

<p>Click <a href="#">here</a> to see the standards aligned to the critical concepts</p> <p>Click <a href="#">here</a> to see the critical concept matrix</p> <p>I - Introduce R - Reinforce A - Achieve</p> <p>Evidence of Learning - TBD</p>	<p><b>2. Music Selection (Pr4.1, Re7.1, Cn10)</b></p> <p>How do performers select repertoire? How do individuals choose music to experience? How do musicians make meaningful connections to creating, performing, and responding?</p>	<p><b>8. Connections (Cn10, Cn11)</b></p> <p>How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p><b>1. Music Creation (Cr1, Cr2, Cr3)</b></p> <p>How do musicians generate creative ideas, make creative decisions? How do musicians improve the quality of their creative work and when is it ready to share?</p> <p><b>3. Concepts &amp; Structure (Pr4.2, Re7.2)</b></p> <p>How does understanding the structure and context of musical works inform performance? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p><b>3. Concepts and Structure (Pr4.2, Re7.2)</b></p> <p>How does understanding the structure and context of musical works inform performance? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p> <p><b>4. Expressive Qualities (Pr4.3, Pr6, Re8)</b></p> <p>How do performers interpret musical works? When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response? How do we discern the musical creators' and performers' expressive intent?</p>	<p><b>4. Expressive Qualities (Pr4.3, Pr6, Re8)</b></p> <p>How do performers interpret musical works? When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response? How do we discern the musical creators' and performers' expressive intent?</p> <p><b>7. Music Evaluation (Re9, Pr5, Cn10)</b></p> <p>How do we judge the quality of musical work(s) and performance(s)? How do musicians improve the quality of their performance? How do musicians make meaningful connections to creating, performing, and responding?</p>	<p><b>5. Technical Accuracy (Pr5, Pr6)</b></p> <p>How do musicians improve the quality of their performance? When is a performance judged ready to present?</p> <p><b>6. Performance &amp; Audience Etiquette (Pr6b)</b></p> <p>How do context and the manner in which musical work is presented influence audience response?</p>
Grade Reporting Period 1	I, R	I, R	I	I	I	I
Grade Reporting Period 2	R	R	R	R	R, A	I, R
Grade Reporting Period 3	R, A	R, A	A	A	A	R, A

Grading Period 1: 1 Baseline and 1 Evidence of Learning

Grading Period 2: 2 Evidence of Learning

Grading Period 3: 2 Evidence of Learning

\*\* 1 of the evidence of learning will be a performance (informance, peer to peer, visiting classes, outside audience (in or outside of school hours))