



**Student Growth Portfolio Model**  
**Fine Arts**  
**Teacher Guidebook**  
2016-17

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## Fine Arts Portfolio Overview

- Contains four evidence collections
- Each evidence collection contains evidence from two points in time within the year
- Choose a purposeful sampling of students to represent your class
  - Demonstrate evidence of the teacher’s impact on the learning of children from varying populations. At least 2 of 4 collections must contain evidence of growth for three levels of learners (i.e., emerging, proficient, and advanced). This is considered a “Differentiated Students” sample (formerly type 2)
- The four collections must represent three of the four domains (i.e., Perform, Create, Respond, and Connect). Each collection can only be scored for one of the domains.

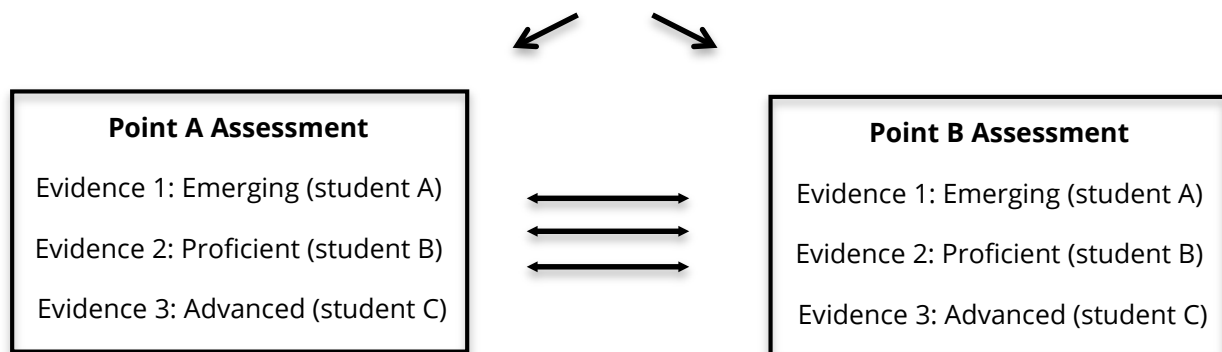
## Scoring Guide Framework

The scoring guide framework has four domains: **Perform, Create, Respond, and Connect**. The table below outlines the organization of the subject area standards. Please see the complete scoring guide for more information. It should be noted that the indicators in the scoring guide are meant to serve as a guide, rather than a formula, for rating evidence. It is not necessary or expected that each evidence collection meet all indicators within each performance level. Always consult the scoring guide for clarity on which domain lessons are targeting to avoid submitting evidence that is self-scored in the incorrect domains.

	Dance	Music	Theatre	Visual Arts
Perform	Standards 1, 2	Standards 1, 2, 5	Standards 2, 4	Standards 1, 2
Create	Standard 2, 3	Standards 3, 4	Standards 1, 3	Standard 3
Respond	Standard 4, 5	Standards 6, 7	Standards 7, 8	Standard 5
Connect	Standards 5, 6, 7	Standards 8, 9	Standards 5, 6	Standard 4, 6

### What is a Fine Arts Differentiated Sample?

A fine arts differentiated sample collection, formerly known as a Type II evidence collection, demonstrates growth for multiple learning levels (i.e., emerging, proficient, and advanced). To achieve this, at least two collections must identify students of three various learning levels and document how they have grown in the same skills/performance tasks. Some teachers, especially visual art teachers, find this to be the simplest way to document all collections.



## What is a Fine Arts Group Sample?

A fine arts group sample collection, formerly known as a Type I evidence collection, represents growth from ensembles or groups of students without specific regard to individual learning levels. When considering purposeful sampling, it is important to show how ALL students have grown, not just the high or low achievers.

## How to use the scoring guide when collecting evidence

The scoring guide contains indicators designed to reflect the grade/course level expectations from Tennessee state standards. These are meant to serve as a guide to rating student work. Because the domains (i.e., Perform, Create, Respond, and Connect) contain checks for understanding and student performance indicators from a combination of state standards, this guide should not be understood as a *checklist* of indicators but should be used to look for the performance level that best fits the evidence provided. In the scoring guides, course level expectations (CLEs) and checks for understanding are reflected in each row of individual tasks. Student performance indicators (SPIs) are reflected in the expectations column levels 1–5.

## Putting it all together

The following chart shows *an example* of how purposeful sampling can be approached with specific examples for an elementary music teacher who teaches K–5.

Purposeful Sampling Requirements	Evidence Collection 1	Evidence Collection 2	Evidence Collection 3	Evidence Collection 4
Evidence from <b>varying populations</b> (at least two that are a <b>Differentiated Sample</b> )	Large ensemble ( <b>Group Sample</b> )	Authentic performance task with data from two points in time from emerging, proficient, and advanced student work samples ( <b>Differentiated Sample</b> )	Full class ( <b>Group Sample</b> )	Authentic performance task with data from two points in time from emerging, proficient, and advanced student work samples ( <b>Differentiated Sample</b> )
<b>Domains</b> (three of the <b>four</b> represented)	Perform	Create	Perform	Respond
<b>Grade Level</b>	5 <sup>th</sup> grade recorder ensemble	2 <sup>nd</sup> grade	Kindergarten	4 <sup>th</sup> grade
<b>Time span between point A and point B</b>	<b>Span of two weeks</b> (or 10 instructional sessions as this class meets daily)	<b>Span of 6 weeks</b> (or 6 instructional sessions)	<b>Beginning</b> of the first semester until February	<b>Span of 3 months</b> (or 11 instructional sessions)

The following chart shows *an example* of how purposeful sampling can be approached with specific examples for a visual arts teacher who teaches 6–8.

<b>Purposeful Sampling Requirements</b>	<b>Evidence Collection 1</b>	<b>Evidence Collection 2</b>	<b>Evidence Collection 3</b>	<b>Evidence Collection 4</b>
Evidence from <b>varying populations</b> (at least two that are <b>Differentiated Sample/ Type II</b> )	Authentic performance task with data from two points in time from emerging, proficient, and advanced student readiness levels ( <b>Differentiated Sample</b> )	Authentic performance task with data from two points in time from emerging, proficient, and advanced student readiness levels ( <b>Differentiated Sample</b> )	Authentic performance task with data from two points in time from emerging, proficient, and advanced student readiness levels ( <b>Differentiated Sample</b> )	Authentic performance task with data from two points in time from emerging, proficient, and advanced student readiness levels ( <b>Differentiated Sample</b> )
<b>Domains</b> (three of the four represented)	Perform	Create	Perform	Respond
<b>Grade Level</b>	6 <sup>th</sup> grade rotation	7 <sup>th</sup> grade yearlong	8 <sup>th</sup> grade yearlong	8 <sup>th</sup> grade rotation
<b>Time span between point A and point B</b>	Span of two weeks (or 10 instructional sessions as this class meets daily)	Span of 10 weeks	Beginning of the first semester until February	Span of six weeks (or 130 instructional sessions)

## Note on Music Theory, Music History, Media Arts

Music theory, music history, and media arts do not currently have scoring guides for the fine arts growth assessment. The Tennessee State Standards for those content areas/grade levels will serve as scoring guides for rating student growth evidence. The grade-level expectations are used as indicators along the student achievement continuum, and the growth between pre- and post-evidence will guide the scoring process. The framework used for scoring these areas uses the same processes as the tables in each content specific scoring guide.

If your content area is not listed above, or the scoring guides do not contain indicators aligned your specific course or grade level, please contact [TEAM.Questions@tn.gov](mailto:TEAM.Questions@tn.gov) for further assistance.

# Fine Arts Portfolio Planning Template

	Collection 1		Collection 2		Collection 3		Collection 4	
<b>Evidence Description</b> (targeted objectives, learning experience, assessment event)								
<b>Sample Type</b> (group or differentiated)								
<b>Domain</b> (circle one)	Create	Connect	Create	Connect	Create	Connect	Create	Connect
	Perform	Respond	Perform	Respond	Perform	Respond	Perform	Respond
<b>Course Represented</b>								
<b>Time Span</b> (target dates)	Point A	Point B	Point A	Point B	Point A	Point B	Point A	Point B

## Appendix A: Visual Arts

VISUAL ART						ELEMENTARY GRADES K-2					
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS		4 ABOVE EXPECTATIONS		3 AT EXPECTATIONS		2 BELOW EXPECTATIONS		1 SIGNIFICANTLY BELOW EXPECTATIONS		
<b>PERFORM: STANDARD 1: Students will understand and apply media, techniques, and processes.</b>											
1.1	Masterfully uses tools and media in a safe and responsible manner.		Exceptionally uses tools and media in a safe and responsible manner.		Sufficiently uses tools and media in a safe and responsible manner.		Inconsistently uses tools and media in a safe and responsible manner.		Insufficiently uses tools and media in a safe and responsible manner.		
1.2	Masterfully explores or demonstrates an understanding of a variety of techniques.		Exceptionally explores or demonstrates an understanding of a variety of techniques.		Sufficiently explores or demonstrates an understanding of a variety of techniques.		Inconsistently explores or demonstrates an understanding of a variety of techniques.		Insufficiently explores or demonstrates an understanding of a variety of techniques.		
1.3	Masterful experimentation or exploration of a variety of processes.		Exceptional experimentation or exploration of a variety of processes.		Sufficient experimentation or exploration of a variety of processes.		Inconsistent experimentation or exploration of a variety of processes.		Insufficient experimentation or exploration of a variety of processes.		
1.4	Masterfully explores, recognizes, or demonstrates levels of craftsmanship.		Exceptionally explores, recognizes, or demonstrates levels of craftsmanship.		Sufficiently explores, recognizes, or demonstrates levels of craftsmanship.		Inconsistently explores, recognizes, or demonstrates levels of craftsmanship.		Insufficiently explores, recognizes, or demonstrates levels of craftsmanship.		
<b>PERFORM: STANDARD 2: Students will use knowledge of both structures and functions.</b>											
2.1	Masterfully identifies, understands, and applies the elements of art.		Exceptionally identifies, understands, and applies the elements of art.		Sufficiently identifies, understands, and applies the elements of art.		Inconsistently identifies, understands, and applies the elements of art.		Insufficiently identifies, understands, and applies the elements of art.		
2.2	Masterfully identifies, understands, and applies the principles of art.		Exceptionally identifies, understands, and applies the principles of art.		Sufficiently identifies, understands, and applies the principles of art.		Inconsistently identifies, understands, and applies the principles of art.		Insufficiently identifies, understands, and applies the principles of art.		
2.3	Masterfully identifies, understands, and applies the purpose of art.		Exceptionally identifies, understands, and applies the purpose of art.		Sufficiently identifies, understand and applies the purpose of art.		Inconsistently identifies, understands, and applies the purpose of art.		Insufficiently recognizes, understands, or applies purpose in art.		
2.4	Masterfully identifies, understands, and applies the context of art.		Exceptionally identifies, understands, and applies the context of art.		Sufficiently identifies, understands, and applies the context of art.		Inconsistently identifies, understands, and applies the context of art.		Insufficiently identifies, understands, and applies the context of art.		

VISUAL ART						ELEMENTARY GRADES K-2					
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS		4 ABOVE EXPECTATIONS		3 AT EXPECTATIONS		2 BELOW EXPECTATIONS		1 SIGNIFICANTLY BELOW EXPECTATIONS		
<b>CREATE: STANDARD 3: Students will choose and evaluate a range of subject matter, symbols, and ideas.</b>											
3.1	Masterfully selects subject matter, symbols, and ideas for the student's own art.		Exceptionally selects subject matter, symbols, and ideas for the student's own art.		Sufficiently selects subject matter, symbols, and ideas for the student's own art.		Inconsistently selects subject matter, symbols, and ideas for the student's own art.		Insufficiently selects subject matter, symbols, and ideas for the student's own art.		
3.2	Masterfully describes, explains, or analyzes subject matter, symbols, and ideas in the student's own art or in the work of others.		Exceptionally describes, explains, or analyzes subject matter, symbols, and ideas in the student's own art or in the work of others.		Sufficiently describes, explains, or analyzes subject matter, symbols, and ideas in the student's own art or in the work of others.		Inconsistently describes, explains, or analyzes subject matter, symbols, and ideas in the student's own art or in the work of others.		Insufficiently describes, explains, or analyzes subject matter, symbols, and ideas in the student's own art or in the work of others.		
<b>RESPOND: STANDARD 5: Students will reflect on and assess the characteristics and merits of their work and the work of others.</b>											
5.1 5.2	Masterfully recognizes, explains, or analyzes the characteristics and merits of the student's own work or the work of others.		Exceptionally recognizes, explains, or analyzes the characteristics and merits of the student's own work or the work of others.		Sufficiently recognizes, explains, or analyzes the characteristics and merits of the student's own work or the work of others.		Inconsistently recognizes, explains, or analyzes the characteristics and merits of the student's own work or the work of others.		Insufficiently recognizes, explains, or analyzes the characteristics and merits of the student's own work or the work of others.		
5.3	Masterfully recognizes or understands that viewers have various responses to art.		Exceptionally recognizes or understands that viewers have various responses to art.		Sufficiently recognizes or understands that viewers have various responses to art.		Inconsistently recognizes or understands that viewers have various responses to art.		Insufficiently recognizes or understands that viewers have various responses to art.		
<b>CONNECT: STANDARD 4: Students will understand the visual arts in relation to history and cultures.</b>											
4.1	Masterfully recognizes or understands that art comes from different cultures, times, and places.		Exceptionally recognizes or understands that art comes from different cultures, times, and places.		Sufficiently recognizes or understands that art comes from different cultures, times, and places.		Inconsistently recognizes or understands that art comes from different cultures, times, and places.		Insufficiently recognizes or understands that art comes from different cultures, times, and places.		
4.2	Masterfully understands that culture, history, and art influence one another.		Exceptionally understands that culture, history, and art influence one another.		Sufficiently understands that culture, history, and art influence one another.		Inconsistently understands that culture, history, and art influence one another.		Insufficiently understands that culture, history, and art influence one another.		



VISUAL ART			ELEMENTARY GRADES K-2		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CONNECT: STANDARD 6: Students will make connections between visual arts and other disciplines.</b>					
6.1	Masterfully recognizes, identifies, or understands connections between visual art and other arts disciplines.	Exceptionally recognizes, identifies, or understands connections between visual art and other arts disciplines.	Sufficiently recognizes, identifies, or understands connections between visual art and other arts disciplines.	Inconsistently recognizes, identifies, or understands connections between visual art and other arts disciplines.	Insufficiently recognizes, identifies, or understands connections between visual art and other arts disciplines.
6.2	Masterfully recognizes, identifies, or understands connections between visual art and other disciplines in the curriculum.	Exceptionally recognizes, identifies, or understands connections between visual art and other disciplines in the curriculum.	Sufficiently recognizes, identifies, or understands connections between visual art and other disciplines in the curriculum.	Inconsistently recognizes, identifies, or understands connections between visual art and other disciplines in the curriculum.	Insufficiently recognizes, identifies, or understands connections between visual art and other disciplines in the curriculum.

VISUAL ART						ELEMENTARY GRADES 3-5					
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS		4 ABOVE EXPECTATIONS		3 AT EXPECTATIONS		2 BELOW EXPECTATIONS		1 SIGNIFICANTLY BELOW EXPECTATIONS		
<b>PERFORM: STANDARD 1: Students will understand and apply media, techniques, and processes.</b>											
1.1	Masterfully uses or manipulates a variety of tools in a safe and responsible manner.		Exceptionally uses or manipulates a variety of tools in a safe and responsible manner.		Sufficiently uses or manipulates a variety of tools in a safe and responsible manner.		Inconsistently uses or manipulates a variety of tools in a safe and responsible manner.		Insufficiently uses or manipulates a variety of tools in a safe and responsible manner.		
1.2	Masterfully uses or applies a variety of media.		Exceptionally uses or applies a variety of media.		Sufficiently uses or applies a variety of media.		Inconsistently uses or applies a variety of media.		Insufficiently uses or applies a variety of media.		
1.3	Masterfully explains, analyzes, applies, or demonstrates a variety of techniques.		Exceptionally explains, analyzes, applies, or demonstrates a variety of techniques.		Sufficiently explains, analyzes, applies, or demonstrates a variety of techniques.		Inconsistently explains, analyzes, applies, or demonstrates a variety of techniques.		Insufficiently explains, analyzes, applies, or demonstrates a variety of techniques.		
1.4	Masterfully investigates, analyzes, or applies a variety of processes.		Exceptionally investigates, analyzes, or applies a variety of processes.		Sufficiently investigates, analyzes, or applies a variety of processes.		Inconsistently investigates, analyzes, or applies a variety of processes.		Insufficiently investigates, analyzes, or applies a variety of processes.		
1.5	Masterfully recognizes, demonstrates, or evaluates levels of craftsmanship.		Exceptionally recognizes, demonstrates, or evaluates levels of craftsmanship.		Sufficiently recognizes, demonstrates, or evaluates levels of craftsmanship.		Inconsistently recognizes, demonstrates, or evaluates levels of craftsmanship.		Insufficiently recognizes, demonstrates, or evaluates levels of craftsmanship.		
<b>PERFORM: STANDARD 2: Students will use knowledge of both structures and functions.</b>											
2.1	Masterfully classifies, categorizes, analyzes, or applies the elements of art.		Exceptionally classifies, categorizes, analyzes, or applies the elements of art.		Sufficiently classifies, categorizes, analyzes, or applies the elements of art.		Inconsistently classifies, categorizes, analyzes, or applies the elements of art.		Insufficiently classifies, categorizes, analyzes, or applies the elements of art.		
2.2	Masterfully applies the elements of art.		Exceptionally applies the elements of art.		Sufficiently applies the elements of art.		Inconsistently applies the elements of art.		Insufficiently applies the elements of art.		
2.3	Masterfully classifies categorizes, analyzes, or applies the principles of design.		Exceptionally classifies categorizes, analyzes, or applies the principles of design.		Sufficiently classifies categorizes, analyzes, or applies the principles of design.		Inconsistently classifies categorizes, analyzes, or applies the principles of design.		Insufficiently classifies categorizes, analyzes, or applies the principles of design.		
2.4	Masterfully applies the principles of design.		Exceptionally applies the principles of design.		Sufficiently applies the principles of design.		Inconsistently applies the principles of design.		Insufficiently applies the principles of design.		
2.5	Masterfully understands or evaluates purpose in art.		Exceptionally understands or evaluates purpose in art.		Sufficiently understands or evaluates purpose in art.		Inconsistently understands or evaluates purpose in art.		Insufficiently understands or evaluates purpose in art.		

VISUAL ART			ELEMENTARY GRADES 3-5		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 2: Students will use knowledge of both structures and functions. (cont.)</b>					
2.6	Masterfully applies purpose in art.	Exceptionally applies purpose in art.	Sufficiently applies purpose in art.	Inconsistently applies purpose in art.	Insufficiently applies purpose in art.
2.7	Masterfully understands or evaluates context in art.	Exceptionally understands or evaluates context in art.	Sufficiently understands or evaluates context in art.	Inconsistently understands or evaluates context in art.	Insufficiently understands or evaluates context in art.
2.8	Masterfully applies context in art.	Exceptionally applies context in art.	Sufficiently applies context in art.	Inconsistently applies context in art.	Insufficiently applies context in art.
<b>CREATE: STANDARD 3: Students will choose and evaluate a range of subject matter, symbols, and ideas.</b>					
3.1	Masterfully selects, plans, designs, or demonstrates subject matter, symbols, and ideas in one's art.	Exceptionally selects, plans, designs, or demonstrates subject matter, symbols, and ideas in one's art.	Sufficiently selects, plans, designs, or demonstrates subject matter, symbols, and ideas in one's art.	Inconsistently selects, plans, designs, or demonstrates subject matter, symbols, and ideas in one's art.	Insufficiently selects, plans, designs, or demonstrates subject matter, symbols, and ideas in one's art.
3.2	Masterfully analyzes, evaluates, or critiques subject matter, symbols, and ideas in one's own art.	Exceptionally analyzes, evaluates, or critiques subject matter, symbols, and ideas in one's own art.	Sufficiently analyzes, evaluates, or critiques subject matter, symbols, and ideas in one's own art.	Inconsistently analyzes, evaluates, or critiques subject matter, symbols, and ideas in one's own art.	Insufficiently analyzes, evaluates, or critiques subject matter, symbols, and ideas in one's own art.
3.3	Masterfully explains or critiques subject matter, symbols, and ideas in art.	Exceptionally explains or critiques subject matter, symbols, and ideas in art.	Sufficiently explains or critiques subject matter, symbols, and ideas in art.	Inconsistently explains or critiques subject matter, symbols, and ideas in art.	Insufficiently explains or critiques subject matter, symbols, and ideas in art.
<b>RESPOND: STANDARD 5: Students will reflect on and assess the characteristics and merits of their work and the work of others.</b>					
5.1 5.2	Masterfully analyzes, discusses, or justifies the characteristics and merits of one's artwork or the artwork of others.	Exceptionally analyzes, discusses, or justifies the characteristics and merits of one's artwork or the artwork of others.	Sufficiently analyzes, discusses, or justifies the characteristics and merits of one's artwork or the artwork of others.	Inconsistently analyzes, discusses, or justifies the characteristics and merits of one's artwork or the artwork of others.	Insufficiently analyzes, discusses, or justifies the characteristics and merits of one's artwork or the artwork of others.
5.3	Masterfully understands and demonstrates that viewers have different responses to art (3 <sup>rd</sup> ), OR Masterfully investigates or evaluates viewers' responses to art (4 <sup>th</sup> & 5 <sup>th</sup> ).	Exceptionally understands and demonstrates that viewers have different responses to art (3 <sup>rd</sup> ), OR Exceptionally investigates or evaluates viewers' responses to art (4 <sup>th</sup> & 5 <sup>th</sup> ).	Sufficiently understands and demonstrates that viewers have different responses to art (3 <sup>rd</sup> ), OR Sufficiently investigates or evaluates viewers' responses to art (4 <sup>th</sup> & 5 <sup>th</sup> ).	Inconsistently understands and demonstrates that viewers have different responses to art (3 <sup>rd</sup> ), OR Inconsistently investigates or evaluates viewers' responses to art (4 <sup>th</sup> & 5 <sup>th</sup> ).	Insufficiently understands and demonstrates that viewers have different responses to art (3 <sup>rd</sup> ), OR Insufficiently investigates or evaluates viewers' responses to art (4 <sup>th</sup> & 5 <sup>th</sup> ).

VISUAL ART						ELEMENTARY GRADES 3-5					
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS		4 ABOVE EXPECTATIONS		3 AT EXPECTATIONS		2 BELOW EXPECTATIONS		1 SIGNIFICANTLY BELOW EXPECTATIONS		
<b>CONNECT: STANDARD 4: Students will understand the visual arts in relation to history and cultures.</b>											
4.1	Masterfully understands and demonstrates that art comes from different cultures, times, and places (3 <sup>rd</sup> ), OR Masterfully explores the relationship of art from different cultures, times, and places (4 <sup>th</sup> & 5 <sup>th</sup> ).		Exceptionally understands and demonstrates that art comes from different cultures, times, and places (3 <sup>rd</sup> ), OR Exceptionally explores the relationship of art from different cultures, times, and places (4 <sup>th</sup> & 5 <sup>th</sup> ).		Sufficiently understands and demonstrates that art comes from different cultures, times, and places (3 <sup>rd</sup> ), OR Sufficiently explores the relationship of art from different cultures, times, and places (4 <sup>th</sup> & 5 <sup>th</sup> ).		Inconsistently understands and demonstrates that art comes from different cultures, times, and places (3 <sup>rd</sup> ), OR Inconsistently explores the relationship of art from different cultures, times, and places (4 <sup>th</sup> & 5 <sup>th</sup> ).		Insufficiently understands and demonstrates that art comes from different cultures, times, and places (3 <sup>rd</sup> ), OR Insufficiently explores the relationship of art from different cultures, times, and places (4 <sup>th</sup> & 5 <sup>th</sup> ).		
4.2	Masterfully understands and demonstrates how culture, history, and art influence each other (3 <sup>rd</sup> ), OR Masterfully examines and demonstrates how culture, history, and art influence each other (4 <sup>th</sup> & 5 <sup>th</sup> ).		Exceptionally understands and demonstrates how culture, history, and art influence each other (3 <sup>rd</sup> ), OR Exceptionally examines and demonstrates how culture, history, and art influence each other (4 <sup>th</sup> & 5 <sup>th</sup> ).		Sufficiently understands and demonstrates how culture, history, and art influence each other (3 <sup>rd</sup> ), OR Sufficiently examines and demonstrates how culture, history, and art influence each other (4 <sup>th</sup> & 5 <sup>th</sup> ).		Inconsistently understands and demonstrates how culture, history, and art influence each other (3 <sup>rd</sup> ), OR Inconsistently examines and demonstrates how culture, history, and art influence each other (4 <sup>th</sup> & 5 <sup>th</sup> ).		Insufficiently understands and demonstrates how culture, history, and art influence each other (3 <sup>rd</sup> ), OR Insufficiently examines and demonstrates how culture, history, and art influence each other (4 <sup>th</sup> & 5 <sup>th</sup> ).		
<b>CONNECT: STANDARD 6: Students will make connections between visual arts and other disciplines.</b>											
6.1	Masterfully understands, compares, or analyzes and discusses connections between visual arts and other arts disciplines.		Exceptionally understands, compares, or analyzes and discusses connections between visual arts and other arts disciplines.		Sufficiently understands, compares, or analyzes and discusses connections between visual arts and other arts disciplines.		Inconsistently understands, compares, or analyzes and discusses connections between visual arts and other arts disciplines.		Insufficiently understands, compares, or analyzes and discusses connections between visual arts and other arts disciplines.		
6.2	Masterfully understands, compares, or analyzes and discusses connections between visual arts and disciplines outside the arts.		Exceptionally understands, compares, or analyzes and discusses connections between visual arts and disciplines outside the arts.		Sufficiently understands, compares, or analyzes and discusses connections between visual arts and disciplines outside the arts.		Inconsistently understands, compares, or analyzes and discusses connections between visual arts and disciplines outside the arts.		Insufficiently understands, compares, or analyzes and discusses connections between visual arts and disciplines outside the arts.		

VISUAL ART						MIDDLE SCHOOL GRADES 6-8					
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS		4 ABOVE EXPECTATIONS		3 AT EXPECTATIONS		2 BELOW EXPECTATIONS		1 SIGNIFICANTLY BELOW EXPECTATIONS		
<b>PERFORM: STANDARD 1: Students will understand and apply media, techniques, and processes.</b>											
1.1	Masterfully demonstrates an understanding of the application of current media, techniques, technologies, and processes.		Exceptionally demonstrates an understanding of the application of current media, techniques, technologies, and processes.		Sufficiently demonstrates an understanding of the application of current media, techniques, technologies, and processes.		Inconsistently demonstrates an understanding of the application of current media, techniques, technologies, and processes.		Insufficiently demonstrates an understanding of the application of current media, techniques, technologies, and processes.		
1.2	Masterfully demonstrates an understanding of the safe and responsible use of art media and tools.		Exceptionally demonstrates an understanding of the safe and responsible use of art media and tools.		Sufficiently demonstrates an understanding of the safe and responsible use of art media and tools.		Inconsistently demonstrates an understanding of the safe and responsible use of art media and tools.		Insufficiently demonstrates an understanding of the safe and responsible use of art media and tools.		
1.3	Masterfully compares and contrasts the effective communication of ideas through the use of media, techniques, technologies, and processes.		Exceptionally compares and contrasts the effective communication of ideas through the use of media, techniques, technologies, and processes.		Sufficiently compares and contrasts the effective communication of ideas through the use of media, techniques, technologies, and processes.		Inconsistently compares and contrasts the effective communication of ideas through the use of media, techniques, technologies, and processes.		Insufficiently compares and contrasts the effective communication of ideas through the use of media, techniques, technologies, and processes.		
1.4	Masterfully reflects on the qualities and characteristics of a variety of media.		Exceptionally reflect son the qualities and characteristics of a variety of media.		Sufficiently reflects on the qualities and characteristics of a variety of media.		Inconsistently reflects on the qualities and characteristics of a variety of media.		Insufficiently reflects on the qualities and characteristics of a variety of media.		
<b>PERFORM: STANDARD 2: Students will use knowledge of both structures and functions.</b>											
2.1	Masterfully demonstrates an understanding of the elements of art and the principles of design.		Exceptionally demonstrates an understanding of the elements of art and the principles of design.		Sufficiently demonstrates an understanding of the elements of art and the principles of design.		Inconsistently demonstrates an understanding of the elements of art and the principles of design.		Insufficiently demonstrates an understanding of the elements of art and the principles of design.		
2.2	Masterfully demonstrates critical thinking skills in addressing visual arts assignments.		Exceptionally demonstrates critical thinking skills in addressing visual arts assignments.		Sufficiently demonstrates critical thinking skills in addressing visual arts assignments.		Inconsistently demonstrates critical thinking skills in addressing visual arts assignments.		Insufficiently demonstrates critical thinking skills in addressing visual arts assignments.		
2.3	Masterfully demonstrates an understanding of various sensory and expressive qualities in a work of art.		Exceptionally demonstrates an understanding of various sensory and expressive qualities in a work of art.		Sufficiently demonstrates an understanding of various sensory and expressive qualities in a work of art.		Inconsistently demonstrates an understanding of various sensory and expressive qualities in a work of art.		Insufficiently demonstrates an understanding of various sensory and expressive qualities in a work of art.		
2.4	Masterfully compares and contrasts organizational structures in works of art.		Exceptionally compares and contrasts organizational structures in works of art.		Sufficiently compares and contrasts organizational structures in works of art.		Inconsistently compares and contrasts organizational structures in works of art.		Insufficiently compares and contrasts organizational structures in works of art.		

