

## High Priority Standards

### NCCAS Music Standards

**Discipline:** Vocal Music

**Common Anchor Standard #3:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

Evaluate and Refine: MU:Cr3.1.6a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

MU:Cr3.1.6b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

#### 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:

- Singing using performance level posture, breath support, and diction.
- Blending vocal tones with the performing ensemble.
- Improvising melodic and rhythmic patterns in a choral setting.

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

- Recognizing and recalling specific vocabulary, such as: tone, breath, posture, diction, vocal exercise.
- Performing processes such as:
  - Identifying appropriate tone production.
  - Defining singing techniques
  - Singing an assigned vocal part in music containing three or more parts.

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

**Students know how to:**

- Perform literature that is in tune, well blended, and balanced.
- Perform an individual part independent of the ensemble.
- Perform as a member of the ensemble.

Course: Choir  
Grade Level: 6  
LG 3 Expression

## High Priority Standards

### NCCAS Music Standards

**Discipline:** Vocal Music

**Common Anchor Standard #4:** Select varied musical works to present based on interest, knowledge, technical skill, and context.

Interpret: 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	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"><li>• Adjusting performance elements to convey meaning and intent.</li><li>• Responding to basic conducting patterns and interpretive gestures</li><li>• Applying dynamic markings to a performance, such as <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, crescendo, and decrescendo.</li><li>• Applying articulation markings to a performance, such as staccato, marcato and legato.</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: dynamics, tempo, articulation, accelerando, ritardano, presto, allegro, largo, adagio, andante, moderato, largo, <i>ff</i>, <i>f</i>, <i>mf</i>, <i>mp</i>, <i>p</i>, <i>pp</i>, <i>sfz</i>, phrasing, crescendo, decrescendo, staccato, marcato and legato.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying articulation markings such as staccato, marcato and legato.</li><li>○ Defining the importance of phrasing, articulation, and style.</li></ul></li></ul>

	<ul style="list-style-type: none"><li>○ Identifying genre or culture-specific characteristics.</li><li>○ Recognizing historical differences in music.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Choir  
Grade Level: 6  
LG 4 Refinement

## High Priority Standards

### NCCAS Music Standards

**Discipline:** Vocal Music

**Artistic Process - Connecting:** Relating artistic ideas and work with personal meaning and external context.

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

MU:Cn10-6.e - (Present) Demonstrate effective performance decorum (such as stage presence, attire and behavior) and audience etiquette appropriate for venue, and purpose.

### 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:

- Actively listening as a member of audience or ensemble.
- Responding in rehearsal and in performance to the cues of the conductor.
- Performing expressively and with technical accuracy in a manner appropriate to the audience and context.

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

- Recognizing and recalling specific vocabulary, such as: cue, stage presence, venue, audience.
- Performing processes such as:
  - Identifying the various contexts that affect a performance.
  - Comparing ways that an audience can influence a performance.

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

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Course: Choir  
Grade Level: 7  
LG 1 Concepts

**High Priority Standards**

**NCCAS Music Standards**

**Discipline:** Vocal Music

**Common Anchor Standard #1:** Generate musical ideas for various purposes and contexts. Imagine: MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent,

**Common Anchor Standard #2:** Select and develop musical ideas for defined purposes and contexts.

Plan and Make: MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

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.

<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>• Counting rhythms during sight reading.</li><li>• Singing correct pitch and solfege when shown a hands sign or notation.</li><li>• Writing rhythmic and melodic phrases of increasing difficulty from dictation.</li><li>• Identifying melodic patterns containing steps and intervals up to an octave.</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: solfege, interval, octave, melodic.</li></ul>

- Performing processes such as:
  - Identifying musical forms, including AB, ABA, and rondo.
  - Reading and notating rhythmic patterns.
  - Identifying solfege at own tempo.
  - Identifying treble, bass clef notes.
  - Identifying key signature.
  - Recalling mnemonic devices (i.e. Every good boy does fine).
  - Identifying the steps of a major or minor scale.

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: Choir

Grade Level: 7

LG 2 Vocal Technique



**High Priority Standards**

**NCCAS Music Standards**

**Discipline: Vocal Music**

**Common Anchor Standard #3:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. Evaluate and Refine MU:Cr3.1.7a. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.  
MU:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

**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:

- Producing appropriate tone in different genres.
- Expanding vocal range by singing developmentally appropriate vocal exercises, including head voice and chest voice.
- Improvising short melodic and rhythmic patterns in response to aural prompts.

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

- Recognizing and recalling specific vocabulary, such as: genre, tone, diction, pitch, aural prompt, breath, voice.
- Performing processes such as:
  - Identifying vocal anatomy, including the function of the diaphragm and larynx in singing.
  - Singing with accurate pitch production.
  - Singing with clear diction and unified vowels.

- Incorporating relaxed breathing while singing.

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

### Learning Targets

**Students know how to:**

- Perform two or three part music selected for 7<sup>th</sup> grade choir.

