

Course: Music

Grade: KG

LG 1: Concepts

High Priority Standards

NCCAS Music Standards

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

MU:Cr1.1.Ka - (Imagine) With guidance, explore and experience music concepts (such as beat and melodic contour)

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:PR4.3.Ka - (Interpret) With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

Common Anchor Standard #7: Perceive and analyze artistic work.

MU:Re7.2Kc - (Analyze) With guidance, demonstrate a specific music concept (such as beat or melodic direction) through performance.

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:

- Demonstrating the musical concepts of fast/slow, high/low, and loud/quiet with voice, body movement or instruments.

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

- Recognizing and recalling specific vocabulary, such as fast/slow, high/low, and loud/quiet.
- Performing processes such as:

- Identifying musical concepts with an example.

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

Course: Music
Grade Level: 1
LG 1 Concepts

High Priority Standards

NCCAS Music Standards

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

MU:Cr1-1.a- (Imagine) With support, improvise musical ideas that represent specific interests, concepts, or purpose.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:Cr4-1.b- (Analyze) With support, demonstrate through performance knowledge of music concepts (such as beat and melodic contour).

Common Anchor Standard #7: Perceive and analyze artistic work.

MU:Re7-1.b- (Analyze) With support, demonstrate a specific music concept (such as beat or pitch) through Performance.

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:

- Illustrating the expressive qualities of music such as changes in dynamics and tempo with voice, body percussion or instruments.

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

- Recognizing and recalling specific vocabulary, such as: tempo, dynamic, tone, pitch.
- Performing processes such as:

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| | <ul style="list-style-type: none">○ Identifying and explaining high and low pitches, loud and quiet tones, fast and slow tempos. |
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Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Grade: 2

LG 1 Concepts

High Priority Standards

NCCAS Music Standard

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

Improvise patterns and ideas that represent specific interests, concepts, or purpose.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

Demonstrate through performance knowledge of music concepts (*such as tonality and meter*).

Common Anchor Standard #7: Perceive and analyze artistic work.

Demonstrate and describe how specific music concepts (such as tonality or meter) are used.

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 the musical expressions forte, piano, and accent.• Describing bar line, double bar line, measure, and repeat sign.• Sight-reading short melodic patterns. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: bar line, double line, measure, accent, melody, forte, piano, repeat sign.• Performing processes such as:<ul style="list-style-type: none">○ Identifying like and unlike melodic phrases.○ Identifying AB and ABA forms in music.

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

Grade: 3

LG 1 Concepts

High Priority Standards

NCCAS Music Standard

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

MU:Cr1-3.b- (Imagine) Generate and demonstrate musical ideas within a given tonality (such as major/minor).

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:Cr4-3.b- (Analyze) Demonstrate understanding of the structure of music through performance.

Common Anchor Standard #7: Perceive and analyze artistic work.

MU:Re7-3.b- (Analyze) Demonstrate knowledge of the structure and elements of music.

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:

- Applying musical concepts to improvisation and compositions.
- Devising and notating rhythmic patterns.

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

- Recognizing and recalling specific vocabulary, such as: introduction, coda, canon/round, composition, treble clef, note names of line and space notes, measures, major/minor.
- Performing processes such as:
 - Identifying musical concepts such as pitch and tone.
 - Explaining the functions of music symbols.
 - Illustrating sets of beats grouped in twos and threes with

	<p style="text-align: center;">movement or voice.</p> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Music
Grade: 4
LG 1 Concepts

High Priority Standards

NCCAS Music Standard

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

MU:Cr1-4.a - (Imagine) Improvise rhythmic, melodic and harmonic phrases and explain their relevance to personal experience, specific interests or purpose.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:Cr4-4.c - (Interpret) Demonstrate and explain understanding of how expressive qualities (such as dynamics, tempo, articulation) and their interpretive decisions convey the music's intent.

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:

- Sight reading melodic patterns using a hexatonic scale.
- Interpreting dynamic markings in a performance.
- Classifying instruments of the symphony into families.

