

**East Providence High School
School-wide Rubric for Music
Proficiency Standard - Performing (P1)**

CRITERIA	Exceeds Standard (Exemplary)	Meets Standard (Proficient)	Almost Meets Standard (Emerging)	Does Not Meet Standard (Beginning)
<p>PERFORMING (P1): Performing alone and with others a varied repertoire of music, including music of diverse genres, using appropriate expressive/technical accuracy and well developed solo, small and ensemble skills.</p>	<ul style="list-style-type: none"> • Performing a varied repertoire of music alone and with others • Includes at least one FULL ENSEMBLE selection at Level 3 for band and chorus students and a Level 2 for piano and guitar students, one SOLO at Level 2 for band and chorus students, Level 2 for piano and guitar students • Music performed consistently demonstrates: accurate pitch, rhythm, tempi, style, dynamics, phrasing, expression, blend and tone • Demonstrates proper technique required by the performance medium(i.e. posture, breath control) • Demonstrates well developed ensemble skills 	<ul style="list-style-type: none"> • Performing a varied repertoire of music alone and with others • Includes at least one FULL ENSEMBLE selection at Level 3 for band and chorus students and a Level 2 for piano and guitar students, one SOLO at Level 2 for band and chorus students, Level 2 or 1 for piano and guitar students • Music performed shows evidence of accurate pitch, rhythm, tempi, style, dynamics, phrasing, expression, blend and tone • Includes <i>evidence</i> of proper technique required by the performance medium (i.e. posture, breath control) 	<ul style="list-style-type: none"> • Performing a varied repertoire of music alone and with others • Includes at least FULL ENSEMBLE selection at Level 3 for band and chorus students and level 1 for piano and guitar students, one SOLO at level 1 for band and chorus students, level 1 for piano and guitar students • Music performed shows some evidence of: accurate pitch, rhythm, tempi, style, dynamics, phrasing, expression, blend and tone • Includes some evidence of proper technique required by the performance medium (i.e. posture, blend control) • Demonstrates evidence of developing ensemble skills 	<ul style="list-style-type: none"> • Performing a varied repertoire of music alone and with others • Includes at least one FULL ENSEMBLE selection at Level 3 for band and chorus students, Level 1 for piano and guitar students; one SOLO at a Level 1 for band and chorus students, Level 1 for piano and guitar students • Music performed shows some evidence of: accurate pitch, rhythm, tempi, style. Dynamics, phrasing, expression, blend and tone • Includes little evidence of: proper technique required by the performance medium (i.e. posture, breath control) • Demonstrates minimal ensemble skills

**East Providence High School
School-wide Rubric for Music
Proficiency Standard - Sight-reading (P2)**

Criteria	Exceeds Standard (Exemplary)	Meets Standard (Proficient)	Almost Meets Standard (Emerging)	Does Not Meet Standard (Beginning)
SIGHT-READING (P2): Student shows evidence of music literacy by sight- reading at an appropriate level.	Student is able to sight-read a piece of music at the grade 3 level (ensemble), grade 3 (solo) with consistent accuracy and expression.	Student will be able to sight-read a piece of music at the grade 2 level (ensemble) or grade 1 (solo) with accuracy and expression.	Student is able to sight-read a piece of music at grade level 1 (ensemble) or grade level 1 (solo) from beginning to end without interruption.	Student is able to sight-read a piece of graded literature from beginning to end with much interruption.

**East Providence High School
School-wide Rubric for Music
Proficiency Standard - Creating (C1)**

CRITERIA	Exceeds Standard (Exemplary)	Meets Standard (Proficient)	Almost Meets Standard (Emerging)	Does Not Meet Standard (Beginning)
<p>CREATING (C1): Improvising melodies, variations, and accompaniments as demonstrated by: improvising rhythmic and melodic variations and improvising melodies over given chord progressions.</p>	<ul style="list-style-type: none"> • Student shows evidence of improvising melodies in both major and minor tonalities over standard chord progressions. • Students performing on keyboard, mallet percussion and guitar will show evidence of improvising appropriate harmony using I, IV, V7 chord progression in both major and minor tonalities. 	<ul style="list-style-type: none"> • Student shows evidence of improvising melodies in major tonalities. • Students performing on keyboard, mallet percussion and guitar will show evidence of improvising appropriate harmony using I, IV and V7 chord progression in a major tonality. 	<ul style="list-style-type: none"> • Student shows evidence of improvising or embellishing a short melody in a major tonality. • Students performing on keyboard, mallet percussion and guitar will show evidence of improvising or embellishing a short appropriate harmony using I and V7 chord progression in a major tonality. 	<ul style="list-style-type: none"> • Student attempts to improvise or embellish a short melody in a major tonality. • Students performing on keyboard, mallet percussion and guitar attempt to improvise or embellish a short appropriate harmony using I and V7 chord progression in a major tonality.

