

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

LG 1 Concepts

**High Priority Standards**

**NCCAS Music Standards**

**Discipline:** Music/Ensemble strand

**Anchor Standard 3: Refine and complete artistic work.**

MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<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"> <li>• Reading musical notation, such as dotted notes and rests, sixteenth notes and rests, basic symbols, and terms.</li> <li>• Reading and writing rhythmic patterns in simple and compound meters and in various tempos.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: dotted notes, rests, sixteenth notes, eight measure phrase, simple and compound meters.</li> <li>• Performing processes such as:               <ul style="list-style-type: none"> <li>○ Identifying monophonic, homophonic, and polyphonic textures.</li> <li>○ Recognizing and performing music in various forms, including</li> </ul> </li> </ul>

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

**Learning Targets**

**Students know how to:**

- Perform literature that is in tune, well blended, and balanced.

Course: Freshaires

Grade Level: 9-12

LG 2 Voice Technique

### High Priority Standards

#### NCCAS Music Standards

**Discipline:** Music/Ensemble strand

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

Rehearse, Evaluate, and Refine - MU:Pr5.1.E.Ia. Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

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

Present - MU:Pr6.1.E.Ia, Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

Present - MU:Pr6.1.E.Ib, Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

#### Learning Goal

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

#### Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

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

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

- Recognizing and recalling specific vocabulary, such as: pitch accuracy, tone quality, rhythm, diction, breath control, pure vowels.

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

Grade Level: 9-12

LG 3 Expression

**High Priority Standards**

**NCCAS Music Standards**

**Discipline:** Music/Ensemble strand

**Anchor Standard 3: Refine and complete artistic work.**

MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to create expressive music.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Applying dynamic markings, such as pp, p, mp, mf, f, ff, crescendo, decrescendo.</li><li>• Responding to conducting prompts regarding blend and balance.</li><li>• Creating vocal harmony to a given melody.</li><li>• Interpreting mood, tempo, dynamics, and tone color in performance.</li><li>• Demonstrating blended vocal timbres and matching dynamic levels.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: dynamic marking, crescendo, descrescendo, timbre, tone color.</li><li>• Performing processes such as:</li></ul>

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

Grade Level: 9-12

LG 4 Refinement

**High Priority Standards**

**NCCAS Music Standards**

**Discipline: Vocal Music**

**Common Anchor Standard #6:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr6.1.8a. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context, and culturally authentic practices in music to convey the creator’s intent.

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

**Learning Goal**

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

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

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

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

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



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

## High Priority Standards

### NCCAS Music Standards

**Discipline:** Music/Ensemble strand

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

MU:Cr3.1.E.1a Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

MU:Cr3.2.E.1a Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
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"><li>• Using a symbol system to sight-read melodic lines in major keys.</li><li>• Performing harmonic analysis of eight-measure phrases.</li><li>• Creating arrangements of known melodies.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: major key, harmony, simple and compound meters.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying monophonic, homophonic, and polyphonic textures.</li><li>○ Identifying eight-measure phrases.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

<p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Students know how to:</b></p> <ul style="list-style-type: none"><li>• Perform literature that is in tune, well blended, and balanced.</li></ul>	

Course: Trebleaires  
 Grade Level: 10-12  
 LG 2 Voice Technique

**High Priority Standards**

**NCCAS Music Standards**

**Discipline:** Music/Ensemble strand

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

Rehearse, Evaluate, and Refine - MU:Pr5.1.E.Ia. Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

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

Present - MU:Pr6.1.E.Ia, Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

Present - MU:Pr6.1.E.Ib, Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Learning Goal	Proficiency Scale
<p>Students will be able to use posture, technique, and tone production to perform with the voice.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Demonstrating the use of vowel placement to adjust tone.</li> <li>• Demonstrating the difference between pure vowels and diphthongs.</li> <li>• Applying aural skills to adjust individual intonation within the ensemble.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: pitch accuracy, tone quality, rhythm, pure vowels, diphthongs, vowel placement.</li> </ul>

- Performing processes such as:
  - Applying clear diction and rhythm throughout the performance.
  - Producing pure vowels—ah, eh, ee, oh, and oo—across the vocal range.
  - Singing with good pitch and tone quality.

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

### **Learning Targets**

#### **Students know how to:**

- Perform an individual part independent of the ensemble.
- Perform as a member of the ensemble.

