

Course: Music Exploratory

Grade Level: 6

LG 1 Concepts

### High Priority Standards

#### NCCAS Standards

#### MUSIC

#### Process Component: Create

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work

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

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

#### Learning Goal

Students will understand the fundamentals of reading, writing, and performing music.

#### Proficiency Scale

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

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

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

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

	<ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: rhythm, melody, expressive symbols, and musical notation including whole notes, half notes, quarter notes, eighth notes, sixteenth notes, rests, notation, diatonic interval, accidental symbols.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying similar and contrasting musical phrases and section.</li><li>○ Identifying melodic patterns.</li><li>○ Recognizing diatonic intervals.</li><li>○ Playing simple musical forms.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Grade Level: 6

LG 2 Instruments

**High Priority Standards**

**NCCAS Standards**

**MUSIC**

**Process Component: Performing**

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

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

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

**Learning Goal**

Students will be able to create with musical instruments.

**Proficiency Scale**

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

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

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

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

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

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|  | <ul style="list-style-type: none"><li>○ Performing rhythmic drills and drumming patterns.</li><li>○ Playing simple melodic patterns on pitched instruments such as recorder or guitar.</li><li>○ Collaborating with classmates to improvise melodic and rhythmic patterns.</li></ul> |
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Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Course: Music Exploratory

Grade Level: 6

LG 3 Musical Culture

**High Priority Standards**

**NCCAS Standards**

**MUSIC**

**Process Component: Responding**

**Anchor Standard 7:** Perceive and analyze artistic work

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

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

**Learning Goal**

Students will understand musical history and musical cultures.

**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 background knowledge of various musical eras, styles and cultures while experiencing music.
- Interpreting the artist's intent for creating composition regarding historical, and cultural influences.

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

- Recognizing and recalling specific vocabulary, such as: era, genre, musical composition, composer, classical milestone, and critique.
- Performing processes such as:
  - Identifying common elements in the music of a culture or genre.
  - Recognizing important compositions that have influenced music.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Band  
Grade Level: 6  
LG 1 Concepts

### High Priority Standards

#### NCCAS Standard

**Discipline:** Ensembles/Band

**Common Anchor Standard #1:** Imagine: MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

**Common Anchor Standard #2:** Plan and Make: MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

Learning Goal	Proficiency Scale
Students will be able to create using the elements and principles of music.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Performing rhythm and rhythm patterns, such as whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.</li><li>• Performing music using simple meters.</li><li>• Notating key signatures of scales and literature being performed.</li><li>• Identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.</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: whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, simple meters (2/4, 3/4, 4/4), rhythm, harmony, melody, keys, music notation, measures, sight reading.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying in key vs. out of key.</li></ul></li></ul>

- Using basic standard notation as directed by the teacher.

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

Course: Band  
Grade Level: 6  
LG 2 Instrumental Technique



**High Priority Standards**

**NCCAS Music Standards**

**Discipline: Ensemble/Band**

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

**Learning Goal**

Students will be able to use posture, technique, and tone production to perform with an instrument.

**Proficiency Scale**

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

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

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

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

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

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

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Course: Band  
Grade Level: 6  
LG 3 Expression

**High Priority Standards**

**NCCAS Standard**

**Discipline: Music/Ensemble Strand**

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

**Learning Goal**

Students will be able to create expressive music.

**Proficiency Scale**

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

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

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

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

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

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Band  
Grade Level: 6  
LG 4 Refinement

**High Priority Standards**

**NCCAS Standard:**

Discipline: Ensemble / Band

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

**Common Anchor Standard #6: Connecting**

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

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

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

	<ul style="list-style-type: none"><li>○ Comparing ways that an audience can influence a performance.</li><li>○ Describing and demonstrating rehearsal and concert etiquette as a performer.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Band  
Grade Level: 7

LG 1 Concepts

**High Priority Standards**

**NCCAS Music Standards**

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

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

**Learning Goal**

Students will be able to create using the elements and principles of music.

**Proficiency Scale**

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

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

- Performing rhythm and rhythm patterns, such as sixteenth notes, eighth note triplets, dotted eighth notes, corresponding rests, and syncopations.
- Performing music in more complex meters, such as 2/2 and 6/8 meters.
- Performing music written in rondo and ternary forms.

