



National Association  
*for Music Education*

# **Music Model Cornerstone Assessment**

Technology: Advanced

## Intent

The Model Cornerstone Assessment (MCA) consists of a series of standards-based assessments that provide music teachers with formative and summative means to measure student understanding and achievement. Each MCA is designed as an assessment task that includes multiple assessment strategies targeting the corresponding process components of individual artistic processes. The emphasis of the MCA design is on the scaffolding of the assessment strategies that provide students with optimal opportunity to succeed in the artistic processes. Although the MCA is intended to be used as a whole to provide a comprehensive view of student's achievement of individual artistic processes. Beyond the pilot, teachers may apply the component parts of the MCA to different projects. Finally, MCA's assessment results should continuously incentivize adjustments to curriculum and instruction throughout the process.

## Description of the MCA

By the end of this project students will create a digital storybook/video adaptation of a short story. Each student will be given a short story/fairytale by the recommended list below. He will then brainstorm musical ideas related to the story, characters, or events that take place, then designate specific motives for each character. The student will then rewrite the prose form of the story into script form so he can record the story dialogue either by himself or with a partner. Once recorded the student will then compose a soundtrack to support the story line, incorporating the previously written leitmotifs and musical ideas that were conceived earlier. The final step to creating the project will be to record, using analog tools (Microphones, Acoustic Instruments etc.), sound effects that help support the events in the story. Once the project is complete, students will present their story and write a reflection that follows the worksheet provided below. Promote as much creativity as possible throughout this project, especially in the script writing process to allow students to really make it their own. If this portion of the project is creatively nourishing, the student's compositions will be more effective for the overall effect of the story. While that portion is not the focus of the assessment, it is a crucial part to the success of the project.

The projects in this assessment are to be incorporated throughout classroom instruction. It is to be administered in a safe, supervised environment. Accommodations based on student IEP, 04 Plan, etc. will determine implementation of these projects. Student need the following materials and resources to complete there projects:

- Student Copies of: Chosen Short Story, Character Outline, Storyboard, Rubrics, Glossary of Terms, Task Scenario, Project Overview/Expectations, Peer Evaluation Form, Self-Evaluation Form
- Computer
- Digital Audio Workstation (DAW)
- MIDI Interface
- Keyboard with MIDI Capabilities
- Microphones or Other Recording Devices
- Audio Interface
- Acoustic Instruments for SFX (Percussion, Found Objects, etc.)
- Short Story Collections (See Below)
- Video Camera

This assessment is comprised of students' **creating** a music composition, **presenting** their projects, and **responding** to their own and a classmate's project.

## Estimated Time for Teaching and Assessment

Individual teachers can determine the length of time for each project and if they are achieved sequentially. It may be an advantage to insert instructional units between projects to enable student success.

## Assessment Overview

Students create a digital storybook/video adaptation of a short story.

### [Project 1 – Movie Score Interpretation](#)

Students identify what they recall about effective movie scores and identify characteristics of the music. Then they analyze excerpts to find these characteristics.

### [Project 2 – Character Development](#)

Students select a story and scene(s) from a prescribed list for which they will create a digital storybook accompanied by their own score. After reading the story, they identify the characters in the story and describe three important traits of each character to be represented musically. Then they create and record/sequence short leitmotifs for each character using the described musical traits.

### [Project 3 – Storybook Creation](#)

The student script and audio or video record the story of the selected section for which the soundtrack will be created. After experimenting with musical ideas for each scene to build components for the soundtrack, they use analogue and digital tools (digital sequences, audio recordings of sound effects, recorded acoustic and software instrument/vocal tracks, and other technological tools) to complete a draft of the soundtrack accompanying the story.

### [Project 4 – Evaluate and Refine](#)

Students create a brief presentation in which they describe their reconception of the story, explain the process to create their soundtrack, the tools they used to create the music, and areas they want other students to evaluate their projects. They present the project to the class with their peers providing feedback about the effectiveness of the Digital Storybook and Soundtrack. Each student makes final adjustments to their project based on the response.

### [Project 5 – Completing the Digital Storybook](#)

After further revision, the student submits the final version of their digital storybook.

