

Essential Standards Document

Collaborative Team: Bradford/Kaul/Fry

Essential Standard (# and full standard): Rehearse, Evaluate and Refine - evaluate and refine personal and ensemble performances, individually or in collaboration with others

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
I can self-reflect on my performances	2 (Skill/Concept)	Peer Reflection Form - Band Peer Reflection Form - Choir
I can come up with strategies to improve my singing/playing	3 (Strategic Thinking)	Peer Reflection Form - Band Peer Reflection Form - Choir

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Essential Standard (# and full standard): Present - perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>I can perform with technical accuracy and expressive qualities</p>	<p>2-3 (Skill/Concept and Strategic Thinking)</p>	<p><u>Feedback Form - Band</u> <u>Feedback Form - Choir</u></p>
<p>I can demonstrate technical and expressive elements related to diverse cultures and styles</p>	<p>3-4 (Strategic and Extended Thinking)</p>	<p><u>Feedback Form - Band</u> <u>Feedback Form - Choir</u></p>

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Essential Standard (# and full standard): Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
I can describe the effect of interest and experience on the evaluation of music	Level 2 (Skill/Concept)	Listening Log Assessment
I can explain the influence of analysis and context on interest in and evaluation of music	3 (Strategic Thinking)	Listening Log Assessment

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Essential Standard (# and full standard): Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
I can select repertoire based on interest, music reading skills, and the technical skill of the individual	2 (Skill/Concept)	Selecting Literature Assignment Selecting Literature Rubric
I can select repertoire based on an understanding of formal design in music	3 (Strategic Thinking)	Selecting Literature Assignment Selecting Literature Rubric

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Essential Standard (# and full standard): Connect - Relate musical ideas and works with varied context to deepen understanding

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
I can demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	Level 3 (Strategic Thinking)	<u>Soundtrack of my Life Assignment</u>