

# Teacher Package

## The Arts Exemplar Task Grade 9 Music Teacher Package

<b>Title</b>	Performance Task Melody
<b>Time Requirement</b>	Approximately 400 minutes, not necessarily consecutive sessions

### Description of the Task\*

Students will rehearse and perform a twenty-bar performance task melody. During the course of their studies, students will examine the rhythmic and melodic aspects of the piece. Students will explore their own musicality and will apply individual artistic choices in rehearsal and performance. Students will use a personal response journal to reflect upon their learning, and to develop a written paragraph that explains and justifies their own interpretation of the performance task melody. Students will also take part in home practice and peer assessment activities.

### Final Products

1. The artistic choices paragraph: Students will write a paragraph explaining and justifying three artistic choices made in the creation of their own interpretation of the performance task melody. *Teachers may choose to create a sample paragraph that students can use as a model.*
2. The performance task melody: Students will prepare and perform their own interpretation of the performance task melody.

In front of the class and video camera, each student will read his or her paragraph and then perform the performance task melody. Students will have one “take” for the reading of their artistic choices paragraph. If necessary, students may choose between two “takes” of their individual performance.

### Assessment and Evaluation

- In sessions 1, 2, and 3, you are given the opportunity to provide verbal feedback to the students.
- In session 4, feedback shall be provided in the form of peer assessment.

\* The task has been adapted from Unit 1, Activity 6, “Ensemble Performance”, in the course profile for Music, Grade 9, Open (Public).

- Session 5 features the evaluation of the artistic choices paragraph and the individual performance of the performance task melody.
- Student homework is checked for completion in sessions 2, 3, and 4. The assessment data from checking homework is designed to guide the instructional methods used by the teacher, and is not intended to be used in the final calculation of the student’s most consistent level of achievement.
- A task-specific rubric\*\* is used to assess the final products.

### Expectations Addressed in the Exemplar Task

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. (Please note that, for reasons of creative licence, the performance task melody is actually twenty bars long.)

### Teacher Instructions

#### Prior Knowledge and Skills Required

- successful completion of Grade 8 music as prescribed by *The Ontario Curriculum, Grades 1–8: The Arts, 1998*
- embouchure formation, posture and playing position (where applicable)
- breath support
- aural concept of the characteristic tone of the musical instrument
- initiation and release of the tone
- articulation skills
- familiarity with music notation
- aural concept and understanding of intonation and good tone production

#### Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to review the relevant course profile for specific suggestions for accommodations appropriate for students in special education programs.

\*\*The rubric is reproduced on page 76 of this document.

### Materials and Resources Required

- pencil/pen
- paper for writing
- personal response journals
- performance task melody (written in the key most appropriate for classroom use)
- task rubric for Music, Open
- “Performance Task Melody – Peer Assessment Worksheet”

### Preparation

- Review the performance task melody.
- The performance task melody is the property of the Ministry of Education, and for the purposes of this exemplar task, you are instructed to make as many photocopies as required.

### Rubric

Introduce the task-specific rubric to the students at least one day prior to the administration of the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined on the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the assessment rubric and to provide feedback to help them improve.

### Task Instructions

#### Session 1 – Rhythmic Aspects (75 minutes)

- Outline the exemplar task and the rubric for the students.
- As a class, the students then complete a warm-up that focuses on the concepts of posture, breath support, intonation, tone quality, control of dynamics, articulation, rhythmic precision, and internal rhythm as applied to their voice or instrument.  
(5 to 10 minutes)
- As a class, the students complete an exercise focusing on the concepts of range and technical skill (e.g., scales, arpeggios, thirds) using the scale in which the performance task melody is written.  
(5 to 10 minutes)
- Keeping in mind the assessment criteria, students explore and rehearse the performance task melody on their own. Students may choose to move to other classrooms or practice rooms, or to different parts of the music room.  
(5 to 10 minutes)

3

- As a class, students complete activities and exercises focusing on the rhythmic aspects of the performance task melody (rhythmic accuracy, use of rhythm within metre, tempo consistency, changes in tempo and metre, clarity of articulation, and accuracy of articulation markings).

Suggested strategies for general review include the following:

- review of the rhythmic values of notes and rests
- review of time signatures
- review of internal rhythm and counting within metre (e.g., eighth notes – “one and two and”; eighth-note triplets – “one triplet”; sixteenth notes – “one ee and a”)
- review of tempo markings
- review of articulation markings

Suggested strategies for application include the following:

- rehearsal of the rhythmic content of isolated passages within the performance task melody (e.g., clap-back and aural identification exercises)
- rehearsal of the rhythmic content of the entire performance task melody while maintaining a consistent tempo and observing changes in tempo and metre (e.g., clap, tap, use drumsticks)
- rehearsal of the rhythmic and articulation content of the entire performance task melody while maintaining a consistent tempo and observing changes in tempo and metre (e.g., use of text or articulation syllables “tah”, “too”, “dah”, “doo”)  
(15 to 25 minutes)

