

Music – Sample Proficiency-Based Graduation Requirements and Performance Indicators

Vermont Content Area Graduation Proficiencies and Performance Indicators:

- Are required by Section 2120.8 of the Education Quality Standards
- Reflect existing learning standards required by the Vermont State Board of Education, under the VT Framework of Standards (CCSS, NGSS, and GEs)
- Are designed to be used in conjunction with the Vermont Transferable Skill Graduation Proficiencies, which outline students' desired skills and habits across content areas
- Include three sets of performance indicators differentiated by grade cluster – Elementary, Middle, and High School
- Serve as benchmarks of learning progression for elementary and middle school

This document is designed to:

- Assist Vermont Schools and Districts (SU/SDs) and schools in developing learning requirements and expectations for their students
- Promote consistency across schools and districts/SUs for transfer students
- Increase personalization and flexibility for instruction and learning
- Help build curriculum and steer assessment development
- Support formative assessment practices, including Performance Assessments
- Simultaneously provide data and insight into achievement when aligned with the transferable skills
- Support student achievement of the expected content standards

Spotlight on Equity: The Spotlight on Equity provides a list of considerations for the purpose of providing an equity literate and socially conscious lens to the teaching and learning of the visual arts, as well as to recognize the historic exclusion and marginalization of groups and communities. When grade-level appropriate, educators may use these topics and concepts to critically engage students in socially relevant and culturally responsive art education. The considerations are not a complete list, but rather a starting point on which to base equitable arts experiences; **supplemental resources** [include link] can be found on the [AOE Visual and Performing Arts webpage](#).

Contact Information:

If you have questions about this document or would like additional information please contact:

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Graduation Proficiencies	Performance Indicators— Elementary School	Performance Indicators—Middle School	Performance Indicators—High School
<p>1. CREATE</p> <ul style="list-style-type: none"> – Generate and conceptualize – Organize and develop – Refine and complete artistic work <p>Spotlight on Equity</p> <p>Critical Elements and Pedagogical Considerations:</p> <ul style="list-style-type: none"> • Access to materials • Learning design around non-traditional processes and performances • Culturally sustaining pedagogy • Real-world and personal relevance <p>Thematic Content Considerations:</p> <ul style="list-style-type: none"> • Self-perceptions • Identifying emotions • Multiple perspectives • Goal setting • Student-developed evaluation criteria 	<p>MU:Cr1.1.5</p> <ul style="list-style-type: none"> a. Explore rhythmic, melodic and harmonic ideas that connect to social, cultural, and historical purposes. b. Connect musical ideas to specific tonalities, meters, and chord progressions. <p>MU:Cr2.1.5</p> <ul style="list-style-type: none"> a. Perform selected and rehearsed musical ideas in improvisations, arrangements, and compositions while expressing purpose and context. b. Document student rhythmic, melodic, and two-chord harmonic musical ideas. <p>MU:Cr3.1.5</p> <p>Evaluate recorded documents, making revisions per teacher and peer feedback; validating need for changes.</p> <p>MU:Cr3.2.5</p> <p>Present final musical piece demonstrating knowledge and making connection to its expressive intent.</p>	<p>MU:Cr1.1.8</p> <p>Use multiple approaches to generate rhythmic, melodic, and melodic phrases within a variety of forms that convey expressive intent.</p> <p>MU:Cr2.1.8</p> <ul style="list-style-type: none"> a. Select, organize, and document musical ideas for arrangements, and compositions that demonstrate knowledge of intended musical elements. b. Use symbolic (e.g., standard, Nashville, etc.) and/or iconic notation or recordings to document musical ideas. <p>MU:Cr3.1.8</p> <p>Evaluate one’s own work and articulate creative choices based on criteria.</p> <p>MU:Cr3.2.8</p> <p>Present the final version of one’s documented composition, song, or arrangement using craftsmanship and originality to demonstrate application of compositional techniques.</p>	<p>MU:Cr1.1.E.HSI</p> <p>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).</p> <p>MU:Cr2.1.E.HSI</p> <ul style="list-style-type: none"> a. Develop and revise draft melodies, rhythmic passages, and arrangements for specific purposes, in order to exhibit a breadth of elements/styles. b. Preserve draft compositions and improvisations using standard notation and/or audio recording. <p>MU:Cr3.1.E.HSI and MU:Cr3.2.E.HSI</p> <p>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.</p>

