

Music

Graduation Proficiencies

(Performance Indicators/Scoring Criteria)

Proficiency-Based Graduation Requirements (PBGRs) are the locally-delineated set of content knowledge and skills connected to state standards that, when supplemented with any additional locally-developed requirements, have been determined to qualify a student for earning a high school diploma. Vermont's [Education Quality Standards \(EQS\)](#) require that schools' graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms. This requirement will take effect in Vermont beginning with the graduating class of 2020.

Music Graduation Proficiencies



Graduation Proficiency #1 Create: Students will apply the skills and language of music to demonstrate the ability to create music.

K-8 General Music

Performance Indicators:

- a. Develop and revise draft melodies, rhythmic passages, and arrangements for specific purposes, in order to exhibit a breadth of elements/styles.
- b. Use notation software and/or audio recording equipment to preserve compositions.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Develop and revise a draft of melodies, rhythmic passages, and harmonic progression based through the knowledge of common practice tonality or those styles studied in rehearsal.	I can develop and refine a draft of melodies, rhythmic passages, and harmonic progression based on no musical knowledge OR through the knowledge of common practice tonality or those styles studied in rehearsal, with continuous instructor input.	I can develop and refine a draft of melodies, rhythmic passages, and harmonic progression based on limited musical knowledge OR through the knowledge of common practice tonality or those styles studied in rehearsal, with frequent instructor input.	I can develop and refine a draft of melodies, rhythmic passages, and harmonic progression based through the knowledge of common practice tonality or those styles studied in rehearsal, with limited instructor input.	I can develop and refine a draft of melodies, rhythmic passages, and harmonic progression based through the knowledge of common practice tonality or those styles studied in rehearsal, with no instructor input and/or of my own volition.
b. Use notation software and/or audio recording equipment to preserve compositions.	I can observe and assist while an instructor uses notation software and/or audio recording equipment to preserve compositions.	I can use notation software and/or audio recording equipment to preserve compositions, with frequent instructor assistance.	I can use notation software and/or audio recording equipment to preserve complex compositions with limited instructor assistance OR I can use notation software and/or audio recording equipment to preserve simple compositions.	I can use notation software and/or audio recording equipment to preserve complex compositions.

Graduation Proficiency #1 Create: Students will apply the skills and language of music to demonstrate the ability to create music.

5-8 Choral

Performance Indicators:

- c. Develop and revise draft melodies, rhythmic passages, and arrangements for specific purposes, in order to exhibit a breadth of elements/styles.
- d. Use notation software and/or audio recording equipment to preserve compositions.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>



a. Revise and refine a draft of melodies, rhythmic passages, and harmonic progression based through the knowledge of common practice tonality or those styles studied in rehearsal.	I can create and refine a draft of melodies, rhythmic passages, and harmonic progression based on no musical knowledge OR through the knowledge of common practice tonality or those styles studied in rehearsal, with continuous instructor input.	I can create and refine a draft of melodies, rhythmic passages, and harmonic progression based on limited musical knowledge OR through the knowledge of common practice tonality or those styles studied in rehearsal, with frequent instructor input.	I can create and refine a draft of melodies, rhythmic passages, and harmonic progression based through the knowledge of common practice tonality or those styles studied in rehearsal, with limited instructor input.	I can create and refine a draft of melodies, rhythmic passages, and harmonic progression based through the knowledge of common practice tonality or those styles studied in rehearsal, with no instructor input and/or of my own volition.
b. Use notation software and/or audio recording equipment to preserve compositions.	I can observe and assist while an instructor uses notation software and/or audio recording equipment to preserve compositions.	I can use notation software and/or audio recording equipment to preserve compositions, with frequent instructor assistance.	I can use notation software and/or audio recording equipment to preserve complex compositions with limited instructor assistance OR I can use notation software and/or audio recording equipment to preserve simple compositions.	I can use notation software and/or audio recording equipment to preserve complex compositions.

Graduation Proficiency #1 **Create:** Students will apply the skills and language of music to demonstrate the ability to create music.

