

## High School Music Scoring Criteria: Guitar, Piano and Percussion

<b>Graduation Standard 1: Disciplinary Literacy</b>				
Students show literacy in the arts by explaining or demonstrating concepts, skills, terminology, and processes.				
<b>Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Analyze music notation and the composer's intent, i.e. expressive qualities and articulation.	I can identify music notation.	I can apply music notation to my instrument.	I can analyze music notation and the composer's intent, i.e. expressive qualities and articulation.	I can synthesize music notation concepts to teach others.
<b>Graduation Standard 2: Creation, Performance and Expression</b>				
Students create, perform, and express ideas through the arts.				
<b>Performance Indicators:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Interpret the composer's written intent, i.e. expressive qualities and articulation through performance.		I can apply music notation concepts through performance.	I can interpret the composer's written intent, i.e. expressive qualities and articulation through performance.	I can articulate a new interpretation through performance and defend my decision.
<b>Graduation Standard 3: Aesthetics, Criticism, and Connections</b>				
Students describe analyze, interpret, and evaluate music				
<b>Performance Indicators:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can critique my performance using correct music terminology		I can articulate an opinion about my performance.	I can critique my performance using correct music terminology	I can critique my performance, identify problem areas, and give suggestions on how to improve.