

Examples of words and phrases to use when describing the music.

Tone and timbre	Tempo	Dynamics	Melody, Rhythm, and Ornamentation	Recording Quality and professionalism
dull, dead, squeaky, buzzing, out of tune	inconsistent - rubato, accel., rushing, dragging	The performer played at the same volume the entire time.	Melody was played simply, without chords and ornamentation but with accurate rhythms.	Background sounds and buzzing made the video low quality.
Clear, pure, open, bright, energetic	consistent - no dragging or rushing	The performer used the range of piano to forte for dynamic contrast.	Performer used trills, turns, and other ornaments/special effects to create interest and add originality to the performance.	The quality could be better, but the performer was dressed nicely as if performing for a live audience.
beautiful, dark, sombre, in tune	Fast (allegro) or slow (andante)? How do all the videos compare?	The performer thoughtfully used the phrasing to determine the dynamic level of each section of the piece.	The balance between melody and chords is appropriate. The melody is authentic.	The quality of the video is professional and the performer presents themselves professionally.

Rubric

Grammar and Writing	Academic Musical Language and accurate reflections on the music	Performance	Self-Reflection included
0-1 Student uses many (more than 7) sentence fragments, poor spelling, and run-ons.	0-1 Student uses little to no academic language in the performance analysis.	0-1 Student performance was flawed in many ways: incorrect pitches, rhythms, poor stage presence, and/or lack of preparedness to perform the piece.	0-1 Student does not compare their own playing to that of the recordings.
2-3 Student uses appropriate syntax in sentence structure with few (3-5) spelling and grammatical errors.	2-3 Student uses some academic language in accurate contexts.	2-3 Student has one or two areas from the list below that needs improvement: pitch accuracy, rhythmic accuracy, tone/intonation, or stage presence.	2-3 Student makes some reference to their playing in comparison to the recordings but does not provide a plan for improvement.
4-5 Student uses appropriate syntax, has no spelling errors, and less than 3 grammatical errors.	4-5 Student uses many academic musical terms in accurate contexts to provide a descriptive reflection on the performances.	4-5 Student is prepared to play all pitches, rhythms, and dynamics accurately. Student has good stage presence during the performance, and the guitar is in tune.	4-5 Student compares and contrasts their own playing to that of each of the videos, and reflects on how their own performance can be improved in detail.

Objectives

- Perform music expressively alone or with others, independent of coaching. (techniques to include: consistent tone quality, intonation, balance, blend, diction/articulation, and phrasing)
- Reflect upon and analyze a performance, verbally or in writing, modifying teacher-given criteria so that it is appropriate for a specific piece / performance / ensemble independently.
- Based on analysis of performance, independently develop and implement an improvement plan for a subsequent performance.

Template for Raft Script

Directions: 1)Place your name beside the judge part you will be writing. 2)Fill in the ellipses and bolded words with academically focused language. 3)Follow the general format of the dialogue, making changes when/where necessary to the structure of the sentence. 4)Stay in character.

Character Analysis

Name_____ Judge 1: Harsh critic, humorously mean

Name_____ Judge 2: Sweet, light-hearted critic, overly generous in complimentary comments

Name_____ Judge 3: Gives critical feedback but balances it with advice on how to improve

Name_____ Judge 4: Highlights the most important elements of a successful performance and specifically points out where those moments were in the performance

1st Performance ends:

Judge 1: To me **this performance** was....

Judge 2: I disagree, I **felt it had** ...

Judge 1: Maybe, **but**...

Judge 3: Both of you make good points, but **here is what** the performer needs to do to make this truly amazing....

Judge 1: You may be onto **something**... **let me add**...

Judge 2: You're right it could have been better **in that way**, but I liked the **rawness**...

Judge 4: Those are a lot of **areas to improve**, but **here is where I** think your performance was spot on....

Judge 3: I agree **those areas** of your performance highlighted your musicianship...

Judge 4: So what is our decision? I say _____ because....

Judge 3: I say _____ because....

Judge 1: I say _____ because....

Judge 2: I say _____ because....

2nd Performance ends:

Judge 3: To me **this performance** was.... but it could be improved by....

Judge 4: I agree **those elements** could be improved, but **here is what** stood out in your performance...

Judge 1: I don't know if agree with you, this performance was **really lacking in**...

Judge 2: Judge 1, I think you're **missing the heart of the performance**... I heard ...

Judge 1: Maybe that was the **heart** of the performance, but **the execution** ...

Judge 2: You're right it could have been better **in that way**, but I liked the **rawness**...

Judge 4: So what is our decision? I say _____ because....

Judge 3: I say_____because....

Judge 1: I say_____because....

Judge 2: I say_____because....

3rd Performance ends:

Judge 1: To me **this performance** was....

Judge 2: I disagree, I **felt it had ...**

Judge 1: Maybe, **but...**

Judge 3: Both of you make good points, but **here is what** the performer needs to do to make this truly amazing....

Judge 1: You may be onto **something... let me add...**

Judge 2: You're right it could have been better **in that way**, but I liked the **rawness...**

Judge 4: Those are a lot of **areas to improve**, but **here is where I** think your performance was spot on....

Judge 3: I agree **those areas** of your performance highlighted your musicianship...

Judge 4: So what is our decision? I say_____because....

If I were competing and trying to make it to the next round, I'd work on...

Judge 3: I say_____because....

If I were competing and trying to make it to the next round, I'd work on...

Judge 1: I say_____because....

If I were competing and trying to make it to the next round, I'd work on...

Judge 2: I say_____because....

If I were competing and trying to make it to the next round, I'd work on...

RAFT Blog Template

Directions: 1) Create a blog on blogger.com or another blogging site. 2) Post links to the three videos we view in class. 3) Write a detailed musical analysis using at least 5 musical terms to describe each performance. 4) Give your honest opinion on the music (can be humorous). 5) Give the performance a rating from 1-5.

Catchy Title about the performance.

[Link to Video 1](#)

Discuss each of the criteria using language from the chart on the first page. Follow the directions above.

[Link to Video 2](#)

Discuss each of the criteria using language from the chart on the first page. Follow the directions above.

[Link to Video 3](#)

Discuss each of the criteria using language from the chart on the first page. Follow the directions above.

Compare and Contrast

- How do the in class performances compare to the final project?
- Which performance is your favorite? Which is your least favorite?
- If you could interview each of these performers what would you ask them to teach you about the guitar?
- How does the technique of each guitarist vary (look at their fingers on both hands and how they move)?