**East Providence High School
School-wide Rubric for Music
Music Proficiency Standard - Creating (C2)**

Criteria	Exceeds Standard (Exemplary)	Meets Standard (Proficient)	Almost Meets Standard (Emerging)	Does Not Meet Standard (Beginning)
<p>CREATING (C2): Composing and arranging music within specified guidelines as demonstrated by: Composing music in several distinct styles. Arranging pieces for voices or instruments other than those which the pieces were originally written.</p>	<ul style="list-style-type: none"> • Student shows evidence of composing two original compositions in contrasting styles using a musical form showing unity, variety and balance within an established use of musical elements for expressive effect. Writing is legible or using software. • Student arranges two pieces in contrasting styles for voices or instruments and is singable and playable. Writing is legible or using software. 	<ul style="list-style-type: none"> • Student shows evidence of composing two original compositions in contrasting styles using a musical form showing unity, variety and balance within an established tonality. Writing is legible or using software. • Student arranges a piece in parts for voice or instruments. Writing is legible or using software. 	<ul style="list-style-type: none"> • Student shows evidence of an original composition showing form and an established tonality. Writing is legible or using software. • Student arranges a piece in parts for voices or instruments. Writing is legible or using software. 	<ul style="list-style-type: none"> • Student shows some evidence of composing an original piece in an organized fashion. Shows evidence of musical notation. • Student arranges a melody for voices or instruments. Show evidence of musical notation.

**East Providence High School
School-wide Rubric for Music
Proficiency Standard - Responding (R1)**

Criteria	Exceeds Standard (Exemplary)	Meets Standard (Proficient)	Almost Meets Standard (Emerging)	Does Not Meet Standard (Beginning)
<p>RESPONDING (R1): Listening to, analyzing, and describing music as demonstrated by:</p> <p>1. Analyzing aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.</p> <p>2. Demonstrating extensive knowledge of the technical vocabulary.</p> <p>3. Identifying and explaining compositional devices and techniques used to provide both unity/variety, tension/release in a musical work that make similar uses of these devices and techniques.</p>	<p>Using technical music vocabulary, analyze two musical selections both unfamiliar, that incorporate harmonic tonality, cadence, modulations, and extended form types (i.e. sonata-allegro, fugue, ostinato).</p>	<p>Using technical music vocabulary, analyze two musical selections, one previously studied, and one unfamiliar, while identifying the function of each part (i.e. melody, harmony, countermelody, accompaniment), and basic form types (binary, ternary, rondo, theme and variations).</p>	<p>Using technical music vocabulary, analyze one musical selection identifying tempo and dynamic variations, commenting on balance, blend, tone color, tone quality, and basic form (binary, ternary, rondo, theme and variations).</p>	<p>Using technical music vocabulary, analyze one musical selection identifying dynamic effects, dynamic levels, instrumentation and musical style.</p>

**East Providence High School
School-wide Rubric for Music
Proficiency Standard - Responding (R2)**

Criteria	Exceeds Standard (Exemplary)	Meets Standard (Proficient)	Almost Meets Standard (Emerging)	Does not Meet Standard (Beginning)
<p>RESPONDING (R2): 1. Evaluating music and music performances as demonstrated by: Identifying specific music elements for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and/or improvisations and apply this criteria to their participation in music.</p> <p>2. Evaluating performances, compositions, arrangements and/or improvisation by comparing it to similar or exemplary models.</p>	<p>Identify five specific music elements for making critical evaluations and aesthetic judgments of performances, compositions, arrangements and/or improvisations, and use these elements to compare the music examples to similar or exemplary models.</p>	<p>Identify five specific music elements for making critical evaluations of performances, compositions, arrangements and/or improvisation and use these elements to compare the examples to similar or exemplary models.</p>	<p>Identify four specific music elements for making critical evaluations of performances, compositions, arrangements and/or improvisation, and use these elements to compare the examples to similar or exemplary models.</p>	<p>Identify three specific music elements for making critical evaluations of performances, compositions, arrangements and/or improvisation and use these elements to compare the examples to similar or exemplary models.</p>

**East Providence High School
School-wide Rubric for Music
Proficiency Standard - Responding (R4)**

Criteria	Exceeds Standard (Exemplary)	Meets Standard (Proficient)	Almost Meets Standard (Emerging)	Does not Meet Standard (Beginning)
<p>RESPONDING - (R4): Understanding music and the history and culture as demonstrated by: 1. Classifying and explaining representative aural examples of unfamiliar music (including American works), by genre or style, and historical period or culture, and identifying well-known musicians/artists associated with them. 2. Identifying and describing the various roles of musicians, and citing representative individuals who function in each role.</p>	<p>Classify and explain five unfamiliar aural examples of music (using at least one American work), differing by...</p> <ul style="list-style-type: none"> • genre/style (i.e. march, opera, symphony) and/or • historical period or culture <p style="text-align: center;">AND</p> <p>Identify a well-known musical artist from each genre/style and describe his/her role within that style.</p>	<p>Classify and explain four unfamiliar aural examples of music (using at least one American work), differing by...</p> <ul style="list-style-type: none"> • genre/style (i.e. march, opera, symphony) and/or • historical period or culture 	<p>Classify and explain three unfamiliar aural examples of music (using at least one American work), differing by...</p> <ul style="list-style-type: none"> • genre/style (i.e. march, opera, symphony) and/or • historical period or culture 	<p>Classify and explain two unfamiliar aural examples of music (using at least one American work), differing by...</p> <ul style="list-style-type: none"> • genre/style (i.e. march, opera, symphony) and/or • historical period or culture