

W.7.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

5. WHICH MUSIC STANDARD MADE THE GREATEST IMPACT ON YOU? CIRCLE IT AND EXPLAIN WHY?

Disciplinary Literacy: MLR A1: MUSIC DIFFICULTY: Students accurately perform music that includes changes of tempo, key, and meter; modeling proper posture and technique.

MLR A2: NOTATION AND TERMINOLOGY: Students apply accumulated knowledge of musical notation, symbols, and terminology to a musical performance.

MLR A3: LISTENING AND DESCRIBING: Students listen to and compare elements of music, including pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.

Creation, Performance, and Expression: MLR B1: STYLE: Students perform music of various styles and genres that includes changes of tempo, key and meter.

MLR B2: COMPOSITION: Students compare musical ideas expressed in their own compositions or the compositions of others.

Creative Problem-Solving: MLR C1: APPLICATION OF CREATIVE PROCESS: Students describe and apply creative-thinking skills that are part of the creative problem-solving process.

Aesthetics and Criticism: MLR D1:a: AESTHETICS AND CRITICISM:

6. THOUGHTS ABOUT THE CONCERT AND PRESENTATION:

7. FINAL THOUGHTS: WHAT WOULD YOU DO DIFFERENTLY? CHANGE? ADD?

Name (optional): _____