

Music Classroom and Rehearsal: Participation and Effort (P&E)

	Topic	Classroom Expectations
1	Prepared for Class	- The student is prepared for class with their music, pencil, instrument, and/or homework. - The student identifies the importance and actively pursues an interest in their instrument by practicing for learning and growth. - The student completes individual and group goals using organizational strategies according to the expectations of the group.
2	Rehearsal Etiquette	- The student makes notes throughout the rehearsal. - The student listens to the ensemble for blending, dynamics, and tone. - The student plays their instrument or sings when appropriate. - The student is respectful when other parts are working with the conductor.
3	Self-Control	- The student is where they should be throughout class time. - The student demonstrates flexibility to learn, unlearn, and relearn by changing focus and goals as the situation demands.
4	Citizenship	- The student is on time and/or attends rehearsals. No unexcused absences. - The student contributes to the welfare of the performing group. - The student recognizes and evaluates bias and point of view in the search for solutions. - The student works effectively with others to advance learning and collaborates.
5	Stays on Task Personal Integrity	- The student is always on task. - The student takes responsibility for actions, perseveres, and demonstrates honesty.
6	Attitude Self-Efficacy	- The student is willing to try the new lesson, song, idea, and/or technique with a positive attitude. - The student demonstrates confidence in communication, through music, with newly acquired ideas, knowledge, and understanding.
7	Respectful	- The student is always respectful to classmates and/or the teacher. - The student is curious; asks questions, seeks to understand why, and values multiple perspectives. - The student adjusts to suit the audience, context, and purpose.
8	Class Contribution	- The student contributes to class in a positive manner. - The student applies problem-solving strategies to be a responsible ensemble member.
9	General Directions	- The student follows the director's lead. - The student revises and reflects; seeks and accepts feedback to reflect on progress and experiences in order to revise and improve.
10	Does their "best"	- The student tries their hardest. - The student has clarity about purpose and intent, sets reasonable short-term and long-term goals, and makes plans to achieve goals.

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NMHS Music Department: ASSESSMENT

ASSESSMENT - Explanation of Grades	
4.0 Excellence	• The student demonstrates a thorough, in-depth understanding of essential and extended concepts and skills. • Performance is characterized by the application of the concepts and skills with consistent accuracy, a high level of quality, and independence.
3.0 Proficient	• The student demonstrates a thorough understanding of essential concepts and skills • Performance is characterized by the application of the concepts and skills with accuracy, quality, and independence.
2.0 Approaching	• The student demonstrates a foundational understanding of essential concepts and skills. • Performance is characterized by a basic application of the concepts and skills. • Meeting some standards without consistency in performance.
1.0 Not Meeting	• The student demonstrates minimal understanding of essential concepts and skills. • Performance is characterized by the application of essential concepts and skills with assistance.
0.0 No Evidence	• The student has not completed a summative assessment at this time. • Performance is not evident.

This is located in the NMHS Family/Student Handbook.

Music Standards

Central Vermont Supervisory Union
PBGRs Proficiency Based Graduation Requirements
& **PIs** Performance Indicators

In alignment with **NAfME** (National Association for Music Educators) &
NCCAS (National Coalition for Core Arts Standards).

PBGR 16: **CREATE**

Students create music infused with meaning by using a deliberate creative process and/or technique that incorporates feedback from concept to final revisions.

Performance Indicators

- HS 16D: Generate and conceptualize musical ideas and work.
- HS 16E: Organize and develop musical ideas and work.
- HS 16F: Refine and complete musical work.

PBGR 17: **Present, Perform and/or Produce**

Students perform, present, or produce music purposefully to enhance aesthetics and meaning: analyzing, evaluating, and articulating the effectiveness of the performance.

Performance Indicators

- HS17D: Analyze, interpret, and select musical work for presentation
- HS17E: Develop and refine musical work for presentation.
- HS17F: Convey meaning through the presentation of musical work.

PBGR 18: **Respond and Connect**

Students respond to music by analyzing and connecting it to the contemporary human experience and/or historical-cultural significance.

Performance Indicators

- HS18D: Perceive and analyze musical work
- HS18E: Interpret intent and meaning in musical work.
- HS18F: Apply criteria to evaluate musical work.
- HS18G: Relate musical ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understandings and Essential Questions

Overarching Enduring Understandings

- Music-making is one of the oldest, most intimate and basic forms of communication and cultural expression.
- Singing and playing an instrument provides people with the means of learning musical and developmental skills.
- Playing in an ensemble takes a teamwork mentality.
- Through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements.
- Reading and notating music are essential to music literacy.
- Educated music listeners learn to describe, analyze and evaluate music and music performance as an expressive art form.
- Critical listening and thinking skills learned through music are essential to a successful, comprehensive, educational experience.
- Music is an important element of the historical and cultural record of humankind.

Overarching Essential Questions

- Why and how do people create music?
- How do people sing and play an instrument?
- How is music communicated?
- How is music analyzed and understood?
- How is a music performance evaluated?
- What is the relationship between music and other disciplines?
- How does music reflect as well as shape history and culture?

Topics embedded throughout the course.
Aesthetic Qualities
Compositional Techniques
Contrasting Parts
Ensemble Skills
Events/Timelines
Expressive Qualities
Genre, Style, Historical, Cultural
Harmony with Melodic Lines
Historical/Cultural Context
Improvises Harmonizing Parts
Music Related to Math
Musical Description
Musical Intent
Physical Properties of Instruments/Voice
Repertoire Terms and Symbols
Rhythmic Patterns in a Variety of Meters
Scale Patterns
Style, Intonation, Phrasing, Articulation
Stylistic Features
Technical Vocabulary
Technique
Three or Four Parts

NMHS Music Department: ASSESSMENT

Located on the Fine Arts website (cvsu.org)