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

- Recognizing and recalling specific vocabulary, such as: sixteenth notes, eighth note triplets, dotted eighth notes, corresponding rests, and syncopations, 2/2 and 6/8 meters, scales.
- Performing processes such as
  - Identifying and notating key signatures of scales and literature being performed.
  - Identifying half-step and whole-step patterns.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Band  
Grade Level: 7



LG 2 Instrumental Technique

**High Priority Standards**

**NCCAS Standard**

**Discipline: Music/Ensemble Strand**

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

**Learning Goal**

Students will be able to use posture, technique, and tone production to perform with an instrument.

**Proficiency Scale**

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

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

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

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

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

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

	learning goal.
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Course: Band  
Grade Level: 7  
LG 3 Expression

## High Priority Standards

### NCCAS Music Standards

#### Discipline: Ensemble / Band

#### Common Anchor Standard #5: Interpret

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

Learning Goal	Proficiency Scale
Students will be able to create expressive music.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Playing with pitch accuracy, originality, and variety to create an engaging performance.</li><li>• Using articulations, dynamic contrasts, and phrasing as means of expression.</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: phrasing, dynamic contrast, articulation.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Applying tone, tempo and rhythm, pitch accuracy, posture, style, dynamics and expression while performing.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Course: Band  
Grade Level: 7  
LG 4 Refinement

**High Priority Standards**

**NCCAS Music Standards**

**Discipline: Ensemble/Band**

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

**Common Anchor Standard #6: Connecting**

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

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

<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>• Applying specific methods to achieve practice goals.</li><li>• Evaluating personal performances with feedback from peers and teachers.</li><li>• Applying accepted criteria for critiquing musical performances of self or others.</li><li>• Describing and applying rehearsal and concert etiquette skills as a performer, such as critical listening skills, following conducting gestures, and maintaining attention in rest position.</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: critique,</li></ul>

	<p>technical accuracy, context, goal setting, practice elements, chunking, practice material.</p> <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Refining and revising personal work.</li><li>○ Identifying aesthetic elements during a discussion.</li><li>○ Performing expressively and with technical accuracy in a manner appropriate to the audience and context.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Band  
Grade Level: 8  
LG 1 Concepts

## High Priority Standards

### NCCAS Music Standards

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

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

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

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

### Learning Goal

Students will be able to create using the elements and principles of music.

### Proficiency Scale

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

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

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

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

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

- Identifying asymmetrical meters.

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



Course: Band

Grade Level: 8

LG2 Instrumental Technique

**High Priority Standards**

**NCCAS Standard**

**Discipline: Ensemble / Strings**

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

**Learning Goal**

Students will be able to use posture, technique, and tone production to perform with an instrument.

**Proficiency Scale**

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

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

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

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

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

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

Grade Level: 8

LG 3 Expression

**High Priority Standards**

**NCCAS Music Standards**

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

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

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

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

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

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to create expressive music.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Varying tone, tempo, rhythm, style and dynamics to portray musical interpretation.</li><li>• Reinforcing the artistic use of phrasing and dynamics.</li><li>• Matching dynamic levels and playing styles.</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: style, interpretation, phrasing, dynamics.</li></ul>

	<ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Balancing and blending instrumental timbres.</li><li>○ Interpreting elements of music such as tone, tempo and rhythm, pitch accuracy, posture, style, dynamics and expression to improve the group's performance.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Band  
Grade Level: 8

LG 4 Refinement

**High Priority Standards**

**NCCAS Music Standards**

**Discipline: Ensemble/Band**

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

**Common Anchor Standard #6: Connecting**

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

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

Learning Goal	Proficiency Scale
<p>Students will understand that context and manner of presentation influence audience response.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Playing with individual expression and technical accuracy.</li> <li>• Forming a response to the music with personally developed criteria.</li> <li>• Performing professionally for an audience with respect to the venue, style of music, and purpose of the performance.</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: tuning, repetition, goal setting, practice elements, chunking, practice material, alignment, posture, breathe, warm-up, stage presence,</li> </ul>

	<p>venue, annotation, demeanor.</p> <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Applying specific methods to achieve practice goals.</li><li>○ Evaluating personal performances with feedback from peers and teachers.</li><li>○ Responding to the performance using pre-determined criteria.</li><li>○ Performing with technical accuracy in a manner appropriate to the audience and context.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Band  
Grade Level: 9-12  
LG 1 Concepts

### High Priority Standards

#### NCCAS Standards 2014 –

**Discipline:** Music/Ensemble strand

**Anchor Standard 1: Generate and conceptualize artistic ideas and work.**

Imagine: MU:Cr1.1.E.Ia Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.

