

Middle School General Music

Ocarina Unit Plan Overview

Name: Phillip Hash

Unit Topic/Title: The Ocarina

Detailed Unit Description:

The ocarina is a simple wind instrument used in the indigenous music of a number of cultures. The American version is sometimes called a “sweet potato” and is fingered much like the recorder in C. Other models have as few as four holes and come in a variety of sizes. In addition to its use in folk music, the ocarina has also been used in the US as a pre-band instrument in elementary schools and was one of several pocket instruments supplied and taught to soldiers by the US military during WWII.

This unit is designed to teach MS students the ocarina using the same method as soldiers in WWII (Shoemaker, 1941). In addition to learning the instrument, students will also develop an understanding of the ocarina in folk music around the world and its value to American soldiers on the battlefield. Students will also compose and perform their own melodies and ostinati for the instrument, as well as listen to a variety of examples of ocarina playing through the World Wide Web.

List Unit Objectives:

1. Students will learn to play and read notation for the basic range of the ocarina from low C-D on the TC staff.
2. Students will learn of the value of the ocarina and other pocket instruments to soldiers during WWII and other conflicts.
3. Students will learn how the ocarina is used in cultures around the world.
4. Students will listen to and describe performances on the ocarina by members of the class and examples from the World Wide Web.
5. Students will compose and perform a melody for the ocarina under specific guidelines.
6. Students will learn the acoustics of the ocarina
7. Students will present a short demonstration program for an elementary class that includes melodies from the Schumaker method, a few original compositions, an ensemble with the entire class, and a short PPT on the ocarina created by members of the class.

Materials List and Budget (if any):

Item(s)	Qty.	Cost	Total	Source/Vendor
Grover alto C ocarina 464235	25	\$3.18	\$79.50	Woodwind/Brasswind
Photocopies of Shoemaker (1941) <i>Music is Fun w/ the Gretsch Ocarina</i>	25	\$0.00	\$0.00	Available at no cost as a PDF at www.pmhmusic.weebly.com
staff paper				
other handouts				
			\$79.50	

Justification. (What is the value of this Unit. How does it connect to students' lives? Why teach it?):

The ocarina will seem foreign to students at first. However, it should be possible for them to connect with the instrument by asking who knows of someone who fought in WWII or whose heritage includes cultures that use the ocarina. This unit will help students gain an understanding of the value of music during war and other difficult periods in history (such as Sept. 11th 2001). They will also become familiar with the music of several other cultures and see a connection between these cultures and our own through the ocarina.

Through this unit, students will also gain an easy instrument with which to make music one their own and with friends. Students will be encouraged to continue their study of the ocarina after the two week period using supplementary materials provided at the end of the unit and by learning to find melodies on the internet, in hymnals and songbooks, and through other sources.

Middle School General Music Unit Outline

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Unit Topic/Title: The Ocarina

Day	Objectives for the Day	Learning Activities to Meet Objectives	Michigan State Learning Standards Incorporated into Lesson	Materials Needed	Assignments & Assessments
1.	8. Students will learn of the value of the ocarina and other pocket instruments to soldiers during WWII and other conflicts. 9. Students will listen to and describe performances on the ocarina by members of the class and examples from the World Wide Web. 10. Students will learn to play and read notation for the basic range of the ocarina from low C-D on the TC staff. a. Students will learn to play <i>Music is Fun (MIF)</i> using numerical notation on p. 2-4	Discuss relatives who fought in WWII. Introduce the use of ocarina as a pocket instrument provided to soldiers by the US military (see attached materials). Watch a few online video of ocarina playing. Examples: http://www.youtube.com/watch?v=msbu20M4tKI&feature=related http://www.youtube.com/watch?v=1QbT_CWDGQU&feature=channel http://www.youtube.com/watch?v=3sw76wHUmk4&feature=related	1: All students will apply skills and knowledge to perform in the arts. 1. Sing and play with expression and technical accuracy a repertoire of vocal and instrumental literature, including some songs performed from memory. 5. Perform accurately, with appropriate technique, on at least one instrument —solo, in small and large ensembles. Content Standard 4: All	Ocarinas <i>Music is Fun</i> handout Music stands or overhead projector (preferred) Ocarina Information article	Individual playing on lesson III, ex. 3 or 4.