VISUAL ART						MIDDLE SCHOOL GRADES 6-8					
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS		4 ABOVE EXPECTATIONS		3 AT EXPECTATIONS		2 BELOW EXPECTATIONS		1 SIGNIFICANTLY BELOW EXPECTATIONS		
<b>PERFORM: STANDARD 2: Students will use knowledge of both structures and functions. (cont.)</b>											
2.5	Masterfully reflects on the effective use of organizational components (structures) and expressive qualities (functions) to communicate ideas in works of art.		Exceptionally reflects on the effective use of organizational components (structures) and expressive qualities (functions) to communicate ideas in works of art.		Sufficiently reflects on the effective use of organizational components (structures) and expressive qualities (functions) to communicate ideas in works of art.		Inconsistently reflects on the effective use of organizational components (structures) and expressive qualities (functions) to communicate ideas in works of art.		Insufficiently reflects on the effective use of organizational components (structures) and expressive qualities (functions) to communicate ideas in works of art.		
<b>CREATE: STANDARD 3: Students will choose and evaluate a range of subject matter, symbols, and ideas.</b>											
3.1	Masterfully recognizes and uses subject matter, themes, and symbols in works of art.		Exceptionally recognizes and uses subject matter, themes, and symbols in works of art.		Sufficiently recognizes and uses subject matter, themes, and symbols in works of art.		Inconsistently recognizes and uses subject matter, themes, and symbols in works of art.		Insufficiently recognizes and uses subject matter, themes, and symbols in works of art.		
3.2	Masterfully demonstrates knowledge of contexts, values, and aesthetics that communicate intended meanings in artworks.		Exceptionally demonstrates knowledge of contexts, values, and aesthetics that communicate intended meanings in artworks.		Sufficiently demonstrates knowledge of contexts, values, and aesthetics that communicate intended meanings in artworks.		Inconsistently demonstrates knowledge of contexts, values, and aesthetics that communicate intended meanings in artworks.		Insufficiently demonstrates knowledge of contexts, values, and aesthetics that communicate intended meanings in artworks.		
3.3	Masterfully reflects on the effective use of subject matter, symbols, and ideas.		Exceptionally reflects on the effective use of subject matter, symbols, and ideas.		Sufficiently reflects on the effective use of subject matter, symbols, and ideas.		Inconsistently reflects on the effective use of subject matter, symbols, and ideas.		Insufficiently reflects on the effective use of subject matter, symbols, and ideas.		
<b>RESPOND: STANDARD 5: Students will reflect on and assess the characteristics and merits of their work and the work of others.</b>											
5.1	Masterfully demonstrate an understanding of multiple intentions in creating works of art.		Exceptionally demonstrates an understanding of multiple intentions in creating works of art.		Sufficiently demonstrates an understanding of multiple intentions in creating works of art.		Inconsistently demonstrates an understanding of multiple intentions in creating works of art.		Insufficiently demonstrates an understanding of multiple intentions in creating works of art.		
5.2	Masterfully demonstrate an understanding of various interpretations of works of art.		Exceptionally demonstrates an understanding of various interpretations of works of art.		Sufficiently demonstrates an understanding of various interpretations of works of art.		Inconsistently demonstrates an understanding of various interpretations of works of art.		Insufficiently demonstrates an understanding of various interpretations of works of art.		
5.3	Masterfully compare and contrast one's artwork with the artwork of others.		Exceptionally compares and contrasts one's artwork with the artwork of others.		Sufficiently compares and contrasts one's artwork with the artwork of others.		Inconsistently compares and contrasts one's artwork with the artwork of others.		Insufficiently compares and contrasts one's artwork with the artwork of others.		
5.4	Masterfully understand the strategies involved in a successful critique.		Exceptionally understands the strategies involved in a successful critique.		Sufficiently understands the strategies involved in a successful critique.		Inconsistently understands the strategies involved in a successful critique.		Insufficiently understands the strategies involved in a successful critique.		

VISUAL ART						MIDDLE SCHOOL GRADES 6-8					
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS		4 ABOVE EXPECTATIONS		3 AT EXPECTATIONS		2 BELOW EXPECTATIONS		1 SIGNIFICANTLY BELOW EXPECTATIONS		
<b>CONNECT: STANDARD 4: Students will understand the visual arts in relation to history and cultures.</b>											
4.1	Masterfully demonstrates an understanding of the historical and cultural contexts of artwork.		Exceptionally demonstrates an understanding of the historical and cultural contexts of artwork.		Sufficiently demonstrates an understanding of the historical and cultural contexts of artwork.		Inconsistently demonstrates an understanding of the historical and cultural contexts of artwork.		Insufficiently demonstrates an understanding of the historical and cultural contexts of artwork.		
4.2	Masterfully demonstrates an understanding of the role of artists throughout history and cultures.		Exceptionally demonstrates an understanding of the role of artists throughout history and cultures.		Sufficiently demonstrates an understanding of the role of artists throughout history and cultures.		Inconsistently demonstrates an understanding of the role of artists throughout history and cultures.		Insufficiently demonstrates an understanding of the role of artists throughout history and cultures.		
4.3	Masterfully compares and contrasts the characteristics of artwork in various eras and cultures.		Exceptionally compares and contrasts the characteristics of artwork in various eras and cultures.		Sufficiently compares and contrasts the characteristics of artwork in various eras and cultures.		Inconsistently compares and contrasts the characteristics of artwork in various eras and cultures.		Insufficiently compares and contrasts the characteristics of artwork in various eras and cultures.		
4.4	Masterfully reflects on how cultural factors of time and place influence the meaning of artworks.		Exceptionally reflects on how cultural factors of time and place influence the meaning of artworks.		Sufficiently reflects on how cultural factors of time and place influence the meaning of artworks.		Inconsistently reflects on how cultural factors of time and place influence the meaning of artworks.		Insufficiently reflects on how cultural factors of time and place influence the meaning of artworks.		
4.5	Masterfully reflects on how historical and cultural factors influence contemporary artwork and visual culture.		Exceptionally reflects on how historical and cultural factors influence contemporary artwork and visual culture.		Sufficiently reflects on how historical and cultural factors influence contemporary artwork and visual culture.		Inconsistently reflects on how historical and cultural factors influence contemporary artwork and visual culture.		Insufficiently reflects on how historical and cultural factors influence contemporary artwork and visual culture.		
<b>CONNECT: STANDARD 6: Students will make connections between visual arts and other disciplines.</b>											
6.1	Masterfully demonstrates an understanding of similarities between visual arts and other academic disciplines.		Exceptionally demonstrates an understanding of similarities between visual arts and other academic disciplines.		Sufficiently demonstrates an understanding of similarities between visual arts and other academic disciplines.		Inconsistently demonstrates an understanding of similarities between visual arts and other academic disciplines.		Insufficiently demonstrates an understanding of similarities between visual arts and other academic disciplines.		
6.2	Masterfully discovers how unique qualities of visual arts compliment the student's total learning.		Exceptionally discovers how unique qualities of visual arts compliment the student's total learning.		Sufficiently discovers how unique qualities of visual arts compliment the student's total learning.		Inconsistently discovers how unique qualities of visual arts compliment the student's total learning.		Insufficiently discovers how unique qualities of visual arts compliment the student's total learning.		

VISUAL ART					
HIGH SCHOOL GRADES 9-12					
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 1: Students will understand and apply media, techniques, and processes.</b>					
1.1	Masterfully demonstrates the use of knowledge and technical skills in at least one specific medium.	Exceptionally demonstrates the use of knowledge and technical skills in at least one specific medium.	Sufficiently demonstrates the use of knowledge and technical skills in at least one specific medium.	Inconsistently demonstrates the use of knowledge and technical skills in at least one specific medium.	Insufficiently demonstrates the use of knowledge and technical skills in at least one specific medium.
1.2	Masterfully demonstrates an understanding of the safe and responsible use of art media and tools.	Exceptionally demonstrates an understanding of the safe and responsible use of art media and tools.	Sufficiently demonstrates an understanding of the safe and responsible use of art media and tools.	Inconsistently demonstrates an understanding of the safe and responsible use of art media and tools.	Insufficiently demonstrates an understanding of the safe and responsible use of art media and tools.
1.3	Masterfully creates visual art that communicates ideas through the use of media, techniques, and processes.	Exceptionally creates visual art that communicates ideas through the use of media, techniques, and processes.	Sufficiently creates visual art that communicates ideas through the use of media, techniques, and processes.	Inconsistently creates visual art that communicates ideas through the use of media, techniques, and processes.	Insufficiently creates visual art that communicates ideas through the use of media, techniques, and processes.
1.4	Masterfully analyzes, synthesizes, and evaluates the application of media, techniques, and processes used to solve visual art problems.	Exceptionally analyzes, synthesizes, and evaluates the application of media, techniques, and processes used to solve visual art problems.	Sufficiently analyzes, synthesizes, and evaluates the application of media, techniques, and processes used to solve visual art problems.	Inconsistently analyzes, synthesizes, and evaluates the application of media, techniques, and processes used to solve visual art problems.	Insufficiently analyzes, synthesizes, and evaluates the application of media, techniques, and processes used to solve visual art problems.
<b>PERFORM: STANDARD 2: Students will use knowledge of both structures and functions.</b>					
2.1	Masterfully demonstrates an understanding of the elements of art and the principles of design.	Exceptionally demonstrates an understanding of the elements of art and the principles of design.	Sufficiently demonstrates an understanding of the elements of art and the principles of design.	Inconsistently demonstrates an understanding of the elements of art and the principles of design.	Insufficiently demonstrates an understanding of the elements of art and the principles of design.
2.2	Masterfully critiques organizational components (structures) and expressive qualities (functions) of a work of art.	Exceptionally critiques organizational components (structures) and expressive qualities (functions) of a work of art.	Sufficiently critiques organizational components (structures) and expressive qualities (functions) of a work of art.	Inconsistently critiques organizational components (structures) and expressive qualities (functions) of a work of art.	Insufficiently critiques organizational components (structures) and expressive qualities (functions) of a work of art.
2.3	Masterfully evaluates the function of a work of art as to utilitarian or intrinsic purposes.	Exceptionally evaluates the function of a work of art as to utilitarian or intrinsic purposes.	Sufficiently evaluates the function of a work of art as to utilitarian or intrinsic purposes.	Inconsistently evaluates the function of a work of art as to utilitarian or intrinsic purposes.	Insufficiently evaluates the function of a work of art as to utilitarian or intrinsic purposes.



VISUAL ART						HIGH SCHOOL GRADES 9-12					
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS		4 ABOVE EXPECTATIONS		3 AT EXPECTATIONS		2 BELOW EXPECTATIONS		1 SIGNIFICANTLY BELOW EXPECTATIONS		
<b>PERFORM: STANDARD 2: Students will use knowledge of both structures and functions. (cont.)</b>											
2.4	Masterfully applies problem-solving skills to create solutions to a specific visual art task.		Exceptionally applies problem-solving skills to create solutions to a specific visual art task.		Sufficiently applies problem-solving skills to create solutions to a specific visual art task.		Inconsistently applies problem-solving skills to create solutions to a specific visual art task.		Insufficiently applies problem-solving skills to create solutions to a specific visual art task.		
<b>CREATE: STANDARD 3: Students will choose and evaluate a range of subject matter, symbols, and ideas.</b>											
3.1	Masterfully demonstrates an understanding of symbols and their origins.		Exceptionally demonstrates an understanding of symbols and their origins.		Sufficiently demonstrates an understanding of symbols and their origins.		Inconsistently demonstrates an understanding of symbols and their origins.		Insufficiently demonstrates an understanding of symbols and their origins.		
3.2	Masterfully evaluates subject matter that reflects personal experiences and environments.		Exceptionally evaluates subject matter that reflects personal experiences and environments.		Sufficiently evaluates subject matter that reflects personal experiences and environments.		Inconsistently evaluates subject matter that reflects personal experiences and environments.		Insufficiently evaluates subject matter that reflects personal experiences and environments.		
3.3	Masterfully analyzes selected ideas in a work of art.		Exceptionally analyzes selected ideas in a work of art.		Sufficiently analyzes selected ideas in a work of art.		Inconsistently analyzes selected ideas in a work of art.		Insufficiently analyzes selected ideas in a work of art.		
3.4	Masterfully researches and creates a series of related work using a range of subject matter, symbols, and/or ideas.		Exceptionally researches and creates a series of related work using a range of subject matter, symbols, and/or ideas.		Sufficiently researches and creates a series of related work using a range of subject matter, symbols, and/or ideas.		Inconsistently researches and creates a series of related work using a range of subject matter, symbols, and/or ideas.		Insufficiently researches and creates a series of related work using a range of subject matter, symbols, and/or ideas.		
<b>RESPOND: STANDARD 5: Students will reflect on and assess the characteristics and merits of their work and the work of others.</b>											
5.1	Masterfully reflects on the characteristics and merits of their work and the work of others.		Exceptionally reflects on the characteristics and merits of their work and the work of others.		Sufficiently reflects on the characteristics and merits of their work and the work of others.		Inconsistently reflects on the characteristics and merits of their work and the work of others.		Insufficiently reflects on the characteristics and merits of their work and the work of others.		
5.2	Masterfully evaluates artworks in order to understand various interpretations.		Exceptionally evaluates artworks in order to understand various interpretations.		Sufficiently evaluates artworks in order to understand various interpretations.		Inconsistently evaluates artworks in order to understand various interpretations.		Insufficiently evaluates artworks in order to understand various interpretations.		
5.3	Masterfully assesses artworks and their meanings by using a variety of criteria and techniques.		Exceptionally assesses artworks and their meanings by using a variety of criteria and techniques.		Sufficiently assesses artworks and their meanings by using a variety of criteria and techniques.		Inconsistently assesses artworks and their meanings by using a variety of criteria and techniques.		Insufficiently assesses artworks and their meanings by using a variety of criteria and techniques.		

VISUAL ART						HIGH SCHOOL GRADES 9-12					
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS						
<b>CONNECT: STANDARD 4: Students will understand the visual arts in relation to history and cultures.</b>											
4.1	Masterfully demonstrates an understanding of how historical and contemporary works of art reflect and influence societies and cultures.	Exceptionally demonstrates an understanding of how historical and contemporary works of art reflect and influence societies and cultures.	Sufficiently demonstrates an understanding of how historical and contemporary works of art reflect and influence societies and cultures.	Inconsistently demonstrates an understanding of how historical and contemporary works of art reflect and influence societies and cultures.	Insufficiently demonstrates an understanding of how historical and contemporary works of art reflect and influence societies and cultures.						
4.2	Masterfully describes the function and explore the meaning of specific art objects within varied cultures, times, and places.	Exceptionally describes the function and explore the meaning of specific art objects within varied cultures, times, and places.	Sufficiently describes the function and explore the meaning of specific art objects within varied cultures, times, and places.	Inconsistently describes the function and explore the meaning of specific art objects within varied cultures, times, and places.	Insufficiently describes the function and explore the meaning of specific art objects within varied cultures, times, and places.						
4.3	Masterfully investigates how history and culture have and will influence the production of art.	Exceptionally investigates how history and culture have and will influence the production of art.	Sufficiently investigates how history and culture have and will influence the production of art.	Inconsistently investigates how history and culture have and will influence the production of art.	Insufficiently investigates how history and culture have and will influence the production of art.						
<b>CONNECT: STANDARD 6: Students will make connections between visual arts and other disciplines.</b>											
6.1	Masterfully examines the correlation of materials, technologies, processes, and terminology used in visual arts with those used in other disciplines.	Exceptionally examines the correlation of materials, technologies, processes, and terminology used in visual arts with those used in other disciplines.	Sufficiently examines the correlation of materials, technologies, processes, and terminology used in visual arts with those used in other disciplines.	Inconsistently examines the correlation of materials, technologies, processes, and terminology used in visual arts with those used in other disciplines.	Insufficiently examines the correlation of materials, technologies, processes, and terminology used in visual arts with those used in other disciplines.						
6.2	Masterfully integrates ideas, issues, and themes in visual arts and other disciplines.	Exceptionally integrates ideas, issues, and themes in visual arts and other disciplines.	Sufficiently integrates ideas, issues, and themes in visual arts and other disciplines.	Inconsistently integrates ideas, issues, and themes in visual arts and other disciplines.	Insufficiently integrates ideas, issues, and themes in visual arts and other disciplines.						

# Visual Art Sample Evidence

Domain	Standard(s)	Sample Evidence
<b>Perform</b>	<b>Standard 1:</b> Media, Techniques, and Processes <b>Standard 2:</b> Structures and Functions	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Video recording or audio recordings</li> <li>• Photographs of students finished products</li> <li>• Student portfolios demonstrating growth</li> <li>• Pre- and post-assessments (projects, tests)</li> <li>• Formative student work samples (shading practice, color wheels, value scales, etc.) or summative student work samples (still-life, landscape, portrait, etc.)</li> <li>• Projects from displays/exhibitions</li> <li>• Rubric/checklist of standards-based assessment showing significant student growth</li> <li>• Personal assessment (written critique)</li> <li>• Peer assessment (video of class critique)</li> </ul>
<b>Create</b>	<b>Standard 3:</b> Evaluation	<ul style="list-style-type: none"> <li>• Critique sheets</li> <li>• Motif worksheets (teacher has a worksheet with motifs used by a specific artist)</li> <li>• Video/audio file of students critiquing work</li> <li>• Student portfolios demonstrating growth</li> <li>• Projects from displays/exhibitions</li> <li>• Contest entries (local, regional, and national)</li> <li>• Personal assessment (written critique)</li> <li>• Peer assessment (video of class critique)</li> </ul>
<b>Respond</b>	<b>Standard 5:</b> Reflecting and Assessing	<ul style="list-style-type: none"> <li>• Personal assessment (written critique)</li> <li>• Peer assessment (video/audio recording of class critique)</li> <li>• Pre- and post-assessment (projects, tests)</li> </ul>
<b>Connect</b>	<b>Standard 4:</b> Historical and Cultural Relationships <b>Standard 6:</b> Interdisciplinary Connections	<ul style="list-style-type: none"> <li>• Audio/video recording of dance/theatre performances, interdisciplinary projects, and writing samples</li> <li>• Class-discussion of interdisciplinary contexts (video)</li> <li>• Student work samples emulating interdisciplinary themes</li> <li>• Projects from displays/exhibitions</li> <li>• Contest entries (local, regional, and national)</li> </ul>

# Appendix B: Music

ELEMENTARY MUSIC				GRADES K-2	
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 1: Students will sing, alone and with others, a varied repertoire of music.</b>					
1.1	Masterfully demonstrates skill in singing, alone and with others, simple songs (K), a variety of children’s songs (1), or major/ minor pentatonic and major/ minor diatonic songs (2).	Exceptionally demonstrates skill in singing, alone and with others, simple songs (K), a variety of children’s songs (1), or major/ minor pentatonic and major/ minor diatonic songs (2).	Sufficiently demonstrates skill in singing, alone and with others, simple songs (K), a variety of children’s songs (1), or major/ minor pentatonic and major/ minor diatonic songs (2).	Inconsistently demonstrates skill in singing, alone and with others, simple songs (K), a variety of children’s songs (1), or major/ minor pentatonic and major/ minor diatonic songs (2).	Insufficiently demonstrates skill in singing, alone and with others, simple songs (K), a variety of children’s songs (1), or major/ minor pentatonic and major/ minor diatonic songs (2).
1.2	Masterfully demonstrates skill in singing high and low pitches (K), reproducing high, middle, and low pitches (1), or proper vocal technique (2).	Exceptionally demonstrates skill in singing high and low pitches (K), reproducing high, middle, and low pitches (1), or proper vocal technique (2).	Sufficiently demonstrates skill in singing high and low pitches (K), reproducing high, middle, and low pitches (1), or proper vocal technique (2).	Inconsistently demonstrates skill in singing high and low pitches (K), reproducing high, middle, and low pitches (1), or proper vocal technique (2).	Insufficiently demonstrates skill in singing high and low pitches (K), reproducing high, middle, and low pitches (1), or proper vocal technique (2).
1.3	Masterfully demonstrates skill in singing melodic patterns that move in an upward and downward direction (K-1), or skill in speaking/ singing simple ostinato to produce harmony (2).	Exceptionally demonstrates skill in singing melodic patterns that move in an upward and downward direction (K-1), or skill in speaking/ singing simple ostinato to produce harmony (2).	Sufficiently demonstrates skill in singing melodic patterns that move in an upward and downward direction (K-1), or skill in speaking/ singing simple ostinato to produce harmony (2).	Inconsistently demonstrates skill in singing melodic patterns that move in an upward and downward direction (K-1), or skill in speaking/ singing simple ostinato to produce harmony (2).	Insufficiently demonstrates skill in singing melodic patterns that move in an upward and downward direction (K-1), or skill in speaking/ singing simple ostinato to produce harmony (2).
<b>PERFORM: STANDARD 2: Students will perform on instruments, alone and with others, a varied repertoire of music.</b>					
2.1	Masterfully reproduces (K), maintains (1) steady beat, or performs steady beat and simple rhythm patterns in duple meter (2).	Exceptionally reproduces (K), maintains (1) steady beat, or performs steady beat and simple rhythm patterns in duple meter (2).	Sufficiently reproduces (K), maintains (1) steady beat, or performs steady beat and simple rhythm patterns in duple meter (2).	Inconsistently reproduces (K), maintains (1) steady beat, or performs steady beat and simple rhythm patterns in duple meter (2).	Insufficiently reproduces (K), maintains (1) steady beat, or performs steady beat and simple rhythm patterns in duple meter (2).
2.2	Masterfully plays fast/ slow and/or long/ short sounds (K), four-beat rhythm pattern (1), and plays eight-beat pattern/ ostinato on instruments using correct technique (2).	Exceptionally plays fast/ slow and/or long/ short sounds (K), four-beat rhythm pattern (1), and plays eight-beat pattern/ ostinato on instruments using correct technique (2).	Sufficiently plays fast/ slow and/or long/ short sounds (K), four-beat rhythm pattern (1), and plays eight-beat pattern/ ostinato on instruments using correct technique (2).	Inconsistently plays fast/ slow and/or long/ short sounds (K), four-beat rhythm pattern (1), and plays eight-beat pattern/ ostinato on instruments using correct technique (2).	Insufficiently plays fast/ slow and/or long/ short sounds (K), four-beat rhythm pattern (1), and plays eight-beat pattern/ ostinato on instruments using correct technique (2).

ELEMENTARY MUSIC				GRADES K-2	
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 2: Students will perform on instruments, alone and with others, a varied repertoire of music. (cont.)</b>					
2.3	Masterfully plays high/ low sounds (K), ascending/ descending patterns (1), or a simple ostinato to accompany a poem/ song (2).	Exceptionally plays high/ low sounds (K), ascending/ descending patterns (1), or a simple ostinato to accompany a poem/ song (2).	Sufficiently plays high/ low sounds (K), ascending/ descending patterns (1), or a simple ostinato to accompany a poem/ song (2).	Inconsistently plays high/ low sounds (K), ascending/ descending patterns (1), or a simple ostinato to accompany a poem/ song (2).	Insufficiently plays high/ low sounds (K), ascending/ descending patterns (1), or a simple ostinato to accompany a poem/ song (2).
<b>PERFORM: STANDARD 5: Students will read and notate music.</b>					
5.1	Masterfully interprets iconic representations of steady beat (K), demonstrates an understanding of symbols representing beat and rhythm patterns (1), or rhythm patterns written in traditional notation (2).	Exceptionally interprets iconic representations of steady beat (K), demonstrates an understanding of symbols representing beat and rhythm patterns (1), or rhythm patterns written in traditional notation (2).	Sufficiently interprets iconic representations of steady beat (K), demonstrates an understanding of symbols representing beat and rhythm patterns (1), or rhythm patterns written in traditional notation (2).	Inconsistently interprets iconic representations of steady beat (K), demonstrates an understanding of symbols representing beat and rhythm patterns (1), or rhythm patterns written in traditional notation (2).	Insufficiently interprets iconic representations of steady beat (K), demonstrates an understanding of symbols representing beat and rhythm patterns (1), or rhythm patterns written in traditional notation (2).
5.2	Masterfully interprets iconic representation of melodic direction (K), demonstrates an understanding of symbols representing melodic patterns (1), or reads simple melodic patterns (2).	Exceptionally interprets iconic representation of melodic direction (K), demonstrates an understanding of symbols representing melodic patterns (1), or reads simple melodic patterns (2).	Sufficiently interprets iconic representation of melodic direction (K), demonstrates an understanding of symbols representing melodic patterns (1), or reads simple melodic patterns (2).	Inconsistently interprets iconic representation of melodic direction (K), demonstrates an understanding of symbols representing melodic patterns (1), or reads simple melodic patterns (2).	Insufficiently interprets iconic representation of melodic direction (K), demonstrates an understanding of symbols representing melodic patterns (1), or reads simple melodic patterns (2).
5.3	Masterfully notates simple rhythm patterns (2).	Exceptionally notates simple rhythm patterns (2).	Sufficiently notates simple rhythm patterns (2).	Inconsistently notates simple rhythm patterns (2).	Insufficiently notates simple rhythm patterns (2).