**Anchor Standard 2: Organize and develop artistic ideas and work.**

Plan and Make: MU:Cr2.1.E.Ia Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

<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> <ul style="list-style-type: none"><li>• Analyzing and adjusting rhythm patterns while playing.</li><li>• Interpreting standard duration and meter in asymmetrical time signatures, such as 5/8, 7/8.</li><li>• Notating all key signatures.</li><li>• Performing all ascending and descending major scales, minor scales, and tonic arpeggios in eighth notes.</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: rhythm patterns, key signature, asymmetrical signature, articulation, metered tones, tonic arpeggio</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Performing music in compound meters, such as 3/8 meter.</li><li>○ Performing music in theme and variations form.</li></ul></li></ul>

	<p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Band

Grade Level: 9-12

LG 2 Instrumental Technique

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.**

Select - MU:Pr4.1.E.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

Analyze - MU:Pr4.2.E.Ia Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Interpret - MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to use posture, technique, and tone production to perform with 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"><li>• Responding to conducting patterns and gestures.</li><li>• Adjusting intonation while playing.</li><li>• Applying preparatory procedures for playing.</li><li>• Producing tones that are clear, centered, sustained, and unwavering.</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: unwavering, grace notes, vibrato, alternate fingerings.</li></ul>

- Performing processes such as:
  - Balancing and blending instrumental timbres.
  - Playing with characteristic tone, expression, style and dynamics.
  - Performing tempo changes in the music literature.

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

Course: Band

Grade Level: 9-12

LG3 Expression

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

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

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

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

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to create expressive music.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Creating and performing rhythmic and melodic examples in sonata-allegro form.</li><li>• Performing accompanying harmonies and counter melodies.</li><li>• Identifying intonation problems within the ensemble and providing suggestions for solutions.</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: sonata-allegro, counter melodies, harmonies</li><li>• Performing processes such as:</li></ul>

	<ul style="list-style-type: none"><li>○ Matching dynamic levels and playing styles.</li><li>○ Using articulation, dynamic contrast, phrasing, and tempo changes to adjust expression.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Band

Grade Level: 9-12

LG 4 Refinement

**High Priority Standards**

**NCCAS Standards 2014 –**

**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.

**Anchor Standard 7: Perceive and analyze artistic work**

Select - MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Analyze - MU:Re7.2.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

Evaluate – Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and content.

**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:

- Applying background knowledge concerning musical structure and context to form an immediate response to the performance.
- Evaluating personal performance to refine technique.
- Examining ways in which personal experiences influence critical judgment about works of music and musical performances.

	<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: preparation, attentive behavior, annotation, cue, stage presence, venue, context, audience, style.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Forming a response to the music with personally developed criteria.</li><li>○ Performing professionally for an audience with respect to the venue, style of music, and purpose of the performance.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Grade Level: 9-12

LG 1 Concepts

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

**Anchor Standard 1: Generate and conceptualize artistic ideas and work.**

Imagine: MU:Cr1.1.E.Ia Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.

**Anchor Standard 2: Organize and develop artistic ideas and work.**

Plan and Make: MU:Cr2.1.E.Ia Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to create using the elements and principles of music.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Performing with jazz articulations such as bite, ride, glisses, falls, doits, lip trills, scoops, ghost, subtone, muting.</li><li>• Playing in various time signatures, such as compound duple, compound triple, and mixed meter.</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: staccato, legato, marcato, accent staccato, compound duple, compound triple, music notation, articulation, bite, ride, glisses, falls, doits, lip trills, scoops, ghost, subtone, muting.</li><li>• Performing processes such as:</li></ul>

- Defining tempos used in jazz.
- Performing with articulations such as staccato, legato, marcato, and accent staccato.

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



Course: Jazz Band

Grade Level: 9-12

LG 2 Instrumental Technique

**High Priority Standards**

**Discipline:** Music/Ensemble strand

**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.**

Select - MU:Pr4.1.E.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

Analyze - MU:Pr4.2.E.Ia Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Interpret - MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

**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.

**Learning Goal**

Students will be able to use posture, technique, and tone production to perform with an instrument.

