

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	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"> • Illustrating the expressive qualities of music such as changes in dynamics and tempo with voice, body percussion or instruments. <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: tempo, dynamic, tone, pitch. • Performing processes such as:

- Identifying and explaining high and low pitches, loud and quiet tones, fast and slow tempos.

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

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 short melodies or rhythms on an instrument.
- Playing a 2 part ensemble on an instrument.

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

- Recognizing and recalling specific vocabulary, such as: bass clef, ABC Form, glockenspiel, metallophone, xylophone.
- Performing processes such as:
 - Discovering original steady beat patterns with an instrument.
 - Accompanying songs and chants.

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

	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.	<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 an ostinato (short musical rhythmic passage) on classroom instruments with complex music.• Improvising simple melodic accompaniments.• Playing complex music in a 2 part ensemble. <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: 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.	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">• Singing with attention to blend, balance, intonation, and expression. Level 2: Student demonstrates he/she is nearing proficiency by: <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. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Choir
Grade Level: 6
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:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

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

Plan and Make: MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, 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.

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">• Reading rhythmic patterns such as those that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.• Reading and notating melodic patterns such as those that include intervals of steps, skips and repeated pitches.• Applying rhythmic and melodic sight-reading systems (ie. Solfege).• Explaining the function of the sharp, flat, and natural accidental symbols.• Distinguishing major and minor tonalities. Level 2: Student demonstrates he/she is nearing proficiency by:

	<ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: whole notes, half notes, quarter notes, eighth notes, 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. ○ Developing basic skills of choral score reading. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p>Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none"> • Perform literature that is both rhythmically and melodically accurate. 	

Course: Choir

Grade Level: 6

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:Cr3.1.6a. 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">• Adjusting performance elements to convey meaning and intent.• Responding to basic conducting patterns and interpretive gestures• Applying dynamic markings to a performance, such as <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, crescendo, and decrescendo.• Applying articulation markings to a performance, such as staccato, marcato and legato. <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: 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.• Performing processes such as:<ul style="list-style-type: none">○ Identifying articulation markings such as staccato, marcato and legato.○ Defining the importance of phrasing, articulation, and style.

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| | <ul style="list-style-type: none">○ Identifying genre or culture-specific characteristics.○ Recognizing historical differences in music. |
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Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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	Proficiency Scale
Students will understand that context and manner of presentation influence audience response.	<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">• 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. <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: cue, stage presence, venue, audience.• Performing processes such as:<ul style="list-style-type: none">○ Identifying the various contexts that affect a performance.○ Comparing ways that an audience can influence a performance. <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 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.

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">• Counting rhythms during sight reading.• Singing correct pitch and solfege when shown a hands sign or notation.• Writing rhythmic and melodic phrases of increasing difficulty from dictation.• Identifying melodic patterns containing steps and intervals up to an octave. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: solfege, interval, octave, melodic.

- 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 7th 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">• Producing sound at different volumes.• Singing expressive elements written in the music.• Compare and contrast elements of rhythm, melody, harmony, form, expression, and articulation in different genres.• Incorporating appropriate facial and other body expression reflecting the mood and style of the music.• Performing with originality, emotional impact, variety, and interest. <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: fermata, legato, staccato, marcato, score, mood, style.• Performing processes such as:<ul style="list-style-type: none">○ Recalling techniques to create different sounds (slower/faster air, etc).○ Identifying various tempo markings, including tempo changes.

	<ul style="list-style-type: none">○ Identifying different expressive elements when evaluating a performance.○ Identifying and evaluating ways to improve overall performance.○ Applying dynamic markings in musical scores and exercises. <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.

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">• Responding in rehearsal and in performance to the cues of the conductor.• Following stage cues and standard procedures for entering and exiting the stage.• Applying rehearsal strategies to refine presentation. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: cue, stage presence, venue, context, audience.• Performing processes such as:<ul style="list-style-type: none">○ Actively listening as a member of audience or ensemble.○ Identifying different situations and recognizing different behaviors in context.

	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"> • Singing Major and Minor scales accurately in solfege, with Curwen hand signs. • 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. • Notating rhythmic patterns such as those that include whole notes, half notes, quarter notes, dotted-half-followed-by-quarter notes,

	<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"> • Sight-singing and composing complex rhythmic and melodic patterns. <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: Curwen, dotted-half-followed-by-quarter-notes, sixteenth notes, dotted-eighth-followed-by-sixteenth notes, duple and triple meter. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying and notating melodic patterns, using specific interval names (e.g., third, fifth). ○ Identifying and explaining musical forms found in choral literature. ○ Identifying musical textures, including monophonic, homophonic, and polyphonic. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p>Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none"> • Perform literature that is in tune, well blended, and balanced. 	

