

Course: Music Exploratory

Grade Level: 6

LG 1 Concepts

High Priority Standards

NCCAS Standards

MUSIC

Process Component: Create

Anchor Standard 1: Generate and conceptualize artistic ideas and work

(MU:Cr1.1.6a) Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

(MU:Cr2.1.6b) Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

Learning Goal

Students will understand the fundamentals of reading, writing, and performing 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:

- Reading and notating rhythmic patterns such as those that include whole notes, half notes, quarter notes, eighth notes, sixteenth notes and corresponding rests.
- Reading and notating melodic patterns such as those that include intervals of steps, skips and repeated pitches.
- Applying expression markings to musical performances that include dynamic, articulation and tempo to enhance music performance.

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

	<ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: rhythm, melody, expressive symbols, and musical notation including whole notes, half notes, quarter notes, eighth notes, sixteenth notes, rests, notation, diatonic interval, accidental symbols.• Performing processes such as:<ul style="list-style-type: none">○ Identifying similar and contrasting musical phrases and section.○ Identifying melodic patterns.○ Recognizing diatonic intervals.○ Playing simple musical forms. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	---

Grade Level: 6

LG 2 Instruments

High Priority Standards

NCCAS Standards

MUSIC

Process Component: Performing

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

(MU:Pr6.1.6a) Perform the music with technical accuracy to convey the creator’s intent.

(MU:Pr6.1.6b) Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

Learning Goal

Students will be able to create 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:

- Interpreting musical notation needed to play pitched and non-pitched instruments.
- Applying expressive techniques to enhance or improve a musical performance.
- Performing with appropriate posture, technique and tone production.
- Creating simple ensemble sets.

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

- Recognizing and recalling specific vocabulary, such as: rhythm, note, pattern, aural, drum, recorder, xylophone, guitar.
- Performing processes such as:

- | | |
|--|--|
| | <ul style="list-style-type: none">○ Performing rhythmic drills and drumming patterns.○ Playing simple melodic patterns on pitched instruments such as recorder or guitar.○ Collaborating with classmates to improvise melodic and rhythmic patterns. |
|--|--|

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

Course: Music Exploratory

Grade Level: 6

LG 3 Musical Culture

High Priority Standards

NCCAS Standards

MUSIC

Process Component: Responding

Anchor Standard 7: Perceive and analyze artistic work

(MU:Re7.2.6a) Describe how the elements of music and expressive qualities relate to the structure of the pieces.

(MU:Re7.2.6b) Identify the context of music from a variety of genres, cultures, and historical periods.

Learning Goal	Proficiency Scale
<p>Students will understand musical history and musical cultures.</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 of various musical eras, styles and cultures while experiencing music.• Interpreting the artist’s intent for creating composition regarding historical, and cultural influences. <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: era, genre, musical composition, composer, classical milestone, and critique.• Performing processes such as:<ul style="list-style-type: none">○ Identifying common elements in the music of a culture or genre.○ Recognizing important compositions that have influenced music.

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

Course: Band
Grade Level: 6
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.	<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">• 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.• Notating key signatures of scales and literature being performed.• Identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music. <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: 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:<ul style="list-style-type: none">○ Identifying in key vs. out of key.

	<ul style="list-style-type: none">○ Using basic standard notation as directed by the teacher. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	---

Course: Band
Grade Level: 6
LG 2 Instrumental Technique

High Priority Standards

NCCAS Music Standards

Discipline: Ensemble/Band

Common Anchor Standard #5: Rehearse, Evaluate & Refine - MU:Pr5-6.a: Identify and apply teacher-provided criteria (such as correctly interpreting notation; technical accuracy; originality, emotional impact, variety, and interest) to rehearse, refine, and evaluate the performance.

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:

- Playing with healthy posture and instrument position.
- Producing tones that are clear and sustained.
- Balancing instrumental timbres.

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

- Recognizing and recalling specific vocabulary, such as: timbre, pitch, position, tone.
- Performing processes such as:
 - Matching pitches and beginning to make adjustments to facilitate correct intonation.
 - Using finger/slide positions, fingerings/positions, control of instrumental tools.

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

--	--

Course: Band
Grade Level: 6
LG 3 Expression

High Priority Standards

NCCAS Standard

Discipline: Music/Ensemble Strand

Common Anchor Standard #5: Rehearse and Refine: MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

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:

- Applying tone, tempo and rhythm, pitch accuracy, posture, style, and dynamics as a means of expression.
- Responding to conducting patterns and gestures.
- Maintaining a steady beat at various tempos.

