Huntington High School
Individual Art Assessment Pathway
(IAAP)

New York State Learning Standards for the ARTS

NEW YORK STATE EDUCATION DEPARTMENT

UNION FREE SCHOOL DISTRICT HUNTINGTON

Information and Process

Introduction

In January of 2015 the NYSED Board of Regents amended sections 100.2 and 100.5 of the Commissioner's Regulations to implement the 4+1 pathways to graduation to allow students to meet the diploma requirements in different ways. The amendment created pathway assessments in the Humanities, STEAM, Biliteracy, CTE, and the Arts. In 2017 with the implementation of the new Arts Learning Standards, working with the IAAP Development committee, completed the development of the criteria for a 3-unit arts pathway in the Fall of 2021.

This document is a guide for Huntington UFSD Parents, Students, Teachers, and Leaders to support our Fine and Performing Arts students to achieve the pathway option towards graduation and/or earn a Huntington Seal of the Arts with various options.

Frequently Asked Questions

What is the Individual Arts Assessment Pathway? The Individual Arts Assessment Pathway (IAAP) is a graduation pathway option in which students demonstrate, through a collection of creative works, growth over time that meets the appropriate High School Performance Indicators in the New York State Learning Standards for the Arts. The artistic method(s), media, or form(s) students use to meet the appropriate State developed IAAP criteria are based on student artistic and research interests in consultation with their arts teachers. School Districts can choose to sign on to the IAAP based on student and community interest and program offerings. Students pursuing either a Regents Diploma, or a Regents Diploma with Advanced Designation may utilize the IAAP as their pathway assessment.

What is the Huntington Pathway in the Arts?

The Huntington Pathway in the Arts is an honors designation to indicate that your child has completed a series of coursework resulting in significant growth in the Arts. This is completed through a three-year sequence of course work in combination with a culminating project and/or collection of artifacts. Criteria is outlined below. After completion, your child will receive special designation(s) for graduation.

What is the benefit to students, teachers, and Districts? Currently the approved pathways to graduation for the Arts include both AP and IB assessments which are not offered at all schools in New York State. Under one percent of students currently utilize the arts pathway. Increasing student engagement with the arts is a vital step in realizing the goal of artistic literacy enumerated in the NYS Statewide Strategic Plan for the Arts. Additionally, current research demonstrates that engagement with the arts leads to growth in cognitive skills, such as self-efficacy, empathy, and social engagement that are necessary in all areas of work and life.

Who grades IAAP portfolios? IAAP portfolios are locally graded and report to the NYSED. Additional guidance is forthcoming, but districts are responsible for assuring that student portfolios meet the HS II accomplished level of the Learning Standards for the Arts.

Why pursue the Arts Pathway?

- Employers and colleges are looking for creative thinkers and problem solvers
- It enhances applications for college, grants, and scholarships
- The distinction prepares you for 21st century careers
- It demonstrates your ability to commit and persevere through a rigorous process

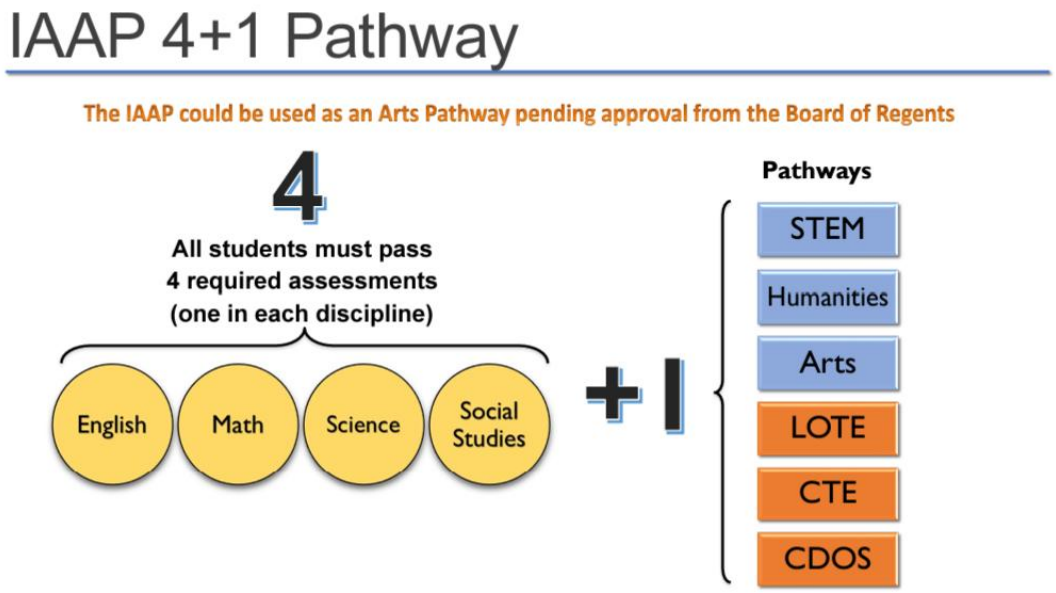
How to Earn the IAAP at Huntington UFSD

Criteria:

In addition to completing **all** the requirements for graduating with a NYS Regents diploma, a 4+1 pathway can be completed:

NYSED Weblink to 4+1 Pathway Criteria:

https://www.nysed.gov/curriculum-instruction/multiple-pathways



Students who wish to receive the Pathway in place of the language requirement or in addition will need to follow the sequences outlined in the sequence images to earn the 4+1 pathway and/or the Huntington Seal in the Arts must "Apply/Declare" their intent to pursue the IAAP during grades 8 through 10 (Form attached).

This must be completed no later than your junior year.

Overview to Earn the Huntington UFSD Advanced Seals in the Arts:

We offer tiered levels for the Huntington Seal of the Arts (details below).

Students must:

- Enroll in a three-course sequence (detailed on pages 6-7)
- Submit a total of 5 artifacts (pg. 10)
- Complete a culminating project for the final artifact (pg. 10)
- Complete the IAAP Workbook: Provided after submission of application (pg. 11).

IAAP RANKING LADDER

PLATINUM ARTIST / MUSICIAN- 20+ Points - AP or Portfolio-level coursework - Sustained investigation - Leadership, exhibitions, performances - College & career–ready work

GOLD ARTIST / MUSICIAN- 16–19 Points - Advanced & Junior-level courses - Strong personal voice - Public presentation of work

SILVER ARTIST / MUSICIAN- 12–15 Points - Sophomore-level advanced courses - Consistent skill growth - Critique & reflection

BRONZE ARTIST / MUSICIAN- 8–11 Points - Multiple foundational classes - Experimentation & risk-taking - Skill development

Sequences and point system for the Tiered Huntington Seal of the Arts:

Each course taken and passed in the sequences below allows students to earn **1-point.**

For example, if a student enrolled and passed Studio in Art (1-point), Drawing and Painting I (1-point), and Drawing and Painting II (1-point) a total of 3-points is earned.

In addition, 5 Artifacts must be submitted during this sequence example (5-points earned).

