

Portfolio Planning Worksheet:

Teacher Name: Orchestra Teacher
Campus: Music Conservatory High School

Date: 12/06/2024
Course: Music 1

Part A: Curricular Content Focus

1. What are the most important skills I develop in students through this course?
(In your own words)

In this course, students develop several important skills. They learn to define and apply terminology related to music notation, intervals, and chord structures, helping them understand the technical aspects of music and communicate effectively. Students also gain the ability to read and notate rhythmic patterns in various meters, as well as interpret music symbols and expressive terms such as dynamics, tempo, and articulation. This foundation enables them to accurately perform and understand the nuances of musical pieces. Additionally, they develop sight reading and performance skills, learning to produce mature, characteristic sounds appropriate for different genres while maintaining correct intonation, phrasing, and dynamics. These skills are essential for producing expressive and well-rounded musical performances

2. Where are my students actually with respect to these skills upon entering my class?
(How will I know?)

Upon entering the class, students likely have varying levels of experience with these musical skills. Some may already have basic knowledge of music notation, intervals, and chord structures, but may need further refinement in using appropriate terminology and understanding their application in music. Others might struggle with reading rhythmic patterns or interpreting expressive terms like dynamics, tempo, and articulation. Sight reading and performance skills could also vary significantly, with some students demonstrating a mature characteristic sound while others may need more practice with correct intonation, phrasing, and dynamics. Overall, students may range from having foundational knowledge to needing more targeted instruction to develop these skills further.

3. Based on where my students actually are with these skills, where should they be at the end of the course if I provide effective instruction?

By the end of the course, if provided with effective instruction, students should ideally have made significant progress in all these musical skills. They should be proficient in defining and applying music notation, intervals, and chord structures using appropriate terminology. Their ability to read and notate rhythmic patterns in simple, compound, and asymmetric meters should be refined, and they should be able to interpret music symbols and expressive terms accurately. Their sight-reading skills should improve, allowing them to perform with correct intonation, phrasing, and dynamics across various genres. By the end of the course, students should demonstrate a mature, characteristic sound appropriate for the genre they are working with, and be capable of producing expressive, well-rounded musical performances.

Part B: TEKS Selection and Justification

1. List the TEKS to include in student portfolios to measure their growth. Include those that “persist throughout the course and that have transferability – the knowledge and skills that not only lead to success in the current course but that have lifelong application.”
2. Explain the importance of these TEKS. How do these skills persist or transfer to other life experiences?

TEKS #	§ 117.310 Music, Level 1; c1(C), c2(A), c2(C), c4(A), c2(F) Texas Administrative Code
c1(C)	c1(C) define concepts of music notation, intervals, and chord structure using appropriate terminology
c2(A&B)	c2(A) read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; c2(B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation
c5(A&C)	c5(A&C): (A) compare and contrast music by genre, style, culture, and historical period; (C) identify and describe the uses of music in societies and cultures.
Justify or Explain the importance of these TEKS:	Developing skills in music reading, writing, and interpretation builds a strong foundation for understanding and creating music, equipping students with a universal language that fosters communication and creativity. Performing with technical precision and expressive qualities teaches discipline and emotional connection, essential traits that persist throughout the course and transfer to lifelong pursuits in collaboration, problem-solving, and self-expression. Exploring music from diverse cultures and historical periods

	broadens perspectives and instills cultural awareness. Additionally, connecting music to other disciplines, such as history or literature, enhances critical thinking and reveals how music reflects and shapes society.
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Part C: TEKS Breakdown & Planning for Rubric Assignments/Projects/Performances

In column 1, list the TEKS again, and for each one, describe in your own words the actions students are asked to perform. In column 2, list what assignments/projects/performances you will have students complete in order to demonstrate their skill level with these TEKS. Include examples of the artifacts or evidence that you will include in the portfolio to demonstrate the knowledge and skill.

TEKS for Portfolio (and what students need to be able to do to demonstrate)	Planned Projects/Assignments (and how you will use as evidence)
<p>c1(C) define concepts of music notation, intervals, and chord structure using appropriate terminology</p> <p>TEK c1(C): Students are asked to identify and explain music notation, intervals, and chord structures using correct musical terms. To demonstrate, they must accurately describe these concepts, analyze their use in music, and apply their understanding in written or oral explanations.</p>	<p>c1(C) Music Composition: Students will analyze a selected piece of music to identify and explain its notation, intervals, and chord structures using appropriate terminology. They will also compose a short original piece incorporating these elements to demonstrate their understanding.</p> <p>Evidence: A sheet music will be analyzed to identify intervals, chord structures, and music notation. In addition, a written explanation of music notation and their functions will be submitted. Lastly, a short original composition will demonstrate the correct use of notation, intervals, and chord structures.</p>
<p>c2(A&B): (A) read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; (B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation</p>	<p>c2(A) Sight-Reading Assessment: Students will need to sight-read the notated rhythmic patterns from pieces of music in simple, compound, and asymmetric meters. They will need to perform these notated rhythms, demonstrating their ability to interpret and apply the rhythmic patterns accurately.</p>

TEK c2(A), students are asked to read and write rhythmic patterns found in simple, compound, and asymmetric meters. They must demonstrate their ability by accurately notating rhythms, identifying patterns in written music, and performing or clapping these rhythms with precision.