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

- Recognizing and recalling specific vocabulary, such as:
- Performing processes such as:
 - Beginning to use articulations, dynamic contrasts, and phrasing as means of expression.
 - Matching dynamic levels and playing styles with the ensemble.
 - Identifying and practicing teacher directed criteria contribute to individual performance.

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

Course: Band
Grade Level: 6
LG 4 Refinement

High Priority Standards

NCCAS Standard:

Discipline: Ensemble / Band

Common Anchor Standard #5: Rehearse, Evaluate & Refine - MU:Pr5-6.a: Identify and apply teacher-provided criteria (such as correctly interpreting notation; technical accuracy; originality, emotional impact, variety, and interest) to rehearse, refine, and evaluate the performance.

Common Anchor Standard #6: Connecting

MU:Pr6.1.6a. Perform the music with technical accuracy to convey the creator's intent.

MU:Pr6.1.6b. Demonstrate effective performance decorum (such as stage presence, attire and behavior) and audience etiquette appropriate for venue, and purpose.

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">• Refining and revising personal work.• Identifying aesthetic elements that influence responses to music. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: alignment, posture, breathe, warm-up, tuning, repetition, goal setting, practice elements, cue, stage presence, venue, audience.• Performing processes such as:<ul style="list-style-type: none">○ Developing ways to achieve practice goals.○ Discussing good practice methods and techniques.○ Identifying the various contexts that affect a performance.

	<ul style="list-style-type: none">○ Comparing ways that an audience can influence a performance.○ Describing and demonstrating rehearsal and concert etiquette as a performer. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	---

Course: Band
Grade Level: 7

LG 1 Concepts

High Priority Standards

NCCAS Music Standards

Common Anchor Standard #1: MU:Cr1-7.a - (Imagine) Create melodies, rhythms, or harmonic accompaniments choosing contrasting tonalities, meters, and styles for a specific purpose/function or mood or interest.

Common Anchor Standard #4: MU:Cr4-7.c - (Interpret) Demonstrate through performance how the music’s intent is conveyed within contrasting pieces of music by their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, articulation/style, phrasing).

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"> • Performing rhythm and rhythm patterns, such as sixteenth notes, eighth note triplets, dotted eighth notes, corresponding rests, and syncopations. • Performing music in more complex meters, such as 2/2 and 6/8 meters. • Performing music written in rondo and ternary forms. <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: sixteenth notes, eighth note triplets, dotted eighth notes, corresponding rests, and syncopations, 2/2 and 6/8 meters, scales. • Performing processes such as <ul style="list-style-type: none"> ○ Identifying and notating key signatures of scales and literature being performed. ○ Identifying half-step and whole-step patterns.

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

Course: Band

Grade Level: 7

LG 2 Instrumental Technique

High Priority Standards

NCCAS Standard

Discipline: Music/Ensemble Strand

Common Anchor Standard # 4: Interpret: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

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:

- Adjusting intonation while playing.
- Producing tones that are clean and unwavering.
- Balancing and blending instrumental timbres.

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

- Recognizing and recalling specific vocabulary, such as: pitch, rhythm, tone, tempo, phrasing, intonation, timbre.
- Performing processes such as:
 - Performing simple rhythmic and melodic examples.
 - Responding to conducting patterns.
 - Making adjustments to facilitate intonation.
 - Producing characteristic sound of the instrument being played.

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

	learning goal.
--	----------------

Course: Band
Grade Level: 7
LG 3 Expression

High Priority Standards

NCCAS Music Standards

Discipline: Ensemble / Band

Common Anchor Standard #5: Interpret

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

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 with pitch accuracy, originality, and variety to create an engaging performance.• Using articulations, dynamic contrasts, and phrasing as means of 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: phrasing, dynamic contrast, articulation.• Performing processes such as:<ul style="list-style-type: none">○ Applying tone, tempo and rhythm, pitch accuracy, posture, style, dynamics and expression while performing. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Course: Band
Grade Level: 7
LG 4 Refinement

High Priority Standards

NCCAS Music Standards

Discipline: Ensemble/Band

Common Anchor Standard #5: Rehearse, Evaluate & Refine - MU:Pr5-7.a: Identify and apply teacher-provided criteria (such as correctly interpreting notation; technical accuracy; originality, emotional impact, variety, and interest) to rehearse, refine, and evaluate the performance.

Common Anchor Standard #6: Connecting

MU:Pr6.1.7a. Perform the music with technical accuracy and stylistic expression to convey the creator’s intent.

