



219 North Main Street, Suite 402
 Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

Music High School Proficient Level Learning Targets

Note that the Performance Indicators used for this grade level are from the [sample Visual Art Proficiency-Based Graduation Requirements with Performance Indicators](#) which was created using the [National Core Arts Standards](#) Traditional and Emerging Ensembles strand.

Create (Cr)	
Cr1- Generate and conceptualize artistic ideas and work. Process Component: Imagine	
<u>Performance Indicator:</u> Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes, in order to exhibit a breadth of elements/styles (e.g., those studied in rehearsals). (MU:Cr1.1.E.HSI)	<u>Learning Targets:</u> I can compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes. I can exhibit a wide range of elements and styles in my improvisation and composition.
Cr2- Organize and develop artistic ideas and work. Process Components: Plan and Make	
<u>Performance Indicator:</u> Develop and revise draft melodies, rhythmic passages, and arrangements for specific purposes, in order to exhibit a breadth of elements/styles. (MU:Cr2.1.E.HSIa)	<u>Learning Targets:</u> I can develop and revise draft melodies, rhythmic passages, and arrangements for specific purposes. I can exhibit a wide range of elements and styles in my draft melodies, rhythmic passages, and arrangements.
<u>Performance Indicator:</u> Preserve draft compositions and improvisations using standard notation and/or audio recording. (MU:Cr2.1.E.HSIb)	<u>Learning Target:</u> I can document draft compositions and improvisations using standard notation and/or audio recording.
Cr3- Refine and complete artistic work Process Components: Evaluate and Refine, Select	
<u>Performance Indicator:</u> Refine and complete draft melodies, rhythmic passages, and arrangements for specific purposes, by working alone or collaboratively, in order to exhibit a breadth of elements/styles. (MU:Cr3.1.E.HSI & MU:Cr3.2.E.HSI)	<u>Learning Targets:</u> I can refine and complete melodies, rhythmic passages, and arrangements for specific purposes by working alone or collaboratively. I can exhibit a wide range of elements/styles in draft melodies, rhythmic passages, and arrangements.

Perform (Pr)

Pr4- Select, analyze and interpret artistic work for presentation.

Process Components: Select, Analyze, Interpret

Performance Indicator:

Select a varied repertoire based on analysis, the context of the performance, and the skills of the performer(s). (MU:Pr4.1.E.HSI)

Learning Target:

I can choose a varied repertoire to perform, based on an analysis of elements, the context of the performance, and the skills of the performer(s).

Performance Indicator:

Demonstrate the impact of musical elements and cultural/historical context and how they inform prepared or improvised performances. (MU:Pr4.2.E.HSI & MU:Pr4.3.E.HSI)

Learning Target:

I can demonstrate the impact of musical elements and culture/history and the ways in which they affect performances.

Pr5- Develop and refine artistic techniques and work for presentation.

Process Component: Rehearse, Evaluate, and Refine

Performance Indicator:

Respect the rehearsal process and demonstrate ownership of one's own preparation and contribution to the class/ensemble. (MU:Pr5.1.E.HSIa)

Learning Targets:

I can demonstrate individual preparation and ownership in the ensemble class.

I can respect the rehearsal process and contribute to the ensemble class.

Performance Indicator:

Evaluate one's own progression/learning and the progress of the ensemble, using personally- and/or collaboratively-developed criteria. (MU:Pr5.1.E.HSIb)

Learning Target:

I can evaluate my own progress and the progress of the ensemble, using personally- and/or collaboratively-developed criteria

Pr6- Convey meaning through the presentation of artistic work.

Process Component: Present

Performance Indicator:

Demonstrate attention to technical accuracy and an understanding of expressive intent in prepared and improvised performances across a diverse selection of music. (MU:Pr6.1.E.HSIa)

Learning Target:

I can demonstrate attention to technical accuracy and an understanding of expressive intent in prepared and improvised performances across a diverse selection of music.

Performance Indicator:

Acknowledge and demonstrate appropriate performer and audience etiquette. (MU:Pr6.1.E.HSIb)

Learning Target:

I can identify and demonstrate performer and audience etiquette.

Respond (Re)

Re7- Perceive and analyze artistic work.

Process Component: Select, Analyze

Performance Indicator:

Apply criteria to select music for specified purposes, supporting choices by citing aural characteristics found in the music and connections to interest, purpose, and context. (MU:Re7.1.E.HSI)

Learning Target:

I can apply criteria to select music for a specific purpose.

I can use evidence found in the music and connections to interest, purpose, and context to support my choices.

Performance Indicator:

Explain how analysis and the manipulation of musical elements inform the response to music. (MU:Re7.2.E.HSI)

Learning Target:

I can explain how the elements of music impact and inform the response to music.

Re8- Interpret intent and meaning in artistic work.

Process Component: Interpret

Performance Indicator:

Explain and support interpretations of expressive intent and meaning of musical works. (MU:Re8.1.E.HSI)

Learning Target:

I can explain and use evidence to support my interpretation of expressive intent and meaning in music.

Re9- Apply criteria to evaluate artistic work.

Process Component: Evaluate

Performance Indicator:

Evaluate works and performances based on personally- or collaboratively-developed criteria. (MU:Re9.1.E.HSI)

Learning Target:

I can evaluate music and performances based on personally- or collaboratively-developed criteria.

Connect (Cn)

Cn10- Synthesize and relate knowledge and personal experiences to make art.

Performance Indicator:

Demonstrate how external and internal forces influence personal choices and intent when creating, performing, and responding to music. (MU:Cn10.0.E.HSI)

Learning Targets:

I can demonstrate how external forces influence personal choices and intent when creating, performing, and responding to music.

I can demonstrate how internal forces influence personal choices and intent when creating, performing, and responding to music.

Cn11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Indicator:

Demonstrate understanding of relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.0.E.HSI)

Learning Targets:

I can demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

I can demonstrate degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life.