

**Standards Link:**

<https://nafme.org/wp-content/uploads/2014/11/2014-Music-Standards-Ensemble-Strand.pdf>

**Team:** Music Collaborative Team

**Team Members:** Matt Bradford, Philip Kaul and Mindy Fry

**ESSENTIAL UNDERSTANDING** - to express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

- I. **UNIT** - Perform (Ensemble)
  - A. Standard - Rehearse, Evaluate and Refine - evaluate and refine personal and ensemble performances, individually or in collaboration with others
    1. Substandard
      - a) Novice (MU:Pr5.3.E.5a) - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
      - b) Intermediate (MU:Pr5.3.E.8a) - Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- II. **COMMON ASSESSMENT** - for both self and peer evaluations
  - A. Band - [click here](#)
  - B. Choir - [click here](#)
- III. **GOAL/BENCHMARK** - students will self-evaluate within 10 points of the director evaluation on the rubric AND students will use music-appropriate terminology and select appropriate interventions in their written self- and peer-evaluations
- IV. **ACADEMIC INTERVENTIONS** - students that are unable to use music-appropriate terminology or select appropriate interventions will have suggestions from the list below as appropriate
  - A. Note Accuracy
    1. Listen to recordings or practice tracks
    2. Practice with a peer for uniformity
  - B. Rhythmic Accuracy
    1. Listen to recordings or practice tracks
    2. Practice with a peer for uniformity
  - C. Timing/Pulse
    1. Practice with a metronome to establish a steady beat
    2. Practice with a peer who counts while you sing/play
  - D. Intonation
    1. Practice with a tuner or drone to keep tonic in your ear
    2. Practice with a peer to ensure uniformity
  - E. Tone
    1. Work on steady, supported airstream
    2. Listen to professionals in your field to acclimate ear to correct sound
  - F. Articulation
    1. Be aware of tongue/teeth placement
    2. Practice warm-ups with the desired articulation
  - G. Dynamics/Style
    1. Exaggerate dynamics, “overdo” the style
    2. Use melodic line (or choir text) to create your dynamic phrasing

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**ESSENTIAL UNDERSTANDING** - Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

- I. **UNIT** - Perform (Ensemble)
  - H. Standard - Present - perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context
    - 1. Substandard
      - a) Novice (MU:Pr6.1.E.5a) - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
      - b) Intermediate (MU:Pr6.1.E.8a) - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles
- II. **COMMON ASSESSMENT** - for teacher evaluations
  - I. Band - [click here](#)
  - J. Choir - [click here](#)
- III. **GOAL/BENCHMARK** - students will score at least 80% on four different technical and expressive assessments each quarter
- IV. **ACADEMIC INTERVENTIONS** -
  - K. Note Accuracy
    - 1. Listen to recordings or practice tracks
    - 2. Practice with a peer for uniformity
  - L. Rhythmic Accuracy
    - 1. Listen to recordings or practice tracks
    - 2. Practice with a peer for uniformity
  - M. Timing/Pulse
    - 1. Practice with a metronome to establish a steady beat
    - 2. Practice with a peer who counts while you sing/play
  - N. Intonation
    - 1. Practice with a tuner or drone to keep tonic in your ear
    - 2. Practice with a peer to ensure uniformity
  - O. Tone
    - 1. Work on steady, supported airstream
    - 2. Listen to professionals in your field to acclimate ear to correct sound
  - P. Articulation
    - 1. Be aware of tongue/teeth placement
    - 2. Practice warm-ups with the desired articulation
  - Q. Dynamics/Style
    - 1. Exaggerate dynamics, “overdo” the style
    - 2. Use melodic line (or choir text) to create your dynamic phrasing

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**ESSENTIAL UNDERSTANDING** - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

I. **UNIT** - Respond (Ensemble)

R. Standard - Evaluation - Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

1. Substandard

a) Novice (MU:Re9.1.E.5a) - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

b) Intermediate (MU:Re9.1.E.8a) - Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

II. **COMMON ASSESSMENT**

S. Band/Choir - [here](#)

V. **GOAL/BENCHMARK** - students can use at least two specific musical terms appropriately in each response.

VI. **ACADEMIC INTERVENTIONS** - for students that are unable to use music-specific terminology

A. Provide a word bank/terminology for:

1. Tempi
2. Articulations
3. Dynamics/Phrasing
4. Major/Minor...
5. Style/Mood

B. Allow alternate means of demonstrating knowledge

1. Verbal
2. Visual

C. Provide peer models/mentors to scaffold learning

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**ESSENTIAL UNDERSTANDING** - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

VII. **UNIT** - Perform (Ensemble)

A. Standard - Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

1. Substandard

- a) Novice (MU:Pr4.1.E.5a) Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
- b) Intermediate (MU:Pr4.1.E.8a) Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

VIII. **COMMON ASSESSMENT**

A. Band/Choir - [Assignment](#)

B. [Rubric](#)

IX. **GOAL/BENCHMARK** - Students can choose concert repertoire using age appropriate criteria and musical elements

X. **ACADEMIC INTERVENTIONS** -

A. Provide a word bank/terminology for:

1. Tempi
2. Articulations
3. Dynamics/Phrasing
4. Major/Minor...
5. Style/Mood

B. Allow alternate means of demonstrating knowledge

1. Verbal
2. Visual

C. Provide peer models/mentors to scaffold learning

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**ESSENTIAL UNDERSTANDING -**

XI. **UNIT** - Connect (Ensemble)

A. Standard - Connect - Relate musical ideas and works with varied context to deepen understanding

1. Substandard

a) Novice (MU:Cn11.0.T.5a) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

b) Intermediate (MU:Cn11.0.T.8a) Demonstrate understanding of relationships between music and the other arts, other disciplines, variety contexts, and daily life.

XII. **COMMON ASSESSMENT**

A. Adapted from: [Soundtrack of My Life Activity](#)

XIII. **GOAL/BENCHMARK** - students can relate at least five different pieces of music to relevant life experiences in multimedia presentation

XIV. **ACADEMIC INTERVENTIONS** -

A. Provide sample pieces that demonstrate various life events

B. Allow alternate means of demonstrating knowledge

1. Verbal

2. Visual

3. Written