ELEMENTARY MUSIC			GRADES K-2		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CREATE: STANDARD 3: Students will improvise melodies, variations, and accompaniments.</b>					
3.1	Masterfully creates instrumental sounds to accompany (K-1), or improvises (2), using the word rhythms of songs, poems, and stories.	Exceptionally creates instrumental sounds to accompany (K-1), or improvises (2), using the word rhythms of songs, poems, and stories.	Sufficiently creates instrumental sounds to accompany (K-1), or improvises (2), using the word rhythms of songs, poems, and stories.	Inconsistently creates instrumental sounds to accompany (K-1), or improvises (2), using the word rhythms of songs, poems, and stories.	Insufficiently creates instrumental sounds to accompany (K-1), or improvises (2), using the word rhythms of songs, poems, and stories.
3.2	Masterfully creates vocal sounds to accompany songs, poems, or stories (K), or improvises, vocally, sounds and/or short melodic fragments, (1) or short melodic phrases (2).	Exceptionally creates vocal sounds to accompany songs, poems, or stories (K), or improvises, vocally, sounds and/or short melodic fragments, (1) or short melodic phrases (2).	Sufficiently creates vocal sounds to accompany songs, poems, or stories (K), or improvises, vocally, sounds and/or short melodic fragments, (1) or short melodic phrases (2).	Inconsistently creates vocal sounds to accompany songs, poems, or stories (K), or improvises, vocally, sounds and/or short melodic fragments, (1) or short melodic phrases (2).	Insufficiently creates vocal sounds to accompany songs, poems, or stories (K), or improvises, vocally, sounds and/or short melodic fragments, (1) or short melodic phrases (2).
3.3	Masterfully improvises creative movement [to accompany songs, poems, stories, and listening examples (K)] within a musical context (1-2).	Exceptionally improvises creative movement [to accompany songs, poems, stories, and listening examples (K)] within a musical context (1-2).	Sufficiently improvises creative movement [to accompany songs, poems, stories, and listening examples (K)] within a musical context (1-2).	Inconsistently improvises creative movement [to accompany songs, poems, stories, and listening examples (K)] within a musical context (1-2).	Insufficiently improvises creative movement [to accompany songs, poems, stories, and listening examples (K)] within a musical context (1-2).
<b>CREATE: STANDARD 4: Students will compose and arrange music within specified guidelines.</b>					
4.1	Masterfully creates short compositions using a variety of sounds (K), composes short beat/rhythm (1) or rhythm patterns (2).	Exceptionally creates short compositions using a variety of sounds (K), composes short beat/rhythm (1) or rhythm patterns (2).	Sufficiently creates short compositions using a variety of sounds (K), composes short beat/rhythm (1) or rhythm patterns (2).	Inconsistently creates short compositions using a variety of sounds (K), composes short beat/rhythm (1) or rhythm patterns (2).	Insufficiently creates short compositions using a variety of sounds (K), composes short beat/rhythm (1) or rhythm patterns (2).
4.2	Masterfully composes short melodies using limited pitches (1) or pitches from the pentatonic scale (2).	Exceptionally composes short melodies using limited pitches (1) or pitches from the pentatonic scale (2).	Sufficiently composes short melodies using limited pitches (1) or pitches from the pentatonic scale (2).	Inconsistently composes short melodies using limited pitches (1) or pitches from the pentatonic scale (2).	Insufficiently composes short melodies using limited pitches (1) or pitches from the pentatonic scale (2).
4.3	Masterfully composes simple introductions and codas (2).	Exceptionally composes simple introductions and codas (2).	Sufficiently composes simple introductions and codas (2).	Inconsistently composes simple introductions and codas (2).	Insufficiently composes simple introductions and codas (2).

ELEMENTARY MUSIC			GRADES K-2		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>RESPOND: STANDARD 6: Students will listen to, analyze, and describe music.</b>					
6.1	Masterfully identifies the form of simple pieces of music (1) or recognizes (K) and labels (2), as same and different, sections of music.	Exceptionally identifies the form of simple pieces of music (1) or recognizes (K) and labels (2), as same and different, sections of music.	Sufficiently identifies the form of simple pieces of music (1) or recognizes (K) and labels (2), as same and different, sections of music.	Inconsistently identifies the form of simple pieces of music (1) or recognizes (K) and labels (2), as same and different, sections of music.	Insufficiently identifies the form of simple pieces of music (1) or recognizes (K) and labels (2), as same and different, sections of music.
6.2	Masterfully recognizes the difference (K) in tone color (1) of voices and classroom musical instruments and classifies (2) into families.	Exceptionally recognizes the difference (K) in tone color (1) of voices and classroom musical instruments and classifies (2) into families.	Sufficiently recognizes the difference (K) in tone color (1) of voices and classroom musical instruments and classifies (2) into families.	Inconsistently recognizes the difference (K) in tone color (1) of voices and classroom musical instruments and classifies (2) into families.	Insufficiently recognizes the difference (K) in tone color (1) of voices and classroom musical instruments and classifies (2) into families.
6.3	Masterfully describes the tempo and dynamics of musical selections.	Exceptionally describes the tempo and dynamics of musical selections.	Sufficiently describes the tempo and dynamics of musical selections.	Inconsistently describes the tempo and dynamics of musical selections.	Insufficiently describes the tempo and dynamics of musical selections.
6.4	Masterfully recognizes (1-2) and identifies (2) same and different phrases in a song.	Exceptionally recognizes (1-2) and identifies (2) same and different phrases in a song.	Sufficiently recognizes (1-2) and identifies (2) same and different phrases in a song.	Inconsistently recognizes (1-2) and identifies (2) same and different phrases in a song.	Insufficiently recognizes (1-2) and identifies (2) same and different phrases in a song.
<b>RESPOND: STANDARD 7: Students will evaluate music and music performances.</b>					
7.1	Masterfully evaluates musical performances based on grade-appropriate criteria.	Exceptionally evaluates musical performances based on grade-appropriate criteria.	Sufficiently evaluates musical performances based on grade-appropriate criteria.	Inconsistently evaluates musical performances based on grade-appropriate criteria.	Insufficiently evaluates musical performances based on grade-appropriate criteria.
7.2	Masterfully develops and evaluates appropriate audience behaviors during a performance.	Exceptionally develops and evaluates appropriate audience behaviors during a performance.	Sufficiently develops and evaluates appropriate audience behaviors during a performance.	Inconsistently develops and evaluates appropriate audience behaviors during a performance.	Insufficiently develops and evaluates appropriate audience behaviors during a performance.
<b>CONNECT: STANDARD 8: Students will understand relationships between music, the arts, and disciplines outside the arts.</b>					
8.1	Masterfully identifies (1), or recognizes (2) connections between music and dance, theatre, and/or visual art.	Exceptionally identifies (1), or recognizes (2) connections between music and dance, theatre, and/or visual art.	Sufficiently identifies (1), or recognizes (2) connections between music and dance, theatre, and/or visual art.	Inconsistently identifies (1), or recognizes (2) connections between music and dance, theatre, and/or visual art.	Insufficiently identifies (1), or recognizes (2) connections between music and dance, theatre, and/or visual art.
8.2	Masterfully identifies (1), or recognizes (2) connections between music and language arts.	Exceptionally identifies (1), or recognizes (2) connections between music and language arts.	Sufficiently identifies (1), or recognizes (2) connections between music and language arts.	Inconsistently identifies (1), or recognizes (2) connections between music and language arts.	Insufficiently identifies (1), or recognizes (2) connections between music and language arts.

ELEMENTARY MUSIC			GRADES K-2		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CONNECT: STANDARD 9: Students will understand music in relation to history and culture.</b>					
9.1	Masterfully performs and describes music of various historical periods and cultures (2).	Exceptionally performs and describes music of various historical periods and cultures (2).	Sufficiently performs and describes music of various historical periods and cultures (2).	Inconsistently performs and describes music of various historical periods and cultures (2).	Insufficiently performs and describes music of various historical periods and cultures (2).



ELEMENTARY MUSIC				GRADES 3-5	
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 1: Students will sing, alone and with others, a varied repertoire of music.</b>					
1.1	Masterfully sings melodies in varied modes (5) with appropriate style, accurate pitch, and rhythm (3-4).	Exceptionally sings melodies in varied modes (5) with appropriate style, accurate pitch, and rhythm (3-4).	Sufficiently sings melodies in varied modes (5) with appropriate style, accurate pitch, and rhythm (3-4).	Inconsistently sings melodies in varied modes (5) with appropriate style, accurate pitch, and rhythm (3-4).	Insufficiently sings melodies in varied modes (5) with appropriate style, accurate pitch, and rhythm (3-4).
1.2	Masterfully demonstrates the ability to sing expressively (5) using proper vocal technique (3-4).	Exceptionally demonstrates the ability to sing expressively (5) using proper vocal technique (3-4).	Sufficiently demonstrates the ability to sing expressively (5) using proper vocal technique (3-4).	Inconsistently demonstrates the ability to sing expressively (5) using proper vocal technique (3-4).	Insufficiently demonstrates the ability to sing expressively (5) using proper vocal technique (3-4).
1.3	Masterfully demonstrates skills for singing in parts.	Exceptionally demonstrates skills for singing in parts.	Sufficiently demonstrates skills for singing in parts.	Inconsistently demonstrates skills for singing in parts.	Insufficiently demonstrates skills for singing in parts.
<b>PERFORM: STANDARD 2: Students will perform on instruments, alone and with others, a varied repertoire of music.</b>					
2.1	Masterfully demonstrates simple and complex patterns including syncopation (5) in various meters (4) on pitched and/or non-pitched instruments using correct technique (3).	Exceptionally demonstrates simple and complex patterns including syncopation (5) in various meters (4) on pitched and/or non-pitched instruments using correct technique (3).	Sufficiently demonstrates simple and complex patterns including syncopation (5) in various meters (4) on pitched and/or non-pitched instruments using correct technique (3).	Inconsistently demonstrates simple and complex patterns including syncopation (5) in various meters (4) on pitched and/or non-pitched instruments using correct technique (3).	Insufficiently demonstrates simple and complex patterns including syncopation (5) in various meters (4) on pitched and/or non-pitched instruments using correct technique (3).
2.2	Masterfully exhibits skill in playing melodies (3-4) or simple orchestrations (5) on pitched and/or non-pitched instruments using correct technique.	Exceptionally exhibits skill in playing melodies (3-4) or simple orchestrations (5) on pitched and/or non-pitched instruments using correct technique.	Sufficiently exhibits skill in playing melodies (3-4) or simple orchestrations (5) on pitched and/or non-pitched instruments using correct technique.	Inconsistently exhibits skill in playing melodies (3-4) or simple orchestrations (5) on pitched and/or non-pitched instruments using correct technique.	Insufficiently exhibits skill in playing melodies (3-4) or simple orchestrations (5) on pitched and/or non-pitched instruments using correct technique.
2.3	Masterfully performs rhythmic and/or melodic accompaniments (3) using correct technique (4 and 5).	Exceptionally performs rhythmic and/or melodic accompaniments (3) using correct technique (4 and 5).	Sufficiently performs rhythmic and/or melodic accompaniments (3) using correct technique (4 and 5).	Inconsistently performs rhythmic and/or melodic accompaniments (3) using correct technique (4 and 5).	Insufficiently performs rhythmic and/or melodic accompaniments (3) using correct technique (4 and 5).
2.4	Masterfully performs with appropriate expressive qualities/ markings (3-4) in various genres (5).	Exceptionally performs with appropriate expressive qualities/ markings (3-4) in various genres (5).	Sufficiently performs with appropriate expressive qualities/ markings (3-4) in various genres (5).	Inconsistently performs with appropriate expressive qualities/ markings (3-4) in various genres (5).	Insufficiently performs with appropriate expressive qualities/ markings (3-4) in various genres (5).

ELEMENTARY MUSIC			GRADES 3-5		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 5: Students will read and notate music.</b>					
5.1	Masterfully identifies and explains symbols represented in rhythm and melody.	Exceptionally identifies and explains symbols represented in rhythm and melody.	Sufficiently identifies and explains symbols represented in rhythm and melody.	Inconsistently identifies and explains symbols represented in rhythm and melody.	Insufficiently identifies and explains symbols represented in rhythm and melody.
5.2	Masterfully uses symbols to read, notate, and perform.	Exceptionally uses symbols to read, notate, and perform.	Sufficiently uses symbols to read, notate, and perform.	Inconsistently uses symbols to read, notate, and perform.	Insufficiently uses symbols to read, notate, and perform.
5.3	Masterfully identifies and interprets terms and symbols referring to musicality.	Exceptionally identifies and interprets terms and symbols referring to musicality.	Sufficiently identifies and interprets terms and symbols referring to musicality.	Inconsistently identifies and interprets terms and symbols referring to musicality.	Insufficiently identifies and interprets terms and symbols referring to musicality.
<b>CREATE: STANDARD 3: Students will improvise melodies, variations, and accompaniments.</b>					
3.1	Masterfully improvises melodies (3), or vocally and instrumentally, a two- to four-measure (4-5) melody on a pentatonic scale.	Exceptionally improvises melodies (3), or vocally and instrumentally, a two- to four-measure (4-5) melody on a pentatonic scale.	Sufficiently improvises melodies (3), or vocally and instrumentally, a two- to four-measure (4-5) melody on a pentatonic scale.	Inconsistently improvises melodies (3), or vocally and instrumentally, a two- to four-measure (4-5) melody on a pentatonic scale.	Insufficiently improvises melodies (3), or vocally and instrumentally, a two- to four-measure (4-5) melody on a pentatonic scale.
3.2	Masterfully improvises rhythms (3), or a two- to four-measure (4-5) rhythmic accompaniment to varying musical styles.	Exceptionally improvises rhythms (3), or a two- to four-measure (4-5) rhythmic accompaniment to varying musical styles.	Sufficiently improvises rhythms (3), or a two- to four-measure (4-5) rhythmic accompaniment to varying musical styles.	Inconsistently improvises rhythms (3), or a two- to four-measure (4-5) rhythmic accompaniment to varying musical styles.	Insufficiently improvises rhythms (3), or a two- to four-measure (4-5) rhythmic accompaniment to varying musical styles.
3.3	Masterfully improvises (3) two- to four- measure (4-5) question and answer phrases.	Exceptionally improvises (3) two- to four- measure (4-5) question and answer phrases.	Sufficiently improvises (3) two- to four- measure (4-5) question and answer phrases.	Inconsistently improvises (3) two- to four- measure (4-5) question and answer phrases.	Insufficiently improvises (3) two- to four- measure (4-5) question and answer phrases.
3.4	Masterfully improvises a simple accompaniment vocally (3) or instrumentally (3-4), or a two- to four-measure melodic accompaniment (5) within teacher-given parameters.	Exceptionally improvises a simple accompaniment vocally (3) or instrumentally (3-4), or a two- to four-measure melodic accompaniment (5) within teacher-given parameters.	Sufficiently improvises a simple accompaniment vocally (3) or instrumentally (3-4), or a two- to four-measure melodic accompaniment (5) within teacher-given parameters.	Inconsistently improvises a simple accompaniment vocally (3) or instrumentally (3-4), or a two- to four-measure melodic accompaniment (5) within teacher-given parameters.	Insufficiently improvises a simple accompaniment vocally (3) or instrumentally (3-4), or a two- to four-measure melodic accompaniment (5) within teacher-given parameters.

ELEMENTARY MUSIC				GRADES 3-5	
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CREATE: STANDARD 4: Students will compose and arrange music within specified guidelines.</b>					
4.1	Masterfully creates a rhythmic composition (3), or a simple four-measure melody (4), or individually or in groups, a simple vocal or instrumental two-part composition using teacher-given parameters (5).	Exceptionally creates a rhythmic composition (3), or a simple four-measure melody (4), or individually or in groups, a simple vocal or instrumental two-part composition using teacher-given parameters (5).	Sufficiently creates a rhythmic composition (3), or a simple four-measure melody (4), or individually or in groups, a simple vocal or instrumental two-part composition using teacher-given parameters (5).	Inconsistently creates a rhythmic composition (3), or a simple four-measure melody (4), or individually or in groups, a simple vocal or instrumental two-part composition using teacher-given parameters (5).	Insufficiently creates a rhythmic composition (3), or a simple four-measure melody (4), or individually or in groups, a simple vocal or instrumental two-part composition using teacher-given parameters (5).
4.2	Masterfully composes a simple melody (3), a simple four-measure melody on a major and or minor scale (4), or a short melodic vocal or instrumental introduction, interlude and/or coda to given melodies on major and/or minor pentatonic scales (5).	Exceptionally composes a simple melody (3), a simple four-measure melody on a major and or minor scale (4), or a short melodic vocal or instrumental introduction, interlude and/or coda to given melodies on major and/or minor pentatonic scales (5).	Sufficiently composes a simple melody (3), a simple four-measure melody on a major and or minor scale (4), or a short melodic vocal or instrumental introduction, interlude and/or coda to given melodies on major and/or minor pentatonic scales (5).	Inconsistently composes a simple melody (3), a simple four-measure melody on a major and or minor scale (4), or a short melodic vocal or instrumental introduction, interlude and/or coda to given melodies on major and/or minor pentatonic scales (5).	Insufficiently composes a simple melody (3), a simple four-measure melody on a major and or minor scale (4), or a short melodic vocal or instrumental introduction, interlude and/or coda to given melodies on major and/or minor pentatonic scales (5).
4.3	Masterfully composes a short melodic, vocal or instrumental, introduction, interlude, and/or coda (3) using teacher given parameters (4), or creates an arrangement of a familiar melody using instruments and/or movements (5).	Exceptionally composes a short melodic, vocal or instrumental, introduction, interlude, and/or coda (3) using teacher given parameters (4), or creates an arrangement of a familiar melody using instruments and/or movements (5).	Sufficiently composes a short melodic, vocal or instrumental, introduction, interlude, and/or coda (3) using teacher given parameters (4), or creates an arrangement of a familiar melody using instruments and/or movements (5).	Inconsistently composes a short melodic, vocal or instrumental, introduction, interlude, and/or coda (3) using teacher given parameters (4), or creates an arrangement of a familiar melody using instruments and/or movements (5).	Insufficiently composes a short melodic, vocal or instrumental, introduction, interlude, and/or coda (3) using teacher given parameters (4), or creates an arrangement of a familiar melody using instruments and/or movements (5).

ELEMENTARY MUSIC				GRADES 3-5	
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>RESPOND: STANDARD 6: Students will listen to, analyze, and describe music.</b>					
6.1	Masterfully demonstrates through varying methods (3-4), or explains characteristics of same and different sections (5).	Exceptionally demonstrates through varying methods (3-4), or explains characteristics of same and different sections (5).	Sufficiently demonstrates through varying methods (3-4), or explains characteristics of same and different sections (5).	Inconsistently demonstrates through varying methods (3-4), or explains characteristics of same and different sections (5).	Insufficiently demonstrates through varying methods (3-4), or explains characteristics of same and different sections (5).
6.2	Masterfully identifies and classifies, visually and aurally, orchestral instruments individually (4-5) and by family (3-5).	Exceptionally identifies and classifies, visually and aurally, orchestral instruments individually (4-5) and by family (3-5).	Sufficiently identifies and classifies, visually and aurally, orchestral instruments individually (4-5) and by family (3-5).	Inconsistently identifies and classifies, visually and aurally, orchestral instruments individually (4-5) and by family (3-5).	Insufficiently identifies and classifies, visually and aurally, orchestral instruments individually (4-5) and by family (3-5).
6.3	Masterfully describes (3-4), or analyzes, orally and written (5), the characteristics of vocal and instrumental musical selections using appropriate music vocabulary.	Exceptionally describes (3-4), or analyzes, orally and written (5), the characteristics of vocal and instrumental musical selections using appropriate music vocabulary.	Sufficiently describes (3-4), or analyzes, orally and written (5), the characteristics of vocal and instrumental musical selections using appropriate music vocabulary.	Inconsistently describes (3-4), or analyzes, orally and written (5), the characteristics of vocal and instrumental musical selections using appropriate music vocabulary.	Insufficiently describes (3-4), or analyzes, orally and written (5), the characteristics of vocal and instrumental musical selections using appropriate music vocabulary.
6.4	Masterfully identifies (3) and describes (4) or compares and contrasts various styles and genres of music, both vocal and instrumental. (5)	Exceptionally identifies (3) and describes (4) or compares and contrasts various styles and genres of music, both vocal and instrumental. (5)	Sufficiently identifies (3) and describes (4) or compares and contrasts various styles and genres of music, both vocal and instrumental. (5)	Inconsistently identifies (3) and describes (4) or compares and contrasts various styles and genres of music, both vocal and instrumental. (5)	Insufficiently identifies (3) and describes (4) or compares and contrasts various styles and genres of music, both vocal and instrumental. (5)
<b>RESPOND: STANDARD 7: Students will evaluate music and music performances.</b>					
7.1	Masterfully devises and applies criteria for evaluating music and music performances.	Exceptionally devises and applies criteria for evaluating music and music performances.	Sufficiently devises and applies criteria for evaluating music and music performances.	Inconsistently devises and applies criteria for evaluating music and music performances.	Insufficiently devises and applies criteria for evaluating music and music performances.
7.2	Masterfully demonstrates proper audience etiquette and evaluate audience behavior during performances.	Exceptionally demonstrates proper audience etiquette and evaluate audience behavior during performances.	Sufficiently demonstrates proper audience etiquette and evaluate audience behavior during performances.	Inconsistently demonstrates proper audience etiquette and evaluate audience behavior during performances.	Insufficiently demonstrates proper audience etiquette and evaluate audience behavior during performances.

ELEMENTARY MUSIC			GRADES 3-5		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CONNECT: STANDARD 8: Students will understand relationships between music, the arts, and disciplines outside the arts.</b>					
8.1	Masterfully recognizes (3), explains (4), or integrates (5) the elements of music as they relate to other arts disciplines.	Exceptionally recognizes (3), explains (4), or integrates (5) the elements of music as they relate to other arts disciplines.	Sufficiently recognizes (3), explains (4), or integrates (5) the elements of music as they relate to other arts disciplines.	Inconsistently recognizes (3), explains (4), or integrates (5) the elements of music as they relate to other arts disciplines.	Insufficiently recognizes (3), explains (4), or integrates (5) the elements of music as they relate to other arts disciplines.
8.2	Masterfully examines (3), investigates and demonstrates, (4-5) or compares (5) ways in which music interrelates with other academic disciplines.	Exceptionally examines (3), investigates and demonstrates, (4-5) or compares (5) ways in which music interrelates with other academic disciplines.	Sufficiently examines (3), investigates and demonstrates, (4-5) or compares (5) ways in which music interrelates with other academic disciplines.	Inconsistently examines (3), investigates and demonstrates, (4-5) or compares (5) ways in which music interrelates with other academic disciplines.	Insufficiently examines (3), investigates and demonstrates, (4-5) or compares (5) ways in which music interrelates with other academic disciplines.
<b>CONNECT: STANDARD 9: Students will understand music in relation to history and culture.</b>					
9.1	Masterfully recognizes, describes, (3-4) or classifies (5) and/or performs music of various cultures and historical periods.	Exceptionally recognizes, describes, (3-4) or classifies (5) and/or performs music of various cultures and historical periods.	Sufficiently recognizes, describes, (3-4) or classifies (5) and/or performs music of various cultures and historical periods.	Inconsistently recognizes, describes, (3-4) or classifies (5) and/or performs music of various cultures and historical periods.	Insufficiently recognizes, describes, (3-4) or classifies (5) and/or performs music of various cultures and historical periods.

VOCAL MUSIC			MIDDLE GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 1: Students will sing, alone and with others, a varied repertoire of music.</b>					
1.1	Masterfully demonstrates expressive and technical accuracy in a large and varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1-6, including some songs performed from memory.	Exceptionally demonstrates expressive and technical accuracy in a large and varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1-6, including some songs performed from memory.	Sufficiently demonstrates expressive and technical accuracy in a large and varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1-6, including some songs performed from memory.	Inconsistently demonstrates expressive and technical accuracy in a large and varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1-6, including some songs performed from memory.	Insufficiently demonstrates expressive and technical accuracy in a large and varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1-6, including some songs performed from memory.
1.2	Masterfully demonstrates, individually, the fundamentals of correct vocal production.	Exceptionally demonstrates, individually, the fundamentals of correct vocal production.	Sufficiently demonstrates, individually, the fundamentals of correct vocal production.	Inconsistently demonstrates, individually, the fundamentals of correct vocal production.	Insufficiently demonstrates, individually, the fundamentals of correct vocal production.
1.3	Masterfully demonstrates diction appropriate to the style of selected literature.	Exceptionally demonstrates diction appropriate to the style of selected literature.	Sufficiently demonstrates diction appropriate to the style of selected literature.	Inconsistently demonstrates diction appropriate to the style of selected literature.	Insufficiently demonstrates diction appropriate to the style of selected literature.
1.4	Masterfully demonstrates ensemble skills by singing in small groups.	Exceptionally demonstrates ensemble skills by singing in small groups.	Sufficiently demonstrates ensemble skills by singing in small groups.	Inconsistently demonstrates ensemble skills by singing in small groups.	Insufficiently demonstrates ensemble skills by singing in small groups.
<b>PERFORM: STANDARD 2: Students will perform on instruments, alone and with others, a varied repertoire of music.</b>					
2.1	Masterfully uses pitched instruments to enhance choral experience.	Exceptionally uses pitched instruments to enhance choral experience.	Sufficiently uses pitched instruments to enhance choral experience.	Inconsistently uses pitched instruments to enhance choral experience.	Insufficiently uses pitched instruments to enhance choral experience.
2.2	Masterfully uses non-pitched instruments to enhance choral experience.	Exceptionally uses non-pitched instruments to enhance choral experience.	Sufficiently uses non-pitched instruments to enhance choral experience.	Inconsistently uses non-pitched instruments to enhance choral experience.	Insufficiently uses non-pitched instruments to enhance choral experience.

VOCAL MUSIC			MIDDLE GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 5: Students will read and notate music.</b>					
5.1	Masterfully reads and sings an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1-6.	Exceptionally reads and sings an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1-6.	Sufficiently reads and sings an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1-6.	Inconsistently reads and sings an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1-6.	Insufficiently reads and sings an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1-6.
5.2	Masterfully interprets terms, signs, and musical symbols necessary for performing a choral music score.	Exceptionally interprets terms, signs, and musical symbols necessary for performing a choral music score.	Sufficiently interprets terms, signs, and musical symbols necessary for performing a choral music score.	Inconsistently interprets terms, signs, and musical symbols necessary for performing a choral music score.	Insufficiently interprets terms, signs, and musical symbols necessary for performing a choral music score.
5.3	Masterfully sight-reads, accurately, music with a difficulty level of 2 or above, on a scale of 1 to 6.	Exceptionally sight-reads, accurately, music with a difficulty level of 2 or above, on a scale of 1 to 6.	Sufficiently sight-reads, accurately, music with a difficulty level of 2 or above, on a scale of 1 to 6.	Inconsistently sight-reads, accurately, music with a difficulty level of 2 or above, on a scale of 1 to 6.	Insufficiently sight-reads, accurately, music with a difficulty level of 2 or above, on a scale of 1 to 6.
5.4	Masterfully notates melodic material (pitch and rhythm) using standard symbols, signs, and formats.	Exceptionally notates melodic material (pitch and rhythm) using standard symbols, signs, and formats.	Sufficiently notates melodic material (pitch and rhythm) using standard symbols, signs, and formats.	Inconsistently notates melodic material (pitch and rhythm) using standard symbols, signs, and formats.	Insufficiently notates melodic material (pitch and rhythm) using standard symbols, signs, and formats.
<b>CREATE: STANDARD 3: Students will improvise melodies, variations, and accompaniments.</b>					
3.1	Masterfully demonstrates the ability to improvise a melodic passage.	Exceptionally demonstrates the ability to improvise a melodic passage.	Sufficiently demonstrates the ability to improvise a melodic passage.	Inconsistently demonstrates the ability to improvise a melodic passage.	Insufficiently demonstrates the ability to improvise a melodic passage.
3.2	Masterfully demonstrates the ability to improvise a variation.	Exceptionally demonstrates the ability to improvise a variation.	Sufficiently demonstrates the ability to improvise a variation.	Inconsistently demonstrates the ability to improvise a variation.	Insufficiently demonstrates the ability to improvise a variation.
3.3	Masterfully demonstrates the ability to improvise an accompaniment.	Exceptionally demonstrates the ability to improvise an accompaniment.	Sufficiently demonstrates the ability to improvise an accompaniment.	Inconsistently demonstrates the ability to improvise an accompaniment.	Insufficiently demonstrates the ability to improvise an accompaniment.