- When the rhythmic aspects have been learned to the satisfaction of the class and teacher, students rehearse and explore the performance task melody on their own again. Students are encouraged to take note of any improvements that they have been able to make since exploring and rehearsing the melody on their own at the beginning of the session.  
(5 to 10 minutes)
- Students then perform the performance task melody as a class. Provide general feedback that the students can use in order to improve their performance. Students record this feedback in their personal response journals.  
(5 to 10 minutes)
- Inform the students that the concepts featured in the next session will be tuning, diatonic intervals, and melodic intonation.
- For homework, students will complete one hour of individual practice before the next session. In this individual practice period, students will:
  - complete a warm-up and technical exercise;
  - rehearse the performance task melody with special attention to the new knowledge and skills that they have learned;
  - review and implement the feedback provided by the teacher;

4

- answer the following two questions in their personal response journal – “Which parts of the melody am I now able to perform?” and “Which parts of the melody need more work?”;
- answer questions that will help them to prepare for the next session; for example:
  - What techniques can you use to tune your instrument?
  - What techniques can you use to sharpen or flatten a pitch while you are performing it?
  - Which notes on your instrument are inherently sharp? Which are inherently flat?
  - How can you use the concept of a major and minor scale to help you perform the performance task melody in tune?

### Session 2 – Melodic Aspects (75 minutes)

- As a class, students complete warm-ups and technical exercises similar to or the same as those described in session 1. (5 to 10 minutes)
- With the assessment criteria in mind, students rehearse and explore the performance task melody on their own. Circulate from one student to the next, checking to see that the homework assignment was completed. (5 to 10 minutes)
- Review with the class the knowledge and skills learned in the previous session, then lead the class in a brief discussion based on the questions assigned for homework. (5 to 10 minutes)
- As a class, students complete activities and exercises focusing on concepts of tuning, diatonic intervals, and melodic intonation as applied to the performance task melody. Suggested strategies for general review include the following:
  - review of pitches on the grand staff
  - review of notated pitches used in the performance task melody as they relate to the musical instrument (e.g., fingerings, slide and fingerboard positions, vocal pitching)
  - review and rehearsal of possible ways to raise or lower a pitch for correct intonation in performance (e.g., embouchure control, “rolling on” and “rolling off”, vocal registration and placement)
  - review of the concept of diatonic intervals within a major scale (i.e., P1, +2, +3, P4, P5, +6, +7, P8)
  - *for enrichment:* review of the concept of diatonic intervals within natural, harmonic, and melodic minor scales – i.e., P1, +2, -3, P4, P5, (-6), +6, (-7), +7, P8 (Please be aware that the performance task melody modulates to the dominant minor key.)

Suggested strategies for application include the following:

- identification of notated pitches used in the performance task melody
- identification and rehearsal of examples of diatonic melodic intervals found in the performance task melody, using a procedure such as the following:
  - Step 1 - Play or sing the tonic pitch of the performance task melody.
  - Step 2 - Play or sing any other pitch from the performance task melody.
  - Step 3 - Identify the melodic interval formed by the two pitches.
  - Step 4 - Play or sing the two pitches again with special attention to intonation.
  - Repeat steps 1 to 4 until the class has examined examples of all diatonic intervals.
- rehearsal and tuning of isolated and problematic pitches and intervals within the performance task melody
- rehearsal and tuning of isolated and problematic pitches and intervals within the context of the performance task melody (15 to 25 minutes)
- When the concepts of tuning, diatonic intervals, and melodic intonation have been learned to the satisfaction of the class and teacher, students rehearse and explore the performance task melody on their own again. Students are encouraged to take note of any improvements that they have been able to make since exploring and rehearsing the melody on their own at the beginning of the session. (5 to 10 minutes)
- Students then perform the performance task melody as a class. Provide general feedback that the students can use to improve their performance. Students record this feedback in their personal response journals. (5 to 10 minutes)
- Inform the students that the next session will focus on the making of individual artistic choices related to tone quality, articulation, phrase markings, dynamic markings, and tempo markings.
- Students will repeat steps 1 through 4 in the homework assignment described in session 1. For this particular homework assignment, provide the question that is to be used for the framework of the first draft of the artistic choices paragraph:
  - Consider the concepts of tone quality, articulation, phrasing, dynamics, and tempo. Explain and justify three artistic choices that you can make to create your own interpretation of the performance task melody.
- Students complete the first draft of their artistic choices paragraph for homework.

### Session 3 – Artistic Choices (75 minutes)

- As a class, students complete warm-ups and technical exercises similar to or the same as those described in session 1.  
(5 to 10 minutes)
- With the assessment criteria in mind, students rehearse and explore the performance task melody on their own. Circulate from one student to the next, checking to see that the homework assignment was completed.  
(5 to 10 minutes)
- Review with the class the knowledge and skills learned in the previous session. Lead the class in a brief discussion based on the question that will be used as the framework for the artistic choices paragraph. *In this discussion, make it clear that, while they must play or sing the performance task melody as written, students can create their own interpretations based upon their choice of tone quality and the way that they perform articulation markings, phrase markings, dynamic markings, and tempo markings.*  
(5 to 10 minutes)
- As a class, students complete activities and exercises focusing on the making of individual artistic choices related to tone quality, articulation markings, phrase markings, dynamic markings, and tempo markings. Strategies for general review include the following:
  - review of the structural elements of a solo melody (e.g., motif, phrase, theme)
  - review of basic musical forms (e.g., binary, ternary, popular song)
  - review of articulation markings, phrase markings, dynamic markings, and tempo markings
  - review of ways that students can control and modify the characteristic tone quality of their musical instrument (e.g., making the tone quality brighter or darker)

