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1. [Performs Expressive Qualities of Music](#)
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### 1. Performs Expressive Qualities of Music

<p><b>EE</b></p>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student <b>might</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare and perform solo repertoire expressively for an adjudicated event (such as the school's Solo/Ensemble Festival)</li> <li><input type="checkbox"/> Maintain independence playing expressively in a small ensemble (such as a duet, trio, or quartet) for an adjudicated event</li> </ul>
<p><b>Sc+</b></p>	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
<p> <b>Sc</b></p>	<p>The student <b>will</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make adjustments to convey composer's intent to the audience</li> <li><input type="checkbox"/> Perform appropriate dynamics, articulations, phrasing, and tempo             <ul style="list-style-type: none"> <li>○ When a musical piece requires a conductor, make real-time adjustments to dynamics, articulations, phrasing, and tempo based on feedback from the conductor</li> </ul> </li> <li><input type="checkbox"/> Make adjustments to personal dynamic level based on the balance of the ensemble</li> </ul> <p>The student exhibits no major errors or omissions.</p>
<p><b>Dv+</b></p>	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
<p><b>Dv</b></p>	<p>The student <b>will</b>:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expressive qualities - dynamic contrast, articulation, tempo, phrasing</li> <li><input type="checkbox"/> Tempo markings</li> <li><input type="checkbox"/> Dynamic markings</li> <li><input type="checkbox"/> Composer</li> </ul> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand composer's intent (based on historical, social, and/or cultural context)</li> <li><input type="checkbox"/> Decode expressive markings listed in a score</li> <li><input type="checkbox"/> When applicable, demonstrates consistent focus on the conductor or other ensemble members and understand which cues to look for and what they mean in relation to expressive qualities</li> <li><input type="checkbox"/> Understand dynamics and blend are impacted by the performance venue and adjustments may be necessary</li> </ul> <p>However, the student exhibits major errors or omissions regarding the 3.0 content.</p>
<p><b>Bg+</b></p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p><b>Bg</b></p>	<p>With help, the student exhibits partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p><b>Bg-</b></p>	<p>With help, partial understanding of 2.0 content, but no understanding of 3.0 content.</p>


\*With help may include rephrasing questions, asking probing questions, and/or providing prompts or sentence starters.

## 2. Performs Music with Technical Accuracy

<b>EE</b>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student <b>might</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Independently develop justified strategies for improvement to address technical challenges</li> <li><input type="checkbox"/> Prepare and perform solo repertoire with technical accuracy for an adjudicated event (such as the school's Solo/Ensemble Festival)</li> <li><input type="checkbox"/> Maintain technically accurate independence playing in a small ensemble (such as a duet, trio, or quartet) for an adjudicated event</li> </ul>
<b>Sc+</b>	In addition to 3.0 performance, in-depth inferences and applications with partial success.
 <b>Sc</b>	<p>The student <b>will</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Perform correct notes</li> <li><input type="checkbox"/> Perform correct rhythms</li> <li><input type="checkbox"/> Perform correct articulations</li> <li><input type="checkbox"/> Perform using proper instrument technique</li> <li><input type="checkbox"/> Apply suggested strategies for improvement to address technical challenges</li> </ul> <p>The student exhibits no major errors or omissions.</p>
<b>Dv+</b>	No major errors or omissions regarding 2.0 content and partial success at 3.0 content.
<b>Dv</b>	<p>The student <b>will</b>:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Music reading skills (note names, rhythmic values, time signature, key signature)</li> <li><input type="checkbox"/> Pitch</li> <li><input type="checkbox"/> Vocabulary related to instrument technique - embouchure, tonguing, fingering, breathing, slide position, hand position, sticking</li> <li><input type="checkbox"/> Basic strategies for improving skill (choosing alternate fingers, changing ranges, starting a line on left or right stick, etc)</li> </ul> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Decode technical symbols listed in a score</li> <li><input type="checkbox"/> When applicable, demonstrates consistent focus on the conductor or other ensemble members and understand which cues to look for and what they mean in relation to expressive qualities</li> <li><input type="checkbox"/> Understand how to play with proper instrument-dependent technique which could include embouchure, tonguing, breathing, fingering, slide position, hand position, sticking</li> </ul> <p>However, the student exhibits major errors or omissions regarding the 3.0 content.</p>
<b>Bg+</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Bg</b>	With help, the student exhibits partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Bg-</b>	With help, partial understanding of 2.0 content, but no understanding of 3.0 content.


