

## Music Song Presentation Rubric

Name(s) \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> Student can identify differences in a song's structure and explain its pattern (ex. verse, bridge or solo)	The student has difficulty identifying differences in the song's structure and patterns.	The student can sometimes identify the song's structure and/ or patterns.	The student can usually identify the song's structure and/ or patterns.	The student can consistently identify the song's structure and patterns
<b>Reasoning</b> Student can draw conclusions about why an artist chose to create a song in a certain style (ex. Slow lyrics and beat for a love ballad)	The student has difficulty drawing conclusions about the artist's intent.	The student can draw simple conclusions about the artist's intent.	The student can draw a valid conclusion about the artist's intent and support it.	The student can draw at least one complex conclusion about the artist's intent and support it.
<b>Communication</b> Student can express an opinion about why she likes a song and the artist's intended impact on the listener (ex. A dance song has a fast, rhythmic beat to encourage movement)	The student has difficulty expressing and supporting her opinion.	The student can express a simple opinion that lacks support.	The student can express and support an opinion about the song.	The student can skillfully express and support at least one complex opinion about the song.
<b>Application</b> Student notices differences in rhythms and identifies the instruments and repeated elements in a song	The student has difficulty identifying rhythm, instruments and repetition in a song.	The student can sometimes identify the rhythm, instruments and repetition in a song	The student can usually identify the rhythm, instruments and repetition in a song.	The student can consistently identify the rhythm, instruments and repetition in a song