Course: Trebleaires  
Grade Level: 10-12

LG 3 Expression

**High Priority Standards**

**NCCAS Music Standards**

**Discipline:** Music/Ensemble strand

**Anchor Standard 3: Refine and complete artistic work.**

MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<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"> <li>• Singing with expressive phrasing.</li> <li>• Responding to conducting patterns for changing and mixed meters.</li> <li>• Demonstrating conducting patterns in duple, triple, and compound meters.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: mixed meters, expressive phrasing, vocal timbre.</li> <li>• Performing processes such as:               <ul style="list-style-type: none"> <li>○ Utilizing dynamic markings, such as pp, p, mp, mf, f, ff, crescendo, decrescendo.</li> <li>○ Interpreting mood, tempo, dynamics, and tone color in</li> </ul> </li> </ul>

	<p>performance.</p> <ul style="list-style-type: none"><li>○ Demonstrating blended vocal timbres and matching dynamic levels.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Trebleaires

Grade Level

LG 4 Refinement

**High Priority Standards**

**NCCAS Music Standards**

**Discipline: Vocal Music**

**Common Anchor Standard #6:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr6.1.8a. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context, and culturally authentic practices in music to convey the creator’s intent.

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

<b>Learning Goal</b>	<b>Proficiency Scale</b>
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"><li>• Evaluating and offering constructive suggestions for improvement of personal and group performances.</li><li>• Annotating rehearsal markings into music for personal reference and practice.</li><li>• Demonstrating concert etiquette as a performer and listener.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: constructive criticism, intent, concert etiquette.</li> <li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Responding to the cues of the director/conductor.</li></ul></li></ul>



	<ul style="list-style-type: none"><li>○ Exhibiting healthy posture and breath technique.</li><li>○ Reflecting on personal and group performances.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Chamber Choir

Grade Level: 10-12

LG 1 Concepts

**High Priority Standards**

**NCCAS Music Standards**

**Discipline:** Music/Ensemble strand

**Anchor Standard 3: Refine and complete artistic work.**

MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<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"> <li>• Sight reading melodic lines in major and minor keys.</li> <li>• Reading and writing complex notation.</li> <li>• Sight reading any voice part in a full vocal score.</li> <li>• Creating through improvising, composing, and arranging.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: voice part, vocal score.</li> <li>• Performing processes such as:               <ul style="list-style-type: none"> <li>○ Identifying monophonic, homophonic, and polyphonic textures.</li> <li>○ Creating a descant or ostinato to a previously learned melody.</li> </ul> </li> </ul>

- Composing arrangements to a given melody.

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

### **Learning Targets**

**Students know how to:**

- Perform literature that is in tune, well blended, and balanced.

Course: Chamber Choir

Grade Level: 10-12

LG 2 Voice Technique

**High Priority Standards**

**NCCAS Music Standards**

**Discipline:** Music/Ensemble strand

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

Rehearse, Evaluate, and Refine - MU:Pr5.1.E.Ia. Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

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

Present - MU:Pr6.1.E.Ia, Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

Present - MU:Pr6.1.E.Ib, Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

**Learning Goal**

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

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Using breath control, vocal independence, and agility while singing appropriate vocal exercises throughout the vocal range.
- Using advanced vocal techniques to control dynamics and articulation.
- Using advanced vocal development exercises to improve intonation.
- Modeling adjustment of intonation by applying listening skills.
- Modeling blend and balance with other singers.
- Singing songs with complex and/or nontraditional harmonies.

	<ul style="list-style-type: none"> <li>• Modeling proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants).</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: pitch accuracy, tone quality, rhythm, diction, breath control.</li> <li>• Performing processes such as: <ul style="list-style-type: none"> <li>○ Identifying and articulating consonants, with emphasis on beginning and final consonants.</li> <li>○ Identifying the basic components of the phonation process as they relate to vocal production.</li> <li>○ Recognizing musical interpretation.</li> </ul> </li> </ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p><b>Learning Targets</b></p> <p><b>Students know how to:</b></p> <ul style="list-style-type: none"> <li>• Perform an individual part independent of the ensemble.</li> <li>• Perform as a member of the ensemble.</li> </ul>	

Course: Chamber Choir

Grade Level: 10-12

LG 3 Expression

**High Priority Standards**

**NCCAS Music Standards**

**Discipline:** Music/Ensemble strand

**Anchor Standard 3: Refine and complete artistic work.**

MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
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"><li>• Modeling blending vocal timbres and matching dynamic levels.</li><li>• Modeling application of dynamic markings in musical scores and exercises while maintaining correct intonation.</li><li>• Interpreting and applying expressive phrasing independently.</li><li>• Modeling facial and physical expressions that reflect the mood and style of the music.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: dynamic marking, intonation.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Interpreting and applying expressive phrasing.</li></ul></li></ul>

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|  | <ul style="list-style-type: none"><li>○ Applying various tempos while singing.</li><li>○ Performing complex rhythmic patterns.</li></ul> |
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Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Grade Level: 10-12

LG 4 Refinement

**High Priority Standards**

**NCCAS Music Standards**

**Discipline: Vocal Music**

**Common Anchor Standard #6:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr6.1.8a. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context, and culturally authentic practices in music to convey the creator’s intent.

