

HENRY COUNTY PERFORMING ARTS COMPETENCIES

ELEMENTARY MUSIC COMPETENCIES

Competency 1. Performing: The student can perform with proper tone, expression, pitch, rhythmic accuracy, dynamics, and articulation.

Performance Indicators:

- Perform music, alone and with others, with expression, technical accuracy, and appropriate interpretation.
- Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

Performance Indicators Scoring Criteria for Competency 1				
PERFORMANCE	Emerging	Progressing	Competent	Exemplary
a. Perform music, alone and with others, with expression, technical accuracy, and appropriate interpretation. (MU:Pr6.1.6a) MK-5GM.1 – Singing, alone and with others, a varied repertoire of music MK-5GM.2 - Performing on instruments, alone and with others, a varied repertoire of music MK-5GM.4 – Improvising melodies, variations, and accompaniments	With substantial guidance, student demonstrates understanding of tone/technique, diction/articulation, pitch, and posture.	Student, with minimal guidance, demonstrates increasing accuracy of tone/technique, diction/articulation, pitch, and posture.	Student demonstrates increasing accuracy of tone/technique, diction/articulation, pitch, and posture.	Student consistently demonstrates correct tone/technique, diction/articulation, pitch, and posture.
c. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). (MU:Pr4.3.5a) K-5GM.7 – Evaluating music and music performances	With substantial guidance, student demonstrates understanding of expressive techniques.	Student, with minimal guidance, demonstrates increasing accuracy and unification of expressive techniques.	Student demonstrates increasing accuracy and unification of expressive techniques.	Student consistently performs expressive techniques with accuracy and unification.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

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Competency 2. Music Literacy: The student can perform solo, in small group, and large ensemble while playing in different genres and variety of historical pieces.

Performance Indicators (The student can):

- a. When analyzing selected music, read and perform using standard notation.
- b. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- c. Explain how context (such as social, cultural, and historical) informs performance

Performance Indicators Scoring Criteria for Competency 2				
MUSIC LITERACY	Emerging	Progressing	Competent	Exemplary
a. When analyzing selected music, read and perform using standard notation .(MU:Pr4.2.5b) MK-5GM.3 - Reading and notating music MK-5GM.5-Composing and arranging music within specified guidelines	With substantial guidance, student can read, perform, and notate rhythms.	Student, with minimal guidance, can read, perform, and notate rhythms.	Can read, perform, and notate rhythms with increasing accuracy.	Can independently read, perform, and notate rhythms.
b.Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. (MU:Pr4.2.5a) MK-5GM.6- Listening to, analyzing, and describing music	With substantial guidance, student can recognize elements of pitch, rhythm, dynamics, and articulation.	Student, with minimal guidance, can recognize elements of pitch, rhythm, dynamics, and articulation.	Student can recognize and illustrate elements of pitch, rhythm, dynamics, and articulation.	Student can recognize and apply elements of pitch, rhythm, dynamics, and articulation
c.Explain how context (such as social, cultural, and historical) informs performances. (MU:Pr4.2.5c) MK-5GM.8 - Understanding	With substantial guidance, students can identify music by genre, style, historical period, and/or	With guidance, students can identify music by genre, style, historical period, and/or cultural	Students can identify music by genre, style, historical period, and/or cultural context.	Students can classify and describe music by genre, style, historical period, and/or cultural

HENRY COUNTY PERFORMING ARTS COMPETENCIES

relationships between music, the other arts, and disciplines outside the arts MK-5GM.9 -Understanding music in relation to history and culture	cultural context.	context.		context.
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competency 3. Professionalism: The student can perform with appropriate concert behavior, décor, and etiquette in various musical venues and settings.

Performance Indicators (The student can):

a. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style

Performance Indicator Scoring Criteria for Competency 3				
PROFESSIONALISM	Emerging	Progressing	Competent	Exemplary
a.Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. (MU:Pr6.1.5b) MK-5GM.10 -Moving, alone and with others, to a varied repertoire of music	With substantial guidance, students can demonstrate appropriate etiquette for various performance situations.	With guidance, students can demonstrate appropriate etiquette for various performance situations.	Students can demonstrate appropriate etiquette for various performance situations.	Students can demonstrate and describe differences among various performance situations.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

BAND COMPETENCIES GRADES 6-8

Competency 1. Performing: The student can perform with proper tone, expression, pitch, rhythmic accuracy, dynamics, and articulation.

Performance Indicators (The Student can):

1. Produce consistent characteristic tone as an instrumental performer.
2. Perform appropriate music literature at an accomplished level.
3. Use music as an effective means of expression both as a listener and performer.
4. Perform accurately and expressively, with self- evaluation and personal interpretation.

Performance Indicators Scoring Criteria for Competency 1

PERFORMANCE	Emerging	Progressing	Competency	Exemplary
1. Produce consistent characteristic tone as an instrumental performer. <hr/> GPS MMSBB.2 GPS MMSIB.2 GPS MMSAB.2 <hr/> MU:Pr4.2.E.8a MU:Pr4.2.E.Ia MU:Pr4.2.E.IIa MU:Pr4.2.E.IIIa	Students can recall or demonstrate the fundamentals of proper tone in individual and ensemble performances. <hr/> GPS MMSBB.2 GPS MHSBB.2 <hr/> MU:Pr4.2.E.8a	Students can identify and demonstrate the fundamentals of proper tone in individual and ensemble performances. <hr/> GPS MMSIB.2 GPS MHSIB.2 <hr/> MU:Pr4.2.E.Ia	Students can consistently categorize and demonstrate the fundamentals of proper tone in individual and ensemble performances. <hr/> GPS MMSAB.2 GPS MHSAB.2 <hr/> MU:Pr4.2.E.IIa	Students can constantly model and evaluate the fundamentals of proper tone in individual and ensemble performances. <hr/> GPS MHSMB.2 <hr/> MU:Pr4.2.E.IIIa

HENRY COUNTY PERFORMING ARTS COMPETENCIES

<p>2. Perform appropriate music literature at an accomplished level.</p> <p>GPS MMSBB.3 GPS MMSIB.3 GPS MMSAB.3</p> <p>MU:Pr4.1.E.8a MU:Pr4.1.E.Ia MU:Pr4.1.E.IIa MU:Pr4.1.E.IIIa</p>	<p>Students can recall the necessary skills to perform appropriate music literature at an accomplished level.</p> <hr/> <p>GPS MMSBB.3 GPS MHSBB.3</p> <p>MU:Pr4.1.E.8a</p>	<p>Student can execute the necessary techniques to perform appropriate music literature at an accomplished level.</p> <hr/> <p>GPS MMSIB.3 GPS MHSIB.3</p> <p>MU:Pr4.1.E.Ia</p>	<p>Student can perform appropriate music literature at an accomplished level.</p> <hr/> <p>GPS MMSAB.3 GPS MHSAB.3</p> <p>MU:Pr4.1.E.IIa</p>	<p>Students can critique and evaluate music literature at an accomplished level.</p> <hr/> <p>GPS MHSMB.3</p> <p>MU:Pr4.1.E.IIIa</p>
<p>3. Use music as an effective means of expression both as a listener and performer.</p> <p>GPS MMSBB.6 GPS MMSIB.6 GPS MMSAB.6</p> <p>MU:Pr4.3.E.8a MU:Pr4.3.E.Ia MU:Pr4.3.E.IIa MU:Pr4.3.E.IIIa</p>	<p>Students can recognize means of expression in music both as a listener and a performer.</p> <hr/> <p>GPS MMSBB.6 MU:Pr4.3.E.8a</p>	<p>Students can explain how to use music as an effective means of expression both as a listener and a performer.</p> <hr/> <p>GPS MMSIB.6 MU:Pr4.3.E.Ia</p>	<p>Students can utilize effective means of expression both as a listener and a performer.</p> <hr/> <p>GPS MMSAB.6 MU:Pr4.3.E.IIa</p>	<p>Students can critique and analyze musical expressiveness as a listener and performer.</p> <hr/> <p>GPS MMSAB.6 MU:Pr4.3.E.IIIa</p>

HENRY COUNTY PERFORMING ARTS COMPETENCIES

4. Perform accurately and expressively, with self- evaluation and personal interpretation.	Students can recognize, describe, and recall accurate and expressive performances with personal interpretation.	Students can, categorize, and explain accurate and expressive performances with personal interpretation.	Students can prepare and demonstrate expressive performances with personal interpretation.	Students can examine, and critique expressive performances with personal interpretation.
<hr/> GPS MMSBB.7 GPS MMSIB.7 GPS MMSAB.7 <hr/> MU:Pr5.1.E.8a MU:Pr5.1.E.Ia MU:Pr5.1.E.IIa MU:Pr5.1.E.IIIa	<hr/> GPS MMSBB.7 MU:Pr5.1.E.8a	<hr/> GPS MMSIB.7 MU:Pr5.1.E.Ia	<hr/> GPS MMSAB.7 MU:Pr5.1.E.IIa	<hr/> GPS MHSMB.7 MU:Pr5.1.E.IIIa

Competency 2. Music Literacy: The student can perform solo, in small group, and large ensemble while playing in different genres and variety of historical pieces.

