

CONTENT ASSESSED	EXCEEDED EXPECTATION (4 points)	MET EXPECTATION (3 points)	ATTEMPTED TO MEET EXPECTATION (2 points)	DID NOT MEET EXPECTATION (1 point)
Biographical Facts of the Artist or Group, including pertinent family history	Student included exceptional detail beyond what is easily available (4-5 specific facts)	Student included basic-level detail about the artist (2-3 specific facts)	Student included less facts than easily available regarding the artist. (1-2 specific facts)	Student did not include any facts about the artist's childhood or family
Biographical facts about the artist or group's musical training and early starts to their career	Student included exceptional detail beyond what is easily available (4-5 specific facts)	Student included basic-level detail about the artist (2-3 specific facts)	Student included less facts than easily available regarding the artist. (1-2 specific facts)	Student did not include any facts about the artist's musical training and early career start
Description of Artist's Music-- Analysis of first Famous piece including: particular or unique sounds; specific instrumentation of the song; particular mood or images in the lyrics that artist wanted to portray in music	Student discussed in <i>detail</i> one specific piece by the artist and included one live-video recording of a performance. Student described the sounds/mood/lyrics of the work in detail using specific musical vocabulary.	Student discussed one specific piece by the composer and included one live-video recording of performances. Student described the sounds/mood/lyric of the work using vague language.	Student vaguely discussed one specific piece by the composer and included an inadequate recording of a performance. Student could not describe the sounds/mood/lyrics of the work using musical vocabulary.	Student did not discuss a specific piece by the composer, and did not provide a recording of a performance. Student could not describe the sounds/mood/lyrics of the work using any musical vocabulary.
Description of Artist's Music-- Analysis of second Famous piece including: particular or unique sounds; specific instrumentation of the song; particular mood or images in the lyrics that artist wanted to portray in music	Student discussed in <i>detail</i> a second piece by the artist and included one live-video recording of a performance. Student described the sounds/mood/lyrics of the work in detail using specific musical vocabulary.	Student discussed a second specific piece by the composer and included one live-video recording of performances. Student described the sounds/mood/lyric of the work using vague language.	Student vaguely discussed one specific piece by the composer and included an inadequate recording of a performance. Student could not describe the sounds/mood/lyrics of the work using musical vocabulary.	Student did not discuss a specific piece by the composer, and did not provide a recording of a performance. Student could not describe the sounds/mood/lyrics of the work using any musical vocabulary.
Important public reaction to the artist's music, and the impact of this person's music on modern society.	Student discussed in detail 2-3 specific ways in which the artist and/or his music is perceived by the public, and how his/her music contributes to the evolution of society.	Student adequately discussed 1-2 specific ways in which the artist and/or his music is perceived by the public, and how the music contributes to the evolution of society.	Student vaguely discussed 1 way the artist and/or his music is perceived by the public, and how his/her music contributes to the evolution of society.	Student could not discuss ways in which the artist and/or his music is perceived by the public, and how his/her music contributes to the evolution of society.