Peer Feedback Form \(.docx Version\)](#) and [Refinement Form \(.docx Version\)](#).
- Provide music production software, MIDI keyboard, and other related equipment.

Assessment Procedures:

1. Teacher returns previously completed and collected **Cover Project Plan Worksheet** to students.
2. Students work on their individual projects until a draft version is completed.
3. When students have reached a point where a draft version is ready for revisions, the teacher will distribute **Peer Feedback and Refinement Form**. Students will independently review the specific criteria that will be used to evaluate their own and a partner's project.
4. Students will find or be assigned a partner, and present their draft project to one another. While one partner is presenting, the other student will be completing the **Peer Feedback Form**. Multiple listenings are encouraged for peers to identify both musical and technological considerations for improvement. *(This could happen several times during the refining process and with different reviewers.)*
5. Students will review the feedback from their partner and create a refinement plan that addresses all comments from their feedback.
6. Teacher will collect **Peer Feedback and Refinement Forms** for scoring using the [Evaluate and Refine Scoring Device](#). *(make certain that the first line of the rubric is scoring the reviewer feedback made on their partner's form)*
7. Once scored, teacher will return the worksheets for student reference to guide the continued development of their project.
8. Teacher will distribute **Final Presentation Worksheet** to students. Students will read independently while the teacher reinforces the expectations for the final presentation of their cover the worksheet based on their completed arrangement.
 - State your name, song title from which your cover was created, and the original artist.
 - Read the prepared CD liner notes describing how your cover compare / contrasts from the original version.
 - Briefly describe how you manipulated elements of music to achieve your musical intentions.
 - Describe how you used digital tools in your cover.
 - Play your arrangement for the class.
9. Student will continue developing their project and complete the final presentation worksheet.

Phase 3: Evaluate and Refine Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
Evaluate and Refine: <i>Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria & Evaluate and refine personal and ensemble performances, individually or in collaboration with others & Support evaluations of musical works and performances based on analysis, interpretation, and established criteri.</i>					
Peer Evaluation	Provides questionable feedback to peers related to improvement in musicality and technology.	Provides limited feedback to peers reflecting logical thought for improvement in musicality and technology using accurate terminology.	Provides usable feedback to peers reflecting logical thought for improvement in musicality and technology using accurate terminology.	Provides insightful and thorough feedback to peers reflecting logical thought for improvement in musicality and technology using accurate terminology.	MU:Cr3.1.T.1a Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations .
Refinement Plan (Refinement Form)	Refinement plan demonstrates no consideration of peer feedback and has few planned improvements of musical elements or use of technology.	Refinement plan demonstrates some consideration of peer feedback with a general sequence of planned improvements of musical elements and use of technology.	Refinement plan demonstrates consideration of peer feedback with detailed sequence of planned improvements of musical elements and use of technology.	Refinement plan demonstrates thoughtful consideration of peer feedback with detailed sequence of planned improvements of musical elements and use of technology and incorporates improvements from self-reflection.	

Teacher Feedback on the refinement plan

Phase 4 – Present

Teacher Preparation for Assessment

- Review MCA and address Pre-requisite Skills and Knowledge with students.
- Provide a classroom set of [Final Presentation Worksheet](#). ([.docx document](#))
- Provide music production software, MIDI keyboard, and other related equipment (see list above) for students.

Assessment Procedures:

1. One-by-one, students present their cover song to the class, as if they were presenting to a group of recording executives. Before playing their arrangement, each student will briefly describe the elements of music addressed and incorporation of digital tools as recorded on their worksheet.
2. After presenting, students will **submit an mp3 recording** of their cover song to teacher (ex. flash drive, e-mail, class dropbox), as well as their **Final Presentation Worksheet** for scoring using the [Present Scoring Device](#).
3. *Optional discussion following presentations could include:*
 - *Which projects effectively transformed the original piece? Why (Support your answer)?*
 - *Explain how music technology strategies were effectively used?*
 - *What was the most challenging part of using only digital instruments and music production software in this project?*
 - *How do you think your cover would have turned out, had you only been allowed to use acoustic instruments?*
 - *What is your comfort level with using digital tools after completing this project?*
 - *Describe how your skills with digital technology could be useful outside of this assignment (with other arts, other disciplines, varied context of daily life).*

