

**Strand: Interpretation Elements**

**Topic: Vocal Music**

**Learning Goal:** The student will develop, explain and perform with proper Interpretation Elements

		<b>Sample Activities</b>
<b>Score 4.0</b>	In addition to Score 3.0, I can apply Interpretation Elements on a daily basis, can teach others how to sing with proper Interpretation Elements and I can go above and beyond what was taught.	<ul style="list-style-type: none"> <li>• Teach others during sectionals</li> <li>• Apply Interpretation Elements to all rehearsals</li> <li>• Apply Interpretation Elements to all performances (formal and informal)</li> <li>• Use Interpretation Elements in other settings</li> </ul>
<b>Score 3.0</b>	<p>I can apply my knowledge of Interpretation Elements during a performance</p> <ul style="list-style-type: none"> <li>• Consistently perform with correct:                             <ul style="list-style-type: none"> <li>○ Phrasing</li> <li>○ Dynamics</li> <li>○ Word &amp; Syllabic Stress</li> <li>○ Style</li> </ul> </li> </ul> <p>I exhibit no major errors or omissions</p>	<ul style="list-style-type: none"> <li>• Concert</li> <li>• MSVMA Performances</li> <li>• Reading text</li> </ul>
<b>Score 2.0</b>	<p>I understand the terminology and am in the beginning stages of applying what I know during rehearsals.</p> <ul style="list-style-type: none"> <li>• recognize or recall specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ Phrasing</li> <li>○ Dynamics</li> <li>○ Word &amp; Syllabic Stress</li> <li>○ Style</li> </ul> </li> <li>• perform basic processes, such as:                             <ul style="list-style-type: none"> <li>○ Rehearse with Phrasing, Dynamics, Stress, &amp; Style</li> </ul> </li> </ul> <p>However, I need more rehearsal time and am not ready for a performance.</p>	<ul style="list-style-type: none"> <li>• Warm Ups with Interpretation elements</li> <li>• Rehearsal – Note Crunching</li> <li>• Sectionals – Note Crunching</li> <li>• Sight reading</li> <li>• Making &amp; identifying brave mistakes</li> </ul>
<b>Score 1.0</b>	With help, I understand some of the simpler details and how to demonstrate this skill.	
<b>Score 0.0</b>	Even with help, I do not yet understand and/or cannot yet demonstrate this skill	