



6th Grade Ensembles

- VOCAL MUSIC 601/602
- BAND BND601/602
- ORCHESTRA ORC601/602

<http://grading.dmschools.org>

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How to use this document:

The purpose of this curriculum guide is to...

1. provide guidance for scoring student evidence,
2. identify pacing for evidence collection, and
3. provide success criteria and instructional materials for each learning target.

This curriculum guide is *not*...

- meant to restrict your creativity as a teacher,
- a ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide is meant to be a common vision for student learning and a set of targets and success criteria directly related to grade-level standards to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines the learning that is **required** and **most essential** for student success; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will have access to and learn these targets. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning targets and extend your students' learning beyond them.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous district wide feedback loop.

6th Grade Ensembles: Year at a Glance

This guide is intended to be used to guide learning in all 6th grade ensemble courses: band, orchestra, and vocal music. The semester units below reflect the performance cycle we would expect to see each semester in a year-long course.

Primary Resources: Learning Targets for 6th grade ensembles are listed below. The accompanying resources can be found by clicking the resource links for the appropriate ensemble. The resources live on Teams.

Semester 1 & Semester 2	Unit 1:	Unit 2:	Unit 3:
<u>Reporting frequency of topic scores</u>	6 weeks	6 weeks	6 weeks

Artistic Processes	Topic 1: Creating	Topic 2: Rehearsing	Topic 3: Performing	Topic 4: Responding	Embedded: Connecting
Anchor Standards	<p>MU:Cr1 – <i>Generate and conceptualize artistic ideas and work.</i></p> <p>MU:Cr2 – <i>Organize and develop artistic ideas and work.</i></p> <p>MU:Cr3 – <i>Refine and complete artistic work.</i></p>	<p>MU:Pr4 – <i>Select, analyze, and interpret artistic work for presentation.</i></p> <p>MU:Pr5 – <i>Develop and refine artistic techniques and work for presentation.</i></p>	<p>MU:Pr6 – <i>Convey meaning through the presentation of artistic work.</i></p>	<p>MU:Re7 – <i>Perceive and analyze artistic work.</i></p> <p>MU:Re9 – <i>Apply criteria to evaluate artistic work.</i></p>	<p>MU:Cn10 – <i>Synthesize and relate knowledge and personal experiences to make art.</i></p> <p>MU:Cn11 – <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>

Gradebooks are organized into Topics that align based on the four artistic processes (Creating, Performing, Responding, and Connecting) found in the National Core Arts Standards. These artistic processes are the domains of continuous learning, starting in kindergarten, and spanning across all fine and performing arts spaces (dance, media arts, music, theatre, and visual arts).

Standards-Referenced Grading Basics

Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of Level 3 targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

Start at Level 3 when determining a topic → score.

Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

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

Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning.

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

Evidence shows the student can...	Topic Score
Demonstrates proficiency (AT) in all learning targets from Level 3 & Level 4	4.0
Demonstrates proficiency (AT) in all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrates proficiency (AT) in <u>all</u> learning targets from Level 3	3.0
Demonstrates proficiency (AT) in <u>at least half</u> of the Level 3 learning targets	2.5
Demonstrates some foundational knowledge (PT) toward <u>all</u> Level 3 targets	2.0
Demonstrates some foundational knowledge (PT) of <u>some</u> of the Level 3 learning target or standard	1.5
Does not meet minimum criteria for the standard or target.	1.0
Produces no evidence appropriate to the learning targets at any level (Is missing for one or more targets)	0

* foundational knowledge is defined by the success criteria for the learning targets or standards.

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.

Topic 1: Creating

Topic Overview: *Enduring Understandings: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musicians' creative choices are influenced by their expertise, context, and expressive intent.*

Topic	Achieving Grade Level (AT)
Creating	<p>The Learning Targets (1A, 1B) are the grade-level expectation for students. They are aligned to the Novice level of the National Core Arts Standards for Music Ensembles. Each Learning Target is taught and assessed within the scope of a unit, noted to the right of each target. Unit structures and resources can be found at the end of this document.</p> <p>The Success Criteria (under the target) are the same across buildings. Slight modifications for clarity can be made but should not alter content nor rigor.</p>
	<p>1A – Compose and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) studied in rehearsal. <i>MU:Cr1.1.E.5a; MU:Cr2.1.E.5a</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development <p>1B – Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. <i>MU:Cr3.1.E.5a</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development
Resources	<p>Band Folder Orchestra Folder Vocal Music Folder</p>

