

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

### Special Education Music Rubric Data Analysis Sheet Piano/Keyboard Skills

Class: \_\_\_\_\_

Year: \_\_\_\_\_

Goal/Objective: will increase vocal and/or instrumental repertoire in various styles while focusing on elements of music and technique.

Rubric Scale 1. attentive, trying to participate with peers, low level partial participation 2. emergent 3. proficient 4. very good 5. excellent 6. outstanding

Student Roster	Skill: The student can create an improvisation on piano		Skill: The student can play notes on the piano or keyboard		Skill: The student can play phrases		Skill: The student can play songs or pieces	
	Date	Rubric Scale	Date	Rubric Scale	Date	Rubric Scale	Date	Rubric Scale
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Source of Information for Data Analysis Rubric Score

A\_\_\_ data sheet from specialneedsinmusic.com B\_\_\_ informal classroom test C\_\_\_ combination of A & B D\_\_\_ other ( \_\_\_\_\_ )

## Piano/Keyboard Skills

### **Skill: The student can create an improvisation for piano that**

1. uses one or two fingers on one hand with a range of one to three notes.
2. uses two fingers on one hand, a range of three to five notes and a steady rhythmic pattern.
3. uses two or more fingers and employs the black keys (the pentatonic scale) or the white keys (the diatonic scale on C and its related modes) in a single register (within the range of an octave).
4. uses two hands, the black keys (the pentatonic scale) or the white keys (the diatonic scale on C and its related modes), two or more registers, simple harmonies (i.e. two note harmonic intervals) with expressions such as dynamics, glissandi, and repeated notes. A midi keyboard may be used for different instrument voices and beat accompaniments.
5. uses two hands or a minimum of three fingers on one hand (or thumbs, pinkies), pentatonic or diatonic passages, repetition of simple melodic and rhythmic patterns, at least two registers, neighboring tones, trills, glissandi, dynamics (contrasting dynamics). A midi keyboard may be used for different instrument voices and beat accompaniments.
6. uses two or more of the following criteria: two hands, repetitive rhythmic or melodic patterns, pedal tones, pentatonic or diatonic passages, different registers, mixed note values, accidentals, trills, glissandi, neighboring tones, passing tones, transposition, dynamics (contrasting dynamics), rhythmic variations of a simple motif, chord progressions. A midi keyboard may be used for different instrument voices and beat accompaniments.

### **Skill: The student can play notes on the piano or keyboard**

1. within the range of a major 2nd without the use of any notational reference charts such as letter names of notes.
2. by using visual letter note name cues (i.e. charts), auditory letter note name cues (i.e. the teacher calling out the note names) or other graphic notations (i.e. index cards).
3. by receiving either visual or auditory cues of letter note names, rhythm graphic notation charts that range from quarter notes to eighth notes for up to four measures, and express specified dynamic levels from piano to forte. If possible, the student's hands are positioned with slightly curved fingers and relaxed wrists.
4. in the form of the C major scale and its related modes (i.e. the dorian mode on starting on D), a pentatonic scale (i.e. the black keys), and a one octave chromatic scale.
5. in the form of melodic intervals (i.e. two successive notes) or harmonic intervals (i.e. two simultaneous notes) in the range of one octave (i.e. min 2nd, maj 2nd, min 3rd, maj 3rd, per 4th, dim 5th, per 5th, min 6th, maj 6th, min 7th, maj 7th, octave).

## Piano/Keyboard Skills

### Skill: The student can play phrases

1. of two notes and for up to two measures ( i.e. the jazz motif from “So What” - the notes b a )
2. of three different notes from familiar songs, (i.e. edcd for "Mary Had a Little Lamb" or eeedcc for "I Believe I Can Fly"), and/or a phrase that involves mixed note values (i.e. the opening phrase to “This Old Man”). The student can play with either one or two hands using one to two fingers.
3. of six or more letter note names with three or more phrases (i.e. the opening phrase to "Twinkle Twinkle Little Star", “I Walk In Beauty”, “Jamaica Farewell”). If possible, the student’s hands are positioned with slightly curved fingers and relaxed wrists.
4. with octave harmonic intervals or chordal accompaniments.
5. based on a I-IV-V chord progression (i.e. from a major scale or a blues progression).

### Skill: The student can play songs or pieces.

1. one eight measure song or piece. (melody)
2. one sixteen measure song or piece or two eight measure songs or pieces. (melody)
3. three songs or pieces. (melody)
4. four songs or pieces. (melody)
5. two or more songs or pieces with harmony or chordal accompaniment.
6. creates and plays an arrangement of a song or standard piece of repertoire that utilize two or more of the following: chord progressions, transposition, bridging, modulation, embellishment, use of black and white keys, use of an introduction based on motifs within the song or piece of repertoire.