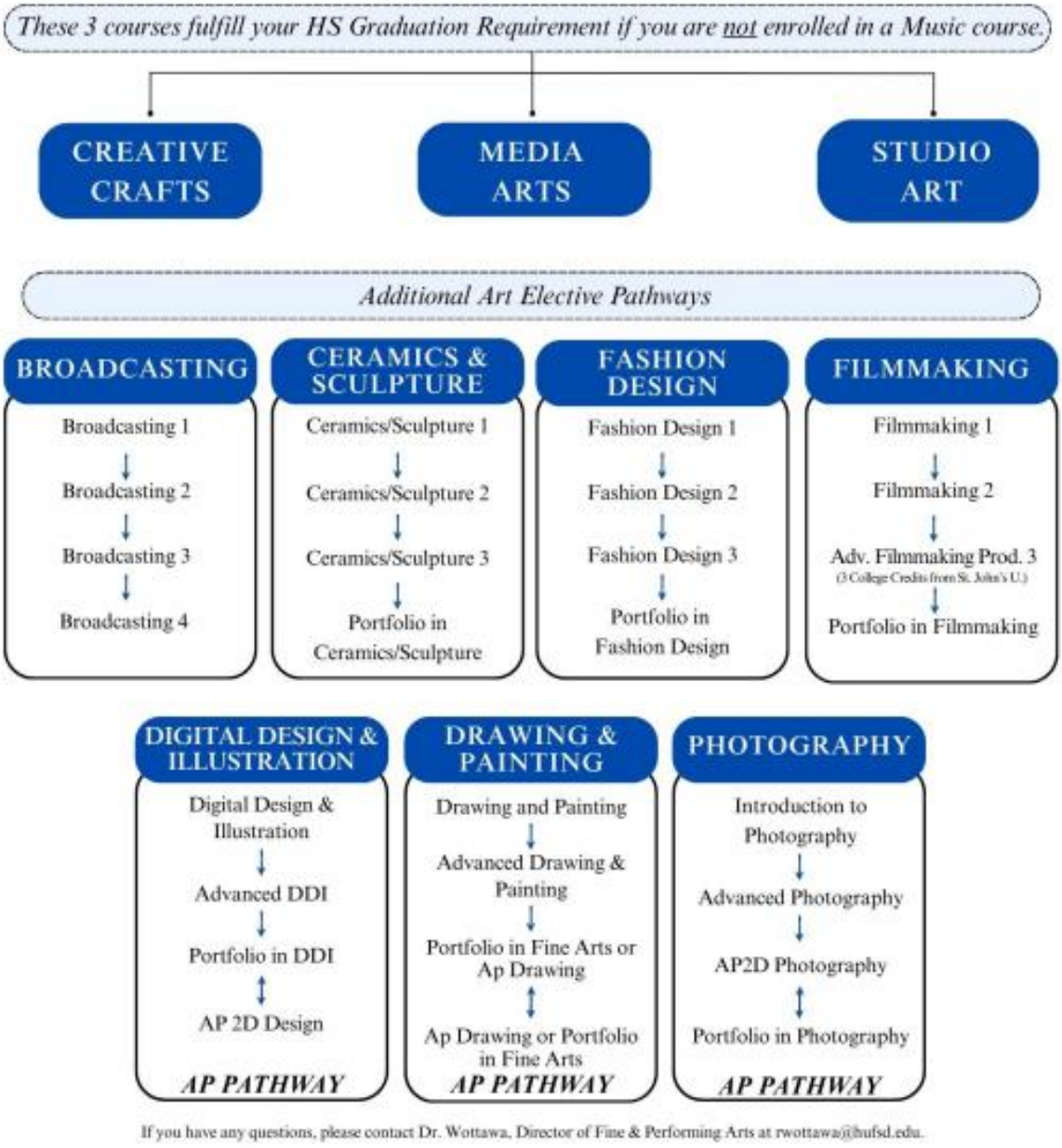
3 points for coursework + 4 points for Artifacts + 1 point for Culminating Project = 8 Points total (Bronze Artist)

Lastly, school-based clubs & organizations, school exhibitions & performances *(Concerts, art shows, film festivals, fashion shows, broadcasts).*

Involvement Level	***Points Earned***
Club Member (per semester)	*.5 points*
Participation in a show or performance	*.5 points*
Featured role, solo, curator	*.5 points*

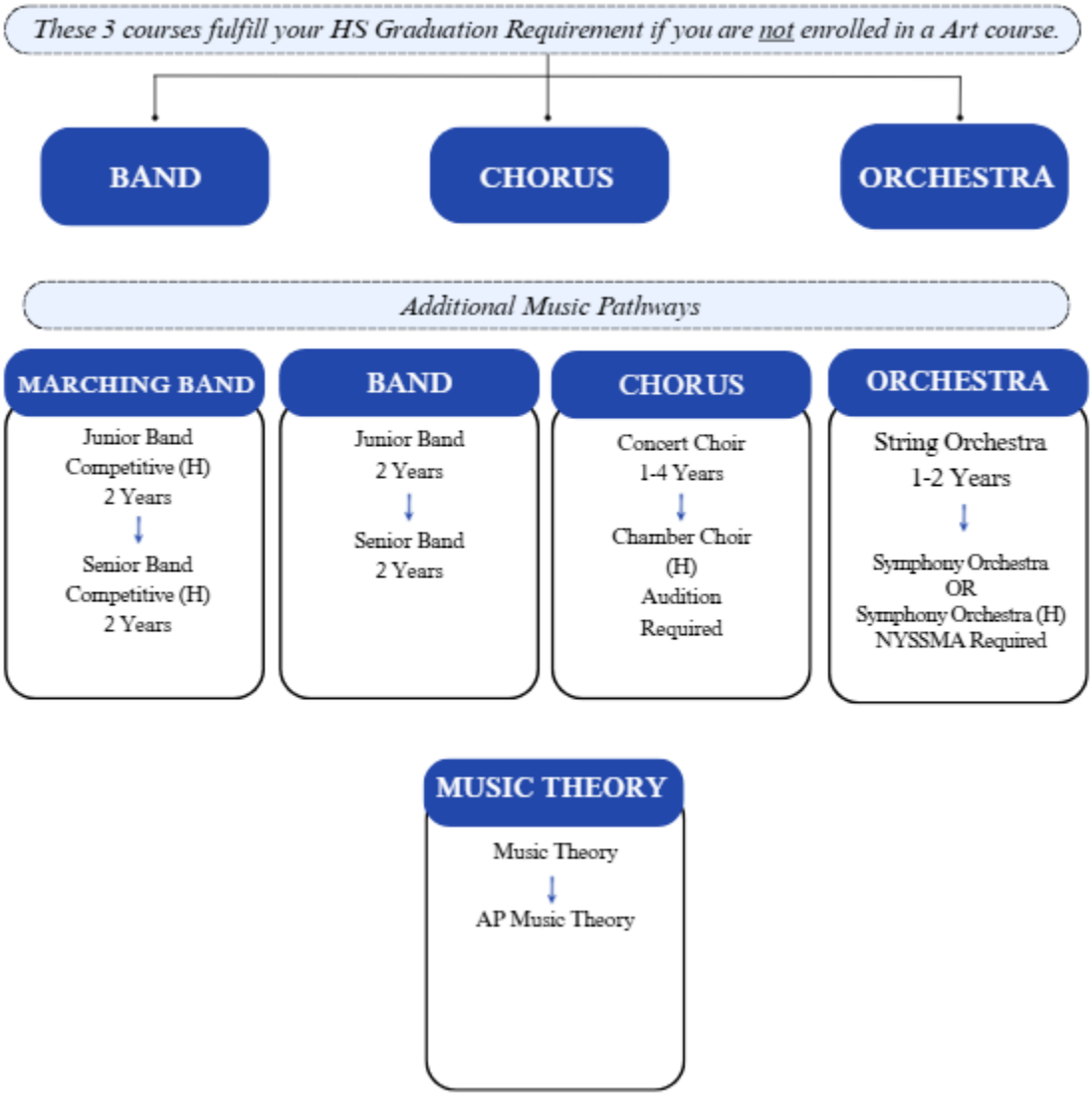
Maximum: 1.5 club/participation/performance points per year

Art Sequences Towards the IAAP & Huntington Seal of the Arts



If you have any questions, please contact Dr. Wottawa, Director of Fine & Performing Arts at rwottawa@hufsd.edu.

