

**Bemidji Schools Course Map:
Music Grades 9 – 12 Level Three Band, Choir & Orchestra (2016)**

Benchmarks	Skills/Concepts	Assessment Activities	Evaluation criteria
Foundations 3.1	Literature Grade 4 and above literature – college and professional level music. Non-traditional symbol reading.		
Foundations 2.1 and 2.2	Skills: BAND: Mixed meters: <ul style="list-style-type: none"> • Pace of application – greater facility • Expansion of key signature skill – majors, minors, modes. • Expansion of pitch range on all instruments. • Know own part with more precision and better able to relate part to whole musical idea 	Learning goal: The student will demonstrate music skills by performing sections of music being prepared for concert. Assessment Activity: Playing Tests Same assessment as 2 nd level You will perform alone music assigned to you by your teacher. Make sure that you play or sing the correct rhythms and pitches. Use all music markings to make your performance musical. CHOIR: Independent part test in an SATB quartet ORCHESTRA: Section play BAND: Section, and part in section, tests Selections highlight runs, accidentals, rhythmic integrity, musicality of phrasing, dynamic contrast, intonation, awareness of individual parts within the whole.	Evaluation Criteria: <ul style="list-style-type: none"> • Notes played accurately in correct time • Performance is musical
Respond/ Critique 1.1		Learning goal: The student will analyze and evaluate music being prepared for concert. Assessment Activity: Respond/Critique for Band, Choir and Orchestra: Individual students listen to ensemble with one on a part and offer feedback using contest, or other criteria. (one on a part means that the whole ensemble plays with one person on each part)	

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Foundation:1.1	Element of form such as: π Fugue π ABA π Sonata Allegro	Learning goal: The student will analyze form in music by identifying the form of pieces being rehearsed for concert. Assessment Activity: You will identify the form of the music by labeling the sections. You will be assigned music from your folder.	Evaluation Criteria: π Form and its components are correctly identified
Foundation: 1.1.1 Perform/ Present: 1.3	Artistic Intent: <ul style="list-style-type: none"> • Independent musicianship, more ownership of ensemble? • Finer distinctions within styles • Knowledgeable musical decision-making. Independent phrasing. 4+ part music with less dependence on conductor. 	Benchmarks: Learning goal: CHOIR Assessment Activity: Artistic Intent Excerpted 4-part Renaissance SATB Piece. All accents, tempo markings, dynamic markings, phrase markings, breath markings removed Student selects an excerpt from a teacher created list of SATB pieces. Student uses his or her musical knowledge to write in missing markings to create a musical interpretation representative of the particular historical style of the piece. Students rehearse and perform the piece as an SATB quartet.	Scoring Criteria: <ul style="list-style-type: none"> • Expressive markings are appropriate to style of piece. • Reasonable to perform <i>Create a rubric for rehearsal</i> Use musicality rubric for performance (see below) π

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		<p>Create: 1.1 and 1.2 Learning Goal: The student will compose at least 16 measures of original music. Assessment Activity: You will compose at least 16 measures of melody to express a theme or idea of your choice. You will notate your music using traditional music notation and perform your music. Make sure that you consider: style, key, meter, range, and other things that you consider important to your composition. You will find a peer who will provide feedback about your composition. The peer will use the “composition feedback checklist” to assess your composition. Peer Composition Feedback Checklist <ul style="list-style-type: none"> π Theme or idea is clearly stated π Notation is correct π Musical style is obvious Benchmarks: Learning goal: Assessment Activity: Respond/Critique Students listen to the performance of the marked SATB quartet and record their observations by marking the score and compare their marked score to the performance score. Learning goal: Student will justify criteria by creating their own music evaluation form. Assessment Activity: You will develop an evaluation form to assess a performance during rehearsal. You will need to decide what scoring criteria you will use and explain why.</p>	<p>Evaluation Criteria: Composition uses: <ul style="list-style-type: none"> π Notation is correct π Stated style is observed π Music expresses intended idea or theme π Uses peer feedback to revise composition Evaluation Criteria: <ul style="list-style-type: none"> π Selected criteria support quality of performance π Selection of criteria is thoroughly explained </p>

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Level 3 Musicality Rubric

Highest level	Proficient	Mechanical	Emerging
<ul style="list-style-type: none">• Musical• Technically accurate• Consistently musically expressive	<ul style="list-style-type: none">• Correct phrasing• Obvious dynamics• Articulation is correct• Some elements of musicality	<ul style="list-style-type: none">• Correct but mechanical• Right notes• Right rhythms	<ul style="list-style-type: none">• Flawed• Unable to hold own part