

# Visual & Performing Arts



## Evidence of Alignment Expectations

**Grade Band/Proficiency Level Expectations-** *Please use this template to describe the student outcomes of the instructional grade band or proficiency level.*

### 5th/6th Grade Instrumental Music

**Students CAN** (Please add lines as needed)

Delaware Performance Standards

I can perform on my primary instrument using proper technique	MU:Pr5.3.E.5a MU:Pr4.2.E.5a
I can read music notation and have knowledge of how to perform instrument specific markings	MU:Pr4.2.E.5a MU:Pr6.1.E.5a
I can prepare music on my own for an audition	MU:Pr6.1.E.5b MU:Pr4.3.E.5a

### **Students Demonstrate UNDERSTANDING**

*Students will demonstrate their knowledge, skills and understanding through the following instruments that are aligned to the Delaware Standards for Visual & Performing Arts:*

**SUMMATIVE ASSESSMENT MEASURES**

Delaware Performance Standards

Students prepare audition repertoire specified for their instrument	MU:Pr6.1.E.8a MU:Pr6.1.E.1b
Students sight read a given passage demonstrating knowledge of instrument specific music notation proficiency	MU:Pr4.2.E.8a MU:Pr5.1.E.8a

Students will reflect on their audition performance by making a action plan for the audition next trimester	MU:Pr5.3.E.5a
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## Assessment Rubric

	1 Not Met	2 Below	3 Approaching	4 Meeting	5 Exceeding
Rhythmic Accuracy	No rhythms notated were played correctly	Few rhythms notated were played correctly	Some rhythms notated were played correctly	Most rhythms notated were played correctly	All rhythms notated were played correctly
Time & Tempo	There was no concept of time in the performance	The sense of a steady beat wandered dramatically	The sense of time was steady, tempo was not artistically chosen	The sense of time was steady, tempo vaguely seemed to have artistic purpose	The sense of time was steady, tempo seemed to have artistic purpose
Tone	The tone quality produced lacked range and character	The tone quality produced had little range and character	The tone quality produced had some range and character	The tone quality produced had great range and character	The tone quality produced had immense range and character
Technique	Instrument specific basics were not displayed	Instrument specific basics were displayed	Instrument specific basics were displayed but only few performative aspects were displayed	Instrument specific basics were displayed but only some performative aspects were displayed	Instrument specific basics were displayed with many performative aspects displayed

Expression	No dynamics, tempo changes, and character was displayed	Dynamics, tempo changes, and character was very vaguely displayed	Dynamics, tempo changes, and character was vaguely displayed	Dynamics, tempo changes, and character was displayed	Dynamics, tempo changes, and character was displayed with great effect
Sight Reading	Performance was incoherent	Performance displayed little understanding of music notation	Performance displayed moderate understanding of music notation	Performance displayed great understanding of music notation	Performance displayed total understanding of music notation

## Audition Requirements

### Trumpet & Saxophone

- Crazy In Love by Beyonce([TpT Version](#)) ([Sax Version](#)) ([Recording](#))
- All Blues by Miles Davis([TpT Version](#)) ([Sax Version](#)) ([Recording](#))
- Sight Reading (Grade 2)

### Percussion

- You Do It by Cassidy Byars([Sheet Music](#)) ([Recording](#))
- Thunderbolt by Cassidy Byars([Sheet Music](#)) ([Recording](#))
- Sight Reading (Grade 2)