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

- Recognizing and recalling specific vocabulary, such as: instrument families, phrase, rondo form, crescendo/decrescendo, hexatonic scale (do, re, mi, fa, sol, la).
- Performing processes such as:
 - Notating two note chords on the treble staff.
 - Describing dynamic markings and their purpose.

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

	goal.
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Course: Music
Grade: 5
LG 1 Concepts

High Priority Standards

NCCAS Music Standards

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

Generate and demonstrate musical ideas within specific related tonalities, meters, and styles.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

Demonstrate and explain understanding of how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey the music's intent.

Common Anchor Standard #7: Perceive and analyze artistic work.

Demonstrate and explain, citing evidence, how the structure and the use of the elements of music can influence responses to music.

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 notated music from a treble clef staff.
- Improvising melodies and rhythms with complex forms.

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

- Recognizing and recalling specific vocabulary, such as:
- Performing processes such as:
 - Reading rhythmic and melodic patterns.
 - Explaining theme-and-variations form.

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

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Course: Music

Grade: KG

LG 2 Instruments

High Priority Standards

NCCAS Music Standards

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:PR4.2.Ka - (Analyze) With guidance, explore and demonstrate awareness of music concepts (high/low, loud/soft, same/different) in a variety of music selected for performance.

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

MU:Pr5.1.Ka - (Rehearse, Evaluate & Refine) With guidance, apply personal, teacher and peer feedback to refine the performance.

Learning Goal

Students will be able to perform with musical instruments.

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:

- Playing instruments using a steady beat and expressive qualities.

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

- Recognizing and recalling specific vocabulary: hand drum, rhythm sticks, playing position, rest position, beat.
- Performing processes such as:
 - Imitating a short melody or pattern.

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

Course: Music
Grade: 1
LG 2 Instruments

High Priority Standards

NCCAS Music Standards

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

MU:Cr1-1.a- (Imagine) With support, improvise musical ideas (such as answering a musical questions, that represents specific interests, concepts, or purpose.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:Cr4-1.c- (Interpret) with support, demonstrate through performance, and describe the music's expressive qualities (such as dynamics and tempo).

Learning Goal

Students will be able to perform with musical instruments.

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:

- Playing instruments in high and low pitches and with expressive qualities such as change in tempo.
- Accompanying song or chants with instruments.

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

- Recognizing and recalling specific vocabulary, such as: playing position, rest position, hand drum, rhythm sticks, tambourine, wood block, barred instruments and mallets.
- Performing processes such as:
 - Playing a steady beat on classroom instruments.

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

Course: Music
Grade: 2
LG 2 Instruments

High Priority Standards

NCCAS Music Standards

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

Improvise patterns and ideas that represent specific interests, concepts, or purpose.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

Demonstrate through performance knowledge of music concepts (such as tonality and meter).

Learning Goal	Proficiency Scale
Students will be able to perform with musical instruments.	<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 music in AB and ABA forms.• Controlling the use of the instrument to achieve the best sound.• Performing an ostinato (short melodic rhythmic pattern). <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: playing position, rest position, mallets, melody, musical forms AB and ABA, glockenspiel, metallophone, xylophone.• Performing processes such as:<ul style="list-style-type: none">○ Playing a simple accompaniment on classroom instruments. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Course: Music
Grade: 3
LG 2 Instruments

High Priority Standards

NCCAS Standard

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

MU:Cr1-3.a- (Imagine) Improvise rhythmic and melodic phrases, and describe their relevance to personal experience, specific interests, or purpose.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:Cr4-3.b- (Analyze) Demonstrate understanding of the structure of the music through performance.

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

MU:Pr6-3.b- (Present) Perform their interpretation of the music with expression and technical accuracy.