Performance Indicators (The student can):

1. Classify music by genre, style, historical period, and cultural relevance
2. Recognize and identify elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary.
3. Identify, associate and perform music vocabulary appropriately.
4. Analyze and evaluate music using appropriate terms and musical language.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicators Scoring Criteria for Competency 2				
MUSIC LITERACY	Emerging	Progressing	Competency	Exemplary
1. Classify music by genre, style, historical period, and cultural relevance.	Students can match music by genre, style, historical period and cultural relevance.	Students can identify music by genre, style, historical period and cultural relevance.	Students can classify, and differentiate music by genre, style, historical period and cultural relevance.	Students can critique and construct music by genre, style, historical period and cultural relevance.
GPS MMSBB.8 GPS MMSBB.9 GPS MMSIB.8 GPS MMSIB.9 GPS MMSAB.8 GPS MMSAB.9	GPS MMSBB.8 GPS MMSBB.9	GPS MHSBB.8 GPS MHSBB.9	GPS MHSIB.8 GPS MHSIB.9	GPS MHSMB.8 GPS MHSMB.9
MU:Pr6.1.E.8a MU:Pr6.1.E.8b MU:Pr6.1.E.Ia MU:Pr6.1.E.Ib MU:Pr6.1.E.IIa MU:Pr6.1.E.IIb MU:Pr6.1.E.IIIa MU:Pr6.1.E.IIIb	MU:Pr6.1.E.8a MU:Pr6.1.E.8b	MU:Pr6.1.E.Ia MU:Pr6.1.E.Ib	MU:Pr6.1.E.IIa MU:Pr6.1.E.IIb	MU:Pr6.1.E.IIIa MU:Pr6.1.E.IIIb

HENRY COUNTY PERFORMING ARTS COMPETENCIES

2. Recognize and identify elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary.	Student can recall elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary.	Student can summarize elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary.	Student can recognize and identify elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary.	Student can implement elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary.
GPS MMSBB.3 GPS MMSIB.3 GPS MMSAB.3	GPS MMSBB.3	GPS MMSIB.3	GPS MMSAB.3	GPS MHSMB.3
MU:Pr6.1.E.8a MU:Pr6.1.E.Ia MU:Pr6.1.E.IIa MU:Pr6.1.E.IIIa	MU:Pr6.1.E.8a	MU:Pr6.1.E.Ia	MU:Pr6.1.E.IIa	MU:Pr6.1.E.IIIa
c. Analyze and evaluate music using appropriate terms and musical language.	Students can recall and match music using appropriate terms and musical language.	Students can describe music using appropriate terms and musical language.	Student can analyze and evaluate music using appropriate terms and musical language.	Student can construct and create music using appropriate terms and musical language.
GPS MMSBB.6 GPS MMSBB.7 GPS MMSIB.6 GPS MMSIB.7 GPS MMSAB.6 GPS MMSAB.7	GPS MMSBB.6 GPS MHSBB.7	GPS MMSIB.6 GPS MHSIB.7	GPS MMSAB.6 GPS MHSAB.7	GPS MMSAB.6 GPS MHSAB.7
MU:Re9.1.E.8a MU:Re9.1.E.Ia	MU:Re9.1.E.8a			

HENRY COUNTY PERFORMING ARTS COMPETENCIES

3. Identify, associate and perform music vocabulary appropriately.	Students can recognize and recall appropriate music vocabulary.	Students can define and explain appropriate music vocabulary.	Students can interpret and perform appropriate music vocabulary.	Students can perform and assess the appropriate use of music vocabulary.
GPS MMSBB.1 GPS MMSBB.2 GPS MMSBB.3 GPS MMSIB.1 GPS MMSIB.2 GPS MMSIB.3 GPS MMSAB.1 GPS MMSAB.2 GPS MMSAB.3	GPS MMSBB.1 GPS MMSBB.2 GPS MMSBB.3	GPS MMSIB.1 GPS MMSIB.2 GPS MMSIB.3	GPS MMSAB.1 GPS MMSAB.2 GPS MMSAB.3	GPS MMSAB.1 GPS MMSAB.2 GPS MMSAB.3
MU:Re7.1.8a MU:Re7.2.8a MU:Re8.1.8a MU:Re7.1.E.Ia MU:Re7.2.E.Ia MU:Re8.1.E.Ia MU:Re7.1.E.IIa MU:Re7.2.E.IIa MU:Re8.1.E.IIa MU:Re7.1.E.IIIa MU:Re7.2.E.IIIa MU:Re8.1.E.IIIa	MU:Re7.1.8a MU:Re7.2.8a MU:Re8.1.8a	MU:Re8.1.8a MU:Re7.1.E.Ia MU:Re7.2.E.Ia	MU:Re7.1.E.IIa MU:Re7.2.E.IIa MU:Re8.1.E.IIa	MU:Re7.1.E.IIIa MU:Re7.2.E.IIIa MU:Re8.1.E.IIIa

HENRY COUNTY PERFORMING ARTS COMPETENCIES

4. Analyze and evaluate music using appropriate terms and musical language.	Students can recall and match music using appropriate terms and musical language.	Students can describe music using appropriate terms and musical language.	Student can analyze and evaluate music using appropriate terms and musical language.	Student can construct and create music using appropriate terms and musical language.
GPS MMSBB.6 GPS MMSBB.7 GPS MMSIB.6 GPS MMSIB.7 GPS MMSAB.6 GPS MMSAB.7	GPS MMSBB.6 GPS MHSBB.7	GPS MMSIB.6 GPS MHSIB.7	GPS MMSAB.6 GPS MHSAB.7	GPS MMSAB.6 GPS MHSAB.7
MU:Re9.1.E.8a MU:Re9.1.E.I a MU:Re9.1.E.I Ia MU:Re9.1.E.II Ia	MU:Re9.1.E.8a	MU:Re9.1.E.Ia	MU:Re9.1.E.IIa	MU:Re9.1.E.IIIa

Competency 3. Professionalism: The student can perform with appropriate concert behavior, décor, and etiquette in various musical venues and settings.

Performance Indicators (The student can):

1. Participate appropriately as a performing ensemble member.
2. Demonstrate appropriate concert behavior, décor, and etiquette in various musical venues or settings.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicators Scoring Criteria for Competency 3				
PROFESSIONALISM	Emerging	Progressing	Competency	Exemplary
1. Participate appropriately as a performing ensemble member. <hr/> GPS MMSBB.7 GPS MMSIB.7 GPS MMSAB.7 <hr/> MU:Cn10.0.E.8a MU:Cn10.0.E.Ia MU:Cn10.0.E.IIa MU:Cn10.0.E.IIIa	Student can recognize appropriate participation as a performing ensemble member. <hr/> GPS MMSBB.7 MU:Cn10.0.E.8a	Student can describe appropriate participation as a performing ensemble member. <hr/> GPS MMSIB.7 MU:Cn10.0.E.Ia	Student can participate appropriately as a performing ensemble member. <hr/> GPS MMSAB.7 MU:Cn10.0.E.IIa	Student can differentiate and participate appropriately performing ensemble member. <hr/> GPS MMSAB.7 MU:Cn10.0.E.IIIa
2. Demonstrate appropriate concert behavior, décor, and etiquette in various musical venues or settings. <hr/> GPS MMSBB.8 GPS MMSBB.9 GPS MMSIB.8 GPS MMSIB.9 GPS MMSAB.8 GPS MMSAB.9	Students can define and describe appropriate concert behavior, décor, and etiquette in various musical venues or settings. <hr/> GPS MMSBB.8 GPS MMSBB.9	Students can classify and summarize appropriate concert behavior, décor, and etiquette in various musical venues or settings. <hr/> GPS MMSIB.8 GPS MMSIB.9	Students can demonstrate appropriate concert behavior, décor, and etiquette in various musical venues or settings. <hr/> GPS MMSAB.8 GPS MMSAB.9	Students can compare, contrast, and evaluate appropriate concert behavior, décor, and etiquette in various musical venues or settings. <hr/> GPS MHSMB.8 GPS MHSMB.9

HENRY COUNTY PERFORMING ARTS COMPETENCIES

BAND COMPETENCIES GRADES 9-12

Competency 1. Performing: The student can perform with proper tone, expression, pitch, rhythmic accuracy, dynamics, and articulation.				
Performance Indicators (The Student can): <ol style="list-style-type: none"> 1. Produce consistent characteristic tone as an instrumental performer. 2. Perform appropriate music literature at an accomplished level. 3. Use music as an effective means of expression both as a listener and performer. 4. Perform accurately and expressively, with self- evaluation and personal interpretation. 				
Performance Indicators Scoring Criteria for Competency 1				
PERFORMANCE	Emerging	Progressing	Competency	Exemplary
1. Produce consistent characteristic tone as an instrumental performer. <hr/> GPS MHSBB.2 GPS MHSIB.2 GPS MHSAB.2 GPS MHSMB.2 <hr/> MU:Pr4.2.E.8a MU:Pr4.2.E.Ia MU:Pr4.2.E.IIa MU:Pr4.2.E.IIIa	Students can recall or demonstrate the fundamentals of proper tone in individual and ensemble performances. <hr/> GPS MHSBB.2 <hr/> MU:Pr4.2.E.8a	Students can identify and demonstrate the fundamentals of proper tone in individual and ensemble performances. <hr/> GPS MHSIB.2 <hr/> MU:Pr4.2.E.Ia	Students can consistently categorize and demonstrate the fundamentals of proper tone in individual and ensemble performances. <hr/> GPS MHSAB.2 <hr/> MU:Pr4.2.E.IIa	Students can constantly model and evaluate the fundamentals of proper tone in individual and ensemble performances. <hr/> GPS MHSMB.2 <hr/> MU:Pr4.2.E.IIIa
2. Perform appropriate music literature at an accomplished level. <hr/> GPS MHSBB.3 GPS MHSIB.3 GPS MHSAB.3 GPS MHSMB.3 <hr/> MU:Pr4.1.E.8a MU:Pr4.1.E.Ia, IIa, IIIa	Students can recall the necessary skills to perform appropriate music literature at an accomplished level. <hr/> GPS MHSBB.3 <hr/> MU:Pr4.1.E.8a	Student can execute the necessary techniques to perform appropriate music literature at an accomplished level. <hr/> GPS MHSIB.3 <hr/> MU:Pr4.1.E.Ia	Student can perform appropriate music literature at an accomplished level. <hr/> GPS MHSAB.3 <hr/> MU:Pr4.1.E.IIa	Students can critique and evaluate music literature at an accomplished level. <hr/> GPS MHSMB.3 <hr/> MU:Pr4.1.E.IIIa

