

Grade: 2

LG 1 Concepts

High Priority Standards

NCCAS Music Standard

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

Improvise patterns and ideas that represent specific interests, concepts, or purpose.

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

Demonstrate through performance knowledge of music concepts (*such as tonality and meter*).

Common Anchor Standard #7: Perceive and analyze artistic work.

Demonstrate and describe how specific music concepts (such as tonality or meter) are used.

Learning Goal	Proficiency Scale
Students will be able to create using the elements and principles of music.	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 the musical expressions forte, piano, and accent.• Describing bar line, double bar line, measure, and repeat sign.• Sight-reading short melodic patterns. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: bar line, double line, measure, accent, melody, forte, piano, repeat sign.• Performing processes such as:<ul style="list-style-type: none">○ Identifying like and unlike melodic phrases.○ Identifying AB and ABA forms in music.

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

Grade: 3

High Priority Standards

NCCAS Music Standards

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

Improvise patterns and ideas that represent specific interests, concepts, or purpose.

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

Demonstrate through performance knowledge of music concepts (such as tonality and meter).

Learning Goal	Proficiency Scale
Students will be able to perform with musical instruments.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• Playing music in AB and ABA forms.• Controlling the use of the instrument to achieve the best sound.• Performing an ostinato (short melodic rhythmic pattern). <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: playing position, rest position, mallets, melody, musical forms AB and ABA, glockenspiel, metallophone, xylophone.• Performing processes such as:<ul style="list-style-type: none">○ Playing a simple accompaniment on classroom instruments. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

High Priority Standards

NCCAS Music Standard

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

Improvise patterns and ideas that represent specific interests, concepts, or purpose.

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

Discuss and perform to organize their patterns and musical ideas, keeping and updating written (iconic or standard notation) or audio record of the developing musical plan.

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

Discuss and perform to organize their patterns and musical ideas, keeping and updating written (iconic or standard notation) or audio record of the developing musical plan.

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:

- Performing rhythmic patterns using traditional notation with half notes, half rests, whole notes, and whole rests using voice, body percussion and instruments.
- Creating rhythm(s) using standard and iconic notation.

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

- Recognizing and recalling specific vocabulary, such as: rhythm, paired eighth notes, quarter notes, quarter rests, half notes, half rests, whole notes, whole rest.
- Performing processes such as:
 - Playing rhythms using a combination of quarter note, quarter

	<p>rest, and eighth notes.</p> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Music
Grade: 3
LG 3 Rhythm

Grade: 2
LG 4 Singing

High Priority Standards

NCCAS Music Standard

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

Improvise patterns and ideas that represent specific interests, concepts, or purpose.

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

Demonstrate through performance understanding of the music’s expressive qualities (such as dynamics and tempo).

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

Demonstrate the music’s expressive qualities and technical accuracy.

Learning Goal

Students will be able to perform using 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 in AB and ABA forms.
- Performing melodic patterns that move upward, downward, and stay the same.

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

- Recognizing and recalling specific vocabulary, such as: dynamics, tempo, melody, pattern, form.
- Performing processes such as:
 - Singing and identifying the pitches sol, mi, do, re, and la.

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

Grade: 3