

# Exploring Cultural Identity through Music Assignment Rubric

NAfME Standards Documentation for this Learning Experience (5<sup>th</sup>-8<sup>th</sup> Grade):

MU:Re7.1.a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

- Select an “anthem” that reflects one aspect of your cultural identity

MU:Cn10.0.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

- Explain why this song reflects your cultural identity and serves as a symbol of cultural pride.

Suggested Rubric for Standards Documentation:

<b>4 = Exceeds Standard</b>	<b>3 = Meets Standard</b>	<b>2 = Approaching Standard</b>	<b>1 = Does Not Meet Standard</b>
<p>The song selected by the student <i>clearly</i> connected to the facet of identity they were trying to reflect.</p> <p>The student identified <i>several</i> places in the lyrics that “celebrated” this facet of their identity.</p> <p>The student identified <i>several</i> places in the lyrics that were “uplifting”, “inspiring”, or “motivating”</p> <p>The student’s response <i>artistically</i> and <i>imaginatively</i> included specific reference to interests, values, prior knowledge and/or experiences.</p>	<p>The song selected by the student connected to the facet of identity they were trying to reflect.</p> <p>The student identified one place in the lyrics that “celebrated” this facet of their identity.</p> <p>The student identified one place in the lyrics that was “uplifting”, “inspiring”, or “motivating”</p> <p>The student’s response included specific reference to interests, values, prior knowledge and/or experiences.</p>	<p><i>With assistance</i>, the student selected a song that connected to the facet of identity they were trying to reflect.</p> <p><i>With assistance</i>, the student identified a place in the lyrics that “celebrated” this facet of their identity.</p> <p><i>With assistance</i>, the student identified a place in the lyrics that was “uplifting”, “inspiring”, or “motivating”</p> <p>The student’s response included <i>general</i> but not specific reference to interests, values, prior knowledge and/or experiences.</p>	<p>The song selected by the student <i>did not</i> connect to the facet of identity they were trying to reflect.</p> <p>The student <i>did not</i> identify a place in the lyrics that “celebrated” this facet of their identity.</p> <p>The student <i>did not</i> identify a place in the lyrics that was “uplifting”, “inspiring”, or “motivating”</p> <p>The student’s response <i>did not</i> include references to interests, values, prior knowledge and/or experiences.</p>