		<p>http://hindocarina.com/videos/index.shtml</p> <p>Listen/watch examples of 2 world cultures.</p> <p>http://www.mountainsocarina.com/listen.htm</p>	<p>students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.</p> <p>1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</p> <p>3. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.</p>		
2.	<p>1. Students will learn to play and read notation for the basic range of the ocarina from low C-D on the TC staff.</p> <p>11. a. Students will learn to play <i>Music is Fun (MIF)</i> reading notation in 4/4 using GAB.</p> <p>2. Students will learn how the ocarina is used in cultures around the world.</p>	MIF lessons 1-3	<p>1: All students will apply skills and knowledge to perform in the arts.</p> <p>1. Sing and play with expression and technical accuracy a repertoire of vocal and instrumental literature, including some songs performed from memory.</p> <p>5. Perform accurately, with</p>	<p>Ocarinas</p> <p><i>Music is Fun</i> handout</p> <p>Music stands or overhead projector (preferred)</p>	

			<p>appropriate technique, on at least one instrument —solo, in small and large ensembles.</p> <p>Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.</p> <p>1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</p> <p>3. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.</p>		
3.	<p>1. Students will learn to play and read notation for the basic range of the ocarina from low C-D on the TC staff.</p> <p>a. Students will learn to play MIF reading notation on G-C, wholes, quarters, halves, & slurs.</p>	MIF lessons 4-5	<p>1: All students will apply skills and knowledge to perform in the arts.</p> <p>1. Sing and play with expression and technical accuracy a repertoire of</p>	<p>Ocarinas</p> <p><i>Music is Fun</i> handout</p> <p>Music stands or overhead</p>	MIF lesson 6, written quiz

			<p>vocal and instrumental literature, including some songs performed from memory.</p> <p>5. Perform accurately, with appropriate technique, on at least one instrument—solo, in small and large ensembles.</p>	<p>projector (preferred)</p>	
4.	<p>1. Students will learn to play and read notation for the basic range of the ocarina from low C-D on the TC staff.</p> <p>a. Students will learn to play and read F, F#, and the tie</p> <p>2. Students will compose and perform a melody for the ocarina under specific guidelines.</p>	<p>Review MIF lessons 4-5</p> <p>Review MIF lesson 4-5</p> <p>MIF lessons 7-8</p> <p>Students will compose an 8 bar melody in $\frac{3}{4}$ or $\frac{4}{4}$ time using F(F#)GABC.</p>	<p>1: All students will apply skills and knowledge to perform in the arts.</p> <p>1. Sing and play with expression and technical accuracy a repertoire of vocal and instrumental literature, including some songs performed from memory.</p> <p>5. Perform accurately, with appropriate technique, on at least one instrument—solo, in small and large ensembles.</p> <p>Content Standard 2: All students will apply skills and knowledge to create</p>	<p>Ocarinas</p> <p><i>Music is Fun</i> handout</p> <p>Music stands or overhead projector (preferred)</p> <p><i>Composition Assignment</i> handout</p>	<p>Individual and small group playing in class</p>

			<p>in the arts</p> <p>4. Compose short pieces within specified guidelines.</p> <p>6. Use a variety of traditional and nontraditional sound sources and electronic media when composing, arranging, and improvising.</p>		
5.	1. Students will learn how acoustics function in relation to the ocarina.	<p>Quickly review MIF lessons 7-8</p> <p>Students will make an ocarina.</p> <p>http://www.ehow.com/how_2096838_make-ocarina.html</p>	<p>Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.</p> <p>3. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.</p>	<p>Ocarinas</p> <p><i>Music is Fun</i> handout</p> <p>Music stands or overhead projector (preferred)</p> <p><i>How to Make an Ocarina</i> handout</p>	
6.	<p>1. Students will learn to play and read notation for the basic range of the ocarina from low C-D on the TC staff.</p> <p>a. Students will learn to read and play D</p>	MIF lessons 8 & 9	<p>1: All students will apply skills and knowledge to perform in the arts.</p> <p>1. Sing and play with expression and</p>	<p>Ocarinas</p> <p><i>Music is Fun</i> handout</p>	

