

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline: Music Theory**

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

**Discipline Components: Analyze**

MU:Re7.2.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form ), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to create and perform in all key signatures.	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>• Explaining the circle of fifths.</li><li>• Explaining relative and parallel major-minor key relationships.</li><li>• Writing major and minor key signatures in treble and bass clefs.</li><li>• Performing all key signatures.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary: scales, minor, major, primary chords, signatures, technical accuracy, circle of fifths, clef.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Defining key signature.</li><li>○ Identifying the order of sharps and flats in key signatures.</li></ul></li></ul> Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Course: Music Theory

Grade Level: 9-12

LG 2 Chord Construction

**High Priority Standards**

**NCCAS Standards 2014**

**Discipline:** Music Theory

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

**Interpret**

**MU:Re8.1.C.IIa** Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form ), compositional techniques, and the style/genre and context of each work.

**Learning Goal**

Students will be able to create chord compositions.

**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:

- Composing and writing major, minor, augmented and diminished chords in all inversions and positions.
- Comparing and contrasting the qualities of chords in major and minor keys.

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

- Recognizing and recalling specific vocabulary, such as: major chord, minor chord, inversion, position, augmented, diminished, chord construction, triad.
- Performing processes such as:
  - Identifying major, minor, augmented and diminished chords in all inversions and positions.

- Identifying root, third, and fifth of a chord.

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

Grade Level: 9-12

LG 3 Harmonic Structure

### High Priority Standards

#### NCCAS Standards 2014

**Discipline:** Music Theory

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

#### Interpret

**MU:Re8.1.C.IIa** Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form ), compositional techniques, and the style/genre and context of each work.

#### Learning Goal

Students will be able to analyze harmonic structures.

#### 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:

- Writing formal harmonic analyses of 4-voiced compositions.
- Composing melodies within a chord progression.

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

- Recognizing and recalling specific vocabulary, such as: scale, major-mode, triads, cadence, relative major, relative minor, dominant, sub-dominant.
- Performing processes such as:
  - Identifying, writing and performing all major and minor scales and primary chords.
  - Identifying enharmonic equivalents.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal
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Course: Music Theory  
 Grade Level: 9-12  
 LG 4 Aural Identification

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Theory and Composition

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

MU:Cr1.1.C.IIa Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.

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

MU:Cr3.2.C.IIa Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

Learning Goal	Proficiency Scale
<p>Students will be able to aurally identify rhythm, intervals, and chords.</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"> <li>• Transcribing dictated examples of simple melodies and harmonies.</li> <li>• Determining pitch in an establish context.</li> <li>• Sight-singing unfamiliar music without assistance.</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: rhythm patterns, intervals, music notation, chords, sight-sing.</li> <li>• Performing processes such as:             <ul style="list-style-type: none"> <li>○ Identifying melodies and harmonies aurally.</li> </ul> </li> </ul>

	<p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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