

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	Proficiency Scale
Students will be able to create using the elements and principles of music.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <ul style="list-style-type: none">• Analyzing and adjusting rhythm patterns while playing.• Interpreting standard duration and meter in asymmetrical time signatures, such as 5/8, 7/8.• Notating all key signatures.• Performing all ascending and descending major scales, minor scales, and tonic arpeggios in eighth notes. <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: rhythm patterns, key signature, asymmetrical signature, articulation, metered tones, tonic arpeggio• Performing processes such as:<ul style="list-style-type: none">○ Performing music in compound meters, such as 3/8 meter.○ Performing music in theme and variations form.

	<p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Band

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.

Learning Goal	Proficiency Scale
Students will be able to use posture, technique, and tone production to perform with an instrument.	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">• Responding to conducting patterns and gestures.• Adjusting intonation while playing.• Applying preparatory procedures for playing.• Producing tones that are clear, centered, sustained, and unwavering. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: unwavering, grace notes, vibrato, alternate fingerings.

- Performing processes such as:
 - Balancing and blending instrumental timbres.
 - Playing with characteristic tone, expression, style and dynamics.
 - Performing tempo changes in the music literature.

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

Course: Band

Grade Level: 9-12

LG3 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">• 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, counter melodies, harmonies• 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: Band

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

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.
- 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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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	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">• Performing with jazz articulations such as bite, ride, glisses, falls, doits, lip trills, scoops, ghost, subtone, muting.• Playing in various time signatures, such as compound duple, compound triple, and mixed meter. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: staccato, legato, marcato, accent staccato, compound duple, compound triple, music notation, articulation, bite, ride, glisses, falls, doits, lip trills, scoops, ghost, subtone, muting.• Performing processes such as:

- Defining tempos used in jazz.
- Performing with articulations such as staccato, legato, marcato, and accent staccato.

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

Course: Jazz Band

Grade Level: 9-12

LG 2 Instrumental Technique

High Priority Standards

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.

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.

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:

- 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.• Performing processes such as:<ul style="list-style-type: none">○ 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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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

Students will be able to create expressive 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:

- 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:

- Recognizing and recalling specific vocabulary, such as: sonata-allegro, counter melodies, harmonies.
- 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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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

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.
- 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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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">• Performing processes such as:<ul style="list-style-type: none">○ Applying a variety of forms and bowing styles.○ Matching pitch and intonation with the ensemble. <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

Learning Goal	Proficiency Scale
<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"> • Playing with accurate musical interpretation. • Aligning individual notes, rhythms, dynamics, style, and articulations with section members • Using tone, tempo and rhythm, pitch accuracy, posture, tempo and rhythm, style, dynamics and expression. <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: tone, tempo and rhythm, pitch accuracy, posture, tempo and rhythm, style, dynamics and expression

- 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.

Learning Goal	Proficiency Scale
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"> • Playing expressively and in harmony with others in the ensemble. • Using musical interpretation in conjunction with others in the ensemble. • Performing with technical accuracy, pitch accuracy, rhythm, tone quality, and articulation with others in the ensemble. • Applying graduations of dynamics and 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: interpretation, pitch accuracy, rhythm, tone quality, and articulation, expression, improvisation.• Performing processes such as:<ul style="list-style-type: none">○ Following direction from the conductor.○ Practicing technical accuracy and musical interpretation.○ Listening to others in the ensemble to remain in tune with the group.○ Demonstrating balance, blend, and intonation.○ Reinforcing the artistic use of phrasing and dynamics <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">• Performing processes such as:<ul style="list-style-type: none">○ Active listening and appropriate eye contact with other performers or conductor.○ Showing respect for the conductor, performers, audience members, and the music that is being performed. <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 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.

Learning Goal

Students will understand the influence of music and musical performances on society.

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:

- Describing how a new understanding of the world, self and others may emerge after performing in a concert or performance.
- Articulating how personal beliefs are formed by, and inform, interactions across cultural borders during a concert or performance.
- Developing ideas to promote cross-cultural communication through music.

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

- Recognizing and recalling specific vocabulary, such as: cross-cultural, belief systems, conventions.
- Performing processes such as:
 - Identifying personal beliefs that might inform how the world is viewed.
 - Observing and discussing how changes might occur in belief

	<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

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
<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"> • 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. <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: 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

LG 1 Concepts

High Priority Standards

NCCAS Standards 2014 –

Discipline: Harmonizing / Guitar

Artistic Process: Creating

Common Anchor Standard #1:

MU: Cr1.1.h.5a. Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments 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"> • Reading, notating and performing one-octave ascending and descending scales, such as C, G, D, A, and E major scales; A, D, E, and B harmonic minor scales, a chromatic scale. • Reading, notating and performing one form of the moveable, one-octave pentatonic scale. • Reading, notating and performing scales, such as D, D⁷, Dm, A, A⁷, Am, E, E⁷, Em, G, G⁷, B, B⁷, C, C⁷, and F chords, and power chords with roots on the E and A strings. • Reading, notating and performing chord progressions, such as those in the keys of C, G, D, and A major, and A and E minor. • Reading, notating and performing 12-bar blues in a variety of keys. <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: C, G, D, A, and

E major scales; A, D, E, and B harmonic minor scales, a chromatic scale, one-octave pentatonic scale, D, D⁷, Dm, A, A⁷, Am, E, E⁷, Em, G, G⁷, B, B⁷, C, C⁷, and F chords, power chords, chord progressions, 12-bar blues.

