

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:Cr3.1.6a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

MU:Cr3.1.6b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

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:

- Singing using performance level posture, breath support, and diction.
- Blending vocal tones with the performing ensemble.
- Improvising melodic and rhythmic patterns in a choral setting.

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

- Recognizing and recalling specific vocabulary, such as: tone, breath, posture, diction, vocal exercise.
- Performing processes such as:
 - Identifying appropriate tone production.
 - Defining singing techniques
 - Singing an assigned vocal part in music containing three or more parts.

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

Students know how to:

- Perform literature that is in tune, well blended, and balanced.
- Perform an individual part independent of the ensemble.
- Perform as a member of the ensemble.

Course: Choir
Grade Level: 6
LG 3 Expression

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

Interpret: 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	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">• Adjusting performance elements to convey meaning and intent.• Responding to basic conducting patterns and interpretive gestures• Applying dynamic markings to a performance, such as <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, crescendo, and decrescendo.• Applying articulation markings to a performance, such as staccato, marcato and legato. <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: dynamics, tempo, articulation, accelerando, ritardano, presto, allegro, largo, adagio, andante, moderato, largo, <i>ff</i>, <i>f</i>, <i>mf</i>, <i>mp</i>, <i>p</i>, <i>pp</i>, <i>sfz</i>, phrasing, crescendo, decrescendo, staccato, marcato and legato.• Performing processes such as:<ul style="list-style-type: none">○ Identifying articulation markings such as staccato, marcato and legato.○ Defining the importance of phrasing, articulation, and style.

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| | <ul style="list-style-type: none">○ Identifying genre or culture-specific characteristics.○ Recognizing historical differences in music. |
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Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Choir
Grade Level: 6
LG 4 Refinement

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Artistic Process - Connecting: Relating artistic ideas and work with personal meaning and external context.

Common Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10-6.e - (Present) 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">• Actively listening as a member of audience or ensemble.• Responding in rehearsal and in performance to the cues of the conductor.• Performing expressively and with technical accuracy in a manner appropriate to the audience and context. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: cue, stage presence, venue, audience.• Performing processes such as:<ul style="list-style-type: none">○ Identifying the various contexts that affect a performance.○ Comparing ways that an audience can influence a performance. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Course: Choir
Grade Level: 7
LG 1 Concepts