

## High Priority Standards

### NCCAS Music Standards

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

Generate and demonstrate musical ideas within specific related tonalities, meters, and styles.

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

Demonstrate and explain understanding of how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey the music's intent.

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

Demonstrate and explain, citing evidence, how the structure and the use of the elements of music can influence responses to music.

### 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:

- Performing notated music from a treble clef staff.
- Improvising melodies and rhythms with complex forms.

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

- Recognizing and recalling specific vocabulary, such as:
- Performing processes such as:
  - Reading rhythmic and melodic patterns.
  - Explaining theme-and-variations form.

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

Course: Music

Grade: KG

LG 2 Instruments

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

MU:PR4.2.Ka - (Analyze) With guidance, explore and demonstrate awareness of music concepts (high/low, loud/soft, same/different) in a variety of music selected for performance.

**Common Anchor Standard #5:** Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.Ka - (Rehearse, Evaluate & Refine) With guidance, apply personal, teacher and peer feedback to refine the performance.

**Learning Goal**

Students will be able to perform with musical instruments.

**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:

- Playing instruments using a steady beat and expressive qualities.

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

- Recognizing and recalling specific vocabulary: hand drum, rhythm sticks, playing position, rest position, beat.
- Performing processes such as:
  - Imitating a short melody or pattern.

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

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Generate and demonstrate musical ideas within specific related tonalities, meters, and styles.

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

Demonstrate understanding of the structure and the elements of music through performance.

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

Perform their interpretation of the music with expression and technical accuracy to convey the creator's intent.

### Learning Goal

Students will be able to perform with musical instruments.

### 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 and performing an ostinato on classroom instruments.
- Improvising on all classroom instruments.
- Playing music of increasing difficulty in a variety of ensembles.

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

- Recognizing and recalling specific vocabulary, such as: soprano and alto bass, bass alto, repertoire.
- Performing processes such as:
  - Playing all classroom instruments with correct technique.
  - Performing a melody containing at least 5 notes on a wind instrument.

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

LG 3 Rhythm

**High Priority Standards**

**NCCAS Music Standards**

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

- Improvise musical ideas and explain their relevance to personal experience, specific interests or purpose.

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

- Document the development of selected ideas using iconic or standard notation and explain the evolving plan.

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

- Present the final version of their original music, and explain how it conveys interest, context, expressive intent, and craftsmanship.

**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:

- Playing complex rhythms on classroom instruments or using body percussion by combining or adding rhythms.

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

- Recognizing and recalling specific vocabulary, such as: duple meter, triple meter.
- Performing processes such as:
  - Improvising melodies and rhythms of increasing complexity.

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

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

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

Perform their interpretation of the music with expression and technical accuracy to convey the creator's intent.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to use the voice as an instrument.	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"><li>• Singing with attention to blend, balance, intonation, and expression.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: ensemble , solo, blend, balance, intonation, expression.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Singing in two and three part harmony.</li><li>○ Clearly articulating while singing.</li></ul></li></ul> Level 1: Student demonstrates a limited understanding or skill with the learning goal.