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<p>2. PRESENT</p> <ul style="list-style-type: none"> - Analyze, interpret, and select - Develop and refine - Convey meaning through the presentation of artistic work <p>Spotlight on Equity</p> <p>Critical Concepts and Pedagogical Considerations:</p> <ul style="list-style-type: none"> • Sociopolitical consciousness • Access to exhibits • Access to resources • Representation <p>Thematic Content Considerations:</p> <ul style="list-style-type: none"> • Social engagement • Appreciating diversity • Communication • Target audience 	<p>MU:Pr4.1.5 Demonstrate and explain how the music selected reflects personal interest, knowledge, and relation to technical skills learned in class.</p> <p>MU:Pr4.2.5</p> <ol style="list-style-type: none"> a. Demonstrate understanding of the elements of music in selected musical performances. b. Apply analysis skills by reading and performing standard notation. c. Express how performances connect to social, cultural, historical implications. <p>MU:Pr4.3.5 Explain how musical elements help convey expression in music.</p> <p>MU:Pr5.1.5</p> <ol style="list-style-type: none"> a. Apply teacher feedback to help evaluate the accuracy and expressiveness of group or individual performances. b. Practice and refine technical skills and musical elements to show improvement over time. 	<p>MU:Pr4.1.8 Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and discuss expressive qualities, technical challenges, and reasons for choices.</p> <p>MU:Pr4.2.8</p> <ol style="list-style-type: none"> a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. b. Analyze selected music by sight-reading simple rhythmic, melodic, and/or harmonic notation, in treble or bass clef. c. Identify how cultural and historical context inform performances and result in different musical effects. <p>MU:Pr4.3.8 Demonstrate the interaction between musical elements and expressive intent in the interpretation of contrasting pieces of music through discussion and/or musical performance.</p>	<p>MU:Pr4.1.E.HSI Select a varied repertoire based on analysis, the context of the performance, and the skills of the performer(s).</p> <p>MU:Pr4.2.E.HSI and MU:Pr4.3.E.HSI Demonstrate the impact of musical elements and cultural/historical context and how they inform prepared or improvised performances.</p> <p>MU:Pr5.1.E.HSI</p> <ol style="list-style-type: none"> a. Respect the rehearsal process and demonstrate ownership of one’s own preparation and contribution to the class/ensemble. b. Evaluate one’s own progression/learning and the progress of the ensemble, using personally- and/or collaboratively-developed criteria. <p>MU:Pr6.1.E.HSI</p> <ol style="list-style-type: none"> a. Demonstrate attention to technical accuracy and an understanding of expressive intent in prepared and improvised performances across a diverse selection of music.

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2. PRESENT (cont.)	<p>MU:Pr6.1.5</p> <p>a. Perform music with attention to technical accuracy and expression.</p> <p>Acknowledge and demonstrate appropriate performer and audience etiquette.</p>	<p>MU:Pr5.1.8</p> <p>Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performers, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p>MU:Pr6.1.8</p> <p>a. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator’s intent.</p> <p>Acknowledge and demonstrate appropriate performer and audience etiquette.</p>	<p>b. Acknowledge and demonstrate appropriate performer and audience etiquette.</p>

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<p>3. RESPOND</p> <ul style="list-style-type: none"> – Perceive and analyze – Interpret intent and meaning – Apply criteria to evaluate <p>Spotlight on Equity</p> <p>Critical Concepts and Pedagogical Considerations:</p> <ul style="list-style-type: none"> • Cultural perspectives • Cultural expectations • Sensory perceptions <p>Thematic Content Considerations:</p> <ul style="list-style-type: none"> • Empathy • Representation • Cultural Evaluation 	<p>MU:Re7.1.5 Identify and articulate aural evidence that connects to musical ideas/contexts.</p> <p>MU:Re7.2.5 Create meaningful connections with supporting evidence to validate musical responses.</p> <p>MU:Re8.1.5 Describe how musical elements are interpreted and expressed by performers.</p> <p>MU:Re9.1.5 Examine musical works/performances using pre-established rubrics to cite evidence of musical elements.</p>	<p>MU:Re7.1.8 Select programs of music (such as a CD mix or live performances) based on aural evidence that demonstrates the connections to an interest or experience for a specific purpose.</p> <p>MU:Re7.2.8 a. Compare pieces of music based upon musical elements. b. Compare pieces of music based on genre, culture, and historical period.</p> <p>MU:Re8.1.8 Support personal interpretation of contrasting music and explain how creators or performers apply the elements of music, within genres, cultures, and historical periods.</p> <p>MU:Re9.1.8 Evaluate musical works or performances according to personally-developed criteria.</p>	<p>MU:Re7.1.E.HSI 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.</p> <p>MU:Re7.2.E.HSI Explain how analysis and the manipulation of musical elements inform the response to music.</p> <p>MU:Re8.1.E.HSI Explain and support interpretations of expressive intent and meaning of musical works.</p> <p>MU:Re9.1.E.HSI Evaluate works and performances based on personally- or collaboratively-developed criteria.</p>

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<p>4. CONNECT</p> <ul style="list-style-type: none"> – Synthesize and relate knowledge and personal experiences to make art – Relate artistic ideas and works with societal, cultural and historical context to deepen understanding <p>Spotlight on Equity</p> <p>Critical Concepts and Pedagogical Considerations:</p> <ul style="list-style-type: none"> • Multiple modalities • Culturally relevant, responsive, and sustaining learning • Appropriation versus appreciation • Censorship and freedom of expression <p>Thematic Content Considerations:</p> <ul style="list-style-type: none"> • Community • Social Justice • Social Engagement • Agency • Intersectionality 	<p>MU:Cn10.0.5 Demonstrate how interests and skills relate to the choices made when creating, performing, and responding to music.</p> <p>MU:Cn11.0.5 Demonstrate understanding of relationships between music and the other arts and daily life.</p>	<p>MU:Cn10.0.8 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8 Demonstrate understanding of relationships between music and the other arts and daily life.</p>	<p>MU:Cn10.0.E.HSI Demonstrate how external and internal forces influence personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.E.HSI Demonstrate understanding of relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life.</p>