Arkansas Fine Arts

Instrumental Ensemble: Grades 6-12

Creating

1 Students will generate and conceptualize artistic ideas and work.

1 I can improvise a short rhythmic and/or melodic pattern with teacher guidance. E

2 I can improvise a motive with teacher guidance. F

3 I can improvise a rhythmic and/or melodic pattern with limited teacher guidance. G

4 I can improvise a short rhythmic and/or melodic phrase based on a motive with limited teacher guidance. H

5 I can independently improvise ideas for melodies and rhythmic passages. I

6 I can independently improvise ideas for arrangements, sections, and/or short compositions J

2 Students will organize and develop artistic ideas and work.

1 I can create and notate a rhythmic or melodic idea with teacher guidance. E

2 I can create and notate a motive with teacher guidance. F

3 I can develop and notate a rhythmic and/or melodic pattern, with limited teacher guidance, using technology when available. G

4 I can develop and notate a short rhythmic and/or melodic phrase based on a motive with limited teacher guidance, using technology when available. H

5 I can independently compose ideas for melodies and rhythmic passages, using technology when available. I

6 I can independently compose ideas for arrangements, sections, and/or short compositions, using technology when available. J

3 Students will refine and complete artistic work.

1 I can share and reflect on short rhythmic and/ or melodic patterns. E

2 I can share, reflect on, and refine motives, with guidance, based on teacher-provided criteria. F

3 I can share, reflect on, and refine a rhythmic and/or melodic pattern based on collaboratively-developed criteria, using technology when available. G

4 I can share, reflect on, and refine short rhythmic and/or melodic phrases based on a motive applying collaboratively-developed criteria, using technology when available. H

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5 I can share, reflect on, and refine ideas for melodies and rhythmic passages based on personally-developed criteria, using technology when available. I

6 I can share, reflect on, and refine ideas for arrangements, sections, and/or short compositions based on personally developed criteria, using technology when available. J

Performing

4 Students will select, analyze, and interpret artistic work for presentation.

1 I can distinguish between music in contrasting styles with limited guidance. E

2 I can identify basic elements of music with limited teacher guidance. E

3 I can independently explain the differences between music in contrasting styles. F

4 I can independently describe basic elements of music. F

5 I can identify and apply criteria for the selection of music based on technical and expressive skills of the individual or ensemble with teacher guidance. G

6 I can identify more complex compositional devices and expressive qualities with teacher guidance. G

7 I can independently develop criteria for the selection of music based on technical and expressive skills of the individual or ensemble. H

8 I can independently analyze more complex compositional devices and expressive qualities. H

9 I can identify and apply criteria for the selection of music based on theoretical and structural characteristics and/or technical and expressive challenges with teacher guidance. I

10 I can explain how compositional devices, theoretical and formal characteristics, and/or expressive qualities may inform performances with limited teacher guidance. I

11 I can independently develop criteria for the selection of music based on theoretical and structural characteristics and/or technical and expressive challenges. J

12 I can independently critique how compositional devices, theoretical and formal characteristics, and/or expressive qualities may inform performances. J

5 Students will develop and refine artistic techniques and work for presentation.

1 I can read and play basic musical notes. E

2 I can improve my tone quality, pitch, and contributions to ensemble sound with limited teacher guidance. E

3 I can play basic written articulations with limited teacher guidance. E

4 I can read and play basic musical notation and time signatures. F

5 I can independently improve my tone quality, pitch, and contributions to ensemble sound. F

I can independently play basic written articulations. F

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7 I can read, play, and sight-read increasingly complex musical notation, time signatures, key signatures, and symbols. G

8 I can perform with a characteristic tone quality and identify issues with intonation and ensemble sound with limited teacher guidance. G

9 I can play increasingly complex articulations at various tempos with limited teacher guidance. G

10 I can read, play, and sight-read increasingly complex musical notation, time signatures, key signatures, symbols, and terminology. H

11 I can independently perform with a characteristic tone quality and identify issues with intonation and ensemble sound. H

