

Composing Corridos: Standards Connections and Rubric

2014 National Music Standards Connection (5th-8th Grade):

MU:Cr2.1.a: Select, organize, construct, and document personal musical ideas for arrangements and compositions that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

Teachers may also choose to include the following lesson extensions:

- Ask students to share their lyrics in small groups or read them aloud for the whole class.
- Create a two-chord backing track and have students speak their corridos in rhythm or compose a simple melody line that follows the syllabic structure of their lyrics.
- If students play a chordal instrument (e.g. guitar or ukulele), they can strum along!
- Organize a “Corrido Concert.”

By incorporating these lesson extensions, teachers can help students meet the following additional national music standards:

MU:Cr1.1.a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments that convey expressive intent.

MU:Cr1.1.b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Cr2.1.b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.

MU:Cr3.1.a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

MU:Cr3.1.b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

MU:Cr3.2.a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

Suggested Rubric for National Music Standard ***MU:Cr2.1.a:***

	4 = Exceeds Standard	3 = Meets Standard	2 = Approaching Standard	1 = Does Not Meet Standard
Effective crafting of musical ideas	Musical ideas were effectively organized to <i>creatively and innovatively</i> reflect the structure and expressive intent associated with the “corrido” tradition. The student’s corrido had a clearly defined theme, and a clear beginning, middle, and end. The student’s corrido consisted of at least 8 stanzas of 4 lines each/7-10 syllable per line.	Musical ideas were effectively organized to reflect the structure and expressive intent associated with the “corrido” tradition. The student’s corrido had a clearly defined theme, and a clear beginning, middle, and end. The student’s corrido consisted of 8 stanzas of 4 lines each/7-10 syllable per line.	Musical ideas were present, but were somewhat unclear, and did not always reflect the structure and expressive intent associated with the “corrido” tradition. The student’s corrido had a theme, but did not have a clear and logical beginning, middle, and end. The student completed at least 6-7 stanzas of 4 lines each, and in some cases adhered to the syllabic guidelines.	The way in which the musical ideas were organized <i>did not</i> reflect the structure and expressive intent associated with the “corrido” tradition. The student’s corrido <i>did not</i> have a clearly defined theme or a clear beginning, middle, and end. The student <i>did not</i> complete 8 stanzas of 4 lines each.