<b>VOCAL MUSIC</b>						<b>MIDDLE GRADES 6-8</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>CREATE: STANDARD 4: Students will compose and arrange music within specified guidelines.</b>											
<b>4.1</b>	Masterfully arranges a song within specified guidelines.		Exceptionally arranges a song within specified guidelines.		Sufficiently arranges a song within specified guidelines.		Inconsistently arranges a song within specified guidelines.		Insufficiently arranges a song within specified guidelines.		
<b>4.2</b>	Masterfully composes vocal warm-ups and/or short melodies.		Exceptionally composes vocal warm-ups and/or short melodies.		Sufficiently composes vocal warm-ups and/or short melodies.		Inconsistently composes vocal warm-ups and/or short melodies.		Insufficiently composes vocal warm-ups and/or short melodies.		
<b>4.3</b>	Masterfully composes rhythmic and/or melodic ostinato.		Exceptionally composes rhythmic and/or melodic ostinato.		Sufficiently composes rhythmic and/or melodic ostinato.		Inconsistently composes rhythmic and/or melodic ostinato.		Insufficiently composes rhythmic and/or melodic ostinato.		
<b>RESPOND: STANDARD 6: Students will listen to, analyze, and describe music.</b>											
<b>6.1</b>	Masterfully listen to a variety of musical styles and genres.		Exceptionally listen to a variety of musical styles and genres.		Sufficiently listen to a variety of musical styles and genres.		Inconsistently listen to a variety of musical styles and genres.		Insufficiently listen to a variety of musical styles and genres.		
<b>6.2</b>	Masterfully identifies the uses of musical elements in rehearsal and performance literature.		Exceptionally identifies the uses of musical elements in rehearsal and performance literature.		Sufficiently identifies the uses of musical elements in rehearsal and performance literature.		Inconsistently identifies the uses of musical elements in rehearsal and performance literature.		Insufficiently identifies the uses of musical elements in rehearsal and performance literature.		
<b>6.3</b>	Masterfully analyzes and describes uses of the elements of music in a recorded work that make it unique, interesting, and expressive.		Exceptionally analyzes and describes uses of the elements of music in a recorded work that make it unique, interesting, and expressive.		Sufficiently analyzes and describes uses of the elements of music in a recorded work that make it unique, interesting, and expressive.		Inconsistently analyzes and describes uses of the elements of music in a recorded work that make it unique, interesting, and expressive.		Insufficiently analyzes and describes uses of the elements of music in a recorded work that make it unique, interesting, and expressive.		
<b>6.4</b>	Masterfully compares and contrasts works of the same genre or style.		Exceptionally compares and contrasts works of the same genre or style.		Sufficiently compares and contrasts works of the same genre or style.		Inconsistently compares and contrasts works of the same genre or style.		Insufficiently compares and contrasts works of the same genre or style.		



VOCAL MUSIC			MIDDLE GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>RESPOND: STANDARD 7: Students will evaluate music and music performances.</b>					
7.1	Masterfully uses specified criteria to evaluate his/her own personal contribution in a choral performance.	Exceptionally uses specified criteria to evaluate his/her own personal contribution in a choral performance.	Sufficiently uses specified criteria to evaluate his/her own personal contribution in a choral performance.	Inconsistently uses specified criteria to evaluate his/her own personal contribution in a choral performance.	Insufficiently uses specified criteria to evaluate his/her own personal contribution in a choral performance.
7.2	Masterfully uses specified criteria to evaluate choral performances as compares to similar or exemplary models.	Exceptionally uses specified criteria to evaluate choral performances as compares to similar or exemplary models.	Sufficiently uses specified criteria to evaluate choral performances as compares to similar or exemplary models.	Inconsistently uses specified criteria to evaluate choral performances as compares to similar or exemplary models.	Insufficiently uses specified criteria to evaluate choral performances as compares to similar or exemplary models.
7.3	Masterfully evaluates the aesthetic qualities of a choral work.	Exceptionally evaluates the aesthetic qualities of a choral work.	Sufficiently evaluates the aesthetic qualities of a choral work.	Inconsistently evaluates the aesthetic qualities of a choral work.	Insufficiently evaluates the aesthetic qualities of a choral work.
<b>CONNECT: STANDARD 8: Students will understand relationships between music, the arts, and disciplines outside the arts.</b>					
8.1	Masterfully compares and contrasts how elements (e.g., color, balance, texture, form) are used in music, dance, theatre, and visual art.	Exceptionally compares and contrasts how elements (e.g., color, balance, texture, form) are used in music, dance, theatre, and visual art.	Sufficiently compares and contrasts how elements (e.g., color, balance, texture, form) are used in music, dance, theatre, and visual art.	Inconsistently compares and contrasts how elements (e.g., color, balance, texture, form) are used in music, dance, theatre, and visual art.	Insufficiently compares and contrasts how elements (e.g., color, balance, texture, form) are used in music, dance, theatre, and visual art.
8.2	Masterfully compares characteristics of two or more arts disciplines within a particular historical period or style.	Exceptionally compares characteristics of two or more arts disciplines within a particular historical period or style.	Sufficiently compares characteristics of two or more arts disciplines within a particular historical period or style.	Inconsistently compares characteristics of two or more arts disciplines within a particular historical period or style.	Insufficiently compares characteristics of two or more arts disciplines within a particular historical period or style.
8.3	Masterfully describes the interrelationship of music with various academic disciplines outside the arts.	Exceptionally describes the interrelationship of music with various academic disciplines outside the arts.	Sufficiently describes the interrelationship of music with various academic disciplines outside the arts.	Inconsistently describes the interrelationship of music with various academic disciplines outside the arts.	Insufficiently describes the interrelationship of music with various academic disciplines outside the arts.
8.4	Masterfully explains the role of music-related technology in today's society.	Exceptionally explains the role of music-related technology in today's society.	Sufficiently explains the role of music-related technology in today's society.	Inconsistently explains the role of music-related technology in today's society.	Insufficiently explains the role of music-related technology in today's society.

VOCAL MUSIC			MIDDLE GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CONNECT: STANDARD 9: Students will understand music in relation to history and culture.</b>					
9.1	Masterfully identifies selected choral literature by historical period and/or culture.	Exceptionally identifies selected choral literature by historical period and/or culture.	Sufficiently identifies selected choral literature by historical period and/or culture.	Inconsistently identifies selected choral literature by historical period and/or culture.	Insufficiently identifies selected choral literature by historical period and/or culture.
9.2	Masterfully examines the origins of various American music genres.	Exceptionally examines the origins of various American music genres.	Sufficiently examines the origins of various American music genres.	Inconsistently examines the origins of various American music genres.	Insufficiently examines the origins of various American music genres.
9.3	Masterfully describes the role of music in today's society.	Exceptionally describes the role of music in today's society.	Sufficiently describes the role of music in today's society.	Inconsistently describes the role of music in today's society.	Insufficiently describes the role of music in today's society.

VOCAL MUSIC			HIGH SCHOOL GRADES 9-12		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 1: Students will sing, alone and with others, a varied repertoire of music.</b>					
1.1	Masterfully demonstrates expression and technical accuracy in a large and varied repertoire of vocal literature with an appropriate level of difficulty on a scale of 1-6, including some songs performed from memory.	Exceptionally demonstrates expression and technical accuracy in a large and varied repertoire of vocal literature with an appropriate level of difficulty on a scale of 1-6, including some songs performed from memory.	Sufficiently demonstrates expression and technical accuracy in a large and varied repertoire of vocal literature with an appropriate level of difficulty on a scale of 1-6, including some songs performed from memory.	Inconsistently demonstrates expression and technical accuracy in a large and varied repertoire of vocal literature with an appropriate level of difficulty on a scale of 1-6, including some songs performed from memory.	Insufficiently demonstrates expression and technical accuracy in a large and varied repertoire of vocal literature with an appropriate level of difficulty on a scale of 1-6, including some songs performed from memory.
1.2	Masterfully demonstrates the fundamentals of correct vocal production.	Exceptionally demonstrates the fundamentals of correct vocal production.	Sufficiently demonstrates the fundamentals of correct vocal production.	Inconsistently demonstrates the fundamentals of correct vocal production.	Insufficiently demonstrates the fundamentals of correct vocal production.
1.3	Masterfully demonstrates the ability to sing in multiple styles, genres, and languages with instrumental accompaniment and a cappella.	Exceptionally demonstrates the ability to sing in multiple styles, genres, and languages with instrumental accompaniment and a cappella.	Sufficiently demonstrates the ability to sing in multiple styles, genres, and languages with instrumental accompaniment and a cappella.	Inconsistently demonstrates the ability to sing in multiple styles, genres, and languages with instrumental accompaniment and a cappella.	Insufficiently demonstrates the ability to sing in multiple styles, genres, and languages with instrumental accompaniment and a cappella.
1.4	Masterfully demonstrates ensemble skills by singing in small ensembles.	Exceptionally demonstrates ensemble skills by singing in small ensembles.	Sufficiently demonstrates ensemble skills by singing in small ensembles.	Inconsistently demonstrates ensemble skills by singing in small ensembles.	Insufficiently demonstrates ensemble skills by singing in small ensembles.
<b>PERFORM: STANDARD 2: Students will perform on instruments, alone and with others, a varied repertoire of music.</b>					
2.1	Masterfully performs on pitched instruments both classroom and concert settings.	Exceptionally performs on pitched instruments both classroom and concert settings.	Sufficiently performs on pitched instruments both classroom and concert settings.	Inconsistently performs on pitched instruments both classroom and concert settings.	Insufficiently performs on pitched instruments both classroom and concert settings.
2.2	Masterfully performs on non-pitched instruments both classroom and concert settings.	Exceptionally performs on non-pitched instruments both classroom and concert settings.	Sufficiently performs on non-pitched instruments both classroom and concert settings.	Inconsistently performs on non-pitched instruments both classroom and concert settings.	Insufficiently performs on non-pitched instruments both classroom and concert settings.

<b>VOCAL MUSIC</b>						<b>HIGH SCHOOL GRADES 9-12</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>PERFORM: STANDARD 5: Students will read and notate music.</b>											
<b>5.1</b>	Masterfully demonstrates the ability to sing an assigned vocal part from choral music.		Exceptionally demonstrates the ability to sing an assigned vocal part from choral music.		Sufficiently demonstrates the ability to sing an assigned vocal part from choral music.		Inconsistently demonstrates the ability to sing an assigned vocal part from choral music.		Insufficiently demonstrates the ability to sing an assigned vocal part from choral music.		
<b>5.2</b>	Masterfully interprets terms, signs, and musical symbols necessary for performing a choral music score.		Exceptionally interprets terms, signs, and musical symbols necessary for performing a choral music score.		Sufficiently interprets terms, signs, and musical symbols necessary for performing a choral music score.		Inconsistently interprets terms, signs, and musical symbols necessary for performing a choral music score.		Insufficiently interprets terms, signs, and musical symbols necessary for performing a choral music score.		
<b>5.3</b>	Masterfully sight-reads accurately and expressively.		Exceptionally sight-reads accurately and expressively.		Sufficiently sight-reads accurately and expressively.		Inconsistently sight-reads accurately and expressively.		Insufficiently sight-reads accurately and expressively.		
<b>5.4</b>	Masterfully demonstrates ability to notate music.		Exceptionally demonstrates ability to notate music.		Sufficiently demonstrates ability to notate music.		Inconsistently demonstrates ability to notate music.		Insufficiently demonstrates ability to notate music.		
<b>CREATE: STANDARD 3: Students will improvise melodies, variations, and accompaniments.</b>											
<b>3.1</b>	Masterfully demonstrates the ability to improvise a melodic passage.		Exceptionally demonstrates the ability to improvise a melodic passage.		Sufficiently demonstrates the ability to improvise a melodic passage.		Inconsistently demonstrates the ability to improvise a melodic passage.		Insufficiently demonstrates the ability to improvise a melodic passage.		
<b>3.2</b>	Masterfully demonstrates the ability to improvise a variation.		Exceptionally demonstrates the ability to improvise a variation.		Sufficiently demonstrates the ability to improvise a variation.		Inconsistently demonstrates the ability to improvise a variation.		Insufficiently demonstrates the ability to improvise a variation.		
<b>3.3</b>	Masterfully demonstrates the ability to improvise an accompaniment.		Exceptionally demonstrates the ability to improvise an accompaniment.		Sufficiently demonstrates the ability to improvise an accompaniment.		Inconsistently demonstrates the ability to improvise an accompaniment.		Insufficiently demonstrates the ability to improvise an accompaniment.		
<b>CREATE: STANDARD 4: Students will compose and arrange music within specified guidelines.</b>											
<b>4.1</b>	Masterfully composes melodic and rhythmic motives and/or arrange melodic and rhythmic motives into a phrase.		Exceptionally composes melodic and rhythmic motives and/or arrange melodic and rhythmic motives into a phrase.		Sufficiently composes melodic and rhythmic motives and/or arrange melodic and rhythmic motives into a phrase.		Inconsistently composes melodic and rhythmic motives and/or arrange melodic and rhythmic motives into a phrase.		Insufficiently composes melodic and rhythmic motives and/or arrange melodic and rhythmic motives into a phrase.		
<b>4.2</b>	Masterfully composes vocal warm-ups.		Exceptionally composes vocal warm-ups.		Sufficiently composes vocal warm-ups.		Inconsistently composes vocal warm-ups.		Insufficiently composes vocal warm-ups.		
<b>4.3</b>	Masterfully composes vocal and/or instrumental ostinato and/or descants.		Exceptionally composes vocal and/or instrumental ostinato and/or descants.		Sufficiently composes vocal and/or instrumental ostinato and/or descants.		Inconsistently composes vocal and/or instrumental ostinato and/or descants.		Insufficiently composes vocal and/or instrumental ostinato and/or descants.		

<b>VOCAL MUSIC</b>						<b>HIGH SCHOOL GRADES 9-12</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>RESPOND: STANDARD 6: Students will listen to, analyze, and describe music.</b>											
<b>6.1</b>	Masterfully listens to a variety of musical styles and genres.		Exceptionally listens to a variety of musical styles and genres.		Sufficiently listens to a variety of musical styles and genres.		Inconsistently listens to a variety of musical styles and genres.		Insufficiently listens to a variety of musical styles and genres.		
<b>6.2</b>	Masterfully analyzes and describes printed literature to identify the uses of musical elements, forms, expressive devices, and/or compositional techniques.		Exceptionally analyzes and describes printed literature to identify the uses of musical elements, forms, expressive devices, and/or compositional techniques.		Sufficiently analyzes and describes printed literature to identify the uses of musical elements, forms, expressive devices, and/or compositional techniques.		Inconsistently analyzes and describes printed literature to identify the uses of musical elements, forms, expressive devices, and/or compositional techniques.		Insufficiently analyzes and describes printed literature to identify the uses of musical elements, forms, expressive devices, and/or compositional techniques.		
<b>6.3</b>	Masterfully analyzes and describes recordings of literature to identify the use of elements of music, forms, expressive devices, and/or compositional techniques.		Exceptionally analyzes and describes recordings of literature to identify the use of elements of music, forms, expressive devices, and/or compositional techniques.		Sufficiently analyzes and describes recordings of literature to identify the use of elements of music, forms, expressive devices, and/or compositional techniques.		Inconsistently analyzes and describes recordings of literature to identify the use of elements of music, forms, expressive devices, and/or compositional techniques.		Insufficiently analyzes and describes recordings of literature to identify the use of elements of music, forms, expressive devices, and/or compositional techniques.		
<b>6.4</b>	Masterfully compares and contrasts works of the same genre or style.		Exceptionally compares and contrasts works of the same genre or style.		Sufficiently compares and contrasts works of the same genre or style.		Inconsistently compares and contrasts works of the same genre or style.		Insufficiently compares and contrasts works of the same genre or style.		
<b>RESPOND: STANDARD 7: Students will evaluate music and music performances.</b>											
<b>7.1</b>	Masterfully evaluates his/her personal contribution in a choral performance using specific criteria.		Exceptionally evaluates his/her personal contribution in a choral performance using specific criteria.		Sufficiently evaluates his/her personal contribution in a choral performance using specific criteria.		Inconsistently evaluates his/her personal contribution in a choral performance using specific criteria.		Insufficiently evaluates his/her personal contribution in a choral performance using specific criteria.		
<b>7.2</b>	Masterfully analyzes recorded or live choral performances to extrapolate criteria to evaluate personal or group performance.		Exceptionally analyzes recorded or live choral performances to extrapolate criteria to evaluate personal or group performance.		Sufficiently analyzes recorded or live choral performances to extrapolate criteria to evaluate personal or group performance.		Inconsistently analyzes recorded or live choral performances to extrapolate criteria to evaluate personal or group performance.		Insufficiently analyzes recorded or live choral performances to extrapolate criteria to evaluate personal or group performance.		
<b>7.3</b>	Masterfully evaluates the aesthetic qualities of a choral work.		Exceptionally evaluates the aesthetic qualities of a choral work.		Sufficiently evaluates the aesthetic qualities of a choral work.		Inconsistently evaluates the aesthetic qualities of a choral work.		Insufficiently evaluates the aesthetic qualities of a choral work.		

<b>VOCAL MUSIC</b>						<b>HIGH SCHOOL GRADES 9-12</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>	<b>4 ABOVE EXPECTATIONS</b>	<b>3 AT EXPECTATIONS</b>	<b>2 BELOW EXPECTATIONS</b>	<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>						
<b>CONNECT: STANDARD 8: Students will understand relationships between music, the arts, and disciplines outside the arts.</b>											
<b>8.1</b>	Masterfully compares and contrasts how elements of music relate to the elements of other arts in similar and distinctive ways.	Exceptionally compares and contrasts how elements of music relate to the elements of other arts in similar and distinctive ways.	Sufficiently compares and contrasts how elements of music relate to the elements of other arts in similar and distinctive ways.	Inconsistently compares and contrasts how elements of music relate to the elements of other arts in similar and distinctive ways.	Insufficiently compares and contrasts how elements of music relate to the elements of other arts in similar and distinctive ways.						
<b>8.2</b>	Masterfully describes the interrelationship of music with academic disciplines outside the arts.	Exceptionally describes the interrelationship of music with academic disciplines outside the arts.	Sufficiently describes the interrelationship of music with academic disciplines outside the arts.	Inconsistently describes the interrelationship of music with academic disciplines outside the arts.	Insufficiently describes the interrelationship of music with academic disciplines outside the arts.						
<b>8.3</b>	Masterfully demonstrates an understanding of the role of technology in creating, producing, and listening to music.	Exceptionally demonstrates an understanding of the role of technology in creating, producing, and listening to music.	Sufficiently demonstrates an understanding of the role of technology in creating, producing, and listening to music.	Inconsistently demonstrates an understanding of the role of technology in creating, producing, and listening to music.	Insufficiently demonstrates an understanding of the role of technology in creating, producing, and listening to music.						
<b>CONNECT: STANDARD 9: Students will understand music in relation to history and culture.</b>											
<b>9.1</b>	Masterfully identifies the historical period and/or culture of selected choral literature.	Exceptionally identifies the historical period and/or culture of selected choral literature.	Sufficiently identifies the historical period and/or culture of selected choral literature.	Inconsistently identifies the historical period and/or culture of selected choral literature.	Insufficiently identifies the historical period and/or culture of selected choral literature.						
<b>9.2</b>	Masterfully compares and contrasts various music genres and their origins.	Exceptionally compares and contrasts various music genres and their origins.	Sufficiently compares and contrasts various music genres and their origins.	Inconsistently compares and contrasts various music genres and their origins.	Insufficiently compares and contrasts various music genres and their origins.						
<b>9.3</b>	Masterfully analyzes the role of music in today's society.	Exceptionally analyzes the role of music in today's society.	Sufficiently analyzes the role of music in today's society.	Inconsistently analyzes the role of music in today's society.	Insufficiently analyzes the role of music in today's society.						
<b>9.4</b>	Masterfully evaluates the relationship between music and historical and political events.	Exceptionally evaluates the relationship between music and historical and political events.	Sufficiently evaluates the relationship between music and historical and political events.	Inconsistently evaluates the relationship between music and historical and political events.	Insufficiently evaluates the relationship between music and historical and political events.						

## Vocal Music Sample Evidence

Domain	Standard(s)	Sample Evidence
<b>Perform</b>	<b>Standard 1:</b> Singing <b>Standard 2:</b> Playing Instruments <b>Standard 5 (6-8):</b> Reading and Notating <b>Standard 5 (9-12):</b> Read and Notate Music	<ul style="list-style-type: none"> <li>Evidence of student/ensemble adjudication (e.g., choral festival, solo and ensemble, all-west auditions, etc.)</li> <li>Video or audio recordings of concert to be adjudicated by blind peer committee</li> <li>Video or audio recording of formal or informal performance pre/interim/post assessment to show growth (e.g., Think Show)</li> <li>Rubric/check list of standards based assessment showing significant student growth (e.g., individual/group vocal assessments)</li> <li>Student self/peer assessments of informal and/or formal performances (e.g., checklist, student narrative review)</li> </ul>
<b>Create</b>	<b>Standard 3:</b> Improvising <b>Standard 4:</b> Composing	<ul style="list-style-type: none"> <li>Video or audio recordings of student compositions (arrangements, and/or improvisations)</li> <li>Written score of student composition or arrangement</li> <li>Documented imagery of a student's response to assigned literature (e.g., vocal/instrumental, etc.)</li> <li>Student checklists for understanding, written narrative analysis and personal interpretations of musical scores from performances, or listening assignments</li> <li>Student self/peer assessments of informal and/or formal performances (e.g., checklist, student narrative review)</li> <li>Video recordings of student conducting, projects, class discussions</li> </ul>
<b>Respond</b>	<b>Standard 6 (K-8):</b> Listening and Analyzing <b>Standard 6 (9-12):</b> Listening, Analyzing, and Describing <b>Standard 7:</b> Evaluating	<ul style="list-style-type: none"> <li>Student checklists for understanding, written narrative analysis and personal interpretations of musical scores from performances, or listening assignments</li> <li>Student self/peer assessments of informal and/or formal performances (e.g., checklist, student narrative review)</li> <li>Video recordings of student conducting, projects, class discussions</li> </ul>
<b>Connect</b>	<b>Standard 8:</b> Interdisciplinary Connections <b>Standard 9:</b> Historical and Cultural Relationships	<ul style="list-style-type: none"> <li>Written narrative and checklist to field trips</li> <li>Written exams over historical musicology</li> <li>Samples of students work through formative phases of a unit project</li> <li>Cumulative student portfolio</li> </ul>

INSTRUMENTAL MUSIC			MIDDLE SCHOOL GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 1: Students will sing, alone and with others, a varied repertoire of music.</b>					
1.1	Masterfully demonstrates an understanding of pitch and rhythm through singing musical examples.	Exceptionally demonstrates an understanding of pitch and rhythm through singing musical examples.	Sufficiently demonstrates an understanding of pitch and rhythm through singing musical examples.	Inconsistently demonstrates an understanding of pitch and rhythm through singing musical examples.	Insufficiently demonstrates an understanding of pitch and rhythm through singing musical examples.
1.2	Masterfully demonstrates an understanding of harmony through singing an advanced two-part harmonization with both parts having different rhythms.	Exceptionally demonstrates an understanding of harmony through singing a two-part harmonization with both parts using different rhythms.	Sufficiently demonstrates an understanding of harmony through singing a basic two-part harmonization with both parts using the same rhythm.	Inconsistently demonstrates an understanding of harmony through singing a two part round.	Insufficiently demonstrates an understanding of harmony through singing in unison with same rhythm.
<b>PERFORM: STANDARD 2: Students will perform on instruments, alone and with others, a varied repertoire of music.</b>					
2.1	Masterfully demonstrates proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).	Exceptionally demonstrates proper daily maintenance routine and execute periodic cleaning beyond daily maintenance. (i.e., corks, slides, valves, reeds, bows, strings).	Sufficiently demonstrates proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).	Inconsistently demonstrates proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).	Insufficiently demonstrates proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).
2.2	Masterfully demonstrates continuing tonal development and an understanding of a characteristic tone quality.	Exceptionally demonstrates continuing tonal development and an understanding of a characteristic tone quality.	Sufficiently demonstrates continuing tonal development and an understanding of a characteristic tone quality.	Inconsistently demonstrates continuing tonal development and an understanding of a characteristic tone quality.	Insufficiently demonstrates continuing tonal development and an understanding of a characteristic tone quality.
2.3	Masterfully demonstrates knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.	Exceptionally demonstrates knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.	Sufficiently demonstrates a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.	Inconsistently demonstrates a basic knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.	Insufficiently demonstrates a partial knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.
2.4	Identifies, notates, and performs advanced rhythms and pitches.	Identifies, notates, and performs intermediate rhythms and pitches.	Identifies, notates, and performs basic rhythms and pitches.	Identifies, notates, and performs simple rhythms and pitches.	Identifies, notates, and performs simple rhythms and pitches inconsistently.



INSTRUMENTAL MUSIC			MIDDLE SCHOOL GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 2: Students will perform on instruments, alone and with others, a varied repertoire of music. (cont.)</b>					
2.5	Masterfully demonstrates and understands musicality through style, dynamic control, tempo variation, and phrase shaping.	Exceptionally demonstrates and understands musicality through style, dynamic control, tempo variation, and phrase shaping.	Sufficiently demonstrates and understands musicality through style, dynamic control, tempo variation, and phrase shaping.	Inconsistently demonstrates and understands musicality through style, dynamic control, tempo variation, and phrase shaping.	Insufficiently demonstrates and understands musicality through style, dynamic control, tempo variation, and phrase shaping.
2.6	Masterfully applies techniques of sight-reading.	Exceptionally applies techniques of sight-reading.	Sufficiently applies techniques of sight-reading.	Inconsistently applies techniques of sight-reading.	Insufficiently applies techniques of sight-reading.
2.7	Masterfully performs major scales in at least twelve keys thirteen rudiments.	Exceptionally performs major scales in at least eight keys/ eight rudiments.	Sufficiently performs major scales in at least four keys/ four rudiments.	Inconsistently performs major scales in at least two keys/ two rudiments.	Insufficiently performs a major scale in at least one key/ one rudiment.
<b>PERFORM: STANDARD 5: Students will read and notate music.</b>					
5.1	Masterfully identifies and interprets standard musical notation.	Exceptionally identifies and interprets standard musical notation.	Sufficiently identifies and interprets standard musical notation.	Inconsistently identifies and interprets standard musical notation.	Insufficiently identifies and interprets standard musical notation.
<b>CREATE: STANDARD 3: Students will improvise melodies, variations, and accompaniments.</b>					
3.1	Masterfully improvises a simple rhythmic or melodic solo, through the medium of a traditional and/or jazz ensemble.	Exceptionally improvises a simple rhythmic or melodic solo, through the medium of a traditional and/or jazz ensemble.	Sufficiently improvises a simple rhythmic or melodic solo, through the medium of a traditional and/or jazz ensemble.	Inconsistently improvises a simple rhythmic or melodic solo, through the medium of a traditional and/or jazz ensemble.	Insufficiently improvises a simple rhythmic or melodic solo, through the medium of a traditional and/or jazz ensemble.
3.2	Masterfully experiments with variations on a given melody or rhythm.	Exceptionally experiments with variations on a given melody or rhythm.	Sufficiently experiments with variations on a given melody or rhythm.	Inconsistently experiments with variations on a given melody or rhythm.	Insufficiently experiments with variations on a given melody or rhythm.
3.3	Masterfully improvises a solo over a given chord progression, through the medium of a traditional and/or jazz ensemble.	Exceptionally improvises a solo over a given chord progression, through the medium of a traditional and/or jazz ensemble.	Sufficiently improvises a solo over a given chord progression, through the medium of a traditional and/or jazz ensemble.	Inconsistently improvises a solo over a given chord progression, through the medium of a traditional and/or jazz ensemble.	Insufficiently improvises a solo over a given chord progression, through the medium of a traditional and/or jazz ensemble.

INSTRUMENTAL MUSIC			MIDDLE SCHOOL GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CREATE: STANDARD 4: Students will compose and arrange music within specified guidelines.</b>					
4.1	Masterfully composes music that demonstrates creativity.	Exceptionally composes music that demonstrates creativity.	Sufficiently composes music that demonstrates creativity.	Inconsistently composes music that demonstrates creativity.	Insufficiently composes music that demonstrates creativity.
4.2	Masterfully creates an arrangement for an appropriate performance medium.	Exceptionally creates an arrangement for an appropriate performance medium.	Sufficiently creates an arrangement for an appropriate performance medium.	Inconsistently creates an arrangement for an appropriate performance medium.	Insufficiently creates an arrangement for an appropriate performance medium.
<b>RESPOND: STANDARD 6: Students will listen to, analyze, and describe music.</b>					
6.1	Masterfully describes musical examples using appropriate vocabulary/terminology.	Exceptionally describes musical examples using appropriate vocabulary/terminology.	Sufficiently describes musical examples using appropriate vocabulary/terminology.	Inconsistently describes musical examples using appropriate vocabulary/terminology.	Insufficiently describes musical examples using appropriate vocabulary/terminology.
6.2	Masterfully analyzes a variety of uses and effectiveness of musical elements in rehearsal and performance literature.	Exceptionally analyzes a variety of uses and effectiveness of musical elements in rehearsal and performance literature.	Sufficiently analyzes a variety of uses and effectiveness of musical elements in rehearsal and performance literature.	Inconsistently analyzes a variety of uses and effectiveness of musical elements in rehearsal and performance literature.	Insufficiently analyzes a variety of uses and effectiveness of musical elements in rehearsal and performance literature.
<b>RESPOND: STANDARD 7: Students will evaluate music and music performances.</b>					
7.1	Masterfully describes the quality of a musical performance using selected criteria.	Exceptionally describes the quality of a musical performance using selected criteria.	Sufficiently describes the quality of a musical performance using selected criteria.	Inconsistently describes the quality of a musical performance using selected criteria.	Insufficiently describes the quality of a musical performance using selected criteria.
7.2	Masterfully evaluates the quality and effectiveness of one's own and another's performance using selected criteria.	Exceptionally evaluates the quality and effectiveness of one's own and another's performance using selected criteria.	Sufficiently evaluates the quality and effectiveness of one's own and another's performance using selected criteria.	Inconsistently evaluates the quality and effectiveness of one's own and another's performance using selected criteria.	Insufficiently evaluates the quality and effectiveness of one's own and another's performance using selected criteria.

