

Grade Level: 9-12

LG 1 Concepts

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

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

Imagine: MU:Cr1.1.E.Ia Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.

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

Plan and Make: MU:Cr2.1.E.Ia Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
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"><li>• Performing with jazz articulations such as bite, ride, glisses, falls, doits, lip trills, scoops, ghost, subtone, muting.</li><li>• Playing in various time signatures, such as compound duple, compound triple, and mixed meter.</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: staccato, legato, marcato, accent staccato, compound duple, compound triple, music notation, articulation, bite, ride, glisses, falls, doits, lip trills, scoops, ghost, subtone, muting.</li><li>• Performing processes such as:</li></ul>

- Defining tempos used in jazz.
- Performing with articulations such as staccato, legato, marcato, and accent staccato.

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

Course: Jazz Band

Grade Level: 9-12

LG 2 Instrumental Technique

**High Priority Standards**

**Discipline:** Music/Ensemble strand

**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.**

Select - MU:Pr4.1.E.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

Analyze - MU:Pr4.2.E.Ia Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Interpret - MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

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

Rehearse, Evaluate, and Refine - MU:Pr5.1.E.Ia. Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

**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:

- Responding to conducting patterns and gestures.
- Adjusting and perfecting intonation while playing.
- Applying preparatory procedures for playing.
- Producing tones that are clear, centered, sustained, and unwavering.

	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: unwavering, grace notes, vibrato, alternate fingerings.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Balancing and blending instrumental timbres.</li><li>○ Playing with characteristic tone, expression, style and dynamics.</li><li>○ Performing tempo changes in the music literature.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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LG 3 Expression

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

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

Present - MU:Pr6.1.E.Ia, Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

Present - MU:Pr6.1.E.Ib, Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
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"><li>• Creating and performing rhythmic and melodic examples in sonata-allegro form.</li><li>• Performing accompanying harmonies and counter melodies.</li><li>• Identifying intonation problems within the ensemble and providing suggestions for solutions.</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: sonata-allegro, counter melodies, harmonies.</li><li>• Performing processes such as:</li></ul>

	<ul style="list-style-type: none"><li>○ Matching dynamic levels and playing styles.</li><li>○ Using articulation, dynamic contrast, phrasing, and tempo changes to adjust expression.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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LG 4 Refinement

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

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

MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

**Anchor Standard 7: Perceive and analyze artistic work**

Select - MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Analyze - MU:Re7.2.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

Evaluate – Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and content.

**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:

- Applying background knowledge concerning musical structure and context to form an immediate response to the performance.
- Evaluating personal performance to refine technique.
- Examining ways in which personal experiences influence critical judgment about works of music and musical performances.

	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: preparation, attentive behavior, annotation, cue, stage presence, venue, context, audience, style.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Forming a response to the music with personally developed criteria.</li><li>○ Performing professionally for an audience with respect to the venue, style of music, and purpose of the performance.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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