

## Performing Arts Learning Targets 2015-2016 REGIONAL SCHOOL UNIT #22

RSU #22 is committed to the optimal learning of all students. As RSU #22 continues to move towards meeting 2018 graduation expectations, we have elected to look at proficiency learning targets K-12. Rather than only the high school being responsible to report student proficiency, we have created some initial targets at each grade level. We know that some children may be able to meet standards beyond the targets listed at the grade level. We also know that some students will need more time to meet the expectations.

### Standards

#### K-5

##### **Music ICA: Creation Performance Expression**

- Is skilled at improvising or composing rhythmic and/or melodic variations and embellishments alone or with others. (1)
- Is skilled at improvising musical responses to an aural stimulus (ex: follow the leader, question/answer, call/response) (K)
- Is skilled at improvising or composing simple rhythmic and/or melodic repeated pattern (ostinato) (3)

##### **Music Performance Instrumental: Creation Performance Expression**

- Understands a variety of classroom instruments can produce musical sound. (K)
- Understands a variety of classroom instruments can be used to represent the words of a simple song, sound story or dramatization. (2)
- Is skilled at performing on a variety of classroom instruments specific rhythm patterns including ostinati, speech patterns. (1)
- Is skilled at performing a variety of pieces using a variety of instruments or multicultural origins. (4)
- Is skilled at performing music using a variety of instruments, using graphic and/or non-traditional representation. (5)

##### **Music: Creative, Performance, Expression - Voice**

- Understands how to differentiate among a singing, speaking, whispering, and calling voice including their dynamic variability. (K)
- Is skilled at singing songs with echo, question-answer, call and response, and verse and refrain. (1)
- Is skilled at singing simple tunes (i.e. nursery rhymes, simple folk songs) (1)

- Is skilled at singing developmentally appropriate repertoire including a variety of meters, tonalities and languages. (2)

**Music: Disciplinary Literacy: Dynamic Symbols and Terms**

- Understands the difference between loud/soft in music. (K)
- Understands the difference between forte and piano (3)

**Music: Disciplinary Literacy: Melody**

- Understands there are varying pitches in a melody (K)
- Understands how to discriminate between high, medium and low pitched sounds. (1)
- Understands pitch can change direction (1)
- Is skilled at discriminating between steps and skips (2)
- Understands melodic contour (shape) including smooth and jagged (2)
- Understands range can be wide or narrow (distance from highest to lowest pitch) (3)
- Understands traditional notation provides a framework for melody. (3)
- Understands a series of pitch movement (steps, skips, leaps and repeated notes are represented using graphic notation. (4)

**Music: Disciplinary Literacy: Rhythm**

- Understands sounds and silences of varying time duration. (K)
- Understands sounds and silences of varying time duration, from nontraditional notation. (1)
- Understands rhythms of quarter notes, eighth notes, and quarter rests. (3)
- Understands rhythms of quarter notes, eighth notes and quarter rests with standard notation in common time signatures. (3)

**Music: Disciplinary Literacy: Tempo Symbols and Terms**

- Understands the difference between fast and slow tempo (K)
- Understands contrasting tempi (5)

**Music: Disciplinary Literacy: Tone Color Timbre**

- Knows sounds from contrasting sources. (K)

6-8

**Music ICA: Creation Performance Expression**

- Is skilled at improvising or composing rhythmic and/or melodic variations and embellishment (Unassigned - due to time constraints)
- Is skilled at improvising composing or arranging short songs and/or instrumental pieces using a variety of sound sources such as traditional, non-traditional, body, and electronic. (Unassigned - due to time constraints)

**Music Performance Instrumental: Creation Performance Expression**

- Is skilled at performing a variety of pieces on an instrument, using standard notation (for example quarter notes, eighth notes and quarter rests) (6 - if in an instrumental ensemble)
- Is skilled at performing, utilizing an instrument, within a group following conductor cues, blending instrumental sounds, matching dynamic levels with appropriate techniques and proper physical engagement (posture, manipulation or instrument) in public exhibition. (7 - if in an instrumental ensemble)

**Music: Creative, Performance, Expression - Voice**

- Is skilled at singing developmentally appropriate repertoire using harmonic forms such as ostinato, partner songs, rounds and descants within an ensemble (6 - if in a vocal ensemble)
- Is skilled at singing within a group following conductor cues, blending voices, matching dynamic levels with appropriate expression or text and proper physical engagement (posture, breathing and vocal techniques) in public exhibition. (8 - if in a vocal ensemble)

**Music: Disciplinary Literacy: Dynamic Symbols and Terms**

- Understands pianissimo/fortissimo and crescendo/decrescendo. (6 - if in an instrumental or vocal ensemble)
- Understands mezzo forte/mezzo piano. (7 - if in an instrumental or vocal ensemble)

**Music: Disciplinary Literacy: Rhythm**

- Understands rhythm combinations of quarter note, eighth note, whole notes, half notes, and their rests with standard notation in common time signatures. (2/4, 3/4, 4/4 time) (6 - if in an instrumental or vocal ensemble)
- Understands dotted quarter and half notes and rests as well as sixteenth notes with standard notation in common time signatures. (2/3, 3/4, 4/4 time) (8 - if in an instrumental or vocal ensemble)

**9-12**

**Connections: Life/Career**

- Understands the impact of the arts in daily life experiences.
- Understands the benefits of participation in the arts on a healthy lifestyle including the use of personal time and career.
- Understands how the arts relate to career and life decisions and recognize that the arts can be a means of renewal and recreation.

**Connections: Cultural and Historical**

- Understands symbols and celebrations in dance, music, theatre, and/or visual art from their own cultures.
- Understands that there are characteristics in dance, music, theatre, and/or visual art from different cultures and how they relate to their own culture.
- Understands different purposes for creating dance, music, theatre, and/or visual art works. (such as traditions, themes, and communication)
- Understands how dance, music, theatre, and/or visual art works and their creators can reflect and/or influence culture and periods of time.
- Understands the history and cultures of the world are reflected in and influenced by dance, music, theater, and/or visual art works, creators, patrons and performers.

### **Aesthetics and Critique: Critique**

- Understands how to describe an art form.
- Understands how an art work (dance, music, theatre, and/or visual art) is organized.
- Understands how to interpret a specific art work (dance, music, theatre, and visual art).
- Understands how to make informed judgements about an individual example of an art work (dance, music, theatre, and visual art).
- Understands critical analysis of art work.

### **Aesthetics and Critique: Aesthetics**

- Understands art forms evoke sensory and emotional responses for the perceiver and/or creator.
- Understands that etiquette can affect one's perception of an art form.
- Understands artistic experiences may be perceived differently through various roles: creator, performer, perceiver.
- Understands the creator, performer, and/or perceiver can have an aesthetic response.