

	<u>Novice Musician</u>	<u>Intermediate Musician</u>	<u>Proficient Musician</u>
<p>Standard 1: Creating <i>Conceiving and developing new artistic ideas and work.</i></p> <p>Process Component 1: Imagine <i>Generate musical ideas for various purposes and contexts.</i></p>	<p>Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in music rehearsal.</p>	<p>Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.</p>
	<p>Students will: Compose and/or improvise 8 beat melodic and/or rhythmic pattern.</p>	<p>Students Will: Compose and/or improvise an original 4 measure melodic and rhythmic pattern.</p>	<p>Student Will: Compose a warmup for the ensemble that meets the teacher-provided criteria.</p>
<p>Standard 1: Creating <i>Conceiving and developing new artistic ideas and work.</i></p> <p>Process Component 2: Plan and Make <i>Select and develop musical ideas for defined purposes and contexts.</i></p>	<p>Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.</p>	<p>Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.</p>	<p>Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.</p>
	<p>Student Will: Use standard notation and audio recording</p>	<p>Student Will: Use standard notation and audio recording</p>	<p>Student Will: Use standard notation and audio recording</p>

	to share their 8 beat composition/improvisation.	to share their 4 measure composition/improvisation.	to share their warmup composition/improvisation. Student will discuss and determine appropriate accompaniment with class accompanist.
Standard 1: Creating <i>Conceiving and developing new artistic ideas and work.</i> Process Component 3: Evaluate and Refine <i>Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i>	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.	Evaluate and refine draft melodies, rhythmic passages, arrangements , and improvisations based on established criteria, including the extent to which the address identified purposes.
	Student Will: Listen and read their own compositions. They will then reflect on and evaluate the compositions with a teacher provided rubric.	Student Will: Listen and read their own compositions. They will then reflect on and evaluate the compositions with criteria developed by the students.	Student Will: Evaluate the success of the student written warmups by comparing them to the pre-established criteria, and analyzing the ensembles reaction to the warm-up.
Standard 1: Creating <i>Conceiving and developing new artistic ideas and work.</i> Process Component 4: Present <i>Share creative musical work that conveys intent,</i>	Share personally-developed melodic and rhythmic ideas or motives -individually or as an ensemble-that demonstrate understanding of characteristics music or texts studied in rehearsal.	Share personally-developed melodies and rhythmic passages -individually or as an ensemble- that demonstrate understanding of characteristics of music or texts studied in rehearsal.	Share personally-developed melodies, rhythmic passages, and arrangements -individually or as an ensemble-that address identified purposes.

<i>demonstrates craftsmanship, and exhibits originality.</i>			
	Student Will: Use their audio recording and physical copy of their composition with an audience.	Student Will: Use their audio recording and physical copy of their composition with an audience.	Student Will: Lead the class in the warmup that they have composed, explaining and justifying their choices.
Standard 2: Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i> Process Component 1: Select <i>Select varied musical work to present based on interest, knowledge, technical skill, and context.</i>	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context , and the technical skill of the individual or ensemble.	Select a varied repertoire to study based on music reading skills (where appropriate), and understanding of formal design in the music, context, and the technical skill of the individual or ensemble, and the purpose or context of the performance.	Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
	Student Will: Use teacher-specified criteria to create a program for a specific purpose.	Student Will: Use teacher-specified criteria to create a program for a specific purpose.	<u>Vocabulary:</u> Multicultural Octavo Historical periods Style Tessitura
Standard 2: Performing Process Component 2: Analyze Analyze the structure and context of varied musical	Demonstrate , using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of	Demonstrate, using music reading skills where appropriate how compositional devices employed and theoretical and structural aspects of

works and their implication for performance.		the music in prepared or improvised performances.	musical works impact and inform prepared or improvised performances.
	<p>Student Will: Read and identify standard notation for rhythm, pitch, and dynamics.</p> <p>Sight read four measure phrases that include quarter notes, quarter rests, Do, Mi, and So.</p>	<p>Student Will: Track their own part in an octavo.</p> <p>Read and identify standard notation for rhythm, pitch, dynamics, and articulation.</p> <p>Sight read four measure phrases that include quarter notes, quarter rests, eighth notes, Do, Mi, So, Re, and Fa.</p> <p>Demonstrate a basic understanding of count singing.</p>	<p>Student Will: Make comparisons between parts in an octavo.</p> <p>Read and identify standard notation for rhythm, pitch, dynamics, and articulation.</p> <p>Sightread four measure phrases that include quarter notes, quarter rests, eighth notes, eighth rests, dotted quarter notes, and the entire major scale.</p> <p>Sightread in parts, from octavos, without writing in solfege or counts.</p> <p>Demonstrate an understanding of count singing within sight reading examples and literature.</p>
<p>Standard 2: Performing</p> <p>Process Component 3: Interpret <i>Develop personal</i></p>	<p>Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p>	<p>Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p>	<p>Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.</p>

