

Music Circles Rubric

Name: _____

Class: _____

Date: _____

Categories	Level 1	Level 2	Level 3	Level 4
Preparation	did not listen, prepare notes, and/or complete role worksheet	listened but did not prepare notes or complete role worksheet	listened, prepared notes and completed role worksheet	listened and thoroughly prepared notes and completed role worksheet
Discussion	rarely contributes	contributes occasionally or when prompted	contributes appropriately	contributes significantly
Cooperation and Participation	<ul style="list-style-type: none"> - off topic - rarely listens to others - does not ask questions - does not respond to others 	<ul style="list-style-type: none"> - off topic at times - does not listen to others at times - occasionally asks questions - occasionally responds to others 	<ul style="list-style-type: none"> - stays on topic - keeps discussion moving - listens to others - asks questions - responds to others appropriately 	<ul style="list-style-type: none"> - effectively keeps discussion moving - listens attentively - builds on others' comments - asks thought provoking questions - responds in thoughtful ways
Musicality	<ul style="list-style-type: none"> - rarely uses music terms - discussion reveals a limited understanding of the musician's style and/or musical elements 	<ul style="list-style-type: none"> - occasionally uses music terms - occasionally discusses the musician's style and/or musical elements 	<ul style="list-style-type: none"> - uses music terms effectively - discusses the musician's style and musical elements. 	<ul style="list-style-type: none"> - uses music terms proficiently - discussion reveals an in-depth understanding of the musician's style and musical elements employed in the piece.

Discussion Director

Name: _____ Class: _____ Date: _____

Title of Piece: _____

Duration: _____

YOUR JOB – to develop open-ended questions that will promote discussion within your group.

The best discussion questions often come from your own reactions, thoughts, and feelings as you listen to a piece of music. Record at least five questions about the assigned musical selection.

1. _____

2. _____

3. _____

4. _____

5. _____

Prompts:

What do you think . . . What part of this section . . . Which part did you . . .
How did the musicians . . . What does this work bring to mind?
What does this work remind you of?

Connector

Name: _____ Class: _____ Date: _____

Title of Piece: _____

Duration: _____

YOUR JOB – to explore the connections between what you hear and your personal experiences, connections to other songs or musicians, and/or to global events or issues.

Be sure to explain how these connections have impacted on your understanding of this musical selection.

1. _____

2. _____

3. _____

4. _____

5. _____

Prompts:

This reminds me of . . . I remember . . . This part makes me think of . . .