HENRY COUNTY PERFORMING ARTS COMPETENCIES

3. Use music as an effective means of expression both as a listener and performer. <hr/> GPS MHSBB.6 GPS MHSIB.6 GPS MHSAB.6 GPS MHSMB.6 MU:Pr4.3.E.8a MU:Pr4.3.E.Ia MU:Pr4.3.E.IIa MU:Pr4.3.E.IIIa	<p>Students can recognize means of expression in music both as a listener and a performer.</p> <hr/> <p>GPS MHSBB.6</p> <hr/> <p>MU:Pr4.3.E.8a</p>	<p>Students can explain how to use music as an effective means of expression both as a listener and a performer.</p> <hr/> <p>GPS MHSIB.6</p> <hr/> <p>MU:Pr4.3.E.Ia</p>	<p>Students can utilize effective means of expression both as a listener and a performer.</p> <hr/> <p>GPS MHSAB.6</p> <hr/> <p>MU:Pr4.3.E.IIa</p>	<p>Students can critique and analyze musical expressiveness as a listener and performer.</p> <hr/> <p>GPS MHSMB.6</p> <hr/> <p>MU:Pr4.3.E.IIIa</p>
4. Perform accurately and expressively, with self-evaluation and personal interpretation. GPS MHSBB.7 GPS MHSIB.7 GPS MHSAB.7 GPS MHSMB.7 MU:Pr5.1.E.8a MU:Pr5.1.E.Ia MU:Pr5.1.E.IIa MU:Pr5.1.E.IIIa	<p>Students can recognize, describe, and recall accurate and expressive performances with personal interpretation.</p> <hr/> <p>GPS MHSBB.7</p> <hr/> <p>MU:Pr5.1.E.8a</p>	<p>Students can, categorize, and explain accurate and expressive performances with personal interpretation.</p> <hr/> <p>GPS MHSIB.7</p> <hr/> <p>MU:Pr5.1.E.Ia</p>	<p>Students can prepare and demonstrate expressive performances with personal interpretation.</p> <hr/> <p>GPS MHSAB.7</p> <hr/> <p>MU:Pr5.1.E.IIa</p>	<p>Students can examine, and critique expressive performances with personal interpretation.</p> <hr/> <p>GPS MHSMB.7</p> <hr/> <p>MU:Pr5.1.E.IIIa</p>

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Competency 2. Music Literacy: The student can perform solo, in small group, and large ensemble while playing in different genres and variety of historical pieces.

Performance Indicators (The student can):

1. Classify music by genre, style, historical period, and cultural relevance
2. Recognize and identify elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary.
3. Identify, associate and perform music vocabulary appropriately.
4. Analyze and evaluate music using appropriate terms and musical language.

Performance Indicators Scoring Criteria for Competency 2

MUSIC LITERACY	Emerging	Progressing	Competency	Exemplary
1. Classify music by genre, style, historical period, and cultural relevance. <hr/> GPS MHSBB.8 GPS MHSBB.9 GPS MHSIB.8 GPS MHSIB.9 GPS MHSAB.9 GPS MHSAB.9 GPS MHSMB.8 GPS MHSMB.9 <hr/> MU:Pr6.1.E.8a MU:Pr6.1.E.8b MU:Pr6.1.E.Ia MU:Pr6.1.E.Ib MU:Pr6.1.E.IIa MU:Pr6.1.E.IIb, IIIb MU:Pr6.1.E.IIIa	Students can match music by genre, style, historical period and cultural relevance. <hr/> GPS MHSBB.8 GPS MHSBB.9 <hr/> MU:Pr6.1.E.8a MU:Pr6.1.E.8b	Students can identify music by genre, style, historical period and cultural relevance. <hr/> GPS MHSIB.8 GPS MHSIB.9 <hr/> MU:Pr6.1.E.Ia MU:Pr6.1.E.Ib	Students can classify, and differentiate music by genre, style, historical period and cultural relevance. <hr/> GPS MHSAB.9 GPS MHSAB.9 <hr/> MU:Pr6.1.E.Iia MU:Pr6.1.E.Iib	Students can critique and construct music by genre, style, historical period and cultural relevance. <hr/> GPS MHSMB.8 GPS MHSMB.9 <hr/> MU:Pr6.1.E.IIIa MU:Pr6.1.E.IIIb

HENRY COUNTY PERFORMING ARTS COMPETENCIES

MUSIC LITERACY	Emerging	Progressing	Competency	Exemplary
3. Use music as an effective means of expression both as a listener and performer. <hr/> GPS MHSBB.6 GPS MHSIB.6 GPS MHSAB.6 GPS MHSMB.6 <hr/> MU:Pr4.3.E.8a MU:Pr4.3.E.Ia MU:Pr4.3.E.IIa MU:Pr4.3.E.IIIa	<p>Students can recognize means of expression in music both as a listener and a performer.</p> <hr/> GPS MHSBB.6 <hr/> MU:Pr4.3.E.8a	<p>Students can explain how to use music as an effective means of expression both as a listener and a performer.</p> <hr/> GPS MHSIB.6 <hr/> MU:Pr4.3.E.Ia	<p>Students can utilize effective means of expression both as a listener and a performer.</p> <hr/> GPS MHSAB.6 <hr/> MU:Pr4.3.E.IIa	<p>Students can critique and analyze musical expressiveness as a listener and performer.</p> <hr/> GPS MHSMB.6 <hr/> MU:Pr4.3.E.IIIa
4. Perform accurately and expressively, with self-evaluation and personal interpretation. <hr/> GPS MHSBB.7 GPS MHSIB.7 GPS MHSAB.7 GPS MHSMB.7 <hr/> MU:Pr5.1.E.8a MU:Pr5.1.E.Ia MU:Pr5.1.E.IIa MU:Pr5.1.E.IIIa	<p>Students can recognize, describe, and recall accurate and expressive performances with personal interpretation.</p> <hr/> GPS MHSBB.7 <hr/> MU:Pr5.1.E.8a	<p>Students can, categorize, and explain accurate and expressive performances with personal interpretation.</p> <hr/> GPS MHSIB.7 <hr/> MU:Pr5.1.E.Ia	<p>Students can prepare and demonstrate expressive performances with personal interpretation.</p> <hr/> GPS MHSAB.7 <hr/> MU:Pr5.1.E.IIa	<p>Students can examine, and critique expressive performances with personal interpretation.</p> <hr/> GPS MHSMB.7 <hr/> MU:Pr5.1.E.IIIa

<p>Competency 3. Professionalism: The student can perform with appropriate concert behavior, décor, and etiquette in various musical venues and settings.</p>
<p>Performance Indicators (The student can):</p> <ol style="list-style-type: none"> 2. Participate appropriately as a performing ensemble member. 2. Demonstrate appropriate concert behavior, décor, and etiquette in various musical venues or settings.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicators Scoring Criteria for Competency 3				
PROFESSIONALISM	Emerging	Progressing	Competency	Exemplary
Participate appropriately as a performing ensemble member. <hr/> GPS MHSBB.7 GPS MHSIB.7 GPS MHSAB.7 GPS MHSMB.7 <hr/> MU:Cn10.0.E.8a MU:Cn10.0.E.Ia MU:Cn10.0.E.IIa MU:Cn10.0.E.IIIa	Student can recognize appropriate participation as a performing ensemble member. <hr/> GPS MMSBB.7 GPS MHSBB.7 <hr/> MU:Cn10.0.E.8a	Student can describe appropriate participation as a performing ensemble member. <hr/> GPS MMSIB.7 GPS MHSIB.7 <hr/> MU:Cn10.0.E.Ia	Student can participate appropriately as a performing ensemble member. <hr/> GPS MMSAB.7 GPS MHSAB.7 <hr/> MU:Cn10.0.E.IIa	Student can differentiate and participate appropriately performing ensemble member. <hr/> GPS MHSMB.71 <hr/> MU:Cn10.0.E.IIIa
2. Demonstrate appropriate concert behavior, décor, and etiquette in various musical venues or settings. <hr/> GPS MHSBB.8 GPS MHSBB.9 GPS MHSIB.8 GPS MHSIB.9 GPS MHSAB.8 GPS MHSAB.9 GPS MHSMB.8 GPS MHSMB.9 <hr/> MU:Cn11.0.E.8a MU:Cn11.0.E.Ia, IIa, IIIa	Students can define and describe appropriate concert behavior, décor, and etiquette in various musical venues or settings. <hr/> GPS MHSBB.8 GPS MHSBB.9 <hr/> MU:Cn11.0.E.8a	Students can classify and summarize appropriate concert behavior, décor, and etiquette in various musical venues or settings. <hr/> GPS MHSIB.8 GPS MHSIB.9 <hr/> MU:Cn11.0.E.Ia	Students can demonstrate appropriate concert behavior, décor, and etiquette in various musical venues or settings. <hr/> GPS MHSAB.8 GPS MHSAB.9 <hr/> MU:Cn11.0.E.IIa	Students can compare, contrast, and evaluate appropriate concert behavior, décor, and etiquette in various musical venues or settings. <hr/> GPS MHSMB.8 GPS MHSMB.9 <hr/> MU:Cn11.0.E.IIIa

HENRY COUNTY PERFORMING ARTS COMPETENCIES

CHORUS COMPETENCIES GRADES 6-8

Competency 1. Performance: The student can perform with proper tone, expression, pitch, rhythmic accuracy, dynamics, and articulation.

Performance Indicators (The student can):

1. Produce consistent characteristic tone as a vocal performer.
2. Perform appropriate music literature at an accomplished level.
3. Use music as an effective means of expression both as a listener and performer.
4. Perform accurately and expressively, with self-evaluation and personal interpretation.

