

# Brunswick High School

Standard C: *Creative Problem-Solving*

Performing Arts: *Music*

Gr. Level: *9-12*

Students approach artistic problem solving using multiple solutions and the creative process.

The student will:

Performance Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
<b>C1. Apply creative and/or critical thinking and problem solving skills as related to the process of performing and reflecting upon musical works.</b>	-Not show the ability to identify or fix problems in musical performance.	-Identify problems in musical performance but rarely fix them without teacher prompt.	-Demonstrate creative/critical thinking skills by identifying musical challenges and adapting their own performance or the performance of others with little teacher prompt.	-Consistently illustrate critical thinking skills by interpreting challenges in music performance, improving their own work, and reflecting on the works of others.

# Brunswick High School

Standard D: *Aesthetics & Criticism*

Performing Arts: *Music*

Gr. Level: *9-12*

Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

The student will:

Performance Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
<b>D1. Demonstrate understanding of disciplinary vocabulary.</b>	-Not show the ability to define or describe disciplinary vocabulary.	-Describe and define disciplinary vocabulary some of the time with teacher assistance.	-Demonstrate understanding of disciplinary vocabulary most of the time.	-Consistently use disciplinary vocabulary in an articulate manner. -Elaborate and communicate musical concepts in discussion and performance.
<b>D2. Use disciplinary terminology to analyze and evaluate works and performances.</b>	-Not show the ability to define or explain terms or evaluate works and performances, even with teacher assistance.	-Show difficulty evaluating works and performances using music terminology. -Require significant teacher assistance defining and explaining terms.	-Interpret and report on works and performances using discipline specific terminology. -Require little teacher assistance defining and explaining terms.	-Criticize works and formulate an opinion on a musical performance using discipline specific terminology independently of the teacher.