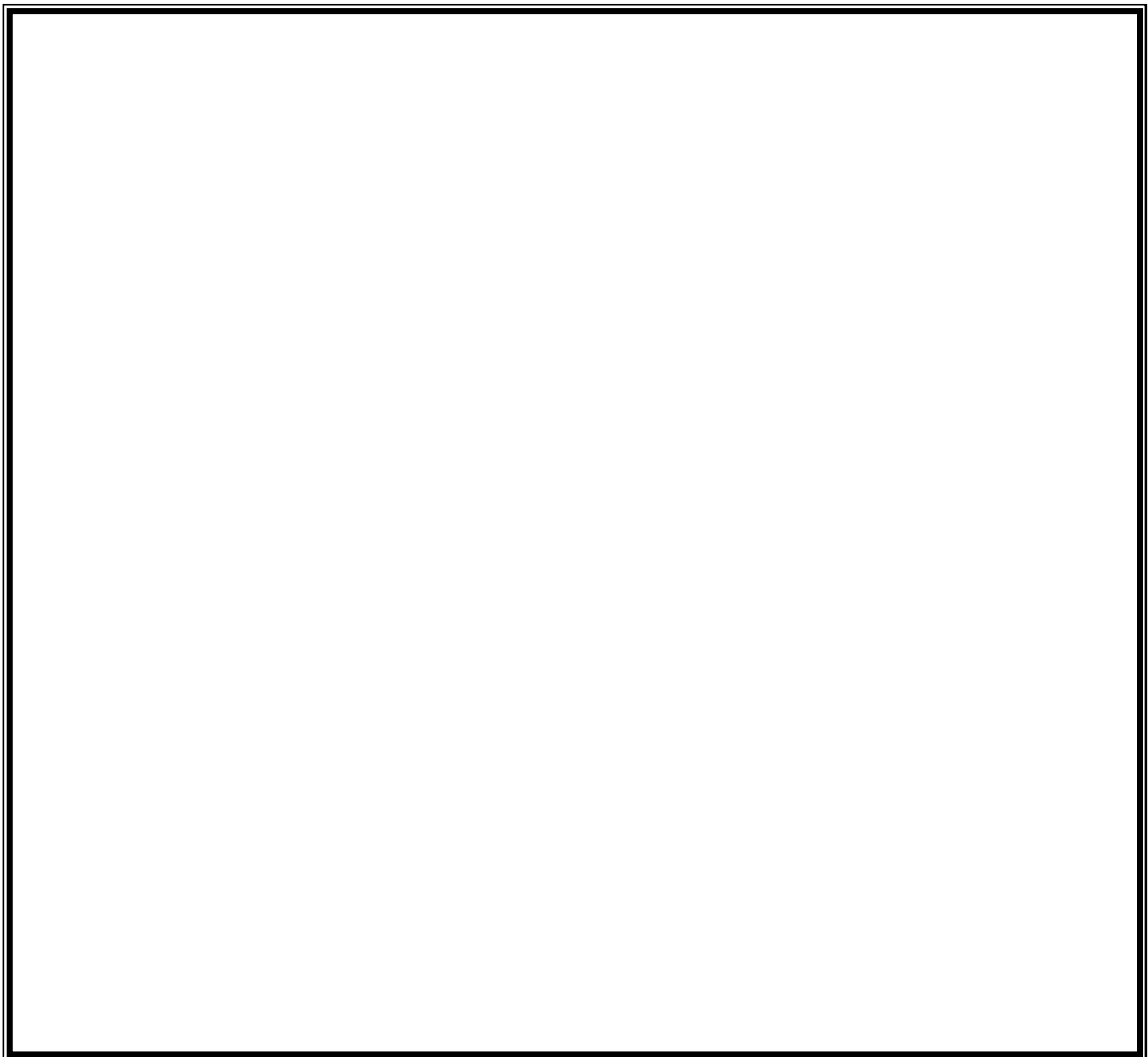
Illustrator

Name: _____ Class: _____ Date: _____

Title of Piece: _____

Duration: _____

YOUR JOB – to create something visual about this musical selection. You can use a picture, sketch, comic, graphic organizer, chart, or any other visual representation. Consider choosing a part of the musical selection that created strong visual images in your mind as you listened.



Facilitator

Name: _____ Class: _____ Date: _____

Title of Piece: _____

Duration: _____

YOUR JOB – to help the group function smoothly and productively. Consider the following . . .

- The Discussion Director can ask a question to help keep the group on topic and bring back attention to the piece whenever needed.
- Be aware of time so that each person is given a chance to share thoughts, ideas, and questions.
- Encourage each person to participate.
- Encourage the members of your group with positive comments such as . . .
 - “That’s really interesting!”
 - “I never thought of that!”
 - “Great point!”
- Help keep the discussion moving by piggybacking on comments by using statements such as . . .
 - “What do you think?”
 - “Tell me more about . . .”
- Refocus the group if they are spending too much time off topic.
- Ask for clarification when a member of the group makes a statement that is unclear.
- Within the group, decide on which assigned musical selection you will focus on for the next meeting.
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Teaching Tip Tuesday – Visit chasemarch.com for more great classroom resources

Passage Picker

Name: _____ Class: _____ Date: _____

Title of Piece: _____

Duration: _____

YOUR JOB – to choose a portion of the musical selection that you felt was particularly interesting or significant.

You can focus on a specific lyric, verse, or chorus. Consider parts where the songwriter invites the listener to “read between the lines” and be prepared to discuss the significance of these lyrics.

If the selection does not include vocals, pay attention to melody, harmony, and which instruments are utilized in particular sections within the piece.

Section (00:00 – 00:00)

Notes for Discussion

Recorder

Name: _____ Class: _____ Date: _____

Title of Piece: _____

Duration: _____

YOUR JOB – to record the main points of today’s discussion. Try to record at least one point that each group member makes. Your notes may be in point form. Just remember that you will be asked to share this list at the end of today’s music circle.

Interesting Points.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____