Performance Indicators Scoring Criteria for Competency 1

<u>PERFORMANCE</u>	<u>Emerging</u>	<u>Progressing</u>	<u>Competency</u>	<u>Exemplary</u>
1. Produce consistent characteristic tone as a vocal performer. GPS MMSBC.1 GPS MMSIC.1 GPS M8AC1 MU:Pr4.2.E.8a MU:Pr4.2.E.Ia MU:Pr4.2.E.IIa MU:Pr4.2.E.IIIa	Students can recall or demonstrate the fundamentals of proper tone in individual and ensemble performances. GPS MMSBC.1 MU:Pr4.2.E.8a	Students can identify and demonstrate the fundamentals of proper tone in individual and ensemble performances. GPS MMSBC.1 MU:Pr4.2.E.Ia	Students can consistently categorize and demonstrate the fundamentals of proper tone in individual and ensemble performances. GPS MMSIC.1 MU:Pr4.2.E.IIa	Students can constantly model and evaluate the fundamentals of proper tone in individual and ensemble performances. GPS M8AC1 MU:Pr4.2.E.IIIa
2. Perform appropriate music literature at an accomplished level. GPS MMSBC.1	Students can recall the necessary skills to perform appropriate music literature at an	Student can execute the necessary techniques to perform appropriate music literature at an	Student can perform appropriate music literature at an	Students can critique and evaluate music literature at an accomplished level.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

GPS MMSIC.1 GPS M8AC1 MU:Pr4.1.E.8a MU:Pr4.1.E.Ia MU:Pr4.1.E.IIa MU:Pr4.1.E.IIIa	accomplished level. GPS MMSBC.1 MU:Pr4.1.E.8a	accomplished level. GPS MMSBC.1 MU:Pr4.1.E.Ia	accomplished level. GPS MMSIC.1 MU:Pr4.1.E.IIa	GPS M8AC1 MU:Pr4.1.E.IIIa
3. Use music as an effective means of expression both as a listener and performer. GPS MMSBC.6 GPS MMSIC.6 GPS M8AC6 MU:Pr4.3.E.8a MU:Pr4.3.E.Ia MU:Pr4.3.E.IIa MU:Pr4.3.E.IIIa	Students can recognize means of expression in music both as a listener and a performer. GPS MMSBC.6 MU:Pr4.3.E.8a	Students can explain how to use music as an effective means of expression both as a listener and a performer. GPS MMSBC.6 MU:Pr4.3.E.Ia	Students can utilize effective means of expression both as a listener and a performer. GPS MMSIC.6 MU:Pr4.3.E.IIa	Students can critique and analyze musical expressiveness as a listener and performer. GPS M8AC6 MU:Pr4.3.E.IIIa
4. Perform accurately and expressively, with self-evaluation and personal interpretation. GPS MMSBC.7 GPS MMSIC.7 GPS M8AC7 MU:Pr5.1.E.8a MU:Pr5.1.E.Ia	Students can recognize, describe, and recall accurate and expressive performances with personal interpretation. GPS MMSBC.7 MU:Pr5.1.E.8a	Students can, categorize, and explain accurate and expressive performances with personal interpretation. GPS MMSBC.7 MU:Pr5.1.E.Ia	Students can prepare and demonstrate expressive performances with personal interpretation. GPS MMSIC.7 MU:Pr5.1.E.IIa	Students can examine, and critique expressive performances with personal interpretation. GPS M8AC7 MU:Pr5.1.E.IIIa

HENRY COUNTY PERFORMING ARTS COMPETENCIES

MU:Pr5.1.E.IIa MU:Pr5.1.E.IIIa				
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Performance Indicators (The student can):

1. Classify music by genre, style, historical period, and cultural relevance.
2. Recognize and identify elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary.
3. Identify, associate and perform music vocabulary appropriately.
4. Analyze and evaluate music using appropriate terms and musical language.

Performance Indicators Scoring Criteria for Competency 2

21

22

23

HENRY COUNTY PERFORMING ARTS COMPETENCIES

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Competency 3. Professionalism: The student can perform with appropriate concert behavior, décor, and etiquette in various musical venues and settings.

Performance Indicators (The Student can):

1. Participate appropriately as a performing ensemble member.
2. Demonstrate appropriate concert behavior, décor, and etiquette in various musical venues or settings.

PROFESSIONALISM	<u>Emerging</u>	<u>Progressing</u>	<u>Competency</u>	<u>Exemplary</u>
1. Participate appropriately as a performing ensemble member. GPS MMSBC.7 GPS MMSIC.7 GPS M8AC7 MU:Cn10.0.E.8a MU:Cn10.0.E.Ia MU:Cn10.0.E.IIa MU:Cn10.0.E.IIIa	Student can recognize appropriate participation as a performing ensemble member. GPS MMSBC.7 MU:Cn10.0.E.8a	Student can describe appropriate participation as a performing ensemble member. GPS MMSBC.7 MU:Cn10.0.E.Ia	Student can participate appropriately as a performing ensemble member. GPS MMSIC.7 MU:Cn10.0.E.IIa	Student can differentiate and participate appropriately performing ensemble member. GPS M8AC7 MU:Cn10.0.E.IIIa

26

CHORUS COMPETENCIES GRADES 9-12

27

HENRY COUNTY PERFORMING ARTS COMPETENCIES

2. Perform appropriate music literature at an accomplished level. GPS MHSBC.2 GPS MHSIC.2 GPS MHSAC.2 GPS MHSMC.2 MU:Pr4.1.E.8a MU:Pr4.1.E.Ia MU:Pr4.1.E.IIa MU:Pr4.1.E.IIIa	<p>Students can recall the necessary skills to perform appropriate music literature at an accomplished level.</p> <p>GPS MHSBC.2</p> <p>MU:Pr4.1.E.8a</p>	<p>Student can execute the necessary techniques to perform appropriate music literature at an accomplished level.</p> <p>GPS MHSIC.2</p> <p>MU:Pr4.1.E.Ia</p>	<p>Student can perform appropriate music literature at an accomplished level.</p> <p>GPS MHSAC.2</p> <p>MU:Pr4.1.E.IIa</p>	<p>Students can critique and evaluate music literature at an accomplished level.</p> <p>GPS MHSMC.2</p> <p>MU:Pr4.1.E.IIIa</p>
3. Use music as an effective means of expression both as a listener and performer. GPS MHSBC.6 GPS MHSIC.6 GPS MHSAC.6 GPS MHSMC.6 MU:Pr4.3.E.8a MU:Pr4.3.E.Ia MU:Pr4.3.E.IIa, IIIa	<p>Students can recognize means of expression in music both as a listener and a performer.</p> <p>GPS MHSBC.6</p> <p>MU:Pr4.3.E.8a</p>	<p>Students can explain how to use music as an effective means of expression both as a listener and a performer.</p> <p>GPS MHSIC.6</p> <p>MU:Pr4.3.E.Ia</p>	<p>Students can utilize effective means of expression both as a listener and a performer.</p> <p>GPS MHSAC.6</p> <p>MU:Pr4.3.E.II</p>	<p>Students can critique and analyze musical expressiveness as a listener and performer.</p> <p>GPS MHSMC.6</p> <p>MU:Pr4.3.E.IIIa</p>

Competency 2. Music Literacy: The student can perform solo, in small group, and large ensemble while playing in different genres and variety of historical pieces.

1. Classify music by genre, style, historical period, and cultural relevance.
2. Recognize and identify elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary.
3. Identify, associate and perform music vocabulary appropriately.
4. Analyze and evaluate music using appropriate terms and musical language.

30

HENRY COUNTY PERFORMING ARTS COMPETENCIES

vocabulary. GPS MHSBC.3 GPS MHSIC.3 GPS MHSAC.3 GPS MHSMC.3				
MU:Pr6.1.E.8a MU:Pr6.1.E.Ia MU:Pr6.1.E.IIa MU:Pr6.1.E.IIIa	GPS MHSBC.3 MU:Pr6.1.E.8a	GPS MHSIC.3 MU:Pr6.1.E.Ia	GPS MHSAC.3 MU:Pr6.1.E.IIa	GPS MHSMC.3 MU:Pr6.1.E.IIIa
3. Identify, associate and perform music vocabulary appropriately. GPS MHSBC.1, 2, 3 GPS MHSIC.1, 2, 3 GPS MHSAC.1, 2, 3 GPS MHSMC.1, 2, 3 MU:Re7.1.8a MU:Re7.2.8a MU:Re8.1.8a MU:Re7.1.E.Ia MU:Re7.2.E.Ia MU:Re8.1.E.Ia MU:Re7.1.E.IIa MU:Re7.2.E.IIa MU:Re8.1.E.IIa MU:Re7.1.E.IIIa MU:Re7.2.E.IIIa	Students can recognize and recall appropriate music vocabulary. GPS MHSBC.1 GPS MHSBC.2 GPS MHSBC.3 MU:Re7.1.8a MU:Re7.2.8a MU:Re8.1.8a	Students can define and explain appropriate music vocabulary. GPS MHSIC.1 GPS MHSIC.2 GPS MHSIC.3 MU:Re8.1.8a MU:Re7.1.E.Ia MU:Re7.2.E.Ia	Students can interpret and perform appropriate music vocabulary. GPS MHSAC.1 GPS MHSAC.2 GPS MHSAC.3 MU:Re7.1.E.IIa MU:Re7.2.E.IIa MU:Re8.1.E.IIa	Students can perform and assess the appropriate use of music vocabulary. GPS MHSMC.1 GPS MHSMC.2 GPS MHSMC.3 MU:Re7.1.E.IIIa MU:Re7.2.E.IIIa MU:Re8.1.E.IIIa

