



### MUSIC ELEMENTS CHART

Name: \_\_\_\_\_

Put a check mark (✓) in the box for the elements that you know. In each box, define the element and give an example using words, numbers and/or pictures.

<input type="checkbox"/> Duration	<input type="checkbox"/> Pitch	<input type="checkbox"/> Dynamics (and other Expressive Controls)
<input type="checkbox"/> Timbre	<input type="checkbox"/> Texture/Harmony	<input type="checkbox"/> Form



CUBING CENTRES



**I. Initial Impression:**

As a group of six, listen to the musical selection, discuss your first impression of the music, prepare a response as a group and share with the class.

**II. Description:**

1. Individually, roll the die/cube and answer the question selecting one or more of the options in the Choices column below. Make sure that your group covers all elements.

Critical Analysis Process	
Initial Impression:	What is your first impression?
Description:	What do you hear? What elements of the music are most evident?
Analysis:	What elements go together to make up the music? What is the intended overall effect or message of the music? (function and style) How do the elements work together to convey this effect or message?
Point of View: (not part of lesson)	How effective was the composer in conveying the intended effect or message?

Cube Sides	Elements of Music	Question (applies to all elements)	Choices
1	Duration	As you listen to the music, what is most noticeable or obvious about this element? Describe what you hear.	a) Answer the question orally—using words. b) Illustrate your answer visually (e.g., with a sketch or images). c) Use your voice and movement to describe your answer.  You may discuss your answer with a group member before sharing with the whole group.
2	Pitch		
3	Dynamics/Expressive Controls		
4	Timbre		
5	Texture/Harmony		
6	Form		

2. As a group, decide which two or three elements should be used to best describe the music. Groups share this description with the class.

**III. Analysis:**

As a group, prepare a response according to your learning style preference (e.g., auditory, visual or kinesthetic) that describes:

- The group’s thoughts about the effect or message that the composer intended
- How the elements work together to achieve this effect



**EXPRESS YOURSELF RUBRIC**

Categories/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Thinking</b>	The student:			
Uses the critical analysis process to analyze and interpret a musical selection: <input type="checkbox"/> States his/her initial impression of the music <input type="checkbox"/> Describes the elements of music that are the most obvious <input type="checkbox"/> Explains how the elements of music work together to create the intended message/ effect of the music	Uses the critical analysis process with limited effectiveness to analyze and interpret a musical selection	Uses the critical analysis process with some effectiveness to analyze and interpret a musical selection	Uses the critical analysis process with considerable effectiveness to analyze and interpret a musical selection	Uses the critical analysis process with a high degree of effectiveness to analyze and interpret a musical selection
<b>Communication</b>	The student:			
Communicates a personal response to a piece of music: <input type="checkbox"/> Represents, portrays or describes the elements of music that work together to create the composer's desired effect <input type="checkbox"/> Organizes presentation ideas and components	Represents, portrays or describes the elements of music with limited clarity  Demonstrates limited organization of presentation ideas and components	Represents, portrays or describes the elements of music with some clarity  Demonstrates some organization of presentation ideas and components	Represents, portrays or describes the elements of music with considerable clarity  Demonstrates considerable organization of presentation ideas and components	Represents, portrays or describes the elements of music with a high degree of clarity  Demonstrates a high degree of organization of presentation ideas and components

A rubric is an assessment tool used in assessment **for** and **of** learning. Before beginning to work on a task, students should be engaged in co-constructing the criteria to ensure that they know what success “looks like.” The rubric can be used to guide assessment **for** learning throughout the process. When the purpose is assessment **of** learning (evaluation), the rubric provides the basis for decision making about the student’s level of achievement using the agreed-upon criteria.



**LEARNING CONTRACT: ANALYSIS AND INTERPRETATION  
OF A MUSICAL SELECTION** (page 1 of 2)



Name: \_\_\_\_\_

Title of Music: \_\_\_\_\_

Product Format: \_\_\_\_\_

**Non-negotiable Task: Answer each question in point form.**

**1. Initial Impression**

What is your first impression of the music (e.g., a word, a colour, an emotion)?

**2. Description**

What three musical elements are most evident in your piece of music? Why are they so noticeable?

1.

2.

3.



**LEARNING CONTRACT: ANALYSIS AND INTERPRETATION OF A MUSICAL SELECTION** (page 2 of 2)



**Negotiable Task: Respond to one of questions a, b, c, or d.**

**3. Analysis and Interpretation: Personal Response to a Musical Selection**

Use musical terms and your understanding of the elements of music in your answer. Support your response with musical evidence (i.e., what you hear).

<p>a) You are explaining to your friends what it is about this piece of music that you really like. You describe to them how the elements work together to make it sound unique. You can write your response as an e-mail, text message, or post on a blog or social networking site.</p>	<p>b) You are the Entertainment Reporter for a local radio or TV station and are letting the public know about a piece of music that you recently listened to. Tell them what you think the composer (and singer/performer, as appropriate) is trying to communicate through the music (e.g., a message, a feeling or mood). How do some of the elements (e.g., timbre and duration) work together to communicate this message? Audio or video record your music update.</p>	<p>c) You create CD covers for pieces of music—for posting on music download sites and/or for CD cases. Design a cover (with text, images, charts, and designs) that illustrates the main idea of the piece of music and describes how the composer uses the elements of music to convey this idea.</p>	<p>d) You are explaining to your teacher what it is you like about a favourite piece of music. Create a chart that shows how the elements of the music are organized, combined, or arranged to create the effect that you like so much. Text can be in point form.</p>
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**Optional Tasks: You may do one or more of these options:**

- a) Find a remake of the original, or another version of the song you chose, and determine which one you feel makes the most impact. Explain why.
- b) Use recording software, such as *Audacity*, *Finale*, or *Garage Band*, to manipulate the elements of your song. First, import it into the program and then start working with it. Explain what you did and the impact it had on the new version of the song.

