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1. Performs Expressive Intent of Music

<p>4.0</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"/> Suggest expressive and stylistic interpretations for individual and/or ensemble application using informed justifications <input type="checkbox"/> Interpret a piece of music in multiple ways to reflect multiple genres, styles, and/or mood
<p>3.5</p>	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
<p> 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> React to conductor's gesture(s) to inform dynamics and phrasing <input type="checkbox"/> Identify and perform the expressive markings in the score <input type="checkbox"/> Perform with intentional expression as guided by mood, lyrics, performance scenario, context, and a variety of genres <p>The student exhibits no major errors or omissions.</p>
<p>2.5</p>	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
<p>2.0</p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dynamics <input type="checkbox"/> Expressive markings <input type="checkbox"/> Articulation <input type="checkbox"/> Text source (poem, scripture, etc.) <input type="checkbox"/> Context (historical, cultural, political, social environmental, personal) <input type="checkbox"/> Genres (jazz, musical theatre, pop, choral, etc) <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret expressive markings and lyrics to inform performance <input type="checkbox"/> Understand that music of varying cultural groups, regions, genres, 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"/> Communicate expression with posture, facial expression, movement, choreography, etc <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>1.5</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p>1.0</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>0.5</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

4.0	<p>In-depth inferences and applications that meet and exceed secure expectations.</p> <p>The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create and execute new strategies to address technical accuracy challenges <input type="checkbox"/> Learn, read, and alter technical approaches to perform music from various cultures and genres
3.5	In addition to 3.0 performance, in-depth inferences and applications with partial success.
 3.0	<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, entrances and cut-offs, and vowel shape <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding 2.0 content and partial success at 3.0 content.
2.0	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pitch matching and production <input type="checkbox"/> Music reading (note names, rhythmic values, time signature, key signature) <input type="checkbox"/> Intervals: steps, skips, leaps <input type="checkbox"/> Tempo and steady pulse <input type="checkbox"/> Time Signatures (4/4, 3/4, 2/4, 6/8, 9/8, cut, common, mixed meter) <input type="checkbox"/> Context (historical, cultural, political, social environmental, personal) <input type="checkbox"/> Genres (jazz, musical theatre, pop, choral, etc) <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, genres, 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>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0	With help, the student exhibits partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
0.5	With help, partial understanding of 2.0 content, but no understanding of 3.0 content.


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3. Demonstrates Appropriate Physical Technique While Singing

<p>4.0</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, consistent tone and resonance through solo literature <input type="checkbox"/> Select and execute strategies to address challenges in physical technique and tone production
<p>3.5</p>	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
<p> 3.0</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 resonance 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>2.5</p>	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
<p>2.0</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 <input type="checkbox"/> Resonators (i.e. chest, head, nasal, throat) <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 resonance – head vs. chest, nasal vs. throat, etc. <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>1.5</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p>1.0</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>0.5</p>	<p>With help, partial understanding of 2.0 content, but no understanding of 3.0 content.</p>


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4. Uses Sight-Reading Skills to Perform Accurate Rhythmic and Pitch Notations