5-8 Instrumental

Performance Indicators:

- a. Develop and revise draft melodies, rhythmic passages, and arrangements for specific purposes, in order to exhibit a breadth of elements/styles.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Revise and refine melodies, rhythmic passages through the knowledge of those styles studied in rehearsal.	I can create and refine melodies, rhythmic passages, based on no musical knowledge or those styles studied in rehearsal, with continuous instructor input.	I can create and refine melodies, rhythmic passages, based on limited musical knowledge or those styles studied in rehearsal, with frequent instructor input.	I can develop and refine melodies, rhythmic passages, based through those styles studied in rehearsal, with limited instructor input.	I can create and refine melodies, rhythmic passages, based through those styles studied in rehearsal, with no instructor input and/or of my own volition.



Graduation Proficiency #1 Create: Students will apply the skills and language of music to demonstrate the ability to create music.

9-12 Choral and Instrumental

Performance Indicators:

- e. Develop and revise draft melodies, rhythmic passages, and arrangements for specific purposes, in order to exhibit a breadth of elements/styles.
- f. Use notation software and/or audio recording equipment to preserve compositions.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Revise and refine a draft of melodies, rhythmic passages, and harmonic progression based through the knowledge of common practice tonality or those styles studied in rehearsal.	I can create and refine a draft of melodies, rhythmic passages, and harmonic progression based on no musical knowledge OR through the knowledge of common practice tonality or those styles studied in rehearsal, with continuous instructor input.	I can create and refine a draft of melodies, rhythmic passages, and harmonic progression based on limited musical knowledge OR through the knowledge of common practice tonality or those styles studied in rehearsal, with frequent instructor input.	I can create and refine a draft of melodies, rhythmic passages, and harmonic progression based through the knowledge of common practice tonality or those styles studied in rehearsal, with limited instructor input.	I can create and refine a draft of melodies, rhythmic passages, and harmonic progression based through the knowledge of common practice tonality or those styles studied in rehearsal, with no instructor input and/or of my own volition.
b. Use notation software and/or audio recording equipment to preserve compositions.	I can observe and assist while an instructor uses notation software and/or audio recording equipment to preserve compositions.	I can use notation software and/or audio recording equipment to preserve compositions, with frequent instructor assistance.	I can use notation software and/or audio recording equipment to preserve complex compositions with limited instructor assistance OR I can use notation software and/or audio recording equipment to preserve simple compositions.	I can use notation software and/or audio recording equipment to preserve complex compositions.

Graduation Proficiency #2 - Present (Perform): Students will apply the skills and standards learned to demonstrate in performance in a way that conveys meanings and communicates ideas of completed works.

K-8 General Music



Performance Indicators:

- a. Select a varied repertoire based on analysis, the context of the performance, and the skills of the performer(s).
- b. Demonstrate the impact of musical elements and cultural/historical context and how they inform prepared or improvised performances.
- c. Respect the rehearsal process and demonstrate ownership of one's own preparation and contribution to the class/ensemble.
- d. Evaluate one's own progression/learning and the progress of the ensemble, using personally- and/or collaboratively developed criteria.
- e. Acknowledge and demonstrate appropriate performer and audience etiquette.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Select a varied repertoire based on analysis, the context of the performance, and the skills of the performer(s).	I can give input to an instructor who then chooses my repertoire.	I can justify my repertoire choices, but without utilizing any musical language or knowledge of difficulty level.	I can justify my repertoire choices using teacher given musical criteria; I am aware of my skill level and can identify characteristics of pieces that are too difficult or not challenging.	I can justify my repertoire choices unassisted and am aware of its difficulty level in relation to my abilities.
b. Demonstrate the impact of musical elements, cultural understanding, and/or historical context through how they inform preparation or performances.	I can hear and identify differences in preparation or performances, but am unable to define what makes them different.	I can understand that there is an impact through musical elements, cultural understanding, and/or historical context on how they inform preparation or performances based on instructor led discussions.	I can demonstrate the impact of musical elements, cultural understanding, and/or historical context through how they inform preparation or performances based on instructor led discussions.	I can demonstrate the impact of musical elements, cultural understanding, and/or historical context through how they inform preparation or performances based on self-driven research and awareness in addition to instructor led discussions.
c. Respect the rehearsal process and demonstrate ownership of one's own preparation and contribution to the class/ensemble.	I can create a plan to improve my rehearsal technique and my preparation and contribution to the class/ensemble.	I can respect the rehearsal process but need assistance demonstrating ownership of my preparation and contribution to the class/ensemble.	I can respect the rehearsal process and demonstrate ownership of my own preparation and contribution to the class/ensemble.	I can respect the rehearsal process, demonstrate ownership of my own preparation, and lead others to ownership and proficiency.
d. Evaluate one's own progression/learning and the progress of the ensemble, using personally- and/or collaboratively developed criteria.	I can hear when something is inaccurate but am unable to pinpoint why or how to fix it.	I can begin to evaluate my own progress/learning and the progress of the ensemble, but need assistance in developing corrective techniques.	I can evaluate my own progress/learning and the progress of the ensemble using developed musical criteria AND correct using appropriate practice techniques.	I can evaluate and correct my own progress/learning and the progress of the ensemble using developed criteria AND can evaluate and correct the progress and learning of others.
e. Acknowledge and demonstrate appropriate performer and audience etiquette.	I can define appropriate performer and audience etiquette but can not demonstrate.	I can acknowledge and demonstrate appropriate performer and audience etiquette with reminders.	I can acknowledge and demonstrate appropriate performer and audience etiquette.	I can acknowledge and demonstrate appropriate performer and audience etiquette and lead others in this behavior.