Learning Goal	Proficiency Scale
<p>Students will be able to perform with musical 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"> • Creating short melodies or rhythms on an instrument. • Playing a 2 part ensemble on an instrument. <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: bass clef, ABC Form, glockenspiel, metallophone, xylophone. • Performing processes such as: <ul style="list-style-type: none"> ○ Discovering original steady beat patterns with an instrument. ○ Accompanying songs and chants. <p>Level 1: Student demonstrates a limited understanding or skill with the</p>

	learning goal.
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Course: Music
Grade: 4
LG 2 Instruments

High Priority Standards

NCCAS Music Standard

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

MU:Cr1-4.a - (Imagine) Improvise rhythmic, melodic and harmonic phrases and explain their relevance to personal experience, specific interests or purpose.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:Cr4-4.b - (Analyze) Demonstrate understanding of the structure and the elements of music through performance.

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

MU:Pr6-4.a - (Present) Perform their interpretation of the music with expression and technical accuracy to convey the creator's intent.

Learning Goal	Proficiency Scale
Students will be able to perform with musical instruments.	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 an ostinato (short musical rhythmic passage) on classroom instruments with complex music.• Improvising simple melodic accompaniments.• Playing complex music in a 2 part ensemble. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: wind instrument, articulation, intonation, time signature, minor, major, recorder.• Performing processes such as:<ul style="list-style-type: none">○ Following sight-read rhythmic patterns with an instrument.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Music
Grade: 5
LG 2 Instruments

High Priority Standards

NCCAS Music Standards

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

Generate and demonstrate musical ideas within specific related tonalities, meters, and styles.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

Demonstrate understanding of the structure and the elements of music through performance.

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

Perform their interpretation of the music with expression and technical accuracy to convey the creator's intent.

Learning Goal

Students will be able to perform with musical instruments.

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 an ostinato on classroom instruments.
- Improvising on all classroom instruments.
- Playing music of increasing difficulty in a variety of ensembles.

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

- Recognizing and recalling specific vocabulary, such as: soprano and alto bass, bass alto, repertoire.
- Performing processes such as:
 - Playing all classroom instruments with correct technique.
 - Performing a melody containing at least 5 notes on a wind instrument.

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

Course: Music
Grade: KG
LG 3 Rhythm

High Priority Standards

NCCAS Music Standards

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

MU:Cr1.1.Kb - (Imagine) With guidance, generate musical ideas (such as movements or motives).

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

MU:Cr2.1.Ka - (Plan & Make) With guidance, organize personal musical ideas using iconic notation and/or recording technology.

Learning Goal

Students will be able to create and perform rhythm patterns.

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:

- Illustrating rhythmic patterns that include sounds and silences using body movement.

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

- Recognizing and recalling specific vocabulary, such as: steady beat, silence, echo.
- Performing processes such as:
 - Moving to a steady beat.

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

Course: Music

Grade: 1

LG 3: Rhythm

High Priority Standards

NCCAS Music Standard

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

MU:Cr2-1.b- (Plan & Make) With support, discuss and perform to develop and organize their musical ideas keeping a written or audio record.

Learning Goal

Students will be able to create and perform rhythm patterns.

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 rhythmic patterns that include quarter notes, paired eighth notes and quarter rests using voice, body movement and instruments.
- Creating a rhythm using iconic notation.

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

- Recognizing and recalling specific vocabulary, such as: steady beat, rhythm, quarter note, rest, eighth note.
- Performing processes such as:
 - Demonstrating melodic rhythm with voice or instrument.

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

Course: Music
Grade: 2
LG 3 Rhythm

High Priority Standards

NCCAS Music Standard

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

Improvise patterns and ideas that represent specific interests, concepts, or purpose.

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

Discuss and perform to organize their patterns and musical ideas, keeping and updating written (iconic or standard notation) or audio record of the developing musical plan.

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

Discuss and perform to organize their patterns and musical ideas, keeping and updating written (iconic or standard notation) or audio record of the developing musical plan.

Learning Goal

Students will be able to create and perform rhythm patterns.

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 rhythmic patterns using traditional notation with half notes, half rests, whole notes, and whole rests using voice, body percussion and instruments.
- Creating rhythm(s) using standard and iconic notation.