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

**Learning Goal**

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

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Analyzing and explaining personal, emotional, and intellectual responses to works of music, using music terminology.
- Analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances.
- Responding to advanced conducting patterns and interpretive gestures.

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

- Recognizing and recalling specific vocabulary, such as: stylistic, intent, expressive, notate, annotate,
- Performing processes such as:



	<ul style="list-style-type: none"><li>○ Modeling exemplary concert etiquette as an active listener.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Grade Level: 11-12

LG 1 Concepts

**High Priority Standards**

**NCCAS Music Standards**

**Discipline:** Music/Ensemble strand

**Anchor Standard 3: Refine and complete artistic work.**

MU:Cr3.1.E.1a Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

MU:Cr3.2.E.1a Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
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"><li>• Sight reading melodic lines in major and minor keys.</li><li>• Reading and writing complex notation.</li><li>• Sight reading any voice part in a full vocal score.</li><li>• Creating through improvising, composing, and arranging.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: voice part, vocal score.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying monophonic, homophonic, and polyphonic textures.</li></ul></li></ul>

- Creating a descant or ostinato to a previously learned melody.
- Composing arrangements to a given melody.

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

### **Learning Targets**

#### **Students know how to:**

- Perform literature that is in tune, well blended, and balanced.

Course: Concert Choir

Grade Level: 11-12

LG 2 Voice Technique

**High Priority Standards**

**NCCAS Music Standards**

**Discipline:** Music/Ensemble strand

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

Rehearse, Evaluate, and Refine - MU:Pr5.1.E.Ia. Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

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

Present - MU:Pr6.1.E.Ia, Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

Present - MU:Pr6.1.E.Ib, Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to use posture, technique, and tone production to perform with the voice.	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 data-bbox="966 990 1881 1401" style="list-style-type: none"><li>• Using breath control, vocal independence, and agility while singing vocal exercises throughout the vocal range.</li><li>• Using advanced vocal techniques to control dynamics and articulation.</li><li>• Using advanced vocal development exercises to improve intonation.</li><li>• Modeling adjustment of intonation by applying listening skills.</li><li>• Modeling blend and balance with other singers.</li><li>• Singing songs with complex and/or nontraditional harmonies.</li><li>• Modeling proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants).</li></ul>

	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: pitch accuracy, tone quality, rhythm, diction, breath control.</li> <li>• Performing processes such as: <ul style="list-style-type: none"> <li>○ Identifying and articulating consonants, with emphasis on beginning and final consonants.</li> <li>○ Identifying the basic components of the phonation process as they relate to vocal production.</li> <li>○ Recognizing musical interpretation.</li> </ul> </li> </ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p><b>Learning Targets</b></p> <p><b>Students know how to:</b></p> <ul style="list-style-type: none"> <li>• Perform an individual part independent of the ensemble.</li> <li>• Perform as a member of the ensemble.</li> </ul>	

Course: Concert Choir

Grade Level: 11-12

LG 3 Expression

**High Priority Standards**

**NCCAS Music Standards**

**Discipline:** Music/Ensemble strand

**Anchor Standard 3: Refine and complete artistic work.**

MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
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"><li>• Modeling blending vocal timbres and matching dynamic levels.</li><li>• Modeling application of dynamic markings in musical scores and exercises while maintaining correct intonation.</li><li>• Interpreting and applying expressive phrasing independently.</li><li>• Modeling facial and physical expressions that reflect the mood and style of the music.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: dynamic marking, intonation.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Interpreting and applying expressive phrasing.</li><li>○ Applying various tempos while singing.</li><li>○ Performing complex rhythmic patterns.</li></ul></li></ul>

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

Grade Level: 11-12

LG 4 Refinement

**High Priority Standards**

**NCCAS Music Standards**

**Discipline: Vocal Music**

**Common Anchor Standard #6:** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr6.1.8a. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context, and culturally authentic practices in music to convey the creator’s intent.

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

**Learning Goal**

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

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Analyzing and explaining personal, emotional, and intellectual responses to works of music, using music terminology.
- Analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances.
- Responding to advanced conducting patterns and interpretive gestures.

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

- Recognizing and recalling specific vocabulary, such as: stylistic, intent, expressive, notate, annotate,
- Performing processes such as:



- Modeling exemplary concert etiquette as an active listener.

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