

Essential Standard Student Progress - Chamber Chorale

Thursday, June 27, 2019 10:40 AM

As student progress through standards in music - it can look a lot different than a standard in math or science. In music, our standards stretch from the beginning to the end of the year - sometimes stretching the length of middle school entirely! Due to the setup in Unified Classroom/PowerSchool, it may seem confusing for students to be receiving 1's for the first quarter. Students really **shouldn't be any higher than a 2 by the end of the first quarter** due to the progression of the standards.

Below, I will do my best to show where you are currently in each standard. If something isn't checked - it means we haven't covered it yet. So don't worry if there is a lot of blank spaces in September! The goal is to eventually get everything checked in proficient. Remember... it's not a race, so you should always do your best work.

Essential Standard	NE No Evidence	1 Beginning	2 Approaching Proficiency	3 Proficient	4 Exceeds
MENC 1994 #1: Singing, alone and with others, a varied repertoire of music.	<input type="checkbox"/> Student does not demonstrate ability to perform a varied repertoire of music with correct technique, posture, or vowel production.	With guidance, the student demonstrates the ability to perform a varied repertoire with: <input type="checkbox"/> Correct Technique <input type="checkbox"/> Posture	With limited guidance, the student demonstrates the ability to perform a varied repertoire with: <input type="checkbox"/> Correct Technique <input type="checkbox"/> Posture <input type="checkbox"/> Vowel shapes	Student demonstrates the ability to perform a varied repertoire with: <input type="checkbox"/> Correct Technique <input type="checkbox"/> Posture <input type="checkbox"/> Vowel shapes	Student consistently models a high standard of: <input type="checkbox"/> Correct Technique <input type="checkbox"/> Posture <input type="checkbox"/> Vowel shapes while performing a varied repertoire of music and <input type="checkbox"/> Encourages other students to follow this example.

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MENC 1994 #5: Reading and notating music.	<input type="checkbox"/> Student does not demonstrate an understanding of rhythms, note names, or either diatonic or chromatic solfege.	Students can demonstrate with guidance an understanding of: <input type="checkbox"/> Whole notes <input type="checkbox"/> Whole rests <input type="checkbox"/> Half notes <input type="checkbox"/> Half rests <input type="checkbox"/> Dotted-Half notes <input type="checkbox"/> Dotted-Quarter notes <input type="checkbox"/> Quarter notes <input type="checkbox"/> Quarter rests <input type="checkbox"/> Eighth notes <input type="checkbox"/> Eighth rests <input type="checkbox"/> Sixteenth notes <input type="checkbox"/> Sixteenth rests With guidance, students can: <input type="checkbox"/> Treble Clef letter names <input type="checkbox"/> Bass Clef letter names <input type="checkbox"/> Diatonic solfege when given Do	Students can demonstrate with limited guidance an understanding of: <input type="checkbox"/> Whole notes <input type="checkbox"/> Whole rests <input type="checkbox"/> Half notes <input type="checkbox"/> Half rests <input type="checkbox"/> Dotted-Half notes <input type="checkbox"/> Dotted-Quarter notes <input type="checkbox"/> Quarter notes <input type="checkbox"/> Quarter rests <input type="checkbox"/> Eighth notes <input type="checkbox"/> Eighth rests <input type="checkbox"/> Sixteenth notes <input type="checkbox"/> Sixteenth rests Students can: <input type="checkbox"/> Read and Identify Treble Clef letter names <input type="checkbox"/> Read and Identify Bass Clef letter names <input type="checkbox"/> Identify diatonic solfege when given Do <input type="checkbox"/> With limited guidance chromatic solfege when given Do	Students can demonstrate an understanding of: <input type="checkbox"/> Whole notes <input type="checkbox"/> Whole rests <input type="checkbox"/> Half notes <input type="checkbox"/> Half rests <input type="checkbox"/> Dotted-Half notes <input type="checkbox"/> Dotted-Quarter notes <input type="checkbox"/> Quarter notes <input type="checkbox"/> Quarter rests <input type="checkbox"/> Eighth notes <input type="checkbox"/> Eighth rests <input type="checkbox"/> Sixteenth notes <input type="checkbox"/> Sixteenth rests Students can read and identify: <input type="checkbox"/> Treble Clef letter names <input type="checkbox"/> Bass Clef letter names <input type="checkbox"/> Diatonic solfege when given Do <input type="checkbox"/> Chromatic solfege when given Do	Students can demonstrate an understanding of: <input type="checkbox"/> Whole notes <input type="checkbox"/> Whole rests <input type="checkbox"/> Half notes <input type="checkbox"/> Half rests <input type="checkbox"/> Dotted-Half notes <input type="checkbox"/> Dotted-Quarter notes <input type="checkbox"/> Quarter notes <input type="checkbox"/> Quarter rests <input type="checkbox"/> Eighth notes <input type="checkbox"/> Eighth rests <input type="checkbox"/> Sixteenth notes <input type="checkbox"/> Sixteenth rests Students can read and identify: <input type="checkbox"/> Treble Clef letter names <input type="checkbox"/> Bass Clef letter names <input type="checkbox"/> Diatonic solfege <input type="checkbox"/> Chromatic solfege when given Do <input type="checkbox"/> The starting note on their own using the key signature