INSTRUMENTAL MUSIC			MIDDLE SCHOOL GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CONNECT: STANDARD 8: Students will understand relationships between music, the arts, and disciplines outside the arts.</b>					
8.1	Masterfully identifies and explains how elements of music (e.g. color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.	Exceptionally identifies and explains how elements of music (e.g. color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.	Sufficiently identifies and explains how elements of music (e.g. color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.	Inconsistently identifies and explains how elements of music (e.g. color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.	Insufficiently identifies and explains how elements of music (e.g. color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.
8.2	Masterfully compares ways in which the subject matter of other disciplines is interrelated with those of music.	Exceptionally compares ways in which the subject matter of other disciplines is interrelated with those of music.	Sufficiently compares ways in which the subject matter of other disciplines is interrelated with those of music.	Inconsistently compares ways in which the subject matter of other disciplines is interrelated with those of music.	Insufficiently compares ways in which the subject matter of other disciplines is interrelated with those of music.
8.3	Masterfully discusses the role of technology in creating, producing, and listening to music.	Exceptionally discusses the role of technology in creating, producing, and listening to music.	Sufficiently discusses the role of technology in creating, producing, and listening to music.	Inconsistently discusses the role of technology in creating, producing, and listening to music.	Insufficiently discusses the role of technology in creating, producing, and listening to music.
<b>CONNECT: STANDARD 9: Students will understand music in relation to history and culture.</b>					
9.1	Masterfully recognizes and describes distinguishing characteristics of music from various historical periods.	Exceptionally recognizes and describes distinguishing characteristics of music from various historical periods.	Sufficiently recognizes and describes distinguishing characteristics of music from various historical periods.	Inconsistently recognizes and describes distinguishing characteristics of music from various historical periods.	Insufficiently recognizes and describes distinguishing characteristics of music from various historical periods.
9.2	Masterfully describes music from various cultures.	Exceptionally describes music from various cultures.	Sufficiently describes music from various cultures.	Inconsistently describes music from various cultures.	Insufficiently describes music from various cultures.
9.3	Masterfully discusses the role of music in society throughout history.	Exceptionally discusses the role of music in society throughout history.	Sufficiently discusses the role of music in society throughout history.	Inconsistently discusses the role of music in society throughout history.	Insufficiently discusses the role of music in society throughout history.

INSTRUMENTAL MUSIC			HIGH SCHOOL GRADES 9-12		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 1: Students will sing, alone and with others, a varied repertoire of music.</b>					
1.1	Masterfully demonstrates, in unison, selected musical examples, rhythm patterns, and pitches.	Exceptionally demonstrates, in unison, selected musical examples, rhythm patterns, and pitches.	Sufficiently demonstrates, in unison, selected musical examples, rhythm patterns, and pitches.	Inconsistently demonstrates, in unison, selected musical examples, rhythm patterns, and pitches.	Insufficiently demonstrates, in unison, selected musical examples, rhythm patterns, and pitches.
1.2	Masterfully sings a basic four-part harmonization with all parts using the same rhythms.	Exceptionally sings a basic three-part harmonization with all parts using the same rhythm.	Sufficiently sings a two-part harmonization with each part using independent rhythms.	Inconsistently sings a two-part harmonization with both parts using the same rhythm.	Insufficiently sings a two-part harmonization with both parts using the same rhythm with minimal accuracy.
<b>PERFORM: STANDARD 2: Students will perform on instruments, alone and with others, a varied repertoire of music.</b>					
2.1	Masterfully demonstrates proper instrument care and maintenance.	Exceptionally demonstrates proper instrument care and maintenance.	Sufficiently demonstrates proper instrument care and maintenance.	Inconsistently demonstrates proper instrument care and maintenance.	Insufficiently demonstrates proper instrument care and maintenance.
2.2	Masterfully produces a characteristic quality of sound performing a varied repertoire of music.	Exceptionally produces a characteristic quality of sound performing a varied repertoire of music.	Sufficiently produces a characteristic quality of sound performing a varied repertoire of music.	Inconsistently produces a characteristic quality of sound performing a varied repertoire of music.	Insufficiently produces a characteristic quality of sound performing a varied repertoire of music.
2.3	Masterfully demonstrates advanced technique in selected music genres.	Exceptionally demonstrates technical proficiency in selected music genres.	Sufficiently demonstrates technical proficiency of posture, breathing, bowing, embouchure, fingering, articulation and/or percussion sticking.	Inconsistently demonstrates and applies correct technique of posture, breathing, bowing, embouchure, fingering, articulation and/or percussion sticking at an intermediate level.	Insufficiently demonstrates and applies correct technique of posture, breathing, bowing, embouchure, fingering, articulation and/or percussion sticking at an intermediate level.
2.4	Masterfully demonstrates and applies correct pitch, intonation, and rhythm performing a varied repertoire of music (Grade V or VI).	Exceptionally demonstrates and applies correct pitch, intonation, and rhythm performing a varied repertoire of music (Grade IV).	Sufficiently demonstrates and applies correct pitch, intonation, and rhythm performing a varied repertoire of music (Grade III).	Inconsistently demonstrates and applies correct pitch, intonation, and rhythm performing a varied repertoire of music (Grade II or III).	Insufficiently demonstrates and applies correct pitch, intonation, and rhythm performing a varied repertoire of music (Grade II or III).

INSTRUMENTAL MUSIC			HIGH SCHOOL GRADES 9-12		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 2: Students will perform on instruments, alone and with others, a varied repertoire of music. (cont.)</b>					
2.5	Masterfully produces musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music (Grade V or VI).	Exceptionally produces musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music (Grade IV).	Sufficiently produces musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music (Grade III).	Inconsistently produces musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music (Grade II or III).	Insufficiently produces musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music (Grade II or III).
2.6	Masterfully executes, correctly, the technical and musical aspects of sight-reading (Grade IV or above).	Exceptionally executes, correctly, the technical and musical aspects of sight-reading (Grade III).	Sufficiently executes, correctly, the technical and musical aspects of sight-reading (Grade II).	Inconsistently executes, correctly, the technical and musical aspects of sight-reading (Grade II).	Insufficiently executes, correctly, the technical and musical aspects of sight-reading (Grade II).
2.7	Masterfully performs from memory a chromatic scale (winds and percussion), all major scales and arpeggios, selected minor scales and arpeggios for the full range of the instrument (minimum for winds and percussion: quarter note = 120; minimum for strings: quarter note = 98).	Exceptionally performs from memory a chromatic scale (winds and percussion), all major scales and arpeggios for the practical range of the instrument, and read minor scales and arpeggios for the practical range of the instrument (minimum for winds and percussion: quarter note = 120; minimum for strings: quarter note = 98).	Sufficiently performs from memory all major scales, a chromatic scale (winds and percussion) or thirteen rudiments (minimum for winds and percussion: quarter note = 120; minimum for strings: quarter note = 98).	Inconsistently performs from memory eight major scales or eight rudiments and a chromatic scale (winds and percussion).	Insufficiently performs eight major scales or eight rudiments and a chromatic scale (winds and percussion).
<b>PERFORM: STANDARD 5: Students will read and notate music.</b>					
5.1	Masterfully analyzes and executes knowledge of musical notation (Grade V or VI).	Exceptionally analyzes and executes knowledge of musical notation (Grade IV).	Sufficiently analyzes and executes knowledge of musical notation (Grade III).	Inconsistently analyzes and executes knowledge of musical notation (Grade II or III).	Insufficiently analyzes and executes knowledge of musical notation (Grade II or III).
5.2	Masterfully uses correct notation in various applications.	Exceptionally uses correct notation in various applications.	Sufficiently uses correct notation in various applications.	Inconsistently uses correct notation in various applications.	Insufficiently uses correct notation in various applications.

INSTRUMENTAL MUSIC			HIGH SCHOOL GRADES 9-12		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CREATE: STANDARD 3: Students will improvise melodies, variations, and accompaniments.</b>					
3.1	Masterfully improvises a melody within an existing chord structure.	Exceptionally improvises a melody within an existing chord structure.	Sufficiently improvises a melody within an existing chord structure.	Inconsistently improvises a melody within an existing chord structure.	Insufficiently improvises a melody within an existing chord structure.
3.2	Masterfully improvises a rhythmic or melodic variation within specified guidelines aligned with performance levels.	Exceptionally improvises a rhythmic or melodic variation within specified guidelines aligned with performance levels.	Sufficiently improvises a rhythmic or melodic variation within specified guidelines aligned with performance levels.	Inconsistently improvises a rhythmic or melodic variation within specified guidelines aligned with performance levels.	Insufficiently improvises a rhythmic or melodic variation within specified guidelines aligned with performance levels.
3.3	Masterfully experiments with rhythmic or chordal accompaniments for a melody.	Exceptionally experiments with rhythmic or chordal accompaniments for a melody.	Sufficiently experiments with rhythmic or chordal accompaniments for a melody.	Inconsistently experiments with rhythmic or chordal accompaniments for a melody.	Insufficiently experiments with rhythmic or chordal accompaniments for a melody.
<b>CREATE: STANDARD 4: Students will compose and arrange music within specified guidelines.</b>					
4.1	Masterfully composes a musical work with teacher-generated rhythmic, harmonic, melodic, and expressive parameters.	Exceptionally composes a musical work with teacher-generated rhythmic, harmonic, melodic, and expressive parameters.	Sufficiently composes a musical work with teacher-generated rhythmic, harmonic, melodic, and expressive parameters.	Inconsistently composes a musical work with teacher-generated rhythmic, harmonic, melodic, and expressive parameters.	Insufficiently composes a musical work with teacher-generated rhythmic, harmonic, melodic, and expressive parameters.
4.2	Masterfully creates a music arrangement for a specified medium.	Exceptionally creates a music arrangement for a specified medium.	Sufficiently creates a music arrangement for a specified medium.	Inconsistently creates a music arrangement for a specified medium.	Insufficiently creates a music arrangement for a specified medium.
<b>RESPOND: STANDARD 6: Students will listen to, analyze, and describe music.</b>					
6.1	Masterfully analyzes and describes teacher-selected listening examples using correct music vocabulary.	Exceptionally analyzes and describes teacher-selected listening examples using correct music vocabulary.	Sufficiently analyzes and describes teacher-selected listening examples using correct music vocabulary.	Inconsistently analyzes and describes teacher-selected listening examples using correct music vocabulary.	Insufficiently analyzes and describes teacher-selected listening examples using correct music vocabulary.
6.2	Masterfully analyzes and describes teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive.	Exceptionally analyzes and describes teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive.	Sufficiently analyzes and describes teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive.	Inconsistently analyzes and describes teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive.	Insufficiently analyzes and describes teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive.

INSTRUMENTAL MUSIC			HIGH SCHOOL GRADES 9-12		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>RESPOND: STANDARD 7: Students will evaluate music and music performances.</b>					
7.1	Masterfully uses selected criteria to evaluate the intent and quality of a composition.	Exceptionally uses selected criteria to evaluate the intent and quality of a composition.	Sufficiently uses selected criteria to evaluate the intent and quality of a composition.	Inconsistently uses selected criteria to evaluate the intent and quality of a composition.	Insufficiently uses selected criteria to evaluate the intent and quality of a composition.
7.2	Masterfully uses selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.	Exceptionally uses selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.	Sufficiently uses selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.	Inconsistently uses selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.	Insufficiently uses selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.
7.3	Masterfully uses selected criteria to evaluate one's own performance.	Exceptionally uses selected criteria to evaluate one's own performance.	Sufficiently uses selected criteria to evaluate one's own performance.	Inconsistently uses selected criteria to evaluate one's own performance.	Insufficiently uses selected criteria to evaluate one's own performance.
<b>CONNECT: STANDARD 8: Students will understand relationships between music, the arts, and disciplines outside the arts.</b>					
8.1	Masterfully illustrates how elements (e.g. color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.	Exceptionally illustrates how elements (e.g. color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.	Sufficiently illustrates how elements (e.g. color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.	Inconsistently illustrates how elements (e.g. color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.	Insufficiently illustrates how elements (e.g. color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.
8.2	Masterfully compares ways in which other academic disciplines, including technology, are interrelated with music.	Exceptionally compares ways in which other academic disciplines, including technology, are interrelated with music.	Sufficiently compares ways in which other academic disciplines, including technology, are interrelated with music.	Inconsistently compares ways in which other academic disciplines, including technology, are interrelated with music.	Insufficiently compares ways in which other academic disciplines, including technology, are interrelated with music.

INSTRUMENTAL MUSIC			HIGH SCHOOL GRADES 9-12		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CONNECT: STANDARD 9: Students will understand music in relation to history and culture.</b>					
9.1	Masterfully compares and contrasts various historical backgrounds and related music genres.	Exceptionally compares and contrasts various historical backgrounds and related music genres.	Sufficiently compares and contrasts various historical backgrounds and related music genres.	Inconsistently compares and contrasts various historical backgrounds and related music genres.	Insufficiently compares and contrasts various historical backgrounds and related music genres.
9.2	Masterfully compares and contrasts various music genres and their relationships to or influence on culture(s).	Exceptionally compares and contrasts various music genres and their relationships to or influence on culture(s).	Sufficiently compares and contrasts various music genres and their relationships to or influence on culture(s).	Inconsistently compares and contrasts various music genres and their relationships to or influence on culture(s).	Insufficiently compares and contrasts various music genres and their relationships to or influence on culture(s).



# Instrumental Music Sample Evidence

Domain	Standard(s)	Sample Evidence
<b>Perform</b>	<b>Standard 1:</b> Singing <b>Standard 2:</b> Playing Instruments <b>Standard 5 (6-8):</b> Reading and Notating <b>Standard 5 (9-12):</b> Read and Notate Music	<ul style="list-style-type: none"> <li>• Evidence of student/ensemble adjudication (e.g., band/orchestra festival, solo and ensemble, all-west auditions, etc.)</li> <li>• Video or audio recordings of concert to be adjudicated by blind peer committee</li> <li>• Video or audio recording of formal or informal performance pre/interim/post assessment to show growth (e.g., Think Show)</li> <li>• Rubric/check list of standards based assessment showing significant student growth (e.g., individual/group instrumental assessments)</li> <li>• Student self/peer assessments of informal and/or formal performances (e.g., checklist, student narrative review)</li> </ul>
<b>Create</b>	<b>Standard 3:</b> Improvising <b>Standard 4:</b> Composing	<ul style="list-style-type: none"> <li>• Video or audio recordings of student compositions (e.g., arrangements, and/or improvisations)</li> <li>• Written score of student composition or arrangement</li> <li>• Documented imagery of a student's response to assigned literature</li> </ul>
<b>Respond</b>	<b>Standard 6 (K-8):</b> Listening and Analyzing <b>Standard 6 (9-12):</b> Listening, Analyzing, and Describing <b>Standard 7:</b> Evaluating	<ul style="list-style-type: none"> <li>• Student checklists for understanding, written narrative analysis and personal interpretations of musical scores from performances, or listening assignments</li> <li>• Student self/peer assessments of informal and/or formal performances (e.g., checklist, student narrative review)</li> <li>• Video recordings of student conducting, projects, class discussions</li> </ul>
<b>Connect</b>	<b>Standard 8:</b> Interdisciplinary Connections <b>Standard 9:</b> Historical and Cultural Relationships	<ul style="list-style-type: none"> <li>• Written narrative and checklist to field trips</li> <li>• Written exams over historical musicology</li> <li>• Samples of students work through formative phases of a unit project</li> <li>• Cumulative student portfolio</li> </ul>

GENERAL MUSIC			MIDDLE SCHOOL GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 1: Students will sing, alone and with others, a varied repertoire of music.</b>					
1.1	Masterfully demonstrates alone the ability to sing selected musical examples.	Exceptionally demonstrates alone the ability to sing selected musical examples.	Sufficiently demonstrates alone the ability to sing selected musical examples.	Inconsistently demonstrates alone the ability to sing selected musical examples.	Insufficiently demonstrates alone the ability to sing selected musical examples.
1.2	Masterfully demonstrates the ability to sing in an ensemble selected musical examples.	Exceptionally demonstrates the ability to sing in an ensemble selected musical examples.	Sufficiently demonstrates the ability to sing in an ensemble selected musical examples.	Inconsistently demonstrates the ability to sing in an ensemble selected musical examples.	Insufficiently demonstrates the ability to sing in an ensemble selected musical examples.
<b>PERFORM: STANDARD 2: Students will perform on instruments, alone and with others, a varied repertoire of music.</b>					
2.1	Masterfully demonstrates the ability to perform appropriate instrumental musical examples.	Exceptionally demonstrates the ability to perform appropriate instrumental musical examples.	Sufficiently demonstrates the ability to perform appropriate instrumental musical examples.	Inconsistently demonstrates the ability to perform appropriate instrumental musical examples.	Insufficiently demonstrates the ability to perform appropriate instrumental musical examples.
2.2	Masterfully demonstrates the ability to perform an appropriate instrumental part in an ensemble.	Exceptionally demonstrates the ability to perform an appropriate instrumental part in an ensemble.	Sufficiently demonstrates the ability to perform an appropriate instrumental part in an ensemble.	Inconsistently demonstrates the ability to perform an appropriate instrumental part in an ensemble.	Insufficiently demonstrates the ability to perform an appropriate instrumental part in an ensemble.
<b>PERFORM: STANDARD 5: Students will read and notate music.</b>					
5.1	Masterfully demonstrates skills in interpreting notated musical examples that include rhythm, melody, and symbols of musical expression.	Exceptionally demonstrates skills in interpreting notated musical examples that include rhythm, melody, and symbols of musical expression.	Sufficiently demonstrates skills in interpreting notated musical examples that include rhythm, melody, and symbols of musical expression.	Inconsistently demonstrates skills in interpreting notated musical examples that include rhythm, melody, and symbols of musical expression.	Insufficiently demonstrates skills in interpreting notated musical examples that include rhythm, melody, and symbols of musical expression.
5.2	Masterfully demonstrates skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression.	Exceptionally demonstrates skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression.	Sufficiently demonstrates skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression.	Inconsistently demonstrates skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression.	Insufficiently demonstrates skills in notating musical examples using standard notation that include rhythm, melody, and symbols of musical expression.

GENERAL MUSIC			MIDDLE SCHOOL GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CREATE: STANDARD 3: Students will improvise melodies, variations, and accompaniments.</b>					
3.1	Masterfully improvises a melody.	Exceptionally improvises a melody.	Sufficiently improvises a melody.	Inconsistently improvises a melody.	Insufficiently improvises a melody.
3.2	Masterfully improvises a variation.	Exceptionally improvises a variation.	Sufficiently improvises a variation.	Inconsistently improvises a variation.	Insufficiently improvises a variation.
3.3	Masterfully improvises an accompaniment.	Exceptionally improvises an accompaniment.	Sufficiently improvises an accompaniment.	Inconsistently improvises an accompaniment.	Insufficiently improvises an accompaniment.
<b>CREATE: STANDARD 4: Students will compose and arrange music within specified guidelines.</b>					
4.1	Masterfully composes simple pieces of music.	Exceptionally composes simple pieces of music.	Sufficiently composes simple pieces of music.	Inconsistently composes simple pieces of music.	Insufficiently composes simple pieces of music.
4.2	Masterfully creates simple arrangements.	Exceptionally creates simple arrangements.	Sufficiently creates simple arrangements.	Inconsistently creates simple arrangements.	Insufficiently creates simple arrangements.
<b>RESPOND: STANDARD 6: Students will listen to, analyze, and describe music.</b>					
6.1	Masterfully listens to a varied repertoire of music representing diverse genres and cultures.	Exceptionally listens to a varied repertoire of music representing diverse genres and cultures.	Sufficiently listens to a varied repertoire of music representing diverse genres and cultures.	Inconsistently listens to a varied repertoire of music representing diverse genres and cultures.	Insufficiently listens to a varied repertoire of music representing diverse genres and cultures.
6.2	Masterfully analyzes aural examples of a varied repertoire of music representing diverse genres and cultures.	Exceptionally analyzes aural examples of a varied repertoire of music representing diverse genres and cultures.	Sufficiently analyzes aural examples of a varied repertoire of music representing diverse genres and cultures.	Inconsistently analyzes aural examples of a varied repertoire of music representing diverse genres and cultures.	Insufficiently analyzes aural examples of a varied repertoire of music representing diverse genres and cultures.
6.3	Masterfully describes listening examples using music vocabulary.	Exceptionally describes listening examples using music vocabulary.	Sufficiently describes listening examples using music vocabulary.	Inconsistently describes listening examples using music vocabulary.	Insufficiently describes listening examples using music vocabulary.
<b>RESPOND: STANDARD 7: Students will evaluate music and music performances.</b>					
7.1	Masterfully evaluates the quality and effectiveness of music compositions.	Exceptionally evaluates the quality and effectiveness of music compositions.	Sufficiently evaluates the quality and effectiveness of music compositions.	Inconsistently evaluates the quality and effectiveness of music compositions.	Insufficiently evaluates the quality and effectiveness of music compositions.
7.2	Masterfully evaluates the quality and effectiveness of music performances.	Exceptionally evaluates the quality and effectiveness of music performances.	Sufficiently evaluates the quality and effectiveness of music performances.	Inconsistently evaluates the quality and effectiveness of music performances.	Insufficiently evaluates the quality and effectiveness of music performances.

GENERAL MUSIC			MIDDLE SCHOOL GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CONNECT: STANDARD 8: Students will understand relationships between music, the arts, and disciplines outside the arts.</b>					
8.1	Masterfully explores the relationship between music and other art disciplines.	Exceptionally explores the relationship between music and other art disciplines.	Sufficiently explores the relationship between music and other art disciplines.	Inconsistently explores the relationship between music and other art disciplines.	Insufficiently explores the relationship between music and other art disciplines.
8.2	Masterfully explores the relationship between music and other academic disciplines.	Exceptionally explores the relationship between music and other academic disciplines.	Sufficiently explores the relationship between music and other academic disciplines.	Inconsistently explores the relationship between music and other academic disciplines.	Insufficiently explores the relationship between music and other academic disciplines.
8.3	Masterfully explores the use of technology in today's music.	Exceptionally explores the use of technology in today's music.	Sufficiently explores the use of technology in today's music.	Inconsistently explores the use of technology in today's music.	Insufficiently explores the use of technology in today's music.
<b>CONNECT: STANDARD 9: Students will understand music in relation to history and culture.</b>					
9.1	Masterfully explores the characteristics of music genres and styles within their historical and cultural settings.	Exceptionally explores the characteristics of music genres and styles within their historical and cultural settings.	Sufficiently explores the characteristics of music genres and styles within their historical and cultural settings.	Inconsistently explores the characteristics of music genres and styles within their historical and cultural settings.	Insufficiently explores the characteristics of music genres and styles within their historical and cultural settings.
9.2	Masterfully examines the evolution of American music genres and cite well-known musicians associated with each.	Exceptionally examines the evolution of American music genres and cite well-known musicians associated with each.	Sufficiently examines the evolution of American music genres and cite well-known musicians associated with each.	Inconsistently examines the evolution of American music genres and cite well-known musicians associated with each.	Insufficiently examines the evolution of American music genres and cite well-known musicians associated with each.
9.3	Masterfully examines the role of music in world cultures.	Exceptionally examines the role of music in world cultures.	Sufficiently examines the role of music in world cultures.	Inconsistently examines the role of music in world cultures.	Insufficiently examines the role of music in world cultures.

GENERAL MUSIC			HIGH SCHOOL GRADES 9-12		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 1: Students will sing, alone and with others, a varied repertoire of music.</b>					
1.1	Masterfully demonstrates the ability to sing, in an ensemble, with an understanding of pitch, rhythm, and dynamics.	Exceptionally demonstrates the ability to sing, in an ensemble, with an understanding of pitch, rhythm, and dynamics.	Sufficiently demonstrates the ability to sing, in an ensemble, with an understanding of pitch, rhythm, and dynamics.	Inconsistently demonstrates the ability to sing, in an ensemble, with an understanding of pitch, rhythm, and dynamics.	Insufficiently demonstrates the ability to sing, in an ensemble, with an understanding of pitch, rhythm, and dynamics.
1.2	Masterfully demonstrates the ability to sing, in an ensemble, with an understanding of pitch, rhythm, and dynamics.	Exceptionally demonstrates the ability to sing, in an ensemble, with an understanding of pitch, rhythm, and dynamics.	Sufficiently demonstrates the ability to sing, in an ensemble, with an understanding of pitch, rhythm, and dynamics.	Inconsistently demonstrates the ability to sing, alone, with an understanding of pitch, rhythm, and dynamics.	Insufficiently demonstrates the ability to sing, in an ensemble, with an understanding of pitch, rhythm, and dynamics.
<b>PERFORM: STANDARD 2: Students will perform on instruments, alone and with others, a varied repertoire of music.</b>					
2.1	Masterfully demonstrates the ability to perform instrumental music, in an ensemble, with an understanding of pitch, rhythm, and dynamics.	Exceptionally demonstrates the ability to perform instrumental music, in an ensemble, with an understanding of pitch, rhythm, and dynamics.	Sufficiently demonstrates the ability to perform instrumental music, in an ensemble, with an understanding of pitch, rhythm, and dynamics.	Inconsistently demonstrates the ability to perform instrumental music, in an ensemble, with an understanding of pitch, rhythm, and dynamics.	Insufficiently demonstrates the ability to perform instrumental music, in an ensemble, with an understanding of pitch, rhythm, and dynamics.
2.2	Masterfully demonstrates the ability to perform instrumental music, alone, with an understanding of pitch, rhythm, and dynamics.	Exceptionally demonstrates the ability to perform instrumental music, alone, with an understanding of pitch, rhythm, and dynamics.	Sufficiently demonstrates the ability to perform instrumental music, alone, with an understanding of pitch, rhythm, and dynamics.	Inconsistently demonstrates the ability to perform instrumental music, alone, with an understanding of pitch, rhythm, and dynamics.	Insufficiently demonstrates the ability to perform instrumental music, alone, with an understanding of pitch, rhythm, and dynamics.
<b>PERFORM: STANDARD 5: Students will read and notate music.</b>					
5.1	Masterfully demonstrates an understanding of notation including rhythm, melody, harmony, and dynamics.	Exceptionally demonstrates an understanding of notation including rhythm, melody, harmony, and dynamics.	Sufficiently demonstrates an understanding of notation including rhythm, melody, harmony, and dynamics.	Inconsistently demonstrates an understanding of notation including rhythm, melody, harmony, and dynamics.	Insufficiently demonstrates an understanding of notation including rhythm, melody, harmony, and dynamics.
5.2	Masterfully demonstrates accurate use of notation including rhythm, melody, harmony, and dynamics.	Exceptionally demonstrates accurate use of notation including rhythm, melody, harmony, and dynamics.	Sufficiently demonstrates accurate use of notation including rhythm, melody, harmony, and dynamics.	Inconsistently demonstrates accurate use of notation including rhythm, melody, harmony, and dynamics.	Insufficiently demonstrates accurate use of notation including rhythm, melody, harmony, and dynamics.

