

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

**EARLY STAGE ONE**  
ASSESSMENT RUBRIC  
**AMANASKA** Activity 1a) from *Bag the Lama* by Simon Lewis

ASSESSMENT: Patsch the beat whilst listening to the piece. When the instrument or voice changes, transfer the beat to another part of the body eg. shoulders. Listen to the talking drum and maintain the beat, emphasizing the grouping in fours by stamping the first beat and stepping the remainder in each bar.

CRITERIA	Limited 0 (marks)	Sound 1	High 2	Outstanding 3
Is able to listen to a musical recording	Unable to listen with any attention to a musical recording	Listens with some attention to musical recording	Listens attentively to musical recording	Listens attentively to musical recording throughout in concentration
Patsches the beat while listening to a musical recording	Is unable to patsch the beat while listening to a musical recording	Attempts to patsch the beat while listening to a musical recording	Generally is able to maintain the beat while listening to a musical recording	Consistently maintains the beat while listening to a musical recording
Identifies when the instrument or voice changes by transferring the beat to another body part	Is unable to identify when the instrument or voice changes	Can identify some places where the music changes	Can identify some places where the music changes and is able to transfer the beat to another body part	Identifies all places where the voice or instrument changes and transfers the beat to another body part
Maintains the beat in groupings of fours	Unable to maintain a beat in groupings of four	Attempts to maintain the beat in groupings of four with limited success	Is able to maintain the beat in groupings of four with general success	Is able to consistently maintain the beat in groupings of four with limited success
<b>Score</b>				
<b>Total Score</b>	/12	/12	/12	/12

Level of Achievement	Limited 0 - 2	Sound 3 - 6	High 7 - 10	Outstanding 11 - 12
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Name: \_\_\_\_\_

**STAGE ONE**  
**ASSESSMENT RUBRIC**  
**AMANASKA** Activity 2 b) from *Sleep* by Simon Lewis

ASSESSMENT: After maintaining a set four-beat accompaniment for the song, students should create their own body percussion pattern. Students may wish to create a different pattern for the verse and the chorus, and then perform it with the recording of the piece.

<b>CRITERIA</b>	<b>Limited 0 (marks)</b>	<b>Sound 1</b>	<b>High 2</b>	<b>Outstanding 3</b>
Maintains a four-beat accompaniment for the song	Unable to maintain a four-beat accompaniment for the song	Is able to some of the beats within the four-beat accompaniment of the song	Generally maintains the beats within the four-beat accompaniment of the song	Always consistently maintains the beats within the four-beat accompaniment of the song
Creates own four-beat body percussion accompaniment for the song	Is unable to create a four-beat body percussion accompaniment for the song	Attempts to create own four-beat body percussion accompaniment for the song with limited success	Attempts to create own four-beat body percussion accompaniment for the song with general success	Attempts to create own four-beat body percussion accompaniment for the song with outstanding success
Creates a different four-beat pattern for the verse and for the chorus	Is unable to create a different four-beat pattern for the verse and chorus	Is able to create a different four-beat pattern for the verse and chorus with limited success	Is able to create a different four-beat pattern for the verse and chorus with some success	Is unable to create a different four-beat pattern for the verse and chorus for with outstanding success
Performs own four-beat accompaniment pattern with the recording	Unable to perform own four-beat accompaniment with the recording	Attempts to perform own four-beat accompaniment pattern with the recording with limited success	Attempts to perform own four-beat accompaniment pattern with the recording and achieves this with some success	Consistently performs own four-beat accompaniment pattern with the recording
<b>Score</b>				
<b>Total Score</b>	/12	/12	/12	/12

Level of Achievement	Limited 0 - 2	Sound 3 - 6	High 7 - 10	Outstanding 11 - 12
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Name: \_\_\_\_\_

**STAGE TWO**  
ASSESSMENT RUBRIC  
**AMANASKA** Activity 1 c) from *Setomaa* by Simon Lewis

ASSESSMENT: Listen to the opening of the piece and sing when the folk song is heard. The students should identify that there are only two different (but close) pitches used in the song, by moving their hands up and down accordingly. Using melodic instruments, have the students create patterns using only two pitches (preferably D and E) and performs to the class.

CRITERIA	Limited 0 (marks)	Sound 1	High 2	Outstanding 3
Sings when the folk song is heard in the opening section of the piece	Unable to recognise when the folk song occurs at the start of the piece	Recognises when the folk song occurs in the opening of the piece and attempts to sing with it	Sings with the folk song in the opening section of the piece	Sings confidently and independently with the folk song in the opening section of the piece
Identifies that there are only two pitches in the song by moving hands up and down correspondingly	Is unable to identify that there are two different pitches in the folk song by moving hands up and down	Recognises that there are two different pitches in the folk song by moving hands up and down commonly not accurately	Recognises that there are two different pitches in the folk song by moving hands up and down mostly accurately	Recognises that there are two different pitches in the folk song by moving hands up and down completely accurately
Creates a melodic pattern using only two pitches	Is unable to create a melodic pattern using only two pitches	Creates a melodic pattern using mostly only two pitches	Creates a melodic pattern using only two pitches	Creates an outstanding melodic pattern using only two pitches
Performs a melody of only two pitches to the remainder of the class	Unable to perform a melody of only two pitches to the remainder of the class	Able to perform a melody of some pitches to the remainder of the class	Able to perform a melody of two pitches to the remainder of the class	Able to perform confidently and accurately a melody of two pitches to the remainder of the class
<b>Score</b>				
<b>Total Score</b>	/12	/12	/12	/12