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 8th 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.

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">• Responding to advanced conducting patterns and interpretive gestures for changing tempos, dynamics, and meters.• Applying dynamic markings in musical scores and exercises, and maintaining even tone and accurate intonation. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: intonation, chest voice, head voice, interpretive measures.• Performing processes such as:<ul style="list-style-type: none">○ Recalling techniques to create different sounds (slower/faster air, etc).○ Applying consistent tempos while performing rhythms.○ Using artistic expression to reflect the mood and style of the music.

	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

	<p>manner appropriate to the audience and context.</p> <ul style="list-style-type: none">○ Responding to the cues of the director/conductor.○ Exhibiting healthy posture and breath technique. <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.

Learning Goal	Proficiency Scale
<p>Students will be able to create using the elements and principles of music.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Reading musical notation, such as dotted notes and rests, sixteenth notes and rests, basic symbols, and terms. • Reading and writing rhythmic patterns in simple and compound meters and in various tempos. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: dotted notes, rests, sixteenth notes, eight measure phrase, simple and compound meters. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying monophonic, homophonic, and polyphonic textures. ○ Recognizing and performing music in various forms, including

AB, ABA, and strophic.

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.

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| | <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying and articulating consonants, with emphasis on beginning and final consonants.○ Identifying the basic components of the phonation process as they relate to vocal production.○ Recognizing musical interpretation. |
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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.

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.

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">• Applying dynamic markings, such as pp, p, mp, mf, f, ff, crescendo, decrescendo.• Responding to conducting prompts regarding blend and balance.• Creating vocal harmony to a given melody.• Interpreting mood, tempo, dynamics, and tone color in performance.• Demonstrating blended vocal timbres and matching dynamic levels. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: dynamic marking, crescendo, descrescendo, timbre, tone color.• Performing processes such as:

- Interpreting music in ensemble performances.
- Singing with expressive phrasing.

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">• Performing processes such as:<ul style="list-style-type: none">○ Performing expressively and with technical accuracy in a manner appropriate to the audience and context.○ Responding to the cues of the director/conductor.○ Exhibiting healthy posture and breath technique. <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.

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

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

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"> • Demonstrating the use of vowel placement to adjust tone. • Demonstrating the difference between pure vowels and diphthongs. • Applying aural skills to adjust individual intonation within the ensemble. <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 accuracy, tone quality, rhythm, pure vowels, diphthongs, vowel placement.

- 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.

Learning Goal	Proficiency Scale
<p>Students will be able to create expressive music.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Singing with expressive phrasing. • Responding to conducting patterns for changing and mixed meters. • Demonstrating conducting patterns in duple, triple, and compound meters. <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: mixed meters, expressive phrasing, vocal timbre. • Performing processes such as: <ul style="list-style-type: none"> ○ Utilizing dynamic markings, such as pp, p, mp, mf, f, ff, crescendo, decrescendo. ○ Interpreting mood, tempo, dynamics, and tone color in

	<p>performance.</p> <ul style="list-style-type: none">○ Demonstrating blended vocal timbres and matching dynamic levels. <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.

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

	<ul style="list-style-type: none">○ Exhibiting healthy posture and breath technique.○ Reflecting on personal and group performances. <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.

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"> • Sight reading melodic lines in major and minor keys. • Reading and writing complex notation. • Sight reading any voice part in a full vocal score. • Creating through improvising, composing, and arranging. <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: voice part, vocal score. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying monophonic, homophonic, and polyphonic textures. ○ 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: 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"> • Modeling proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants). <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 accuracy, tone quality, rhythm, diction, breath control. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying and articulating consonants, with emphasis on beginning and final consonants. ○ Identifying the basic components of the phonation process as they relate to vocal production. ○ Recognizing musical interpretation. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p>Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none"> • Perform an individual part independent of the ensemble. • Perform as a member of the ensemble. 	

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.

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

- Applying various tempos while singing.
- Performing complex rhythmic patterns.

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">○ Modeling exemplary concert etiquette as an active listener. <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.

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

- 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.

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 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.
- Modeling proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants).

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

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.

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

	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.