Graduation Proficiency #2 - Present (Perform): Students will apply the skills and standards learned to demonstrate in performance in a way that conveys meanings and communicates ideas of completed works.

5-8 Choral

Performance Indicators:

- f. Select a varied repertoire based on analysis, the context of the performance, and the skills of the performer(s).
- g. Demonstrate the impact of musical elements and cultural/historical context and how they inform prepared or improvised performances.
- h. Respect the rehearsal process and demonstrate ownership of one’s own preparation and contribution to the class/ensemble.
- i. Evaluate one’s own progression/learning and the progress of the ensemble, using personally- and/or collaboratively developed criteria.
- j. Acknowledge and demonstrate appropriate performer and audience etiquette.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Select a varied repertoire based on analysis, the context of the performance, and the skills of the performer(s).	I can give input to an instructor who then chooses my repertoire.	I can justify my repertoire choices, but without utilizing any musical language or knowledge of difficulty level.	I can justify my repertoire choices using teacher given musical criteria; I am aware of my skill level and can identify characteristics of pieces that are too difficult or not challenging.	I can justify my repertoire choices unassisted and am aware of its difficulty level in relation to my abilities.
b. Demonstrate the impact of musical elements, cultural understanding, and/or historical context through how they inform preparation or performances.	I can hear and identify differences in preparation or performances, but am unable to define what makes them different.	I can understand that there is an impact through musical elements, cultural understanding, and/or historical context on how they inform preparation or performances based on instructor led discussions.	I can demonstrate the impact of musical elements, cultural understanding, and/or historical context through how they inform preparation or performances based on instructor led discussions.	I can demonstrate the impact of musical elements, cultural understanding, and/or historical context through how they inform preparation or performances based on self-driven research and awareness in addition to instructor led discussions.
c. Respect the rehearsal process and demonstrate ownership of one’s own preparation and contribution to the class/ensemble.	I can create a plan to improve my rehearsal technique and my preparation and contribution to the class/ensemble.	I can respect the rehearsal process but need assistance demonstrating ownership of my preparation and contribution to the class/ensemble.	I can respect the rehearsal process and demonstrate ownership of my own preparation and contribution to the class/ensemble.	I can respect the rehearsal process, demonstrate ownership of my own preparation, and lead others to ownership and proficiency.
d. Evaluate one’s own progression/learning and the progress of the ensemble, using personally- and/or collaboratively developed criteria.	I can hear when something is inaccurate but am unable to pinpoint why or how to fix it.	I can begin to evaluate my own progress/learning and the progress of the ensemble, but need assistance in developing corrective techniques.	I can evaluate my own progress/learning and the progress of the ensemble using developed musical criteria AND correct using appropriate practice techniques.	I can evaluate and correct my own progress/learning and the progress of the ensemble using developed criteria AND can evaluate and correct the progress and learning of others.



e. Acknowledge and demonstrate appropriate performer and audience etiquette.	I can define appropriate performer and audience etiquette but can not demonstrate.	I can acknowledge and demonstrate appropriate performer and audience etiquette with reminders.	I can acknowledge and demonstrate appropriate performer and audience etiquette.	I can acknowledge and demonstrate appropriate performer and audience etiquette and lead others in this behavior.
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Graduation Proficiency #2 - Present (Perform): Students will apply the skills and standards learned to demonstrate in performance in a way that conveys meanings and communicates ideas of completed works.

