Music Theory 9-12

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DOMAIN: PERFORM

PERFORM: FOUNDATION	l P1: Select, analyze, and in	terpret artistic work for pe	erformance				
STANDARD	1	2	3	4	5	6*	7*
HS.MT.P1.A		Inconsistently selects specific passages, sections, or movements in musical works that express personal experiences, moods, visual images, or storylines in various forms.	, ,	Exceptionally selects specific passages, sections, or movements in musical works that express personal experiences, moods, visual images, or storylines in various forms.		criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS.MT.P1.B	Insufficiently analyzes how the elements of music and compositional techniques of selected works relate to style, function, and context.	how the elements of music and compositional	Sufficiently analyzes how the elements of music and compositional techniques of selected works relate to style, function, and context.	how the elements of music and compositional techniques of selected	the elements of music and compositional techniques	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS.MT.P1.C	works based on an understanding of the elements of music, style, mood, function, and context. Explains and supports how the interpretive choices reflect	Inconsistently develops interpretations of musical works based on an understanding of the elements of music, style, mood, function, and context. Explains and supports how the interpretive choices reflect the creators' intent.	understanding of the elements of music, style, mood, function, and context. Explains and supports how the	Exceptionally develops interpretations of musical works based on an understanding of the elements of music, style, mood, function, and context. Explains and supports how the interpretive choices reflect the creators' intent.	works based on an understanding of the elements of music, style, mood, function, and context. Explains and supports how the	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

PERFORM: FOUNDATION	PERFORM: FOUNDATION P2: Develop and refine artistic techniques and work for presentation										
STANDARD	1	2	3	4	5	6*	7*				
HS.MT.P2.A	Insufficiently creates	Inconsistently creates	Sufficiently creates	Exceptionally creates	Masterfully creates	Demonstrates one level of	Demonstrates two levels				
	rehearsal plans for	rehearsal plans for	rehearsal plans for	rehearsal plans for	rehearsal plans for	growth from the Level 5	of growth from the Level 5				
	musical works, identifying	musical works, identifying	musical works, identifying	musical works, identifying	musical works, identifying	criteria descriptor for this	criteria descriptor for this				
	the compositional	the compositional	the compositional	the compositional	the compositional	particular grade- or course-	particular grade- or course-				
	elements, style, and	elements, style, and	elements, style, and	elements, style, and	elements, style, and	level expectation.	level expectation.				
	historical or cultural	historical or cultural	historical or cultural	historical or cultural	historical or cultural						
	context of the work.	context of the work.	context of the work.	context of the work.	context of the work.						

HS.MT.P2.B	Insufficiently, using	Inconsistently, using	Sufficiently, using	Exceptionally, using	Masterfully, using	Demonstrates one level of	Demonstrates two levels
	established criteria,	established criteria,	established criteria,	established criteria,	established criteria,	growth from the Level 5	of growth from the Level 5
	identifies the ways in	identifies the ways in	identifies the ways in	identifies the ways in	identifies the ways in	criteria descriptor for this	criteria descriptor for this
	which performances	which performances	which performances	which performances	which performances	particular grade- or course-	particular grade- or course-
	convey the elements of	convey the elements of	convey the elements of	convey the elements of	convey the elements of	level expectation.	level expectation.
	music, style, and mood.	music, style, and mood.	music, style, and mood.	music, style, and mood.	music, style, and mood.		
HS.MT.P2.C	Insufficiently identifies,	Inconsistently identifies,	Sufficiently identifies,	Exceptionally identifies,	Masterfully identifies,	Demonstrates one level of	Demonstrates two levels
	evaluates, and	evaluates, and	evaluates, and	evaluates, and	evaluates, and	growth from the Level 5	of growth from the Level 5
	implements strategies for	implements strategies for	implements strategies for	implements strategies for	implements strategies for	criteria descriptor for this	criteria descriptor for this
	improving the technical	improving the technical	improving the technical	improving the technical	improving the technical	particular grade- or course-	particular grade- or course-
	and expressive aspects of	and expressive aspects of	and expressive aspects of	and expressive aspects of	and expressive aspects of	level expectation.	level expectation.
	various works.	various works.	various works.	various works.	various works.		