**Digital Storybook**

**Project 1 – Movie Score Interpretation**

**Enduring Understanding we desire to be stimulated in our students as a result of this project**

- Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and intent.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Questions students should ask themselves while doing this project**

- How do producers select repertoire for a movie scene?
- How does understanding the structure and context of musical works inform performance/production?
- How do performers/composers interpret musical/theatrical works?
- How do individuals choose music to experience?

**Teacher Preparation**

- Locate Resources: Grimm's Fairy Tales; Short Stories by Edgar Allen Poe; Sherlock Holmes Short Stories.
- Print sufficient copies of the [Task Scenario](#) and [What's in a Movie Score?](#) Worksheet.
- Prepare four soundtrack excerpts for students to identify characteristics:
  - [The Boy](#)
  - [JFK](#)
  - [What Makes Your Heart Beat?](#)
  - [Transformers 200T](#)
- Prepare computers and various music listening libraries equipped with listening equipment.

**Assessment Procedures:**

1. Teacher distributes [Task Scenario](#) and students independently read, then ask for clarification if needed.
2. Pass-out the [What's in a Movie Score?](#) Worksheet.
3. Have students read through the worksheet and ask for clarification if necessary.
4. Students should independently identify what they recall about effective movie scores in #1 of the *What's in a Movie Score?* worksheet.
5. Four excerpts of movie scores are played for students to identify characteristics of the music completing #1 of the worksheet.
6. Students are to choose excerpts of their choice, analyzing each using #2 of the worksheet.
7. After both genres are analyzed, student should then reflect using the second half of the *What's in a Movie Score?* worksheet.
8. Collect and score the *What's in a Movie Score?* Worksheet using the [What's in a Movie Score Scoring Device](#).

## What's in a Movie Score? Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
<p><b>Select:</b> Choose music appropriate for a specific purpose &amp; Select varied varied musical works to present based on interest, knowledge, technical skill, and context.</p> <p><b>Analyze:</b> Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>Interpret:</b> Develop personal interpretations that consider creators' intent.</p>					
<b>Selecting Musical Qualities</b>	Student selects and provides no rationale for three(3) musical characteristics of movie soundtracks. Characteristics are not all appropriate for the genre, and do not provide examples.	Student selects and provides a vague rationale for three(3) musical characteristics of movie soundtracks. Each characteristic is appropriately chosen and supported by 1 movie example.	Student selects and provides a rationale for three(3) musical characteristics of movie soundtracks. Each characteristic is appropriately chosen and supported by 2-3 movie examples.	Student selects and provides a detailed rationale for three(3) musical characteristics of movie soundtracks. Each characteristic is appropriately chosen and supported by multiple and specific movie examples, and includes the characteristic in many different movie genres.	<p><b>MU:Pr4.1.T.IIIa</b> Develop and apply <b>criteria</b> to select varied <b>programs</b> to study and perform based on interest, an understanding of the <b>theoretical</b> and <b>structural</b> characteristics, as well as expressive challenges in the music, and the performer's <b>technical</b> skill using <b>digital tools, resources, and systems</b>.</p> <p><b>MU:Re7.1.T.IIIa</b> Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the <b>purpose</b> and <b>context</b> of the works.</p> <p><b>MU:Pr4.2.T.IIIa</b> Examine, evaluate and critique how <b>context, theoretical</b> and <b>structural</b> aspects of the music and <b>digital media/tools</b> inform and influence prepared and improvised <b>performances</b>.</p> <p><b>MU:Pr4.3.T.IIIa</b> Demonstrate how understanding the <b>style, genre, context</b>, and integration of digital technologies in a varied <b>repertoire</b> of music informs and influences prepared and improvised <b>performances</b> and their <b>ability</b> to connect with audiences.</p>
<b>Excerpt Evaluation</b>	Student has many errors in all areas of analysis, or only uses two(2) excerpts for analysis.	Student identifies all areas on the worksheet, but may have inaccuracies, and has a lack of depth.	Student accurately analyzes the excerpts chosen, and provides as much detail simply by listening to the track.	Student accurately analyzes the excerpts chosen, and provides as much detail by researching different versions, viewing the movies, and researching the recording process.	
<b>Reflection Interpretation</b>	Student does not answer all the questions, or the answers are very vague. The student's interpretation is not well thought-out and lacks significant detail.	Student answers all the questions completely as best as they can and relates their answers to their understanding of movie scores. Student's interpretation of the original to create a digital version is well thought-out.	Student answers all the questions completely as best as they can and relates their answers to their understanding of movie scores. Student's interpretation of the original to create a digital version is well thought-out.	Student answers all the questions with a more in-depth understanding of the relationships between the two genres. Student's interpretation of the original to create a digital version is very thought-out and specific at the changes needed to keep it successful.	

