



### Course Numbers

- ADD HS Courses
- ORC601/602 (and ORC601IB/ORC602IB) 6<sup>th</sup> Grade Band SI/S2
- ORC701/702 (and ORC701IB/ORC702IB) 7<sup>th</sup> Grade Band SI/S2
- ORC801/802 (and ORC801IB/ORC802IB) 8<sup>th</sup> Grade Band SI/S2

# Secondary Orchestra

## 2017-2018



<http://performingarts.dmschools.org>  
<http://grading.dmschools.org>

Version: Pre-Alpha

# Standards-Referenced Grading Basics

The teacher designs instructional activities that grow and measure a student's skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.



The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked** requirement of the target

Scale Level Symbols	
	The targets on this level can be <b>changed</b>
	Targets on this level can <b>not</b> be changed
	<b>More</b> targets can be added to this level
	<b>No</b> targets are written at this level

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.

## Multiple Opportunities

*It's not about going back to do a retake, or back to redo something; it's about going forward, continually scaffolding student learning through multiple opportunities, and noting that improved learning.* Our curriculum builds on itself. "Multiple opportunities" are about taking an assessment and connecting it to past topics. It's about allowing students to demonstrate their learning multiple times in units subsequent to their current unit, or when learning is scaffolded into future units.

Multiple Opportunities will be noted in the guide to the right of the scales. Here you will see initial thinking of connections to other topics. This is also a place where teachers can add connections through their PLCs.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	4.0
Demonstrate all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 3	3.0
Demonstrate some of the Level 3 learning targets	2.5
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	2.0
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	1.5
Demonstrate none of the learning targets from Level 2 or Level 3	1.0
Produce no evidence appropriate to the learning targets at any level	0

### Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester's end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

## Phase Model:

The Phase Model is an Organizational Curriculum Model for SRG. Topics are arranged in sequence with the topic scale adjusting to account for the level of learner. This allows for yearlong topics. Once a student becomes proficient in the topic at a particular level they change “phase” to continue to deepen their knowledge base.

Learning Goals for all curricular areas are organized by overarching concepts called topics. Within those topics live a learning goal. All learning goals for the performing arts are guided by the 2014 National Music Standards and assessed on the provided reporting scales.

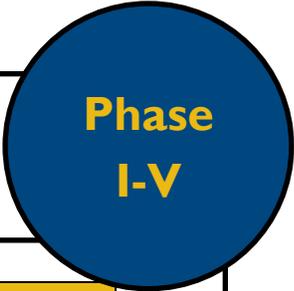
## Learning Guide:

	Intonation	Rhythm	Tone/Articulation	Ensemble Skills	Performance Skills
<b>PHASE I - V</b>	A: Students differentiate and demonstrate finger patterns with correct notes and intonation as they apply to Grade ( ) string literature.	A: Students differentiate and demonstrate note and rest values as they apply to Grade ( ) string literature.	A: Student can differentiate and demonstrate articulations and markings with a consistent and characteristic tone as they apply to Grade ( ) string literature.	A: Student identifies and executes required rehearsal etiquette. B: Student makes decisions and problem solves individually, in small groups and the large ensemble to develop and refine artistic work for presentation.	A: Student identifies and executes required performer etiquette. B: Student analyzes and evaluates both ensemble and individual performances.

Within each phase, the student will play at the appropriate Grade Level of required music as listed here:

Phase	Guidance for Grade Levels of Music
I	.5 – 1 / VE - E
II	1.5-2 / E - ME
III	2.5-3 / ME - M
IV	3.5-4 / M - MA
V	4.5+ / MA -A

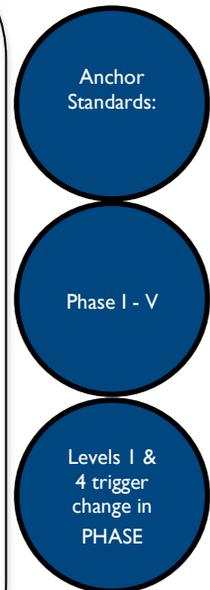
# Topic One: Intonation



**Topic-Specific Descriptors: skill demonstration may be formal or informal in assessment, literature difficulty is based on the Grade Level Scale on page 3**

	4-Exceeding	3-Meeting	2-Developing
Phase I - V	A: Develop a strategy to perform music at a level beyond the Learning Goal.	A: Students differentiate and demonstrate finger patterns with correct notes and intonation as they apply to Grade ( ) string literature.	A: Students differentiate and demonstrate elements of finger patterns with correct notes and intonation as they apply to Grade ( ) string literature, with assistance.