Level of Achievement	Limited 0 - 2	Sound 3 - 6	High 7 - 10	Outstanding 11 - 12
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Name: \_\_\_\_\_

**STAGE THREE**  
ASSESSMENT RUBRIC  
**AMANASKA** Activity 3 d) from *Freedom Dance* by Simon Lewis

ASSESSMENT: Discuss the necessary requirements to make a good loop in the style of **Amanaska**. Students should use these guidelines to create their own loops using either rhythm only or with a melody. The loop should be performed on either a melodic instrument or a computer software program such as *Garage Band* or *Audacity*.

CRITERIA	Limited 0 (marks)	Sound 1	High 2	Outstanding 3
Participates in a discussion about the requirements of a good loop in the style of <b>Amanaska</b>	Unable to participate in a discussion about the requirements of a good loop in the style of <b>Amanaska</b>	Is able to attempt to participate in a discussion about the requirements of a good loop in the style of <b>Amanaska</b>	Is able to participate in a discussion about the requirements of a good loop in the style of <b>Amanaska</b>	Participates confidently in a discussion about the requirements of a good loop in the style of <b>Amanaska</b>
Creates a loop in the style of <b>Amanaska</b> using rhythm only	Is unable to create a loop in the style of <b>Amanaska</b> using rhythm only	Attempts to create a loop in the style of <b>Amanaska</b> using rhythm only	Creates a loop in the style of <b>Amanaska</b> using rhythm only	Creates an outstanding loop in the style of <b>Amanaska</b> using rhythm only
Creates a loop in the style of <b>Amanaska</b> using rhythm and pitch	Is unable to create a loop in the style of <b>Amanaska</b> using rhythm and pitch	Is able to create a simple loop using rhythm and pitch	Is able to create a loop in the style of <b>Amanaska</b> using rhythm and pitch	Is able to create an outstanding loop in the style of <b>Amanaska</b> using rhythm and pitch
Performs their created loop using either a melodic instrument or a computer program to the class	Unable to perform a created loop	Attempts to perform a created loop using either a melodic instrument or a computer program to the class with limited success	Performs a created loop using either a melodic instrument or a computer program to the class	Confidently and accurately performs a created loop using either a melodic instrument or a computer program to the class
<b>Score</b>				
<b>Total Score</b>	/12	/12	/12	/12

Level of Achievement	Limited 0 - 2	Sound 3 - 6	High 7 - 10	Outstanding 11 - 12
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Name: \_\_\_\_\_

**STAGE FOUR**  
ASSESSMENT RUBRIC

**AMANASKA** Activity 1 e) from *Freedom Dance* by Simon Lewis

ASSESSMENT: Learn to play the percussion score to match an excerpt from *Freedom Dance*. Begin by using the speech rhymes for each rhythm, then body percussion for each of the rhythms separately, then together as a class arrangement. Perform with the recording.

CRITERIA	Limited 0 (marks)	Basic 1	Sound 2	High 3	Outstanding 4
Performs the speech rhymes for each rhythm	Unable to perform the speech rhymes for each rhythm	Able to perform the speech rhymes for each rhythm with limited accuracy	Able to perform the speech rhymes for each rhythm with some accuracy	Able to perform the speech rhymes for each rhythm with complete accuracy	Able to confidently perform the speech rhymes for each rhythm with complete accuracy
Transfers the speech rhymes for each pattern to body percussion	Is unable to transfer the speech rhymes for each pattern to body percussion	Is able to transfer some of the speech rhymes for each pattern to body percussion	Is able to transfer many of the speech rhymes for each pattern to body percussion	Is able to transfer all of the speech rhymes for each pattern to body percussion	Is able to confidently and accurately transfer all of the speech rhymes for each pattern to body percussion
Performs the rhythms of the arrangement together	Is unable to perform the rhythms of the arrangement together	Is able to perform some of the rhythms of the arrangement not always together	Is able to perform many of the rhythms of the arrangement not always together	Is able to perform many of the rhythms of the arrangement generally together	Is able to perform the rhythms of the arrangement accurately and always together
Performs the rhythms together as an arrangement with the recording	Unable to perform the rhythms together as an arrangement with the recording	Able to perform some of the rhythms together as an arrangement with the recording with limited success	Able to perform many of the rhythms together as an arrangement with the recording with some success	Able to perform many of the rhythms together as an arrangement with the recording with success	Able to confidently and accurately perform many of the rhythms together as an arrangement with the recording with outstanding success
<b>Score</b>					
<b>Total Score</b>	/16	/16	/16	/16	/16

Level of Achievement	Limited 0 - 2	Basic 3 - 6	Sound 7 - 10	High 11 - 13	Outstanding 14-16
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