

LG 1 Concepts

High Priority Standards

NCCAS Standard

Discipline: Ensembles/Band

Common Anchor Standard #1: Imagine: MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

Common Anchor Standard #2: Plan and Make: 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.

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: <ul style="list-style-type: none">• Identifying, defining, and applying standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.• Reading, analyzing, performing, and composing rhythmic patterns in complex meters.• Performing rhythm and rhythm patterns, such as whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, simple meters (2/4, 3/4, 4/4), rhythm, harmony, melody, keys, music notation, measures, sight reading.

- Performing processes such as:
 - Performing music in compound meters, such as 3/8 meter.
 - Performing music in theme and variations form.

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

Course: Wind Symphony
 Grade Level: 9-12
 LG 2 Instrumental Technique

High Priority Standards

NCCAS Standards 2014 –

Discipline: Music/Ensemble strand

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Select - MU:Pr4.1.E.1a Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

Analyze - MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Interpret - MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Learning Goal	Proficiency Scale
<p>Students will be able to use posture, technique, and tone production to perform with an instrument.</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"> • Responding to conducting patterns and gestures. • Adjusting and perfecting intonation while playing. • Applying preparatory procedures for playing. • Producing tones that are clear, centered, sustained, and unwavering. <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: unwavering, grace notes, vibrato, alternate fingerings.

	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Describing, and demonstrating proper posture, instrument position, and hand positions.○ Balancing and blending instrumental timbres.○ Playing with characteristic tone, expression, style and dynamics.○ Performing tempo changes in the music literature. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Wind Symphony

Grade Level: 9-12

LG 3 Expression

High Priority Standards

NCCAS Standards 2014 –

Discipline: Music/Ensemble strand

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 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">• Utilizing proper breathing techniques and embouchure, such as double-tongue, triple-tongue, breath attacks, and flutter-tongue.• Demonstrating the use of articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.• Creating and performing rhythmic and melodic examples in sonata-allegro form.• Performing accompanying harmonies and counter melodies.• Identifying intonation problems within the ensemble and providing suggestions for solutions. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: sonata-allegro,

	<p>counter melodies, harmonies, embouchure.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Matching dynamic levels and playing styles.○ Using articulation, dynamic contrast, phrasing, and tempo changes to adjust expression. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Wind Symphony
Grade Level: 9-12

LG 4 Refinement

High Priority Standards

NCCAS Standards 2014 –

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.

Anchor Standard 7: Perceive and analyze artistic work

Select - MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Analyze - MU:Re7.2.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Evaluate – Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and content.

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"> • Applying background knowledge concerning musical structure and context to form an immediate response to the performance. • Evaluating personal performance to refine technique. • Examining ways in which personal experiences influence critical judgment about works of music and musical performances.

	<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: preparation, attentive behavior, annotation, cue, stage presence, venue, context, audience, style.• Performing processes such as:<ul style="list-style-type: none">○ 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 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Guitar I
Grade Level: 9-12