	& E, dotted ½ notes, and ¾ time.		technical accuracy a repertoire of vocal and instrumental literature, including some songs performed from memory. 5. Perform accurately, with appropriate technique, on at least one instrument—solo, in small and large ensembles.	Music stands or overhead projector (preferred)	
7.	<p>1. Students will learn to play and read notation for the basic range of the ocarina from low C-D on the TC staff.</p> <p>a. Students will learn to play Bb and understand key signature.</p> <p>2. Students will present a short demonstration program for an elementary class that includes melodies from the Schumaker method, a few original compositions, an ensemble with the entire class, and a short PPT on the ocarina created by members of the class.</p> <p>a. Students will review and begin to synthesize their cultural and historical knowledge related to the ocarina.</p>	MIF lessons 10 & 11 Students will work on segments of a brief presentation on the ocarina in small groups to develop 4 PPT slides on their assigned topic	<p>1: All students will apply skills and knowledge to perform in the arts.</p> <p>1. Sing and play with expression and technical accuracy a repertoire of vocal and instrumental literature, including some songs performed from memory.</p> <p>5. Perform accurately, with appropriate technique, on at least one instrument—solo, in small and large ensembles.</p>	<p>Ocarinas</p> <p><i>Music is Fun</i> handout</p> <p>Music stands or overhead projector (preferred)</p> <p><i>Presentation Assignment</i> handout</p>	Teacher will circulate and give individual playing quizzes as students work on presentations.

<p>8.</p>	<p>1. Students will present a short demonstration program for an elementary class that includes melodies from the Schumaker method, a few original compositions, an ensemble with the entire class, and a short PPT on the ocarina created by members of the class.</p> <p>a. Students will continue to synthesize knowledge of the ocarina</p>	<p>MIF lessons 10 & 11</p> <p>Students will work on segments of a brief presentation on the ocarina in small groups to develop 4 PPT slides on their assigned topic</p> <p>Students will choose and rehearse short melodies from <i>MIF</i> and a few original compositions for the presentation.</p>	<p>Content Standard 1: All students will apply skills and knowledge to perform in the arts.</p> <p>1. Sing and play with expression and technical accuracy a repertoire of vocal and instrumental literature, including some songs performed from memory.</p> <p>2. Sing and play music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>5. Perform accurately, with appropriate technique, on at least one instrument—solo, in small and large ensembles.</p> <p>Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.</p> <p>1. Describe distinguishing</p>	<p>Class may need to be held in the computer lab if there are not enough computers in the music room. The teacher could consider group size based on number of computers w/ internet access available.</p>	<p>Teacher will circulate and give individual playing quizzes as students work on presentations.</p>
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			<p>characteristics of representative music genres and styles from a variety of cultures.</p> <p>3. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.</p> <p>Content Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p> <p>1. Describe ways in which the principles and subject matter of other disciplines are related to music.</p> <p>3. Compare, in several cultures of the world, functions music serves, roles of musicians, and</p>		
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			conditions under which music is typically performed.		
9.	<p>1. Students will present a short demonstration program for an elementary class that includes melodies from the Schumaker method, a few original compositions, an ensemble with the entire class, and a short PPT on the ocarina created by members of the class.</p>	<p>Students will organize and practice their final presentations for an elementary class.</p> <p>Groups will be paired and students asked to watch and offer feedback using a comment sheet.</p> <p>Students will practice music for final presentation.</p>	<p>Content Standard 1: All students will apply skills and knowledge to perform in the arts.</p> <p>1. Sing and play with expression and technical accuracy a repertoire of vocal and instrumental literature, including some songs performed from memory.</p> <p>2. Sing and play music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>5. Perform accurately, with appropriate technique, on at least one instrument—solo, in small and large ensembles.</p> <p>Content Standard 4: All students will understand, analyze, and describe the</p>	Class may need to be held in computer lab.	Peer assessment of presentations

