**Discussion #1**

**Perfect pitch? Not so perfect…**

So, what is "perfect pitch?"  Some musicians want it so badly that they pay money on methods to learn it, but others find it to be a curse at times.  Do some research and get to the bottom of both sides of the argument.  (400 words, with 3 citations)

**Discussion #2**

**Co-board artifact (mandatory state document)**

The State of Texas, in all its wisdom and since it worked so well in the public schools, is asking for artifacts from every Co-Board class taught in the state.  This includes Music Appreciation, and we are forced to do this in our classes.  Please review the following document, prepare your listening assignment, and use the second document to grade the assignment of each peer that posts their assignment.  I apologize to you for this forced exercise, but we all must participate.
#1: Discussion Board – Song Assessment & Analysis:  (Don't Freak out! Use the rubric below for what to include in your document.)
Select a piece that you enjoy – your song may be classical, modern, country, pop, or any other style you would like – it just needs to be different from those already discussed by your classmates. It may be a song with which you are really familiar and listen to daily, or a new song that you borrowed from a friend, a piece you hear at a live concert -- or you might even choose something off of your new Music Appreciation recordngs now that you've forked out all that money for them! Describe the piece using the terms found in Chapters 1-7; tell us about your song's melodic range, tempo, rhythm, harmony, texture, form and dynamics using the vocabulary used in this Part.  The format of your report will consist of three topic areas; 1) Non-musical description of the musical excerpt (ex. Title, Genre, Composer), 2) A musical description of the excerpt using terminology from the elements of music (melody, rhythm, harmony, scales/key, texture, form, tempo/dynamics), 3) an analysis of the work with regards to social, historical, innovative, musical construction, or purpose of the given piece - what is it's function? (400 words, with 3 citations)

Song Assessment & Team Analysis- You will then complete 5 (five) peer review surveys based on the Peer Review rubric and post each review as a reply to your classmate's work.  Lastly, you will post a FINAL VERSION of your report as a reply to your original draft.  Include FINAL VERSION in your post, and THIS IS WHAT I WILL GRADE, along with your class participation through your peer reviews, using the attached grading rubric.

Peer Review Rubric- Song Assessment & Team Analysis

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| EVALUATIVE CATEGORIES | DESCRIPTION | SCORE |
| COMMUNICATION  | Student demonstrated effective written and/or visual communication skills including the use of appropriate sources, documentation, and visual design elements.  |   5 = Excellent (Presentation is persuasive/well-voiced/error-free and at included at least 4 proper citations/design elements)  4 = Good (Presentation is clear but with 1-2 writing errors and/or only 3 proper citations/design elements)  3 = Average (Presentation is clear but with 3-4 writing errors and/or only 1 or 2 proper citations/design elements)  2 = Poor (Presentation is unclear/inconsistent and/or contains  5-6 writing errors with no proper citations/design elements)  1 = Unacceptable (Presentation is unclear and/or contains more than 6 writing errors with no proper citations/design elements SCORE: \_\_\_\_\_\_\_ |
| CRITICAL THINKING | Student demonstrated critical thinking skills including quality of ideas, ability to analyze the given topic, and synthesis of information. |  5 = Excellent (All 7 descriptive elements: melody, rhythm, harmony, scales/key, texture, form, tempo/dynamics are appropriately addressed and  4 = Good (6 descriptive elements are appropriately addressed and/or 1 to 2 errors in analysis) 3 = Average (4 or 5 descriptive elements are appropriately addressed and/or 3 errors in analysis) 2 = Poor (3 descriptive elements are appropriately addressed and/or 5 to 6 errors in analysis) 1 = Unacceptable (Only 1 or 2 descriptive elements are appropriately addressed and/or over 6 errors in analysis) SCORE: \_\_\_\_\_\_\_ |
| SOCIAL RESPONSIBILITY | Student demonstrated social responsibility awareness and application of principles covered in the assignment.  | 5 = Excellent (The five elements of social/civic, historical, innovative, musical construction, or purpose and intercultural-aspects are each appropriately discussed)  4 = Good (4 of the five elements are addressed and/or intercultural aspect is lacking) 3 = Average (3 of the five elements are appropriately addressed and/or intercultural aspect is lacking) 2 = Poor (1 or 2 of the five elements are appropriately addressed and/or intercultural-aspect is substantially lacking) 1= Unacceptable (None of the elements nor intercultural aspect are appropriately addressed) SCORE: \_\_\_\_\_\_\_ |