Music Sequences Towards the IAAP & Huntington Seal of the Arts



IAAP Flowchart at Huntington

Support the development of creative thinkers and problem solvers.

Affirm the value of the Arts in education.

Evidence of perseverance through commitment to personal development

Support 21st Century Skills required for the working world.

Steps to the IAAP

Review this handbook and familiarize yourself with the requirements.

→

Submit the application to Guidance by Dec 15.

→

Attend the IAAP informational meeting and arrange a meeting with Counselor.

←

Speak to your Art/Music Teacher and develop for the Artifacts and how you will maintain/store it by January.

→

Submit the Artifact(s) each of the 3 years. Document and note on the IAAP Checklist

→

At Year 3, meet with counselor and provide the IAAP Checklist that has been signed by IAAP Advisor. Director, and Principal.

A total of 5 artifacts (1 is a culminating project, see below) are required to earn the IAAP/Advanced Seal in the Arts at Huntington High School. Artifact ideas are provided below and must include a written reflection to answer the following questions:

1. Why does this artifact reflect my best work?
2. How did I apply various techniques to achieve my goals?
3. Where did I see the most improvement in myself as an artist/musician and message deliverer?

Artifact ideas:

- Submit a final/completed art project.
- Submit a submission of gallery work.
- Submit a NYSSMA solo performance recording with adjudication sheet.
- Submit a Concert performance recording.

Culminating Project

The final artifact should represent a culmination of the work completed over the 3–4-year sequence of time. This can include a portfolio of works with a written reflection, a culminating performance with a written reflection, and if you choose can be maintained on a self-created website.

The written reflection of the Culminating Project should include a response to this additional question:

- Please explain how this culmination of work reflects your growth experiences as an artist/musician.

Huntington High School
Individual Art Assessment Pathway
(IAAP)

Individualized Arts Assessment Pathway (IAAP)
Student Application/Declaration

The New York State IAAP is a formal recognition of High School Graduates who have studied and attained a high level of proficiency in Art and/or Music.

Criteria:

Students must complete a three-course sequence and submit 5 artifacts to earn the 4+1 pathway and/or the Huntington Advanced Seal in the Fine and Performing Arts.

During a student's **Freshmen or Sophomore** year, this application must be submitted to your school counselor by **December 15th**

Student Name (last, first and middle initial)	**Student ID#**
Student Email	**Home Phone**
Home Address	**Expected Graduation Date**
IAAP Path (Digital Art, Drawing & Painting, Band, etc.)	**Name of School Counselor**
Name of Current or Most Recent Art/Music Teacher:	**Current or Most Recent Art/Music Course(s)**
Parent/Guardian Signature	**Date**
Student Signature	**Date**

Learning Standards for the Arts Descriptors for Performance Achievement Levels

Performance Indicator Levels		
HSI Proficient	A level of achievement attainable by most students who complete a foundation- level high school course in the arts (or its equivalent), after sequential instruction PreK -8.	Students at the Proficient level have developed the foundational technical and expressive skills and understandings in an art form necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their communities. They understand the art form to be an important form of personal realization and well-being, and make connections between the art form, history, culture and other learning.
HSII Accomplished	A level of achievement attainable by most students who complete a rigorous sequence of high school- level courses (or the equivalent) beyond the Proficient level.	Students at the Accomplished level are, with minimal assistance, able to identify or solve arts problems, based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products, performances, or presentations that demonstrate technical proficiency, personal communication, and expression. They use the art form for personal realization and wellbeing and have the necessary

		skills for and interest in participation in arts activity beyond the school environment.
HSIII Advanced	A level and scope of achievement that significantly exceeds the Accomplished Level. Achievement at this level is indisputably rigorous and substantially expands students' knowledge, skills, and understandings beyond the expectations articulated at the Accomplished level\	Students at the Advanced level independently identify challenging arts problems, based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They are facile in using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college-level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in arts activity within and beyond the school environment. This level is typically accomplished after five units of high school study.

NYSED IAAP Anchor Standard Rubric Frame

Please note the Learning Standards for the Arts Anchor Standard Frame. This anchor standard rubric frame includes the 11 anchor standards in the Learning Standards for the Arts. Students must meet the HSII Accomplished performance indicators in the Arts Standards to attain the IAAP. While grading is locally determined, the Department has developed guidance grading rubrics and processes in all disciplines to assist local districts in implementation. The NYSED Anchor Standard Rubric Frame below can be further developed by the addition of the appropriate discipline specific performance indicators. In situations where local districts wish to offer an IAAP in two or more arts disciplines, the final grading rubric should reflect this by inclusion of performance indicators from both sets of standards to develop the rubric frame below. The following grading rubrics and guidance apply to IAAP final portfolios; arts course grades are locally determined and do not correlate to attainment of the IAAP.

Rubrics to Assess a Students Performance/Art Portfolio

NYSED IAAP ANCHOR STANDARD RUBRIC FRAME			
Anchor Standards	**Achievement Levels**		
	HSII Accomplished	HSI Proficient	Approaching Standard or No Entry
1: Generate and conceptualize artistic ideas and work.			
2: Organize and develop artistic ideas and work			
3: Refine and Complete artistic work			
4: Select, analyze, and interpret artistic work for presentation			
5: Develop and refine artistic techniques and work for presentation			
6: Convey meaning through the presentation of artistic work			
7 Perceive and analyze artistic work			
8: Interpret meaning in artistic work			
9: Apply criteria to evaluate artistic work			
10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work			
11: Investigate ways that artistic work is influenced by societal cultural and historical context, and in turn, how artistic ideas shape cultures past, present, and future.			

Suggested Organizer for Grading Committee

The following tables are provided as **suggested** tools for assisting members of the grading committee in organizing their work and providing feedback to students and their sponsoring teachers, Samples are provided in the Achievement Levels:

Art:

Possible Artifacts to Meet Performance Indicators:

Below are some suggested activities that student artists can do to meet the indicated Performance Indicators.

Student Name: **Start:**	**IAAP Contact:**	**Student ID:**	**Year**
Anchor Standard		**Performance Indicators**	**Possible Artifacts to Meet Performance Indicators**
1:VA/MA: Generate and conceptualize artistic ideas and work.		VA:Cr1.1.HSII a. Formulate, individually or collaboratively, new creative problems, based on student's existing artwork. MA:Cr1.1.HSII a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches for media work.	Sketches, studies, storyboards, thumbnails, process photos or photographs of work in progress, documentation of discussion, artwork proposal, project presentation decks: slides tracking student art or design process, character research and analysis, models, mind maps, collages, inspiration boards, mood boards, peer edits of work, story ideas.
		VA:Cr1.2.HSII a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions.	
2: VA/MA: Organize and develop artistic ideas and work		VA:Cr2.1.HSII a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. MA:Cr2.1.HSII a. Apply personal criteria in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media artwork, considering artistic intentions, constraints of resources, and presentation context.	Sketches, storyboards, thumbnails, video, final works of art, still images, etc. showing experimentation with different materials,