Phase 4: Present Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
Present: <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality</i>					
Program Notes	Program note lacks clarity in description of the relationship of the cover with the original with minimal or no reference to musical elements.	Program note provides a general description of the relationship of the cover with the original with limited reference to musical elements.	Program note provides a clear description of the relationship of the cover with the original in reference to musical elements.	Program note provides a clear and comprehensive description of the relationship of the cover with the original in reference to inspiration that influenced the use of musical elements.	MU:Cr3.2.T.1a Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.
Technology Rationale	Presentation was unclear as to intentional purpose for technology use.	Presentation provided general purpose for technology use with questionable intentionality.	Presentation provided clear and intentional purpose for technology use.	Presentation provided highly-refined purpose for technology use with insight into advanced processes.	
Technological Craftsmanship	Project does not demonstrate an understanding of manipulating digital tools to maintain stylistically appropriate use of melody, harmony, and rhythm.	Project demonstrated a vague understanding of manipulating digital tools to maintain stylistically appropriate use of melody, harmony, and rhythm.	Project demonstrated a clear understanding of manipulating digital tools to maintain stylistically appropriate use of melody, harmony, and rhythm.	Project demonstrated a sophisticated understanding of manipulating digital tools to maintain stylistically appropriate use of melody, harmony, and rhythm.	
Implementation of Expressive elements	Project failed to demonstrate expressive musical qualities.	Project demonstrated expressive musical qualities, but were not clearly aligned with the arranger's own interpretation.	Project effectively demonstrated expressive musical qualities that clearly aligned with the arranger's own interpretation.	Project effectively demonstrated well-nuanced expressive musical qualities that clearly aligned with and enhanced the arranger's own interpretation.	

Task Scenario

Dear Arranger,

Congratulations! You have been selected to compose a piece of your choosing for a major concert production! This show will be one of the biggest of its kind, and we are very excited to bring you on as a part of the design process!

For this concert, we ask that you complete one of the following three tasks: cover a song that inspires you as a musician, select an original work of a musical artist and arrange it into a distinctly different style, or compose your own song inspired by your favorite artists. You should demonstrate your creative side, and utilize your talents to make this song your own. The unique part of this project is that all work and performance will occur digitally; therefore, we ask that you use **only digital instruments** when creating your project. Please submit your finished project as an .mp3 audio file with accompanying liner notes.

We look forward to hearing your work, and welcome aboard the concert design team!

Project Overview

Agreement for Cover

You must meet the following task requirements when creating your composition:

- Listen to a variety of repertoire
- Select 3 songs that might work for your project
- Refine your list to one song/artist for your project.
- Create an overview of the musical elements in your selected song.
- Determine which path best fits your creative intent and digital abilities.
- Explore various attributes of digital music production software.
- Continue the analysis of your selected song by creating a framework of ideas for your composition/arrangement.
- Develop and describe an interpretation of your arrangement in comparison to the original.
- Map the creation of your cover song.
- Evaluate and give feedback on both your own and a peer's cover song first draft.
- Present your arrangement to the "design team" (the class).

Project Expectations

You will need to complete and submit the following items by the end of this project:

- Cover Song/Artist Selection worksheet
- Cover Song Analysis worksheet
- Evaluation worksheet
- Final Presentation worksheet
- Audio file and Liner Notes for the Final Project.

Project Rubrics

- **Rubric 1 – Imagine**
- **Rubric 2 – Plan & Make**
- **Rubric 3 – Evaluate and Refine**
- **Rubric 4 – Present**

Name: _____

Song/Artist Selection Worksheet

Identify three songs/artists that could serve as your inspiration for a composition to be covered, re-arranged, or new composed. To gain inspiration, listen & identify musical components of each selection.

	Selection 1	Selection 2	Selection 3
Musical Elements to imagine music	Song: _____ Artist: _____ Style: _____	Song: _____ Artist: _____ Style: _____	Song: _____ Artist: _____ Style: _____
Rhythm/Tempo	_____ _____	_____ _____	_____ _____
Form	_____ _____	_____ _____	_____ _____
Melody	_____ _____	_____ _____	_____ _____
Harmony	_____ _____	_____ _____	_____ _____
Instruments	_____ _____	_____ _____	_____ _____
Texture	_____ _____	_____ _____	_____ _____
Timbre	_____ _____	_____ _____	_____ _____
Dynamics	_____ _____	_____ _____	_____ _____

Select your song: *(Based on your above analysis, select the song that connects with your musical interests and skills)*

Select the project you wish to complete: *(Determine with guidance from your teacher.)*

