

**High Priority Standards**

**NCCAS Music Standards**

**Discipline:** Vocal Music

**Common Anchor Standard #1:** Generate musical ideas for various purposes and contexts. Imagine: MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent,

**Common Anchor Standard #2:** Select and develop musical ideas for defined purposes and contexts.

Plan and Make: MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

<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>• Counting rhythms during sight reading.</li><li>• Singing correct pitch and solfege when shown a hands sign or notation.</li><li>• Writing rhythmic and melodic phrases of increasing difficulty from dictation.</li><li>• Identifying melodic patterns containing steps and intervals up to an octave.</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: solfege, interval, octave, melodic.</li></ul>

- Performing processes such as:
  - Identifying musical forms, including AB, ABA, and rondo.
  - Reading and notating rhythmic patterns.
  - Identifying solfege at own tempo.
  - Identifying treble, bass clef notes.
  - Identifying key signature.
  - Recalling mnemonic devices (i.e. Every good boy does fine).
  - Identifying the steps of a major or minor scale.

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

### **Learning Targets**

#### **Students know how to:**

- Perform literature that is in tune, well blended, and balanced.

Course: Choir

Grade Level: 7

LG 2 Vocal Technique

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**Common Anchor Standard #3:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. Evaluate and Refine MU:Cr3.1.7a. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.  
MU:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

**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:

- Producing appropriate tone in different genres.
- Expanding vocal range by singing developmentally appropriate vocal exercises, including head voice and chest voice.
- Improvising short melodic and rhythmic patterns in response to aural prompts.

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

- Recognizing and recalling specific vocabulary, such as: genre, tone, diction, pitch, aural prompt, breath, voice.
- Performing processes such as:
  - Identifying vocal anatomy, including the function of the diaphragm and larynx in singing.
  - Singing with accurate pitch production.
  - Singing with clear diction and unified vowels.

- Incorporating relaxed breathing while singing.

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

### Learning Targets

**Students know how to:**

- Perform two or three part music selected for 7<sup>th</sup> grade choir.

Course: Choir  
Grade Level: 7  
LG 3 Expression

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#### Discipline: Vocal Music

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

Select: MU:Pr4.1.7a. Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

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> <ul style="list-style-type: none"><li>• Producing sound at different volumes.</li><li>• Singing expressive elements written in the music.</li><li>• Compare and contrast elements of rhythm, melody, harmony, form, expression, and articulation in different genres.</li><li>• Incorporating appropriate facial and other body expression reflecting the mood and style of the music.</li><li>• Performing with originality, emotional impact, variety, and interest.</li></ul> <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: fermata, legato, staccato, marcato, score, mood, style.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Recalling techniques to create different sounds (slower/faster air, etc).</li><li>○ Identifying various tempo markings, including tempo changes.</li></ul></li></ul>

	<ul style="list-style-type: none"><li>○ Identifying different expressive elements when evaluating a performance.</li><li>○ Identifying and evaluating ways to improve overall performance.</li><li>○ Applying dynamic markings in musical scores and exercises.</li></ul> <p>Level 1: student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Choir  
Grade Level: 7  
LG 4 Refinement

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**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.

Present: 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.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
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"><li>• Responding in rehearsal and in performance to the cues of the conductor.</li><li>• Following stage cues and standard procedures for entering and exiting the stage.</li><li>• Applying rehearsal strategies to refine presentation.</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: cue, stage presence, venue, context, audience.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Actively listening as a member of audience or ensemble.</li><li>○ Identifying different situations and recognizing different behaviors in context.</li></ul></li></ul>

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Choir  
Grade Level: 8