

Identifying Strengths and Weaknesses with Support

Formative Assessment 1 of Process Skill: Students will evaluate others.

Content Standard

1. Students will evaluate musical performances.

Process Standard

1. Students will evaluate others.

Task

Today we will be listening to a recording from our concert last night. When we listen to the song, “Themes from the New World Symphony,” I want you pick out one strength and one weakness that you hear in our performance. The strength and weakness can relate to dynamics, rhythm, or balance. On the lined piece of blank paper that I hand out to you, I want you to identify the one strength and one weakness and explain why you think it is either a strength or a weakness. I want you to explain and provide evidence with specific measure numbers as to why you think it is a strength or weakness. You will receive full points for this assignment if you identify the strength or weakness, and then explain your opinion with evidence and cite specific measure numbers from the song.

Example: One of the weaknesses in “Themes from the New World Symphony” deals with the balance of the instruments. In measures 25-40 the cellos played too loud and I couldn’t hear the violins even though they had the main melody in those measures.

Rubric

| | 0 | 1 | 2 | 3 |
|--------------|--|--|---|--|
| One Strength | Does not identify strength and does not explain why it is a strength | Identifies strength in performance but does not explain why it is strength | Clearly identifies strength, somewhat explains why it is a strength | Clearly identifies strength, fully explains with evidence why it is a strength |
| One Weakness | Does not identify weakness and does not explain why it is a strength | Identifies weakness but does not explain why it is a weakness | Clearly identifies weakness, somewhat explains why it is a weakness | Clearly identifies weakness, fully explains with evidence why it is a weakness |