Teacher Feedback

## Project 2 – Character Development

### Enduring Understanding we desire to be stimulated in our students as a result of this project

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.

### Essential Questions students should ask themselves while doing this project

- How do musicians generate creative ideas?
- How do musicians make creative decisions?

#### Teacher Preparation

- Review MCA and address **Prerequisite Skills and Knowledge** with Students.
- Produce a classroom set of student documents: **Character Outline Sheet**.
- Provide digital instruments and tools so students can begin to discover their leitmotifs.

#### Assessment Procedures:

1. Return the ***What's in a Movie Score?*** Worksheet with feedback.
2. Teacher explains that students will create a storyboard for a movie adaptation of the story they choose (*Grimm's Fairy Tales; Short Stories by Edgar Allen Poe; Sherlock Holmes Short Stories*) and create music using digital and analogue tools to be presented to the class.
3. Students must select a story and scene(s), from their selected story, for which they will create a digital storybook accompanied by their own score.
4. Students will then identify the characters in the story (*some may be inanimate objects depending on the story*) and describe three important traits of each character and how each trait can be represented musically using the [Character Outline Form](#).
5. Student will then create and record or sequence short leitmotifs for each character using the described musical traits decided for the character map and utilizing the capabilities of digital tools.
6. Collect the **Character Outline Form** and **recorded/sequenced leitmotives** to score with the [Charater Outline Form Scoring Device](#).

## Character Outline Form Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
<b>Imagine:</b> <i>Generate musical ideas for various purposes and contexts.</i> <b>Plan and Make:</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>					
Character Outline	Student identifies at least 2 characters, includes somewhat vague character traits and doesn't match an appropriate musical representation to the character.	Student identifies at least 2 characters, includes character traits and the musical representation is somewhat related to each characteristic.	Student identifies at least 2 characters, includes appropriate character traits and clearly represents them musically.	Student identifies more than 2 characters, including some creative and unique choices, accurately includes character traits and has well-defined and specific musical representation.	<b>MU:Cr1.1.T.IIIa</b> Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> and <b>improvisations</b> that incorporate <b>digital tools, resources, and systems</b> .  <b>MU:Cr2.1.T.IIIa</b> Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits <b>unity, variety, complexity, and coherence</b> using <b>digital and analog tools, resources, and systems</b> .
Leitmotives	All characters have leitmotifs which are not well developed or are missing important representations of the character traits. Only one tool is used to create the leitmotives.	Each character has a short leitmotif represents some aspects of the character's traits, but is lacking in development. Student only uses a couple tools to create the leitmotives.	Each character has a short leitmotif that is appropriate and matches the character's trait. Student uses a variety of tools to create each leitmotif.	Each character has well developed leitmotives that can be used in multiple contexts and matches the character perfectly. Student uses many resources to develop the leitmotives to the fullest extent.	

**Teacher Feedback**

## Project 3 – Storybook Creation

### Enduring Understanding we desire to be stimulated in our students as a result of this project

- Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent..

### Essential Questions students should ask themselves while doing this project

- How do performers select repertoire?
- How do musicians make creative decisions?

### Teacher Preparation

- Review MCA and address **Prerequisite Skills and Knowledge** with Students.
- Produce a classroom set of student documents: Musical/Technology Storyboard
- Provide the equipment so students can experiment and discover instrument sounds for their composition.

