TRAIL Marker #2 Progress Chart

Connect Music Compositional Choices to Character Thoughts and Feelings

Objectives:
• Identify character thoughts and feelings and supporting clues from the text
• Explain clearly how compositional choices emphasize those character thoughts and feelings using at least one of the following: *theme beginning and ending, dynamics (soft, loud), duration (long, short), pitch (high, low), timbre (quality or color of sound)*
• Explain clearly how instrument and music compositional choices relate to changes in character thoughts and feelings

Evidence:
Use evidence from the TRAIL Marker Activity and/or other class discussion to document students' progress on the objectives.

Formative Assessment Notations:
E= Effectively demonstrates
B= Beginning to understand and demonstrate
N= Needs additional instruction/support

Student name	Identify character thoughts and feelings and supporting clues from the text	Explain clearly how compositional choices emphasize those character thoughts and feelings using at least one of the following: *theme beginning and ending, dynamics (soft, loud), duration (long, short), pitch (high, low), timbre (quality or color of sound)*	Explain clearly how instrument and music compositional choices relate to changes in character thoughts and feelings	Comments

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Formative Assessment Notations:
E= Effectively demonstrates
B= Beginning to understand and demonstrate
N= Needs additional instruction/support

Student name	Identify character thoughts and feelings and supporting clues from the text	Explain clearly how compositional choices emphasize those character thoughts and feelings using at least one of the following: *theme beginning and ending*, *dynamics* (*soft*, *loud*), *duration* (*long*, *short*), *pitch* (*high*, *low*), *timbre* (*quality or color of sound*)	Explain clearly how instrument and music compositional choices relate to changes in character thoughts and feelings	Comments

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