**Proficiency Scale**

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

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

- Responding to conducting patterns and gestures.
- Adjusting and perfecting intonation while playing.
- Applying preparatory procedures for playing.
- Producing tones that are clear, centered, sustained, and unwavering.

	<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: unwavering, grace notes, vibrato, alternate fingerings.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Balancing and blending instrumental timbres.</li><li>○ Playing with characteristic tone, expression, style and dynamics.</li><li>○ Performing tempo changes in the music literature.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Grade Level: 9-12

LG 3 Expression

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

**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 create expressive music.

**Proficiency Scale**

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

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

- Creating and performing rhythmic and melodic examples in sonata-allegro form.
- Performing accompanying harmonies and counter melodies.
- Identifying intonation problems within the ensemble and providing suggestions for solutions.

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

- Recognizing and recalling specific vocabulary, such as: sonata-allegro, counter melodies, harmonies.
- Performing processes such as:

	<ul style="list-style-type: none"><li>○ Matching dynamic levels and playing styles.</li><li>○ Using articulation, dynamic contrast, phrasing, and tempo changes to adjust expression.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Grade Level: 9-12

LG 4 Refinement

**High Priority Standards**

**NCCAS Standards 2014 –**

**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.

**Anchor Standard 7: Perceive and analyze artistic work**

Select - MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Analyze - MU:Re7.2.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

Evaluate – Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and content.

**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:

- Applying background knowledge concerning musical structure and context to form an immediate response to the performance.
- Evaluating personal performance to refine technique.
- Examining ways in which personal experiences influence critical judgment about works of music and musical performances.

	<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: preparation, attentive behavior, annotation, cue, stage presence, venue, context, audience, style.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Forming a response to the music with personally developed criteria.</li><li>○ Performing professionally for an audience with respect to the venue, style of music, and purpose of the performance.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Grade Level: 9-12

LG 1 Concepts

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

**Anchor Standard 1: Generate and conceptualize artistic ideas and work.**

Imagine: MU:Cr1.1.E.Ia Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.

**Anchor Standard 2: Organize and develop artistic ideas and work.**

Plan and Make: MU:Cr2.1.E.Ia Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

**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 advanced musical forms, such as fugues, symphony movements, overtures, concerti, sonatas, chamber pieces.
- Implementing advanced shifting, harmonics, and vibrato styles while performing.
- Implementing advanced music literacy skills, such as col legno bowing, double and triple stops, and complex meters.

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

- Recognizing and recalling specific vocabulary, such as: fugues,

	<p>symphony movements, overtures, concerti, sonatas, chamber pieces, : rhythm patterns, key signature, music notation, vibrato, shifting, harmonics, fugue, concerti, overture, sonata, chamber piece, col legno, double and triple stop, meter.</p> <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Applying a variety of forms and bowing styles.</li><li>○ Matching pitch and intonation with the ensemble.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Orchestra  
Grade Level: 9-12



LG 2 Instrumental Technique

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.**

Select - MU:Pr4.1.E.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

Analyze - MU:Pr4.2.E.Ia Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Interpret - MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances

Learning Goal	Proficiency Scale
<p>Students will be able to use posture, technique, and tone production to perform with instruments.</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>• Playing with accurate musical interpretation.</li> <li>• Aligning individual notes, rhythms, dynamics, style, and articulations with section members</li> <li>• Using tone, tempo and rhythm, pitch accuracy, posture, tempo and rhythm, style, dynamics and expression.</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: tone, tempo and rhythm, pitch accuracy, posture, tempo and rhythm, style, dynamics and expression</li> </ul>

- Performing processes such as:
  - Following direction from the conductor.
  - Practicing technical accuracy and musical interpretation.