4.0	<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 with syncopation <input type="checkbox"/> Perform a passage with chromatic syllables approached by leap
3.5	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply sight-reading skills and hand signs to multi-part exercises or sections of concert repertoire <input type="checkbox"/> Recognize and perform intervals within major and minor keys <input type="checkbox"/> Read and perform rhythmic patterns in multiple meters including syncopation <input type="checkbox"/> Perform a passage with chromatic syllables approached by half step <p>The student exhibits no major errors or omissions.</p>
2.5	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
2.0	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tonic <input type="checkbox"/> Key signature <input type="checkbox"/> Rhythmic values (quarter, half, eighth, sixteenth, dotted) <input type="checkbox"/> Major, minor, and chromatic scales <input type="checkbox"/> Solfege including major, minor and chromatic syllables and corresponding hand symbols <input type="checkbox"/> Intervals: step-wise, leaps, skips <input type="checkbox"/> Time signatures including 4/4, 3/4, 2/4, 6/8, 9/8, cut and common time <input type="checkbox"/> Mixed meter (shifting between time signatures) <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perform sight reading exercises using steps, and skips <input type="checkbox"/> Demonstrate a major, minor, and chromatic scale using solfege <input type="checkbox"/> Recognize and perform intervals within major and minor scales <input type="checkbox"/> Recognize and identify chromatic syllables based on accidentals <input type="checkbox"/> Identify key signatures, tonic, and starting note <input type="checkbox"/> Read and perform syncopated rhythms in multiple meters <p>However, the student exhibits major errors or omissions regarding the 3.0 content.</p>
1.5	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
1.0	<p>With help, the student exhibits partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
0.5	<p>With help, partial understanding of 2.0 content, but no understanding of 3.0 content.</p>


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5. Writes Using Standard Notation

<p>4.0</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 and notate a multi-part passage utilizing leaps and chromaticism <input type="checkbox"/> Notate a musical passage with intentional stylistic elements that reflect a certain style or genre
<p>3.5</p>	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
<p> 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notate musical passages using written and/or digital notation software including expressive elements such as dynamics and articulation <p>The student exhibits no major errors or omissions.</p>
<p>2.5</p>	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
<p>2.0</p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Musical passage <input type="checkbox"/> Rhythmic values (quarter, half, eighth, sixteenth, dotted, triplets, syncopation) <input type="checkbox"/> Mixed meter <input type="checkbox"/> Intervals: steps vs. skips vs. leaps <input type="checkbox"/> Notation <input type="checkbox"/> Dynamic markings, crescendo, decrescendo <input type="checkbox"/> Articulation <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify time signatures (4/4, 2/4, 3/4, 6/8, 9/8, cut, common) <input type="checkbox"/> Identifying major key signatures <p>However, the student exhibits major errors or omissions regarding the 3.0 content.</p>
<p>1.5</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p>1.0</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>0.5</p>	<p>With help, partial understanding of 2.0 content, but no understanding of 3.0 content.</p>


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6. Demonstrates an Understanding of the Mutual Impact of Music, Culture, and History

4.0	<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"/> Curate supplemental artifacts or display that provides additional context or cross-discipline connections of a performed piece
3.5	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
 3.0	<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"/> Cite evidence of historical and cultural context in analysis of a performance’s stylistic choices <input type="checkbox"/> Execute elements of a stylistically appropriate performance in a variety of genres <input type="checkbox"/> Explain the importance of including various styles within a concert performance <input type="checkbox"/> Cite evidence from the score and its markings as well as evidence from personal research to justify interpreted meaning <p>The student exhibits no major errors or omissions.</p>
2.5	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
2.0	<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 <input type="checkbox"/> Genres (jazz, musical theatre, pop, choral, etc) <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, genre, culture, era, etc. <input type="checkbox"/> Use provided resources, independently-curated resources, and prior knowledge to understand historical/cultural context and build connections <input type="checkbox"/> Listen to and discuss elements that convey expression and meaning referencing their own performances or the performances of others <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>4.0</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"/> Coach a peer performance using independently developed criteria
<p>3.5</p>	<p>In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
<p> 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create an informed set of criteria with which to evaluate a performance <input type="checkbox"/> Evaluate a performance’s technical accuracy and expressive effectiveness using personally- or collaboratively-developed criteria, citing markings in the score and personal research as justification <p>The student exhibits no major errors or omissions.</p>
<p>2.5</p>	<p>No major errors or omissions regarding 2.0 content and partial success at 3.0 content.</p>
<p>2.0</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"/> Genre and 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) <input type="checkbox"/> Blend and balance <input type="checkbox"/> Interpretation <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"/> Evaluate a performance using a provided criteria <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>
<p>1.5</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p>1.0</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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