<p>Competency 3. Professionalism: The student can perform with appropriate concert behavior, décor, and etiquette in various musical venues and settings.</p> <p>Performance Indicators (The Student can):</p> <ol style="list-style-type: none"> 1. Participate appropriately as a performing ensemble member. 2. Demonstrate appropriate concert behavior, décor, and etiquette in various musical venues or settings.
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HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicators Scoring Criteria for Competency 3				
PROFESSIONALISM	Emerging	Progressing	Competency	Exemplary
1. Participate appropriately as a performing ensemble member. GPS MHSBC.7 GPS MHSIC.7 GPS MHSAC.7 GPS MHSMS.7 MU:Cn10.0.E.8a MU:Cn10.0.E.Ia, IIa,IIIa	Student can recognize appropriate participation as a performing ensemble member. GPS MHSBC.7 MU:Cn10.0.E.8a	Student can describe appropriate participation as a performing ensemble member. GPS MHSIC.7 MU:Cn10.0.E.Ia	Student can participate appropriately as a performing ensemble member. GPS MHSAC.7 MU:Cn10.0.E.IIa	Student can differentiate and participate appropriately performing ensemble member. GPS MHSMS.7 MU:Cn10.0.E.IIIa
2. Demonstrate appropriate concert behavior, décor, and etiquette in various musical venues or settings. GPS MHSBC.8, 9 GPS MHSIC.8, 9 GPS MHSAC.8, 9 GPS MHSMC.8, 9 MU:Cn11.0.E.8a MU:Cn11.0.E.Ia, IIa, IIIa	Students can define and describe appropriate concert behavior, décor, and etiquette in various musical venues or settings. GPS MHSBC.8 GPS MHSBC.9 MU:Cn11.0.E.8a	Students can classify and summarize appropriate concert behavior, décor, and etiquette in various musical venues or settings. GPS MHSIC.8 GPS MHSIC.9 MU:Cn11.0.E.Ia	Students can demonstrate appropriate concert behavior, décor, and etiquette in various musical venues or settings. GPS MHSAC.8 GPS MHSAC.9 MU:Cn11.0.E.IIa	Students can compare, contrast, and evaluate appropriate concert behavior, décor, and etiquette in various musical venues or settings. GPS MHSMC.8 GPS MHSMC.9 MU:Cn11.0.E.IIIa

HENRY COUNTY PERFORMING ARTS COMPETENCIES

ORCHESTRA COMPETENCIES GRADES 6-8

Competency 1. Performing: The student can perform with proper tone, expression, pitch, rhythmic accuracy, dynamics, and articulation.				
Performance Indicators (The student can):				
<ol style="list-style-type: none"> 1. Produce consistent characteristic tone as an instrumental performer. 2. Perform appropriate music literature at an accomplished level. 3. Use music as an effective means of expression both as a listener and performer. 4. Perform accurately and expressively, with self-evaluation and personal interpretation. 				
Performance Indicators Scoring Criteria for Competency 1				
PERFORMANCE	Emerging	Progressing	Competency	Exemplary
1. Produce consistent characteristic tone as an instrumental performer. GPS MMSBO.1 GPS MMSIO.1 GPS MMSAO.1 MU:Pr4.2.E.8a MU:Pr4.2.E.Ia MU:Pr4.2.E.IIa MU:Pr4.2.E.IIIa	Students can recall or demonstrate the fundamentals of proper tone in individual and ensemble performances. GPS MMSBO.1 MU:Pr4.2.E.8a	Students can identify and demonstrate the fundamentals of proper tone in individual and ensemble performances. GPS MMSBO.1 MU:Pr4.2.E.Ia	Students can consistently categorize and demonstrate the fundamentals of proper tone in individual and ensemble performances. GPS MMSIO.1 MU:Pr4.2.E.IIa	Students can constantly model and evaluate the fundamentals of proper tone in individual and ensemble performances. GPS MMSAO.1 MU:Pr4.2.E.IIIa
2. Perform appropriate music literature at an accomplished level. GPS MMSBO.1 GPS MMSIO.1 GPS MMSAO.1 MU:Pr4.1.E.8a MU:Pr4.1.E.Ia MU:Pr4.1.E.IIa	Students can recall the necessary skills to perform appropriate music literature at an accomplished level. GPS MMSBO.1	Student can execute the necessary techniques to perform appropriate music literature at an accomplished level. GPS MMSBO.1	Student can perform appropriate music literature at an accomplished level. GPS MMSIO.1	Students can critique and evaluate music literature at an accomplished level. GPS MMSAO.1

35

1. Classify music by genre, style, historical period, and cultural relevance
2. Recognize and identify elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary.
3. Identify, associate and perform music vocabulary appropriately.
4. Analyze and evaluate music using appropriate terms and musical language.

[illegible]

HENRY COUNTY PERFORMING ARTS COMPETENCIES

MU:Pr6.1.E.IIIa MU:Pr6.1.E.IIIb	MU:Pr6.1.E.8b	MU:Pr6.1.E.Ib	MU:Pr6.1.E.IIb	MU:Pr6.1.E.IIIb
MUSIC LITERACY	Emerging	Progressing	Competency	Exemplary
2. Recognize and identify elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary. GPS MMSBO.3 GPS MMSIO.3 GPS MMSAO.3 MU:Pr6.1.E.8a MU:Pr6.1.E.Ia MU:Pr6.1.E.IIa, IIIa	Student can recall elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary. GPS MMSBO.3 MU:Pr6.1.E.8a	Student can summarize elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary. GPS MMSBO.3 MU:Pr6.1.E.Ia	Student can recognize and identify elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary. GPS MMSIO.3 MU:Pr6.1.E.IIa	Student can implement elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary. GPS MMSAO.3 MU:Pr6.1.E.IIIa
3. Identify, associate and perform music vocabulary appropriately. GPS MMSBO.1, 2, 3 GPS MMSIO.1, 2, 3 GPS MMSIO.2, 3 GPS MMSAO.1, 2, 3 MU:Re7.1.8a MU:Re7.2.8a MU:Re8.1.8a MU:Re7.1.E.Ia, IIa, IIIa MU:Re7.2.E.Ia, IIa, IIIa MU:Re8.1.E.Ia, IIa, IIIa	Students can recognize and recall appropriate music vocabulary. GPS MMSBO.1 GPS MMSBO.2 GPS MMSBO.3 MU:Re7.1.8a MU:Re7.2.8a MU:Re8.1.8a	Students can define and explain appropriate music vocabulary. GPS MMSBO.1 GPS MMSBO.2 GPS MMSBO.3 MU:Re8.1.8a MU:Re7.1.E.Ia MU:Re7.2.E.Ia	Students can interpret and perform appropriate music vocabulary. GPS MMSIO.1 GPS MMSIO.2 GPS MMSIO.3 MU:Re7.1.E.IIa MU:Re7.2.E.IIa MU:Re8.1.E.IIa	Students can perform and assess the appropriate use of music vocabulary. GPS MMSAO.1 GPS MMSAO.2 GPS MMSAO.3 MU:Re7.1.E.IIIa MU:Re7.2.E.IIIa MU:Re8.1.E.IIIa

HENRY COUNTY PERFORMING ARTS COMPETENCIES

HENRY COUNTY PERFORMING ARTS COMPETENCIES

MUSIC LITERACY	Emerging	Progressing	Competency	Exemplary
4. Analyze and evaluate music using appropriate terms and musical language. GPS MHSBO.6 GPS MHSBO.7 GPS MHSIO.6 GPS MHSIO.7 GPS MHSAO.6 GPS MHSAO.7 GPS MHSMO.6 GPS MHSMO.7	Students can recall and match music using appropriate terms and musical language.	Students can describe music using appropriate terms and musical language.	Student can analyze and evaluate music using appropriate terms and musical language.	Student can construct and create music using appropriate terms and musical language.
MU:Re9.1.E.8a MU:Re9.1.E.Ia MU:Re9.1.E.IIa MU:Re9.1.E.IIIa	GPS MHSBO.6 GPS MHSBO.7 MU:Re9.1.E.8a	GPS MHSIO.6 GPS MHSIO.7 MU:Re9.1.E.Ia	GPS MHSAO.6 GPS MHSAO.7 MU:Re9.1.E.IIa	GPS MHSMO.6 GPS MHSMO.7 MU:Re9.1.E.IIIa

41

HENRY COUNTY PERFORMING ARTS COMPETENCIES

ORCHESTRA COMPETENCIES GRADES 9-12

Competency 1. Performing: The student can perform with proper tone, expression, pitch, rhythmic accuracy, dynamics, and articulation.				
Performance Indicators (The student can): 1. Produce consistent characteristic tone as an instrumental performer. 2. Perform appropriate music literature at an accomplished level. 3. Use music as an effective means of expression both as a listener and performer. 4. Perform accurately and expressively, with self-evaluation and personal interpretation.				
Performance Indicators Scoring Criteria for Competency 1				
Performance Indicators	Emerging	Progressing	Competency	Exemplary
1. Produce consistent characteristic tone as a vocal or instrumental performer. GPS MHSBO.1 GPS MHSIO.1 GPS MHSOA.1 GPS MHSMO.1 MU:Pr4.2.E.8a MU:Pr4.2.E.Ia, IIa,III	Students can recall or demonstrate the fundamentals of proper tone in individual and ensemble performances. GPS MHSBO.1 MU:Pr4.2.E.8a	Students can identify and demonstrate the fundamentals of proper tone in individual and ensemble performances. GPS MHSIO.1 MU:Pr4.2.E.Ia	Students can consistently categorize and demonstrate the fundamentals of proper tone in individual and ensemble performances. GPS MHSOA.1 MU:Pr4.2.E.IIa	Students can constantly model and evaluate the fundamentals of proper tone in individual and ensemble performances. GPS MHSMO.1 MU:Pr4.2.E.IIIa
2. Perform appropriate music literature at an accomplished level. GPS MHSBO.2 GPS MHSIO.2 GPS MHSOA.2 GPS MHSMO.2 MU:Pr4.1.E.8a MU:Pr4.1.E.Ia, IIa,IIIa	Students can recall the necessary skills to perform appropriate music literature at an accomplished level. GPS MHSBO.2 MU:Pr4.1.E.8a	Student can execute the necessary techniques to perform appropriate music literature at an accomplished level. GPS MHSIO.2 MU:Pr4.1.E.Ia	Student can perform appropriate music literature at an accomplished level. GPS MHSOA.2 MU:Pr4.1.E.IIa	Students can critique and evaluate music literature at an accomplished level. GPS MHSMO.2 MU:Pr4.1.E.IIIa

