

# Playing Twinkle, Twinkle

By Emily Davis

I was lucky in my childhood. At six, I was already looking for an instrument to play, and started taking lessons by the time I was seven. I found a way to do what I love at a young age. I express myself in a way that I love. I believe that everybody should express themselves in a way they love.

Unlike other children at my age, I was in a life changing time. My parents had encouraged me to find an instrument of music to start playing. My mother gave me examples of all sorts of classical instruments, such as the violin, flute, clarinet, and bassoon. She picked out books on violas, guitars, cellos, percussion, and full orchestras. I, the youngest daughter of three, was not the first to make this choice. My sisters were already playing instruments, well into books by then. I could not take the violin because a sister was already playing it, which was the same reason the piano was out of the conversation. I had narrowed down the list of instruments by two, but I was only six and there seemed an infinite number of confusing instruments that somehow made music.

My father played the flute when he was younger, from which I took inspiration. I told my mother and father that I wanted to try the instrument. The old instrument was taken out of its dusty case and presented to me. I picked it up and promptly put it back down. It was very heavy for me as a six year old with no muscle, but I was persistent. My parents took it apart and I practiced holding half of the instrument. It was much easier, and I practiced throughout that week, holding and blowing through the half and making horrible noises. Music is a language that can be interpreted by anyone in any way, though my whole family had the interpretation that I wasn't getting any better with it. And so the quest continued.

My mother had my eldest sister take violin lessons from a teacher that was part of an association, which led my mother to find that there was a cello teacher that taught there as well. She was unsure if I would be interested, but we agreed that I would take one lesson and I could

decide if I wanted to continue taking cello lessons or find a different instrument. I went to the lesson and was given a little cello that I could rent and take home. I had a fifteen minute lesson with the teacher. I then went back home and practiced on that cello six times throughout the day.

I loved that little cello, and when I moved up sizes, I loved the next one. I loved the shape of them, the sound of the music that came from them, and, of course, my teacher. I have taken lessons for almost eight years now and have practiced everyday.

Like a good book is read aloud, music is played aloud. Music's letters are notes, it's sentences phrases, chapters movements, but instead a novel it becomes a symphony, concerto, or suite. It tells a story, a story that represents both the player and the composer. I found a way to show myself through music. Whether I am angry, happy, sad, or excited, the cello agrees with me and matches my mood. I can express myself with words of my own without it needing to be explained in English.

I think that everybody should have a way to explain and/or express themselves. Whether it is drawing, singing, playing a sport, even working, I think everybody should do something that they enjoy. I found my passion and I think everyone should find theirs. People can show friends, family, even strangers. *I express myself in a way that I love.*

Writing Rubric

Writing Traits	Feedback
<p><b>Ideas:</b> This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</p> <ul style="list-style-type: none"> <li>● The topic is narrow and manageable</li> <li>● Relevant, telling, quality details go beyond the obvious</li> <li>● Ideas are crystal clear and supported with details</li> </ul>	<p>You have great anecdotes, and your story is engaging.</p>

<ul style="list-style-type: none"> <li>• Writing from knowledge or experience; ideas are fresh and original</li> <li>• Reader’s questions are anticipated and answered</li> <li>• Insightful topic</li> </ul>	
<p><b>Organization:</b> The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a catchy introduction and a satisfying conclusion.</p> <ul style="list-style-type: none"> <li>• An inviting introduction draws the reader in; a satisfying conclusion leaders the reader with a sense of closure and resolution.</li> <li>• Thoughtful transitions connect ideas.</li> <li>• Sequencing is logical and effective.</li> <li>• The title is original.</li> <li>• Organizational structure is appropriate for purpose and audience; paragraphing is effective.</li> </ul>	<p>Your belief needs to be communicated to the reader sooner in the piece. You also have an awkward intro with only a couple of sentences.</p>
<p><b>Voice:</b> The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and shows respect for the audience.</p> <ul style="list-style-type: none"> <li>• Uses topic, details, and language to strongly connect with the audience.</li> <li>• Purpose is reflected by content &amp; arrangement of ideas</li> <li>• Expository or persuasive reflects understanding and commitment to topic.</li> <li>• Narrative writing is honest, personal, and engaging.</li> </ul> <p><b>Word Choice:</b> Words convey the intended message in a precise, interesting, and natural way.</p> <ul style="list-style-type: none"> <li>• Imagery, active verbs, striking and thoughtful vocabulary</li> </ul>	<p>Great descriptions!</p>
<p><b>Sentence Fluency:</b> The writing has an easy flow, rhythm and cadence. Sentences are well constructed</p> <ul style="list-style-type: none"> <li>• Sentences enhance meaning and vary in length and structure. Writing has cadence (rhythm).</li> </ul> <p><b>Conventions:</b> The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing).</p>	<p>See my comments. Stay in a consistent verb tense. Comma usage</p>