

## High Priority Standards

### NCCAS Music Standards

**Discipline:** Music/Ensemble strand

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

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

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

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to create using the elements and principles of music.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Using a symbol system to sight-read melodic lines in major keys.</li><li>• Performing harmonic analysis of eight-measure phrases.</li><li>• Creating arrangements of known melodies.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: major key, harmony, simple and compound meters.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying monophonic, homophonic, and polyphonic textures.</li><li>○ Identifying eight-measure phrases.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

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

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

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**NCCAS Music Standards**

**Discipline:** Music/Ensemble strand

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

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

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

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

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

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

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

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

### **Learning Targets**

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

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

Course: Trebleaires  
Grade Level: 10-12

LG 3 Expression

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

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will be able to create expressive music.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Singing with expressive phrasing.</li> <li>• Responding to conducting patterns for changing and mixed meters.</li> <li>• Demonstrating conducting patterns in duple, triple, and compound meters.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: mixed meters, expressive phrasing, vocal timbre.</li> <li>• Performing processes such as:               <ul style="list-style-type: none"> <li>○ Utilizing dynamic markings, such as pp, p, mp, mf, f, ff, crescendo, decrescendo.</li> <li>○ Interpreting mood, tempo, dynamics, and tone color in</li> </ul> </li> </ul>

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

Grade Level

LG 4 Refinement

**High Priority Standards**

**NCCAS Music Standards**

**Discipline: Vocal Music**

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

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

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

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will understand that context and manner of presentation influence audience response.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Evaluating and offering constructive suggestions for improvement of personal and group performances.</li><li>• Annotating rehearsal markings into music for personal reference and practice.</li><li>• Demonstrating concert etiquette as a performer and listener.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: constructive criticism, intent, concert etiquette.</li> <li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Responding to the cues of the director/conductor.</li></ul></li></ul>

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

Grade Level: 10-12