HENRY COUNTY PERFORMING ARTS COMPETENCIES

3. Use music as an effective means of expression both as a listener and performer. GPS MHSBO.6 GPS MHSIO.6 GPS MHSAO.6 GPS MHSMO.6 MU:Pr4.3.E.8a MU:Pr4.3.E.Ia, IIa,IIIa	<p>Students can recognize means of expression in music both as a listener and a performer.</p> <p>GPS MHSBO.6</p> <p>MU:Pr4.3.E.8a</p>	<p>Students can explain how to use music as an effective means of expression both as a listener and a performer.</p> <p>GPS MHSIO.6</p> <p>MU:Pr4.3.E.Ia</p>	<p>Students can utilize effective means of expression both as a listener and a performer.</p> <p>GPS MHSAO.6</p> <p>MU:Pr4.3.E.IIa</p>	<p>Students can critique and analyze musical expressiveness as a listener and performer.</p> <p>GPS MHSMO.6</p> <p>MU:Pr4.3.E.IIIa</p>
4. Perform accurately and expressively, with self-evaluation and personal interpretation. GPS MHSBO.7 GPS MHSIO.7 GPS MHSAO.7 GPS MHSMO.7 MU:Pr5.1.E.8a MU:Pr5.1.E.Ia MU:Pr5.1.E.IIa MU:Pr5.1.E.IIIa	<p>Students can recognize, describe, and recall accurate and expressive performances with personal interpretation.</p> <p>GPS MHSBO.7</p> <p>MU:Pr5.1.E.8a</p>	<p>Students can, categorize, and explain accurate and expressive performances with personal interpretation.</p> <p>GPS MHSIO.7</p> <p>MU:Pr5.1.E.Ia</p>	<p>Students can prepare and demonstrate expressive performances with personal interpretation.</p> <p>GPS MHSAO.7</p> <p>MU:Pr5.1.E.IIa</p>	<p>Students can examine, and critique expressive performances with personal interpretation.</p> <p>GPS MHSMO.7</p> <p>MU:Pr5.1.E.IIIa</p>

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Competency 2. Music Literacy: The student can perform solo, in small group, and large ensemble while playing in different genres and variety of historical pieces.

Performance Indicators (The Student can):

1. Classify music by genre, style, historical period, and cultural relevance
2. Recognize and identify elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary.
3. Identify, associate and perform music vocabulary appropriately.
4. Analyze and evaluate music using appropriate terms and musical language.

Performance Indicators Scoring Criteria for Competency 2

MUSIC LITERACY	Emerging	Progressing	Competency	Exemplary
1. Classify music by genre, style, historical period, and cultural relevance. GPS MHSBO.8,9 GPS MHSIO.8,9 GPS MHSAO.8,9 GPS MHSMO.8,9 MU:Pr6.1.E.8a, 8b MU:Pr6.1.E.Ia, IIa, IIIa MU:Pr6.1.E.Ib, IIb, IIIb	Students can match music by genre, style, historical period and cultural relevance. GPS MHSBO.8 GPS MHSBO.9 MU:Pr6.1.E.8a MU:Pr6.1.E.8b	Students can identify music by genre, style, historical period and cultural relevance. GPS MHSIO.8 GPS MHSIO.9 MU:Pr6.1.E.Ia MU:Pr6.1.E.Ib	Students can classify, and differentiate music by genre, style, historical period and cultural relevance GPS MHSAO.8 GPS MHSAO.9 MU:Pr6.1.E.IIa MU:Pr6.1.E.IIb	Students can critique and construct music by genre, style, historical period and cultural relevance. GPS MHSMO.8 GPS MHSMO.9 MU:Pr6.1.E.IIIa MU:Pr6.1.E.IIIb
2. Recognize and identify elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary. GPS MHSBO.3 GPS MHSIO.3	Student can recall elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary. GPS MHSBO.3	Student can summarize elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary. GPS MHSIO.3	Student can recognize and identify elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary. GPS MHSAO.3	Student can implement elements of pitch, rhythm, dynamics, and articulation using appropriate music vocabulary. GPS MHSMO.3

HENRY COUNTY PERFORMING ARTS COMPETENCIES

GPS MHSAO.3 GPS MHSMO.3 MU:Pr6.1.E.8a MU:Pr6.1.E.Ia, IIa, IIIa	MU:Pr6.1.E.8a	MU:Pr6.1.E.Ia	MU:Pr6.1.E.IIa	MU:Pr6.1.E.IIIa
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3. Identify, associate and perform music vocabulary appropriately. GPS MHSBO.1, 2, 3 GPS MHSIO.1, 2, 3 GPS MHSAO.1, 2, 3 GPS MHSMO.1,2, 3 MU:Re7.1.8a, 7.2.8a MU:Re8.1.8a MU:Re7.1.E.Ia, 7.2.Ia MU:Re8.1.E.Ia, IIa, IIIa MU:Re7.1.E.IIa, IIIa MU:Re7.2.E.IIa, IIIa	Students can recognize and recall appropriate music vocabulary. GPS MHSBO.1 GPS MHSBO.2 GPS MHSBO.3 MU:Re7.1.8a MU:Re7.2.8a MU:Re8.1.8a	Students can define and explain appropriate music vocabulary. GPS MHSIO.1 GPS MHSIO.2 GPS MHSIO.3 MU:Re8.1.8a MU:Re7.1.E.Ia MU:Re7.2.E.Ia	Students can interpret and perform appropriate music vocabulary. GPS MHSAO.1 GPS MHSAO.2 GPS MHSAO.3 MU:Re7.1.E.IIa MU:Re7.2.E.IIa MU:Re8.1.E.IIa	Students can perform and assess the appropriate use of music vocabulary. GPS MHSMO.1 GPS MHSMO.2 GPS MHSMO.3 MU:Re7.1.E.IIIa MU:Re7.2.E.IIIa MU:Re8.1.E.IIIa
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HENRY COUNTY PERFORMING ARTS COMPETENCIES

MUSIC LITERACY	Emerging	Progressing	Competency	Exemplary
4. Analyze and evaluate music using appropriate terms and musical language. GPS MHSBO.6 GPS MHSBO.7 GPS MHSIO.6 GPS MHSIO.7 GPS MHSAO.6 GPS MHSAO.7 GPS MHSMO.6 GPS MHSMO.7	Students can recall and match music using appropriate terms and musical language.	Students can describe music using appropriate terms and musical language.	Student can analyze and evaluate music using appropriate terms and musical language.	Student can construct and create music using appropriate terms and musical language.
MU:Re9.1.E.8a MU:Re9.1.E.Ia MU:Re9.1.E.IIa MU:Re9.1.E.IIIa	GPS MHSBO.6 GPS MHSBO.7 MU:Re9.1.E.8a	GPS MHSIO.6 GPS MHSIO.7 MU:Re9.1.E.Ia	GPS MHSAO.6 GPS MHSAO.7 MU:Re9.1.E.IIa	GPS MHSMO.6 GPS MHSMO.7 MU:Re9.1.E.IIIa

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Competency 3. Professionalism: The student can perform with appropriate concert behavior, décor, and etiquette in various musical venues and settings.

Performance Indicators (The student can):

3. Participate appropriately as a performing ensemble member.
4. Demonstrate appropriate concert behavior, décor, and etiquette in various musical venues or settings.

Performance Indicators Scoring Criteria for Competency 3

PROFESSIONALISM	Emerging	Progressing	Competency	Exemplary
1. Participate appropriately as a performing ensemble member. GPS MHSBO.7 GPS MHSIO.7 GPS MHSAO.7 GPS MHSMO.7 MU:Cn10.0.E.8a MU:Cn10.0.E.Ia MU:Cn10.0.E.IIa MU:Cn10.0.E.IIIa	Student can recognize appropriate participation as a performing ensemble member. GPS MHSBO.7 MU:Cn10.0.E.8a	Student can describe appropriate participation as a performing ensemble member. GPS MHSIO.7 MU:Cn10.0.E.Ia	Student can participate appropriately as a performing ensemble member. GPS MHSAO.7 MU:Cn10.0.E.IIa	Student can differentiate and participate appropriately performing ensemble member. GPS MHSMO.7 MU:Cn10.0.E.IIIa

48

HENRY COUNTY PERFORMING ARTS COMPETENCIES

THEATRE ARTS COMPETENCIES GRADES 6-8

Artistic Process Competency 1: Creating – The Student conceives and develops new artistic ideas and work.

Performance Indicators (The student can):

1. Create improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history (#1)
2. Design and develop environments for improvised and scripted scene (#3)
3. Compare and incorporate art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms (#6)

Performance Indicator Scoring Criteria for Competency 1

Performance Indicators	Emerging	Progressing	Competent	Exemplary
1. Create improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history	a) Students individually and in groups, create characters, environments, and actions that create tension and suspense b) Students refine and record dialogue and action.	a. Classifies different techniques of storytelling b. Utilizes improvisation techniques to generate script ideas	a. Develops scripts by adapting appropriate ideas from personal experiences, literature and/or other forms of print media	a. Identifies and articulates the elements and structure of drama in the scriptwriting process b. Incorporates the steps of the writing process into script writing process

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicator	Emerging	Progressing	Competent	Exemplary
2. Design and develop environments for improvised and scripted scene (#3)	<p>a) Students explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama</p> <p>b) Students analyze improvised and scripted scenes for technical requirements</p>	<p>a) Students analyze improvised and scripted scenes for technical requirements</p> <p>b) Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources</p>	<p>a) Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character.</p>	<p>a. Applies the technical elements of theatre</p> <p>b. Utilizes available resources to plan for and support theatre activities</p> <p>c. Designs and creates scenery, props, costumes, lighting, and sound/music for theatre</p> <p>d. Develops a management plan for incorporating technical elements of theatre</p> <p>e. Incorporates artistic and technical elements into a theatre production</p>
3. Compare and incorporate art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms (#6)	<p>a) Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts</p>	<p>a) Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes</p>	<p>a) Students express and compare personal reactions to several art forms</p> <p>b) Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts.</p>	<p>a. Analyzes and explains common themes, content, and structure among theatre and other disciplines</p> <p>b. Compares theatre and media presentations to human experiences</p> <p>c. Incorporates multi-disciplinary aspects into theatre productions</p> <p>d. Uses recurring cultural motifs and social themes as a basis for theatre presentations</p>

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Artistic Process Competency 2: Performing : The students realizes artistic ideas and works through interpretation and presentation.

