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## 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

Performance Indicator:

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)

Learning Targets:

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

Performance Indicator:

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)

Learning Targets:

I can develop and revise draft melodies, rhythmic passages, and arrangements for specific purposes.

I can exhibit a wide range or elements and styles in my draft melodies, rhythmic passages, and arrangements.

Performance Indicator:

Preserve draft compositions and improvisations using standard notation and/or audio recording.  
(MU:Cr2.1.E.HSiB)

Learning Target:

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

Performance Indicator:

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)

Learning Targets:

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

<p><u>Performance Indicator:</u> Select a varied repertoire based on analysis, the context of the performance, and the skills of the performer(s). (MU:Pr4.1.E.HSI)</p>	<p><u>Learning Target:</u> 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).</p>
<p><u>Performance Indicator:</u> Demonstrate the impact of musical elements and cultural/historical context and how they inform prepared or improvised performances. (MU:Pr4.2.E.HSI &amp; MU:Pr4.3.E.HSI)</p>	<p><u>Learning Target:</u> I can demonstrate the impact of musical elements and culture/history and the ways in which they affect performances.</p>

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

Process Component: Rehearse, Evaluate, and Refine

<p><u>Performance Indicator:</u> Respect the rehearsal process and demonstrate ownership of one's own preparation and contribution to the class/ensemble. (MU:Pr5.1.E.HSIa)</p>	<p><u>Learning Targets:</u> I can demonstrate individual preparation and ownership in the ensemble class.  I can respect the rehearsal process and contribute to the ensemble class.</p>
<p><u>Performance Indicator:</u> Evaluate one's own progression/learning and the progress of the ensemble, using personally- and/or collaboratively-developed criteria. (MU:Pr5.1.E.HSIb)</p>	<p><u>Learning Target:</u> I can evaluate my own progress and the progress of the ensemble, using personally- and/or collaboratively-developed criteria</p>

Pr6- Convey meaning through the presentation of artistic work.

Process Component: Present

<p><u>Performance Indicator:</u> 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)</p>	<p><u>Learning Target:</u> I can demonstrate attention to technical accuracy and an understanding of expressive intent in prepared and improvised performances across a diverse selection of music.</p>
<p><u>Performance Indicator:</u> Acknowledge and demonstrate appropriate performer and audience etiquette. (MU:Pr6.1.E.HSIb)</p>	<p><u>Learning Target:</u> I can identify and demonstrate performer and audience etiquette.</p>

## Respond (Re)

### Re7- Perceive and analyze artistic work.

#### Process Component: Select, Analyze

<u>Performance Indicator:</u> 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)	<u>Learning Target:</u> 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.
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<u>Performance Indicator:</u> Explain how analysis and the manipulation of musical elements inform the response to music. (MU:Re7.2.E.HSI)	<u>Learning Target:</u> I can explain how the elements of music impact and inform the response to music.
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### Re8- Interpret intent and meaning in artistic work.

#### Process Component: Interpret

<u>Performance Indicator:</u> Explain and support interpretations of expressive intent and meaning of musical works. (MU:Re8.1.E.HSI)	<u>Learning Target:</u> I can explain and use evidence to support my interpretation of expressive intent and meaning in music.
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### Re9- Apply criteria to evaluate artistic work.

#### Process Component: Evaluate

<u>Performance Indicator:</u> Evaluate works and performances based on personally- or collaboratively-developed criteria. (MU:Re9.1.E.HSI)	<u>Learning Target:</u> I can evaluate music and performances based on personally- or collaboratively-developed criteria.
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## 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.