TEK c2(B), students are asked to interpret musical symbols and expressive terms, such as those indicating dynamics, tempo, and articulation. They demonstrate this by explaining these elements, applying them in performances to convey appropriate musical expression, and recognizing their use in written music.

Evidence: A notated sheet music will display rhythmic patterns in simple, compound, and asymmetric meters. A video or audio recording will capture the student performing these rhythms with accuracy and precision.

c2(B) Music Symbol and Expressive Terms Presentation: Students will analyze a piece of music, identifying dynamics, tempo, and articulation markings, and explaining their significance in the overall piece interpretation. They will then create present their findings in a video recording.

Evidence: A video recording will be produced to demonstrate the student's knowledge of dynamics, tempo, and articulation within a musical piece. A written analysis will accompany this representation, explaining how these expressive terms contribute to the music's interpretation.

c5(A&C): (A) compare and contrast music by genre, style, culture, and historical period; **(C)** identify and describe the uses of music in societies and cultures.

TEK c5(A), students are asked to analyze different types of music and identify key characteristics that define each genre, style, culture, and historical period. They need to compare similarities and differences, using specific examples and terminology to articulate these distinctions clearly.

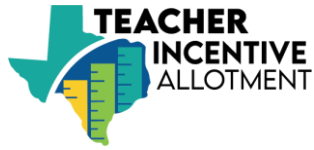
TEK c5(C), students are tasked with researching how music functions in various contexts such as rituals, celebrations, daily life, and artistic expressions in different cultures. They need to describe these uses in detail, highlighting their cultural significance and how music serves different societal roles across different contexts.

c5(A) Cultural Music PowerPoint: Students will research and compare music from different genres, styles, cultures, and historical periods. They will identify key characteristics and differences, supported by specific examples and proper terminology.

Evidence: Students will create a PowerPoint presentation to identify the contrasts and similarities between pieces from different cultures. In addition, they will write a reflective journal that clearly identifies the characteristics of each music style or genre, supported by specific musical examples.

c5(C) Multimedia Music Project: Students will research and present a project that explores the role and uses of music in different societies and cultures. They will investigate how music serves various functions such as rituals, celebrations, and daily life activities in diverse contexts.

Evidence: Students will create a visual collage that showcases the cultural significance of music in different societies.



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Part D: Portfolio Rubric Design

Standards and Projects	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
Place standards used and a project description here.	Detailed description of identifiable performance characteristics reflecting a beginning level of performance	Detailed description of identifiable performance characteristics reflecting a developing level of performance	Detailed description of identifiable performance characteristics reflecting a somewhat proficient level of performance	Detailed description of identifiable performance characteristics reflecting a proficient level of performance	Detailed description of identifiable performance characteristics reflecting an advanced level of performance
Course Name: Orchestra 1					
c1(C): Students will analyze a selected piece of music to identify and explain its notation, intervals, and chord structures using appropriate terminology. They will also compose a short original piece incorporating these elements to	Struggles to accurately identify notation, intervals, and chord structures. The analysis is incomplete or incorrect, and the composition lacks connection to musical components.	Identifies 30% of the musical elements but with inaccuracies or misunderstandings . The analysis shows partial understanding, and the composition has minimal structure.	Accurately identifies 50% of the notation, intervals, and chord structures, demonstrating a clear understanding of musical terminology. The composition is structured with a few mistakes.	Accurately identifies 75% of the musical elements in the piece. The composition is creative, well-structured, and effectively integrates musical elements such as notation, intervals, and chord	Exhibits exceptional analytical skills and a deep understanding of musical elements. Accurately identifies more than 90% of the musical components. The composition is creative, and effectively

demonstrate their understanding.				structures.	incorporates notation, intervals, and chord structures with artistry and precision.
c2(A): Students will read and notate rhythmic patterns from pieces of music in simple, compound, and asymmetric meters. They will then perform these notated rhythms, demonstrating their ability to interpret and apply the rhythmic patterns accurately.	Struggles to accurately read or notate rhythmic patterns. The performance shows confusion and more than 10 errors in interpreting the rhythms, and the accuracy of the interpretation is low.	The performance is partially correct but contains 10 errors in interpretation or rhythmic accuracy.	The performance is mostly correct. Reads and notates rhythmic patterns accurately in simple, compound, and asymmetric meters but makes at least 6 errors.	Reads and notates rhythmic patterns accurately in simple, compound, and asymmetric meters but makes at least 4 errors.	Accurately reads and performs complex rhythmic patterns with artistic precision with less than 2 errors.
c2(B): Students will analyze a piece of music, identifying dynamics, tempo, and articulation markings, and explaining their significance in the	Struggles to accurately identify dynamics, tempo, and articulation markings in the piece of music. The analysis is vague or incorrect, and the	Identifies 25% of the dynamics, tempo, and articulation markings but with inaccuracies or confusion. The analysis is basic,	Identifies 50% of the dynamics, tempo, and articulation markings and provides a clear explanation of their significance in the	Accurately identifies 75% of the dynamics, tempo, and articulation markings and provides a clear explanation of their	Demonstrates exceptional analytical skills by correctly identifying and explaining 95% of the dynamics, tempo, and articulation