5-8 Instrumental

Performance Indicators:

- a. Identify and perform written rhythmic notation including but not limited to whole, half, quarter, eighth note/rest rhythm combinations.
- b. Identify simple meter and perform time signatures including duple, triple, and quadruple simple meters.
- c. Identify, describe, and perform articulations, dynamics, and expressive language
- d. Identify and perform written notation including pitch names on the appropriate clef, flat, sharp, natural and key signature symbols.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Identify and perform written rhythmic notation including but not limited to whole, half, quarter, eighth note/rest rhythm combinations.	I can identify and perform rhythmic notation with strong cues from instructor.	I can identify and perform written rhythmic notation including but not limited to whole, half, quarter, eighth note/rest rhythm combinations with instructors assistance.	I can identify and perform written rhythmic notation including but not limited to whole, half, quarter, eighth note/rest rhythm combinations.	I can identify and perform written rhythmic notation including but not limited to whole, half, quarter, eighth note/rest rhythm combinations and use proper counting to demonstrate and teach another student.
b. Identify simple meter and perform time signatures including duple, triple, and quadruple simple meters.	I can identify 2/4, 3/4, and 4/4 time signatures with specific facilitating instructor cues.	I can identify 4/4, 2/4 and 3/4 time signatures with simple cues from instructor.	I can identify simple meter and perform time signatures including duple, triple, and quadruple simple meters.	I can identify simple meter and perform time signatures including duple, triple, and quadruple simple and compound meters.
c. Identify, describe, and perform articulations, dynamics, and expressive language	I can Identify, describe, and perform articulations, dynamics, and expressive language with a significant amount of instructor cues.	I can identify, describe, and perform articulations, dynamics, and expressive language with limited instructor cues and use of a glossary.	I can identify, describe, and perform articulations, dynamics, and expressive language	I can identify, describe, and perform articulations, dynamics, and expressive language and explain them appropriately to other students and instructor.



d. Identify and perform written notation including pitch names on the appropriate clef, flat, sharp, natural and key signature symbols.	I can identify and perform some written notation, but not all the required pitch names on the appropriate clef, flat, sharp, natural and key signature symbols.	I can identify and perform written notation using resources like fingering charts, guides, or with help from the teacher.	I can identify and perform written notation including pitch names on the appropriate clef, flat, sharp, natural and key signature symbols.	I can fluently identify and perform written notation. I can apply the concepts I already know to figure out new notes I haven't been taught yet.
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Graduation Proficiency #2 - Present (Perform): Students will apply the skills and standards learned to demonstrate in performance in a way that conveys meanings and communicates ideas of completed works.

9-12 Choral and Instrumental

Performance Indicators:

- k. Select a varied repertoire based on analysis, the context of the performance, and the skills of the performer(s).
- l. Demonstrate the impact of musical elements and cultural/historical context and how they inform prepared or improvised performances.
- m. Respect the rehearsal process and demonstrate ownership of one's own preparation and contribution to the class/ensemble.
- n. Evaluate one's own progression/learning and the progress of the ensemble, using personally- and/or collaboratively developed criteria.
- o. Acknowledge and demonstrate appropriate performer and audience etiquette.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Select a varied repertoire based on analysis, the context of the performance, and the skills of the performer(s).	I can give input to an instructor who then chooses my repertoire.	I can justify my repertoire choices, but without utilizing any musical language or knowledge of difficulty level.	I can justify my repertoire choices using teacher given musical criteria; I am aware of my skill level and can identify characteristics of pieces that are too difficult or not challenging.	I can justify my repertoire choices unassisted and am aware of its difficulty level in relation to my abilities.
b. Demonstrate the impact of musical elements, cultural understanding, and/or historical context through how they inform preparation or performances.	I can hear and identify differences in preparation or performances, but am unable to define what makes them different.	I can understand that there is an impact through musical elements, cultural understanding, and/or historical context on how they inform preparation or performances based on instructor led discussions.	I can demonstrate the impact of musical elements, cultural understanding, and/or historical context through how they inform preparation or performances based on instructor led discussions.	I can demonstrate the impact of musical elements, cultural understanding, and/or historical context through how they inform preparation or performances based on self-driven research and awareness in addition to instructor led discussions.
c. Respect the rehearsal process and demonstrate ownership of one's own preparation and contribution to the class/ensemble.	I can create a plan to improve my rehearsal technique and my preparation and contribution to the class/ensemble.	I can respect the rehearsal process but need assistance demonstrating ownership of my preparation and	I can respect the rehearsal process and demonstrate ownership of my own preparation and contribution to the class/ensemble.	I can respect the rehearsal process, demonstrate ownership of my own preparation, and lead others to ownership and proficiency.