Strategies for application include the following:

- identification of the phrase structure of the performance task melody
  - identification of the form of the performance task melody
  - rehearsal and experimentation using the articulation markings, phrase markings, dynamic markings, and tempo markings used in the performance task melody
  - rehearsal and experimentation with different tone qualities  
(15 to 25 minutes)
- When the concepts of individual artistic choices related to tone quality, articulation markings, phrase markings, dynamic markings, and tempo markings have been learned to the satisfaction of the class and teacher, students rehearse and explore the performance task melody on their own again. Students are encouraged to take note of any improvements that they have been able to make since exploring and rehearsing the melody on their own at the beginning of the session.  
(5 to 10 minutes)

- Students perform the performance task melody as a class. Provide general feedback that the students can use in order to improve their performance. Students record this feedback in their personal response journals.  
(5 to 10 minutes)
- Inform the students that the next session will feature a peer assessment of the performance task melody.
- Students repeat steps 1 through 4 in the homework assignment described in session 1. For this particular homework assignment, ask the students to complete the second draft of their artistic choices paragraph and provide a new set of questions that will help the students to prepare for the next session. Suggested questions may include:
  - What would you listen and look for in a good performance?
  - How would you tell someone that he or she had performed well?
  - How would you tell someone about aspects of his or her performance that need improvement?
  - How could your friendship with a person affect your assessment of his or her performance?

### Session 4 – Peer Assessment (75 minutes)

- As a class, students complete warm-ups and technical exercises similar to or the same as those described in session 1.  
(5 to 10 minutes)
- With the assessment criteria in mind, students rehearse and explore the performance task melody on their own. Circulate from one student to the next, checking to see that the homework assignment was completed.  
(5 to 10 minutes)
- Review with the class the knowledge and skills learned in the previous session. Then lead the class in a brief discussion based on the questions assigned for homework.  
(5 to 10 minutes)
- As a class, students review the task rubric and the “Performance Task Melody – Peer Assessment Worksheet” at the end of this Teacher Package.  
(5 to 10 minutes)
- Students work in teacher-assigned pairs to complete a peer assessment. Students then choose their own pairs to complete a second peer assessment. In each of the peer assessments, students provide each other with specific feedback they can use to improve their own performances. When completing the peer assessments, students may choose to move to other classrooms or practice rooms, or to different parts of the music room.  
(25 to 35 minutes)

- Inform the class that in the next session the following will take place:
  1. Each student will read his or her artistic choices paragraph and perform the performance task melody in front of the class and video camera.
  2. Each student will have one “take” to read the artistic choices paragraph. If necessary, each student may choose between two “takes” of his or her performance of the performance task melody.
- Students complete items 1, 2, 3, and 4 of the homework assignment described for session 1.
- Students complete the final draft of their artistic choices paragraph.

**Session 5 – The Recital (75 minutes)**

- As a class, students complete warm-ups and technical exercises similar to or the same as those described for session 1. (5 to 10 minutes)
- One by one, in front of the class and video camera, students read their artistic choices paragraph and give their performance of the performance task melody. Use the task rubric to assess each performance. (50 to 65 minutes)

**Session 6 – Summative Activities (25 minutes)**

- Lead the class in activities designed to bring the task to a close. Suggested questions for discussion include the following:
  - During the session 5 recital, what were your thoughts and feelings as a performer? What were your thoughts and feelings as a member of the audience?
  - What skills did you develop during the course of this task? How could any of these skills be applied to a music-related career?

Suggested activities include the following:

- sharing and discussion of performance assessments
- discussion of strengths, weaknesses, and next steps

**Performance Task Melody – Peer Assessment Worksheet**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of partner who completed Peer Assessment #1:

Name of partner who completed Peer Assessment #2:

**Step 1: Performance Checklist:** *While you play or sing, your partner will listen to you and will use this checklist to indicate the quality of your performance.*

	Peer Assessment #1				Peer Assessment #2			
	1	2	3	4	1	2	3	4
1. Posture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Breath Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Tone Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Intonation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Articulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Rhythmic Accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Pitch Accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Phrasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Tempo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Musicality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Step 2: Written Comments:** *During your performance, your partner will use the back of this sheet to write down any comments that cannot be expressed on the performance checklist.*

**Step 3: Feedback:** *At the end of your performance, you will listen while your partner shares his/her feedback with you.*

**Step 4: Discussion and Negotiation:** *Your partner will ask you for your opinion of his/her feedback (e.g., “What do you think of this feedback?”, “Do you need any more explanation?”, “Do you think this feedback is useful?”). The task rubric can be used for reference when negotiating the final rating. The teacher can resolve disagreements.*