


[Progress Report Statements](#)


1. [Performs Expressive Qualities of Music](#)
2. [Performs Music with Technical Accuracy](#)
3. [Evaluates Musical Performances](#)
4. [Writes Using Standard Notation](#)

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"/> Prepare and perform stylistically-appropriate solo or small ensemble (such as a duet, trio, or quartet) repertoire for an adjudicated event (such as the school's Solo/Ensemble Festival) <input type="checkbox"/> Apply stylistic direction when playing solo literature or passages
<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"/> Make adjustments to convey composer's intent to the audience <input type="checkbox"/> Perform appropriate dynamics, articulations, phrasing, and tempo <ul style="list-style-type: none"> ○ When a musical piece requires a conductor, make real-time adjustments to dynamics, articulations, phrasing, and tempo based on feedback from the conductor <input type="checkbox"/> Make adjustments to personal dynamic level based on the balance of the ensemble <input type="checkbox"/> Describe how stylistic choices change the sound or interpretation of a piece (such as when to use vibrato, when to make adjustments to note lengths, ornaments, etc.) <input type="checkbox"/> Apply suggested strategies for improvement to address technical challenges <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: (foundational content) Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expressive qualities - dynamic contrast, articulation, tempo, phrasing <input type="checkbox"/> Tempo and dynamic markings <input type="checkbox"/> Context (historical, cultural, political, social environmental, personal) <input type="checkbox"/> Genres (jazz, blues, march, pop, classical, etc) <input type="checkbox"/> Ornaments <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand composer's intent (based on genre, historical, social, and/or cultural context) <input type="checkbox"/> Understand the standard characteristics of a musical genre <input type="checkbox"/> Decode expressive markings listed in music <input type="checkbox"/> When applicable, demonstrates consistent focus on the conductor or other ensemble members; understand which expressive cues to look for and what they mean <input type="checkbox"/> Understand dynamics and blend are impacted by the performance venue and adjustments may be necessary <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 Music with Technical Accuracy

<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"/> Prepare and perform solo and small ensemble (such as a duet, trio, or quartet) repertoire with technical accuracy for an adjudicated event (such as the school's Solo/Ensemble Festival) <input type="checkbox"/> Select and apply appropriate techniques to accurately perform music from multiple cultures and genres
<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"/> Perform correct notes <input type="checkbox"/> Perform correct rhythms <input type="checkbox"/> Perform correct articulations <input type="checkbox"/> Perform using proper instrument technique <input type="checkbox"/> Apply suggested strategies for improvement to address technical challenges <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"/> Music reading skills (note names, rhythmic values, time signature, key signature) <input type="checkbox"/> Pitch <input type="checkbox"/> Vocabulary related to instrument technique: embouchure, tonguing, fingering, breathing, slide position, hand position, sticking <input type="checkbox"/> Basic strategies for improving skill (choosing alternate fingers, changing ranges, starting a line on left or right stick, etc) <input type="checkbox"/> Context (historical, cultural, political, social environmental, personal) <input type="checkbox"/> Genres (jazz, blues, march, pop, classical, etc) <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Decode technical symbols in music <input type="checkbox"/> Correctly and stylistically play different types of articulations <input type="checkbox"/> When applicable, demonstrates consistent focus on the conductor or other ensemble members and understand which expressive cues to look for <input type="checkbox"/> Understand how to play with proper instrument-dependent technique which could include embouchure, tonguing, breathing, fingering, slide position, hand position, sticking <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.

3. Evaluates 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"/> 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 <input type="checkbox"/> Using a 3.0 self-evaluation and/or feedback from others, develop and implement a plan for self-improvement
<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"/> Develop a set of criteria with which to evaluate a performance <input type="checkbox"/> Evaluate the technical accuracy and expressive effectiveness of a performance* using personally- or collaboratively-developed criteria and citing markings in the music as justification <ul style="list-style-type: none"> ○ A “performance” might be live or recorded and may include real-time rehearsal feedback. ○ Evaluations may be of self or others. <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, balance, 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) <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and interpret musical markings for individual evaluation <input type="checkbox"/> Identify errors within a performance <input type="checkbox"/> Evaluate a performance using 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>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.

4. 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 and notate a multi-part harmonic or rhythmic passage for an intended purpose <input type="checkbox"/> Compose and notate a multi-part passage in a non-major key including accidentals / chromaticism <input type="checkbox"/> Compose and notate a musical passage to intentionally reflect a certain style or genre
<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"/> Preserve draft compositions through standard notation <input type="checkbox"/> Notate short rhythmic and melodic passages <input type="checkbox"/> Notate musical passages including expressive markings and articulation <input type="checkbox"/> Maintain mood or style in the completion of a “musical sentence starter” <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 and melodic passage <input type="checkbox"/> Bar lines - measure, repeats, double bar line, new section, 1st and 2nd endings, etc <input type="checkbox"/> Foundational Rhythmic values (quarter, half, whole, eighth, sixteenth) <input type="checkbox"/> Note values <input type="checkbox"/> Intervals <input type="checkbox"/> Tie v. slur <input type="checkbox"/> Standard notation <input type="checkbox"/> Expressive markings including dynamic markings, crescendo, decrescendo <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify time signatures <input type="checkbox"/> Identify key signatures <input type="checkbox"/> Identify lines and spaces <input type="checkbox"/> Understand the characteristics of a genre or musical era (i.e. stylistic traits of a march vs swing) <input type="checkbox"/> Understand that music of varying cultural groups, global regions, and historical eras may be preserved, notated, and executed in different ways <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.