

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

Topic: Rhythm Training (Quarter Two)	
Included Standards: NGSSS MUS 230, MUS 231	
Grade: 9-12	
Score 4.0	<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>
Score 3.0	<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"> <input type="checkbox"/> demonstrate rhythmic stability when given a selected tempo and articulation <input type="checkbox"/> analyze and show counting of various rhythms <input type="checkbox"/> write and verbalize the counting of selected rhythmic patterns <p>The student exhibits no major errors regarding the score 3.0 content.</p>
Score 2.0	<p>The student:</p> <p>Recognizes or recalls specific terminology:</p> <ul style="list-style-type: none"> <input type="checkbox"/> pulsation, beat, time signature, articulations <p>Performs basic skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> clap and count out loud basic rhythmic patterns <input type="checkbox"/> play basic rhythmic using assigned articulations <input type="checkbox"/> understanding of the basic rhythm patterns and articulation <p>No major errors or omissions regarding the score 2.0 content.</p>
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.

Topic: Concert MPA Preparation (Quarter 3)	
Included Standards: NGSSS MUA 231, MUA 232, MUA 233, MUA 331, MUD 231, MUD 232, MUD 233	
Grade: 9-12	
Score 4.0	<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"> <input type="checkbox"/> Students interpret the musical work adding independent creative nuances. <input type="checkbox"/> Expression, phrasing, style and interpretation are performed with mastery.
Score 3.0	<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"> <input type="checkbox"/> note rhythmical accuracy, phrasing, entrances, releases, articulation clarity, pulse stability and transitions are performed accurately. <p>The student exhibits no major errors or omissions regarding the score 3.0 content.</p>
Score 2.0	<p>The student:</p> <p>Recognizes or recalls specific terminology:</p> <ul style="list-style-type: none"> <input type="checkbox"/> phrasing, style, interpretation, nuances, pulse stability, transitions <p>Performs basic skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate a characteristic tone quality on their instrument with sensitivity <input type="checkbox"/> utilizes balance, blend, intonation, sonority and physical articulation <input type="checkbox"/> utilizes tone production balance, blend, intonation, sonority, and physical articulation <p>No major errors or omissions regarding the score 2.0 content.</p>
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.

Topic: Scales (Quarter Four)	
Included Standards: NGSSS MUS 230, MUS 231	
Grade: 9-12	
Score 4.0	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.
Score 3.0	<p>The student will be able to demonstrate selected Major Scales on their instrument.</p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate the selected Major Scales with arpeggios at various tempo, rhythmic patterns, and articulations. <input type="checkbox"/> analyze scales performed by others <input type="checkbox"/> evaluate using the formula for a Major scale, <input type="checkbox"/> write a scale based on D explaining the relational of all notes changed <p>The student exhibits no major error or omissions regarding the score 3.0 content.</p>
Score 2.0	<p>The student has a but needs more instruction and/or practice.</p> <p>Recognizes or recalls specific terminology:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Major Scale Formula, Major Scale, Key Signature, Accidentals <p>Performs basic skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> plays scales with no arpeggio, simple articulations and moderate tempos. <input type="checkbox"/> displays a limited understanding of key Signatures. <input type="checkbox"/> limited understanding of the production of a characteristic tone quality on their instruments <p>No major errors or omissions regarding the score 2.0 content.</p>
Score 1.0	The student has a very limited understanding of Major Scales and associated terminology.
Score 0.0	Even with help, I am unable to understand.