

Assignment 3. Performance-based Group Assignment

Worth 30% of final mark. Due Class Nine

This is a performance-based group assignment that includes a teaching component. Groups can be from 3 to 4 teacher candidates. You will perform a musical piece for the class. The piece may be from a resource book, a musical score, from a recording, or it can be one that you compose. You can use any instrument(s) in the music room or you can build your own instruments, or you can use your voices.

After the performance, you will:

- describe the sequence of steps needed to learn the piece as well as list the prior knowledge students may need to perform it (in other words, identify how you would help a class of young people to learn, rehearse, and perform the piece as you did)
- hand in a written-up version of the sequence of steps described above, along with a list of the curricular expectations (from the Arts as well as other subject areas—choose a grade) that your preparation and performance of the piece addresses

Performance

Criteria	D Marginal	C Adequate	B Very Good	A Excellent
Expression and organization of ideas and understandings of music	musical ideas and understandings expressed and organized with limited effectiveness in the design and preparation of the musical performance	musical ideas and understandings expressed and organized with some effectiveness in the design and preparation of the musical performance	musical ideas and understandings expressed and organized with considerable effectiveness in the design and preparation of the musical performance	musical ideas and understandings expressed and organized with very high effectiveness in the design and preparation of the musical performance
Communication for an audience in the form a music performance. <i>(Tip: Rehearse!)</i>	performance expresses ideas and feelings through music with limited effectiveness	performance expresses ideas and feelings through music with some effectiveness	performance expresses ideas and feelings through music with some effectiveness	performance expresses ideas and feelings through music with very high effectiveness

Description of Preparation Process *(Using your experiences to inform how you would prepare a class of young people for the performance of this or a similar piece.)*

Criteria	D Marginal	C Adequate	B Very Good	A Excellent
Sequencing of steps and strategies to prepare the performance	Sequence of steps and strategies inadequately described	Sequence of steps and strategies described with limited detail	Sequence of steps and strategies described with sufficient detail	Sequence of steps and strategies thoroughly described with great detail
Materials and resources	No addressing of materials and resources helpful for preparing the performance	Materials and resources helpful for preparing the performance are addressed in a limited way.	Materials and resources helpful for preparing the performance are listed and described (e.g. handouts, scores)	Materials and resources helpful for preparing the performance are included and/or richly described (e.g. handouts, scores)
Connections to curriculum documents	Appropriate curriculum expectations from a specific grade are not identified	Appropriate curriculum expectations from a specific grade are identified	Appropriate curriculum expectations from a specific grade are identified, with some indication as to how performance preparation activities addressed expectations	Appropriate curriculum expectations from a specific grade are identified, and it is indicated clearly and specifically how performance preparation activities addressed each expectation