

## ROGERS HIGH SCHOOL MUSIC REFLECTION & REFLECTIVE ESSAY SCHOOLWIDE RUBRIC

**Prompt:** Attend a formal non-Newport Schools concert and create a reflective essay reviewing the performance. Include your assessment of the musical elements of the performance (tone, intonation, technique, diction, articulation, interpretation and overall effectiveness. See attached Performance Critique Form). Please include a printed program from the event with your MLA formatted essay.

Meets Standard: M 4 (9-12) -2 Students evaluate music by...

a. developing and applying four specific criteria provided for critiquing music (e.g., dynamics, intonation, tone, and blend: “The clarinets were in-tune with the strings and played with an open-focused sound.”)

Advanced: M 4 (9-12) Ext –2 Students evaluate music by...

a. using specified criteria to suggest improvement of performance of music (e.g., “If the trumpets listened to the upper woodwinds, a better balance would be achieved.”)

Expectations	Exceeds Standards 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1	Total
Musical Elements	All six of the criteria from the Performance Critique Form are <u>successfully</u> referenced indicating whether the criteria were successful, with at least four positive strategies for improvement M 4 (9-12) Ext –2	At least five criteria from the Performance Critique Form are <u>successfully</u> referenced indicating whether the criteria were successful, with positive strategies for improvement M 4 (9-12)-2	At least four criteria from the Performance Critique Form are referenced indicating whether the criteria were successful, with positive strategies for improvement.	Less than four criteria from the Performance Critique Form are referenced indicating whether the criteria were successful, with little or no positive strategies for improvement.	
Purpose	Skillfully engages the reader by establishing context/purpose. Skillfully analyzes a condition or situation of significance as the basis for the reflection.	Engages the reader by establishing context/purpose. Analyzes a condition or situation of significance as the basis for the reflection. W10-14.1,2	Attempts to engage the reader. Attempts to analyze a condition or situation as the basis for the reflection, but the effort is unclear.	Does not engage the reader. The basis for the reflection is invalid.	
Evidence/Details	Evidence and details are insightful and clearly support reflection. Uses a wide range of elaboration techniques (i.e., questioning, comparing, connecting, analyzing, or describing) to establish/maintain a focus.	Evidence and details clearly support reflection. Uses elaboration techniques (i.e., questioning, comparing, connecting, analyzing, or describing) to establish/maintain a focus. W10-14.4	Little evidence or few details are provided to support reflection. Uses ineffective elaboration techniques to establish/maintain focus.	Evidence and details to support reflection are missing. Elaboration techniques are used incorrectly.	
Organization	Uses an organizational structure that enhances the response. Provides closure that provides the reader with something provocative to think about.	Uses an organizational structure that allows for the progression of ideas to develop. Provides closure, leaving the reader with something to think about. W10-14.3,14.5	Uses an organizational structure that confuses the reader. Attempts to provide closure, but is ineffective in providing the reader with something to think about.	There is little evidence of organization. Does not provide closure or leave the reader with something to think about.	
Language Structure	Skillfully uses precise and descriptive language that clarifies and supports intent.	Uses precise and descriptive language that clarifies and supports intent. W10-7.4,7.5	Some language is poorly used and does not help to clarify or support intent.	Poor use of language.	
Conventions	Error-free writing demonstrates mastery of language. All MLA conventions followed accurately. At least five paragraphs	Demonstrates control of language conventions with no errors that interfere with reader’s understanding. Minor errors in MLA format. At least four paragraphs W10-9.1-9.5	Some errors interfere with reader’s understanding. Many errors in MLA format. At least three paragraphs	Many errors interfere with reader’s understanding. No evidence of proofreading and editing. Major errors in MLA format. Less than three paragraphs	

	A+	A	A-	B+	B	B-	C+	C	C-	D	F
2 or more years	23-24	21-22	19-20	17-18	15-16	13-14	12	11	9-10	7-8	< 6
1st year / Freshman	22-24	20-21	18-19	16-17	14-15	12-13	11	10	9	6	<6

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

## **Performance Critique Form**

Performance Date \_\_\_\_\_ Performance Site \_\_\_\_\_

Performing Group \_\_\_\_\_

Selection \_\_\_\_\_ Composer/Arranger \_\_\_\_\_

TONE (beauty, blend, control, balance) \_\_\_\_\_

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INTONATION (Ensemble, Individual, Sectional) \_\_\_\_\_

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TECHNIQUE (accuracy of notes and rhythm, entrances, releases, precision) \_\_\_\_\_

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DICTION (clarity of consonants, vowel shapes) \_\_\_\_\_

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ARTICULATION (interpretation, bowings, tonguings) \_\_\_\_\_

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INTERPRETATION (tempo, expression, style, phrasing, dynamics) \_\_\_\_\_

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OVERALL EFFECTIVENESS (stage presence, dress, performance, audience response)

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