GENERAL MUSIC			HIGH SCHOOL GRADES 9-12		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CREATE: STANDARD 3: Students will improvise melodies, variations, and accompaniments.</b>					
3.1	Masterfully demonstrates the ability to improvise melodies.	Exceptionally demonstrates the ability to improvise melodies.	Sufficiently demonstrates the ability to improvise melodies.	Inconsistently demonstrates the ability to improvise melodies.	Insufficiently demonstrates the ability to improvise melodies.
3.2	Masterfully demonstrates the ability to improvise variations.	Exceptionally demonstrates the ability to improvise variations.	Sufficiently demonstrates the ability to improvise variations.	Inconsistently demonstrates the ability to improvise variations.	Insufficiently demonstrates the ability to improvise variations.
3.3	Masterfully demonstrates the ability to improvise accompaniments.	Exceptionally demonstrates the ability to improvise accompaniments.	Sufficiently demonstrates the ability to improvise accompaniments.	Inconsistently demonstrates the ability to improvise accompaniments.	Insufficiently demonstrates the ability to improvise accompaniments.
<b>CREATE: STANDARD 4: Students will compose and arrange music within specified guidelines.</b>					
4.1	Masterfully composes a simple melody using the elements of music within specified guidelines.	Exceptionally composes a simple melody using the elements of music within specified guidelines.	Sufficiently composes a simple melody using the elements of music within specified guidelines.	Inconsistently composes a simple melody using the elements of music within specified guidelines.	Insufficiently composes a simple melody using the elements of music within specified guidelines.
4.2	Masterfully arranges familiar melodies into a simple composition.	Exceptionally arranges familiar melodies into a simple composition.	Sufficiently arranges familiar melodies into a simple composition.	Inconsistently arranges familiar melodies into a simple composition.	Insufficiently arranges familiar melodies into a simple composition.
<b>RESPOND: STANDARD 6: Students will listen to, analyze, and describe music.</b>					
6.1	Masterfully demonstrates knowledge of music vocabulary.	Exceptionally demonstrates knowledge of music vocabulary.	Sufficiently demonstrates knowledge of music vocabulary.	Inconsistently demonstrates knowledge of music vocabulary.	Insufficiently demonstrates knowledge of music vocabulary.
6.2	Masterfully analyzes aural examples of a varied repertoire of music representing diverse genres and cultures.	Exceptionally analyzes aural examples of a varied repertoire of music representing diverse genres and cultures.	Sufficiently analyzes aural examples of a varied repertoire of music representing diverse genres and cultures.	Inconsistently analyzes aural examples of a varied repertoire of music representing diverse genres and cultures.	Insufficiently analyzes aural examples of a varied repertoire of music representing diverse genres and cultures.
6.3	Masterfully compares and contrasts compositional devices and techniques between two musical works.	Exceptionally compares and contrasts compositional devices and techniques between two musical works.	Sufficiently compares and contrasts compositional devices and techniques between two musical works.	Inconsistently compares and contrasts compositional devices and techniques between two musical works.	Insufficiently compares and contrasts compositional devices and techniques between two musical works.

GENERAL MUSIC			HIGH SCHOOL GRADES 9-12		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>RESPOND: STANDARD 7: Students will evaluate music and music performances.</b>					
7.1	Masterfully evaluates the quality of music compositions through score study.	Exceptionally evaluates the quality of music compositions through score study.	Sufficiently evaluates the quality of music compositions through score study.	Inconsistently evaluates the quality of music compositions through score study.	Insufficiently evaluates the quality of music compositions through score study.
7.2	Masterfully evaluates the quality and effectiveness of music performances.	Exceptionally evaluates the quality and effectiveness of music performances.	Sufficiently evaluates the quality and effectiveness of music performances.	Inconsistently evaluates the quality and effectiveness of music performances.	Insufficiently evaluates the quality and effectiveness of music performances.
<b>CONNECT: STANDARD 8: Students will understand relationships between music, the arts, and disciplines outside the arts.</b>					
8.1	Masterfully compares stylistic characteristics of two or more arts within a particular historical period.	Exceptionally compares stylistic characteristics of two or more arts within a particular historical period.	Sufficiently compares stylistic characteristics of two or more arts within a particular historical period.	Inconsistently compares stylistic characteristics of two or more arts within a particular historical period.	Insufficiently compares stylistic characteristics of two or more arts within a particular historical period.
8.2	Masterfully explores the relationship between the arts and the other academic disciplines.	Exceptionally explores the relationship between the arts and the other academic disciplines.	Sufficiently explores the relationship between the arts and the other academic disciplines.	Inconsistently explores the relationship between the arts and the other academic disciplines.	Insufficiently explores the relationship between the arts and the other academic disciplines.
8.3	Masterfully demonstrates an understanding of the role of technology in today's music.	Exceptionally demonstrates an understanding of the role of technology in today's music.	Sufficiently demonstrates an understanding of the role of technology in today's music.	Inconsistently demonstrates an understanding of the role of technology in today's music.	Insufficiently demonstrates an understanding of the role of technology in today's music.
<b>CONNECT: STANDARD 9: Students will understand music in relation to history and culture.</b>					
9.1	Masterfully distinguishes characteristics of representative music genres and styles from a variety of historical periods.	Exceptionally distinguishes characteristics of representative music genres and styles from a variety of historical periods.	Sufficiently distinguishes characteristics of representative music genres and styles from a variety of historical periods.	Inconsistently distinguishes characteristics of representative music genres and styles from a variety of historical periods.	Insufficiently distinguishes characteristics of representative music genres and styles from a variety of historical periods.
9.2	Masterfully distinguishes characteristics of representative music genres and styles from a variety of cultures.	Exceptionally distinguishes characteristics of representative music genres and styles from a variety of cultures.	Sufficiently distinguishes characteristics of representative music genres and styles from a variety of cultures.	Inconsistently distinguishes characteristics of representative music genres and styles from a variety of cultures.	Insufficiently distinguishes characteristics of representative music genres and styles from a variety of cultures.
9.2	Masterfully examines the evolution of American musical genres.	Exceptionally examines the evolution of American musical genres.	Sufficiently examines the evolution of American musical genres.	Inconsistently examines the evolution of American musical genres.	Insufficiently examines the evolution of American musical genres.

# Appendix C: Theatre

THEATRE						MIDDLE SCHOOL GRADES 6-8					
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS		4 ABOVE EXPECTATIONS		3 AT EXPECTATIONS		2 BELOW EXPECTATIONS		1 SIGNIFICANTLY BELOW EXPECTATIONS		
<b>PERFORM: STANDARD 2: Students will develop basic acting skills by portraying characters in improvised and scripted scenes.</b>											
2.1	Masterfully uses imagination to create character.		Exceptionally uses imagination to create character.		Sufficiently uses imagination to create character.		Inconsistently uses imagination to create character.		Insufficiently uses imagination to create character.		
2.2	Masterfully develops characters through facial expressions, body language, and voice.		Exceptionally develops characters through facial expressions, body language, and voice.		Sufficiently develops characters through facial expressions, body language, and voice.		Inconsistently develops characters through facial expressions, body language, and voice.		Insufficiently develops characters through facial expressions, body language, and voice.		
2.3	Masterfully creates characters based on a given situation.		Exceptionally creates characters based on a given situation.		Sufficiently creates characters based on a given situation.		Inconsistently creates characters based on a given situation.		Insufficiently creates characters based on a given situation.		
2.4	Masterfully explores physical and emotional depths of characters.		Exceptionally explores physical and emotional depths of characters.		Sufficiently explores physical and emotional depths of characters.		Inconsistently explores physical and emotional depths of characters.		Insufficiently explores physical and emotional depths of characters.		
2.5	Masterfully employs improvisational skills using appropriate guidelines to develop a character.		Exceptionally employs improvisational skills using appropriate guidelines to develop a character.		Sufficiently employs improvisational skills using appropriate guidelines to develop a character.		Inconsistently employs improvisational skills using appropriate guidelines to develop a character.		Insufficiently employs improvisational skills using appropriate guidelines to develop a character.		
2.6	Masterfully implements movement and vocal techniques to express character traits.		Exceptionally implements movement and vocal techniques to express character traits.		Sufficiently implements movement and vocal techniques to express character traits.		Inconsistently implements movement and vocal techniques to express character traits.		Insufficiently implements movement and vocal techniques to express character traits.		



<b>THEATRE</b>						<b>MIDDLE SCHOOL GRADES 6-8</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>PERFORM: STANDARD 4: Students will direct by organizing rehearsals for improvised and scripted scenes.</b>											
<b>4.1</b>	Masterfully explores responsibilities of the director.		Exceptionally explores responsibilities of the director.		Sufficiently explores responsibilities of the director.		Inconsistently explores responsibilities of the director.		Insufficiently explores responsibilities of the director.		
<b>4.2</b>	Masterfully develops leadership and collaborative skills through directing improvised and scripted scenes.		Exceptionally develops leadership and collaborative skills through directing improvised and scripted scenes.		Sufficiently develops leadership and collaborative skills through directing improvised and scripted scenes.		Inconsistently develops leadership and collaborative skills through directing improvised and scripted scenes.		Insufficiently develops leadership and collaborative skills through directing improvised and scripted scenes.		
<b>4.3</b>	Masterfully constructs a rehearsal schedule.		Exceptionally constructs a rehearsal schedule.		Sufficiently constructs a rehearsal schedule.		Inconsistently constructs a rehearsal schedule.		Insufficiently constructs a rehearsal schedule.		
<b>4.4</b>	Masterfully understands basic script analysis.		Exceptionally understands basic script analysis.		Sufficiently understands basic script analysis.		Inconsistently understands basic script analysis.		Insufficiently understands basic script analysis.		
<b>4.5</b>	Masterfully understands technical elements (e.g., costume, lighting, sound) for improvised or scripted scenes.		Exceptionally understands technical elements (e.g., costume, lighting, sound) for improvised or scripted scenes.		Sufficiently understands technical elements (e.g., costume, lighting, sound) for improvised or scripted scenes.		Inconsistently understands technical elements (e.g., costume, lighting, sound) for improvised or scripted scenes.		Insufficiently understands technical elements (e.g., costume, lighting, sound) for improvised or scripted scenes.		

THEATRE			MIDDLE SCHOOL GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CREATE: STANDARD 1: Students will write scripts through improvising, drafting, and refining scripts based on experience and heritage, imagination, literature, and history.</b>					
1.1	Masterfully understands the principles of basic scene writing.	Exceptionally understands the principles of basic scene writing.	Sufficiently understands the principles of basic scene writing.	Inconsistently understands the principles of basic scene writing.	Insufficiently understands the principles of basic scene writing.
1.2	Masterfully explores dramatic situations within script.	Exceptionally explores dramatic situations within script.	Sufficiently explores dramatic situations within script.	Inconsistently explores dramatic situations within script.	Insufficiently explores dramatic situations within script.
1.3	Masterfully develops scripted scenes through individual or collective experiences.	Exceptionally develops scripted scenes through individual or collective experiences.	Sufficiently develops scripted scenes through individual or collective experiences.	Inconsistently develops scripted scenes through individual or collective experiences.	Insufficiently develops scripted scenes through individual or collective experiences.
1.4	Masterfully understands language and structure of script.	Exceptionally understands language and structure of script.	Sufficiently understands language and structure of script.	Inconsistently understands language and structure of script.	Insufficiently understands language and structure of script.
1.5	Masterfully anticipates in script writing by structuring scenes based on improvisation.	Exceptionally anticipates in script writing by structuring scenes based on improvisation.	Sufficiently anticipates in script writing by structuring scenes based on improvisation.	Inconsistently anticipates in script writing by structuring scenes based on improvisation.	Insufficiently anticipates in script writing by structuring scenes based on improvisation.
1.6	Masterfully identifies character within script.	Exceptionally identifies character within script.	Sufficiently identifies character within script.	Inconsistently identifies character within script.	Insufficiently identifies character within script.

THEATRE			MIDDLE SCHOOL GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CREATE: STANDARD 3: Students will design by developing environments for improvised and scripted scenes.</b>					
3.1	Masterfully explores technical elements such as lighting and set design.	Exceptionally explores technical elements such as lighting and set design.	Sufficiently explores technical elements such as lighting and set design.	Inconsistently explores technical elements such as lighting and set design.	Insufficiently explores technical elements such as lighting and set design.
3.2	Masterfully identifies costume, set, props, lighting, sound, and make-up for an improvised or scripted scene.	Exceptionally identifies costume, set, props, lighting, sound, and make-up for an improvised or scripted scene.	Sufficiently identifies costume, set, props, lighting, sound, and make-up for an improvised or scripted scene.	Inconsistently identifies costume, set, props, lighting, sound, and make-up for an improvised or scripted scene.	Insufficiently identifies costume, set, props, lighting, sound, and make-up for an improvised or scripted scene.
3.3	Masterfully understands safety issues within technical theatre.	Exceptionally understands safety issues within technical theatre.	Sufficiently understands safety issues within technical theatre.	Inconsistently understands safety issues within technical theatre.	Insufficiently understands safety issues within technical theatre.
3.4	Masterfully constructs elements of a set following appropriate safety procedures.	Exceptionally constructs elements of a set following appropriate safety procedures.	Sufficiently constructs elements of a set following appropriate safety procedures.	Inconsistently constructs elements of a set following appropriate safety procedures.	Insufficiently constructs elements of a set following appropriate safety procedures.
3.5	Masterfully identifies roles of technical theatre personnel.	Exceptionally identifies roles of technical theatre personnel.	Sufficiently identifies roles of technical theatre personnel.	Inconsistently identifies roles of technical theatre personnel.	Insufficiently identifies roles of technical theatre personnel.
<b>RESPOND: STANDARD 7: Students will analyze, evaluate, and construct meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions.</b>					
7.1	Masterfully analyzes and respond to a variety of theatrical experiences.	Exceptionally analyzes and respond to a variety of theatrical experiences.	Sufficiently analyzes and respond to a variety of theatrical experiences.	Inconsistently analyzes and respond to a variety of theatrical experiences.	Insufficiently analyzes and respond to a variety of theatrical experiences.
7.2	Masterfully analyzes the theme of scenes from theatre, film, television, and/or electronic media productions.	Exceptionally analyzes the theme of scenes from theatre, film, television, and/or electronic media productions.	Sufficiently analyzes the theme of scenes from theatre, film, television, and/or electronic media productions.	Inconsistently analyzes the theme of scenes from theatre, film, television, and/or electronic media productions.	Insufficiently analyzes the theme of scenes from theatre, film, television, and/or electronic media productions.

THEATRE			MIDDLE SCHOOL GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>RESPOND: STANDARD 8: Students will understand context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures.</b>					
8.1	Masterfully recognizes the historical impact of theatre, film, television, and/or electronic media on society.	Exceptionally recognizes the historical impact of theatre, film, television, and/or electronic media on society.	Sufficiently recognizes the historical impact of theatre, film, television, and/or electronic media on society.	Inconsistently recognizes the historical impact of theatre, film, television, and/or electronic media on society.	Insufficiently recognizes the historical impact of theatre, film, television, and/or electronic media on society.
8.2	Masterfully understands the relationship between theatre and society.	Exceptionally understands the relationship between theatre and society.	Sufficiently understands the relationship between theatre and society.	Inconsistently understands the relationship between theatre and society.	Insufficiently understands the relationship between theatre and society.
<b>CONNECT: STANDARD 5: The students will research by using cultural and historical information to support improvised and scripted scenes.</b>					
5.1	Masterfully explores and discover contributions of people in various cultures for appropriate use in improvised and scripted scenes.	Exceptionally explores and discover contributions of people in various cultures for appropriate use in improvised and scripted scenes.	Sufficiently explores and discover contributions of people in various cultures for appropriate use in improvised and scripted scenes.	Inconsistently explores and discover contributions of people in various cultures for appropriate use in improvised and scripted scenes.	Insufficiently explores and discover contributions of people in various cultures for appropriate use in improvised and scripted scenes.
5.2	Masterfully examines historical information to support improvised and scripted scenes.	Exceptionally examines historical information to support improvised and scripted scenes.	Sufficiently examines historical information to support improvised and scripted scenes.	Inconsistently examines historical information to support improvised and scripted scenes.	Insufficiently examines historical information to support improvised and scripted scenes.
<b>CONNECT: STANDARD 6: The students will compare and incorporate art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms.</b>					
6.1	Masterfully recognizes how dance, visual art, and music are used in theatre.	Exceptionally recognizes how dance, visual art, and music are used in theatre.	Sufficiently recognizes how dance, visual art, and music are used in theatre.	Inconsistently recognizes how dance, visual art, and music are used in theatre.	Insufficiently recognizes how dance, visual art, and music are used in theatre.
6.2	Masterfully understands the role of the audience and demonstrates appropriate etiquette.	Exceptionally understands the role of the audience and demonstrates appropriate etiquette.	Sufficiently understands the role of the audience and demonstrates appropriate etiquette.	Inconsistently understands the role of the audience and demonstrates appropriate etiquette.	Insufficiently understands the role of the audience and demonstrates appropriate etiquette.

<b>THEATRE</b>						<b>HIGH SCHOOL GRADES 9-12</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>PERFORM: STANDARD 2: Students will develop basic acting skills by portraying characters in improvised and scripted scenes.</b>											
<b>2.1</b>	Masterfully uses improvisational skills and techniques in creating a character.		Exceptionally uses improvisational skills and techniques in creating a character.		Sufficiently uses improvisational skills and techniques in creating a character.		Inconsistently uses improvisational skills and techniques in creating a character.		Insufficiently uses improvisational skills and techniques in creating a character.		
<b>2.2</b>	Masterfully develops skills of character analysis using a variety of techniques.		Exceptionally develops skills of character analysis using a variety of techniques.		Sufficiently develops skills of character analysis using a variety of techniques.		Inconsistently develops skills of character analysis using a variety of techniques.		Insufficiently develops skills of character analysis using a variety of techniques.		
<b>2.3</b>	Masterfully explores characterization through the use of outside-in and inside-out approaches.		Exceptionally explores characterization through the use of outside-in and inside-out approaches.		Sufficiently explores characterization through the use of outside-in and inside-out approaches.		Inconsistently explores characterization through the use of outside-in and inside-out approaches.		Insufficiently explores characterization through the use of outside-in and inside-out approaches.		
<b>2.4</b>	Masterfully portrays characters in a performance setting.		Exceptionally portrays characters in a performance setting.		Sufficiently portrays characters in a performance setting.		Inconsistently portrays characters in a performance setting.		Insufficiently portrays characters in a performance setting.		
<b>PERFORM: STANDARD 4: Students will direct by organizing rehearsals for improvised and scripted scenes.</b>											
<b>4.1</b>	Masterfully understands the role and responsibilities of the director.		Exceptionally understands the role and responsibilities of the director.		Sufficiently understands the role and responsibilities of the director.		Inconsistently understands the role and responsibilities of the director.		Insufficiently understands the role and responsibilities of the director.		
<b>4.2</b>	Masterfully explores and resolves theatrical production challenges.		Exceptionally explores and resolves theatrical production challenges.		Sufficiently explores and resolves theatrical production challenges.		Inconsistently explores and resolves theatrical production challenges.		Insufficiently explores and resolves theatrical production challenges.		
<b>4.3</b>	Masterfully understands and uses the principles of blocking.		Exceptionally understands and uses the principles of blocking.		Sufficiently understands and uses the principles of blocking.		Inconsistently understands and uses the principles of blocking.		Insufficiently understands and uses the principles of blocking.		
<b>4.4</b>	Masterfully understands the process of selecting and analyzing a dramatic text.		Exceptionally understands the process of selecting and analyzing a dramatic text.		Sufficiently understands the process of selecting and analyzing a dramatic text.		Inconsistently understands the process of selecting and analyzing a dramatic text.		Insufficiently understands the process of selecting and analyzing a dramatic text.		

<b>THEATRE</b>					
<b>HIGH SCHOOL GRADES 9-12</b>					
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CREATE: STANDARD 1: Students will write scripts through improvising, drafting, and refining scripts based on experience and heritage, imagination, literature, and history.</b>					
1.1	Masterfully understands the principles of script writing including dramatic structure and conflict.	Exceptionally understands the principles of script writing including dramatic structure and conflict.	Sufficiently understands the principles of script writing including dramatic structure and conflict.	Inconsistently understands the principles of script writing including dramatic structure and conflict.	Insufficiently understands the principles of script writing including dramatic structure and conflict.
1.2	Masterfully understands the principles of improvisation.	Exceptionally understands the principles of improvisation.	Sufficiently understands the principles of improvisation.	Inconsistently understands the principles of improvisation.	Insufficiently understands the principles of improvisation.
1.3	Masterfully uses personal experience, literature, and history to write original texts.	Exceptionally uses personal experience, literature, and history to write original texts.	Sufficiently uses personal experience, literature, and history to write original texts.	Inconsistently uses personal experience, literature, and history to write original texts.	Insufficiently uses personal experience, literature, and history to write original texts.
1.4	Masterfully makes specific language choices during the script writing process that lead to character development and reveal subtext.	Exceptionally makes specific language choices during the script writing process that lead to character development and reveal subtext.	Sufficiently makes specific language choices during the script writing process that lead to character development and reveal subtext.	Inconsistently makes specific language choices during the script writing process that lead to character development and reveal subtext.	Insufficiently makes specific language choices during the script writing process that lead to character development and reveal subtext.
1.5	Masterfully incorporates production elements during the process of writing a script.	Exceptionally incorporates production elements during the process of writing a script.	Sufficiently incorporates production elements during the process of writing a script.	Inconsistently incorporates production elements during the process of writing a script.	Insufficiently incorporates production elements during the process of writing a script.
<b>CREATE: STANDARD 3: Students will design by developing environments for improvised and scripted scenes.</b>					
3.1	Masterfully understands and uses terminology, process, and safety protocol associated with technical theatre.	Exceptionally understands and uses terminology, process, and safety protocol associated with technical theatre.	Sufficiently understands and uses terminology, process, and safety protocol associated with technical theatre.	Inconsistently understands and uses terminology, process, and safety protocol associated with technical theatre.	Insufficiently understands and uses terminology, process, and safety protocol associated with technical theatre.
3.2	Masterfully understands and uses various design elements.	Exceptionally understands and uses various design elements.	Sufficiently understands and uses various design elements.	Inconsistently understands and uses various design elements.	Insufficiently understands and uses various design elements.
3.3	Masterfully understands the roles of technical theatre personnel.	Exceptionally understands the roles of technical theatre personnel.	Sufficiently understands the roles of technical theatre personnel.	Inconsistently understands the roles of technical theatre personnel.	Insufficiently understands the roles of technical theatre personnel.

THEATRE			HIGH SCHOOL GRADES 9-12		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>RESPOND: STANDARD 7: Students will analyze, evaluate, and construct meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions.</b>					
7.1	Masterfully responds to a variety of live and recorded performances.	Exceptionally responds to a variety of live and recorded performances.	Sufficiently responds to a variety of live and recorded performances.	Inconsistently responds to a variety of live and recorded performances.	Insufficiently responds to a variety of live and recorded performances.
7.2	Masterfully understands the role of the audience in live and recorded performances.	Exceptionally understands the role of the audience in live and recorded performances.	Sufficiently understands the role of the audience in live and recorded performances.	Inconsistently understands the role of the audience in live and recorded performances.	Insufficiently understands the role of the audience in live and recorded performances.
<b>RESPOND: STANDARD 8: Students will understand context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures.</b>					
8.1	Masterfully understands the historical significance of theatre, film, television, and/or electronic media.	Exceptionally understands the historical significance of theatre, film, television, and/or electronic media.	Sufficiently understands the historical significance of theatre, film, television, and/or electronic media.	Inconsistently understands the historical significance of theatre, film, television, and/or electronic media.	Insufficiently understands the historical significance of theatre, film, television, and/or electronic media.
8.2	Masterfully understands the relationship between theatre, film, television, and/or electronic media and society.	Exceptionally understands the historical significance of theatre, film, television, and/or electronic media.	Sufficiently understands the historical significance of theatre, film, television, and/or electronic media.	Inconsistently understands the historical significance of theatre, film, television, and/or electronic media.	Insufficiently understands the historical significance of theatre, film, television, and/or electronic media.
8.3	Masterfully examines the global significance of live and recorded performances, past and present.	Exceptionally examines the global significance of live and recorded performances, past and present	Sufficiently examines the global significance of live and recorded performances, past and present	Inconsistently examines the global significance of live and recorded performances, past and present	Insufficiently examines the global significance of live and recorded performances, past and present

<b>THEATRE</b>					
<b>HIGH SCHOOL GRADES 9-12</b>					
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CONNECT: STANDARD 5: The students will research by using cultural and historical information to support improvised and scripted scenes.</b>					
5.1	Masterfully understands, compares, and contrasts various genres and periods of dramatic literature.	Exceptionally understands, compares, and contrasts various genres and periods of dramatic literature.	Sufficiently understands, compares, and contrasts various genres and periods of dramatic literature.	Inconsistently understands, compares, and contrasts various genres and periods of dramatic literature.	Insufficiently understands, compares, and contrasts various genres and periods of dramatic literature.
5.2	Masterfully discovers and explores the contribution of various cultures in the development of theatre.	Exceptionally discovers and explores the contribution of various cultures in the development of theatre.	Sufficiently discovers and explores the contribution of various cultures in the development of theatre.	Inconsistently discovers and explores the contribution of various cultures in the development of theatre.	Insufficiently discovers and explores the contribution of various cultures in the development of theatre.
5.3	Masterfully examines themes and motifs within a given play.	Exceptionally examines themes and motifs within a given play.	Sufficiently examines themes and motifs within a given play.	Inconsistently examines themes and motifs within a given play.	Insufficiently examines themes and motifs within a given play.
<b>CONNECT: STANDARD 6: The students will compare and incorporate art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms.</b>					
6.1	Masterfully examines theatre as a synthesis of all arts.	Exceptionally examines theatre as a synthesis of all arts.	Sufficiently examines theatre as a synthesis of all arts.	Inconsistently examines theatre as a synthesis of all arts.	Insufficiently examines theatre as a synthesis of all arts.
6.2	Masterfully integrates the knowledge of the evolution of art forms into the creation of dramatic productions.	Exceptionally integrates the knowledge of the evolution of art forms into the creation of dramatic productions.	Sufficiently integrates the knowledge of the evolution of art forms into the creation of dramatic productions.	Inconsistently integrates the knowledge of the evolution of art forms into the creation of dramatic productions.	Insufficiently integrates the knowledge of the evolution of art forms into the creation of dramatic productions.
6.3	Masterfully explores technology as a means of integrating various art forms.	Exceptionally explores technology as a means of integrating various art forms.	Sufficiently explores technology as a means of integrating various art forms.	Inconsistently explores technology as a means of integrating various art forms.	Insufficiently explores technology as a means of integrating various art forms.



