

# Designing and Creating a Musical Instrument

Student Name: \_\_\_\_\_

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaches Standard	1- Below Standard
<b>Information Gathering</b>	Accurate information was taken from several sources in a systematic manner.	Accurate information was taken from a couple of sources in a systematic manner.	Accurate information was taken from a couple of sources, but not in a systematic manner.	Information taken from 1 or fewer sources AND/OR information was not accurate.
<b>Appearance</b>	Instrument is decorated creatively within the assigned theme.	Instrument is decorated attractively.	Instrument is decorated, but sort of messy looking.	Instrument is not decorated OR is very messy.
<b>Quality of Construction</b>	The instrument shows considerable attention to construction. It is sturdy, neat and will stand up to repeated playing over a period of time.	The instrument shows considerable attention to construction. It is reasonably sturdy and neat and will stand up to being played more than once.	The instrument is neatly constructed but is fragile and will probably not stand up to being played more than once.	Pieces are missing or falling off. Seems \"slapped together\" in a hurry.
<b>Quality of Sound</b>	Instrument offers a wide dynamic and/or tonal contrast.	Instrument offers some dynamic and/or tonal contrast.	Instrument offers little variety in sound.	Instrument offers no variety in sound.
<b>Demonstration</b>	Presenter speaks loudly and clearly. Instrument is visible to class and its use demonstrated. The instrument is named and the process for making it is described clearly.	Instrument is shown to class and its use demonstrated. The instrument is named and the process for making it is described clearly. It was hard to hear the presenter.	Instrument is shown to class and its use demonstrated. The instrument is named and the presenter describes a few of the steps of making it.	Instrument is shown to class and is named. The student cannot describe the process used to make it OR cannot demonstrate it.
<b>Time And Effort</b>	Class time was used wisely. Much time and effort went into planning, design, and construction. The student clearly worked at home as well as at school.	Class time was used wisely. Time and effort went into planning, design, and construction. Student could have put in more time and effort at home.	Class time was not always used wisely, but student clearly did some additional work at home.	Class time was not used wisely and the student put in no additional effort.
<b>Knowledge Gained</b>	Student can accurately answer 5 questions posed by teacher or peer related to the research, the instrument itself or the process of building it.	Student can accurately answer 3-4 questions posed by teacher or peer related to the research, the instrument itself or the process of building it.	Student can accurately answer 1-2 questions posed by teacher or peer related to the research, the instrument itself or the process of building it.	Student cannot accurately answer questions.