			<p>arts in their historical, social, and cultural contexts.</p> <p>1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</p> <p>3. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.</p> <p>Content Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p> <p>1. Describe ways in which the principles and subject matter of other disciplines are related to music.</p> <p>3. Compare, in several</p>		
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			<p>cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.</p>		
10.	<p>1. Students will present a short demonstration program for an elementary class that includes melodies from the Schumaker method, a few original compositions, an ensemble with the entire class, and a short PPT on the ocarina created by members of the class.</p> <p>a. Students will give a presentation on the ocarina to an elementary class.</p>	<p>Students will travel to the elementary school (or other appropriate venue) to make their presentations. Presentations could also be given over the internet to a variety of audiences using a webcam and SKYPE (http://www.skype.com/)</p>	<p>Content Standard 1: All students will apply skills and knowledge to perform in the arts.</p> <p>1. Sing and play with expression and technical accuracy a repertoire of vocal and instrumental literature, including some songs performed from memory.</p> <p>2. Sing and play music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>5. Perform accurately, with appropriate technique, on at least one instrument—solo, in small and large</p>	<p>Ocarinas</p> <p>MIF handouts</p> <p>Music stands or overhead</p> <p>Student PPTs loaded on thumb drive</p> <p>Computer w/ LCE projector in presentation site or PPT slides on overheads.</p>	<p>Videotaped presentations - Summative assessment using a rubric.</p>

			<p>ensembles.</p> <p>Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.</p> <p>1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</p> <p>3. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.</p> <p>Content Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p> <p>1. Describe ways in which the principles and subject matter of</p>		
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			<p>other disciplines are related to music.</p> <p>3. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.</p>		
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Ocarina Unit Materials

Ocarina Information

<http://www.ocarinaworld.com/>

A Short History of Ocarinas

The question we are most frequently asked is "was this your idea?" The answer most definitely is "No!" The ocarina belongs to the ancient family of musical instruments called "vessel flutes". Vessel flutes are made in a variety of shapes and sizes, but generally have a somewhat globular shape contrasted to the elongated open end tubular flute. Ocarina like instruments made of animal horns, gourds or clay were found around the world by archeologists and date back as far as 30,000 years. They have been made with from one to ten holes. No country of origin could be determined for they seemed to have appeared everywhere at the same time.

Variations on Ocarinas

Variations of the "vessel flute," or ocarina, have been made in many shapes and played all over the world. The ancient Chinese had egg-shaped instruments called "hsuan" which were made from porcelain, like our ocarinas. The Indians of Central and South America made their clay "vessel flutes" in the shape of birds and other animals or human form - even deities. They were used to both entertain and communicate. These whistle ocarinas were highly personalized musical instruments to the Indians of the Ulua Valley of Honduras. Every member of the tribe had a whistle call by which he or she could be recognized. In Italy in the 1800's, the whistle style flute appeared and was called ocarina, meaning "little goose", because its shape resembled a goose in flight.

Ocarinas Now

Today the term ocarina has become the generic term for the vessel style flute the world over. In the United States the ocarina was known as the "Sweet Potato" because it was produced in a more elongated shape. This style of ocarina became very popular and maintained this popularity until the 1930's and 1940's when radios and phonographs replaced them as home entertainment and harmonicas replaced them as pocket-sized instruments. During World War II the United States government issued a plastic version of the "Sweet Potato" shaped ocarina to soldiers to build up morale.

In recent years there has been a revival of interest in the ocarina due to its popularity at Renaissance Faires, a popular theme festival featuring games, entertainment, food, drink, crafts and dress of that time period in Europe. During the Renaissance period bands of ocarina players would furnish entertainment throughout Europe, harmonizing with ocarinas tuned to different octaves.

The Ocarina Saves Zelda

The appearance of the Nintendo game, "Zelda, Ocarina of Time" in which the ocarina is played by Link on his crusade to save the kingdom of Princess Zelda from the evil Ganondorf has also added to the ocarina's resurgence. Small enough to put in a pocket or wear as a jewelry pendant, the mini ocarinas are always at hand and ready to be played. Having no moving parts, they are true "multi-frequency solid state resonators" of very low cost and low maintenance.

