

Performance Task Melody

The Task

Students were required to:

- perform a twenty-bar melody (for the melody, arranged for various instruments and voice, see pages 93–100);
- write and read aloud a paragraph explaining and justifying their interpretation of the melody, focusing on three artistic choices they made.

In preparing their work, students were required to:

- explore their own musicality and make artistic choices in rehearsal and performance;
- record in a journal reflections on what they learned;
- take part in home practice and peer-assessment activities.

In front of the class and the video camera, each student read his or her explanatory paragraph and then performed the melody. The students were allowed one “take” for the reading of their paragraphs. They were allowed a second “take” for the performance of the melody if they needed it.

Expectations

This task gave students the opportunity to demonstrate achievement of the following expectations selected from the Theory, Creation, and Analysis strands.

Students will:

1. play or sing with accurate pitch;
2. play or sing with an understanding of musical phrase structure;

3. play or sing maintaining a consistent tempo;
4. play or sing in simple and compound metres (e.g., 4/4, 3/4, 2/4, 6/8);
5. accurately play or sing notated or improvised rhythms (e.g., sixteenths through whole notes and rests, including dotted values);
6. make simple and effective creative choices in performance within musical parameters (e.g., use call and response; ornament existing melodies; improvise a melody; add dynamics, articulation, and tempi to existing music);
7. play or sing a sixteen-bar melody, using correct technique.

Prior Knowledge and Skills

Before attempting the tasks, students were required to have the following knowledge and skills:

- appropriate embouchure formation, posture, and playing position (where applicable)
- breath support skills (where applicable)
- an aural concept of the characteristic tone of the musical instrument
- articulation skills (e.g., knowledge of ways of beginning and ending a tone, including the ability to play or sing legato and staccato)
- the ability to read music
- an aural concept and understanding of intonation and good tone production

It was expected that students would have successfully completed the Grade 8 music course prescribed in *The Ontario Curriculum, Grades 1–8: The Arts, 1998*.

The Samples on Video

The samples for levels 3 and 4 for both the reading of the explanatory paragraph and the performance of the melody are provided on the video that accompanies this document. However, to ensure the anonymity of the students achieving at levels 1 and 2, only the audio portion of the performance is provided on the video for the samples for levels 1 and 2. For each sample at all levels, a transcription of the student's reading of his or her explanatory paragraph is provided.

For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 88–92 of this document.

Task Rubric – Performance Task Melody

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Theory (Knowledge/Understanding)					
1	The student: <ul style="list-style-type: none"> – identifies notated pitches using instrument/voice – demonstrates accuracy in melodic intonation 	<ul style="list-style-type: none"> – identifies pitches with limited accuracy – demonstrates limited accuracy in melodic intonation 	<ul style="list-style-type: none"> – identifies pitches with some accuracy – demonstrates some accuracy in melodic intonation 	<ul style="list-style-type: none"> – identifies pitches with considerable accuracy – demonstrates considerable accuracy in melodic intonation 	<ul style="list-style-type: none"> – identifies pitches with a high degree of accuracy – demonstrates a high degree of accuracy in melodic intonation
Thinking/Inquiry					
2, 4, 5, 6	The student: <ul style="list-style-type: none"> – performs notated rhythmic values according to the time signature – maintains indicated tempo – supports artistic decisions (i.e., decisions on articulation, phrasing, dynamics, tempo, and tone quality) 	<ul style="list-style-type: none"> – performs rhythms with limited effectiveness – maintains tempo with limited effectiveness – supports artistic decisions with limited effectiveness 	<ul style="list-style-type: none"> – performs rhythms with some effectiveness – maintains tempo with some effectiveness – supports artistic decisions with some effectiveness 	<ul style="list-style-type: none"> – performs rhythms with considerable effectiveness – maintains tempo with considerable effectiveness – supports artistic decisions with considerable effectiveness 	<ul style="list-style-type: none"> – performs rhythms with a high degree of effectiveness – maintains tempo with a high degree of effectiveness – supports artistic decisions with a high degree of effectiveness
Communication					
2, 6, 7	The student: <ul style="list-style-type: none"> – performs phrase markings with clarity – performs articulation markings with clarity – performs dynamic markings with clarity 	<ul style="list-style-type: none"> – performs phrase markings with limited clarity – performs articulation markings with limited clarity – performs dynamic markings with limited clarity 	<ul style="list-style-type: none"> – performs phrase markings with moderate clarity – performs articulation markings with moderate clarity – performs dynamic markings with moderate clarity 	<ul style="list-style-type: none"> – performs phrase markings with considerable clarity – performs articulation markings with considerable clarity – performs dynamic markings with considerable clarity 	<ul style="list-style-type: none"> – performs phrase markings with a high degree of clarity – performs articulation markings with a high degree of clarity – performs dynamic markings with a high degree of clarity

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Creation (Application)					
The student:					
3, 4, 6, 7	<ul style="list-style-type: none"> - maintains proper body position (e.g., maintains proper posture and hand and finger positions; holds instrument at the correct angle) - maintains appropriate tone quality in all registers - demonstrates skill in various aspects of interpretation (i.e., in articulation, phrasing, dynamics, tempo, and tone production) 	<ul style="list-style-type: none"> - maintains proper position to a limited degree - maintains appropriate tone quality in all registers to a limited degree - demonstrates limited skill in interpretation 	<ul style="list-style-type: none"> - maintains proper position to some degree - maintains appropriate tone quality in all registers to some degree - demonstrates some skill in interpretation 	<ul style="list-style-type: none"> - maintains proper position to a considerable degree - maintains appropriate tone quality in all registers to a considerable degree - demonstrates considerable skill in interpretation 	<ul style="list-style-type: none"> - maintains proper position to a high degree - maintains appropriate tone quality in all registers to a high degree - demonstrates a high degree of skill in interpretation

*The expectations that correspond to the numbers given in this chart are listed on page 74.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.