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MU:Re8.1.E.8a 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.	<input type="checkbox"/> Student has yet to show evidence of understanding of expressive intent and meaning of musical works.	With guidance, student can identify and support interpretations of the expressive intent and meaning of musical works citing as evidence: <input type="checkbox"/> Treatment of elements of music <input type="checkbox"/> Contexts <input type="checkbox"/> Setting of the text (when appropriate)	With limited guidance, student can identify and support interpretations of the expressive intent and meaning of musical works citing as evidence: <input type="checkbox"/> Elements of music <input type="checkbox"/> Contexts <input type="checkbox"/> Setting of the text (when appropriate)	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence: <input type="checkbox"/> Elements of music <input type="checkbox"/> Contexts <input type="checkbox"/> Setting of the text (when appropriate)	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of: <input type="checkbox"/> Elements of music <input type="checkbox"/> Contexts <input type="checkbox"/> Setting of the text (when appropriate) <input type="checkbox"/> Personal research

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MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	<input type="checkbox"/> Student has yet to show evidence of attention to technical accuracy and expressive qualities in performances.	With guidance, student demonstrates attention to: <input type="checkbox"/> Technical accuracy (Diction/Technique) <input type="checkbox"/> Expressive qualities in prepared and improvised performances of a varied repertoire of music <input type="checkbox"/> Representing diverse cultures and styles.	With limited guidance student demonstrates attention to: <input type="checkbox"/> Technical accuracy (Diction/Technique) <input type="checkbox"/> Expressive qualities in prepared and improvised performances of a varied repertoire of music <input type="checkbox"/> Representing diverse cultures and styles.	Without guidance , student demonstrates attention to: <input type="checkbox"/> Technical accuracy (Diction/Technique) <input type="checkbox"/> Expressive qualities in prepared and improvised performances of a varied repertoire of music <input type="checkbox"/> Representing diverse cultures and styles.	Student demonstrates attention to: <input type="checkbox"/> Technical accuracy (Diction/Technique) <input type="checkbox"/> Expressive qualities in prepared and improvised performances of a varied repertoire of music <input type="checkbox"/> Representing diverse cultures and styles, and genres .

Standard	NE No Evidence	1 Beginning	2 Approaching Proficiency	3 Proficient	4 Exceeds
MU:Pr5.3.E.8a 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.	<input type="checkbox"/> Student has not yet shown evidence of developing strategies to address technical challenges or use feedback to refine performance.	With guidance, students can <input type="checkbox"/> Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from <input type="checkbox"/> Ensemble peers <input type="checkbox"/> Other sources to refine performances.	With limited guidance, students can <input type="checkbox"/> Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from <input type="checkbox"/> Ensemble peers <input type="checkbox"/> Other sources to refine performances.	Without guidance , students can can <input type="checkbox"/> Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from <input type="checkbox"/> Ensemble peers <input type="checkbox"/> Other sources to refine performances.	Students can develop and apply strategies to <input type="checkbox"/> Address technical challenges in a varied repertoire of music Students can evaluate their success using feedback from <input type="checkbox"/> Ensemble peers <input type="checkbox"/> Other sources to refine performances.

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MU:Pr6.1.8b	<input type="checkbox"/> Student has yet to show understanding of	Student can identify performance decorum such as:	With guidance, students demonstrate performance decorum such as:	Demonstrate performance decorum such as:	Student

Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

performance decorum and audience etiquette appropriate for venue, context, purpose, and style.

- Stage Presence
- Attire
- Behavior

As well as identify:

- audience etiquette appropriate for venue, context, purpose, and style.

- Stage Presence
- Attire
- Behavior

As well as demonstrate:

- audience etiquette appropriate for venue, context, purpose, and style.

- Stage Presence
- Attire
- Behavior

As well as demonstrate:

- audience etiquette appropriate for venue, context, purpose, and style.

- respectfully influences and encourages other students

to demonstrate performance decorum such as :

- Stage Presence
- Attire
- Behavior

As well as demonstrate:

- audience etiquette appropriate for venue, context, purpose, and style.