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

Course: Orchestra  
Grade Level: 9-12  
LG 3 Expression

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

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

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

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

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

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

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to create expressive music.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Playing expressively and in harmony with others in the ensemble.</li><li>• Using musical interpretation in conjunction with others in the ensemble.</li><li>• Performing with technical accuracy, pitch accuracy, rhythm, tone quality, and articulation with others in the ensemble.</li><li>• Applying graduations of dynamics and tempos.</li></ul>

	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: interpretation, pitch accuracy, rhythm, tone quality, and articulation, expression, improvisation.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Following direction from the conductor.</li><li>○ Practicing technical accuracy and musical interpretation.</li><li>○ Listening to others in the ensemble to remain in tune with the group.</li><li>○ Demonstrating balance, blend, and intonation.</li><li>○ Reinforcing the artistic use of phrasing and dynamics</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Grade Level: 9-12

LG 4 Refinement

### High Priority Standards

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

**Anchor Standard 7: Perceive and analyze artistic work**

Select - MU:Re7.1.E.1a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Analyze - MU:Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

Interpret - MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

Evaluate – Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and content.

#### 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:

- Applying background knowledge concerning musical structure and context to form an immediate response to the performance.
- Evaluating personal performance to refine technique.

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

- Recognizing and recalling specific vocabulary, such as: preparation,

	<p>attentive behavior, annotation, cue, stage presence, venue, context, audience, style.</p> <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Active listening and appropriate eye contact with other performers or conductor.</li><li>○ Showing respect for the conductor, performers, audience members, and the music that is being performed.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Orchestra  
Grade Level: 9-12

LG 5 Advanced Goal Cultural Connections

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

Interpret - MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

**Learning Goal**

Students will understand the influence of music and musical performances on society.

**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:

- Describing how a new understanding of the world, self and others may emerge after performing in a concert or performance.
- Articulating how personal beliefs are formed by, and inform, interactions across cultural borders during a concert or performance.
- Developing ideas to promote cross-cultural communication through music.

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

- Recognizing and recalling specific vocabulary, such as: cross-cultural, belief systems, conventions.
- Performing processes such as:
  - Identifying personal beliefs that might inform how the world is viewed.
  - Observing and discussing how changes might occur in belief

	<p>systems or attitudes influenced by a composition or concert.</p> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Wind Symphony

Grade Level: 9-12



LG 1 Concepts

**High Priority Standards**

**NCCAS Standard**

**Discipline:** Ensembles/Band

**Common Anchor Standard #1:** Imagine: MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

**Common Anchor Standard #2:** Plan and Make: MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to create using the elements and principles of music.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Identifying, defining, and applying standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.</li><li>• Reading, analyzing, performing, and composing rhythmic patterns in complex meters.</li><li>• Performing rhythm and rhythm patterns, such as whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.</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: whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, simple meters (2/4, 3/4, 4/4), rhythm, harmony, melody, keys, music notation, measures, sight reading.</li></ul>

- Performing processes such as:
  - Performing music in compound meters, such as 3/8 meter.
  - Performing music in theme and variations form.

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

Course: Wind Symphony  
 Grade Level: 9-12  
 LG 2 Instrumental Technique

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.**

Select - MU:Pr4.1.E.1a Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

Analyze - MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Interpret - MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music 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 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"> <li>• Responding to conducting patterns and gestures.</li> <li>• Adjusting and perfecting intonation while playing.</li> <li>• Applying preparatory procedures for playing.</li> <li>• Producing tones that are clear, centered, sustained, and unwavering.</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: unwavering, grace notes, vibrato, alternate fingerings.</li> </ul>

	<ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Describing, and demonstrating proper posture, instrument position, and hand positions.</li><li>○ Balancing and blending instrumental timbres.</li><li>○ Playing with characteristic tone, expression, style and dynamics.</li><li>○ Performing tempo changes in the music literature.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Wind Symphony

Grade Level: 9-12

LG 3 Expression

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Music/Ensemble strand

**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 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>• Utilizing proper breathing techniques and embouchure, such as double-tongue, triple-tongue, breath attacks, and flutter-tongue.</li> <li>• Demonstrating the use of articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.</li> <li>• Creating and performing rhythmic and melodic examples in sonata-allegro form.</li> <li>• Performing accompanying harmonies and counter melodies.</li> <li>• Identifying intonation problems within the ensemble and providing suggestions for solutions.</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: sonata-allegro,</li> </ul>

	<p>counter melodies, harmonies, embouchure.</p> <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Matching dynamic levels and playing styles.</li><li>○ Using articulation, dynamic contrast, phrasing, and tempo changes to adjust expression.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Wind Symphony  
Grade Level: 9-12

