

High Priority Standards

NCCAS Standard

Discipline: Ensembles/Band

Common Anchor Standard #1: Imagine: MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

Common Anchor Standard #2: Plan and Make: MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

Learning Goal	Proficiency Scale
Students will be able to create using the elements and principles of music.	<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">• Performing rhythm and rhythm patterns, such as whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.• Performing music using simple meters.• Notating key signatures of scales and literature being performed.• Identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music. <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: whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, simple meters (2/4, 3/4, 4/4), rhythm, harmony, melody, keys, music notation, measures, sight reading.• Performing processes such as:<ul style="list-style-type: none">○ Identifying in key vs. out of key.

	<ul style="list-style-type: none">○ Using basic standard notation as directed by the teacher. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Band
Grade Level: 6
LG 2 Instrumental Technique

High Priority Standards

NCCAS Music Standards

Discipline: Ensemble/Band

Common Anchor Standard #5: Rehearse, Evaluate & Refine - MU:Pr5-6.a: Identify and apply teacher-provided criteria (such as correctly interpreting notation; technical accuracy; originality, emotional impact, variety, and interest) to rehearse, refine, and evaluate the performance.

Learning Goal

Students will be able to use posture, technique, and tone production to perform with 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:

- Playing with healthy posture and instrument position.
- Producing tones that are clear and sustained.
- Balancing instrumental timbres.

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

- Recognizing and recalling specific vocabulary, such as: timbre, pitch, position, tone.
- Performing processes such as:
 - Matching pitches and beginning to make adjustments to facilitate correct intonation.
 - Using finger/slide positions, fingerings/positions, control of instrumental tools.

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

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Course: Band
Grade Level: 6
LG 3 Expression

High Priority Standards

NCCAS Standard

Discipline: Music/Ensemble Strand

Common Anchor Standard #5: Rehearse and Refine: MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

Learning Goal

Students will be able to create expressive 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:

- Applying tone, tempo and rhythm, pitch accuracy, posture, style, and dynamics as a means of expression.
- Responding to conducting patterns and gestures.
- Maintaining a steady beat at various tempos.

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

- Recognizing and recalling specific vocabulary, such as:
- Performing processes such as:
 - Beginning to use articulations, dynamic contrasts, and phrasing as means of expression.
 - Matching dynamic levels and playing styles with the ensemble.
 - Identifying and practicing teacher directed criteria contribute to individual performance.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Band
Grade Level: 6
LG 4 Refinement

High Priority Standards

NCCAS Standard:

Discipline: Ensemble / Band

Common Anchor Standard #5: Rehearse, Evaluate & Refine - MU:Pr5-6.a: Identify and apply teacher-provided criteria (such as correctly interpreting notation; technical accuracy; originality, emotional impact, variety, and interest) to rehearse, refine, and evaluate the performance.

Common Anchor Standard #6: Connecting

MU:Pr6.1.6a. Perform the music with technical accuracy to convey the creator's intent.

MU:Pr6.1.6b. Demonstrate effective performance decorum (such as stage presence, attire and behavior) and audience etiquette appropriate for venue, and purpose.

Learning Goal	Proficiency Scale
Students will understand that context and manner of presentation influence audience response.	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">• Refining and revising personal work.• Identifying aesthetic elements that influence responses to music. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: alignment, posture, breathe, warm-up, tuning, repetition, goal setting, practice elements, cue, stage presence, venue, audience.• Performing processes such as:<ul style="list-style-type: none">○ Developing ways to achieve practice goals.○ Discussing good practice methods and techniques.○ Identifying the various contexts that affect a performance.

	<ul style="list-style-type: none">○ Comparing ways that an audience can influence a performance.○ Describing and demonstrating rehearsal and concert etiquette as a performer. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Band
Grade Level: 7