overall interpretation. They will then create a visual representation to show how these elements influence the performance.	visual representation lacks clarity or relevance.	and the visual representation is minimal or incomplete.	piece. The visual representation effectively shows their influence on the performance.	significance of the piece. The visual representation is detailed and effectively conveys their impact on the music's interpretation.	markings. The visual representation is highly creative and professional, clearly demonstrating the influence of these elements on the music's interpretation.
c5(A): Students will research and compare music from different genres, styles, cultures, and historical periods. They will identify key characteristics and differences, supported by specific examples and terminology.	Limited understanding of the music genres, styles, cultures, or historical periods. The PowerPoint lacks specificity, clarity, and appropriate terminology. Comparisons are basic and unsupported by specific examples.	Identifies 4 key characteristics of different music genres, styles, or cultures, but with inaccuracies. PowerPoint is somewhat organized, and comparisons lack depth or specific examples.	Identifies 6 characteristics of different music genres, styles, cultures, and historical periods. PowerPoint is clear, organized, and supported by specific examples and terminology.	Demonstrates a strong understanding of the music genres by identifying at least 8 characteristics of the different styles, cultures, and historical periods. The comparisons are insightful and well-supported by specific examples, showcasing a deep analysis.	Accurately identifies more than 10 musical characteristics from various genres, styles, cultures, and historical periods. The PowerPoint is polished, comprehensive, and creatively presented, demonstrating a sophisticated understanding and nuanced comparisons.
c5(C): Students will	Limited	Demonstrates a	Accurately explores	Demonstrates a	Exhibits exceptional

<p>research and present a project that explores the role and uses of music in different societies and cultures. They will investigate how music serves various functions such as rituals, celebrations, and daily life activities in diverse contexts.</p>	<p>understanding of the role and uses of music in different societies and cultures. The research is incomplete, with no mention of the rituals, celebrations, and daily life activities of the different societies and cultures investigated.</p>	<p>basic understanding of how music functions in different societies and cultures. The research identifies 4 key roles but lacks depth. The multimedia presentation is organized but contains inaccuracies or insufficient information.</p>	<p>the role and uses of music in diverse societies and cultures. The research identifies at least 8 rituals, celebrations, and daily life activities. The multimedia presentation is clear, organized, and supported by specific examples and terminology.</p>	<p>strong understanding of the role of music in various societies and cultures. The research is thorough, providing 10 rituals, celebrations, or daily life activities in from different cultural music. The multimedia presentation is creatively designed, and well-supported by specific examples and terminology.</p>	<p>analytical skills in exploring the role and uses of music in different societies and cultures. The research is comprehensive, providing at least 12 examples of diverse music functions. The multimedia presentation is well-developed, insightful, and creatively presented, demonstrating a deep understanding and multiple comparisons.</p>
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Rubric for Texas Portfolio Planning Worksheet

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Curricular Content Focus	Clearly identifies essential skills with a comprehensive understanding of student starting points and desired outcomes.	Identifies key skills and provides a general understanding of student starting points and end goals.	Provides a limited overview of skills, with partial insight into student needs and outcomes.	Lacks clarity in identifying essential skills, starting points, or end goals.
TEKS Selection and Justification	Selects TEKS that persist and transfer, with thorough justification of their importance to lifelong learning.	Selects relevant TEKS with a general explanation of their long-term importance.	TEKS selection shows limited relevance or justification of importance.	TEKS selection lacks relevance or justification of importance.
TEKS Breakdown & Project Planning	Provides detailed descriptions of TEKS and aligns projects/assignments effectively with each standard.	Lists TEKS and aligns projects or assignments with standards, though some descriptions may lack specificity.	TEKS and project alignments are vague or inconsistent, with limited examples of evidence.	TEKS descriptions and project alignments are missing or poorly articulated.
Portfolio Rubric Design - Standards & Projects	Creates well-defined standards with clear performance characteristics across all proficiency levels.	Defines standards with most performance levels described; generally clear but may lack detail in places.	Standards and performance levels are minimally defined, with some levels unclear or missing.	Standards and performance levels are missing or vague, lacking detail across proficiency levels.
Portfolio Rubric Design - Evidence and Artifacts	Selects high-quality artifacts that clearly demonstrate student skill development in relation to TEKS.	Provides relevant artifacts to demonstrate skill development, though some may lack clear alignment with TEKS.	Artifacts are present but may not adequately reflect skill levels or TEKS alignment.	Artifacts are irrelevant, missing, or do not demonstrate skill development in alignment with TEKS.

Total Rubric Score: _____

Appraiser Signature: _____

Score Total Ranges:			
16 – 20	11-15	6-10	1-5
Exemplary	Proficient	Developing	Beginning
		(Revision Necessary)	(Revision Necessary)