### Assessment Procedures:

1. Once each leitmotifs are complete, the student will script the story of the section to be represented by the story soundtrack by completing the [Storyboard Form](#). During this process the student has freedom to alter or revise parts of the story, represent the story in a different time period, or modify characters to make the story more relevant and creative.
2. Student will audio or video record the section of the story for which the soundtrack is being created so to be time the length of each musical segment to be created.
3. Each student will experiment with musical ideas for each scene and build components for the soundtrack. Students should utilize the previously recorded leitmotifs and modify them if necessary.
4. It is an advantage for the student's creativity to have the drafts of their script proofread by a peer to enable further creative interpretation that could make the final project more effective before submitting to the teacher for scoring with the [Storyboard Form Scoring Device](#) with **recorded story and soundtrack** to provide feedback.
5. Once the **Storyboard Form** and **soundtrack** is returned to the student with feedback, students continue developing their story soundtrack using analogue and digital tools (digital sequences, audio recordings of sound effects, recorded acoustic and software instrument/vocal tracks, and other technological tools) until they have a completed soundtrack accompanying the story track. Encourage the students to use non-traditional instruments to create sound effects that are appropriate to the story.



### Storybook Creation Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
<p><b>Select:</b> <i>Select varied varied musical works to present based on interest, knowledge, technical skill, and context.</i></p> <p><b>Plan and Make:</b> <i>Select and develop musical ideas for defined purposes and contexts.</i></p>					
Storyboard	Storyboard is vague or incomplete lacking references to the story. The recorded excerpts are not appropriate for the scene and lack significant	Storyboard is somewhat vague, and references the story with limited detail. The recoded excerpts relate to the scene but lack in expressive elements making it ineffective.	Storyboard is thorough and well thought out. The student's recorded excerpts are appropriate for the scene.	Storyboard is very thorough and follows he script/scenes tightly. The recorded excerpts are complete and react with the dialogue.	<p>MU:Pr4.1.T.IIIa Develop and apply <b>criteria</b> to select varied <b>programs</b> to study and perform based on interest, an understanding of the <b>theoretical</b> and <b>structural</b> characteristics, as well as expressive challenges in the music, and the performer's <b>technical</b> skill using <b>digital tools</b>, <b>resources</b>, and <b>systems</b>.</p> <p>MU:Cr2.1.T.IIIa Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits <b>unity</b>, <b>variety</b>, complexity, and coherence using <b>digital</b> and <b>analog tools</b>, <b>resources</b>, and <b>systems</b>.</p>
Tools	The student's choice for digital tools is not appropriate, and they provide no reasoning to support their decision.	Student mentions what tools were used, but does not give any reasoning for the spoken and/or musical recordings.	The student's choice for the digital tools to be used for the recordings are appropriate and includes a good reasoning for the choice.	The student's choice for the digital tools to be used for the recordings are appropriate and creative with detailed reasoning for their choice.	

**Teacher Feedback**

## Project 4 – Evaluate and Refine

### Enduring Understanding we desire to be stimulated in our students as a result of this project

- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

### Essential Questions students should ask themselves while doing this project

- How do musicians improve the quality of their creative work?
- When is creative work ready to share?
- How do we judge the quality of musical work(s) and performance(s)?

### Teacher Preparation

- Review the MCA and address **Prerequisite Skills and Knowledge** with students.
- Make class copies of the ***Evaluate & Refine Reflection***.

### Assessment Procedures:

1. Nearing the completion of the project, students create a brief presentation using the information from the **[Evaluate & Refine Reflection](#)** in which they describe their reconception of the story, explain the process to create their soundtrack, the tools they used to create the music, and areas they want other students to evaluate their projects.
2. Students will present the project to the class from the content on the ***Evaluate & Refine Reflection***. Immediately following the presentation, students in the class are to be given the opportunity to respond about the effectiveness of the Digital Storybook and Soundtrack.
3. Once the presentation is completed, the presenter should fill out the second half of the ***Evaluate & Refine Reflection***.
4. Collect the completed ***Evaluate & Refine Reflection*** and score with the **[Evaluate & Refine Scoring Device](#)**. Then return the worksheet with feedback.
5. Each student should then make the necessary adjustments based on the class's response.