		contribution to the class/ensemble.		
d. Evaluate one's own progression/learning and the progress of the ensemble, using personally- and/or collaboratively developed criteria.	I can hear when something is inaccurate but am unable to pinpoint why or how to fix it.	I can begin to evaluate my own progress/learning and the progress of the ensemble, but need assistance in developing corrective techniques.	I can evaluate my own progress/learning and the progress of the ensemble using developed musical criteria AND correct using appropriate practice techniques.	I can evaluate and correct my own progress/learning and the progress of the ensemble using developed criteria AND can evaluate and correct the progress and learning of others.
e. Acknowledge and demonstrate appropriate performer and audience etiquette.	I can define appropriate performer and audience etiquette but can not demonstrate.	I can acknowledge and demonstrate appropriate performer and audience etiquette with reminders.	I can acknowledge and demonstrate appropriate performer and audience etiquette.	I can acknowledge and demonstrate appropriate performer and audience etiquette and lead others in this behavior.

Graduation Proficiency #3- Respond: Students will apply the skills and language learned to demonstrate the ability to respond to musical intent.

K-8 General Music

Performance Indicators:

- a. Explain and support the interpretation and analysis of musical elements and how they inform the response to music and musical meaning
- b. Evaluate works and performances of others based on musical criteria developed/discussed both personally and as a group.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Explain and support the interpretation and analysis of musical elements and how they inform the response to music and musical meaning	I can identify musical elements and how they inform meaning with instructor assistance and criteria.	I can explain the interpretation and analysis of musical elements and how they inform the response to music and musical meaning using instructor provided criteria, with instructor assistance.	I can explain and support the interpretation and analysis of musical elements and how they inform the response to music and musical meaning using instructor provided criteria.	I can explain and support the interpretation and analysis of musical elements and how they inform the response to music and musical meaning using my own research and experience in addition to instructor provided criteria.
b. Evaluate works and performances of others based on musical criteria developed/discussed both personally and as a group.	I can evaluate works and performances of others with no musical basis.	I can evaluate works and performances of others based on musical criteria developed/discussed both personally and as a group through an instructor led discussion.	I can evaluate works and performances of others based on musical criteria developed/discussed both personally and as a group.	I can evaluate works and performances of others based on musical criteria developed/discussed using my own research and experience and those developed by others..



Graduation Proficiency #3- Respond: Students will apply the skills and language learned to demonstrate the ability to respond to musical intent.

5-8 Choral

Performance Indicators:

- c. Explain and support the interpretation and analysis of musical elements and how they inform the response to music and musical meaning
- d. Evaluate works and performances of others based on musical criteria developed/discussed both personally and as a group.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Explain and support the interpretation and analysis of musical elements and how they inform the response to music and musical meaning	I can identify musical elements and how they inform meaning with instructor assistance and criteria.	I can explain the interpretation and analysis of musical elements and how they inform the response to music and musical meaning using instructor provided criteria, with instructor assistance.	I can explain and support the interpretation and analysis of musical elements and how they inform the response to music and musical meaning using instructor provided criteria.	I can explain and support the interpretation and analysis of musical elements and how they inform the response to music and musical meaning using my own research and experience in addition to instructor provided criteria.
b. Evaluate works and performances of others based on musical criteria developed/discussed both personally and as a group.	I can evaluate works and performances of others with no musical basis.	I can evaluate works and performances of others based on musical criteria developed/discussed both personally and as a group through an instructor led discussion.	I can evaluate works and performances of others based on musical criteria developed/discussed both personally and as a group.	I can evaluate works and performances of others based on musical criteria developed/discussed using my own research and experience and those developed by others..

