

	<p>manner appropriate to the audience and context.</p> <ul style="list-style-type: none">○ Responding to the cues of the director/conductor.○ Exhibiting healthy posture and breath technique. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Freshaires
Grade Level: 9-12

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
<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"> • Reading musical notation, such as dotted notes and rests, sixteenth notes and rests, basic symbols, and terms. • Reading and writing rhythmic patterns in simple and compound meters and in various tempos. <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: dotted notes, rests, sixteenth notes, eight measure phrase, simple and compound meters. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying monophonic, homophonic, and polyphonic textures. ○ Recognizing and performing music in various forms, including

AB, ABA, and strophic.

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: Freshaires

Grade Level: 9-12

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

Students will be able to use posture, technique, and tone production to perform with the voice.

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 clear diction and rhythm throughout the performance.
- Producing pure vowels—ah, eh, ee, oh, and oo—across the vocal range.
- Singing within the ensemble with accurate pitch and tone quality.

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, pure vowels.

	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying and articulating consonants, with emphasis on beginning and final consonants.○ Identifying the basic components of the phonation process as they relate to vocal production.○ Recognizing musical interpretation. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
Learning Targets	
<p>Students know how to:</p> <ul style="list-style-type: none">• Perform an individual part independent of the ensemble.• Perform as a member of the ensemble.	

Grade Level: 9-12

LG 3 Expression

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 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">• Applying dynamic markings, such as pp, p, mp, mf, f, ff, crescendo, decrescendo.• Responding to conducting prompts regarding blend and balance.• Creating vocal harmony to a given melody.• Interpreting mood, tempo, dynamics, and tone color in performance.• Demonstrating blended vocal timbres and matching dynamic levels. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: dynamic marking, crescendo, descrescendo, timbre, tone color.• Performing processes such as:

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| | <ul style="list-style-type: none">○ Interpreting music in ensemble performances.○ Singing with expressive phrasing. |
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Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Grade Level: 9-12

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

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:

- Presenting self in a professional manner on stage.
- Performing with technical accuracy and stylistic expression to convey the creator’s intent.
- Reflecting on rehearsal strategies to improve performance.
- Annotating rehearsal markings into music for personal reference and practice.

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

- Recognizing and recalling specific vocabulary, such as: stylistic intent, expressive, notate, annotate, context.

	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Performing expressively and with technical accuracy in a manner appropriate to the audience and context.○ Responding to the cues of the director/conductor.○ Exhibiting healthy posture and breath technique. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Trebleaires
Grade Level: 10-12
LG 1 Concepts