

Grade Level: 9-12

LG 1 Concepts

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

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

Imagine: MU:Cr1.1.E.Ia Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.

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

Plan and Make: MU:Cr2.1.E.Ia Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

**Learning Goal**

Students will be able to create using the elements and principles of music.

**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 advanced musical forms, such as fugues, symphony movements, overtures, concerti, sonatas, chamber pieces.
- Implementing advanced shifting, harmonics, and vibrato styles while performing.
- Implementing advanced music literacy skills, such as col legno bowing, double and triple stops, and complex meters.

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

- Recognizing and recalling specific vocabulary, such as: fugues,

	<p>symphony movements, overtures, concerti, sonatas, chamber pieces, : rhythm patterns, key signature, music notation, vibrato, shifting, harmonics, fugue, concerti, overture, sonata, chamber piece, col legno, double and triple stop, meter.</p> <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Applying a variety of forms and bowing styles.</li><li>○ Matching pitch and intonation with the ensemble.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Orchestra  
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.Ia 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.Ia 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.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will be able to use posture, technique, and tone production to perform with instruments.</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>• Playing with accurate musical interpretation.</li> <li>• Aligning individual notes, rhythms, dynamics, style, and articulations with section members</li> <li>• Using tone, tempo and rhythm, pitch accuracy, posture, tempo and rhythm, style, dynamics and expression.</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: tone, tempo and rhythm, pitch accuracy, posture, tempo and rhythm, style, dynamics and expression</li> </ul>

- Performing processes such as:
  - Following direction from the conductor.
  - Practicing technical accuracy and musical interpretation.

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

Course: Orchestra  
 Grade Level: 9-12  
 LG 3 Expression

**High Priority Standards**

**NCCAS Standards 2014 –**

**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.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
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> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Playing expressively and in harmony with others in the ensemble.</li> <li>• Using musical interpretation in conjunction with others in the ensemble.</li> <li>• Performing with technical accuracy, pitch accuracy, rhythm, tone quality, and articulation with others in the ensemble.</li> <li>• Applying graduations of dynamics and tempos.</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: interpretation, pitch accuracy, rhythm, tone quality, and articulation, expression, improvisation.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Following direction from the conductor.</li><li>○ Practicing technical accuracy and musical interpretation.</li><li>○ Listening to others in the ensemble to remain in tune with the group.</li><li>○ Demonstrating balance, blend, and intonation.</li><li>○ Reinforcing the artistic use of phrasing and dynamics</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Grade Level: 9-12

LG 4 Refinement

### High Priority Standards

#### NCCAS Standards 2014 –

**Discipline:** Music/Ensemble strand

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

Select - MU:Re7.1.E.1a 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.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

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

Interpret - MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

#### **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

Students will understand that context and manner of presentation influence audience response.

#### 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:

- Applying background knowledge concerning musical structure and context to form an immediate response to the performance.
- Evaluating personal performance to refine technique.

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

- Recognizing and recalling specific vocabulary, such as: preparation,

	<p>attentive behavior, annotation, cue, stage presence, venue, context, audience, style.</p> <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Active listening and appropriate eye contact with other performers or conductor.</li><li>○ Showing respect for the conductor, performers, audience members, and the music that is being performed.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Orchestra  
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LG 5 Advanced Goal Cultural Connections

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

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

Interpret - MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand the influence of music and musical performances on society.</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>• Describing how a new understanding of the world, self and others may emerge after performing in a concert or performance.</li> <li>• Articulating how personal beliefs are formed by, and inform, interactions across cultural borders during a concert or performance.</li> <li>• Developing ideas to promote cross-cultural communication through music.</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: cross-cultural, belief systems, conventions.</li> <li>• Performing processes such as:               <ul style="list-style-type: none"> <li>○ Identifying personal beliefs that might inform how the world is viewed.</li> <li>○ Observing and discussing how changes might occur in belief</li> </ul> </li> </ul>

	<p>systems or attitudes influenced by a composition or concert.</p> <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