MU:Pr6.1.7b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

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">• Applying specific methods to achieve practice goals.• Evaluating personal performances with feedback from peers and teachers.• Applying accepted criteria for critiquing musical performances of self or others.• Describing and applying rehearsal and concert etiquette skills as a performer, such as critical listening skills, following conducting gestures, and maintaining attention in rest position. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: critique,

	<p>technical accuracy, context, goal setting, practice elements, chunking, practice material.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Refining and revising personal work.○ Identifying aesthetic elements during a discussion.○ Performing expressively and with technical accuracy in a manner appropriate to the audience and context. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	--

Course: Band
Grade Level: 8
LG 1 Concepts

High Priority Standards

NCCAS Music Standards

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

MU:Cr1-8.a - (Imagine) Create melodies, rhythms, or harmonic accompaniments choosing contrasting tonalities, meters, and styles for a specific purpose/function or mood or interest or personal experience.

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

MU:Cr4-8.c - (Interpret) Demonstrate through performance how the music's intent is conveyed within multiple contrasting pieces of music by their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, articulation/style, phrasing).

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 rhythm and rhythm patterns, such as quarter note triplets and corresponding rests.
- Performing music in compound meters, such as 3/8 meter.
- Performing music in theme and variations form.
- Notating key signatures of scales and literature being performed.
- Reading and interpreting standard music notation.

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

- Recognizing and recalling specific vocabulary, such as: quarter note triplets, corresponding rests, tonality, theme form, variation form, literature.
- Performing processes such as:
 - Performing music in meters, such as 2/2 and 6/8 meters.
 - Identifying forms such as rondo and ternary.

- Identifying asymmetrical meters.

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

Course: Band

Grade Level: 8

LG2 Instrumental Technique

High Priority Standards

NCCAS Standard

Discipline: Ensemble / Strings

Common Anchor Standard # 4: Interpret: MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

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 to facilitate correct intonation.
- Tuning and adjusting the instrument as needed during a performance to maintain tones.
- Producing tones that are clear, centered, and sustained.

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

- Recognizing and recalling specific vocabulary, such as: sustained tone, preparatory playing procedure.
- Performing processes such as:
 - Balancing and blending instrumental timbres.

	<ul style="list-style-type: none">○ Playing with characteristic tone, expression, style and dynamics.○ Playing with pitch accuracy, and good tempo and rhythm. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	---

Course: Band

Grade Level: 8

LG 3 Expression

High Priority Standards

NCCAS Music Standards

Artistic Process - Performing: Realizing artistic ideas and work through interpretation and presentation.

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

MU:Pr5-8.a - (Rehearse, Evaluate & Refine) Identify and apply Self- created criteria (such as correctly demonstrating notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and evaluate the performance.

Common Anchor Standard #11: Relate artistic ideas and works to societal, cultural and historical context to deepen understanding

MU:Cn11-8.a - (Interpret) Demonstrate through performance how the music’s intent is conveyed within multiple contrasting pieces of music by their interpretation of the elements of music and other expressive qualities (such as dynamics, tempo, articulation/style, phrasing).

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">• Varying tone, tempo, rhythm, style and dynamics to portray musical interpretation.• Reinforcing the artistic use of phrasing and dynamics.• Matching dynamic levels and playing styles. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: style, interpretation, phrasing, dynamics.

	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Balancing and blending instrumental timbres.○ Interpreting elements of music such as tone, tempo and rhythm, pitch accuracy, posture, style, dynamics and expression to improve the group's performance. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	--

Course: Band
Grade Level: 8

LG 4 Refinement

High Priority Standards

NCCAS Music Standards

Discipline: Ensemble/Band

Common Anchor Standard #5: Rehearse, Evaluate & Refine - MU:Pr5-8.a: Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

Common Anchor Standard #6: Connecting

MU:Pr6.1.8a. Perform the music with technical accuracy and stylistic expression, and culturally authentic practices in music to convey the creator’s intent.

MU:Pr6.1.8b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

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"> • Playing with individual expression and technical accuracy. • 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 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: tuning, repetition, goal setting, practice elements, chunking, practice material, alignment, posture, breathe, warm-up, stage presence,

	<p>venue, annotation, demeanor.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Applying specific methods to achieve practice goals.○ Evaluating personal performances with feedback from peers and teachers.○ Responding to the performance using pre-determined criteria.○ Performing with technical accuracy in a manner appropriate to the audience and context. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
--	--

Course: Band
Grade Level: 9-12
LG 1 Concepts