PERFORM: FOUNDATION I	P3: Convey and express m	eaning through the perfor	mance of artistic work				
STANDARD	1	2	3	4	5	6*	7*
	appropriate for both audience and context and how this will shape future	how compositions are appropriate for both audience and context and	compositions are appropriate for both audience and context and how this will shape future	appropriate for both audience and context and how this will shape future	compositions are appropriate for both audience and context and	criteria descriptor for this particular grade- or course	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
	explains how the intent of	or recorded performances of original works, and	recorded performances of original works, and explains how the intent of	explains how the intent of	original works, and	criteria descriptor for this particular grade- or course	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

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DOMAIN: CREATE

CREATE: FOUNDATION Cr	1: Generate and conceptua	alize artistic ideas and wor	·k				
STANDARD	1	2	3	4	5	6*	7*
HS.MT.Cr1.A	Insufficiently describes	Inconsistently describes	Sufficiently describes and	Exceptionally describes	Masterfully describes and	Demonstrates one level of	Demonstrates two levels
	and demonstrates how	and demonstrates how	demonstrates how sounds	and demonstrates how	demonstrates how sounds	growth from the Level 5	of growth from the Level 5
	sounds or musical ideas	sounds or musical ideas	or musical ideas can be	sounds or musical ideas	or musical ideas can be	criteria descriptor for this	criteria descriptor for this
	can be used to represent	can be used to represent	used to represent and	can be used to represent	used to represent and	particular grade- or course	particular grade- or course-
	and express visual images,	and express visual images,	express visual images,	and express visual images,	express visual images,	level expectation.	level expectation.
	concepts, texts, or	concepts, texts, or	concepts, texts, or	concepts, texts, or	concepts, texts, or		
	storylines through	storylines through	storylines through	storylines through	storylines through		
	composing and arranging.	composing and arranging.	composing and arranging.	composing and arranging.	composing and arranging.		
HS.MT.Cr1.B	Insufficiently identifies and	Inconsistently identifies	Sufficiently identifies and	Exceptionally identifies	Masterfully identifies and	Demonstrates one level of	Demonstrates two levels
	describes the	and describes the	describes the	and describes the	describes the	growth from the Level 5	of growth from the Level 5
	development of sounds	development of sounds	development of sounds	development of sounds	development of sounds	criteria descriptor for this	criteria descriptor for this
	and/or short musical ideas	and/or short musical ideas	and/or short musical ideas	and/or short musical ideas	and/or short musical ideas	particular grade- or course	particular grade- or course-
	in drafts of music.	in drafts of music.	in drafts of music.	in drafts of music.	in drafts of music.	level expectation.	level expectation.

CREATE: FOUNDATIO	CREATE: FOUNDATION Cr2: Organize and develop artistic ideas and work										
STANDARD	1	2	3	4	5	6*	7*				
HS.MT.Cr2.A	Insufficiently assembles and organizes sounds or musical ideas through standard and nontraditional notation.	Inconsistently assembles and organizes sounds or musical ideas through standard and nontraditional notation.	l o	and organizes sounds or musical ideas through	Masterfully assembles and organizes sounds or musical ideas through standard and nontraditional notation.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.				
HS.MT.Cr2.B	Insufficiently interprets and transcribes simple melodic, rhythmic, and harmonic patterns from sound.	Inconsistently interprets and transcribes simple melodic, rhythmic, and harmonic patterns from sound.	transcribes simple	Exceptionally interprets and transcribes simple melodic, rhythmic, and harmonic patterns from sound.	· '	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.				