		genres, elements of art, principles of design, styles of art, artists, etc., project presentation decks: slides tracking student art or design process, written documentation, documentation of sources for visual references, documentation of what the artwork looked like before and after editing was made.
	VA:Cr2.2.HSII a. Explain how traditional and non-traditional materials may affect human health and the environment and demonstrate safe handling and disposal of materials, tools, and equipment. MA:Cr2.2.HSII a. Critically investigate and ethically interact with legal, technological, systematic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactively.	
	VA:Cr2.2.HSII b. Consistently apply ethical standards when making and distributing creative work.	
	VA:Cr2.3.HSII a. Redesign an object, system, place, or design in response to contemporary issues.	
3: VA/MA: Refine and Complete artistic work	VA:Cr3.1.HSII a. Engage in constructive critique with peers; then reflect on, and refine works of art and design in response to personal artistic vision. MA:Cr3.1.HSII a. Refine and consolidate production processes to demonstrate deliberate choices of artistic elements, principles, and technical components that form effective expression in media artwork for specific purposes, intentions, audiences, and contexts.	Video, audio, or written documentation of participation in a peer critique. Plus, documentation of the art before and after the critique, can be included in a project presentation deck: slides tracking student art or design process.
4: VA/MA: Select, analyze, and interpret artistic work for presentation of artistic work	VA:Pr4.1.HSII a. Analyze, select, and critique personal artwork for a collection or portfolio presentation. MA:Pr4.1.HSII Maintain thematic integrity and stylistic continuity when presenting media arts productions that integrate various arts, media arts forms, academic content, and processes.	Completed IAAP portfolio.
5: VA/MA: Develop and refine artistic techniques and work for presentation	VA:Pr5.1.HSII a. Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. MA:Pr5.1.HSII a. Demonstrate the skillful adaption and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the presentation of a variety of media artwork.	Video, audio, interview, scripts, comments, guest book with comments to show viewer perception and reaction to presentation of art.
6: VA/MA: Convey meaning through the presentation of artistic work	VA:PR6.1.HSII a. Make, explain and justify connections between artists.	

	or artwork and social, cultural, and political history. MA:PR6.1.HSII a. Curate and design the presentation and distribution of media artwork in a variety of contexts and venues, evaluating and implementing improvements while considering the personal, local, and social effects on people or on a situation.	Opening statement, flier, press release, advertisement, labels, photos etc. for an art show.
7: VA/MA: Perceive and analyze artistic work	VA:Re7.1.HSII a Analyze how responses to art develop over time, based on knowledge of and experience with art and life. MA:Re7.1.HSII a. Analyze the qualities and relationships of the components in a variety of media artworks, including feedback on how they effect the audience.	Documentation of participation in critiques of art: video, audio, written, etc.
	VA:Re7.2.HSII a Identify commonalities within a group of artists or visual images attributed to a particular art, timeframe or culture. MA:Re7.2.HSII a.Analyze how a broad range of media artwork manages audience experience and creates intention and persuasion through multisensory perception.	
8: VA/MA: Interpret meaning in artistic work	VA:Re8.1.HSII a Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. MA:Re8.1.HSII a.Analyze intent and interpret meaning of a variety of media artworks, based in personal and cultural contexts, to determine meaning and audience reception.	Documentation of participation in critiques of art: video, audio, written, etc.
9: VA/MA: Apply criteria to evaluate artistic work	VA:Re9.1.HSII a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works. MA:Re9.1.HSII a. Form and apply defensible evaluations in the constructive and systematic critique of media artwork and production processes.	Documentation of participation in critiques of art: video, audio, written, etc.
10: VA/MA: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work	VA:Cn10.1.HSII a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. MA:Cn10.1.HSII Synthesize knowledge, experience, and understandings of personal and outside	Documentation of participation in critiques of art: video, audio, written, etc. Documentation of research and art and design references: mood board, visuals, samples, etc.

	cultural experiences to inspire and inform media artwork.	
11: VA/MA: Investigate ways that artistic work is influenced by societal cultural and historical context, and in turn, how artistic ideas shape cultures past, present, and future.	VA:Cn11.1.HSII a. Compare uses of art in a variety of societal, cultural and historical contexts; and make connections to uses of art in contemporary and local contexts. MA:Cn11.1.HSII a. Examine in depth and demonstrate the relationships of media arts ideas and works to various historical and current contexts and purposes, and to various economic and social systems.	Documentation of participation in critiques of art: video, audio, written, etc. Documentation of research and art and design references: mood board, visuals, samples, etc.
	VA:Cn11.2.HSII a. Explore past and current examples of artists working together with other professionals to generate solutions to ecological, social, and/or economic problems. MA:Cn11.2.HSII a.Identify and interpret challenging personal, societal, or global issues, and propose how media arts can bring people and communities together to generate solutions.	

Music:

SAMPLE Rubrics

The following rubrics are provided as ***suggested*** tools for assessing IAAP portfolio entries. Districts may adopt the sample rubrics or create rubrics that are aligned with local curricula and grading procedures; however, all IAAP portfolio grading rubrics must be aligned with the eleven NYS Music Anchor Standards.

Sample Rubrics by Strand

TRADITIONAL AND EMERGING ENSEMBLES CREATE				
Anchor Standard	**Performance Indicator**	**HSII Accomplished (Meets Standard)**	**HSI Proficient (Approaches Standard)**	**Ineligible Portfolio**
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	**MU: Cr1.1.E.HSII** a. Generate melodic, rhythmic, and timbral ideas for use in a complete passage of music.	• Composer's notebook or musician's portfolio includes at least one melodic, rhythmic and timbral idea that the student plans to incorporate into a passage of music.	• Composer's notebook or musician's portfolio is incomplete, or the musical ideas have little/no capacity to generate a viable passage of music.	Composer's notebook or musician's portfolio was not submitted.
Anchor Standard 2: Organize and develop artistic ideas and work	**MU:Cr2.1.E.HSII** a. Select from and develop previous ideas to create complete passages of music. b. Preserve drafts of creative work through standard notation and recording technology.	• Draft of composition or arrangement: ▪ Is at least 24 measures in length ▪ Is submitted in accurate and legible handwritten or computer-generated standard notation.	• Draft of composition or arrangement: ▪ Is fewer than 24 measures in length. ▪ Contains numerous notation errors or is illegible in places.	Draft of composition was not submitted.
Anchor Standard 3: Refine and complete artistic work	**MU:Cr3.1.E.HSII** a. Evaluate and refine created musical passages, based on feedback and collaboratively developed criteria. **MU:Cr3.2.E.HSII** a. Share created musical passages, individually or as an ensemble.	• Final composition or arrangement is presented as a video-taped or computer-generated performance, as well as in music notation. • Final composition demonstrates thoughtful: ▪ Phrase construction ▪ Melodic development ▪ Rhythmic content ▪ Constructed or implied harmonies ▪ Use of articulations.	• Final composition or arrangement is presented as a video-taped or computer-generated performance, as well as in music notation. • Final composition or arrangement demonstrates little attention to: ▪ Phrase construction ▪ Melodic development ▪ Rhythmic content.	A videotaped or computer-generated performance was not submitted. **AND/OR** A notated composition was not submitted.