## Evaluate and Refine Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
<p><b>Evaluate and Refine:</b> <i>Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria</i></p> <p><b>Evaluate:</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i></p> <p><b>Present:</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>					
Evaluation and Refinement through Questions that guide the presentation	Student does not effectively evaluate areas for improvement or is not appropriate for this stage in the project's development.	Student generally evaluates and describes what areas need improvement, but is vague.	Student accurately evaluates and describes what areas need improvement and generally describes the areas upon which the class should focus their listening.	Student accurately and precisely evaluates and describes areas in need of improvement and provides criteria for peer evaluation.	<p><b>MU:Cr3.1.T.IIIa</b> Develop and implement varied strategies and apply appropriate <b>criteria</b> to improve and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of draft <b>compositions</b> and <b>improvisations</b>.</p> <p><b>MU:Cr3.2.T.IIIa</b> <b>Share</b> a portfolio of musical creations representing varied <b>styles</b> and <b>genres</b> that demonstrates an advanced level of musical and technological <b>craftsmanship</b> as well as the use of <b>digital</b> and <b>analog tools</b>, <b>resources</b> and <b>systems</b> in developing and organizing <b>musical ideas</b>.</p> <p><b>MU:Re9.1.T.IIIa</b> Develop and justify the evaluation of a variety of music based on <b>established</b> and personally-developed <b>criteria</b>, digital, electronic and analog features, and understanding of <b>purpose</b> and <b>context</b>.</p>
Presentation	Presentation lacks description of the process, tools, resources, and steps resulting in an ineffective presentation. Student does not provide criteria for others to evaluate his/her project.	Presentation includes briefly describes the development process and mentions tools, resources, and steps, but lacks detail. Criteria for peer-evaluation is vague.	Presentation effectively describes the development process in a way for students in the class to understand with tools, resources, and steps explained briefly. Student presents appropriate criteria for others to evaluate his/her project.	Presentation includes a detailed description of the process in an engaging, accessible, and effective way for all students in the class to understand. All tools, resources, steps, and criteria for students to evaluate his/her project are very well articulated.	
Post-Presentation Reflection	Areas of successful achievement or in need of improvement are not well defined and have limited improvement plans for musical and technical craftsmanship.	Areas of successful achievement, as well as in need of improvement are generally described with minimal improvement plans for musical and technical craftsmanship.	Areas of successful achievement, as well as in need of improvement are well defined with improvement plans for musical and technical craftsmanship to be implemented into the final product.	Areas of successful achievement, as well as in need of improvement are enhanced with additional personal goals for musical and technical craftsmanship that the plan to be implemented into the final product.	

### Teacher Feedback on the refinement plan

## Digital Storybook

### Teacher Preparation for Assessment

- Review MCA and address Pre-requisite Skills and Knowledge with students.
- Prepare sufficient numbers of the **Digital Storybook Scoring Device**.

### Assessment Procedures:

1. After further revision, the student will submit the final version of their digital storybook with final dissemination on the school's website and their portfolio. The teacher will score the digital storybook and portfolio using the Digital Storybook Scoring Device.