# Theatre Sample Evidence

Domain	Standard(s)	Sample Evidence
<b>Perform</b>	<b>Standard 2:</b> Character Acting <b>Standard 4:</b> Directing	<ul style="list-style-type: none"> <li>• Evidence of student/ensemble participation and adjudication (e.g., one-act play festivals, Orpheum High School Musical Theatre Awards, THSSDL speech tournaments, etc.)</li> <li>• Video recording of performance (musical, one-act, or non-musical) to be adjudicated by blind peer committee</li> <li>• Video recording of formal or informal performance (scene, improvisation, monologue) pre/interim/post assessment to show growth</li> <li>• Student self/peer assessments of informal and/or formal performances (i.e., using a rubric or narrative form)</li> <li>• Student work samples (e.g., written character histories, rehearsal documents, photos of the use of stage pictures, concept/skill exercises, video recording / photos of rehearsal process, original student-written scripts for scenes and/or monologues, written production concept for performance, video recording / production photos of performances, etc.)</li> </ul>
<b>Create</b>	<b>Standard 1:</b> Script Writing <b>Standard 3:</b> Scene Design	<ul style="list-style-type: none"> <li>• Video recording of the performances of original or adapted student scenes</li> <li>• Scripts of original or adapted student-written scenes</li> <li>• Student-created designs (e.g., ground plan, rendering, costume design/collage, lighting plot, make-up plot, etc.)</li> <li>• Student self/peer assessments of informal and/or formal performances (i.e., using a rubric or narrative form)</li> </ul>
<b>Respond</b>	<b>Standard 7:</b> Scene Comprehension <b>Standard 8:</b> Context	<ul style="list-style-type: none"> <li>• Video and/or written script of student-created and presented curtain speech</li> <li>• Student-written review or critique of live or recorded performance</li> <li>• Student self/peer assessments of informal and/or formal performances (i.e., using a rubric or narrative form)</li> <li>• Student work samples of designs from a specific culture or historical period</li> <li>• Video recordings of performances from a specific cultural or historical period</li> <li>• Video or audio recording of class discussion (about theatre, film, and television and social awareness or about the impact that technology has on live and recorded performances)</li> </ul>
<b>Connect</b>	<b>Standard 5:</b> Research <b>Standard 6:</b> Theatrical Presentation	<ul style="list-style-type: none"> <li>• Student self/peer assessments of informal and/or formal performances (i.e., using a rubric or narrative form)</li> <li>• Student-created scene design based on a theme or motif within a published play</li> <li>• Student-created script of a scene based on a given theme</li> <li>• Video recording of performance of scene from specific genre or historical period</li> <li>• Video recording of performance of scene that incorporates simple dance steps or unified movement</li> <li>• Written comparison of classic piece of dramatic literature with its contemporary counterpart</li> <li>• Video or audio recording of class discussions and/or presentations (i.e., on the comparison / contrast of various art forms or on the evolution of lighting, sound, and/or special effects in theatrical productions)</li> </ul>

## Appendix D: Dance

DANCE				ELEMENTARY GRADES K-2	
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 1: Students will identify and demonstrate movement elements and skills in performing dance.</b>					
<b>1.1 1.2</b>	Creates & performs locomotor and non-locomotor combinations increasing in length and complexity.	Performs given locomotor and non-locomotor combinations increasing in length and complexity. Begins to create original compositions.	Demonstrates simple locomotor and non-locomotor combinations in teacher directed combination.	Limited use or ability to identify locomotor and non-locomoter movements in simple combinations.	Cannot, or is unwilling, to use or identify locomotor and non-locomoter movements in simple combinations.
<b>1.3</b>	Demonstrates kinesthetic awareness using personal and general space, with straight, curved, zig-zag or other pathways.	Demonstrates kinesthetic awareness using personal and general space, with straight and curved pathways.	Demonstrates kinesthetic awareness using personal and general space.	Minimally demonstrates kinesthetic awareness using personal and general space.	Cannot demonstrates kinesthetic awareness using personal and general space
<b>1.5</b>	Creates and experiments with a variety of body shapes at low, medium, and high levels.	Creates a variety of body shapes at low, medium, and high levels.	Demonstrates a variety of body shapes at low, medium, and high levels.	Demonstrates a minimal number of variety of body shapes at low, medium, and high levels.	Cannot, or is unwilling to, demonstrate a variety of body shapes at low, medium, and high levels.
<b>1.8</b>	Experiments with and creates unique moments of kinesthetic awareness and concentration using stillness and movement.	Experiments with kinesthetic awareness and concentration using stillness and movement.	Demonstrates kinesthetic awareness and concentration using stillness and movement.	Minimally demonstrates kinesthetic awareness and concentration using stillness and movement.	Cannot demonstrate kinesthetic awareness and concentration using stillness and movement.
<b>1.8 (K) 1.9</b>	Creates and performs movement that isolates the basic qualities of energy (i.e. smooth, sharp, free, bound, strong, light, vibratory, swinging).	Compares and contrasts the basic qualities of energy (i.e. smooth, sharp, free, bound, strong, light, vibratory, swinging).	Identifies and uses basic qualities of energy (i.e. smooth, sharp, free, bound, strong, light, vibratory, swinging).	Identifies and uses basic qualities of energy (i.e. smooth, sharp, vibratory, swinging).	Cannot use basic qualities of energy (i.e. smooth, sharp, vibratory, swinging).
<b>1.9 (K) 1.10</b>	Executes movement to different meters and changing tempos.	Executes movement to a steady beat, different meters and changing tempos.	Responds to a steady beat and different meters with changing tempos.	Can minimally move to a steady beat.	Cannot move to a steady beat.

<b>DANCE</b>						<b>ELEMENTARY GRADES K-2</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>PERFORM: STANDARD 1: Students will identify and demonstrate movement elements and skills in performing dance. (cont.)</b>											
<b>1.10 (K) 1.11</b>	Experiments with and creates spatial relationships (body part to body part, individual to individual, and individual to group) i.e., beside, between, over, under, together, apart.		Compares and contrasts spatial relationships (body part to body part, individual to individual, and individual to group) i.e., beside, between, over, under, together, apart.		Demonstrates spatial relationships (body part to body part, individual to individual, and individual to group) i.e., beside, between, over, under, together, apart		Minimal ability to move individual body parts.		Cannot move or identify individual body parts.		
<b>CREATE: STANDARD 2: Students will understand choreographic, principles, processes, and structures.</b>											
<b>2.1</b>	Creates a movement sequence with beginning, middle and ending.		Compares and contrasts the beginning, middle and ending of a movement sequence.		Recognizes the beginning, middle and ending of a movement sequence.		Has difficulty in identifying movement sequences with beginning, middle ending with teacher prompts.		Cannot follow teacher directed prompts and lacks understanding or willingness to create movement with beginning, middle, and ending.		
<b>2.2</b>	Interprets the following partner skills: copying, leading, following, mirroring with the creation and performance of an ABA dance.		Distinguishes between the following partner skills: copying, leading, following, mirroring.		Generates movement with the following partner skills: copying, leading, following, shadowing and mirroring,		Generates some movement but has no clear understanding of partner skills.		Does not generate movement or movement has no partner skills.		
<b>2.3</b>	Revises their dance to show a more dynamic response to stories, poems, artworks and music (varying the dance elements of space, time and energy).		Experiments with dance elements in creating movement that responds to stories, poems, artworks and music.		Responds in movement to stories, poems, artworks and music.		Minimal ability to respond in movement or stories, poems, art, or music.		Cannot respond in movement or stories, poems, art, or music.		

<b>DANCE</b>						<b>ELEMENTARY GRADES K-2</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>CREATE: STANDARD 3: Students will understand dance as a way to create and communicate meaning.</b>											
<b>3.1</b>	Analyzes how dance is different from other forms of human movement (sports or everyday gestures) by comparing and contrasting the use of space, time and energy.		Explains and gives examples of how dance is different from other forms of human movement (sports or everyday gestures)		Identifies how dance is different from other forms of human Movement (sports or everyday gestures)		Lacks ability to identify how dance is different from other forms of human movement (sports or everyday gestures)		No understanding of how dance is different from sports or everyday movement.		
<b>3.2</b>	Revises and reteaches dance and performs with peers and peers explain its meaning.		Teaches one's dance to peers and summarizes its meaning.		Performs one's dance to peers and explains its meaning.		Cannot present one's dance to peers and explain its meaning.		Present one's dance to peers.		
<b>3.3</b>	Evaluates appropriate audience behavior for different scenarios (informal/formal).		Demonstrates and justifies appropriate audience behavior in various settings.		Defines and consistently models appropriate audience and performer behavior.		Inconsistently identifies appropriate audience behavior and performance etiquette.		Shows little or no understanding of audience or performance etiquette.		
<b>RESPOND: STANDARD 4: Students will apply and demonstrate critical and creative thinking skills in dance.</b>											
<b>4.1</b>	Creates multiple ways to solve a movement problem, evaluates and explains which most effectively illustrates the idea.		Determine which of multiple ways to solve a movement problem most effectively illustrates the idea.		Recognizes and compares multiple solutions to a given movement problem/assignment.		Does not recognize multiple ways to solve a movement problem.		Is unwilling to explore multiple ways to solve a movement problem.		
<b>4.2</b>	Observes and analyzes two dances in terms of space, time, and energy.		Observes and describes two dances in terms of space, time, and energy.		Observes and list similarities and differences of two dances in terms of space, time, and energy.		Recognizes differences between two dances, but lacks vocabulary to explain.		Unable to discern differences between two dances.		
<b>4.3</b>	Analyzes & evaluates individual opinions about dance in a grade level appropriate way through discussion and written reflections using specified aesthetic criteria (elements of dance, choreographic structures, etc.)		Compares and contrasts individual opinions about dance in a grade level appropriate way through discussion and written reflections using specified aesthetic criteria. (elements of dance, choreographic structures, etc.)		Recognizes individual opinions about dance in a grade level appropriate way through discussion and written reflections using specified aesthetic criteria (elements of dance, choreographic structures, etc.).		Demonstrates minimal individual opinions about dance in a grade level appropriate way through discussion and written reflections.		Cannot form individual opinions about dance in a grade level appropriate way through discussion or written reflections.		

<b>DANCE</b>						<b>ELEMENTARY GRADES K-2</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>CONNECT: STANDARD 5: Students will demonstrate and understand dance in various cultures and historical periods.</b>											
<b>5.1</b>	Demonstrates and compare folk dances from two different cultures and compare to our own culture.		Demonstrates and compare two folk dances from different cultures.		Demonstrates and compare two folk dances from the same culture.		Lacks skill in identifying various characteristics of cultural/folk or social dances.		Cannot identify cultural/folk or social dances.		
<b>5.2</b>	Demonstrates through performance how a given dance form expresses the feelings or mood of the society that created it.		Recognizes how a given dance form expresses the feelings or mood of the society that created it.		Describes ways in which people used dance throughout history as part of ritual, ceremonies and entertainment as a means of social expression.		Identifies one way in which people used dance throughout history as part of ritual, ceremonies and entertainment as a means of social expression.		Cannot identify one way people used dance throughout history as part of ritual, ceremonies and entertainment as a means of social expression.		
<b>CONNECT: STANDARD 6: Students will make connections between dance and healthful living.</b>											
<b>6.1</b>	Compares and contrasts how muscles and/or the skeletal system generates movement. Can give examples/evidence to explain reasoning.		Applies understanding of how muscles and/or the skeletal system generate movement. Can identify basic muscles and bones used in a specific movement.		Understands how anatomy relates to dance through muscular and/or skeletal identification.		Minimally identifies muscular and/or skeletal systems.		Cannot identify muscular or skeletal systems.		
<b>6.1 (K) 6.2</b>	Develops and implements personal goals for healthy life choices.		Develops personal goals for healthy life choices.		Describes how healthy/unhealthy life choices affect the dancer (nutrition, smoking, alcohol, etc.).		Cannot describe healthy/unhealthy choices.		Lacks understanding of healthy/unhealthy choices.		
<b>CONNECT: STANDARD 7: Students will make connections between dance and other disciplines.</b>											
<b>7.1</b>	Creates, performs and discusses a dance that interprets a piece of art or music.		Creates a dance that interprets a piece of art or music.		Demonstrates examples of how dance can interpret a piece of art or music.		Lists examples of how dance can interpret a piece of art or music.		Cannot identify how dance can interpret a piece of art or music.		
<b>7.2</b>	Uses dance in various academic areas to express concepts. Presents ideas to the class.		Uses dance to learn a concept from one or more academic areas. Presents ideas to the class.		Identifies connections between dance and other academic areas and explains how the same idea is presented in each.		Does not make connections between dance and other academic areas.		Does not make connections between dance and other academic areas.		

<b>DANCE</b>					
<b>ELEMENTARY GRADES 3-5</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>	<b>4 ABOVE EXPECTATIONS</b>	<b>3 AT EXPECTATIONS</b>	<b>2 BELOW EXPECTATIONS</b>	<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>
<b>PERFORM: STANDARD 1: Students will identify and demonstrate movement elements and skills in performing dance.</b>					
<b>1.1</b>	Applies & experiments with the following principles of movement: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery.	Demonstrates & describes the following principles of movement: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery.	Identifies & uses the following principles of movement: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery.	Minimal ability to identify or use the following principles of movement: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery.	Cannot identify the following principles of movement: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery.
<b>1.2</b>	Creates, performs and teaches locomotor and non-locomotor combinations increasing in length and complexity (i.e. twisty walk, busting leap, floating run, etc).	Performs given locomotor and non-locomotor combinations increasing in length and complexity. Begins to create original compositions.	Demonstrates simple locomotor and non-locomotor combinations in teacher directed combination.	Limited use or ability to identify locomotor and non-locomotor movements in simple combinations.	Cannot use or identify locomotor and non-locomotor movements in simple combinations.
<b>1.4 1.5 (5)</b>	Creates and performs multiple rhythmic patterns from sound to the kinesthetic.	Develops a variety of more complex rhythmic patterns and transfer from sound to the kinesthetic.	Develops simple rhythmic patterns and transfer from sound to the kinesthetic.	Limited ability to transfer rhythmic patterns from sound to the kinesthetic.	Cannot transfer rhythmic patterns from sound to the kinesthetic
<b>1.7</b>	Demonstrates consistent knowledge of and use of correct dance terminology both written and verbally above grade level.	Demonstrates consistent knowledge of and use of correct dance terminology both written and verbally at grade level.	Demonstrates some knowledge of and use of correct dance terminology both written and verbally at grade level.	Demonstrates minimal knowledge of dance terminology, either written or verbal.	Lacks basic knowledge of terms either written or verbal.
<b>PERFORM: STANDARD 2: Students will understand choreographic, principles, processes, and structures.</b>					
<b>2.3</b>	Creates & experiments with a variety of basic elements of dance (i.e. space, shape, time, energy) in a duet, trio or small group setting. Memorizes and performs the finished composition.	Identifies and uses a variety of basic elements of dance (i.e. space, shape, time, energy.) in a duet or trio. Memorizes and performs the finished composition.	Identifies and uses basic elements of dance (i.e. space, shape, time, energy.) in individual or duet setting. Memorizes and performs the finished composition.	Minimal use of basic elements of dance. Some ability to memorize and perform the finished composition.	Cannot identify or use basic elements of dance. Lacks ability to memorize and perform the finished composition.

DANCE			ELEMENTARY GRADES 3-5		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CREATE: STANDARD 2: Students will understand choreographic, principles, processes, and structures.</b>					
2.1	Creates and explains movement sequence or simple dance using all of the following: repetition, smooth transitions, contrast (energy, levels, etc.)	Creates and explains movement sequence or simple dance using two of the following: repetition, smooth transitions, contrast (energy, levels, etc.)	Creates movement sequence or simple dance using one of the following: repetition, smooth transitions, contrast (energy, levels, etc.)	Has difficulty in generating movement sequences with teacher prompts.	Cannot follow teacher directed prompts and lacks understanding or willingness to create movement.
2.2	Creates, performs and explains the following partner skill: contrasting and complementary shapes, giving & taking weight, balance & counter balance.	Analyzes and contrasts the following partner skill: contrasting and complementary shapes, giving & taking weight, balance & counter balance.	Demonstrates movement using one of the following partner skills: contrasting and complementary shapes, giving & taking weight, balance & counter balance	Generates some movement but has no clear understanding of partner skills.	Does not generate movement or movement has no partner skills.
2.3	Composes and performs complex dances or movement compositions using the choreographic elements of space, time and energy.	Categorizes and compares dances or movement compositions using the choreographic elements of space, time and energy.	Identifies the choreographic elements of space, time and energy.	Minimally identifies the choreographic elements of space, time and energy.	Cannot identify the choreographic elements of space, time and energy.
2.4	Experiments, creates and performs complex movement compositions using a variety of the basic structures (i.e. AB, ABA, canon, call and response).	Creates movement compositions using a variety of the basic structures (i.e. AB, ABA, canon, call and response).	Recognizes and applies the basic principles & structures of choreography (i.e. AB, ABA, canon, call and response).	Recognizes and applies a minimal number of structures of choreography.	Does not recognize or identify any structures of choreography.
2.5	Analyzes and evaluates in written form (according to grade level) the choreographic structure of dance viewed in class, in the theatre, or on video/DVD.	Describes and reproduces the choreographic structure of dance viewed in class, in the theatre, or on video/DVD. Uses written reflections according to grade level.	Recognizes the choreographic structure of dance viewed in class, in the theatre, or on video/DVD. Uses written reflections according to grade level.	Minimally recognizes the choreographic structure of dance viewed in class, in the theatre, or on video/DVD. Written reflections are below grade level.	Cannot recognize the choreographic structure of dance viewed in class, in the theatre, or on video/DVD. Written reflections are below grade level.

<b>DANCE</b>					
<b>ELEMENTARY GRADES 3-5</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>	<b>4 ABOVE EXPECTATIONS</b>	<b>3 AT EXPECTATIONS</b>	<b>2 BELOW EXPECTATIONS</b>	<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>
<b>CREATE: STANDARD 3: Students will understand dance as a way to create and communicate meaning.</b>					
<b>3.1</b>	Experiments with and creates ways to transform pantomime to abstract movement.	Compares and contrasts the difference between pantomiming and creating abstract meaning through abstract movement.	Demonstrates the difference between pantomiming and creating abstract meaning through abstract movement.	Minimal understanding of the differences between pantomime and abstract movement.	Cannot differentiate between pantomime and abstract movement.
<b>3.2</b>	Creates, revises, and performs complex movement and/or a composition study to portray a specific theme.	Creates and discusses movement and/or a composition study to portray a specific theme.	Identifies and discusses how dance can be used to illustrate a specific theme.	Minimal understanding or demonstration in identifying or defining ways dance can be used to convey a specific theme.	Cannot identify ways dance can be used to illustrate a specific theme.
<b>3.3 (3)</b>	Always demonstrates correct audience and performance etiquette (i.e. behavior, focus, response etc.) and is a role model/leader for others.	Consistently demonstrates correct audience and performance etiquette (i.e. behavior, focus, response etc.).	Demonstrates correct audience and performance etiquette (i.e. behavior, focus, response etc.) with minimal exceptions.	Inconsistent use of audience or performance etiquette.	Shows little or no understanding of audience or performance etiquette.
<b>RESPOND: STANDARD 4: Students will apply and demonstrate critical and creative thinking skills in dance.</b>					
<b>4.1 (3)</b>	Creates multiple ways to solve a movement problem, evaluates and explains which most effectively illustrates the idea.	Determines which of multiple ways to solve a movement problem most effectively illustrates the idea and explains why.	Recognizes and compares multiple solutions to a given movement problem/assignment.	Does not recognize multiple ways to solve a movement problem.	Is unwilling to explore multiple ways to solve a movement problem.
<b>4.1 (4,5) 4.3 (3)</b>	Analyzes & evaluates individual opinions about dance in a grade level appropriate way through discussion and written reflections using specified aesthetic criteria.	Compares and contrasts individual opinions about dance in a grade level appropriate way through discussion and written reflections using specified aesthetic criteria.	Recognizes individual opinions about dance in a grade level appropriate way through discussion and written reflections using specified aesthetic criteria.	Demonstrates minimal individual opinions about dance in a grade level appropriate way through discussion and written reflections.	Cannot form individual opinions about dance in a grade level appropriate way through discussion or written reflections.



<b>DANCE</b>					
<b>ELEMENTARY GRADES 3-5</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>	<b>4 ABOVE EXPECTATIONS</b>	<b>3 AT EXPECTATIONS</b>	<b>2 BELOW EXPECTATIONS</b>	<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>
<b>RESPOND: STANDARD 4: Students will apply and demonstrate critical and creative thinking skills in dance. (cont.)</b>					
<b>4.2 (3)</b>	Evaluates the choreographic elements or structures in performances either through written critique or verbal analysis. Uses specific examples to support opinion in a clear and convincing manner.	Analyzes the choreographic elements or structures in performances either through written critique or verbal analysis. Uses specific examples to support opinion.	Determines the choreographic elements or structures in performances either through written critique or verbal analysis. Uses specific examples from performance.	Identifies some examples of choreographic elements or structures.	Cannot identify the choreographic elements or structures in performances
<b>RESPOND: STANDARD 5: Students will demonstrate and understand dance in various cultures and historical periods.</b>					
<b>5.1 (4,5) 5.2 5.3 (5)</b>	Researches and performs one folk or social dance forms and discuss how each reflects its culture.	Compares and contrasts the evolution of two folk or social dance forms and how each reflects its culture.	Describes the basic evolution of a folk or social dance form and how it reflects its culture.	Lacks skill in identifying various characteristics of cultural/folk or social dances.	Cannot identify cultural/folk or social dances.
<b>CONNECT: STANDARD 5: Students will demonstrate and understand dance in various cultures and historical periods.</b>					
<b>5.1 (5)</b>	Researches, performs and presents a folk or social dance from a chosen time period or culture. Discusses how it reflects to a historical or cultural period.	Researches, performs and presents a folk or social dance from a chosen time period or culture.	Researches and presents a folk or social dance from a chosen time period or culture.	Cannot present a folk or social dance from a chosen time period or culture.	Cannot identify a folk or social dance from a chosen time period or culture.
<b>CONNECT: STANDARD 6: Students will make connections between dance and healthful living.</b>					
<b>6.1</b>	Examines a movement and evaluates which basic muscles and bones are used to perform that movement.	Applies understanding of how muscles and the skeletal system generate movement. Identifies basic muscles and bones.	Understands how anatomy relates to dance through muscular and skeletal identification.	Minimal identification of muscular and skeletal systems.	Cannot identify muscular or skeletal systems.
<b>6.2 6.3</b>	Develops and implements personal goals for healthy life choices.	Develops personal goals for healthy life choices.	Describes how healthy/unhealthy life choices affect the dancer. (Nutrition, smoking, alcohol, etc.)	Cannot describe healthy/unhealthy choices.	Lacks understanding of healthy/unhealthy choices.

DANCE			ELEMENTARY GRADES 3-5		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CONNECT: STANDARD 7: Students will make connections between dance and other disciplines.</b>					
7.1	Creates, performs and defends a dance that interprets a piece of art or music.	Creates a dance that interprets a piece of art or music.	Demonstrate show dance can interpret a piece of art or music.	Lists examples of how dance can interpret a piece of art or music.	Cannot identify how dance can interpret a piece of art or music.
7.2	Explains how the same concept can be expressed in two different academic areas.	Uses dance to learn a concept from another academic area.	Identifies connections between dance and other academic areas and explains how the same idea is presented in each.	Does not make connections between dance and other academic areas.	Does not make connections between dance and other academic areas.

<b>DANCE</b>		<b>MIDDLE SCHOOL GRADES 6-8</b>			
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>	<b>4 ABOVE EXPECTATIONS</b>	<b>3 AT EXPECTATIONS</b>	<b>2 BELOW EXPECTATIONS</b>	<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>
<b>PERFORM: STANDARD 1: Students will identify and demonstrate movement elements and skills in performing dance.</b>					
<b>1.1 1.2</b>	Consistently demonstrates self-correction and use of appropriate technique using good alignment and body part articulation in various aspects of dance (tendu, plie, rotation or parallel, etc.) without teacher prompt.	Consistently demonstrates use of appropriate technique using good alignment and body part articulation in various aspects of dance (tendu, plie, rotation or parallel, etc.) with occasional teacher prompt.	Demonstrates consistent use of appropriate technique using acceptable alignment and body part articulation in various aspects of dance (tendu, plie, rotation or parallel, etc.) with teacher prompt.	Demonstrates consistent use of appropriate technique using good alignment and body part articulation in various aspects of dance (tendu, plie, rotation or parallel, etc.)	Lacks consistent use of appropriate technique and alignment. appropriate body part articulation in various aspects of dance (tendu, plie, rotation or parallel, etc.) is missing
<b>1.3 1.4</b>	Demonstrates strength, flexibility, coordination, endurance in locomotor and non-locomotor movements. Can generate a complex combination using a variety of both types of movements.	Demonstrates strength, flexibility, coordination, endurance in locomotor and non-locomotor movements. Can generate a combination using a variety of both types of movements.	Demonstrates strength, flexibility, coordination, endurance in locomotor and non-locomotor movements.	Demonstrates some strength, flexibility, coordination, endurance in locomotor and non-locomotor movements but has difficulty in performing them consistently.	Lacks strength, flexibility, coordination, endurance and basic knowledge of locomotor and non-locomotor movements
<b>1.5</b>	Demonstrates complex rhythmic acuity and musicality in a variety of combinations.	Demonstrates rhythmic acuity and musicality in a variety of combinations.	Demonstrates rhythmic acuity and musicality.	Demonstrates minimal rhythmic acuity and musicality.	Lacks rhythmic acuity and musicality
<b>1.6</b>	Consistently works to refine technique and skills through self-correction. Always carries peer or teacher corrections from class to class.	Consistently works to refine technique and skills through teacher directed corrections. Can self or peer correct but does not always carry corrections from class to class.	Consistently works to refine technique and skills through teacher directed corrections.	Does not make consistent corrections of skills	Shows no understanding or use of teacher directed corrections.
<b>1.7</b>	Applies & experiments with a variety of basic elements of dance (i.e. space, shape, time, energy.) in complex class work or composition.	Identifies and uses a variety of basic elements of dance (i.e. space, shape, time, energy.) in complex class work or composition.	Identifies and uses basic elements of dance (i.e. space, shape, time, energy.) in class work or composition.	Minimal use of basic elements of dance.	Cannot identify or use basic elements of dance.

<b>DANCE</b>						<b>MIDDLE SCHOOL GRADES 6-8</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>PERFORM: STANDARD 1: Students will identify and demonstrate movement elements and skills in performing dance. (cont.)</b>											
<b>1.8</b>	Demonstrates knowledge of and use of correct dance terminology both written and verbally. Uses dance terminology in all verbal or written dance communication.		Demonstrates knowledge of and use of correct dance terminology both written and verbally. Uses dance terminology in all verbal or written dance communication.		Demonstrates knowledge of and use of correct dance terminology both written and verbally.		Demonstrates basic knowledge of dance terminology, either written or verbal.		Demonstrates basic knowledge of terms either written or verbal.		
<b>1.9</b>	Always demonstrates correct studio, audience, and performance etiquette (i.e. behavior, appropriate dress & hair, etc.)		Consistently demonstrates correct studio, audience, and performance etiquette (i.e. behavior, appropriate dress & hair, etc.)		Demonstrates correct studio, audience, and performance etiquette (i.e. behavior, appropriate dress & hair, etc.) with minimal exceptions.		Inconsistent use of studio, audience or performance etiquette.		Shows little or no understanding of studio, audience, or performance etiquette.		
<b>PERFORM: STANDARD 2: Students will understand choreographic, principles, processes, and structures.</b>											
<b>2.3</b>	Consistently applies exceptional skills in multiple genres of dance through class work or stage performance. Performs a specific genre of dance using good technical skill and energy with meaning and intent.		Consistently demonstrates skills in multiple genres of dance through class work or stage performance. Performs a specific genre of dance using appropriate technical skill and energy with meaning and intent.		Demonstrates skills in multiple genres of dance through class work or stage performance. Performs a specific genre of dance using appropriate technical skill and energy with meaning and intent.		Demonstrates skills in one genre of dance through class work or stage performance. Uses basic technical skill with some energy and meaning.		Lacks an understanding of different genres and shows little or no skill in any genre of dance.		

<b>DANCE</b>					
<b>MIDDLE SCHOOL GRADES 6-8</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>	<b>4 ABOVE EXPECTATIONS</b>	<b>3 AT EXPECTATIONS</b>	<b>2 BELOW EXPECTATIONS</b>	<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>
<b>CREATE: STANDARD 2: Students will understand choreographic, principles, processes, and structures.</b>					
<b>2.1</b>	Evaluates & applies sensory information (images & sounds) to generate complex and original movement through improvisation and teacher or self-directed prompt.	Interprets sensory information (images & sounds) to generate movement through improvisation and teacher directed prompt. Goes above teacher directions to show originality in using prompt.	Use sensory information (images & sounds) to generate movement through improvisation and teacher directed prompt.	Has difficulty in generating movement through visual or auditory teacher prompts.	Cannot follow teacher directed prompts and lacks understanding or willingness to create movement.
<b>2.2</b>	Generates a variety of movement with clear intent, purpose and structure. Shows complexity in the structure.	Generates a variety of movement with clear intent, purpose and structure.	Generates movement with clear intent, purpose or structure.	Generates some movement but has no clear intent, purpose or structure.	Does not generate movement or movement has no intent, purpose or structure.
<b>2.3</b>	Consistently creates and identifies complex movement compositions and choreography as relative to specific genres of dance.	Accurately identifies, and uses in movement compositions, the differences in choreography as relative to specific genres of dance.	Understands and identifies the differences in choreography as relative to specific genres of dance.	Can minimally identify the genres of dance	Cannot identify the differences in choreography as relative to specific genres of dance.
<b>2.4</b>	Recognizes and applies the basic principles & structures of choreography. Creates complex movement compositions using a variety of structures.	Recognizes and applies the basic principles & structures of choreography. Creates movement compositions using a variety of structures.	Recognize and apply the basic principles & structures of choreography (i.e. AB, ABA, ABAB, canon, retrograde, call/response).	Recognizes and applies a minimal number of basic structures of choreography.	Does not recognize or identify the basic principles & structures of choreography.