<i>interpretations that consider creators' intent.</i>			
	<p>Student Will:</p> <p>Identify and demonstrate basic expressive notation, including articulation and dynamics.</p> <p>Demonstrate understanding of text, and will work to personally connect with the text.</p>	<p>Student Will:</p> <p>Compare expressive musical elements to expressive elements in literature.</p> <p>Mark and perform music as directed.</p>	<p>Student Will:</p> <p>Identify musical metaphors.</p> <p>Mark and perform music as directed.</p> <p>Accurately perform music in relation to culture, context, and musical intent.</p>
<p>Standard 2: Performing</p> <p>Process Component 4: Rehearse, Evaluate, and Refine</p> <p><i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	<p>Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p>	<p>Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p>	<p>Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p>
	<p>Student will:</p> <p>Identify and demonstrate knowledge of healthy and age appropriate choral singing..</p> <p>Understand the process of the changing voice.</p> <p>Recognize and respond to conducting gesture.</p>	<p>Student Will:</p> <p>Identify and demonstrate knowledge of healthy and age appropriate choral singing.</p> <p>Explain and demonstrate how to manipulate and shape vowels and vocal tone quality.</p> <p>Recognize and respond to</p>	<p>Student Will:</p> <p>Identify and demonstrate knowledge of healthy and age appropriate choral singing.</p> <p>Anticipate and respond to conducting gesture.</p> <p>Understand and demonstrate healthy and appropriate</p>

	Demonstrate and articulate the importance of facial and body engagement during a performance.	conducting gesture. Demonstrate and articulate the importance of facial and body engagement during a performance. Demonstrate understanding of singing and musical skills by identifying problems in rehearsal	breathing for choral singing. Demonstrate understanding of singing and musical skills by identifying problems in rehearsal and providing solutions.
Standard 2: Performing Process Component 5: Present <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. Demonstrate an awareness of the context of the music through prepared and improvised performances.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles . Demonstrate an understanding of the context of the music through prepared and improvised performances	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres . Demonstrate an understanding of expressive intent by connecting with and audience through prepared and improvised performances.
	The Student Will: Experience and analyze at least one live performance other than their own. Demonstrate and articulate the	Student Will: Perform a variety of literature with technical accuracy and expression. Experience and analyze at	Student Will: Consistently demonstrate all audience expectations. Experience and analyze at least one live performance

	<p>importance of concert attire.</p> <p>Demonstrate and explain the importance of appropriate concert etiquette.</p>	<p>least one live performance other than their own.</p> <p>Demonstrate and articulate the importance of concert attire.</p> <p>Demonstrate and explain the importance of appropriate concert etiquette.</p>	<p>other than their own.</p> <p>Use musical and expressive skills to engage the audience.</p>
<p>Standard 3: Responding</p> <p>Process Component 1: Select</p> <p><i>Choose music appropriate for a specific purpose or context.</i></p>	<p>Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p>	<p>Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.</p>	<p>Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p>
	<p>Student Will: After choosing music for a specific purpose, student will use teacher-provided standards to justify their music choices.</p>	<p>Student Will: After choosing music for a specific purpose, student will use teacher-provided standards to justify their music choices.</p>	<p>Student Will:</p> <p>Participate in selection of music and justify the reasons for their choices.</p> <p>Consider the abilities of the ensemble, the performance purpose, and the availability of the octavo.</p>
<p>Standard 3: Responding</p> <p>Process Component 2: Analyze</p> <p><i>Analyze how the structure and context of varied musical</i></p>	<p>Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>Describe how understanding the context and they way the elements of music are manipulated inform the response to music.</p>	<p>Explain how the analysis of the passages and understanding the elements of music are manipulated inform the response to music.</p>

<i>works inform the response.</i>			
	Student Will: Identify patterns, similarities and contrasts in music.	Student Will: Identify patterns, similarities and contrasts in music, and use this information to aid their music learning process.	Student Will: Identify patterns, similarities and contrasts in music, and use this information to create a rehearsal plan for a teacher provided piece of music.
Standard 3: Responding Process Component 3: Interpret <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts (when appropriate) the setting of the text, and personal research.
	Student Will: Discuss and reflect on the expressive choices of a composer and/or arranger.	Student Will: Make real world connections with the text. Identify and research the effects of historical time periods on music. Relate text to historical events. Relate text to current events. Study the life of the composer and/or poet in order to better understand the context of the	Student Will: Debate the composer and poet's intent. Demonstrate and understanding of the connection between text, music, and performance outcome.

		piece.	
Standard 3: Responding Process Component 4: Evaluate Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	Explain influence of experiences , analysis, and context on interest in and evaluation of music.	Evaluate works and performances based on personally -or collaboratively- developed criteria , including analysis of the structure and context.
	Student Will: Evaluate performances of themselves and others using a teacher-provided rubric.	Student Will: Evaluate performances of themselves and others using a teacher-provided rubric.	Student Will: Evaluate performances of themselves and others using a teacher-provided rubric.