

	<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

High Priority Standards

NCCAS Music Standards

Common Anchor Standard #1: Generate and conceptualize artistic ideas and work.

MU:Cr1-8.a - (Imagine) Create melodies, rhythms, or harmonic accompaniments choosing contrasting tonalities, meters, and styles for a specific purpose/function or mood or interest or personal experience.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:Cr4-8.c - (Interpret) Demonstrate through performance how the music's intent is conveyed within multiple 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

Students will be able to create using the elements and principles of 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:

- Performing rhythm and rhythm patterns, such as quarter note triplets and corresponding rests.
- Performing music in compound meters, such as 3/8 meter.
- Performing music in theme and variations form.
- Notating key signatures of scales and literature being performed.
- Reading and interpreting standard music notation.

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

- Recognizing and recalling specific vocabulary, such as: quarter note triplets, corresponding rests, tonality, theme form, variation form, literature.
- Performing processes such as:
 - Performing music in meters, such as 2/2 and 6/8 meters.
 - Identifying forms such as rondo and ternary.

- Identifying asymmetrical meters.

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

Course: Band

Grade Level: 8

LG2 Instrumental Technique

High Priority Standards

NCCAS Standard

Discipline: Ensemble / Strings

Common Anchor Standard # 4: Interpret: MU:Pr4.3.8a 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:

- Responding to conducting patterns and gestures.
- Adjusting to facilitate correct intonation.
- Tuning and adjusting the instrument as needed during a performance to maintain tones.
- Producing tones that are clear, centered, and sustained.

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

- Recognizing and recalling specific vocabulary, such as: sustained tone, preparatory playing procedure.
- Performing processes such as:
 - Balancing and blending instrumental timbres.

	<ul style="list-style-type: none">○ Playing with characteristic tone, expression, style and dynamics.○ Playing with pitch accuracy, and good tempo and rhythm. <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 3 Expression

High Priority Standards

NCCAS Music Standards

Artistic Process - Performing: Realizing artistic ideas and work through interpretation and presentation.

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

MU:Pr5-8.a - (Rehearse, Evaluate & Refine) Identify and apply Self- created criteria (such as correctly demonstrating notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and evaluate the performance.

Common Anchor Standard #11: Relate artistic ideas and works to societal, cultural and historical context to deepen understanding

MU:Cn11-8.a - (Interpret) Demonstrate through performance how the music’s intent is conveyed within multiple contrasting pieces of music by their interpretation of the elements of music and other expressive qualities (such as dynamics, tempo, articulation/style, phrasing).

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">• Varying tone, tempo, rhythm, style and dynamics to portray musical interpretation.• Reinforcing the artistic use of phrasing and dynamics.• Matching dynamic levels and playing styles. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: style, interpretation, phrasing, dynamics.

	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Balancing and blending instrumental timbres.○ Interpreting elements of music such as tone, tempo and rhythm, pitch accuracy, posture, style, dynamics and expression to improve the group's performance. <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 4 Refinement

High Priority Standards

NCCAS Music Standards

Discipline: Ensemble/Band

Common Anchor Standard #5: Rehearse, Evaluate & Refine - MU:Pr5-8.a: Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

Common Anchor Standard #6: Connecting

MU:Pr6.1.8a. Perform the music with technical accuracy and stylistic expression, 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, context, and style.

Learning Goal	Proficiency Scale
<p>Students will understand that context and manner of presentation influence audience response.</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"> • Playing with individual expression and technical accuracy. • Forming a response to the music with personally developed criteria. • Performing professionally for an audience with respect to the venue, style of music, and purpose of the performance. <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: tuning, repetition, goal setting, practice elements, chunking, practice material, alignment, posture, breathe, warm-up, stage presence,

	<p>venue, annotation, demeanor.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Applying specific methods to achieve practice goals.○ Evaluating personal performances with feedback from peers and teachers.○ Responding to the performance using pre-determined criteria.○ Performing 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: 9-12
LG 1 Concepts