

Instrumental Ensemble: Grades 6-12

Creating

1 Students will generate and conceptualize artistic ideas and work.

- 1 I can improvise a short rhythmic and/or melodic pattern with teacher guidance. **E**
- 2 I can improvise a motive with teacher guidance. **F**
- 3 I can improvise a rhythmic and/or melodic pattern with limited teacher guidance. **G**
- 4 I can improvise a short rhythmic and/or melodic phrase based on a motive with limited teacher guidance. **H**
- 5 I can independently improvise ideas for melodies and rhythmic passages. **I**
- 6 I can independently improvise ideas for arrangements, sections, and/or short compositions. **J**

2 Students will organize and develop artistic ideas and work.

- 1 I can create and notate a rhythmic or melodic idea with teacher guidance. **E**
- 2 I can create and notate a motive with teacher guidance. **F**
- 3 I can develop and notate a rhythmic and/or melodic pattern, with limited teacher guidance, using technology when available. **G**
- 4 I can develop and notate a short rhythmic and/or melodic phrase based on a motive with limited teacher guidance, using technology when available. **H**
- 5 I can independently compose ideas for melodies and rhythmic passages, using technology when available. **I**
- 6 I can independently compose ideas for arrangements, sections, and/or short compositions, using technology when available. **J**

3 Students will refine and complete artistic work.

- 1 I can share and reflect on short rhythmic and/ or melodic patterns. **E**
- 2 I can share, reflect on, and refine motives, with guidance, based on teacher-provided criteria. **F**
- 3 I can share, reflect on, and refine a rhythmic and/or melodic pattern based on collaboratively-developed criteria, using technology when available. **G**
- 4 I can share, reflect on, and refine short rhythmic and/or melodic phrases based on a motive applying collaboratively-developed criteria, using technology when available. **H**
- 5 I can share, reflect on, and refine ideas for melodies and rhythmic passages based on personally-developed criteria, using technology when available. **I**
- 6 I can share, reflect on, and refine ideas for arrangements, sections, and/or short compositions based on personally developed criteria, using technology when available. **J**

Performing

4 Students will select, analyze, and interpret artistic work for presentation.

- 1 I can distinguish between music in contrasting styles with limited guidance. **E**
- 2 I can identify basic elements of music with limited teacher guidance. **E**
- 3 I can independently explain the differences between music in contrasting styles. **F**
- 4 I can independently describe basic elements of music. **F**
- 5 I can identify and apply criteria for the selection of music based on technical and expressive skills of the individual or ensemble with teacher guidance. **G**
- 6 I can identify more complex compositional devices and expressive qualities with teacher guidance. **G**
- 7 I can independently develop criteria for the selection of music based on technical and expressive skills of the individual or ensemble. **H**
- 8 I can independently analyze more complex compositional devices and expressive qualities. **H**
- 9 I can identify and apply criteria for the selection of music based on theoretical and structural characteristics and/or technical and expressive challenges with teacher guidance. **I**
- 10 I can explain how compositional devices, theoretical and formal characteristics, and/or expressive qualities may inform performances with limited teacher guidance. **I**
- 11 I can independently develop criteria for the selection of music based on theoretical and structural characteristics and/or technical and expressive challenges. **J**
- 12 I can independently critique how compositional devices, theoretical and formal characteristics, and/or expressive qualities may inform performances. **J**

5 Students will develop and refine artistic techniques and work for presentation.

- 1 I can read and play basic musical notes. **E**
- 2 I can improve my tone quality, pitch, and contributions to ensemble sound with limited teacher guidance. **E**
- 3 I can play basic written articulations with limited teacher guidance. **E**
- 4 I can read and play basic musical notation and time signatures. **F**
- 5 I can independently improve my tone quality, pitch, and contributions to ensemble sound. **F**
- 6 I can independently play basic written articulations. **F**
- 7 I can read, play, and sight-read increasingly complex musical notation, time signatures, key signatures, and symbols. **G**
- 8 I can perform with a characteristic tone quality and identify issues with intonation and ensemble sound with limited teacher guidance. **G**
- 9 I can play increasingly complex articulations at various tempos with limited teacher guidance. **G**
- 10 I can read, play, and sight-read increasingly complex musical notation, time signatures, key signatures, symbols, and terminology. **H**
- 11 I can independently perform with a characteristic tone quality and identify issues with intonation and ensemble sound. **H**
- 12 I can independently play increasingly complex articulations at various tempos. **H**
- 13 I can read, play, and sight-read advanced musical notation, time signatures, key signatures, symbols, and terminology in various languages. **I**
- 14 I can assess and adjust tone quality, intonation, and ensemble sound, using collaboratively created criteria. **I**
- 15 I can play complex articulation patterns at various tempos with increased accuracy. **I**
- 16 I can read, play, and sight-read increasingly advanced musical notation, time signatures, key signatures, symbols, terminology in various languages, and nontraditional notation. **J**
- 17 I can assess and adjust tone quality, intonation, and ensemble sound, using personally developed criteria. **J**
- 18 I can play complex articulation patterns at various tempos at a superior level. **J**