Digital Storybook Scoring Device

Criteria	Level 1 Emerging	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards	Performance Standards
<b>Final Version of the Digital Storybook</b>					<p><b>MU:Pr6.1.T.IIIa</b> <i>Integrating <b>digital</b> and <b>analog tools</b> and <b>resources</b>, demonstrate an understanding and attention to <b>technical accuracy</b> and <b>expressive qualities</b> of the music in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures, styles, genres, and historical periods.</b></i></p> <p><b>MU:Pr6.1.T.IIIb</b> <i>Demonstrate an <b>ability</b> to connect with audience members before, and engaging with and responding to them during prepared and improvised <b>performances.</b></i></p>
<b>Tools and Resources</b>	Student integrated a singular digital and/or analog tool with periodic accuracy and expressive quality and/or did not effectively represent the characters and story.	Student integrated a limited variety of digital and analog tools with technical accuracy and/or expressive quality and represent portions of the characters and story.	Student integrated a variety of digital and analog tools with technical accuracy and expressive quality effectively representing the characters and story.	Student integrated a variety of digital and analog tools with technical accuracy and expressive quality effectively representing the characters and story.	
<b>Flow and Transitions</b>	Production is choppy and with sections that do not relate well and/or transitions are not present.	Production progresses reasonably between scenes and demonstrates challenges in transitions.	Production progresses well with limited shifts between scenes and transitions.	Production progresses smoothly and effectively throughout with transitions that are well-thought out and are appropriate for the style.	
<b>Balance</b>	Major issues in balance prevent dialogue or soundtrack from being heard, severely impacting the effectiveness of the production.	Minor issues in balance detract from the overall effectiveness of the production.	Balance between the dialogue, music, and sound effects are effective and well balanced and could be further enhanced with digital effects such as panning, automation, and plug-ins.	Balance between the dialogue, music, and sound effects are effective and well balanced effectively utilizing digital effects such as panning, automation, and plug-ins.	
<b>Interpretation</b>	Student replicated the entire original interpretation with a soundtrack that did not effectively reflect the content.	Student replicated some original interpretations with original ideas and soundtrack that had little impact on the effectiveness and creative content of the project.	Student developed an original interpretation reflected the original that was enhanced with their soundtrack.	Student developed an interpretation that increased the effectiveness of the story and informed the musical decisions in a positive way.	
<b>Reflective Essay</b>					<p><b>MU:Cr3.2.T.IIIa</b> <i>Share a portfolio of musical creations representing varied <b>styles</b> and <b>genres</b> that demonstrates an advanced level of musical and technological <b>craftsmanship</b> as well as the use of <b>digital</b> and <b>analog tools, resources</b> and <b>systems</b> in developing and organizing <b>musical ideas.</b></i></p>
<b>Tools and Resources and Rationale</b>	Included an incomplete list of tools, resources and systems used throughout the project with limited rationale.	Included a brief description with rationale of tools, resources and systems used throughout the project.	Included a comprehensive description with rationale of tools, resources and systems used throughout the project.	Included a comprehensive description with rationale of tools, resources and systems used, advantages over other resources, and limitations encountered.	
<b>Stylistic Choices and Modifications</b>	Described a few of stylistic choices they made throughout the project.	Minimally described stylistic choices and/or modifications made to achieve considerations of the story/characters, with limited inference to successes and struggles encountered.	Generally described stylistic choices and modifications made to achieve considerations of the story/characters, with inference to successes and struggles encountered.	Described in great detail stylistic choices and modifications made to achieve considerations of the story/characters, including successes and struggles encountered.	
<b>Self-Evaluation</b>	Revisions described were not tied to impact on soundtrack and scope of the story.	Identified limited revisions and impact on the final soundtrack and overall scope of the story.	Identified revisions and impact on the final soundtrack and overall scope of the story.	Detailed descriptions of revisions and impact on the final soundtrack and overall scope of the story.	

The following  
are materials to  
be printed for  
students.

**Task Scenario**

Movie Guild of America



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MGA Headquarters:  
Los Angeles, California

Dear Producer,

Congratulations! You have been requested to submit an application to the Movie Guild of America. To accept this invitation, we ask that you produce a musical score for the National Convention on American Film, hosted by the MGA in Los Angeles. We would be honored to have you as a part of our organization, and we hope that you are willing to take the final step to join the guild and receive the various benefits that we offer to young producers such as yourself.

The conference this year is focusing on adaptations of literary works and our director has decided to compile a collection of short presentations to be shown at the convention. We normally have the new inductees submit a work from their portfolio, however, the director has asked that each inductee take part of this focus and submit **one** new adaptation from the following collections of short stories:

- Grimm's Fairy Tales
- Short Stories of Edgar Allen Poe
- Sherlock Holmes Short Stories

All of the short stories can be found online or on iBooks or Kindle.

If you accept this invitation please read and fill out the attached sheet to confirm your literature selection as well as confirm your admittance as a lifetime member in one of the most prestigious organizations in the nation. We cannot wait to hear from you, and please ask your regional director if you have any questions about the membership or the project for admittance.

Sincerely,

Movie Guild of America



Movie Guild of America



MGA Headquarters:  
Los Angeles, California

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Submission Portfolio:

- 1) Presentation copy of the final Digital Storybook (e.g.: CD, DVD, digital file)
- 2) Portfolio in a file folder that includes:
  - a) What's in a Movie Score Worksheet
  - b) Hard copy of Original Story
  - c) Character Outline Form
  - d) Storyboard Form
  - e) Your Adaptation of Story in Dialogue format
  - f) Evaluate & Refine Reflection
  - g) Storybook Reflection in essay format addressing the following topics:
    - i) Tools and Resources: Comprehensive description with rationale of tools, resources and systems used, advantages over other resources, and limitations encountered.
    - ii) Stylistic Decisions and Modifications: Stylistic choices made for the soundtrack and the modifications to the story, techniques used to effectively portray the considerations of the story/characters, and successes and struggles encountered.
    - iii) Self-Evaluation and Analysis: Effectiveness of the soundtrack and implementation of technology that were effectively accomplished, and if you had the opportunity to redo the project, what if anything would you do differently?