Tonal Range of Ocarinas

The ocarina tonal range is limited to one octave (or sometimes a range of nine notes by using the fifth hole on the bottom of the ocarina as some like ours are equipped). Fortunately the range of folk tunes seldom exceeds one octave. Thousands of tunes from many periods and many cultures are therefore playable on any of the ocarinas. And by varying the size of the ocarinas the craftspeople can vary the "vocal" range from Soprano to Bass to enhance ensemble playing.

The answer to that first question again is "No, we did not think this up." However we have put a lot of energy into learning to make ocarinas (which is no easy feat) and additional time in developing craft of making ocarinas as a family business.

New Songs for Ocarinas

We are often transposing popular songs into scores for the ocarina so our customers can enjoy playing these favorites themselves. Our latest is the theme from Harry Potter. Those who recently bought their ocarinas have asked that it be put up on this site for them to learn from, so here it is.

Articles on Music during World War II*

Music for the Armed Services Author(s): Raymond Kendall Source: *The Musical Quarterly*, Vol. 31, No. 2 (Apr., 1945), pp. 141-156 Published by: Oxford University Press Stable URL: <http://www.jstor.org/stable/739505>

Music in the Victory Corps Source: *Music Educators Journal*, Vol. 29, No. 6 (May - Jun., 1943), pp. 13-16 Published by: MENC: The National Association for Music Education Stable URL: <http://www.jstor.org/stable/3386465>

Camp and Sea and Oversea Source: *Music Educators Journal*, Vol. 29, No. 6 (May - Jun., 1943), pp. 29+31+35+37-38 Published by: MENC: The National Association for Music Education Stable URL: <http://www.jstor.org/stable/3386472>

Informational Data on Army Music Source: *Music Educators Journal*, Vol. 29, No. 1 (Sep. - Oct., 1942), p. 48 Published by: MENC: The National Association for Music Education Stable URL: <http://www.jstor.org/stable/3386345>

*You may also contact Dr. Phillip Hash at pmh3@calvin.edu for more information

How to Make an Ocarina

by eHow Hobbies, Games & Toys Editor

http://www.ehow.com/how_2096838_make-ocarina.html

Introduction

An ocarina is a clay flute or whistle with holes to create different pitches. Ocarinas may be created with truly pitched notes, with notes that are in tune only in relation to the ocarina or with unpitched notes. There are a variety of techniques for building the ocarina body, but two of the easiest methods are with slabs and pinching.

Instructions

Difficulty: Moderate

Things You'll Need

[Clay](#)

[Sharp knife for cutting slabs](#)

[Flat object for shaping the mouthpiece](#)

[Cutting tool or toothpick for making holes](#)

[Tuner, another musical instrument or a good sense of relative pitch for tuning the ocarina](#)

[Paint or glaze](#)

Step One

Make the ocarina body using slabs by cutting two oval clay slabs of uniform thickness. You can also cut a single heart-shaped slab, which has one of the edges already formed.

Step Two

Fold the edges together, being careful to leave the form completely hollow. Leave one end open, blow into it to puff the walls of the ocarina out and then close the hole.

Step Three

Make the body using a pinching technique. Pinch two separate bowl shapes and then fix them together.

Step Four

Add a mouthpiece by forming a clay tube and then flattening the tube out to pressurize the airstream. You may want to place a flat object (like a small spatula or flat chopstick) inside the mouthpiece as you flatten it to ensure that it doesn't stick together.

Step Five

Attach the mouthpiece to the body of the ocarina toward the top.

Step Six

Poke a hole going through the mouthpiece into the body of the ocarina and coming out of the body of the ocarina past the place where the mouthpiece is attached.

Step Seven

Bevel the hole you have made in the top of the ocarina so that the air blown through the mouthpiece is guided up out of the top of the ocarina to create sound.

Step Eight

Add holes to your ocarina. It's best to have at least three holes of different sizes, but you may choose to have as many as 10 holes. Using a combination of three holes, you can play up to eight different pitches.