Graduation Proficiency #3- Respond: Students will apply the skills and language learned to demonstrate the ability to respond to musical intent.

5-8 Instrumental

Performance Indicators:

- a. Describe, analyze, interpret, and evaluate their own individual/ensemble performances by applying the concepts, terminology, skills and processes of the discipline
- b. Respond to the cues of a conductor, teacher or leader.



c. Demonstrate appropriate concert etiquette as both a performer and an audience member.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Describe, analyze, interpret, and evaluate their own individual/ensemble performances by applying the concepts, terminology, skills and processes of the discipline	I can listen to myself play and be able to identify when something is wrong sometimes.	I can listen to my performance and identify problems and describe the issues to my instructor.	I can describe, analyze, interpret, and evaluate their own individual/ensemble performances by applying the concepts, terminology, skills and processes of the discipline	I can describe, analyze, interpret, and evaluate their own and other's individual/ensemble performances by applying the concepts, terminology, skills and processes of the discipline and inform them appropriately..
b. Respond to the cues of a conductor, teacher or leader.	I can look up from my music and continuously play at the same time.	I can adjust my seat and music stand to see the conductor and music simultaneously and look up from my music and play at the same time.	I can respond to the cues of a conductor, teacher or leader and adjust my seat and music stand to see the conductor and music simultaneously and look up from my music and play at the same time.	I can respond to the cues of the conductor, teacher or leader and help others to do the same.
c. Demonstrate appropriate concert etiquette as both a performer and an audience member.	I can demonstrate appropriate concert etiquette as both a performer and an audience member with cues from teachers.	I can demonstrate appropriate concert etiquette as both a performer and an audience member with limited cues from teachers.	I can demonstrate appropriate concert etiquette as both a performer and an audience member.	I can demonstrate appropriate concert etiquette as both a performer and an audience member and appropriately help other students to do so as well.

Graduation Proficiency #3- **Respond:** Students will apply the skills and language learned to demonstrate the ability to respond to musical intent.

9-12 Choral and Instrumental

Performance Indicators:

- e. Explain and support the interpretation and analysis of musical elements and how they inform the response to music and musical meaning
- f. Evaluate works and performances of others based on musical criteria developed/discussed both personally and as a group.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
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a. Explain and support the interpretation and analysis of musical elements and how they inform the response to music and musical meaning	I can identify musical elements and how they inform meaning with instructor assistance and criteria.	I can explain the interpretation and analysis of musical elements and how they inform the response to music and musical meaning using instructor provided criteria, with instructor assistance.	I can explain and support the interpretation and analysis of musical elements and how they inform the response to music and musical meaning using instructor provided criteria.	I can explain and support the interpretation and analysis of musical elements and how they inform the response to music and musical meaning using my own research and experience in addition to instructor provided criteria.
b. Evaluate works and performances of others based on musical criteria developed/discussed both personally and as a group.	I can evaluate works and performances of others with no musical basis.	I can evaluate works and performances of others based on musical criteria developed/discussed both personally and as a group through an instructor led discussion.	I can evaluate works and performances of others based on musical criteria developed/discussed both personally and as a group.	I can evaluate works and performances of others based on musical criteria developed/discussed using my own research and experience and those developed by others..

Graduation Proficiency #4 - Connect: Students will apply the skills and demonstrate the ability to make connections within music and other disciplines.

K-8 General Music

Performance Indicators:

- a. Discuss and define how external and internal forces influence personal choices and intent when creating, performing, and responding to music using instructor provided sources.
- b. Discuss and define the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life using instructor provided sources.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Discuss and define how external and internal forces influence personal choices and intent when creating, performing, and responding to music using instructor provided sources.	I can understand discussions on how external and internal forces influence personal choices and intent when creating, performing, and responding to music, relying primarily on instructor provided sources.	I can understand and add briefly to discussions on how external and internal forces influence personal choices and intent when creating, performing, and responding to music, relying primarily on instructor provided sources.	I can discuss and define how external and internal forces influence personal choices and intent when creating, performing, and responding to music using instructor provided sources.	I can lead a discussion on how external and internal forces influence personal choices and intent when creating, performing, and responding to music using my own research and sources in addition to instructor provided sources.
b. Discuss and define the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life	I can understand discussions on the relationships and the degrees of influence between music and the other arts, other disciplines, varied	I can understand and add briefly to discussions on the relationships and the degrees of influence between music and the other arts, other	I can discuss and define the relationships and the degrees of influence between music and the other arts, other disciplines,	I can lead a discussion on the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life using my



using instructor provided sources.	contexts, and daily life using instructor provided sources, relying primarily on instructor provided sources	disciplines, varied contexts, and daily life using instructor provided sources, relying primarily on instructor provided sources	varied contexts, and daily life using instructor provided sources.	own research and sources in addition to instructor provided sources.
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Graduation Proficiency #4 - Connect: Students will apply the skills and demonstrate the ability to make connections within music and other disciplines.

5-8 Choral

Performance Indicators:

- c. Discuss and define how external and internal forces influence personal choices and intent when creating, performing, and responding to music using instructor provided sources.
- d. Discuss and define the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life using instructor provided sources.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Discuss and define how external and internal forces influence personal choices and intent when creating, performing, and responding to music using instructor provided sources.	I can understand discussions on how external and internal forces influence personal choices and intent when creating, performing, and responding to music, relying primarily on instructor provided sources.	I can understand and add briefly to discussions on how external and internal forces influence personal choices and intent when creating, performing, and responding to music, relying primarily on instructor provided sources.	I can discuss and define how external and internal forces influence personal choices and intent when creating, performing, and responding to music using instructor provided sources.	I can lead a discussion on how external and internal forces influence personal choices and intent when creating, performing, and responding to music using my own research and sources in addition to instructor provided sources.
b. Discuss and define the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life using instructor provided sources.	I can understand discussions on the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life using instructor provided sources, relying primarily on instructor provided sources	I can understand and add briefly to discussions on the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life using instructor provided sources, relying primarily on instructor provided sources	I can discuss and define the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life using instructor provided sources.	I can lead a discussion on the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life using my own research and sources in addition to instructor provided sources.



Graduation Proficiency #4 - Connect: Students will apply the skills and demonstrate the ability to make connections within music and other disciplines.

5-8 Instrumental

Performance Indicators:

- a. Perform music from different cultures, identifying common subjects, theories, and technique/styles.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Perform music from different cultures, identifying common subjects, theories, and technique/styles.	I can identify music from different cultures.	I can identify music from different cultures, identifying common subjects, theories, and technique/styles.	I can perform music from different cultures, identifying common subjects, theories, and technique/styles.	I can perform music from different cultures and use subjects, theories and techniques and styles, instruct other students and enhance the performance.

Graduation Proficiency #4 - Connect: Students will apply the skills and demonstrate the ability to make connections within music and other disciplines.

9-12 Choral and Instrumental

Performance Indicators:

- e. Discuss and define how external and internal forces influence personal choices and intent when creating, performing, and responding to music using instructor provided sources.
- f. Discuss and define the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life using instructor provided sources.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Discuss and define how external and internal forces influence personal choices and intent when creating, performing, and responding to music using instructor provided sources.	I can understand discussions on how external and internal forces influence personal choices and intent when creating, performing, and responding to music, relying primarily on instructor provided sources.	I can understand and add briefly to discussions on how external and internal forces influence personal choices and intent when creating, performing, and responding to music, relying primarily on instructor provided sources.	I can discuss and define how external and internal forces influence personal choices and intent when creating, performing, and responding to music using instructor provided sources.	I can lead a discussion on how external and internal forces influence personal choices and intent when creating, performing, and responding to music using my own research and sources in addition to instructor provided sources.



<p>b. Discuss and define the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life using instructor provided sources.</p>	<p>I can understand discussions on the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life using instructor provided sources, relying primarily on instructor provided sources</p>	<p>I can understand and add briefly to discussions on the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life using instructor provided sources, relying primarily on instructor provided sources</p>	<p>I can discuss and define the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life using instructor provided sources.</p>	<p>I can lead a discussion on the relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life using my own research and sources in addition to instructor provided sources.</p>
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