6 Students will convey meaning through the presentation of artistic work.

- 1 I can perform basic phrasing and expression with teacher guidance. **E**
- 2 I can develop proper stage and listening etiquette and performance standards with teacher guidance. **E**
- 3 I can independently perform basic phrasing and expression. **F**
- 4 I can practice proper stage and listening etiquette and performance standards with limited teacher guidance. **F**
- 5 I can perform increasingly complex phrasing and expression with teacher guidance. **G**
- 6 I can independently practice stage and listening etiquette and performance standards. **G**
- 7 I can independently perform increasingly complex phrasing and expression. **H**
- 8 I can discuss the reasons for practicing appropriate stage and listening etiquette and performance standards. **H**
- 9 I can assess and adjust phrasing and expression in musical performances using collaboratively created criteria. **I**
- 10 I can explain the impact of practicing appropriate listening etiquette and performance standards on the performance. **I**
- 11 I can assess and adjust phrasing and expression in musical performances using personally developed criteria. **J**
- 12 I can model proper stage and listening etiquette and performance standards. **J**

Responding**7 Students will perceive and analyze artistic work.**

- 1 I can identify reasons for selecting music based on characteristics of the music and personal interest with teacher guidance. **E**
- 2 I can independently identify reasons for selecting music based on characteristics of the music and personal interest. **F**
- 3 I can discuss reasons for selecting music based on characteristics of the music and personal interest. **G**
- 4 I can explain reasons for selecting music, citing characteristics of the music and connections to interest, purpose, and context. **H**
- 5 I can use provided criteria to justify choices made when selecting music. **I**
- 6 I can use research and provided criteria to justify choices made when selecting music by citing knowledge of the music and the specified purpose and context. **J**

8 Students will interpret intent and meaning in artistic work.

- 1 I can identify the meaning of music and the composer's intent in a musical work with teacher guidance. **E**
- 2 I can independently identify the meaning of music and the composer's intent in a musical work. **F**
- 3 I can interpret the meaning of music and the composer's intent with teacher guidance. **G**
- 4 I can independently interpret the meaning of music and the composer's intent. **H**
- 5 I can analyze the meaning of music and the composer's intent using collaboratively created criteria. **I**
- 6 I can analyze the meaning of music and the composer's intent using personally developed criteria. **J**

9 Students will apply criteria to evaluate artistic work.

- 1 I can identify criteria to evaluate music with teacher guidance. **E**
- 2 I can independently identify criteria to evaluate music. **F**
- 3 I can develop criteria to evaluate music with teacher guidance. **G**
- 4 I can independently develop criteria to evaluate music. **H**
- 5 I can evaluate music using collaboratively created criteria. **I**
- 6 I can evaluate music using personally developed criteria. **J**

Connecting**10 Students will synthesize and relate personal experiences to make art.**

- 1 I can identify how personal experiences influence musical performances. **E**
- 2 I can explain how personal experiences, knowledge, and skills influence musical performances. **F**
- 3 I can connect personal knowledge, skills, and experiences to musical performances. **G**
- 4 I can apply personal knowledge, skills, and experiences to interpret the composer's intent. **H**
- 5 I can evaluate the quality of a musical performance using personal knowledge, skills, and experiences that convey the composer's intent. **I**
- 6 I can defend my interpretation of a musical work that conveys the composer's intent. **J**

11 Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- 1 I can identify, with guidance, connections between musical works and the other arts and other contexts. **E**
- 2 I can independently identify connections between musical works and the other arts and other contexts. **F**
- 3 I can explain connections between musical works and the other arts and other contexts. **G**
- 4 I can analyze connections between musical works and the other arts and other contexts. **H**
- 5 I can research and analyze the historical and cultural relationships between music and other disciplines. **I**
- 6 I can research and analyze a specific piece of music in respect to its time period, region, and culture. **J**