Step Nine

Test the relative pitch of the holes while the clay is still malleable. If the pitch of a hole is off, either add more clay around the hole or cut more clay away from the hole to change the sound.

Step Ten

Consider decorating your ocarina with clay add-ons, transforming your ocarina into an animal or sunshine shape. Alternatively, you can paint your ocarina (either wet or dry) to add designs.

Ocarina Quiz

Day 3

1. The ocarina is a _____ instrument.
 - a. Percussion
 - b. String
 - c. Wind
 - d. Brass

2. List three reasons why was the ocarina was a popular instrument among soldiers during WWII.
 1. _____
 2. _____
 3. _____

3. Besides the ocarina, list two other pocket instruments used by soldiers in WWII.
 1. _____
 2. _____

4. Lifting fingers on the ocarina causes the pitches to (circle one) **go up / go down**.

5. An ocarina can be made out of
 - a. Clay
 - b. Wood
 - c. Plastic
 - d. all of the above

6. Name two places in the world that use ocarinas in their folk music.
 1. _____
 2. _____

7. Write the notes G, A, B, & C on the staff paper provided as well as its fingering on the ocarina. When writing fingerings use the following system. LH = Left Hand, RH = Right Hand, T = Thumb. Hint: for the notes on this quiz, the LH T, RH T, and LH 4 will always be down.

LH	RH
T	T
1	1
2	2
3	3
4	4

8. On the staff paper provided, write a 4 bar melody in 4/4 time using the following guidelines.
- Use half and quarter notes and rests
 - Use only 1 whole note
 - Write in 2 slurs

When you have finished, practice your melody silently by fingering and counting. When everyone has finished, you will have a chance to try your melody on the ocarina.

Music - Composition : Composition Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	3	2	1	R - Redo
Music Notation	All notes are written neatly using proper barline placement.	Most notes are written clearly using the proper barline placement.	Notes are written clearly, but barline placement is often incorrect.	Notes are written in a sloppy and illegible manner. Barline placement is not correct.
Meter and Rhythm	All measures have the correct # of beats and a variety of rhythms are used. Including the use of Whole, Half, and Quarter, notes and rests.	85% of measures have the correct # of beats and a variety of rhythms are used. Including the use of Whole, Half, and Quarter, notes and rests	70% of the measures have the correct # of beats. Rhythms are very basic and do not use a variety of note values.	Under half of the measure have the correct # of beats.
Music Score	Music Score is very neat and all required elements are included: Song Title, Composer Name, Clef Sign, Time Signature.	Music score is neat. Two or less of the required elements are missing from the musical score.	Music score is legible. Three to four of the required elements are missing from the musical score.	Music Score is illegible and many of the required musical score elements are missing.

Instrumental Music Performance - Individual : Ocarina Performance Quiz

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Note Accuracy	Notes are consistently accurate.	An occasional inaccurate note is played, but does not detract from overall performance.	A few inaccurate notes are played, detracting somewhat from the overall performance.	Wrong notes consistently detract from the performance.
Rhythm	The beat is secure and the rhythms are accurate for the style of music being played.	The beat is secure and the rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance.	The beat is somewhat erratic. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally detract from the overall performance.	The beat is usually erratic and rhythms are seldom accurate detracting significantly from the overall performance.
Articulation	Secure attacks. Markings (staccato, legato, slur, accents, etc.) are executed accurately as directed by the score and/or the conductor.	Attacks are usually secure, though there might be an isolated error. Markings are executed accurately as directed by the score and/or the conductor.	Attacks are rarely secure, but markings are often executed accurately as directed by the score and/or the conductor.	Few secure attacks. Markings are typically not executed accurately.

Oral Presentation Rubric : Ocarina Presentation

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1	Comments
Content	Shows a full understanding of the topic. Information is accurate and understandable	Shows a good understanding of the topic. Most information is accurate and understandable	Shows a fair understanding of parts of the topic. Some information is inaccurate and/or difficult to understand.	Does not seem to understand the topic very well.	
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.	