Phase	Success Criteria for Intonation: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.
I	-a range of at least one octave -music with the notes in the keys of D, G, and C major along with relative natural minors -correct left side posture
II	-one octave scales in the keys of A, F, and B flat major along with relative natural minors -Music that utilizes the key of one of the identified Phase 2 Major scales and incorporates accidentals
III	-one octave scales in the keys of E and E-flat major along with natural minors. -2 octave phase I scales with appropriate shifting -identify key signatures and the usage of accidentals
IV	-all prior learned scales in 2 octaves with logical shifting (memorized)
V	-violin, viola, and cello play any major scale (memorized) up to and including 5 flats and sharps in 16 <sup>th</sup> notes at a metronome speed of a quarter note = 60 in three octaves -bass play 2 octaves in 16 <sup>th</sup> notes at a metronome speed of a quarter note = 50



## Topic Two: Rhythm

*Topic-Specific Descriptors: skill demonstration may be formal or informal in assessment, literature difficulty is based on the Grade Level Scale on page 3*

**Phase  
I-V**

	<b>4-Exceeding</b>	<b>3-Meeting</b>	<b>2-Developing</b>
Phase I - V	A: Develop a strategy to perform music at a level beyond the Learning Goal.	A: Students differentiate and demonstrate elements of note and rest values as they apply to Grade ( ) string literature, with assistance.	A: Students differentiate and demonstrate elements of note and rest values as they apply to Grade ( ) string literature, with assistance.

Phase	<b>Success Criteria:</b> The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.	
I	<ul style="list-style-type: none"> <li>-Whole, half, quarter notes and rests</li> <li>-Eighth notes in pairs</li> <li>-Dotted half notes</li> <li>-2/4, 3/4, 4/4</li> </ul>	
II	<ul style="list-style-type: none"> <li>-dotted quarter rhythms</li> <li>-sixteenth notes in pairs</li> <li>-triplets</li> <li>-compound meter</li> </ul>	<ul style="list-style-type: none"> <li>-eighth notes and rests</li> <li>-eighth-quarter-eighth syncopation with note and rest combinations</li> <li>-dotted eighth-sixteenth rhythms</li> </ul>
III	<ul style="list-style-type: none"> <li>-half and quarter note triplets</li> <li>-grade notes and embellishments</li> <li>-simple and compound meter changes</li> </ul>	<ul style="list-style-type: none"> <li>-single set of sixteenth note triplets</li> <li>-dotted eighth- sixteenth-eighth in compound meter.</li> <li>-eighth and sixteenth notes in any combination of simple and compound meter</li> </ul>
IV	<ul style="list-style-type: none"> <li>-asymmetrical meter (7/8, 5/4, etc.)</li> <li>-tuplets and triplets</li> <li>-32<sup>nd</sup> and 64<sup>th</sup> notes</li> <li>-simple and compound meter changes with increasing complexity</li> </ul>	
V	<ul style="list-style-type: none"> <li>-Student demonstrates counting and playing any rhythm</li> <li>-students navigate frequent changes in meter-simple, compound, and asymmetric</li> </ul>	

Anchor  
Standards:

Phase I - V

Levels I &  
4 trigger  
change in  
PHASE

## Topic Three: Tone/Articulation

*Topic-Specific Descriptors: skill demonstration may be formal or informal in assessment, literature difficulty is based on the Grade Level Scale on page 3*

**Phase  
I-V**

	<b>4-Exceeding</b>	<b>3-Meeting</b>	<b>2-Developing</b>
Phase I - V	A: Develop a strategy to perform music at a level beyond the Learning Goal.	A: Students differentiate and demonstrate articulations and markings with a consistent and characteristic tone as they apply to Grade ( ) string literature.	A: Students differentiate and demonstrate elements of articulations and markings as they apply to Grade ( ) string literature, with assistance.

