

High Priority Standards

NCCAS Standards 2014 –

Discipline: Harmonizing Instruments strand

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

MU:Cr1.1.H.IIa Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.

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

MU:Cr2.1.H.IIa Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.

Learning Goal	Proficiency Scale
<p>Students will be able to create using the elements and principles of music.</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"> • Performing rhythm and rhythm patterns, such as whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests. • Performing music using simple meters and two octave scales. • Identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music. • Performing two octave arpeggios of all major scales. • Performing using basic left hand chords and simple right hand melodies simultaneously. <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: melody,

harmony, rhythm, timbre, texture, dynamics, tempo, key, clef sign
arpeggio, Circle of Fifths, octave scales such as F, B, Db, Ab, F# and
Bb major scales.

- Performing processes such as:
 - Identifying key signatures.
 - Explaining the significance of sharps, flats, naturals, and accidentals.

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

Grade Level: 9-12

LG 2 Instrumental Technique

High Priority Standards

NCCAS Standards 2014 –

Discipline: Harmonizing / Piano

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

Process Component: Rehearse, Evaluate, Refine

MU:Pr5.1.H.IIa Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the 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:

- Performing with fingering positions for scales, melodies, and chords using both hands.
- Producing a clear tone.

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

- Recognizing and recalling specific vocabulary, such as: fingering for chords, fingering for scales, fingering for melodies, hand movements, LH consistent pattern of 4+3; RH begins with 2, the thumb placed on every first white key.
- Performing processes such as:
 - Identifying the concepts of scales, melodies, and chords.

	<ul style="list-style-type: none">○ Identifying the fingers of the hand by number; thumb=1, index finger=2, middle finger=3, ring finger=4, little finger (pinky)=5.○ Identifying which hand normally plays in each clef.○ Using fingering suggestions to complete a musical phrase <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	---

Course: Piano

Grade Level: 9-12

LG 3 Expression

High Priority Standards

NCCAS Standards 2014 –

Discipline: Harmonizing / Piano

Artistic Process: Performing

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

MU:Pr6.1.H.Ia Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Learning Goal	Proficiency Scale
<p>Students will be able to create expressive music.</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"> • Applying tone, tempo and rhythm, pitch accuracy, posture, style, and dynamics as a means of expression • Using articulations, dynamic contrasts, and phrasing as means of expression, such as legato, staccato, and ascending and descending slurs. • Blending and balancing and making adjustments to facilitate correct intonation. • Matching dynamic levels and playing styles. <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: staccato, legato, slurs, intonation, dynamic levels, tone. • Performing processes such as:

	<ul style="list-style-type: none">○ Responding to conducting patterns and gestures.○ Maintaining a steady beat at various tempos in the music literature being studied. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	--

Grade Level: 9-12

LG 4 Refinement

High Priority Standards

NCCAS Standards 2014 –

Harmonizing Instruments strand

Anchor Standard 3: Refine and complete artistic work.

MU:Cr3.1.H.IIa Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies

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: <ul style="list-style-type: none">• Describing and demonstrating rehearsal and concert etiquette as a performer, such as using critical aural skills, following conducting gestures, maintaining attention in rest position.• Examining ways in which personal experiences influence critical judgment about works of music and musical performances. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: aural skills, conducting gestures, rest position, context, practice habits.• Performing processes such as:<ul style="list-style-type: none">○ Identifying specific music goals to refine presentations.○ Showing awareness of venue and context as an influence of audience response.

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

Course: Music Theory
Grade Level: 9-12
LG 1 Key Signature