**Orchestral Analysis**

**Standards:**
- Students will demonstrate their understanding of the instruments of the orchestra.
- Students will analyze and describe musical examples using musical terminology.
- Students will express ideas clearly and effectively.

**Task:**
During the instrument unit, students will have been exposed to various listening maps. These are maps of a song that tells the listener what they are hearing. After having listened to various orchestral pieces and seen their corresponding instrument maps, it is now the student’s turn to create. All students will be assigned “Invocation of Powerful Spirits”, a classical piece. Individually, students will need to draw their own listening map for this song. They can choose their own symbols and format. The map should illustrate ALL the various instruments being used and at the correct times. Whatever format or symbols the student chooses to use, it must be legible to others. An example has been included for reference.

**Process**
- Students will have listened to various orchestral examples and their corresponding listening maps.
- All students will be assigned the “Invocation of Powerful Spirits” to draw a listening map for.
- Students will have a choice of the format and symbols to be used, but it must be legible.
- Students will have two weeks to prepare their map.

**Rubric:**

<table>
<thead>
<tr>
<th></th>
<th>5-4</th>
<th>3-2</th>
<th>1-0</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruments</strong></td>
<td>Displays all instruments/families</td>
<td>1-3 errors in instruments/families</td>
<td>4-more errors in instruments/families</td>
<td>X2</td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>Displays instruments at correct time</td>
<td>1-2 errors in timing of instruments</td>
<td>3-more errors in timing of instruments</td>
<td>X2</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td></td>
<td>Clear, organized, easy to understand</td>
<td>Unclear, unorganized, difficult to understand</td>
<td></td>
</tr>
</tbody>
</table>

**Total _____ /13**