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### 3. Evaluates Musical Performances

<p><b>EE</b></p>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student <b>might</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accurately use musical terminology and knowledge of context to evaluate a performance’s technical and expressive effectiveness to explain why they or did not appreciate a performance</li> <li><input type="checkbox"/> Using a 3.0 self-evaluation and/or feedback from others, develop and implement a plan for self-improvement</li> </ul>
<p><b>Sc+</b></p>	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
<p> <b>Sc</b></p>	<p>The student <b>will</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate the technical accuracy and expressive effectiveness of a performance* using provided criteria and citing markings in the music as justification             <ul style="list-style-type: none"> <li>○ A “performance” might be live or recorded and may include real-time rehearsal feedback.</li> <li>○ Evaluations may be of self or others.</li> </ul> </li> </ul> <p>The student exhibits no major errors or omissions.</p>
<p><b>Dv+</b></p>	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
<p><b>Dv</b></p>	<p>The student <b>will</b>:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Technical accuracy (intonation, pitch, rhythm, balance, blend)</li> <li><input type="checkbox"/> Expressive elements (score markings, dynamics, articulation, tone, phrasing, and style)</li> <li><input type="checkbox"/> Context (cultural, historical, personal, social environmental)</li> <li><input type="checkbox"/> Expressive intent (emotions, thoughts, and ideas a performer and/or composer seek to convey by manipulating the elements of music)</li> </ul> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and interpret musical markings for individual evaluation</li> <li><input type="checkbox"/> Identify errors within a performance</li> <li><input type="checkbox"/> Understand that the critique of a performance should be informed by specific justifications or criteria, not just personal preferences</li> </ul> <p>However, the student exhibits major errors or omissions regarding the 3.0 content.</p>
<p><b>Bg+</b></p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p><b>Bg</b></p>	<p>With help, the student exhibits partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
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#### 4. Writes Using Standard Notation

<p><b>EE</b></p>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student <b>might</b>: (complex content)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compose a passage to be used for an intended purpose</li> <li><input type="checkbox"/> Compose and notate a multi-part harmonic or rhythmic passage</li> <li><input type="checkbox"/> Compose a passage intentionally written in a key other than major</li> </ul>
<p><b>Sc+</b></p>	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
<p> <b>Sc</b></p>	<p>The student <b>will</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Preserve draft compositions through standard notation</li> <li><input type="checkbox"/> Notate short rhythmic passages</li> <li><input type="checkbox"/> Notate short melodic passages</li> </ul> <p>The student exhibits no major errors or omissions.</p>
<p><b>Dv+</b></p>	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
<p><b>Dv</b></p>	<p>The student <b>will</b>:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rhythmic passage</li> <li><input type="checkbox"/> Melodic passage</li> <li><input type="checkbox"/> Bar lines - measure, repeats, double bar line, new section, 1st and 2nd endings, etc</li> <li><input type="checkbox"/> Foundational Rhythmic values (quarter, half, whole, eighth, sixteenth)</li> <li><input type="checkbox"/> Note values</li> <li><input type="checkbox"/> Intervals: whole steps v. half steps</li> <li><input type="checkbox"/> Tie v. slur</li> <li><input type="checkbox"/> Standard notation</li> </ul> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify time signatures (4/4, 3/4, 6/8)</li> <li><input type="checkbox"/> Identify key signatures</li> <li><input type="checkbox"/> Identify lines and spaces</li> <li><input type="checkbox"/> Understand that music of varying cultural groups, global regions, and historical eras may be preserved, notated, and executed in different ways</li> </ul> <p>However, the student exhibits major errors or omissions regarding the 3.0 content.</p>
<p><b>Bg+</b></p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p><b>Bg</b></p>	<p>With help, the student exhibits partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
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