

## Fine Arts Performance Task ~ Instrumental #1

(Group Rehearsal/Performance Reflection)

<b>Content Area:</b>	Secondary Instrumental
<b>Group Members:</b>	Joel Hartshorn, Kate Meier, Andrew LaPrade, Carrie Finnegan, Peggy Haluska, Bobby Gregg
<b>Developed for Grade:</b>	6-12
<b>Time Frame:</b>	20 minutes
<b>Enduring Understanding:</b>	Learners describe, analyze, and create aesthetic critiques (evaluation) of the performing arts.
<b>Essential Standard:</b>	<ul style="list-style-type: none"> <li>• Grades 6-8: Students critique the performing arts and give and take constructive feedback.</li> <li>• Grades 9-12: Students reflect on the quality of performances and are able to effectively communicate their thoughts</li> </ul>
<b>Task:</b>	Record group at a rehearsal or during a performance, or choose a recording of another group from other source. Give the rubric (below) to students.  If the recording is of the students themselves, allow time to pass between the recording and the written reflection. At home or the next day, students will listen to/watch the recording and write a response to, "How would you evaluate the _____ performance?"

### Performance/Rehearsal Reflection Rubric – WORKING DRAFT

	High	Medium	Low
<b>Musical Vocabulary</b>	Specifically comment on 6-8 musical aspects that describe the following: <ul style="list-style-type: none"> <li>• Tone Quality</li> <li>• Intonation</li> <li>• Technique</li> <li>• Articulation</li> <li>• Time</li> <li>• Rhythm/Tempo</li> <li>• Balance</li> <li>• Musicality</li> </ul>	Comment on at least 4-5 musical aspects	Comment on 1-3 musical aspects
<b>Critique: Areas of Strengths</b>	Strengths identified, explained, and how to duplicate/reproduce	Strengths identified and explained	Strengths identified
<b>Critique: Areas of Improvement</b>	<u>Problem Solved</u> Student comment reads something like, "___ is [good or bad] because ___ and they could fix it by ___"	<u>Problem Explained</u> Student comment reads something like, "___ is [good or bad] because ___"	<u>Problem Identified</u> Student comment reads something like, "___ is [good or bad]"
<b>Overall accuracy of critique</b>	Includes both positive and negative comments		One sided reflection (positive or negative only)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Instrumental Music Performance Task

“How would you evaluate \_\_\_\_\_ performance?”

[the blank above will be filled in by the teacher and will be chosen from]:

- Individual practicing
- Recording of class rehearsal
- Recording of our own or another groups' performance

Use this organizer to take notes

<b>Tone</b>	
<b>Intonation</b>	
<b>Technique</b>	
<b>Articulation</b>	
<b>Time</b>	
<b>Rhythm/Tempo</b>	
<b>Balance</b>	
<b>Musicality</b>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Instrumental Music Performance Task

**“How would you evaluate \_\_\_\_\_ performance?”**

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- Individual practicing
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**Don't forget to use these terms in your response:**

- |                |                |              |
|----------------|----------------|--------------|
| • Tone Quality | • Articulation | • Balance    |
| • Intonation   | • Time         | • Musicality |
| • Technique    | • Rhythm/Tempo |              |