LG 4 Refinement

**High Priority Standards**

**NCCAS Standards 2014 –**

**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.

**Anchor Standard 7: Perceive and analyze artistic work**

Select - MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

Analyze - MU:Re7.2.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

Evaluate – Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and content.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand that context and manner of presentation influence audience response.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Applying background knowledge concerning musical structure and context to form an immediate response to the performance.</li> <li>• Evaluating personal performance to refine technique.</li> <li>• Examining ways in which personal experiences influence critical judgment about works of music and musical performances.</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: preparation, attentive behavior, annotation, cue, stage presence, venue, context, audience, style.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Forming a response to the music with personally developed criteria.</li><li>○ Performing professionally for an audience with respect to the venue, style of music, and purpose of the performance.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Guitar I  
Grade Level: 9-12



LG 1 Concepts

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Harmonizing / Guitar

**Artistic Process:** Creating

**Common Anchor Standard #1:**

**MU: Cr1.1.h.5a.** Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will be able to create using the elements and principles of music.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Reading, notating and performing one-octave ascending and descending scales, such as C, G, D, A, and E major scales; A, D, E, and B harmonic minor scales, a chromatic scale.</li> <li>• Reading, notating and performing one form of the moveable, one-octave pentatonic scale.</li> <li>• Reading, notating and performing scales, such as D, D<sup>7</sup>, Dm, A, A<sup>7</sup>, Am, E, E<sup>7</sup>, Em, G, G<sup>7</sup>, B, B<sup>7</sup>, C, C<sup>7</sup>, and F chords, and power chords with roots on the E and A strings.</li> <li>• Reading, notating and performing chord progressions, such as those in the keys of C, G, D, and A major, and A and E minor.</li> <li>• Reading, notating and performing 12-bar blues in a variety of keys.</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: C, G, D, A, and</li> </ul>

E major scales; A, D, E, and B harmonic minor scales, a chromatic scale, one-octave pentatonic scale, D, D<sup>7</sup>, Dm, A, A<sup>7</sup>, Am, E, E<sup>7</sup>, Em, G, G<sup>7</sup>, B, B<sup>7</sup>, C, C<sup>7</sup>, and F chords, power chords, chord progressions, 12-bar blues.

- Performing processes such as:
  - Identifying and performing music written in binary and them-and-variations forms.
  - Identifying and using basic standard notation for pitch, rhythm, meter.
  - Using chord charts and guitar tablature.

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

LG 1 Instrumental Technique

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Harmonizing / Guitar

**Artistic Process:** Performing

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

MU:Pr6.1.H.Ia Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Learning Goal	Proficiency Scale
<p>Students will be able to use posture, technique, and tone production to perform with instruments.</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>• Producing a clear tone.</li> <li>• Performing with right-hand techniques such as finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular.</li> <li>• Performing with left-hand techniques, such as first position.</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: finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular, first position,</li> <li>• Performing processes such as:               <ul style="list-style-type: none"> <li>○ Identifying and applying hand placement with both left and</li> </ul> </li> </ul>

	<p>right-hand positions.</p> <ul style="list-style-type: none"><li>○ Performing basic chords and simple melodies.</li><li>○ Reading and playing musical symbols as they apply to the guitar.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Guitar I  
Grade Level: 9-12

LG 3 Expression

**High Priority Standards**

**NCCAS Standards 2014**

**Discipline:** Harmonizing / Guitar

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

MU:Pr6.1.H.1a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to create expressive music.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Using articulations, dynamic contrasts, and phrasing as means of expression, such as legato, staccato, and ascending and descending slurs.</li><li>• Blending and balancing and making adjustments to facilitate correct intonation.</li><li>• Matching dynamic levels and playing styles.</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: straight spine, fretting hand, pick hand, wrist motion, stroke, tuning, phrasing, exercises, picking, slurs, dynamic levels, intonation.</li></ul>

	<ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Responding to conducting patterns and gestures.</li><li>○ Maintaining a steady beat at various tempos in the music literature being studied.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Guitar I  
Grade Level: 9-12  
LG 4 Refinement

## High Priority Standards

**NCCAS Standards 2014 –**

**Discipline:** Harmonizing / Guitar

**Artistic Process:** Performing

**Common Anchor Standard #5:** Rehearse, Evaluate, Refine

MU:Pr5.1.H.8a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.

