


[Progress Report Statements](#) [Course-at-a-Glance](#)


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1. Performs Expressive Qualities of Music

<p>EE</p>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select and execute strategies to address expressive challenges <input type="checkbox"/> Suggest expressive interpretations for ensemble application using informed justifications
<p>Sc+</p>	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
<p> Sc</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> React to the conductor’s gesture(s) to inform dynamics and simple phrasing <input type="checkbox"/> Identify and perform the expressive markings in the score <input type="checkbox"/> Perform with intentional expression guided by mood, lyrics, and performance scenario <p>The student exhibits no major errors or omissions.</p>
<p>Dv+</p>	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
<p>Dv</p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expressive markings <input type="checkbox"/> Dynamics <input type="checkbox"/> Articulation <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret expressive markings to inform performance <input type="checkbox"/> Understand that music of varying cultural groups, global regions, and historical eras may be interpreted and/or executed in different ways or have different expressive values <input type="checkbox"/> Understand which conducting gestures to look for and what the gestures mean in relation to dynamics and phrase shape <input type="checkbox"/> Demonstrate consistent focus on the conductor (face conductor, eyes up, control body movements, manage distractions) <p>However, the student exhibits major errors or omissions regarding the 3.0 content.</p>
<p>Bg+</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p>Bg</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>Bg-</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 with Technical Accuracy

EE	<p>In-depth inferences and applications that meet and exceed secure expectations. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select and execute strategies to address technical accuracy challenges <input type="checkbox"/> Learn, read, and alter technical approaches to authentically perform music from various cultures
Sc+	In addition to 3.0 performance, in-depth inferences and applications with partial success.
 Sc	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perform correct rhythms <input type="checkbox"/> Perform accurate pitches / intonation <input type="checkbox"/> React to the conductor's gesture(s) to inform tempo and entrances and cut-offs <p>The student exhibits no major errors or omissions.</p>
Dv+	No major errors or omissions regarding 2.0 content and partial success at 3.0 content.
Dv	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Music reading (note names, rhythmic values, time signature, key signature) <input type="checkbox"/> Intervals: steps vs. skips <input type="checkbox"/> Tempo and steady pulse <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unifying pitch and tone <input type="checkbox"/> Read standard rhythm and pitch notation <input type="checkbox"/> Understand that music of varying cultural groups, global regions, and historical eras may be preserved, notated, executed, and thus learned in different ways <input type="checkbox"/> Understand which conducting gestures to look for and what the gestures mean in relation to tempo and entrances and cut-offs <input type="checkbox"/> Demonstrate consistent focus on the conductor (face conductor, eyes up, control body movements, manage distractions) <p>However, the student exhibits major errors or omissions regarding the 3.0 content.</p>
Bg+	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Bg	With help, the student exhibits partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
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3. Demonstrates Appropriate Physical Technique While Singing

<p>EE</p>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Produce mature and consistent tone through solo literature <input type="checkbox"/> Select and execute strategies to address challenges in physical technique and tone production
<p>Sc+</p>	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
<p> Sc</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Produce consistent and controlled tone as developmentally appropriate <input type="checkbox"/> Demonstrate proper posture, breath intake, and placement when singing within a variety of musical styles <input type="checkbox"/> Manipulate vowel shape to produce desired sound <p>The student exhibits no major errors or omissions.</p>
<p>Dv+</p>	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
<p>Dv</p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Posture and alignment <input type="checkbox"/> Inhale/exhale <input type="checkbox"/> Tone placement <input type="checkbox"/> Vowel shape <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain breath intake – expansive, low, silent, prepared with the vowel shape <input type="checkbox"/> Explain proper placement – bright vs. dark, tall vs. shallow <input type="checkbox"/> Understand the role of vowel shape in creating individual and unified sounds <p>However, the student exhibits major errors or omissions regarding the 3.0 content.</p>
<p>Bg+</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
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4. Uses Sight-Reading Skills to Perform Accurate Rhythmic and Pitch Notations

