

8th grade Junky Funky Music Assignment....."Play a room"

In groups of 4-5 students select a student leader and travel to a classroom/school space. In this space, find ordinary objects that make interesting sounds and create a song using

common meter,
form,
rhythm,
varied timbres,
varied pitches,

ostinato,
dynamics or tempo change
solos with improvisation,
ending cadence.

Make it interesting to look at, **videotape**,**and share with the class.**
Here is the form of the songs. (One member of the group must be the videographer)

1. Leader starts an energetic Ostinato.
2. Each member of the group finds a sound and enters the video using the sound to add to the original ostinato. Make sure to add your sound to the sonic space, and refrain from overlapping sounds needlessly.
3. Leader signals for a "break." Each player takes a turn improvising on their "instrument"
4. Full rhythm starts again, but it must be altered. Either the volume (dynamics) are changed, the tempo is changed, or the timbres have changed.
5. Leader signals for a definitive preplanned cadence. (A clear ending.)
6. Save the video to Google Drive and share it with mwirth@ryesd.org

Classroom Grading Rubric: Nine elements plus submitting the videotape and the following.....

5 Advanced - Advanced and complete understanding of and competence in core skills, concepts and processes in the task. Student's response demonstrates ability to take the task to a more advanced level. The response contains clear and convincing evidence of advanced performance. Evidence of advanced performance could include ability to apply knowledge to new situations, purpose creative solutions to the problem, and/or complete the task at a level that clearly exceeds the standard.

4 Proficient- Complete understanding of and competence in the core skills, concepts and processes in the task. The response contains sufficient evidence of competence in and comprehension of core elements in the task. The student's response may contain some minor inconsistencies, flaws or errors, but they do not detract from overall evidence of achievement of the core elements in the task.

3 Limited- Partial understanding of and competence in one or more of the core skills, concepts and processes required by the task. The response contains inconsistent evidence of the student's competence in and comprehension of the core elements in the task. The student's response may contain inconsistencies, flaws or errors that limit the achievement of the core elements.

2 Progressing- Limited understanding of and competence in several of the core skills, concepts and processes required by the task. The response contains insufficient evidence of the student's competence in and comprehension of the core elements in the task. While the response may contain some of the attributes of an appropriate response, there are substantial inconsistencies, flaws or errors that suggest the need for considerable new learning before the student has achieved the standard.

1 - There is no evidence that the student demonstrates the comprehension or skills to complete the task.