12 I can independently play increasingly complex articulations at various tempos. H

13 I can read, play, and sight-read advanced musical notation, time signatures, key signatures, symbols, and terminology in various languages. I

14 I can assess and adjust tone quality, intonation, and ensemble sound, using collaboratively created criteria. I

15 I can play complex articulation patterns at various tempos with increased accuracy. I

16 I can read, play, and sight-read increasingly advanced musical notation, time signatures, key signatures, symbols, terminology in various languages, and nontraditional notation. J

17 I can assess and adjust tone quality, intonation, and ensemble sound, using personally developed criteria. J

18 I can play complex articulation patterns at various tempos at a superior level. J

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6 Students will convey meaning through the presentation of artistic work.

1 I can perform basic phrasing and expression with teacher guidance. E

2 I can develop proper stage and listening etiquette and performance standards with teacher guidance. E

3 I can independently perform basic phrasing and expression. F

4 I can practice proper stage and listening etiquette and performance standards with limited teacher guidance. F

5 I can perform increasingly complex phrasing and expression with teacher guidance. G

6 I can independently practice stage and listening etiquette and performance standards. G

7 I can independently perform increasingly complex phrasing and expression. H

8 I can discuss the reasons for practicing appropriate stage and listening etiquette and performance standards. H

I can assess and adjust phrasing and expression in musical performances using collaboratively created criteria. I

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10 I can explain the impact of practicing appropriate listening etiquette and performance standards on the performance. I

11 I can assess and adjust phrasing and expression in musical performances using personally developed criteria. J

12 I can model proper stage and listening etiquette and performance standards. J

Responding

7 Students will perceive and analyze artistic work.

1 I can identify reasons for selecting music based on characteristics of the music and personal interest with teacher guidance. E

2 I can independently identify reasons for selecting music based on characteristics of the music and personal interest. F

3 I can discuss reasons for selecting music based on characteristics of the music and personal interest. G

4 I can explain reasons for selecting music, citing characteristics of the music and connections to interest, purpose, and context. H

5 I can use provided criteria to justify choices made when selecting music. I

6 I can use research and provided criteria to justify choices made when selecting music by citing knowledge of the music and the specified purpose and context. J

8 Students will interpret intent and meaning in artistic work.

1 I can identify the meaning of music and the composer's intent in a musical work with teacher guidance. E

2 I can independently identify the meaning of music and the composer's intent in a musical work. F

3 I can interpret the meaning of music and the composer's intent with teacher guidance. G

4 I can independently interpret the meaning of music and the composer's intent. H

5 I can analyze the meaning of music and the composer's intent using collaboratively created criteria. I

6 I can analyze the meaning of music and the composer's intent using personally developed criteria. J

9 Students will apply criteria to evaluate artistic work.

1 I can identify criteria to evaluate music with teacher guidance. E

2 I can independently identify criteria to evaluate music. F

3 I can develop criteria to evaluate music with teacher guidance. G

4 I can independently develop criteria to evaluate music. H

5 I can evaluate music using collaboratively created criteria. I

I can evaluate music using personally developed criteria. J

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Connecting

10 Students will synthesize and relate personal experiences to make art.

1. I can identify how personal experiences influence musical performances. E
2. I can explain how personal experiences, knowledge, and skills influence musical performances. F
3. I can connect personal knowledge, skills, and experiences to musical performances. G
4. I can apply personal knowledge, skills, and experiences to interpret the composer's intent. H
5. I can evaluate the quality of a musical performance using personal knowledge, skills, and experiences that convey the composer's intent. I
6. I can defend my interpretation of a musical work that conveys the composer's intent. J

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11 Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. I can identify, with guidance, connections between musical works and the other arts and other contexts. E
2. I can independently identify connections between musical works and the other arts and other contexts. F
3. I can explain connections between musical works and the other arts and other contexts. G
4. I can analyze connections between musical works and the other arts and other contexts. H
5. I can research and analyze the historical and cultural relationships between music and other disciplines. I
6. I can research and analyze a specific piece of music in respect to its time period, region, and culture. J