

High Priority Standards

NCCAS Music Standard

Common Anchor Standard #1: Generate and conceptualize artistic ideas and work.

MU:Cr1-4.a - (Imagine) Improvise rhythmic, melodic and harmonic phrases and explain their relevance to personal experience, specific interests or purpose.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:Cr4-4.c - (Interpret) Demonstrate and explain understanding of how expressive qualities (such as dynamics, tempo, articulation) and their interpretive decisions convey the music's intent.

Learning Goal

Students will be able to create using the elements and principles of music.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Sight reading melodic patterns using a hexatonic scale.
- Interpreting dynamic markings in a performance.
- Classifying instruments of the symphony into families.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: instrument families, phrase, rondo form, crescendo/decrescendo, hexatonic scale (do, re, mi, fa, sol, la).
- Performing processes such as:
 - Notating two note chords on the treble staff.
 - Describing dynamic markings and their purpose.

Level 1: Student demonstrates a limited understanding or skill with the learning

	goal.
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Course: Music
Grade: 5
LG 1 Concepts

High Priority Standards

NCCAS Music Standard

Common Anchor Standard #1: Generate and conceptualize artistic ideas and work.

MU:Cr1-4.a - (Imagine) Improvise rhythmic, melodic and harmonic phrases and explain their relevance to personal experience, specific interests or purpose.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:Cr4-4.b - (Analyze) Demonstrate understanding of the structure and the elements of music through performance.

Common Anchor Standard #6: Convey meaning through the presentation of artistic work.

MU:Pr6-4.a - (Present) Perform their interpretation of the music with expression and technical accuracy to convey the creator's intent.

Learning Goal	Proficiency Scale
Students will be able to perform with musical instruments.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Performing an ostinato (short musical rhythmic passage) on classroom instruments with complex music.• Improvising simple melodic accompaniments.• Playing complex music in a 2 part ensemble. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: wind instrument, articulation, intonation, time signature, minor, major, recorder.• Performing processes such as:<ul style="list-style-type: none">○ Following sight-read rhythmic patterns with an instrument.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Music
Grade: 5
LG 2 Instruments

High Priority Standards

NCCAS Music Standard

Common Anchor Standard #1: Generate and conceptualize artistic ideas and work.

MU:Cr1-4.a - (Imagine) Improvise rhythmic, melodic and harmonic phrases and explain their relevance to personal experience, specific interests or purpose.

Common Anchor Standard #2: Organize and develop artistic ideas and work.

MU:Cr2-4.b - (Plan & Make) Document the selected ideas using iconic and/or standard notation and explain the evolving plan.

Common Anchor Standard #3: Refine and complete artistic work.

MU:Cr3-4.b - (Evaluate & Refine) Demonstrate and document revisions to their music and the original plan, using iconic or standard notation, to show improvement over time.

Learning Goal

Students will be able to create and perform rhythm patterns.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Creating rhythm(s) using advanced standard notation.
- Performing rhythms that include dotted quarter note followed by an eighth note, triplets using voice, body percussion and instruments.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: rhythm, improvisation, syncopation, dotted quarter note, triplets, and sixteenth notes.
- Performing processes such as:

- Dividing rhythm into measures.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

High Priority Standards

NCCAS Music Standards

Common Anchor Standard #1: Generate and conceptualize artistic ideas and work.

MU:Cr1-4.b - (Imagine) Generate and demonstrate musical ideas within specific related tonalities (such as major/relative minor) and meters (such as 2/4 and 6/8).

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:Cr4-4.b - (Analyze) Demonstrate understanding of the structure and the elements of music through performance.

Common Anchor Standard #6: Convey meaning through the presentation of artistic work.

MU:Pr6-4.a - (Present) Perform their interpretation of the music with expression and technical accuracy to convey the creator's intent.

Learning Goal

Students will be able to use the voice as an instrument.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Singing with an emphasis on diatonic melodies.
- Singing melodies from the treble staff using indicated dynamics and phrasing.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: ensemble, solfege, dynamics, phrasing, diatonic.
- Performing processes such as:
 - Maintaining a clear tone while singing.

	<ul style="list-style-type: none">○ Singing in simple harmony. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Music
Grade: 5
LG 4 Singing