

MDIHS MUSIC STANDARDS

	4- exceeds	3- meets	1/0- little to no evidence
Creating (professionalism checklist)	Student possesses the characteristics of a professional musician.	Student possesses the characteristics of a high school musician.	Student is working towards possessing the characteristics of a high school musician.
Performing (performance rubric)	Student is exceeding performance standards in their assessment tier.	Student is meeting performance standards in their assessment tier.	Student is not meeting performance standards in their assessment tier.
Responding (portfolio checklist)	In addition to all portfolio checklist items, student has enhanced their portfolio with additional evidence (at least 3 pieces).	Student's portfolio contains all portfolio checklist items.	Student's portfolio does not contain all portfolio checklist items.
Connecting (lead sheet)	Student's lead sheet is up to date and deeply reflective.	Student's lead sheet is up to date.	Student's lead sheet is up to date.

Professionalism Checklist

<u>Characteristics of a Professional Musician</u>	<u>Characteristics of a High School Musician</u>	<u>Unprofessional Behaviors</u>
<ul style="list-style-type: none"> <input type="checkbox"/> Attends every rehearsal and performance <input type="checkbox"/> Arrives for rehearsals and performance in place and set early with everything required (music; instrument; pencil) <input type="checkbox"/> Understands and takes personal responsibility for performance obligations <input type="checkbox"/> Clearly and effectively communicates schedule conflicts well before they are a problem <input type="checkbox"/> Does not require reminders once a request has been made from director <input type="checkbox"/> Does not make the same mistake twice <input type="checkbox"/> Effectively marks music <input type="checkbox"/> 100% engagement (talks only when necessary to music, no cell phone use, chatter, etc.) <input type="checkbox"/> Helps other people in rehearsal without disrupting the flow of rehearsal <input type="checkbox"/> Acts as a resource for director <input type="checkbox"/> Cleans up other people's messes; sets up and tears down rehearsal/performance spaces <input type="checkbox"/> Knows where in the music the director is working and why. <input type="checkbox"/> Accepts coaching/comments eagerly and responsively <input type="checkbox"/> Is infectious energetic, passionate and positive in rehearsal <input type="checkbox"/> Memorizes music <input type="checkbox"/> Uses warm-up time to be reflective on fundamentals and timbre <input type="checkbox"/> Is respectful of equipment (takes care with their own and puts away other people's instruments for safety) <input type="checkbox"/> Uses practice rooms for practice, takes ownership over the tidiness and orderliness of the practice rooms, even if they didn't create the mess. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attends most rehearsals and all performances <input type="checkbox"/> Arrives on time <input type="checkbox"/> Has music <input type="checkbox"/> Has instrument <input type="checkbox"/> Has pencil <input type="checkbox"/> Marks music <input type="checkbox"/> Is working on strategies to not repeat mistakes <input type="checkbox"/> Occasionally requires reminders of requests made by director <input type="checkbox"/> Has a thorough and complete understanding of their rehearsal/performance obligations. <input type="checkbox"/> Is aware of and communicates schedule conflicts before they are a problem. <input type="checkbox"/> Moves with the flow of rehearsal <input type="checkbox"/> Is engaged in rehearsal (minimal talking; no cell phone use) <input type="checkbox"/> Knows where in the music the director is working and is prepared to begin at that spot if asked. <input type="checkbox"/> Accepts coaching/comments with grace and openness <input type="checkbox"/> Does not need to be reminded to pay attention <input type="checkbox"/> Shows energy and positivity in rehearsal <input type="checkbox"/> Is very familiar with music <input type="checkbox"/> Uses warm-up time to work on fundamentals and timbre <input type="checkbox"/> Is respectful of equipment (doesn't play other people's instruments, uses instruments properly, puts their own instruments away carefully) <input type="checkbox"/> Uses practice rooms for practice, cleans up after themselves 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not attend rehearsal (blatant skipping; asking for study hall/library time; leisurely lunches) <input type="checkbox"/> Does not attend performances <input type="checkbox"/> Arrives late <input type="checkbox"/> Misses performances <input type="checkbox"/> Does not have music <input type="checkbox"/> Does not have instrument <input type="checkbox"/> Does not have pencil <input type="checkbox"/> Has no awareness or understanding of performance obligations <input type="checkbox"/> Fails to communicate schedule conflicts well before they are a problem <input type="checkbox"/> Does not focus in rehearsal <input type="checkbox"/> Talks during rehearsal <input type="checkbox"/> Makes disruptive noise during rehearsal (noodling, white noise, chatter, etc.) <input type="checkbox"/> Uses/refers to cell phone, laptop, other electronics during rehearsal. <input type="checkbox"/> Leaves food and trash in rehearsal/performance spaces. <input type="checkbox"/> Does not help in group setup or teardown <input type="checkbox"/> Consistently makes the same errors in rehearsal <input type="checkbox"/> Is defensive when coached or corrected <input type="checkbox"/> Is negative, sucks energy, lethargic, needy in rehearsal <input type="checkbox"/> Is generally unfamiliar with the music <input type="checkbox"/> Participates in warm-ups because they are told to, or goofs off during warm-ups. <input type="checkbox"/> Is careless with equipment (noodles on other people's instruments, uses instruments improperly, doesn't latch cases) <input type="checkbox"/> Uses practice rooms as hang-out, social time/space; leaves practice rooms a mess

MDIHS Music Standard Assessed:

Criteria	4-exceeds	3-meets standard	1/0 little to no evidence
Creating (Professionalism checklist)	Student possesses the characteristics of a professional musician	Student possesses the characteristics of a high school musician	Student is working towards possessing the characteristics of a high school musician

Portfolio Checklist

Progress Reports:

- Progress Report Performance Rubric Assessment
- Progress Report Professionalism Assessment
 - Updated Lead Sheet

Quarter:

(All the above plus:)

- Quarter Performance Rubric Assessment
- Quarter Professionalism Assessment
 - Updated Lead Sheet
- Self-assessment on MDIHS Music Standards

Ideas for Additional Evidence:

- Personal recordings of you playing
 - Play a scale, record it, upload it
 - Record yourself during rehearsal, upload it
- Poetry about our music; rehearsal; performance; your musicianship; your passion
- Personal reflections/self-narrative
- Evidence of non-school-related musical endeavors
- Recording of show choir - jazz - All-State auditions
- Evidence of music theory self-study
- Attend someone else's concert and write a reflection
- What are you listening to and why? What are you learning from it or how is it inspiring you?
- Perform at a recital! Show evidence (program or recording)
- Gig outside of school! Show Evidence (program or recording)

You are encouraged to come up with your own ideas for additional evidence!

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Lead Sheet

A lead sheet is an evolving document that reflects a student's participation and mindfulness in our program. It will include their trials and triumphs, and will record their personal development on their journey in our music program.

Student responsible for keeping the Lead Sheet up to date.
(Twice a Quarter)

An initial Lead Sheet includes the following:

- Name, grade, instrument(s)/voice part(s)
- Resume: What musical activities have you been a part of?
 - What tier are you on in the Performance Rubric?
- Student's self-diagnosed musical strengths and challenges.

MDIHS Music Standard Assessed:

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Connecting (see Lead Sheet)	Student's Lead Sheet is up to date and deeply reflective	Student's lead sheet is up to date	Student's Lead sheet is not up to date