

<b>Topic: Characteristic Tone Quality Quarter One</b>	
Included Standards: NGSSS MUS 230, MUS 231	
Grade: 9-12	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> The student can teach through verbalizing and demonstrating the information needed to produce a characteristic tone quality.
<b>Score 3.0</b>	<b>Using their instrument, the student will be able to demonstrate a characteristic tone quality.</b> Performs complex skills: <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate the proper tone quality for their instrument.</li> <li><input type="checkbox"/> analyze tones produced by others and evaluate</li> <li><input type="checkbox"/> write a summary of those elements used in producing the proper tone on their instrument.</li> </ul> <b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b>
<b>Score 2.0</b>	<b>The student has a limited understanding of the production of a characteristic tone quality on their instruments but needs more instruction and/or practice.</b> Recognizes or recalls specific terminology: <ul style="list-style-type: none"> <li><input type="checkbox"/> breath support, breathing, tone quality</li> </ul> Performs basic skills: <ul style="list-style-type: none"> <li><input type="checkbox"/> displays posture although not consistently correct.</li> <li><input type="checkbox"/> demonstrates a tone but with poor breath support and breathing procedure.</li> </ul> <b>No major errors or omissions regarding the score 2.0 content.</b>
<b>Score 1.0</b>	<b>With help, I know some of 2.0 and 3.0</b>
<b>Score 0.0</b>	<b>Even with help, I am unable to understand.</b>

<b>Topic: Rhythm Training (Quarter Two)</b>	
Included Standards: NGSSS MUS 230, MUS 231	
Grade: 9-12	
<b>Score 4.0</b>	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>The student can teach through verbalization and demonstration the sub-division of the note values used in relationship to the time signature.</p>
<b>Score 3.0</b>	<p>Using their instrument, the student will be able to demonstrate the various rhythmic patterns associate with the literature being covered.</p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate rhythmic stability when given a selected tempo and articulation</li> <li><input type="checkbox"/> analyze and show counting of various rhythms</li> <li><input type="checkbox"/> write and verbalize the counting of selected rhythmic patterns</li> </ul> <p>The student exhibits no major errors regarding the score 3.0 content.</p>
<b>Score 2.0</b>	<p>The student:</p> <p><b>Recognizes or recalls specific terminology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pulsation, beat, time signature, articulations</li> </ul> <p><b>Performs basic skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> clap and count out loud basic rhythmic patterns</li> <li><input type="checkbox"/> play basic rhythmic using assigned articulations</li> <li><input type="checkbox"/> understanding of the basic rhythm patterns and articulation</li> </ul> <p>No major errors or omissions regarding the score 2.0 content.</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: Concert MPA Preparation (Quarter 3)</b>	
Included Standards: NGSSS MUA 231, MUA 232, MUA 233, MUA 331, MUD 231, MUD 232, MUD 233	
Grade: 9-12	
<b>Score 4.0</b>	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught and teach to your peers.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students interpret the musical work adding independent creative nuances.</li> <li><input type="checkbox"/> Expression, phrasing, style and interpretation are performed with mastery.</li> </ul>
<b>Score 3.0</b>	<p>The student will be able to demonstrate both technical and lyrical passages with mastery.</p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> note rhythmical accuracy, phrasing, entrances, releases, articulation clarity, pulse stability and transitions are performed accurately.</li> </ul> <p>The student exhibits no major errors or omissions regarding the score 3.0 content.</p>
<b>Score 2.0</b>	<p>The student:</p> <p>Recognizes or recalls specific terminology:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> phrasing, style, interpretation, nuances, pulse stability, transitions</li> </ul> <p>Performs basic skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate a characteristic tone quality on their instrument with sensitivity</li> <li><input type="checkbox"/> utilizes balance, blend, intonation, sonority and physical articulation</li> <li><input type="checkbox"/> utilizes tone production balance, blend, intonation, sonority, and physical articulation</li> </ul> <p>No major errors or omissions regarding the score 2.0 content.</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: Scales (Quarter Four)</b>	
Included Standards: NGSSS MUS 230, MUS 231	
Grade: 9-12	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student can teach through verbalizing and demonstrating the information needed to produce a characteristic tone quality.</b>
<b>Score 3.0</b>	<p><b>The student will be able to demonstrate selected Major Scales on their instrument.</b></p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>demonstrate the selected Major Scales with arpeggios at various tempo, rhythmic patterns, and articulations.</b></li> <li><input type="checkbox"/> <b>analyze scales performed by others</b></li> <li><input type="checkbox"/> <b>evaluate using the formula for a Major scale,</b></li> <li><input type="checkbox"/> <b>write a scale based on D explaining the relational of all notes changed</b></li> </ul> <p><b>The student exhibits no major error or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student has a but needs more instruction and/or practice.</b></p> <p>Recognizes or recalls specific terminology:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Major Scale Formula, Major Scale, Key Signature, Accidentals</li> </ul> <p>Performs basic skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>plays scales with no arpeggio, simple articulations and moderate tempos.</b></li> <li><input type="checkbox"/> <b>displays a limited understanding of key Signatures.</b></li> <li><input type="checkbox"/> <b>limited understanding of the production of a characteristic tone quality on their instruments</b></li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	<b>The student has a very limited understanding of Major Scales and associated terminology.</b>
<b>Score 0.0</b>	Even with help, I am unable to understand.