DANCE			MIDDLE SCHOOL GRADES 6-8		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CREATE: STANDARD 3: Students will understand dance as a way to create and communicate meaning.</b>					
3.1	Applies and experiments in using dance as a medium to develop self-awareness and self-confidence by generating complex movement that expresses a personality trait in depth or uses various traits in complex ways and creates various movement studies to apply the concept.	Uses dance as a medium to develop self-awareness and self-confidence by generating movement that expresses a specific personality trait and creates various movement studies to apply the concept.	Uses dance as a medium to develop self-awareness and self-confidence by generating movement that expresses a specific personality trait.	Identifies ways dance as a medium to develop self-awareness and self-confidence by generating movement that expresses a specific personality trait. But does not apply the concept through movement.	Cannot identify, nor demonstrate, ways dance is used as a medium to develop self-awareness and self-confidence.
3.2	Evaluates and uses multiple ways dance can communicate meaning by creating complex movement compositions using teacher or student selected themes.	Interprets and uses multiple ways dance can communicate meaning.	Identifies multiple ways dance can communicate meaning.	Identifies some ways dance can communicate meaning.	Cannot identify ways dance can communicate meaning.
3.3	Creates complex movement and/or a composition study to portray a specific social issue.	Creates movement and/or a composition study to portray a specific social issue.	Identifies how dance can be used to create an awareness of social issues.	Minimal understanding in identifying or defining ways dance can be used to create an awareness of social issue.	Cannot identify ways dance can be used to create an awareness of social issues.

<b>DANCE</b>						<b>MIDDLE SCHOOL GRADES 6-8</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>RESPOND: STANDARD 4: Students will apply and demonstrate critical and creative thinking skills in dance.</b>											
<b>4.2</b>	Shows consistent response to technical critique given in a class or rehearsal setting. Student can physically self-correct in class or stage work. Student works as peer tutor with others to improve performance.		Shows consistent response to technical critique given by teacher in a class or rehearsal setting. Student can physically self-correct in class or stage work.		Responds to technical critique given by teacher in a class or rehearsal setting. Student begins to physically self-correct in class or stage work.		Lacks consistent response to technical critique given by teacher in a class or rehearsal setting. Student does not physically self-correct in class or stage work.		Does not respond to technical critique given by teacher in a class or rehearsal setting. Student does not physically self-correct in class or stage work.		
<b>4.2</b>	Shows in-depth & insightful analysis of self -performance in class or stage performance through specified rubric and formal written self-reflection in journal or other assignments. Uses information to improve.		Consistently analyzes self -performance in class or stage performance through specified rubric and formal written self-reflection in journal or other assignments. Uses information to improve.		Analyzes self -performance in class or stage performance through specified rubric and formal written self-reflection in journal or other assignments.		Lacks consistent self-reflection skills in class or stage performance. Little use of written or verbal reflective skills		Does no self- reflection in either written or verbal assignments.		
<b>4.3</b>	Analyzes and evaluates professional or student performance through complex and in-depth formal written and/or verbal critique. Uses numerous references to elements of dance with supporting evidence and formal grammar.		Analyzes professional or student performance through in-depth formal written and/or verbal critique. Uses several references to elements of dance with supporting evidence. Uses appropriate and formal grammatical expression.		Analyzes professional or student performance through formal written and/or verbal critique. Uses some reference to elements of dance with supporting evidence and clear grammar.		Lacks skill in constructing formal written and/or verbal critique of professional or student performance. Minimal reference to elements of dance with little supporting evidence.		Poor formal written and/or verbal critique of professional or student performance. No reference to elements of dance with little supporting evidence.		
<b>4.4</b>	Evaluates the choreographic intent in performances either through written critique or verbal analysis. Uses specific examples to support opinion in a clear and convincing manner.		Analyzes the choreographic intent in performances either through written critique or verbal analysis. Uses specific examples to support opinion.		Determines the choreographic intent in performances either through written critique or verbal analysis. Uses specific examples from performance.		Identifies some examples of choreographic intent.		Cannot identify the choreographic intent in performances.		

<b>DANCE</b>						<b>MIDDLE SCHOOL GRADES 6-8</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>RESPOND: STANDARD 5: Students will demonstrate and understand dance in various cultures and historical periods.</b>											
<b>5.1</b>	Determines & presents reasons why characteristics of various cultural/folk dances differ throughout the world. Can perform one or more folk dance and explain its meaning.		Compares and contrasts characteristics of various cultural/folk dances. Can perform one or more folk dance and explain its meaning.		Recognizes the diversity of dance throughout the world. Identifies characteristics of various cultural/folk dances.		Lacks skill in identifying various characteristics of cultural/folk dances.		Cannot identify cultural/folk dances.		
<b>5.2</b>	Interprets primitive and current rituals as expressed through dance (religious, social, political). Demonstrates an understanding by creating a ritualistic movement composition.		Describes primitive and current rituals as expressed through dance (religious, social, political). Demonstrates an understanding by creating a ritualistic movement composition.		Identifies three or more primitive and current rituals as expressed through dance (religious, social, political).		Identifies two or more primitive and current rituals as expressed through dance (religious, social, political).		Cannot define ritual or illustrate connection to dance.		
<b>CONNECT: STANDARD 5: Students will demonstrate and understand dance in various cultures and historical periods.</b>											
<b>5.3</b>	Analyzes and interprets examples of the effects history has had on the evolution of dance forms.		Presents examples of the effects history has had on the evolution of dance forms.		Understands historical background of dance forms (cultural, social, theatrical, etc.).		Cannot define cultural, social or theatrical dance forms.		Lacks understanding of dance forms.		
<b>5.4</b>	Presents and explains two distinctive movement compositions using two different genres of dance.		Categorizes various dances according to their genres.		Understands and distinguish various genres of dance and their characteristics.		Can distinguish between two genres of dance and their characteristics.		Cannot distinguish various genres of dance and their characteristics.		



<b>DANCE</b>						<b>MIDDLE SCHOOL GRADES 6-8</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>CONNECT: STANDARD 6: Students will make connections between dance and healthful living.</b>											
<b>6.1</b>	Develops and implements personal goals for healthy life choices.		Develops personal goals for healthy life choices.		Describes how healthy/unhealthy life choices affect the dancer (nutrition, smoking, alcohol).		Cannot describe healthy/unhealthy choices.		Lacks understanding of healthy/unhealthy choices.		
<b>6.2</b>	Applies understanding of how muscles generate movement and articulates such in movement and discussion. Demonstrates knowledge of skeletal system.		Applies understanding of how muscles generate movement. Shows knowledge of skeletal system.		Understands how anatomy relates to dance through muscular and skeletal identification.		Minimal identification of muscular and skeletal systems.		Cannot identify muscular or skeletal systems.		
<b>6.3</b>	Develops and implements, via peer monitoring, a safe studio and theatre environment.		Uses proper safety measures in the studio and theatre.		Identifies, and uses with teacher prompt, proper safety measures in the studio and theatre.		Sometimes identifies and uses, proper safety measures.		Cannot identify, nor use, proper safety measures.		
<b>CONNECT: STANDARD 7: Students will make connections between dance and other disciplines.</b>											
<b>7.1</b>	Uses dance in various academic areas to express concepts.		Uses dance to learn a concept from another academic area.		Identifies connections between dance and other academic areas and explain how the same idea is presented in each.		Does not make connections between dance and other academic areas.		Does not make connections between dance and other academic areas.		
<b>7.2</b>	Uses technology to create dance.		Uses technology to present dance concepts.		Explores ways technology can be used in dance.		Does not use technology at grade level.		Does not use technology at grade level.		

DANCE			HIGH SCHOOL GRADES 9-12		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>PERFORM: STANDARD 1: Students will identify and demonstrate movement elements and skills in performing dance.</b>					
<b>1.1 1.2</b>	Consistently demonstrates self-correction and use of appropriate technique using good alignment and body part articulation in various aspects of dance (tendu, plie, rotation or parallel, etc.) without teacher prompt.	Consistently demonstrates use of appropriate technique using good alignment and body part articulation in various aspects of dance (tendu, plie, rotation or parallel, etc.) with occasional teacher prompt.	Demonstrates consistent use of appropriate technique using acceptable alignment and body part articulation in various aspects of dance (tendu, plie, rotation or parallel, etc.) with teacher prompt.	Demonstrates consistent use of appropriate technique using good alignment and body part articulation in various aspects of dance (tendu, plie, rotation or parallel, etc.)	Lacks consistent use of appropriate technique and alignment. appropriate body part articulation in various aspects of dance (tendu, plie, rotation or parallel, etc.) is missing
<b>1.3 1.4</b>	Demonstrates & always applies strength, flexibility, coordination, endurance in locomotor and non-locomotor movements. Can generate a complex combination using a variety of both types of movements.	Demonstrates strength, flexibility, coordination, endurance in locomotor and non-locomotor movements. Can generate a combination using a variety of both types of movements.	Demonstrates strength, flexibility, coordination, endurance in locomotor and non-locomotor movements.	Demonstrates some strength, flexibility, coordination, endurance in locomotor and non-locomotor movements but has difficulty in performing them consistently.	Lacks strength, flexibility, coordination, endurance and basic knowledge of locomotor and non-locomotor movements
<b>1.5</b>	Demonstrates complex rhythmic acuity and musicality in a variety of combinations.	Demonstrates rhythmic acuity and musicality in a variety of combinations.	Demonstrates rhythmic acuity and musicality.	Demonstrates minimal rhythmic acuity and musicality.	Lacks rhythmic acuity and musicality
<b>1.6</b>	Consistently works to refine technique and skills through self-correction. Always carries peer or teacher corrections from class to class.	Consistently works to refine technique and skills through teacher directed corrections. Can self or peer correct but does not always carry corrections from class to class.	Consistently works to refine technique and skills through teacher directed corrections.	Does not make consistent corrections of skills	Shows no understanding or use of teacher directed corrections.
<b>1.7</b>	Applies and experiments with a variety of basic elements of dance (i.e. space, shape, time, energy.) in complex class work or composition.	Applies a variety of basic elements of dance (i.e. space, shape, time, energy.) in complex class work or composition.	Identifies and uses basic elements of dance (i.e. space, shape, time, energy.) in class work or composition.	Minimal use of basic elements of dance.	Cannot identify or use basic elements of dance.

<b>DANCE</b>						<b>HIGH SCHOOL GRADES 9-12</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>PERFORM: STANDARD 1: Students will identify and demonstrate movement elements and skills in performing dance. (cont.)</b>											
<b>1.8</b>	Always applies knowledge of correct dance terminology both written and verbally. Uses dance terminology in all verbal or written dance communication.		Consistently demonstrates knowledge of and use of correct dance terminology both written and verbally. Uses dance terminology in all verbal or written dance communication.		Demonstrates knowledge of and use of correct dance terminology both written and verbally.		Demonstrates basic knowledge of dance terminology, either written or verbal.		Demonstrates basic knowledge of terms either written or verbal.		
<b>1.9</b>	Always demonstrates correct studio and performance etiquette (i.e. behavior, appropriate dress & hair, etc.)		Consistently demonstrates correct studio and performance etiquette (i.e. behavior, appropriate dress & hair, etc.)		Demonstrates correct studio and performance etiquette (i.e. behavior, appropriate dress & hair, etc.) with minimal exceptions.		Inconsistent use of studio or performance etiquette.		Shows little or no understanding of studio or performance etiquette.		
<b>PERFORM: STANDARD 2: Students will understand choreographic, principles, processes, and structures.</b>											
<b>2.3</b>	Consistently applies exceptional skills in multiple genres of dance through class work or stage performance. Performs a specific genre of dance using good technical skill and energy with meaning and intent.		Consistently demonstrates skills in multiple genres of dance through class work or stage performance. Performs a specific genre of dance using appropriate technical skill and energy with meaning and intent.		Demonstrates skills in multiple genres of dance through class work or stage performance. Performs a specific genre of dance using appropriate technical skill and energy with meaning and intent.		Demonstrates skills in one genre of dance through class work or stage performance. Uses basic technical skill with some energy and meaning.		Lacks an understanding of different genres and shows little or no skill in any genre of dance.		
<b>2.4</b>	Consistently uses & interprets principles of choreography (e.g., intent, form/design, theme, repetition).		Identifies & experiments with principles of choreography (e.g., intent, form/design, theme, repetition).		Identifies & performs the basic principles of choreography (e.g., intent, form/design, theme, repetition).		Lacks skill in identifying or performing the basic principles of choreography (e.g., intent, form/design, theme, repetition).		Cannot identify basic principles of choreography (e.g., intent, form/design, theme, repetition).		

DANCE			HIGH SCHOOL GRADES 9-12		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CREATE: STANDARD 2: Students will understand choreographic, principles, processes, and structures.</b>					
2.1	Evaluates & applies sensory information (images & sounds) to generate complex and original movement through improvisation and teacher or self-directed prompt.	Interprets sensory information (images & sounds) to generate movement through improvisation and teacher directed prompt. Goes above teacher directions to show originality in using prompt.	Use sensory information (images & sounds) to generate movement through improvisation and teacher directed prompt.	Has difficulty in generating movement through visual or auditory teacher prompts.	Cannot follow teacher directed prompts and lacks understanding or willingness to create movement.
2.2	Generates a variety of movement with clear intent, purpose and structure. Shows complexity in the structure.	Generates a variety of movement with clear intent, purpose and structure.	Generates movement with clear intent, purpose or structure.	Generates some movement but has no clear intent, purpose or structure.	Does not generate movement or movement has no intent, purpose or structure.
2.4	Evaluates and applies the basic principles & structures of choreography. Can create complex movement compositions using a variety of structures.	Recognizes and applies the basic principles & structures of choreography. Can create movement compositions using a variety of structures.	Recognizes and applies the basic principles & structures of choreography (i.e. AB, ABA, ABAB, canon, retrograde, call and response).	Recognizes and applies a minimal number of basic structures of choreography.	Does not recognize or identify the basic principles & structures of choreography.
2.5	Applies and evaluates choreographic principles of a solo and /or group movement study.	Applies choreographic principles of a solo and /or group movement study.	Identifies the choreographic principles of a solo and /or group movement study.	Can define, but not use, the choreographic principles of a solo and /or group movement study.	Cannot identify, nor use, choreographic principles of a solo and /or group movement study.

<b>DANCE</b>						<b>HIGH SCHOOL GRADES 9-12</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>CREATE: STANDARD 3: Students will understand dance as a way to create and communicate meaning.</b>											
<b>3.1</b>	Applies & experiments in using dance as a medium to develop self-awareness & self- confidence by generating complex movement that expresses a personality trait in depth or uses various traits in complex ways. Can create various movement studies to apply the concept.		Uses dance as a medium to develop self-awareness & self- confidence by generating movement that expresses a specific personality trait. Can create various movement studies to apply the concept.		Uses dance as a medium to develop self-awareness & self- confidence by generating movement that expresses a specific personality trait.		Identifies ways dance as a medium to develop self-awareness & self- confidence by generating movement that expresses a specific personality trait. But does not apply the concept through movement.		Cannot identify, nor demonstrate, ways dance is used as a medium to develop self-awareness & self- confidence.		
<b>3.2</b>	Evaluates and uses multiple ways dance can communicate meaning by creating complex movement compositions using teacher or student selected themes.		Interprets and uses multiple ways dance can communicate meaning.		Identifies multiple ways dance can communicate meaning.		Identifies some ways dance can communicate meaning.		Cannot identify ways dance can communicate meaning.		
<b>3.3</b>	Creates complex movement and/or a composition study to portray a specific social issue.		Creates movement and/or a composition study to portray a specific social issue.		Identifies how dance can be used to create an awareness of social issues.		Minimal understanding in identifying or defining ways dance can be used to create an awareness of social issue.		Cannot identify ways dance can be used to create an awareness of social issues.		

<b>DANCE</b>					
<b>HIGH SCHOOL GRADES 9-12</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>	<b>4 ABOVE EXPECTATIONS</b>	<b>3 AT EXPECTATIONS</b>	<b>2 BELOW EXPECTATIONS</b>	<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>
<b>RESPOND: STANDARD 4: Students will apply and demonstrate critical and creative thinking skills in dance.</b>					
<b>4.2</b>	Shows consistent response to technical critique given in a class or rehearsal setting. Student can physically self-correct in class or stage work. Student works as peer tutor with others to improve performance.	Shows consistent response to technical critique given by teacher in a class or rehearsal setting. Student can physically self-correct in class or stage work.	Responds to technical critique given by teacher in a class or rehearsal setting. Student begins to physically self-correct in class or stage work.	Lacks consistent response to technical critique given by teacher in a class or rehearsal setting. Student does not physically self-correct in class or stage work.	Does not respond to technical critique given by teacher in a class or rehearsal setting. Student does not physically self-correct in class or stage work.
<b>4.2</b>	Shows in-depth and insightful analysis of self-performance in class or stage performance through specified rubric and formal written self-reflection in journal or other assignments. Uses information to improve.	Consistently analyzes self-performance in class or stage performance through specified rubric and formal written self-reflection in journal or other assignments. Uses information to improve.	Analyze self -performance in class or stage performance through specified rubric and formal written self-reflection in journal or other assignments.	Lacks consistent self-reflection skills in class or stage performance. Little use of written or verbal reflective skills.	Does no self- reflection in either written or verbal assignments.
<b>4.3</b>	Analyzes & evaluates professional or student performance through complex and in-depth formal written and/or verbal critique. Uses numerous references to elements of dance with supporting evidence and formal grammar.	Analyzes professional or student performance through in-depth formal written and/or verbal critique. Uses several references to elements of dance with supporting evidence. Uses appropriate and formal grammatical expression.	Analyzes professional or student performance through formal written and/or verbal critique. Uses some reference to elements of dance with supporting evidence and clear grammar.	Lacks skill in constructing formal written and/or verbal critique of professional or student performance. Minimal reference to elements of dance with little supporting evidence.	Poor formal written and/or verbal critique of professional or student performance. No reference to elements of dance with little supporting evidence.
<b>4.4</b>	Evaluates the choreographic intent in performances either through written critique or verbal analysis. Uses specific examples to support opinion in a clear and convincing manner.	Analyzes the choreographic intent in performances either through written critique or verbal analysis. Uses specific examples to support opinion.	Determine the choreographic intent in performances either through written critique or verbal analysis. Uses specific examples from performance.	Identifies some examples of choreographic intent.	Cannot identify the choreographic intent in performances

<b>DANCE</b>						<b>HIGH SCHOOL GRADES 9-12</b>					
<b>GLE</b>	<b>5 SIGNIFICANTLY ABOVE EXPECTATIONS</b>		<b>4 ABOVE EXPECTATIONS</b>		<b>3 AT EXPECTATIONS</b>		<b>2 BELOW EXPECTATIONS</b>		<b>1 SIGNIFICANTLY BELOW EXPECTATIONS</b>		
<b>RESPOND: STANDARD 5: Students will demonstrate and understand dance in various cultures and historical periods.</b>											
<b>5.1 5.2</b>	Determines & presents reasons why characteristics of various cultural/folk dances differ throughout the world. Can perform one or more folk dances and explain its meaning.		Compares and contrasts characteristics of various cultural/folk dances. Can perform one or more folk dances and explain its meaning.		Recognizes the diversity of dance throughout the world. Identifies characteristics of various cultural/folk dances.		Lacks skill in identifying various characteristics of cultural/folk dances.		Cannot identify cultural/folk dances.		
<b>5.2</b>	Interprets primitive and current rituals as expressed through dance (religious, social, political). Demonstrates an understanding by creating a ritualistic movement composition.		Describes primitive and current rituals as expressed through dance (religious, social, political). Demonstrates an understanding by creating a ritualistic movement composition.		Identifies three or more primitive and current rituals as expressed through dance (religious, social, political).		Identifies two or more primitive and current rituals as expressed through dance (religious, social, political).		Cannot define ritual or illustrate connection to dance.		
<b>5.2</b>	Interprets and identifies historic rituals, and evaluates the purpose of these rituals (e.g., religion, fertility, harvest, hunting).		Analyzes historic rituals, and lists the purpose of these rituals (e.g., religion, fertility, harvest, hunting).		Identifies historic rituals, and lists the purpose of these rituals (e.g., religion, fertility, harvest, hunting).		Identifies some historic rituals (e.g., religion, fertility, harvest, hunting).		Cannot identify historic rituals (e.g., religion, fertility, harvest, hunting).		
<b>5.4</b>	Evaluates, analyzes, and interprets similarities and differences of genres of dance through performance and/or discussion.		Compares and contrasts genres of dance through performance and/or discussion.		Identifies similarities and differences of genres of dance.		Defines similarities and differences of genres of dance.		Cannot identify or define similarities and differences of genres of dance.		

DANCE			HIGH SCHOOL GRADES 9-12		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CONNECT: STANDARD 5: Students will demonstrate and understand dance in various cultures and historical periods.</b>					
5.3	Analyzes and interprets examples of the effects history has had on the evolution of dance forms.	Presents examples of the effect history has had on the evolution of dance forms.	Understands historical background of dance forms (cultural, social, theatrical, etc.).	Cannot define cultural, social or theatrical dance forms.	Lacks understanding of dance forms.
5.3	Interprets & analyzes similarities and differences between the origins of classical, theatrical, and contemporary forms of dance.	Examines similarities and differences between the origins of classical, theatrical, and contemporary forms of dance.	Identifies similarities and differences between the origins of classical, theatrical, and contemporary forms of dance.	Describes similarities and differences between the origins of classical, theatrical, and contemporary forms of dance.	Cannot describe similarities and differences between the origins of classical, theatrical, and contemporary forms of dance.
5.4	Compares & contrasts similarities and differences of genres of dance.	Compares & contrasts similarities and differences of genres of dance.	Compares OR Contrasts similarities and differences of genres of dance.	Lists some similarities and differences of genres of dance.	Cannot identify similarities or differences of genres of dance.
<b>CONNECT: STANDARD 6: Students will make connections between dance and healthful living.</b>					
6.1	Develops and implements personal goals for healthy life choices.	Develops personal goals for healthy life choices.	Describes how healthy/unhealthy life choices affect the dancer. (Nutrition, smoking, alcohol, etc.)	Cannot describe healthy/unhealthy choices.	Lacks understanding of healthy/unhealthy choices.
6.2	Applies understanding of how muscles generate movement and articulates such in technique and discussion. Demonstrates knowledge of skeletal system	Applies understanding of how muscles generate movement. Demonstrates some knowledge in technique. Shows knowledge of skeletal system.	Understands how anatomy relates to dance through muscular and skeletal identification.	Minimal identification of muscular and skeletal systems.	Cannot identify muscular or skeletal systems.
6.2	Interprets & uses selected principles of anatomy, physiology and kinesiology related to dance.	Explains selected principles of anatomy, physiology and kinesiology related to dance.	Describes selected principles of anatomy, physiology and kinesiology related to dance.	Defines some selected principles of anatomy, physiology and kinesiology related to dance.	Cannot identify or define selected principles of anatomy, physiology and kinesiology related to dance.
6.3	Develops and implements, via peer monitoring, a safe studio and theater environment.	Uses proper safety measures in the studio and theater.	Identifies, and uses with teacher prompt, proper safety measures in the studio and theater.	Sometimes identifies and uses, proper safety measures.	Cannot identify, nor use, proper safety measures.



DANCE			HIGH SCHOOL GRADES 9-12		
GLE	5 SIGNIFICANTLY ABOVE EXPECTATIONS	4 ABOVE EXPECTATIONS	3 AT EXPECTATIONS	2 BELOW EXPECTATIONS	1 SIGNIFICANTLY BELOW EXPECTATIONS
<b>CONNECT: STANDARD 7: Students will make connections between dance and other disciplines.</b>					
7.1	Evaluates & analyzes how the same ideas are expressed in dance and in other art forms.	Examines how the same ideas are expressed in dance and in other art forms.	Describes how the same ideas are expressed in dance and in other art forms.	Lists/identifies how the same ideas are expressed in dance and in other art forms.	Cannot list how the same ideas are expressed in dance and in other art forms.
7.2	Designs and implements a lighting plan to enhance the student's choreographic intention.	Designs a lighting plan to enhance the student's choreographic intention.	Researches a lighting plan to enhance the student's choreographic intention.	Describes how a lighting plan can enhance the student's choreographic intention.	Lacks understanding of how a lighting plan can enhance the student's choreographic intention.
7.2	Analyzes and interprets how technology can be used in the creative process.	Discusses how technology can be used in the creative process.	Identifies how technology can be used in the creative process.	Identifies minimal ways how technology can be used in the creative process.	Cannot identify how technology can be used in the creative process.
7.2	Researches and demonstrates a variety of innovative uses for technology in dance, and share examples with class.	Researches and demonstrates innovative uses for technology in dance, and share examples with class.	Researches innovative uses for technology in dance, and share examples with class.	Minimally researches innovative uses for technology in dance, and share examples with class.	Cannot research innovative uses for technology in dance, and share examples with class.
7.3	Uses dance in various academic areas to express concepts.	Uses dance to learn a concept from another academic area	Identifies connections between dance and other academic areas and explain how the same idea is presented in each.	Does not make connections between dance and other academic areas.	Does not make connections between dance and other academic areas.

# Dance Sample Evidence

Domain	Standard(s)	Sample Evidence
<b>Perform</b>	<b>Standard 1:</b> Elements and Skills <b>Standard 2:</b> Choreography	<ul style="list-style-type: none"> <li>• Evidence of student performance in class work or performance (e.g., class movement combinations, stage performances, etc.)</li> <li>• Video recordings of class work with selected emphasis: (e.g., locomotor &amp; non-locomotor, rhythmic work, elements of dance, etc.)</li> <li>• Video recordings of formal or informal performance pre/interim/post assessments</li> <li>• Student self/peer or teacher assessments of informal and/or formal performances: i.e. written/verbal assessments with specific rubrics</li> </ul>
<b>Create</b>	<b>Standard 2:</b> Choreography <b>Standard 3:</b> Creativity and Communications	<ul style="list-style-type: none"> <li>• Evidence of student or class compositions using specific themes or meanings</li> <li>• Video recordings of class work or performances with selected compositional themes</li> <li>• Video recordings of formal or informal performance pre/interim/post assessments</li> <li>• Student self, peer or teacher assessments of informal and/or formal performances of creative assignments: i.e. written/verbal critique with specific rubrics</li> <li>• Evidence showing written reflections or responses to compositional work with grade appropriate rubrics</li> </ul>
<b>Respond</b>	<b>Standard 4:</b> Criticism and Analysis <b>Standard 5:</b> Cultural and Historical Contexts	<ul style="list-style-type: none"> <li>• Student checklists for understanding, written narrative analysis and personal interpretations of dance presentations from class assignments</li> <li>• Student self/peer assessments of informal and/or formal performances (e.g., checklist; student narrative review)</li> <li>• Video recordings of students presenting various folk or social dances in classes</li> <li>• Written critiques using rubrics specifying content, style, and grammar requirements</li> <li>• Informal written or verbal responses to performance or class assignment</li> <li>• Student journal samples showing increased understanding of folk or social dance work</li> </ul>
<b>Connect</b>	<b>Standard 5:</b> Cultural and Historical Contexts <b>Standard 6:</b> Health <b>Standard 7:</b> Interdisciplinary Connections	<ul style="list-style-type: none"> <li>• Student checklists for understanding, written narrative analysis and personal interpretations of dance performances from academic class assignments</li> <li>• Visual or written presentations of healthy lifestyles</li> <li>• Video recordings of student presenting dance to illustrate an academic concept (math, English, social studies, science)</li> <li>• Video recordings of student presenting dance to interpret a work of art or music</li> <li>• Technology presentations incorporating dance</li> <li>• Informal or formal written or verbal responses to performance or class assignment</li> </ul>