<p>EE</p>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and perform rhythmic patterns in mixed meter <input type="checkbox"/> Recognize and perform intervals within minor keys <input type="checkbox"/> Maintain independence while performing a multi-part excerpt
<p>Sc+</p>	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
<p> Sc</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply sight-reading skills to sight-reading exercises with hand signs <input type="checkbox"/> Recognize and perform intervals within major keys <input type="checkbox"/> Identify key signatures and tonic <input type="checkbox"/> Read and perform rhythmic patterns in multiple meters <input type="checkbox"/> Recognize note values <p>The student exhibits no major errors or omissions.</p>
<p>Dv+</p>	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
<p>Dv</p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Intervals: skip vs. step <input type="checkbox"/> Major vs. minor <input type="checkbox"/> Tonic <input type="checkbox"/> Key signature <input type="checkbox"/> Rhythmic values (quarter, half, eighth, sixteenth, dotted) <input type="checkbox"/> Solfege hand signs <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying lines and spaces <input type="checkbox"/> Identifying common time signatures <input type="checkbox"/> Perform sight reading exercises using simple stepwise motion <input type="checkbox"/> Demonstrate a major scale using solfege <p>However, the student exhibits major errors or omissions regarding the 3.0 content.</p>
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5. Writes Using Standard Notation

<p>EE</p>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compose a passage to be used for an intended audience/purpose or performer range <input type="checkbox"/> Compose and notate a multi-part passage
<p>Sc+</p>	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
<p> Sc</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notate short rhythmic passages using written and/or digital notation software <input type="checkbox"/> Notate short melodic passages using written and/or digital notation software <p>The student exhibits no major errors or omissions.</p>
<p>Dv+</p>	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
<p>Dv</p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rhythmic passage <input type="checkbox"/> Melodic passage <input type="checkbox"/> Measure <input type="checkbox"/> Bar lines <input type="checkbox"/> Repeats <input type="checkbox"/> Rhythmic values (quarter, whole, half, eighth, sixteenth, dotted) <input type="checkbox"/> Intervals: steps vs. skips <input type="checkbox"/> Notation <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify time signatures (4/4, 3/4, 6/8) <input type="checkbox"/> Identifying major key signatures <input type="checkbox"/> Identify lines and spaces <p>However, the student exhibits major errors or omissions regarding the 3.0 content.</p>
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6. Demonstrates an Understanding of the Mutual Impact of Music, Culture and History

<p>EE</p>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program a theoretical concert around a particular theme for a particular audience using criteria related to contextual understanding <input type="checkbox"/> Craft concert program notes supported by context within the score and additional research
<p>Sc+</p>	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
<p> Sc</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the mutual impact music, culture and history have on one another <input type="checkbox"/> Analyze the effectiveness of a performance's stylistic choices <input type="checkbox"/> Execute elements of a stylistically appropriate performance <input type="checkbox"/> Explain the importance of including various styles within a concert performance <p>The student exhibits no major errors or omissions.</p>
<p>Dv+</p>	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
<p>Dv</p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Style <input type="checkbox"/> Mood <input type="checkbox"/> Stylistically appropriate tone (i.e. pop vs. choral) <input type="checkbox"/> Dynamic and expressive markings <input type="checkbox"/> Lyrics <input type="checkbox"/> Repertoire <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify text source (poem, scripture, etc.) <input type="checkbox"/> Recognize that technique and style differ in the context of style, culture, era, etc. <input type="checkbox"/> Shift tone color for the mood of a piece <input type="checkbox"/> Use provided resources and prior knowledge to understand historical/cultural context and build connections <p>However, the student exhibits major errors or omissions regarding the 3.0 content.</p>
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7. Evaluates and Critiques Musical Performances

<p>EE</p>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate a performance using independently developed criteria <input type="checkbox"/> Coach a peer performance using provided criteria
<p>Sc+</p>	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
<p> Sc</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate a performance’s technical accuracy using provided criteria <input type="checkbox"/> Evaluate a performance’s expressive effectiveness using provided criteria and citing markings in the score as justification <p>The student exhibits no major errors or omissions.</p>
<p>Dv+</p>	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
<p>Dv</p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Technical accuracy (intonation, pitch, rhythm, blend) <input type="checkbox"/> Expressive elements (score markings, dynamics, articulation, tone, phrasing, and style) <input type="checkbox"/> Context (cultural, historical, personal, social environmental) <input type="checkbox"/> Expressive intent (emotions, thoughts, and ideas a performer and/or composer seek to convey by manipulating the elements of music) <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and interpret markings in a score <input type="checkbox"/> Identifying errors within a performance <input type="checkbox"/> Understand that the critique of a performance should be informed by specific justifications or criteria, not just personal preferences <p>However, the student exhibits major errors or omissions regarding the 3.0 content.</p>
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