

MUSIC

CREATIVITY & CRITICAL THINKING

This rubric identifies the main subskills related to creativity and critical thinking that students should develop as part of their music education. It can be used to reflect on existing teaching practices and design new activities to foster student creativity and critical thinking. It can be adapted to better fit specific contexts or domains. Teachers/faculty can discuss it with students to build understanding of creativity and critical thinking and ensure these skills are taught and learned explicitly. It is not meant to score students or provide them with a continuum of skill progression.

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OECD CONCEPTUAL RUBRIC



CREATIVITY

Coming up with new ideas and solutions



CRITICAL THINKING

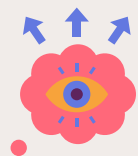
Questioning and evaluating ideas and solutions



INQUIRING

Make connections to other musical styles concepts or conceptual ideas in other disciplines

Identify and question assumptions and conventional rules in a musical performance, composition or analysis



IMAGINING

Play with unusual and radical ideas when preparing to perform, compose, orchestrate, or analyse a music piece

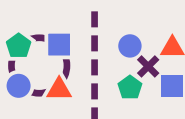
Consider several perspectives on a musical performance, composition, interpretation or analysis



DOING

Perform, compose, or analyse music with expressive qualities or relating to personally meaningful subject matter

Explain both strengths and limitations of a performance, a composition or an analysis of a music piece



REFLECTING

Reflect on steps taken to create performances, compositions or analyses of a music piece

Reflect on the chosen way of performing, composing or analysing a music piece relative to possible alternatives