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

- Recognizing and recalling specific vocabulary, such as: rhythm, paired eighth notes, quarter notes, quarter rests, half notes, half rests, whole notes, whole rest.
- Performing processes such as:
 - Playing rhythms using a combination of quarter note, quarter

	<p>rest, and eighth notes.</p> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Music
Grade: 3
LG 3 Rhythm

High Priority Standards

NCCAS Music Standard

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

MU:Cr1-3.a- (Imagine) Improvise rhythmic and melodic phrases, and describe their relevance to personal experience, specific interests, or purpose.

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

MU:Cr2-3.b- (Plan & Make) Document the selected ideas using iconic and/or standard notation.

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

MU:Cr3-3.b- (Evaluate & Refine) Document revisions to their music and the plan, using iconic and/or standard notation, to show improvement over time.

Learning Goal

Students will be able to create and perform rhythm patterns.

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 rhythmic patterns including sixteenth notes, single eighth notes, eighth rests, half notes, dotted half notes, using voice, body percussion and instruments.
- Improvising original rhythms using body percussion.

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

- Recognizing and recalling specific vocabulary, such as: rhythm, improvisation, eighth note, half note, whole rest, whole note, dotted half note, and sixteenth notes.

	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Performing sets of beats grouped in twos and threes. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Music
Grade: 4
LG 3 Rhythm

High Priority Standards

NCCAS Music Standard

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

MU:Cr1-4.a - (Imagine) Improvise rhythmic, melodic and harmonic phrases and explain their relevance to personal experience, specific interests or purpose.

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

MU:Cr2-4.b - (Plan & Make) Document the selected ideas using iconic and/or standard notation and explain the evolving plan.

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

MU:Cr3-4.b - (Evaluate & Refine) Demonstrate and document revisions to their music and the original plan, using iconic or standard notation, to show improvement over time.

Learning Goal

Students will be able to create and perform rhythm patterns.

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 rhythm(s) using advanced standard notation.
- Performing rhythms that include dotted quarter note followed by an eighth note, triplets using voice, body percussion and instruments.

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

- Recognizing and recalling specific vocabulary, such as: rhythm, improvisation, syncopation, dotted quarter note, triplets, and sixteenth notes.
- Performing processes such as:

- Dividing rhythm into measures.

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

LG 3 Rhythm

High Priority Standards

NCCAS Music Standards

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

- Improvise musical ideas and explain their relevance to personal experience, specific interests or purpose.

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

- Document the development of selected ideas using iconic or standard notation and explain the evolving plan.

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

- Present the final version of their original music, and explain how it conveys interest, context, expressive intent, and craftsmanship.

Learning Goal

Students will be able to create and perform rhythm patterns.

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:

- Playing complex rhythms on classroom instruments or using body percussion by combining or adding rhythms.

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

- Recognizing and recalling specific vocabulary, such as: duple meter, triple meter.
- Performing processes such as:
 - Improvising melodies and rhythms of increasing complexity.

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

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Course: Music

Grade: KG
 LG 4 Singing

High Priority Standards

NCCAS Music Standards

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

MU:Cr1-K.a - (Imagine) With guidance, explore music concepts (such as beat and melodic contour) through performance.

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

MU:Pr6-K.a - (Present) With guidance, demonstrate readiness to perform in starting and ending their presentation, memorization, and focused performance.

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

MU:Re8-K.a - (Interpret) With guidance, demonstrate awareness of the music’s expressive qualities (such as dynamics and tempo) through performance.

Common Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.

MU:Cn10-K.b (Present) With guidance, share final version of musical ideas with peers that represents a specific interest or purpose and demonstrates qualities (such as dynamics and tempo).

Learning Goal	Proficiency Scale
<p>Students will be able to use the voice as 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"> • Singing two pitch songs (sol-mi). <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: singing, whisper, shout, and speaking voice.