		• Use of dynamics to delineate shapes of phrases, balance, and contrasts. • Attention to the range and characteristics of the voice(s) or instrument(s) for which it is composed/arranged.	• Constructed or implied harmonies. • Use of articulations. • Use of dynamics to delineate shapes of phrases, balance, and contrasts. • The range and characteristics of the voice(s) or instrument(s) for which it is composed/arranged.	
TRADITIONAL AND EMERGING ENSEMBLES				
PERFORM				
Anchor standard	**Performance Indicator**	**HSII Accomplished (Meets Standard)**	**HSI Proficient (Approaches Standard)**	**Ineligible Portfolio**
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation	**MU:Pr4.1.E.HSII** a. Explain the criteria used to select varied repertoire to study (from teacher- or student-provided options) based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. **MU:Pr4.2.E.HSII** a. Demonstrate how compositional devices and structural aspects of musical works may affect performances. **MU:Pr4.3.E.HSII** a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances, and the performers' ability to connect with the audience.	• Musician's statement includes a list of repertoire performed throughout the three-unit IAAP process, the rationale for its selection, and its contributions to technical and musical growth. • Musician's written or video statement regarding the third-unit, videotaped repertoire selection includes the: ▪ Theoretical, structural, stylistic, and genre characteristics of the music and their impact on interpretative decision-making ▪ Technical requirements ▪ Purpose or context for the performance • Videotaped performance demonstrates mastery of the technical demands and an understanding of the expressive qualities of the music performed.	• Musician's written or video statement reveals little or no opportunities for technical or musical growth. **OR** • Musician's written or video statements are inaccurate or substantially incomplete. **OR** • Performance contains numerous errors and/or hesitations that detract from the expressivity of the performance and/or is devoid of expression.	Musician's statement **AND/OR** videotape was not submitted. *n.b: Audio recordings are not acceptable as evidence of achievement. The student must be audible **AND** visible throughout the recording.*

Anchor Standard 5: Develop and refine artistic techniques and work for presentation	**MU:Pr5.1.E.HSII** a. Develop, apply, and evaluate appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. b. initiate aural and visual cues.	• Musician's written or video statement includes a description of the rehearsal strategies that were used to develop, apply and evaluate the rehearsal strategies that were used to prepare the AS4 videotape.	• Musician's written or video statement includes a description of the rehearsal strategies is vague, incomplete, and/or does not address the AS4 videotaped performance.	Musician's statement was not submitted.
Anchor Standard 6: Convey Meaning through presentation of artistic work	**MU:Pr6.1.E.HSII** a. Demonstrate mastery of the technical demands and an understanding of the expressive qualities of the music prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	• Videotaped performances across units one, two and three demonstrate growing mastery of the technical demands of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	• Videotaped performances across units one, two and three demonstrate little or no growth in musical technique.	Videotape was not submitted. *n.b: Audio recordings are not acceptable as evidence of achievement. The student must be audible **AND** visible throughout the recording.*

TRADITIONAL AND EMERGING ENSEMBLES

REFLECT

Anchor Standard	Performance Indicator	HSII Accomplished (Meets Standard)	HSI Proficient (Approaches Standard)	Ineligible Portfolio
Anchor Standard 7: Perceive and analyze artistic work Convey Meaning through presentation of artistic work	**MU:Re7.1.E.HSII** a. Apply criteria for selecting music (from teacher or student provided options) for a variety of purposes, justifying choices by citing knowledge of the music and the specified purpose and context. **MU:Re7.2.E.HSII** a. Explain how the analysis of structures and contexts informs the response to music.	• The portion of the musician's statement regarding the selection of the second unit portfolio performance piece includes: ▪ A brief analysis of its structure ▪ An explanation of how this knowledge informs their response to the piece.	• The portion of the musician's statement regarding the selection of the second unit portfolio performance piece was inaccurate, vague or incomplete.	The portion of the musician's statement regarding the selection of the second unit portfolio performance piece was not submitted.

Anchor Standard 8: Interpret meaning in artistic work	**MU:Re8.1.E.HSII** a. Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text, and research.	• The portion of the musician's statement regarding the interpretation of the second unit portfolio performance piece includes: ▪ An analysis of the use of musical elements to create musical expression, ▪ Research on the expressive intent of the composition (e.g. composer, genre, era in which it was written, etc.).	▪ The portion of the musician's statement regarding the interpretation of the second unit portfolio performance piece was inaccurate, vague, or incomplete.	The portion of the musician's statement regarding the interpretation of the second unit portfolio performance piece was not submitted.
Anchor Standard 9: Apply criteria to evaluate artistic work	**MU:Re9.1.E.HSII** a. Evaluate works and performances, based on research, as well as on personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.	• The portion of the musician's statement regarding the evaluation of the second unit portfolio performance piece includes: ▪ Research on the context for which the work was composed ▪ Personal evaluating criteria ▪ An analysis of the work's structure.	• The portion of the musician's statement regarding the evaluation of the second unit portfolio performance piece was inaccurate, vague or incomplete.	The portion of the musician's statement regarding the evaluation of the second unit portfolio performance piece was not submitted.

TRADITIONAL AND EMERGING ENSEMBLES

CONNECT

Anchor Standard	Performance Indicator	HSII Accomplished (Meets Standard)	HSI Proficient (Approaches Standard)	Ineligible Portfolio
Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	**MU:Cn20.1.E.HSII** a. Identify and implement ways to use music to serve others and describe the effect of the experience.	• Reflection of 500 or fewer words or a video recording of three or fewer minutes describes: ▪ Student's service project ▪ Leadership and creativity skills the student developed as a result of service work.	• Reflection is marginally related to service learning, vague or incomplete.	Reflection was not submitted.

Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context, and in turn, how artistic ideas shapes cultures past, present and future.	**Mu:Cn11.1E.HSII** a. Appraise the effect of a musician or a group of musicians on a society and identify the contributing factors to their ability to have that effect.	• Reflection of 500 or fewer words or a video recording of three or fewer minutes describes: ▪ The impact of a musician or a group of musicians on a society and identify ▪ The factors that contributed to the impact.	• Reflection is marginally related to musical innovation, vague or incomplete.	Reflection was not submitted.

MPOSITION & THEORY CREATE				
Anchor Standard	**Performance Indicator**	**HSII Accomplished (Meets Standard)**	**HSI Proficient (Approaches Standard)**	**Ineligible Portfolio**
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	**MU: Cr1.1.C.HSII** a. Generate melodic, rhythmic, and harmonic ideas for improvisations and compositions (such as binary, rondo or ternary).	• Composer's notebook includes multiple, contrasting melodic, rhythmic and timbral ideas that the student plans to incorporate into improvisations and composed forms such as binary, ternary or rondo.	• Composer's notebook is incomplete or the musical ideas have little/no capacity to generate a viable improvisations or sectional forms.	Composer's notebook was not submitted.
Anchor Standard 2: Organize and develop artistic ideas and work	**MU:Cr2.1.C.HSII** a. Select, develop and organize melodic, rhythmic, and harmonic ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary) and explain their development.	• Drafts of compositions or arrangements represent a variety of musical forms.	• Drafts of compositions: ▪ Contain numerous notation errors or are illegible in places ▪ Are inappropriate for the intended performers ▪ Represent only one musical style or form.	Drafts of composition were not submitted.

