

LG 1 Concepts

High Priority Standards

NCCAS Music Standards

Discipline: Vocal Music

Common Anchor Standard #1: Generate musical ideas for various purposes and contexts. Imagine: MU:Cr1.1.8a Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

Common Anchor Standard #2: Select and develop musical ideas for defined purposes and contexts
 Plan and Make: MU:Cr2.1.8a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.
 MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

Learning Goal	Proficiency Scale
<p>Students will be able to create using the elements and principles of music.</p>	<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"> • Singing Major and Minor scales accurately in solfege, with Curwen hand signs. • Reading rhythmic patterns such as those that include whole notes, half notes, quarter notes, dotted-half-followed-by-quarter notes, eighth notes, dotted-quarter-followed-by-eighth notes, sixteenth notes, dotted-eighth-followed-by-sixteenth notes, and corresponding rests in duple and triple meters. • Notating rhythmic patterns such as those that include whole notes, half notes, quarter notes, dotted-half-followed-by-quarter notes,

	<p>eighth notes, dotted-quarter-followed-by-eighth notes, sixteenth notes, dotted-eighth-followed-by-sixteenth notes, and corresponding rests in duple and triple meters.</p> <ul style="list-style-type: none"> • Sight-singing and composing complex rhythmic and melodic patterns. <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: Curwen, dotted-half-followed-by-quarter-notes, sixteenth notes, dotted-eighth-followed-by-sixteenth notes, duple and triple meter. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying and notating melodic patterns, using specific interval names (e.g., third, fifth). ○ Identifying and explaining musical forms found in choral literature. ○ Identifying musical textures, including monophonic, homophonic, and polyphonic. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p>Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none"> • Perform literature that is in tune, well blended, and balanced. 	

Course: Choir

Grade Level: 8

LG 2 Vocal Technique

High Priority Standards

NCCAS Music Standards

Discipline: Vocal Music

Common Anchor Standard #3: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
Evaluate and Refine MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

Learning Goal

Students will be able to use posture, technique, and tone production to perform with the voice.

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:

- Increasing and exhibiting vocal control, strength, and endurance.
- Applying voiced and unvoiced consonants.
- Producing pure vowel sounds (ah, eh, ee, oh, and oo) across the vocal range.

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

- Recognizing and recalling specific vocabulary, such as: voiced and unvoiced consonants, vowel sounds, endurance.
- Performing processes such as:
 - Identifying the effect of physiological changes on the voice.

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

Learning Targets

Students know how to:

- Sing, independently and with an ensemble, 3 or 4 part music selected for 8th grade choir.

Course: Choir

Grade Level: 8

LG 3 Expression

High Priority Standards

NCCAS Music Standards

Discipline: Vocal Music

Common Anchor Standard #4: Select varied musical works to present based on interest, knowledge, technical skill, and context.

Select: MU:Pr4.1.8. Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or contest, and explain expressive qualities, technical challenges, and reasons for choices.

Learning Goal	Proficiency Scale
Students will be able to create expressive 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">• Responding to advanced conducting patterns and interpretive gestures for changing tempos, dynamics, and meters.• Applying dynamic markings in musical scores and exercises, and maintaining even tone and accurate intonation. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: intonation, chest voice, head voice, interpretive measures.• Performing processes such as:<ul style="list-style-type: none">○ Recalling techniques to create different sounds (slower/faster air, etc).○ Applying consistent tempos while performing rhythms.○ Using artistic expression to reflect the mood and style of the music.

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

Grade Level: 8

LG 4 Refinement

High Priority Standards

NCCAS Music Standards

Discipline: Vocal Music

Common Anchor Standard #6: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr6.1.8a. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context, and culturally authentic practices in music to convey the creator's intent.

MU:Pr6.1.8b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context, and style.

Learning Goal

Students will understand that context and manner of presentation influence audience response.

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:

- Presenting self in a professional manner on stage.
- Reflecting on rehearsal strategies to improve performance.
- Annotating rehearsal markings into music for personal reference and practice.

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

- Recognizing and recalling specific vocabulary, such as: stylistic, intent, expressive, notate, annotate,
- Performing processes such as:
 - Performing expressively and with technical accuracy in a