- Performing processes such as:
 - Identifying and performing music written in binary and them-and-variations forms.
 - Identifying and using basic standard notation for pitch, rhythm, meter.
 - Using chord charts and guitar tablature.

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

LG 1 Instrumental Technique

High Priority Standards

NCCAS Standards 2014 –

Discipline: Harmonizing / Guitar

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 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"> • Producing a clear tone. • Performing with right-hand techniques such as finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular. • Performing with left-hand techniques, such as first position. <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: finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular, first position, • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying and applying hand placement with both left and

	<p>right-hand positions.</p> <ul style="list-style-type: none">○ Performing basic chords and simple melodies.○ Reading and playing musical symbols as they apply to the guitar. <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

LG 3 Expression

High Priority Standards

NCCAS Standards 2014

Discipline: Harmonizing / Guitar

Common Anchor Standard #3: Refine and complete artistic work.

MU:Pr6.1.H.1a 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
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">• 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: straight spine, fretting hand, pick hand, wrist motion, stroke, tuning, phrasing, exercises, picking, slurs, dynamic levels, intonation.

	<ul style="list-style-type: none">• 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>
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Course: Guitar I
Grade Level: 9-12
LG 4 Refinement

High Priority Standards

NCCAS Standards 2014 –

Discipline: Harmonizing / Guitar

Artistic Process: Performing

Common Anchor Standard #5: Rehearse, Evaluate, Refine

MU:Pr5.1.H.8a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.

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:

- 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:

- Recognizing and recalling specific vocabulary, such as: aural skills, conducting gestures, rest position, context, practice habits.
- Performing processes such as:
 - 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.
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Course: Piano
Grade Level: 9-12
LG 1 Concepts

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
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">• 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. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: melody,

	<p>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.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying key signatures.○ Explaining the significance of sharps, flats, naturals, and accidentals. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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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>
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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>
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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.
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Course: Music Theory
Grade Level: 9-12
LG 1 Key Signature

High Priority Standards

NCCAS Standards 2014 –

Discipline: Music Theory

Anchor Standard 7: Perceive and analyze artistic work

Discipline Components: Analyze

MU:Re7.2.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.

Learning Goal	Proficiency Scale
Students will be able to create and perform in all key signatures.	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">• Explaining the circle of fifths.• Explaining relative and parallel major-minor key relationships.• Writing major and minor key signatures in treble and bass clefs.• Performing all key signatures. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary: scales, minor, major, primary chords, signatures, technical accuracy, circle of fifths, clef.• Performing processes such as:<ul style="list-style-type: none">○ Defining key signature.○ Identifying the order of sharps and flats in key signatures. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Course: Music Theory

Grade Level: 9-12

LG 2 Chord Construction

High Priority Standards

NCCAS Standards 2014

Discipline: Music Theory

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

Interpret

MU:Re8.1.C.IIa Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

Learning Goal

Students will be able to create chord compositions.

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:

- Composing and writing major, minor, augmented and diminished chords in all inversions and positions.
- Comparing and contrasting the qualities of chords in major and minor keys.

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

- Recognizing and recalling specific vocabulary, such as: major chord, minor chord, inversion, position, augmented, diminished, chord construction, triad.
- Performing processes such as:
 - Identifying major, minor, augmented and diminished chords in all inversions and positions.

- Identifying root, third, and fifth of a chord.

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

Grade Level: 9-12

LG 3 Harmonic Structure

High Priority Standards

NCCAS Standards 2014

Discipline: Music Theory

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

Interpret

MU:Re8.1.C.IIa Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

Learning Goal

Students will be able to analyze harmonic structures.

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:

- Writing formal harmonic analyses of 4-voiced compositions.
- Composing melodies within a chord progression.

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

- Recognizing and recalling specific vocabulary, such as: scale, major-mode, triads, cadence, relative major, relative minor, dominant, sub-dominant.
- Performing processes such as:
 - Identifying, writing and performing all major and minor scales and primary chords.
 - Identifying enharmonic equivalents.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal
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Course: Music Theory
 Grade Level: 9-12
 LG 4 Aural Identification

High Priority Standards

NCCAS Standards 2014 –

Discipline: Theory and Composition

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

MU:Cr1.1.C.IIa Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.

Anchor Standard 3: Refine and complete artistic work.

MU:Cr3.2.C.IIa Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

Learning Goal	Proficiency Scale
<p>Students will be able to aurally identify rhythm, intervals, and chords.</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"> • Transcribing dictated examples of simple melodies and harmonies. • Determining pitch in an establish context. • Sight-singing unfamiliar music without assistance. <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: rhythm patterns, intervals, music notation, chords, sight-sing. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying melodies and harmonies aurally.

	<p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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