<b>Phase</b>	<b>Success Criteria:</b> The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.	
<b>I</b>	-correct bow hold -arco -detache bow	-pizzicato -up bow and down bow -bow lift
<b>II</b>	-pianissimo through fortissimo -accent -legato -double stops	-crescendo and diminuendo -staccato -slurs -hooked bow
<b>III</b>	-all dynamic levels -tenuto -sforzando -tremolo	-beginner vibrato -trills -forte piano -legato and marcato
<b>IV</b>	-vibrato -ricochet	-spiccato -col legno
<b>V</b>	-any combination of the above examples that go beyond Phase IV	

Anchor  
Standards:

Phase I - V

Levels I &  
4 trigger  
change in  
PHASE

## Topic Four: Ensemble Skills

*Topic-Specific Descriptors: skill demonstration may be formal or informal in assessment, literature difficulty is based on the Grade Level Scale on page 3*

**Phase  
I-V**

	<b>4-Exceeding</b>	<b>3-Meeting</b>	<b>2-Developing</b>
Phase I - V	A: Student develops strategies to demonstrate performance etiquette beyond the learning target for themselves and others. B: Student makes decisions and problem solves in self-generated rehearsals to develop and refine artistic work for presentation	A: Student identifies and executes required rehearsal etiquette. B: Student makes decisions and problem solves individually, in small groups and the large ensemble to develop and refine artistic work for presentation.	A: Student identifies and execute elements of rehearsal etiquette. B: Student makes decisions and problem solves with assistance in small groups and the large ensemble to develop and refine artistic work for presentation

Phase	<b>Success Criteria:</b> The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.
I - V	<ul style="list-style-type: none"> <li>- Arrives at appropriate time for rehearsals</li> <li>- Prepared with required materials (i.e. pencil, music, instrument, etc.)</li> <li>- Ability to remain focused throughout rehearsals</li> <li>- Following tuning procedures</li> <li>- Collaboratively working with peers and adults</li> </ul>

Anchor  
Standards:

Phase I - V

Levels 1 &  
4 trigger  
change in  
PHASE

## Topic Five: Performance Skills

*Topic-Specific Descriptors: skill demonstration may be formal or informal in assessment, literature difficulty is based on the Grade Level Scale on page 3*

**Phase  
I-V**

	<b>4-Exceeding</b>	<b>3-Meeting</b>	<b>2-Developing</b>
Phase I - V	A: Student develops strategies to demonstrate performance etiquette beyond the learning target for themselves and others. B: Student makes decisions and problem solves in self-generated rehearsals to develop and refine artistic work for presentation	A: Student identifies and executes required rehearsal etiquette. B: Student makes decisions and problem solves individually, in small groups and the large ensemble to develop and refine artistic work for presentation.	A: Student identifies and execute elements of rehearsal etiquette. B: Student makes decisions and problem solves with assistance in small groups and the large ensemble to develop and refine artistic work for presentation

<b>Phase</b>	<b>Success Criteria:</b> The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.
I - V	<ul style="list-style-type: none"> <li>- Arrives at appropriate time for performance</li> <li>- Prepared with required materials for performance</li> <li>- Follows required concert attire</li> <li>- Remains respectful and focused on and off stage for the entirety of the performance</li> </ul>

Anchor  
Standards:  
6

Phase I - V

Levels 1 &  
4 trigger  
change in  
PHASE

Additional Layout without formatting:

## Intonation

	4-Exceeding	3-Meeting	2-Developing
Phase I - V	A: Develop a strategy to perform music at a level beyond the Learning Goal.	A: Students differentiate and demonstrate finger patterns with correct notes and intonation as they apply to Grade ( ) string literature.	A: Students differentiate and demonstrate elements of finger patterns with correct notes and intonation as they apply to Grade ( ) string literature, with assistance.

Phase	Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.
I	-a range of at least one octave -music with the notes in the keys of D, G, and C major along with relative natural minors -correct left side posture
II	-one octave scales in the keys of A, F, and B flat major along with relative natural minors -Music that utilizes the key of one of the identified Phase 2 Major scales and incorporates accidentals
III	-one octave scales in the keys of E and E-flat major along with natural minors. -2 octave phase I scales with appropriate shifting -identify key signatures and the usage of accidentals
IV	-all prior learned scales in 2 octaves with logical shifting (memorized)
V	-violin, viola, and cello play any major scale (memorized) up to and including 5 flats and sharps in 16 <sup>th</sup> notes at a metronome speed of a quarter note = 60 in three octaves -bass play 2 octaves in 16 <sup>th</sup> notes at a metronome speed of a quarter note = 50

# Rhythm

	4-Exceeding	3-Meeting	2-Developing
Phase I - V	A: Develop a strategy to perform music at a level beyond the Learning Goal.	A: Students differentiate and demonstrate elements of note and rest values as they apply to Grade ( ) string literature, with assistance.	A: Students differentiate and demonstrate elements of note and rest values as they apply to Grade ( ) string literature, with assistance.