Anchor Standard 3: Refine and complete artistic work	**MU:Cr3.1.C.HSII** a. Identify, describe, and apply selected teacher-provided and/or student-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. **MU:Cr3.2.C.HSII** a. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music and compositional techniques have been employed to realize expressive intent. b. Describe the selected contexts and performance media for presenting personal works, and explain why they successfully affect the final composition and presentation.	• Musician's statement includes: ▪ A description of the processes used to revise and extend draft compositions ▪ Strategies for using the elements of music to create specific expressive intents ▪ A description of the context and performance media that are appropriate for the final composition, and how these had an impact on the development of the composition. • Final composition or arrangement is presented as a video-taped or computer generated performance, as well as in music notation. • Videotaped performances of compositions from units one, two and three demonstrate growing mastery of compositional techniques and a variety of styles and genres.	• Musician's statement is incomplete, vague, or inaccurate. • Final composition or arrangement demonstrates little attention to: ▪ Phrase construction ▪ Melodic development ▪ Rhythmic content ▪ Constructed or implied harmonies ▪ Use of articulations ▪ Use of dynamics to delineate shapes of phrases, balance, and contrasts ▪ The range and characteristics of the voice(s) or instrument(s) for which it is composed/arranged.	A videotaped or computer generated performance was not submitted. **AND/OR** A notated composition was not submitted.
COMPOSITION & THEORY				
Perform				
Anchor Standard	**Performance Indicator**	**HSII Accomplished (Meets Standard)**	**HSI Proficient (Approaches Standard)**	**Ineligible Portfolio**
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation	**MU:Pr4.1.C.HSII** a. Select, using teacher-developed and/or student-developed criteria, specific passages, and sections, based on theoretical and structural characteristics, interest, and an understanding.	• Composer's notebook includes a list of works that were selected for performance based upon theoretical, structural, stylistic and technical criteria.	• The rationale presented for selecting literature is based upon personal preference rather than theory constructs. • The relationships between style/genre and interpretive decisions are vague, incorrect, or	Musician's statement **AND/OR** Videotape was not submitted. *n.b: Audio*

	of the performer's technical skill. **MU:Pr4.2.C.HSII** a. Explain how structural aspects and the elements of music relate to the style, function and context and inform prepared and improvised performances. **MU:Pr4.3.C.HSII** a. Develop interpretations of works, based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creators' intents.	• Composer's notebook includes analyses of model compositions or passages describing the relationships between the style/genre of the works and the: ▪ structural elements of the works ▪ function and context of possible performance venues ▪ interpretive decisions. • Videotaped performance includes a lecture/ demonstration of three contrasting interpretations of a passage, and a rationale for selecting the interpretation that best matches the creators' intents.	incomplete. **OR** • Lecture/demonstration includes inaccurate or vague information about the relationships between theoretical constructs and interpretation.	*recordings are not acceptable as evidence of achievement. The student must be audible **AND** visible throughout the recording.*
Anchor Standard 5: Develop and refine artistic techniques and work for presentation	**MU:Pr5.1.C.HSII** a. Using established criteria and teacher and/or student feedback, identify the ways in which the formal design, style, and historical/cultural context of a work is conveyed in performances. b. Identify and implement strategies for improving the technical and expressive aspects of varied works. c. Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.	• Preface to one of the portfolio compositions includes strategies for linking its form, style, and context to its interpretation. Composer's notebook includes examples of composition drafts that were revised in response to self, teacher, and peer review.	• Preface to the portfolio composition is vague or incomplete. Revisions to draft compositions do not address feedback on technical or expressive deficiencies of a portfolio composition.	Preface to a portfolio composition, drafts of compositions, **and/or** samples of peer, teacher **and/or** self feedback were not submitted.
Anchor Standard 6:	**MU:Pr6.1.C.HSII**	• Videotaped performances of the three portfolio	• Composer's description of compositional devices is	Videotaped performances were

Convey Meaning through presentation of artistic work	a. Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent. b. Describe how compositions are appropriate for both audience and context, and how this will shape personal creative efforts.	compositions include a composer's description of the compositional devices used and their intended impact on the targeted audience.	inaccurate or vague or fails to address the intended impact on the audience.	not submitted. *n.b: Audio recordings are not acceptable as evidence of achievement. The student must be audible **AND** visible throughout the recording.*
COMPOSITION & THEORY				
Reflect				
Anchor Standard	**Performance Indicator**	**HSII Accomplished (Meets Standard)**	**HSI Proficient (Approaches Standard)**	**Ineligible Portfolio**
Anchor Standard 7: Perceive and analyze artistic work Convey Meaning through presentation of artistic work	**MU:Re7.1.C.HSII** a. Use researched criteria to select music for a variety of purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. **MU:Re7.2.C.HSII** a. Analyze aural and notated musical excerpts to determine how the elements of music, context, and purpose inform a response.	• Composer's notebook includes the: ▪ Titles of three compositions by the same composer, each of which serves a different purpose ▪ Purpose(s) each work serves ▪ A description of the alignment between compositional devices and the purpose(s) of each composition.	• The relationships between compositional devices and purposes are inaccurate, vague, or incomplete.	Composer's notebook does not include three model compositions by the same composer.

Anchor Standard 8: Interpret meaning in artistic work	**MU:Re8.1.C.HSII** a. Explain and support interpretations of varied works, demonstrating an understanding of composers' intents by citing the use of elements of music (including form), compositional techniques, context, and the style/genre of each work.	• Composer's notebook includes an analysis of a performance of <u>one</u> of the model compositions (see Anchor Standard 7), citing ways in which the performer used knowledge of the elements of music to inform interpretation.	• Relationships between the elements of music and interpretation are incomplete, vague and/or inaccurate.	An analysis of the relationship between the elements of music and interpretation was not submitted.
Anchor Standard 9: Apply criteria to evaluate artistic work	**MU:Re9.1.C.HSII** a. Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating and understanding of music theory as well as compositional techniques and procedures.	• Composer's notebook includes an evaluation of the three model compositions (see Anchor Standard 7), citing a preference for one of the works, using the relationship between the elements of music and the purpose of the work as the criteria for the selection.	• The evaluation of the three model compositions was not based upon the elements of music and/or the purpose of the work.	An evaluation of the three model compositions was not submitted.
COMPOSITION & THEORY				
Connect				
Anchor Standard	**Performance Indicator**	**HSII Accomplished (Meets Standard)**	**HSI Proficient (Approaches Standard)**	**Ineligible Portfolio**
Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	**MU:Cn20.1.C.HSII** a. Identify and implement ways to use music to serve others and describe the effect of the experience.	• Reflection of 500 or fewer words or a video recording of three or fewer minutes describes: • Student's service project • Leadership and creativity skills the student developed as a result of service work.	• Reflection is marginally related to service learning, vague or incomplete.	Reflection was not submitted.

Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context, and in turn, how artistic ideas shapes cultures past, present and future.	**Mu:Cn11.1C.HSII** a. Appraise the effect of a musician or a group of musicians on a society and identify the contributing factors to their ability to have that effect. b. Investigate and explain a specific music vocation and its role in society. c. Apply the understanding of social, cultural, and historical context in developing musical interpretations.	• Reflection of 500 or fewer words or a video recording of three or fewer minutes describes: ▪ The impact of a musician or a group of musicians on a society and identify • The factors that contributed to the impact.	• Reflection is marginally related to musical innovation, vague or incomplete.	Reflection was not submitted.

HARMONIZING INSTRUMENTS				
CREATE				
Anchor Standard	**Performance Indicator**	**HSII Accomplished (Meets Standard)**	**HSI Proficient (Approaches Standard)**	**Ineligible Portfolio**
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	**MU: Cr1.1.H.HSII** a. Generate melodic, rhythmic, and implied harmonic ideas for compositions (forms such as rounded binary or rondo), improvisation, and accompaniment patterns in a variety of styles. b. Generate harmonizations for given melodies.	• Composer's notebook includes at least one melodic, rhythmic, and harmonic idea that the student plans to incorporate into a passage of music. • Composer's notebook includes at least one harmonization of a brief melody.	• Composer's notebook is incomplete, or the musical ideas have little/no capacity to generate a viable passage of music.	Composer's notebook was not submitted.
Anchor Standard 2: Organize and Develop artistic ideas and work	**MU:Cr2.1.H.HSII** a. Select, develop, and use standard notation and recording technology to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, and accompaniment patterns in a variety of styles, and harmonizations for given melodies.	• Draft of composition or arrangement: ▪ Is at least 24 measures in length ▪ Is submitted in accurate and legible handwritten or computer-generated standard notation.	• Draft of composition or arrangement: ▪ Is fewer than 24 measures in length ▪ Contains numerous notation errors or is illegible in places.	Draft of composition was not submitted.
Anchor Standard 3: Refine and complete artistic work	**MU:Cr3.1.H.HSII** a. Identify, describe, and apply selected teacher-provided and/or student-developed criteria to assess and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies. **MU:Cr3.2.H.HSII** a. Perform final versions of compositions (forms such as rounded	• Final composition or arrangement is presented as a video-taped or computer-generated performance, as well as in music notation. • Final composition demonstrates thoughtful: ▪ Phrase construction ▪ Melodic development ▪ Rhythmic content ▪ Constructed or implied harmonies ▪ Use of articulations	• Final composition or arrangement is presented as a video-taped or computer-generated performance, as well as in music notation. • Final composition or arrangement demonstrates little attention to: ▪ Phrase construction ▪ Melodic development ▪ Rhythmic content ▪ Constructed or implied harmonies ▪ Use of articulations	A videotaped or computer-generated performance was not submitted. **AND/OR** A notated composition was not submitted.

	binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization's for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.	▪ Use of dynamics to delineate shapes of phrases, balance, and contrasts ▪ Attention to the range and characteristics of the voice(s) or instrument(s) for which it is composed/arranged.	▪ Use of dynamics to delineate shapes of phrases, balance, and contrasts ▪ The range and characteristics of the voice(s) or instrument(s) for which it is composed/arranged.	
HARMONIZING INSTRUMENTS				
PERFORM				
Anchor Standard	**Performance Indicator**	**HSII Accomplished (Meets Standard)**	**HSI Proficient (Approaches Standard)**	**Ineligible Portfolio**
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation	**MU:Pr4.1.H.HSII** a. Explain the criteria used in selecting a varied repertoire of music for individual and small group performances, based on an understanding of theoretical and structural characteristics of the music, expressive challenges, personal interest, knowledge, personal and others' technical skills, as well as the purpose and/or context of the performance(s). **MU:Pr4.2.H.HSII** a. Identify, describe, and demonstrate how theoretical and structural characteristics and context in a varied repertoire of music inform and influence prepared and improvised performances. **MU:Pr4.3.H.HSII** a. Explain and support how understanding the context and expressive intent in a varied repertoire of music influences	• Musician's statement includes a list of repertoire performed throughout the three-unit IAAP process, the rationale for its selection, and its contributions to technical and musical growth. • Musician's written or video statement regarding the third-unit, videotaped repertoire selection includes the: ▪ Theoretical, structural, stylistic, and genre characteristics of the music and their impact on interpretative decision-making ▪ Technical requirements ▪ Purpose or context for the performance. • Videotaped performance demonstrates mastery of the	• Musician's written or video statement reveals little or no opportunities for technical or musical growth. **OR** • Musician's written or video statements are inaccurate or substantially incomplete. **OR** • Performance contains numerous errors and/or hesitations that detract	Musician's statement **AND/OR** videotape was not submitted. *n.b: Audio recordings are not acceptable as evidence of achievement. The student must be audible **AND** visible throughout the recording.*

	prepared or improvised performances and the performers' ability to connect with audiences.	technical demands and an understanding of the expressive qualities of the music performed.	from the expressivity of the performance and/or is devoid of expression.	
Anchor Standard 5: Develop and refine artistic techniques and work for presentation	**MU:Pr5.1.H.HSII** a. Develop and apply established criteria and feedback from teacher and/or students to critique individual and small group. performances of a variety of styles of music. b. Create and implement rehearsal strategies to address performance challenges and refine performances. c. Initiate aural and visual cues.	• Musician's written or video statement includes a description of the rehearsal strategies that were used to develop, apply, and evaluate the rehearsal strategies that were used to prepare the AS4 videotape.	• Musician's written or video statement includes a description of the rehearsal strategies is vague, incomplete, and/or does not address the AS4 videotaped performance.	Musician's statement was not submitted.
Anchor Standard 6: Convey Meaning through presentation of artistic work	**MU:Pr6.1.H.HSII** a. Perform with expression and technical accuracy, in individual and group performances, a variety of styles of music.	• Videotaped performances across units one, two and three demonstrate growing mastery of the technical demands of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	• Videotaped performances across units one, two and three demonstrate little or no growth in musical technique.	Videotape was not submitted. *n.b: Audio recordings are not acceptable as evidence of achievement. The student must be audible **AND** visible throughout the recording.*
HARMONIZING INSTRUMENTS				
REFLECT				
Anchor Standard	**Performance Indicator**	**HSII Accomplished (Meets Standard)**	**HSI Proficient (Approaches Standard)**	**Ineligible Portfolio**
Anchor Standard 7: Perceive and analyze artistic work	**MU:Re7.1.H.HSII** a. Use researched criteria to select music for a variety of purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.	• The portion of the musician's statement regarding the selection of the second unit portfolio performance piece includes: ▪ A brief analysis of its structure ▪ An explanation of how	• The portion of the musician's statement regarding the selection of the second unit portfolio performance piece was inaccurate, vague, or incomplete.	The portion of the musician's statement regarding the selection of the second unit portfolio performance piece was not submitted.

	MU:Re7.2.H.HSII a. Explain how the analysis of structures and context of contrasting musical selections inform a response.	this knowledge informs their response to the piece.		
Anchor Standard 8: Interpret meaning in artistic work	**MU:Re8.1.H.HSII** a. Explain and support interpretations of the expressive intent of musical selections, citing as evidence the treatment of elements of music, context, and the style/genre of each work.	• The portion of the musician's statement regarding the interpretation of the second unit portfolio performance piece includes: ▪ An analysis of the use of musical elements to create musical expression, ▪ Research on the expressive intent of the composition (e.g., composer, genre, era in which it was written, etc.).	• The portion of the musician's statement regarding the interpretation of the second unit portfolio performance piece was inaccurate, vague, or incomplete.	The portion of the musician's statement regarding the interpretation of the second unit portfolio performance piece was not submitted.
Anchor Standard 9: Apply criteria to evaluate artistic work	**MU:Re9.1.H.HSII** a. Apply personally-developed and established criteria, based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate individual and small group musical selections for listening.	• The portion of the musician's statement regarding the evaluation of the second unit portfolio performance piece includes: ▪ Research on the context for which the work was composed ▪ Personal evaluating criteria ▪ An analysis of the work's structure.	• The portion of the musician's statement regarding the evaluation of the second unit portfolio performance piece was inaccurate, vague, or incomplete.	The portion of the musician's statement regarding the evaluation of the second unit portfolio performance piece was not submitted.
HARMONIZING INSTRUMENTS				
CONNECT				
Anchor Standard	**Performance Indicator**	**HSII Accomplished (Meets Standard)**	**HSI Proficient (Approaches Standard)**	**Ineligible Portfolio**

Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	**MU:Cn10.1.H.HSII** a. Identify and implement ways to use music to serve others and describe the effects of the experience.	• Reflection of 500 or fewer words or a video recording of three or fewer minutes describes: ▪ Student's service project ▪ Leadership and creativity skills the student developed because of service work.	• Reflection is marginally related to service learning, vague or incomplete.	Reflection was not submitted.
Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context, and in turn, how artistic ideas shapes cultures past, present and future.	**Mu:Cn11.H.HSII** a. Appraise the effect of a musician or a group of musicians on a society and identify the factors that made their contributions possible. b. Investigate and explain a specific music vocation and its role in society. c. Apply the understanding of social, cultural, and historical context in developing musical interpretations.	• Reflection of 500 or fewer words or a video recording of three or fewer minutes describes: ▪ The impact of a musician or a group of musicians on a society and identify ▪ The factors that contributed to the impact.	• Reflection is marginally related to musical innovation, vague or incomplete.	Reflection was not submitted.