**What's in a Movie Score?**

Name \_\_\_\_\_

1. Prior to viewing/listening to the movie score selections, identify and briefly describe **three** characteristics that the best movie scores encompass. Then as you listen to four excerpts, place a check identifying if this characteristic is heard a particular excerpt.

Characteristic	Brief description of this characteristic	1	2	3	4

2. All four excerpts will be played again, but select two that you particularly like and identifying the following:

**Excerpt Name:** \_\_\_\_\_

**Genre/Style:** \_\_\_\_\_

**Tempo Range:** \_\_\_\_\_ BPM

**Meter(s):** \_\_\_\_\_

**Avg. Phrase Length:** \_\_\_\_\_ Measures

**Instrumentation:** \_\_\_\_\_

**Electronic Resources Used (Identify as many as you can):**

**Describe, if any, of the three characteristics are found in this excerpt?**

**Other Important Information:** \_\_\_\_\_

**Excerpt Name:** \_\_\_\_\_

**Genre/Style:** \_\_\_\_\_

**Tempo Range:** \_\_\_\_\_ BPM

**Meter(s):** \_\_\_\_\_

**Avg. Phrase Length:** \_\_\_\_\_ Measures

**Instrumentation:** \_\_\_\_\_

**Electronic Resources Used (Identify as many as you can):**

**Describe, if any, of the three characteristics are found in this excerpt?**

**Other Important Information:** \_\_\_\_\_

3. Describe the characteristics that were unique to the each movie score.

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4. What were 2-3 similarities that you noticed?

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5. What digital and analog tools were you able to identify describing how they contributed to the effectiveness of the music?

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6. What ideas can you take from these examples that might be useful in the creation of the score for this project?

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**Character Outline Form**

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

Story: \_\_\_\_\_

After reading your story and selecting a segment for which to create the movie score, identify the characters in the story and fill out the information below for each of them. Do your best to identify the most important traits of each character and how you might represent these musically (Tempo, Timbre, Chord Quality, Dynamic, Rhythm, etc.).

Character Name:		Character Name:	
Charater Traits:	Musical Representation	Charater Traits:	Musical Representation
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
Character Name:		Character Name:	
Charater Traits:	Musical Representation	Charater Traits:	Musical Representation
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
Character Name:		Character Name:	
Charater Traits:	Musical Representation	Charater Traits:	Musical Representation
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
Character Name:		Character Name:	
Charater Traits:	Musical Representation	Charater Traits:	Musical Representation
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

**Storyboard Form**

Student Name:		Story:	
Scene Name:	Scene Name:	Scene Name:	Scene Name:
Approx. Time:	Approx. Time:	Approx. Time:	Approx. Time:
Scene Description:	Scene Description:	Scene Description:	Scene Description:
Characters Involved:	Characters Involved:	Characters Involved:	Characters Involved:
Musical Attributes:	Musical Attributes:	Musical Attributes:	Musical Attributes:
Rationalize Digital Tools Used:	Rationalize Digital Tools Used:	Rationalize Digital Tools Used:	Rationalize Digital Tools Used:

**Also submit the printed script and first draft of the storyboard for teacher feedback**

**Evaluate & Refine Reflection**

Student Name: \_\_\_\_\_ Story Title: \_\_\_\_\_

Questions to guide the class presentation:

1. Describe the story and how you reconceptualized it for this digital storybook.

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2. Explain the process you used to create your soundtrack.

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3. Provide an overview of the technology tools used in your soundtrack.

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4. What is one thing you think you have done well on your project and list at least **three** things for which you want your classmate's to listen that could be improved upon?

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Reflection AFTER the Presentation:

1. What were the three most often discussed successes in your project?

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2. What were three most important improvements to be made and how ensure these are improved in your final Digital Storybook?

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3. In your presentation, what two things do you think went well and what might you do to improve a future presentation?

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Make final improvements on your Digital Storybook and when ready, submit it to the teacher for scoring.