Course: Choir  
Grade Level: 7  
LG 3 Expression

## High Priority Standards

### NCCAS Music Standards

#### Discipline: Vocal Music

**Common Anchor Standard #4:** Select varied musical works to present based on interest, knowledge, technical skill, and context.

Select: MU:Pr4.1.7a. Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

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> <ul style="list-style-type: none"><li>• Producing sound at different volumes.</li><li>• Singing expressive elements written in the music.</li><li>• Compare and contrast elements of rhythm, melody, harmony, form, expression, and articulation in different genres.</li><li>• Incorporating appropriate facial and other body expression reflecting the mood and style of the music.</li><li>• Performing with originality, emotional impact, variety, and interest.</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: fermata, legato, staccato, marcato, score, mood, style.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Recalling techniques to create different sounds (slower/faster air, etc).</li><li>○ Identifying various tempo markings, including tempo changes.</li></ul></li></ul>

	<ul style="list-style-type: none"><li>○ Identifying different expressive elements when evaluating a performance.</li><li>○ Identifying and evaluating ways to improve overall performance.</li><li>○ Applying dynamic markings in musical scores and exercises.</li></ul> <p>Level 1: student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Choir  
Grade Level: 7  
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.

Present: 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.

<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>• Responding in rehearsal and in performance to the cues of the conductor.</li><li>• Following stage cues and standard procedures for entering and exiting the stage.</li><li>• Applying rehearsal strategies to refine presentation.</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: cue, stage presence, venue, context, audience.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Actively listening as a member of audience or ensemble.</li><li>○ Identifying different situations and recognizing different behaviors in context.</li></ul></li></ul>

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Choir  
Grade Level: 8

LG 1 Concepts

**High Priority Standards**

**NCCAS Music Standards**

**Discipline:** Vocal Music

**Common Anchor Standard #1:** Generate musical ideas for various purposes and contexts. Imagine: MU:Cr1.1.8a Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

**Common Anchor Standard #2:** Select and develop musical ideas for defined purposes and contexts

Plan and Make: MU:Cr2.1.8a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

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"> <li>• Singing Major and Minor scales accurately in solfege, with Curwen hand signs.</li> <li>• Reading rhythmic patterns such as those that include whole notes, half notes, quarter notes, dotted-half-followed-by-quarter notes, eighth notes, dotted-quarter-followed-by-eighth notes, sixteenth notes, dotted-eighth-followed-by-sixteenth notes, and corresponding rests in duple and triple meters.</li> <li>• Notating rhythmic patterns such as those that include whole notes, half notes, quarter notes, dotted-half-followed-by-quarter notes,</li> </ul>

	<p>eighth notes, dotted-quarter-followed-by-eighth notes, sixteenth notes, dotted-eighth-followed-by-sixteenth notes, and corresponding rests in duple and triple meters.</p> <ul style="list-style-type: none"> <li>• Sight-singing and composing complex rhythmic and melodic patterns.</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: Curwen, dotted-half-followed-by-quarter-notes, sixteenth notes, dotted-eighth-followed-by-sixteenth notes, duple and triple meter.</li> <li>• Performing processes such as: <ul style="list-style-type: none"> <li>○ Identifying and notating melodic patterns, using specific interval names (e.g., third, fifth).</li> <li>○ Identifying and explaining musical forms found in choral literature.</li> <li>○ Identifying musical textures, including monophonic, homophonic, and polyphonic.</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: Choir

Grade Level: 8

LG 2 Vocal Technique



**High Priority Standards**

**NCCAS Music Standards**

**Discipline: Vocal Music**

**Common Anchor Standard #3:** Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.  
Evaluate and Refine MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

**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:

- Increasing and exhibiting vocal control, strength, and endurance.
- Applying voiced and unvoiced consonants.
- Producing pure vowel sounds (ah, eh, ee, oh, and oo) across the vocal range.

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

- Recognizing and recalling specific vocabulary, such as: voiced and unvoiced consonants, vowel sounds, endurance.
- Performing processes such as:
  - Identifying the effect of physiological changes on the voice.

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

**Learning Targets**

**Students know how to:**

- Sing, independently and with an ensemble, 3 or 4 part music selected for 8<sup>th</sup> grade choir.

Course: Choir

Grade Level: 8

LG 3 Expression

**High Priority Standards**

**NCCAS Music Standards**

**Discipline: Vocal Music**

**Common Anchor Standard #4:** Select varied musical works to present based on interest, knowledge, technical skill, and context.

Select: MU:Pr4.1.8. Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or contest, and explain expressive qualities, technical challenges, and reasons for choices.

<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>• Responding to advanced conducting patterns and interpretive gestures for changing tempos, dynamics, and meters.</li><li>• Applying dynamic markings in musical scores and exercises, and maintaining even tone and accurate intonation.</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: intonation, chest voice, head voice, interpretive measures.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Recalling techniques to create different sounds (slower/faster air, etc).</li><li>○ Applying consistent tempos while performing rhythms.</li><li>○ Using artistic expression to reflect the mood and style of the music.</li></ul></li></ul>

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

Grade Level: 8

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.
- 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,
- Performing processes such as:
  - Performing expressively and with technical accuracy in a