Topic 2: Rehearsing

Topic Overview: *Enduring Understandings: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. To express their music ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.*

Topic	Achieving Grade Level (AT)
Rehearsing	<p>The Learning Targets (2A, 2B, 2C) are the grade-level expectation for students. They are aligned to the Novice level of the National Core Arts Standards for Music Ensembles. Each Learning Target is taught and assessed within the scope of a unit, noted to the right of each target. Unit structures and resources can be found at the end of this document.</p> <p>The Success Criteria (under the target) are the same across buildings. Slight modifications for clarity can be made but should not alter content nor rigor.</p>
	<p>2A – Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. MU:Pr4.2.E.5a</p> <ul style="list-style-type: none"> <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development
	<p>2B – Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. MU:Pr4.3.E.5a</p> <ul style="list-style-type: none"> <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development
	<p>2C – Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. MU:Pr5.1.E.5a</p> <ul style="list-style-type: none"> <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development
Resources	<p>Band Folder Orchestra Folder Vocal Music Folder</p>

Topic 3: Performing

Topic Overview: *Enduring Understandings: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Performers make interpretive decisions based on their understanding of context and expressive intent.*

Topic	Achieving Grade Level (AT)
Performing	<p>The Learning Targets (3A, 3B) are the grade-level expectation for students. They are aligned to the Novice level of the National Core Arts Standards for Music Ensembles. Each Learning Target is taught and assessed within the scope of a unit, noted to the right of each target. Unit structures and resources can be found at the end of this document.</p> <p>The Success Criteria (under the target) are the same across buildings. Slight modifications for clarity can be made but should not alter content nor rigor.</p> <div style="background-color: #e0e0ff; padding: 5px; margin: 5px 0;"> <p>3A – Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. MU:Pr6.1.E.5a</p> <ul style="list-style-type: none"> <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development </div> <div style="background-color: #e0e0ff; padding: 5px; margin: 5px 0;"> <p>3B – Demonstrate an awareness of the context of the music through prepared and improvised performances. MU:Pr6.1.E.5b</p> <ul style="list-style-type: none"> <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development </div>
Resources	<p>Band Folder Orchestra Folder Vocal Music Folder</p>

Topic 4: Responding

Topic Overview: *Enduring Understandings: The personal evaluation of music work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.*

Topic	Achieving Grade Level (AT)
Responding	<p>The Learning Targets (4A, 4B) are the grade-level expectation for students. They are aligned to the Novice level of the National Core Arts Standards for Music Ensembles. Each Learning Target is taught and assessed within the scope of a unit, noted to the right of each target. Unit structures and resources can be found at the end of this document.</p> <p>The Success Criteria (under the target) are the same across buildings. Slight modifications for clarity can be made but should not alter content nor rigor.</p>
	<p>4A – Identify how knowledge of the elements of music and context/meaning of musical works inform the response to music. <i>MU:Re7.2.E.5a</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development <p>4B – Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. <i>MU:Re9.1.E.5a</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development
Resources	<p>Band Folder Orchestra Folder Vocal Music Folder</p>

Topic 5: Connecting

Topic Overview: *Enduring Understandings: Musicians connect their personal interests, experiences, ideas, and knowledge. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.*

Topic	Achieving Grade Level (AT)
Connecting	<p>The Learning Targets (5A, 5B) are the grade-level expectation for students. They are aligned to the Novice level of the National Core Arts Standards for Music Ensembles. Each Learning Target is taught and assessed within the scope of a unit, noted to the right of each target. Unit structures and resources can be found at the end of this document.</p> <p>The Success Criteria (under the target) are the same across buildings. Slight modifications for clarity can be made but should not alter content nor rigor.</p>
	<p>5A – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. MU:Cn10</p> <ul style="list-style-type: none"> <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development <p>5B – Synthesize and relate knowledge and personal experiences to make art. MU:Cn11</p> <ul style="list-style-type: none"> <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development <input type="checkbox"/> Success Criteria in Development
Resources	<p>Band Folder Orchestra Folder Vocal Music Folder</p>