

High School Music Scoring Criteria: High School Band and Chorus

Graduation Standard 1: Disciplinary Literacy				
Students show literacy in the arts by explaining or demonstrating concepts, skills, terminology, and processes.				
Performance Indicators	1 Beginning	2 Developing	3 Proficient	4 Distinguished
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.
Graduation Standard 2: Creation, Performance, and Expression				
Students create, perform, and express ideas through the arts.				
Performance Indicators:	1 Beginning	2 Developing	3 Proficient	4 Distinguished
Makes judgements about playing and makes changes accordingly in rehearsal	I can describe proper performance practice on my instrument in terms of eyes, posture, and mouth	I can apply the skills of performance practice alone and in rehearsal.	I can make judgements about my playing and make changes accordingly	I can make suggestions to improve the ensemble and defend my suggestions.
Graduation Standard 3: Creative Problem Solving				
Students approach artistic problem solving using multiple solutions and the creative process.				
Performance Indicators:	1 Beginning	2 Developing	3 Proficient	4 Distinguished
I can use an appropriate strategy to find a solution and solve the problem	I can articulate effective problem solving strategies	I can use an appropriate strategy to find a solution and partially solve the problem	I can use an appropriate strategy to find a solution and solve the problem	I can synthesizes multiple strategies to find a solution and solve the problem
Graduation Standard 4: Aesthetics, Criticism, and Connections				
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Performance Indicators:	1 Beginning	2 Developing	3 Proficient	4 Distinguished
I can critique my ensemble's performance using correct music terminology		I can articulate an opinion about my ensemble's performance.	I can critique my ensemble's performance using correct music terminology	I can critique my ensemble's performance, identify problem areas, and give suggestions on how to improve.