Performance Indicators (The student can):

1. Develop basic acting skills to portray characters who interact in improvised and scripted scenes
2. Direct by organizing rehearsals for improvised and scripted scenes

Performance Indicators Scoring Criteria for Competency 2

Performance Indicator	Emerging	Progressing	Competent	Exemplary
1. Develop basic acting skills to portray characters who interact in improvised and scripted scenes	a) Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people	a) Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices	a) Students in an ensemble, interact as the invented characters	a. Analyzes character development within the theatrical contexts b. Demonstrates the physical, emotional, vocal, and social dimensions of a character c. Analyzes character motivation and behavior d. Compares the relationships and interactions between characters

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicator	Emerging	Progressing	Competent	Exemplary
2. Direct by organizing rehearsals for improvised and scripted scenes	a) Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills.	a. Assumes the role and responsibilities of the director	a. Collaborates with others to create a production timeline b. Delegates and assigns responsibilities for completion of tasks	a. Identifies, assumes, and demonstrates leadership skills b. Communicates concepts and ideas

Artistic Process Competency 3: Responding: The student understands and evaluates how the arts convey meaning.

Performance Indicators (The student can):

1. Analyze, evaluate, and construct meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions

Performance Indicator Scoring Criteria for Competency 3				
Performance Indicator	Emerging	Progressing	Competent	Exemplary
1. Analyze, evaluate, and construct meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions	a) Students describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic	a) Students articulate and support the meanings constructed from their and others' dramatic performances b) Students use articulated criteria to describe, analyze,	a) Students describe and evaluate the perceived effectiveness of students' contributions to the collaborative process of developing improvised and	a. Recognizes the role of dramatic criticism in media production b. Summarizes the role and responsibility of the audience as an integral part of media productions c. Utilizes specific criteria to articulate

HENRY COUNTY PERFORMING ARTS COMPETENCIES

	performances	and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances	scripted scenes.	dramatic criticism d. Applies principles of dramatic criticism as both an audience member and participant e. Implements appropriate changes based on dramatic criticism
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Artistic Process Competency 4: Connecting: The student relates artistic ideas and work with personal meaning and external context.

Performance Indicators (The student can):

1. Understand context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures

Performance Indicators Scoring Criteria for Competency 4

Performance Indicator	Emerging	Progressing	Competent	Exemplary
1. Understand context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures	a) Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture	a) Students explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media	a) Students analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures b) Students explain how culture affects the content and production values of dramatic performances c) Students explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking,	a. Describes theatre's role in the development of global communication b. Compares and contrasts historic theatre forms with contemporary media productions c. Identifies and describes recurring cultural motifs and social themes present in a variety of theatre and media presentations d. Researches and describes cultures that influenced American theatre e. Discusses theatre's role in

HENRY COUNTY PERFORMING ARTS COMPETENCIES

			sympathy, and empathy apply in theatre and daily life.	reflecting the culture of a society
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HENRY COUNTY PERFORMING ARTS COMPETENCIES

THEATRE ARTS COMPETENCIES GRADES 9-12

Artistic Process Competency 1: Creating – The Student conceives and develops new artistic ideas and work.

Performance Indicators (The student can):

1. Write scripts through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history (GPS TAHSFTI.2: Developing scripts through improvisation and other theatrical methods) National Standard 1
2. Design and produce by conceptualizing and realizing artistic interpretations for informal or formal productions (GPS TAHSFTI.4: Designing and executing artistic and technical elements of theatre) National Standard 3
3. Compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms (GPS TAHSFTI.7: Integrating various art forms, other content areas, and life experiences to create theatre) National Standard 6

Performance Indicators Scoring Criteria Graduation Competency 1

Performance Indicators	Emerging	Progressing	Competent	Exemplary
1.. The student constructs script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	a. Classifies different techniques of storytelling b. Utilizes improvisation techniques to generate script ideas c. Develops scripts by adapting appropriate ideas from personal experiences, literature and/or other forms of print media d. Identifies and articulates the elements and structure of drama in the scriptwriting process e. Incorporates the steps of the writing process into script writing process	a. Critiques elements of dramatic structure b. Recognizes realistic and conventional speech patterns within dialogue or dramatic verse c. Identifies and distinguishes between stock and dynamic characters d. Lists the steps in the dramatic writing process e. Differentiates between drama and traditional literary writing f. Incorporates dramatic elements through improvisation	a. Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience	a. Students write theatre, film, television, or electronic media scripts in a variety of traditional and new forms that include original characters with unique dialogue that motivates action.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicators	Emerging	Progressing	Competent	Exemplary
2. The student designs and produces by conceptualizing and realizing artistic interpretations for informal or formal productions through the application of technical skills, collaborations, analysis of the various perspective of dramatic texts, visual and aural elements to support the text, and coherent stage management.	a. Applies the technical elements of theatre b. Utilizes available resources to plan for and support theatre activities c. Designs and creates scenery, props, costumes, lighting, and sound/music for theatre d. Develops a management plan for incorporating technical elements of theatre e. Incorporates artistic and technical elements into a theatre production	a. Identifies and defines the various roles of production personnel (sound/lighting, set, scenic, costume, makeup, marketing and business aspects) b. Recognizes and applies the basic elements and procedures involved in the construction of props, scenery, and platforms.	a. Students explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup) b) Students analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements c) Students develop designs that use visual and aural elements to convey environments that clearly support the text d) Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup e) Students design coherent stage management, promotional, and business plans	a. Students explain how scientific and technological advances have impacted set, light, sound, and costume design and implementation for theatre, film, television, and electronic media productions b) Students collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions c) Students safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions d) Students create and reliably implement production schedules, stage management plans, promotional ideas, and business and front of house procedures for informal and formal theatre, film, television, or electronic media productions.

Performance Indicators	Emerging	Progressing	Competent	Exemplary
3. The student compares and	a. Analyzes and explains	a. Identifies the various	a) Students describe and compare	a) Students compare the interpretive

HENRY COUNTY PERFORMING ARTS COMPETENCIES

integrates art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.	common themes, content, and structure among theatre and other disciplines b. Compares theatre and media presentations to human experiences c. Incorporates multi-disciplinary aspects into theatre productions d. Uses recurring cultural motifs and social themes as a basis for theatre presentations	art forms which may be integrated into theatre (e.g., dance, music, visual arts, graphic arts, and electronic media) b. Integrates various art forms into a cohesive theatre performance c. Recognizes the arts as an effort to interpret and intensify experiences	the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts b) Students determine how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre c) Students illustrate the integration of several arts media in informal presentations	and expressive natures of several art forms in a specific culture or historical period b) Students compare the unique interpretive and expressive natures and aesthetic qualities of traditional arts from various cultures and historical periods with contemporary new art forms (such as performance art) c) Students integrate several arts and/or media in theatre, film, television, or electronic media productions.
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HENRY COUNTY PERFORMING ARTS COMPETENCIES

Artistic Process Competency 2: Performing : The students realizes artistic ideas and works through interpretation and presentation.

Performance Indicators (The student can):

1. Act by developing, communicating, and sustaining characters in improvisations and informal or formal productions (GPS TAHSFTI.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments) National Standard #2
2. Direct by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions (GPS TAHSFTI.5: Directing by conceptualizing, organizing, and conducting rehearsals for performance) National Standard #4

Performance Indicators Scoring Criteria Graduation Competency 2

Performance Indicators	Emerging	Progressing	Competent	Exemplary
1. The student acts by developing, communicating and sustaining roles within a variety of situation and environments.	a. Analyzes character development within the theatrical contexts b. Demonstrates the physical, emotional, vocal, and social dimensions of a character c. Analyzes character motivation and behavior d. Compares the relationships and interactions between characters	a. Investigates mental and emotional methods of actor preparation b. Observes and incorporates details of common human activity c. Demonstrates awareness of verbal elements of acting (e.g., voice, breathing) d. Demonstrates non-verbal elements of acting (e.g., posture, facial expression, physical movement)	a) Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media b) Students compare and demonstrate various classical and contemporary acting techniques and methods c) Students in an ensemble, create and sustain characters that communicate with audiences	a) Students demonstrate artistic discipline to achieve an ensemble in rehearsal and performance b) Students create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicators	Emerging	Progressing	Competent	Exemplary
2. The Student directs by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions (GPS TAHSFTI.5: Directing by conceptualizing, organizing, and conducting rehearsals for performance)	a. Assumes the role and responsibilities of the director b. Collaborates with others to create a production timeline c. Delegates and assigns responsibilities for completion of tasks d. Identifies, assumes, and demonstrates leadership skills e. Communicates concepts and ideas	a. Analyzes the various aspects of directing b. Recognizes directorial choices in performance c. Describes the need for script analysis and concept development d. Applies the process of directorial management	a) Students develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting b) Students justify selections of text, interpretation, and visual and aural artistic choices c) Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes	a) Students explain and compare the roles and interrelated responsibilities of the various personnel involved in theatre, film, television, and electronic media productions b) Students collaborate with designers and actors to develop aesthetically unified production concepts for informal and formal theatre, film, television, or electronic media productions c) Students conduct auditions, cast actors, direct scenes, and conduct production meetings to achieve production goals.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Artistic Process Competency 3: Responding: The student understands and evaluates how the arts convey meaning.

