

PROFICIENCY IN MUSIC

Students wishing to use MUSIC to demonstrate proficiency in the Fine Arts Standard, as required by the Rhode Island Board of Regents, must demonstrate by performance and/or portfolio of evidence, achievement from at least two of the following domains: Performing, Creating and Responding. One of the two must be Performing. Students do not have to achieve proficiency in all three areas, but must achieve the Proficient standard or higher in enough areas to balance any below standard areas. **Proficiency must be demonstrated by a body of evidence, not a single assignment or activity.** The proficient standard for each of the domains includes:

CREATING	
Proficiency required for high school graduation*	<p>The Student:</p> <p>(C1) Improvising melodies, variations and accompaniments as demonstrated by</p> <ul style="list-style-type: none"> • Improvising rhythmic and melodic variations in various meters and tonalities • Improving stylistically appropriate harmony to given melodies • Improving melodies over given chord progressions, each in a consistent style, meter and tonality <p>(C2) Composing and/or arranging music within specified guidelines as demonstrated by</p> <ul style="list-style-type: none"> • Composing music in several distinct styles • Arranging pieces for voices or instruments other than those for which the pieces were written
Suggested Evidence**	Evidence of creating such as scores (electronic or traditional), recordings with documentation, examples of improvisation (see performance evidence).
PERFORMING	
Proficiency required for high school graduation*	<p>The Student:</p> <p>(P1) Performing alone and with others a varied repertoire of music, including music of diverse genres, using</p> <ul style="list-style-type: none"> • Appropriate expression and technical accuracy • Well developed solo, small, and large ensemble skills <p>(P2) Showing evidence of music literacy by</p> <ul style="list-style-type: none"> • Demonstrating the ability to read an instrumental or vocal score by describing how the elements of music are used • Showing evidence of music literacy by sight reading music at an appropriate level
Suggested Evidence**	Evidence of performing/performances (P1) such as videotape, documented audio tape, printed programs, a live performance, adjudication documentation (all state audition or solo ensemble festival) AND written work, marked scores or other documentation of score reading (P2)

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RESPONDING	
Proficiency required for high school graduation*	<p>The Student:</p> <p>(R1) Listening to, analyzing and describing music as demonstrated by</p> <ul style="list-style-type: none">Analyzing aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devicesDemonstrating extensive knowledge of the technical vocabulary of musicIdentifying and explaining compositional devices and techniques used to provide unity and variety and tension and release in a musical work and gives examples of other works that make similar uses of these devices and techniques <p>(R2) Evaluating music and music performances as demonstrated by</p> <ul style="list-style-type: none">Identifying specific music elements for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and/or improvisations and apply this criteria to their personal participation in musicEvaluating performances, compositions, arrangements and/or improvisations by comparing it to similar or exemplary models <p>(R3) Understanding the relationships between music, the other arts, and disciplines outside the arts as demonstrated by</p> <ul style="list-style-type: none">Explaining how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examplesComparing characteristics of two or more arts within a particular historical period or styleExplaining ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music <p>(R4) Understanding music in relation to history and culture as demonstrated by</p> <ul style="list-style-type: none">Classifying and explaining representative aural examples of unfamiliar music, including American works, by genre or style and historical period or culture and identifying well-known musicians/artists associated with them.Identifying and describing the various roles of musicians and citing representative individuals who function in each role.
Suggested Evidence**	Evidence of responding such as concert reviews and evaluations, self critiques, journals, results of formal assessments, oral presentations.

*For details and 'levels' needed when analyzing student portfolios and evidence, please refer to the [\[music rubric\]](#).

** The body of evidence, or portfolio, that a student would present for music proficiency would need to be comprehensive and include multiple forms of documented evidence as indicated in each domain's specific rubric. The body of evidence could be collected over a period of time and include evidence from outside formal school settings and/or examples from earlier years in school. For examples, please refer to the [\[student portfolio\]](#) and [\[Music Scoring Sheet\]](#)