LG 1 Concepts

High Priority Standards
NCCAS Music Standards **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. MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

Learning Goal	Proficiency Scale

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:
	• Sight reading melodic lines in major and minor keys.
	• Reading and writing complex notation.
	• Sight reading any voice part in a full vocal score.
	• Creating through improvising, composing, and arranging.
	
	Level 2: Student demonstrates he/she is nearing proficiency by:
	• Recognizing and recalling specific vocabulary, such as: voice part, vocal score.
	• Performing processes such as:
	    o Identifying monophonic, homophonic, and polyphonic textures.
	    o Creating a descant or ostinato to a previously learned melody.

	o Composing arrangements to a given melody.
	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: Chamber Choir
Grade Level: 10-12
LG 2 Voice Technique

High Priority Standards
NCCAS Music Standards **Discipline**: Music/Ensemble strand **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. **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.

Learning Goal	Proficiency Scale
Students will be able to use posture, technique, and tone production to perform with the voice.	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: • Using breath control, vocal independence, and agility while singing appropriate vocal exercises throughout the vocal range. • Using advanced vocal techniques to control dynamics and articulation. • Using advanced vocal development exercises to improve intonation. • Modeling adjustment of intonation by applying listening skills. • Modeling blend and balance with other singers. • Singing songs with complex and/or nontraditional harmonies.

	• Modeling proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants).
	
	Level 2: Student demonstrates he/she is nearing proficiency by:
	• Recognizing and recalling specific vocabulary, such as: pitch accuracy, tone quality, rhythm, diction, breath control.
	• Performing processes such as:
	   o Identifying and articulating consonants, with emphasis on beginning and final consonants.
	   o Identifying the basic components of the phonation process as they relate to vocal production.
	   o Recognizing musical interpretation.
	
	Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:
- Perform an individual part independent of the ensemble.
- Perform as a member of the ensemble.

Course: Chamber Choir

Grade Level: 10-12

LG 3 Expression

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NCCAS Music Standards

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.

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.
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<tr><td align="center">Learning Goal</td><td align="center">Proficiency Scale</td></tr>
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Students will be able to create expressive music.
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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:
- Modeling blending vocal timbres and matching dynamic levels.
- Modeling application of dynamic markings in musical scores and exercises while maintaining correct intonation.
- Interpreting and applying expressive phrasing independently.
- Modeling facial and physical expressions that reflect the mood and style of the music.

Level 2: Student demonstrates he/she is nearing proficiency by:
- Recognizing and recalling specific vocabulary, such as: dynamic marking, intonation.
- Performing processes such as:
  - Interpreting and applying expressive phrasing.
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	- Applying various tempos while singing. - Performing complex rhythmic patterns. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Chamber Choir

Grade Level: 10-12
LG 4 Refinement

High Priority Standards

NCCAS Music Standards
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.
MU:Pr6.1.8a. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context, 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, and context, and style.

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: • Analyzing and explaining personal, emotional, and intellectual responses to works of music, using music terminology. • Analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances. • Responding to advanced conducting patterns and interpretive gestures. Level 2: Student demonstrates he/she is nearing proficiency by: • Recognizing and recalling specific vocabulary, such as: stylistic, intent, expressive, notate, annotate, • Performing processes such as:

	o Modeling exemplary concert etiquette as an active listener. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Concert Choir