Mariachi and Conjunto Compare and Contrast Activity

2014 National Music Standards Documentation for this Learning Experience (5th–8th Grade):

MU:Re7.1.a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.a Describe how the elements of music and expressive qualities relate to the structure of contrasting pieces.

MU:Re7.2.b Identify and compare the context of music from a variety of genres, cultures, and historical periods.

MU:Re8.1.a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

MU:Cn11.0.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Suggested Rubric for Standards Documentation:

4 = Exceeds Standard	**3 = Meets Standard**	**2 = Approaching Standard**	**1 = Does Not Meet Standard**
Using sophisticated descriptions or terminology, the student accurately identified musical elements and expressive qualities within each selection. ***Using sophisticated descriptions or terminology,*** the student accurately identified similarities and differences between ways in which musical elements and expressive qualities are used in mariachi and conjunto music. The student compared the historical and performance context of mariachi and conjunto in a ***deep*** and ***thoughtful*** way.	The student accurately identified musical elements and expressive qualities within each selection. The student accurately identified similarities and differences between ways in which musical elements and expressive qualities are used in mariachi and conjunto music. The student compared the historical and performance context of mariachi and conjunto.	The student identified ***some*** musical elements and expressive qualities within each selection. The student identified ***some*** similarities and differences related to musical elements, expressive qualities, and performance/historical context in mariachi and conjunto.	The student identified ***few or none*** of the musical elements and expressive qualities within each selection. The student ***needed help*** in order to compare the historical and performance context of mariachi and conjunto.

FOLKWAYS