Phase	Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.	
I	<ul style="list-style-type: none"> <li>-Whole, half, quarter notes and rests</li> <li>-Eighth notes in pairs</li> <li>-Dotted half notes</li> <li>-2/4, 3/4, 4/4</li> </ul>	
II	<ul style="list-style-type: none"> <li>-dotted quarter rhythms</li> <li>-sixteenth notes in pairs</li> <li>-triplets</li> <li>-compound meter</li> </ul>	<ul style="list-style-type: none"> <li>-eighth notes and rests</li> <li>-eighth-quarter-eighth syncopation with note and rest combinations</li> <li>-dotted eighth-sixteenth rhythms</li> </ul>
III	<ul style="list-style-type: none"> <li>-half and quarter note triplets</li> <li>-grade notes and embellishments</li> <li>-simple and compound meter changes</li> </ul>	<ul style="list-style-type: none"> <li>-single set of sixteenth note triplets</li> <li>-dotted eighth- sixteenth-eighth in compound meter.</li> <li>-eighth and sixteenth notes in any combination of simple and compound meter</li> </ul>
IV	<ul style="list-style-type: none"> <li>-asymmetrical meter (7/8, 5/4, etc.)</li> <li>-tuplets and triplets</li> <li>-32<sup>nd</sup> and 64<sup>th</sup> notes</li> <li>-simple and compound meter changes with increasing complexity</li> </ul>	
V	<ul style="list-style-type: none"> <li>-Student demonstrates counting and playing any rhythm</li> <li>-students navigate frequent changes in meter-simple, compound, and asymmetric</li> </ul>	

## Tone/Articulation

	4-Exceeding	3-Meeting	2-Developing
Phase I - V	A: Develop a strategy to perform music at a level beyond the Learning Goal.	A: Students differentiate and demonstrate articulations and markings with a consistent and characteristic tone as they apply to Grade ( ) string literature.	A: Students differentiate and demonstrate elements of articulations and markings as they apply to Grade ( ) string literature, with assistance.

Phase	Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.	
I	-correct bow hold -arco -detache bow	-pizzicato -up bow and down bow -bow lift
II	-pianissimo through fortissimo -accent -legato -double stops	-crescendo and diminuendo -staccato -slurs -hooked bow
III	-all dynamic levels -tenuto -sforzando -tremolo	-beginner vibrato -trills -forte piano -legato and marcato
IV	-vibrato -ricochet	-spiccato -col legno
V	-any combination of the above examples that go beyond Phase IV	

## Ensemble Skills

	4-Exceeding	3-Meeting	2-Developing
Phase I- V	<p>A: Student develops strategies to demonstrate performance etiquette beyond the learning target for themselves and others.</p> <p>B: Student makes decisions and problem solves in self-generated rehearsals to develop and refine artistic work for presentation</p>	<p>A: Student identifies and executes required rehearsal etiquette.</p> <p>B: Student makes decisions and problem solves individually, in small groups and the large ensemble to develop and refine artistic work for presentation.</p>	<p>A: Student identifies and execute elements of rehearsal etiquette.</p> <p>B: Student makes decisions and problem solves with assistance in small groups and the large ensemble to develop and refine artistic work for presentation</p>

Phase	Success Criteria:
	<p>The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.</p>
I- V	<ul style="list-style-type: none"> <li>- Arrives at appropriate time for rehearsals</li> <li>- Prepared with required materials (i.e. pencil, music, instrument, etc.)</li> <li>- Ability to remain focused throughout rehearsals</li> <li>- Following tuning procedures</li> <li>- Collaboratively working with peers and adults</li> </ul>

## Performance Skills

	<b>4-Exceeding</b>	<b>3-Meeting</b>	<b>2-Developing</b>
Phase I - V	A: Student develops strategies to demonstrate performance etiquette beyond the learning target for themselves and others. B: Student analyzes and evaluates self-generated performances.	A: Student identifies and executes required performer etiquette. B: Student analyzes and evaluates both ensemble and individual performances.	A: Student demonstrates and executes elements of performance etiquette. B: Student analyzes and evaluates elements of individual and ensemble performances.

Phase	<b>Success Criteria:</b> The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.
I - V	<ul style="list-style-type: none"> <li>- Arrives at appropriate time for performance</li> <li>- Prepared with required materials for performance</li> <li>- Follows required concert attire</li> <li>- Remains respectful and focused on and off stage for the entirety of the performance</li> </ul>