CREATE: FOUDATION Cr3: Refine and complete artistic work

STANDARD	1	2	3	4	5	6*	7*
HS.MT.Cr3.A	Insufficiently identifies,	Inconsistently identifies,	Sufficiently identifies,	Exceptionally identifies,	Masterfully identifies,	Demonstrates one level of	Demonstrates two levels
	describes, and applies	describes, and applies	describes, and applies	describes, and applies	describes, and applies	growth from the Level 5	of growth from the Level 5
	appropriate criteria to	appropriate criteria to	appropriate criteria to	appropriate criteria to	appropriate criteria to	criteria descriptor for this	criteria descriptor for this
	assess and refine the	assess and refine the	assess and refine the	assess and refine the	assess and refine the	particular grade- or course-	particular grade- or course-
	technical and expressive	technical and expressive	technical and expressive	technical and expressive	technical and expressive	level expectation.	level expectation.
	aspects of evolving drafts	aspects of evolving drafts	aspects of evolving drafts	aspects of evolving drafts	aspects of evolving drafts		
	leading to final versions.	leading to final versions.	leading to final versions.	leading to final versions.	leading to final versions.		
HS.MT.Cr3.B	Insufficiently shares music	Inconsistently shares	Sufficiently shares music	Exceptionally shares music	Masterfully shares music	Demonstrates one level of	Demonstrates two levels
	through the use of	music through the use of	through the use of	through the use of	through the use of	growth from the Level 5	of growth from the Level 5
	notation, performance, or	notation, performance, or	notation, performance, or	notation, performance, or	notation, performance, or	criteria descriptor for this	criteria descriptor for this
	technology. Demonstrates	technology. Demonstrates	technology. Demonstrates	technology. Demonstrates	technology. Demonstrates	particular grade- or course-	particular grade- or course-
	how the elements of	how the elements of	how the elements of	how the elements of	how the elements of	level expectation.	level expectation.
	music have been	music have been	music have been	music have been	music have been		
	employed to realize	employed to realize	employed to realize	employed to realize	employed to realize		
	compositional techniques	compositional techniques	compositional techniques	compositional techniques	compositional techniques		
	and expressive intent.	and expressive intent.	and expressive intent.	and expressive intent.	and expressive intent.		

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DOMAIN: RESPOND

RESPOND: FOUNDAT	ION R1: Perceive and analyze a	artistic work					
STANDARD	1	2	3	4	5	6*	7*
HS.MT.R1.A	elements of music from written and aural examples relating them to	written and aural examples relating them to	elements of music from written and aural	written and aural examples relating them to	elements of music from written and aural examples relating them to	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS.MT.R1.B	models for personal growth as composer,	models for personal	Sufficiently describes how the analysis provides models for personal growth as composer, performer, and/or listener.	models for personal growth as composer,	, ,	growth from the Level 5 criteria descriptor for this particular grade- or course	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

RESPOND: FOUNDATION	R2: Interpret intent and m	eaning in artistic work					
STANDARD	1	2	3	4	5	6*	7*
HS.MT.R2.A		· · ·	explains interpretations of varied works.	Exceptionally develops and explains interpretations of varied works.	Masterfully develops and explains interpretations of varied works.	criteria descriptor for this particular grade- or course	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
	demonstrates an understanding of the composers' intent by citing the use of elements of music compositional techniques and the	the use of elements of music compositional	music compositional techniques and the style/genre of each work.	understanding of the composers' intent by citing the use of elements of music compositional	composers' intent by citing	criteria descriptor for this particular grade- or course	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

RESPOND: FOUNDATION 3: Apply criteria to evaluate artistic work									
STANDARD	1	2	3	4	5	6*	7*		

