

LG 1 Concepts

High Priority Standards

NCCAS Music Standards

Common Anchor Standard #1: MU:Cr1-7.a - (Imagine) Create melodies, rhythms, or harmonic accompaniments choosing contrasting tonalities, meters, and styles for a specific purpose/function or mood or interest.

Common Anchor Standard #4: MU:Cr4-7.c - (Interpret) Demonstrate through performance how the music's intent is conveyed within contrasting pieces of music by their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, articulation/style, phrasing).

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 rhythm and rhythm patterns, such as sixteenth notes, eighth note triplets, dotted eighth notes, corresponding rests, and syncopations.• Performing music in more complex meters, such as 2/2 and 6/8 meters.• Performing music written in rondo and ternary forms. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: sixteenth notes, eighth note triplets, dotted eighth notes, corresponding rests, and syncopations, 2/2 and 6/8 meters, scales.• Performing processes such as<ul style="list-style-type: none">○ Identifying and notating key signatures of scales and literature being performed.○ Identifying half-step and whole-step patterns.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Band
Grade Level: 7

LG 2 Instrumental Technique

High Priority Standards

NCCAS Standard

Discipline: Music/Ensemble Strand

Common Anchor Standard # 4: Interpret: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

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:

- Adjusting intonation while playing.
- Producing tones that are clean and unwavering.
- Balancing and blending instrumental timbres.

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

- Recognizing and recalling specific vocabulary, such as: pitch, rhythm, tone, tempo, phrasing, intonation, timbre.
- Performing processes such as:
 - Performing simple rhythmic and melodic examples.
 - Responding to conducting patterns.
 - Making adjustments to facilitate intonation.
 - Producing characteristic sound of the instrument being played.

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

	learning goal.
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Course: Band
Grade Level: 7
LG 3 Expression

High Priority Standards

NCCAS Music Standards

Discipline: Ensemble / Band

Common Anchor Standard #5: Interpret

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

Learning Goal	Proficiency Scale
Students will be able to create expressive 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">• Playing with pitch accuracy, originality, and variety to create an engaging performance.• Using articulations, dynamic contrasts, and phrasing as means of expression. <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: phrasing, dynamic contrast, articulation.• Performing processes such as:<ul style="list-style-type: none">○ Applying tone, tempo and rhythm, pitch accuracy, posture, style, dynamics and expression while performing. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Course: Band
Grade Level: 7
LG 4 Refinement

High Priority Standards

NCCAS Music Standards

Discipline: Ensemble/Band

Common Anchor Standard #5: Rehearse, Evaluate & Refine - MU:Pr5-7.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:Pr6.1.7a. Perform the music with technical accuracy and stylistic expression to convey the creator’s intent.

MU:Pr6.1.7b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

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">• Applying specific methods to achieve practice goals.• Evaluating personal performances with feedback from peers and teachers.• Applying accepted criteria for critiquing musical performances of self or others.• Describing and applying rehearsal and concert etiquette skills as a performer, such as critical listening skills, following conducting gestures, and maintaining attention in rest position. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: critique,

	<p>technical accuracy, context, goal setting, practice elements, chunking, practice material.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Refining and revising personal work.○ Identifying aesthetic elements during a discussion.○ Performing expressively and with technical accuracy in a manner appropriate to the audience and context. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Band
Grade Level: 8
LG 1 Concepts