Creatively Cover the Song

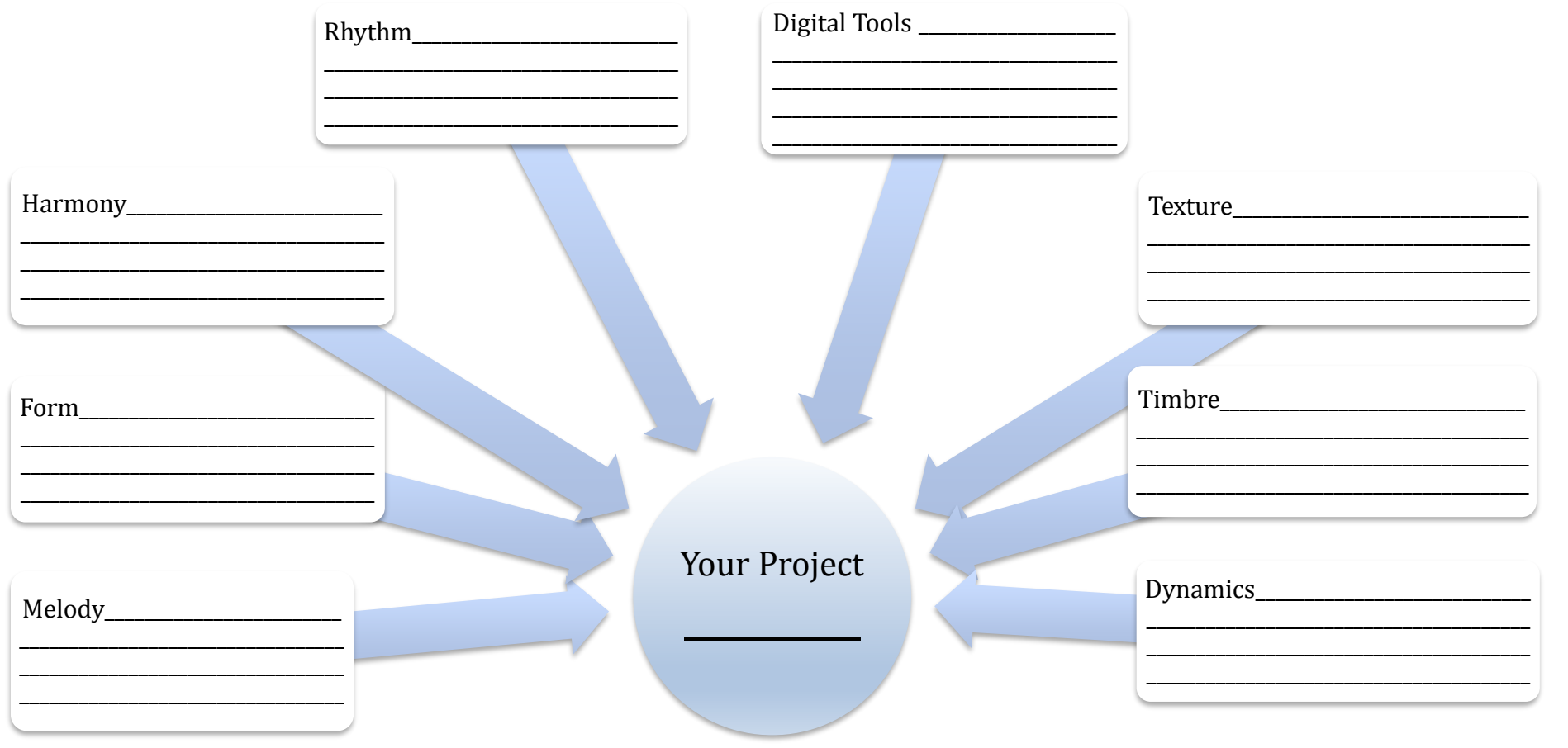
 Create an Original Composition Based on the Song

What were your musical considerations when deciding which project to complete?

What technology (digital tools) do you imagine using for your project:

Imagining Worksheet

After selecting the song you wish to use as a basis for your project, (and possibly after experimenting with a few ideas), use the graphic organizer below to describe ways you might re-construct the melodic, harmonic, and rhythmic content using digital tools, techniques and strategies in your new musical creation.



Cover Project Plan Worksheet

Student Name: _____

1. Analyze

What parts of the original (e.g., melody, harmony, compositional devices, texture...) will I use and adapt in my cover project?

2. Interpretation Plan

How can I expressively use elements of music through digital tools and techniques?

Analyze: (to describe you may outline in words, notation, audio clips, or any means that demonstrates your analysis)

Interpretation plan using Digital Tools & Techniques:

Peer Feedback and Refinement Form

Listener/Evaluator's Name: _____

This section to be completed by the listener, then return to the composer/arranger:

Composer/ Arranger:	_____	Composition Title:	_____
What works well musically? <i>rhythm, meter, harmony, melody, expression, etc</i>			
What could improve the project musically?			
What works well technologically? <i>use of digital tools</i>			
What could improve the project technologically?			

Refinement Plan

Drawing on the feedback above, describe your plan to make musically and technological revisions.

Final Presentation Worksheet

Name: _____

For your final presentation of your cover song arrangement, you will be asked to:

1. State your name, song title from which your cover was created, and the original artist.
2. Read the prepared CD liner notes describing how your cover compare / contrasts from the original version.
3. Briefly describe how you manipulated elements of music to achieve your musical intentions.
4. Describe how you used digital tools in your cover.
5. Play your arrangement for the class.

Song Title: _____

Artist: _____

Project Title: _____

CD Liner Notes:

Uses of Digital Tools