Technology				
CREATE				
Anchor Standard	**Performance Indicator**	**HSII Accomplished (Meets Standard)**	**HSI Proficient (Approaches Standard)**	**Ineligible Portfolio**
Anchor Standard 1: Generate and conceptualize artistic ideas and work.	**MU: Cr1.1.T.HSII** a. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations, using digital tools and digital resources.	• Composer's digital notebook includes at least one melodic, rhythmic, and harmonic idea that the student plans to incorporate into a composition.	• Composer's digital notebook is incomplete and does not contain melodic, rhythmic, or harmonic ideas.	Composer's digital notebook was not submitted.

Anchor Standard 2: Organize and develop artistic ideas and work	**MU:Cr2.1.T.HSII** a. Select, develop, and organize melodic, rhythmic, and harmonic ideas into a larger work that exhibits unity and variety, using digital and analog tools, and digital resources.	• Composer's digital notebook shows organization of melodic, rhythmic, and harmonic ideas that are included into a larger work.	• Composer's digital notebook shows partial organization of ideas to be included into a larger work.	Composer's digital notebook was not submitted.
Anchor Standard 3: Refine and complete artistic work	**MU:Cr3.1.T.HSII** a. Identify, describe, and apply selected teacher-provided and/or student-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. b. Share compositions and improvisations that demonstrate musical and technological craftsmanship through the use of analog and digital tools, and digital resources.	• Composer's digital drafts contain teacher/student criteria of assessment to evaluate expressive aspects of ongoing versions. All available digital tools are used to share and demonstrate musical and technological craftsmanship.	• Composer's digital notebook shows only partial criteria of assessment of ongoing versions and does not use all available digital tools.	Composer's digital notebook was not submitted.
TECHNOLOGY				
PERFORM				
Anchor Standard	**Performance Indicator**	**HSII Accomplished (Meets Standard)**	**HSI Proficient (Approaches Standard)**	**Ineligible Portfolio**
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation	**MU:Pr4.1.T.HSII** a. Select, using teacher-developed or student-developed criteria, a varied repertoire of music, based on interests, an	• Musician's digital work contains a varied repertoire of music based on interests and understanding of structural characteristics of the music.	• Musician's digital work contains only a limited repertoire of music • Musician cannot fully demonstrate how context and	Musician's digital work was not demonstrated.

	understanding of the theoretical and structural characteristics of the music, and the performer's technical skill, using digital tools and digital resources. **MU:Pr4.2.T.HSII** a. Describe and demonstrate how context, theoretical and structural aspects of the music, and digital tools inform and influence prepared and improvised performances. **MU:Pr4.3.E.T.SII** a. Explain and support how understanding the style, genre, context, and use of digital tools and digital resources in a varied repertoire of music influences prepared or improvised performances and the performers' ability to connect with audiences.	• Musician demonstrates how context and structural aspects of music influence prepared and improvised performances. • Musician explains how the style, genre, context, and use of digitals tools/resources influence prepared or improvised performances.	structural aspects of music influence prepared and improvised performances. • Musician only partially explains how the style, genre, context, and use of digitals tools/resources influence prepared or improvised performances.	
Anchor Standard 5: Develop and refine artistic techniques and work for presentation	**MU:Pr5.1.T.HSII** a. Develop and apply established criteria and feedback from teacher and/or students to improve and refine the technical and expressive aspects of prepared and improvised performances of a variety of styles of music.	• Musician's digital statement includes criteria for improvement of technical and expressive aspects of prepared and improvised performances.	• Musician's digital statement does not explain criteria for improvement of technical and expressive aspects of prepared and improvised performances.	Musician's digital statement was not submitted.

Anchor Standard 6: Convey Meaning through presentation of artistic work	**MU:Pr6.1.T.HSII** a. Using digital tools and digital resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a variety of styles of music.	• Digital resources are used by the musician to demonstrate technical accuracy and expressive qualities in prepared and improvised performances.	• Demonstration by musician only partially shows technical accuracy and expressive qualities in prepared and improvised performances.	No demonstration was prepared.
TECHNOLOGY				
REFLECT				
Anchor Standard	**Performance Indicator**	**HSII Accomplished (Meets Standard)**	**HSI Proficient (Approaches Standard)**	**Ineligible Portfolio**
Anchor Standard 7: Perceive and analyze artistic work Convey Meaning through presentation of artistic work	**MU:Re7.1.T.HSII** a. Use researched criteria to select music for a variety of purposes supporting choices by citing knowledge of the music, understanding of digital and electronic aspects, and the specified purpose and context. **MU:Re7.2.T.HSII** a. Explain how the analysis of elements of music, technological aspects, context, `and purpose of contrasting musical selections informs a response.	• The musician's digital statement includes citing knowledge of the selected music, understanding of the digital and electronic aspects and the purpose and context. Research should be shared, and the purpose of contrasting selections should be explored.	• The digital statement does not include knowledge of the selected music or understanding of the digital and electronic aspects and the purpose and context.	The digital statement was not submitted.
Anchor Standard 8: Interpret meaning in artistic work	**MU:Re8.1.T.HSII** a. Explain and support interpretations of the expressive	• The portion of the musician's digital statement should include	• The portion of the musician's digital statement did not completely explore the	The portion of the musician's digital statement was not

	intent of musical selections, citing as evidence the treatment of the elements of music, digital and electronic features, context, and purpose.	interpretations of the expressive intent of musical selections citing as evidence the treatment of the elements of music and digital and electronic features.	expressive intent of the selections citing the treatment of the elements of music.	submitted.
Anchor Standard 9: Apply criteria to evaluate artistic work	**MU:Re9.1.T.HSII** a. Evaluate music using criteria based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.	• The musician's digital statement includes an evaluation of music based on artistic intent, digital features, and musical qualities.	• The musician's digital statement did not completely evaluate chosen music on artistic intent or digital features.	The musician's digital statement was not submitted.
TECHNOLOGY				
CONNECT				
Anchor Standard	**Performance Indicator**	**HSII Accomplished (Meets Standard)**	**HSI Proficient (Approaches Standard)**	**Ineligible Portfolio**
Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	**MU:Cn10.1.T.HSII** a. Identify and implement ways to use music to serve others and describe the effect of the experience.	• Digital reflection of 500 or fewer words or a video recording of three or fewer minutes describes: ▪ Student's service project ▪ Leadership and creativity skills the student developed as a result of service work.	• Reflection is marginally related to service learning, vague or incomplete.	Reflection was not submitted.
Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context, and in turn, how artistic ideas shape cultures past, present and future.	**Mu:Cn11.1T.HSII** a. Appraise the effect of a musician or a group of musicians on a society and identify the contributing factors to their ability to have that effect.	• Digital reflection of 500 or fewer words or a video recording of three or fewer minutes describes: ▪ The impact of a musician or a group of musicians on a society and identify ▪ The factors that contributed to the impact.	• Reflection is marginally related to musical innovation, vague or incomplete.	Reflection was not submitted.

Maintaining Documents and Portfolio Suggestions

As students collect artifacts it is suggested to develop a digital process (i.e. Google Drive, Microsoft OneDrive, etc.) to ensure the documents/items are organized for review. In the cases of a NYSATA or NYSSMA adjudication, a scan of the assessment document will suffice.

Completion of Pathway

After students have completed the pathway above, they are qualified for the NYSED 4+1 Pathway and/or the Huntington High School Pathway in the Arts Certificate(s).