Performance Indicators (The student can):

1. Analyze, critique, and construct meanings from informal and formal theatre, film, television, and electronic media productions GPS TAHSFTI.1: Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media.) National Standard #7
2. Engage actively and appropriately as an audience member in theatre and other media experiences GPS TAHSFTI.11:

Performance Indicators Scoring Criteria Graduation Competency 3

Performance Indicators	Emerging	Progressing	Competent	Exemplary
1. The student analyzes, critiques, and constructs meanings from informal and formal theatre, film, television, and electronic media productions.	a. Investigates the experiences and ideas present in all forms of presentational media b. Analyzes the elements of drama present in theatrical experiences c. Identifies and articulates dramatic structure used in various forms of theatre d. Interprets meaning within various forms of theatrical experiences e. Connects dramatic literature and theatre presentations to the human experience f. Compares and contrasts various forms of theatre and other media	a. Critiques elements of theatrical conventions b. Generates and uses terminology and outline for critiquing theatre presentation c. Cites evidence of how theatre reflects life through universal themes d. Identifies stage terminology	a) Students construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate these to current personal, national, and international issues b) Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement c) Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices d) Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions	a) Students construct personal meanings from nontraditional dramatic performances b) Students analyze, compare, and evaluate differing critiques of the same dramatic texts and performances c) Students critique several dramatic works in terms of other aesthetic philosophies (such as the underlying ethos of Greek drama, French classicism with its unities of time and place, Shakespeare and romantic forms, India classical drama, Japanese kabuki, and others) d) Students analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicators	Emerging	Progressing	Competent	Exemplary
2. The student Engages actively and appropriately as an audience member in theatre and other media experiences .	a. Demonstrates appropriate audience behaviors	a. Demonstrates appropriate audience behaviors b. Articulates why the relationship between the audience and performers is critical to the success of the production	a. Demonstrates appropriate audience behaviors b. Articulates why the relationship between the audience and performers is critical to the success of the production c. Examines how audience relationships differ with venue and performance type	a. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience b. Explains and demonstrates proper decorum as an audience member c. Explores and analyzes the —chemistry‖ between actor and audience

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Artistic Process Competency 4: Connecting: The student relates artistic ideas and work with personal meaning and external context.

Performance Indicators (The student can):

1. Understand context by analyzing the role of theatre, film, television, and electronic media in the past and the present (GPS TAHSFTI.8: Examining the roles of theatre as a reflection of past and present civilizations) National Standard #8
2. Compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms (GPS TAHSFTI.6: Researching cultural and historical information to support artistic choices) National Standard #6:
3. Explore the business of theatre. GPS TAHSFTI.9

Performance Indicators Scoring Criteria Graduation Competency 4

Performance Indicators	Emerging	Progressing	Competent	Exemplary
1. The student understands the context by analyzing the role of theatre, film, television and Electronic media in the past and the present.	a. Describes theatre's role in the development of global communication b. Compares and contrasts historic theatre forms with contemporary media productions c. Identifies and describes recurring cultural motifs and social themes present in a variety of theatre and media presentations d. Researches and describes cultures that influenced American theatre e. Discusses theatre's role in reflecting the culture of a society	a. Analyzes plays and dramas that are representative of historical periods b. Identifies and analyzes plays and dramas that are culturally diverse c. Recognizes historical events that have influenced the role of theatre d. Recognizes theatrical events that have impacted cultural development	a) Students compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts b) Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods c) Students identify cultural and historical sources of American theatre and musical theatre d) Students analyze the effect of their own cultural experiences on their dramatic work	a) Students analyze the social and aesthetic impact of underrepresented theatre and film artists b) Students analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods c) Students analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods and explain influences on contemporary theatre, film, television, and electronic media productions.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicators	Emerging	Progressing	Competent	Exemplary
2. The student compares and integrates art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms (GPS TAHSFTI.6: Researching cultural and historical information to support artistic choices)	a. Supports artistic choices with cultural and historical information d. Examines how culture is defined through theatre and other media	a. Defines the role of the dramaturge b. Applies the skills of the dramaturge to various scenes c. Interprets data for use in production	a. Explores the use of cultural and historical information in character development b. Examines research methods used by professional actors and actresses c. Implements meaningful research efforts in developing formal and informal theatre performances	a. Explores the relationship between research and theatrical production b. Engages in meaningful cultural and historical research to support formal or informal theatrical performance c. Develops and executes a presentation or lobby display that summarizes the impact of cultural and historical research on a theatrical production

Performance Indicators	Emerging	Progressing	Competent	Exemplary
3. The student explores the business of theatre.	a. Examines the needs and costs associated with a media production b. Identifies the marketing aspects of a theatre production c. Identifies and analyzes professions associated with media production d. Creates an evaluation plan to determine production effectiveness	a. Lists and defines the skill sets for the various theatre arts careers b. Charts the skills learned in theatre arts which transfer to the workplace c. Applies the business elements of a production (e.g., creating a portfolio or resume, printing, advertising, budgeting)	a. Examines how talent and training impact careers in acting b. Assesses the effectiveness of various strategies in pursuing an acting career c. Investigates how an actor's preparation might have an impact on career development outside the theatre community d. Determines and demonstrates effective audition etiquette and technique	a. Explores careers in theatre through participation in various production roles and activities b. Articulates how participation in theatre equips students for success in careers within and outside the theatre community c. Examines and critiques the structure and standard operating procedures of commercial, professional, amateur, and educational theatre organizations d. Researches and assesses career opportunities in theatre production and management e. Assesses the interrelated responsibilities of the various roles involved in production and management

HENRY COUNTY PERFORMING ARTS COMPETENCIES

DANCE GRADUATION COMPETENCIES 9-12

Artistic Process Competency 1: Performing : The students realizes artistic ideas and works through interpretation and presentation.

Performance Indicators (The student will):

1. Select, analyze, and interpret artistic work for presentation.
2. Develop and refine artistic technique and work for presentation.
3. Convey meaning through the presentation of artistic work and demonstrate, model and collaborate in the process.

GPS: DHS1CR.1 Demonstrates an understanding of creative/choreographic principles, processes, and structures; DHS1CR.2 Demonstrates an understanding of dance as a way to create and communicate meaning.

Performance Indicators Scoring Criteria Graduation Competency 1

Performance Indicator	Emerging	Progressing	Competent	Exemplary
1. The student will select, analyze, and interpret artistic work for presentation.	a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways	a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.	a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.	a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

<p>1. The student will select, analyze, and interpret artistic work for presentation. (cont.)</p>	<p>b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms at the same time. Work with and against rhythm of accompaniment or sound environments.</p> <p>c. Modulate dynamics to clearly express intent while performing dance choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.</p>	<p>b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance “in the moment.”</p> <p>c. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.</p>	<p>b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.</p> <p>c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.</p>	<p>b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.</p> <p>c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.</p>
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HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicators Scoring Criteria for Competency 1

Performance Indicators	Emerging	Progressing	Competent	Exemplary
2.The student will develop and refine artistic technique and work for presentation.	<p>a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.</p> <p>b. Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.</p> <p>c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time.</p>	<p>a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.</p> <p>b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals</p> <p>c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others. Articulate performance goals and justify reasons for selecting particular practice strategies.</p>	<p>a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.</p> <p>b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.</p> <p>c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.</p>	<p>a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.</p> <p>b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.</p> <p>c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.</p>

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicators Scoring Criteria for Competency 1

Performance Indicator	Emerging	Progressing	Competent	Exemplary
3.The student will convey meaning through the presentation of artistic work and demonstrate, model and collaborate in the process.	<p>a. Demonstrate leadership qualities when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances.</p> <p>b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.</p>	<p>a. Demonstrate leadership qualities when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance and production terminology.</p> <p>b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances</p>	<p>a. Demonstrate leadership qualities when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance and production terminology.</p> <p>b. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.</p>	<p>a. Demonstrate leadership qualities when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio that documents the rehearsal and performance process with fluency in professional dance and production terminology.</p> <p>b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.</p>

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Artistic Process Competency 2: Responding: The student understands and evaluates how the arts convey meaning.

Performance Indicators (The Student will):

1. Perceive and analyze artistic work.
2. Interpret intent and meaning in artistic work
3. Apply criteria to evaluate artistic work.

DHS1RE.1 Demonstrates critical and creative thinking in all aspects of dance.

Performance Indicator A Scoring Criteria Graduation Competency 2

Performance Indicators	Emerging	Progressing	Competent	Exemplary
1. Perceive and analyze artistic work.	a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent. b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.	a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent. b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.	a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance. b. Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.	a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography. b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicator Scoring Criteria Graduation Competency 2

Performance Indicator	Emerging	Progressing	Competent	Exemplary
2. The student will interpret intent and meaning in artistic work.	a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre-specific dance terminology	a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre-specific dance terminology.	a. Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre-specific dance terminology.	a. Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre-specific dance terminology.
3. Apply criteria to evaluate artistic work.	a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.	a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.	a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology	a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Artistic Process Competency 3: Connecting: The student relates artistic ideas and work with personal meaning and external context.

Performance Indicators (The student will):

1. Synthesize and relate knowledge and personal experiences to make art.
2. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

GPS: DHS1CO.1 Demonstrates and understands dance in various cultures and historical periods; DHS1CO.2 Recognizes connections between dance and wellness; DHS1CO.3 Integrates the use of technology and new media; DHS1CO.4 Demonstrates and understands dance as it relates to other areas of knowledge.

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicator A Scoring Criteria Graduation Competency 3

Performance Indicators	Emerging	Progressing	Competent	Exemplary
1. Synthesize and relate knowledge and personal experiences to make art.	<p>a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.</p> <p>b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.</p>	<p>a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.</p> <p>b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.</p>	<p>a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.</p> <p>b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.</p>	<p>a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.</p> <p>b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.</p>

HENRY COUNTY PERFORMING ARTS COMPETENCIES

Performance Indicator B Scoring Criteria Graduation Competency 3

Performance Indicators	Emerging	Progressing	Competent	Exemplary
2. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people	. a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.	a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, an artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate	a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.