

<b>Topic: Choral Music: Organizational Structure</b>	
<b>Included Standards: MU.68.O.1.1, MU.68.O.2.1, MU.68.O.2.2, MU.68.O.3.1, MU.68.O.2.2/ MU.912.O.1.1, MU.912.O.2.1, MU.912.O.2.2, MU.912.O.3.1, MU.912.O.3.2</b>	
<b>Grades: 6 - 12</b>	
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• Investigates ways to assist others with understanding organizational structure in choral music.</li> <li>• Selects the best organizational structure to incorporate into superior choral performance.</li> <li>• Develops a strategy to trace organizational structure in choral music.</li> <li>• Experiments with organizational structure in choral music and based on the experiment, makes a prediction.</li> </ul>
<b>Score 3.0</b>	<p><b>The student will understand how works in music are organized by elements and guiding principles and be able to apply this knowledge to choral performances.</b></p> <ul style="list-style-type: none"> <li>• Performs complex skills: <ul style="list-style-type: none"> <li>○ Compares and contrasts organizational structure of music performances.</li> <li>○ Identifies different types of organizational structure of music performances.</li> <li>○ Analyzes expressive elements and/or organizational structure in a music performance.</li> <li>○ Traces the development of organizational structure of music performances.</li> <li>○ Predicts how organizational structure can convey a specific thought, idea, mood, and/or image.</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Integrates specific terminology for organizational structure of music by elements and principles that guide creators, interpreters, and responders and be able to apply to choral performances: <ul style="list-style-type: none"> <li>○ Definitions.</li> <li>○ Basic descriptions and/or symbols.</li> </ul> </li> <li>• Performs basic skills: <ul style="list-style-type: none"> <li>○ Fundamentals of organizational structure of music by elements and principles that guide creators, interpreters, and responders and be able to apply to choral performances.</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Choral Music: Skills, Techniques, and Processes</b>	
<b>Included Standards: MU.68.S.3.1, MU.68.S.3.2/MU.912.S.3.1, MU.912.S.3.2</b>	
<b>Grades: 6 - 12</b>	
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• Investigates ways to assist others with their understanding of skills, techniques, and processes.</li> <li>• Selects the best skills, techniques, and processes to incorporate into superior choral performance.</li> <li>• Develops a strategy to refine skills, techniques, and processes.</li> <li>• Experiments with skills, techniques, and processes and based on the experiment, make a prediction.</li> </ul>
<b>Score 3.0</b>	<p><b>The student will understand choral skills, techniques, and processes and be able to apply this knowledge to choral performances.</b></p> <ul style="list-style-type: none"> <li>• Performs complex skills: <ul style="list-style-type: none"> <li>○ Produces proper tone quality</li> <li>○ Applies technical preparation</li> <li>○ Demonstrate musical effect</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Integrates specific terminology for skills, techniques, and processes: <ul style="list-style-type: none"> <li>○ Definitions.</li> <li>○ Basic descriptions and/or symbols.</li> </ul> </li> <li>• Performs basic skills: <ul style="list-style-type: none"> <li>○ Fundamentals of skills, techniques, and processes.</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Choral Music: Innovation, Technology, and the Future</b>	
<b>Included Standards: MU.68.F.1.1-2, MU.68.F.2.1-2, MU.68.F.3.1-3, MU.912.F.1.1-2, MU.912.F.2.1-2, MU.912.F.3.1-3</b>	
<b>Grades: 6 - 12</b>	
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• Investigates ways to assist others with understanding how the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</li> <li>• Selects the best practices to address the challenges of artistic problems drive innovation.</li> <li>• Develops a strategy to trace the positive and negative societal impact of artistic challenges.</li> </ul>
<b>Score 3.0</b>	<p><b>The student will understand how the challenges of artistic problems drive innovation and adaptation of new and emerging technologies and be able to apply and relate to choral performances</b></p> <ul style="list-style-type: none"> <li>• Performs complex skills: <ul style="list-style-type: none"> <li>○ Distinguishes between kinesthetic, digital, and/or acoustic musical elements in a performance.</li> <li>○ Identifies artistic problems that drive innovation.</li> <li>○ Traces several routes in which a composition or performance could travel from creator to consumer.</li> <li>○ Creates, revises, and/or edits a resume for the workforce that highlights marketable skills and knowledge gained through music training.</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Integrates specific terminology for the challenges of artistic problems drive innovation and adaptation of new and emerging technologies <ul style="list-style-type: none"> <li>○ Definitions.</li> <li>○ Basic descriptions and/or symbols.</li> </ul> </li> <li>• Performs basic skills: <ul style="list-style-type: none"> <li>○ Fundamentals of experiences in the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Choral Music: Historical and Global Connections</b>	
<b>Included Standards: MU.68.H.1.1-5, MU.68.H.2.1-3, MU.68.H.3.1-2, MU.912.H.1.1-5, MU.912.H.2.1-3, MU.912.H.3.1-2,</b>	
<b>Grades: 6 - 12</b>	
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• Investigates ways to assist others with understanding how experiences in music foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</li> <li>• Selects and defends the best experiences in music that foster above referenced themes.</li> <li>• Develops a strategy to trace positive and negative experiences in music that result in understanding and misunderstanding, acceptance and rejection, and enrichment and decrease among above referenced themes.</li> </ul>
<b>Score 3.0</b>	<p><b>The student will understand how experience in music fosters understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time and be able to apply to choral performances</b></p> <ul style="list-style-type: none"> <li>• Performs complex skills: <ul style="list-style-type: none"> <li>○ Categorizes music from individuals, groups, and cultures from around the world and across time.</li> <li>○ Classifies musical literature by genre, style, and/or time period.</li> <li>○ Critiques how the historical events influenced music genres.</li> <li>○ Generalizes how the absence of music would affect other content areas and contexts.</li> <li>○ Deduces how American music has been influenced by other cultures.</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Integrates specific terminology for experiences in music that foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time <ul style="list-style-type: none"> <li>○ Definitions.</li> <li>○ Basic descriptions and/or symbols.</li> </ul> </li> <li>• Performs basic skills: <ul style="list-style-type: none"> <li>○ Fundamentals of experiences in music foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Choral Music: Critical Thinking and Reflection</b>	
<b>Included Standards: MU.68.C.3.1, MU.68.C.3.2, MU.68.C.3.3/MU.912.C.1, MU.912.C.2, MU.912.C.3,</b>	
<b>Grades: 6 - 12</b>	
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• Decides which musical genre is most suitable for a specific audience.</li> <li>• Develops a strategy how to plan, budget, and produce a performance.</li> <li>• Investigates and presents ideas surrounding musical genres</li> </ul>
<b>Score 3.0</b>	<p><b>The student will understand critical and creative thinking, self-expression, and communication in music and will be able to apply this knowledge to choral performances</b></p> <ul style="list-style-type: none"> <li>• Performs complex skills: <ul style="list-style-type: none"> <li>○ Appreciates, interprets, and creates with artistic intent.</li> <li>○ Assesses own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, for artistic growth.</li> <li>○ Critiques musical works and uses critical-thinking skills transferable to other contexts.</li> <li>○ Compares and contrasts musical genre.</li> <li>○ Classifies musical styles, periods, and composers.</li> <li>○ Makes predictions about music genres.</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Integrates specific terminology for critical and creative thinking, self-expression, and communication : <ul style="list-style-type: none"> <li>○ Definitions.</li> <li>○ Basic descriptions and/or symbols.</li> </ul> </li> <li>• Performs basic skills: <ul style="list-style-type: none"> <li>○ Fundamentals of critical and creative thinking, self-expression, and communication.</li> </ul> </li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