HS.MT.R3.A	Insufficiently applies appropriate criteria to evaluate musical works and performances.	Inconsistently applies appropriate criteria to evaluate musical works and performances.	Sufficiently applies appropriate criteria to evaluate musical works and performances.	Exceptionally applies appropriate criteria to evaluate musical works and performances.	Masterfully applies appropriate criteria to evaluate musical works and performances.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS.MT.R3.B	Insufficiently evaluates the	1	Sufficiently evaluates the	Exceptionally evaluates	Masterfully evaluates the		Demonstrates two levels
	effectiveness of the	the effectiveness of the	effectiveness of the	the effectiveness of the	effectiveness of the	9	of growth from the Level 5
	technical and expressive	technical and expressive	technical and expressive	technical and expressive	technical and expressive	· ·	criteria descriptor for this
	aspects of notated and	aspects of notated and	aspects of notated and	aspects of notated and	aspects of notated and		particular grade- or course-
	aural music and	aural music and	aural music and	aural music and	aural music and	level expectation.	level expectation.
	performances.	performances.	performances.	performances.	performances.		
	Demonstrates an	Demonstrates an	Demonstrates an		Demonstrates an		
	understanding of music	understanding of music	understanding of music	understanding of music	understanding of music		
	theory, compositional	theory, compositional	theory, compositional	theory, compositional	theory, compositional		
	techniques and	techniques and	techniques and	techniques and	techniques and		
	procedures found within	procedures found within	procedures found within	procedures found within	procedures found within		
	musical works.	musical works.	musical works.	musical works.	musical works.		
HS.MT.R3.C	Insufficiently describes the	Inconsistently describes	Sufficiently describes the	Exceptionally describes	Masterfully describes the	Demonstrates one level of	Demonstrates two levels
	ways in which critiquing	the ways in which	ways in which critiquing	the ways in which	ways in which critiquing	growth from the Level 5	of growth from the Level 5
	artistic works and	critiquing artistic works	artistic works and	critiquing artistic works	artistic works and	criteria descriptor for this	criteria descriptor for this
	receiving feedback can be	and receiving feedback	receiving feedback can be	and receiving feedback	receiving feedback can be	particular grade- or course-	particular grade- or course-
	applied in the personal	can be applied in the	applied in the personal	can be applied in the	applied in the personal	level expectation.	level expectation.
	creative process.	personal creative process.	creative process.	personal creative process.	creative process.		
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DOMAIN: CONNECT

CONNECT: FOUNDATION	CONNECT: FOUNDATION Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors										
STANDARD	1	2	3	4	5	6*	7*				
HS.MT.Cn1.A	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels				
	demonstrates how	demonstrates how	how interests, knowledge,	demonstrates how	how interests, knowledge,	growth from the Level 5	of growth from the Level 5				
	interests, knowledge, and	interests, knowledge, and	and skills relate to	interests, knowledge, and	and skills relate to	criteria descriptor for this	criteria descriptor for this				
	skills relate to personal	skills relate to personal	personal choices and	skills relate to personal	personal choices and	particular grade- or course-	particular grade- or course-				
	choices and intent when	choices and intent when	intent when creating,	choices and intent when	intent when creating,	level expectation.	level expectation.				
	creating, performing, and	creating, performing, and	performing, and	creating, performing, and	performing, and						
	responding to music.	responding to music.	responding to music.	responding to music.	responding to music.						

CONNECT: FOUNDATION Cn2: Relate artistic ideas and works with societal, cultural, and historical context							
STANDARD	1	2	3	4	5	6*	7*
HS.MT.Cn2.A	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels
	demonstrates	demonstrates	understanding of	demonstrates	understanding of	growth from the Level 5	of growth from the Level 5
	understanding of	understanding of	relationships between	understanding of	relationships between	criteria descriptor for this	criteria descriptor for this
	relationships between	relationships between	music and the other arts,	relationships between	music and the other arts,	particular grade- or course	particular grade- or course-
	music and the other arts,	music and the other arts,	disciplines, varied	music and the other arts,	disciplines, varied	level expectation.	level expectation.
	disciplines, varied	disciplines, varied	contexts, and daily life.	disciplines, varied	contexts, and daily life.		
	contexts, and daily life.	contexts, and daily life.		contexts, and daily life.			
HS.MT.Cn2.B	Insufficiently, through	Inconsistently, through	Sufficiently, through visual	Exceptionally, through	Masterfully, through visual	Demonstrates one level of	Demonstrates two levels
	visual and aural examples,	visual and aural examples,	and aural examples,	visual and aural examples,	and aural examples,	growth from the Level 5	of growth from the Level 5
	analyzes and compares	analyzes and compares	analyzes and compares	analyzes and compares	analyzes and compares	criteria descriptor for this	criteria descriptor for this
	music theory and	music theory and	music theory and	music theory and	music theory and	particular grade- or course	particular grade- or course-
	compositional techniques	compositional techniques	compositional techniques	compositional techniques	compositional techniques	level expectation.	level expectation.
	from diverse cultures, time	from diverse cultures, time	from diverse cultures, time	from diverse cultures, time	from diverse cultures, time		
	periods and genres.	periods and genres.	periods and genres.	periods and genres.	periods and genres.		