	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Demonstrating the difference between a singing voice and a speaking voice. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Music
Grade: 1
LG 4: Singing

High Priority Standards

NCCAS Music Standard

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

MU:Cr1-1.a- (Imagine) With support, improvise musical ideas (such as answering a musical questions), that represent specific interests, concepts, or purpose.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:Cr4-1.b- (Select) With support, demonstrate through performance, and discuss personal interest in, knowledge about, and purpose of the musical selection.

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

MU:Pr6-1.b- (Present) Perform appropriately for the audience and purpose.

Learning Goal	Proficiency Scale
Students will be able to use the voice as an instrument.	<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">• Singing and identifying the pitches sol, mi, and la. <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: pitch, performance, vocal.• Performing processes such as:<ul style="list-style-type: none">○ Demonstrating expressive qualities of voice such as quiet, loud, slow, fast. <p>Level 1: Student demonstrates a limited understanding or skill with the</p>

	learning goal.
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Course: Music

Grade: 2
LG 4 Singing

High Priority Standards

NCCAS Music Standard

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

Improvise patterns and ideas that represent specific interests, concepts, or purpose.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

Demonstrate through performance understanding of the music’s expressive qualities (such as dynamics and tempo).

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

Demonstrate the music’s expressive qualities and technical accuracy.

Learning Goal

Students will be able to perform using the voice as 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:

- Singing in AB and ABA forms.
- Performing melodic patterns that move upward, downward, and stay the same.

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

- Recognizing and recalling specific vocabulary, such as: dynamics, tempo, melody, pattern, form.
- Performing processes such as:
 - Singing and identifying the pitches sol, mi, do, re, and la.

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

Grade: 3

LG 4 Singing

High Priority Standards

NCCAS Music Standard

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

MU:Cr1-3.a- (Imagine) Improvise rhythmic and melodic phrases, and describe their relevance to personal experience, specific interests, or purpose.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:Cr4-3.b- (Analyze) Demonstrate understanding of the structure of music through performance.

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

MU:Pr6-3.a- (Present) Perform their interpretation of the music with expression and technical accuracy.

Learning Goal

Students will be able to use the voice as 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:

- Singing in tune with a clear tone.
- Singing and identifying the pitches high do, fa, low sol, low la, sol, mi, do, re, and la.
- Singing melodies within the range of an octave.

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

- Recognizing and recalling specific vocabulary, such as: octave, harmony, tune.
- Performing processes such as:

	<ul style="list-style-type: none">○ Singing in rounds, partner songs and ostinatos with an ensemble. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Music
Grade: 4
LG 4 Singing

High Priority Standards

NCCAS Music Standards

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

MU:Cr1-4.b - (Imagine) Generate and demonstrate musical ideas within specific related tonalities (such as major/relative minor) and meters (such as 2/4 and 6/8).

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

MU:Cr4-4.b - (Analyze) Demonstrate understanding of the structure and the elements of music through performance.

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

MU:Pr6-4.a - (Present) Perform their interpretation of the music with expression and technical accuracy to convey the creator's intent.

Learning Goal

Students will be able to use the voice as 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:

- Singing with an emphasis on diatonic melodies.
- Singing melodies from the treble staff using indicated dynamics and phrasing.

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

- Recognizing and recalling specific vocabulary, such as: ensemble, solfege, dynamics, phrasing, diatonic.
- Performing processes such as:
 - Maintaining a clear tone while singing.

	<ul style="list-style-type: none">○ Singing in simple harmony. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Music
Grade: 5
LG 4 Singing

High Priority Standards

NCCAS Music Standards

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

Generate and demonstrate musical ideas within specific related tonalities, meters, and styles.

Common Anchor Standard #4: Analyze, interpret and select artistic work for presentation.

Demonstrate and explain understanding of how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey the music's intent.

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

Perform their interpretation of the music with expression and technical accuracy to convey the creator's intent.

Learning Goal	Proficiency Scale
Students will be able to use the voice as an instrument.	<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">• Singing with attention to blend, balance, intonation, 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: ensemble , solo, blend, balance, intonation, expression.• Performing processes such as:<ul style="list-style-type: none">○ Singing in two and three part harmony.○ Clearly articulating while singing. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>