### 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:

- Describing and demonstrating rehearsal and concert etiquette as a performer, such as using critical aural skills, following conducting gestures, maintaining attention in rest position.
- Examining ways in which personal experiences influence critical judgment about works of music and musical performances.

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

- Recognizing and recalling specific vocabulary, such as: aural skills, conducting gestures, rest position, context, practice habits.
- Performing processes such as:
  - Identifying specific music goals to refine presentations.
  - Showing awareness of venue and context as an influence of audience response.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Piano  
Grade Level: 9-12  
LG 1 Concepts



## High Priority Standards

### NCCAS Standards 2014 –

**Discipline:** Harmonizing Instruments strand

**Anchor Standard 1: Generate and conceptualize artistic ideas and work.**

MU:Cr1.1.H.IIa Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.

**Anchor Standard 2: Organize and develop artistic ideas and work.**

MU:Cr2.1.H.IIa Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.

Learning Goal	Proficiency Scale
Students will be able to create using the elements and principles of music.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Performing rhythm and rhythm patterns, such as whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.</li><li>• Performing music using simple meters and two octave scales.</li><li>• Identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.</li><li>• Performing two octave arpeggios of all major scales.</li><li>• Performing using basic left hand chords and simple right hand melodies simultaneously.</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: melody,</li></ul>

	<p>harmony, rhythm, timbre, texture, dynamics, tempo, key, clef sign arpeggio, Circle of Fifths, octave scales such as F, B, Db, Ab, F# and Bb major scales.</p> <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying key signatures.</li><li>○ Explaining the significance of sharps, flats, naturals, and accidentals.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Grade Level: 9-12

LG 2 Instrumental Technique

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Harmonizing / Piano

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

**Process Component:** Rehearse, Evaluate, Refine

**MU:Pr5.1.H.IIa** Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.

**Learning Goal**

Students will be able to use posture, technique, and tone production to perform with an instrument.

**Proficiency Scale**

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

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

- Performing with fingering positions for scales, melodies, and chords using both hands.
- Producing a clear tone.

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

- Recognizing and recalling specific vocabulary, such as: fingering for chords, fingering for scales, fingering for melodies, hand movements, LH consistent pattern of 4+3; RH begins with 2, the thumb placed on every first white key.
- Performing processes such as:
  - Identifying the concepts of scales, melodies, and chords.

	<ul style="list-style-type: none"><li>○ Identifying the fingers of the hand by number; thumb=1, index finger=2, middle finger=3, ring finger=4, little finger (pinky)=5.</li><li>○ Identifying which hand normally plays in each clef.</li><li>○ Using fingering suggestions to complete a musical phrase</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Piano

Grade Level: 9-12

LG 3 Expression

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Harmonizing / Piano

**Artistic Process:** Performing

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

MU:Pr6.1.H.Ia Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

<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>• Applying tone, tempo and rhythm, pitch accuracy, posture, style, and dynamics as a means of expression</li> <li>• Using articulations, dynamic contrasts, and phrasing as means of expression, such as legato, staccato, and ascending and descending slurs.</li> <li>• Blending and balancing and making adjustments to facilitate correct intonation.</li> <li>• Matching dynamic levels and playing styles.</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: staccato, legato, slurs, intonation, dynamic levels, tone.</li> <li>• Performing processes such as:</li> </ul>

	<ul style="list-style-type: none"><li>○ Responding to conducting patterns and gestures.</li><li>○ Maintaining a steady beat at various tempos in the music literature being studied.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Grade Level: 9-12

LG 4 Refinement

**High Priority Standards**

**NCCAS Standards 2014 –**

Harmonizing Instruments strand

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

MU:Cr3.1.H.IIa Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies

<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>• Describing and demonstrating rehearsal and concert etiquette as a performer, such as using critical aural skills, following conducting gestures, maintaining attention in rest position.</li><li>• Examining ways in which personal experiences influence critical judgment about works of music and musical performances.</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: aural skills, conducting gestures, rest position, context, practice habits.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying specific music goals to refine presentations.</li><li>○ Showing awareness of venue and context as an influence of audience response.</li></ul></li></ul>

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Music Theory  
Grade Level: 9-12  
LG 1 Key Signature



**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline: Music Theory**

**Anchor Standard 7: Perceive and analyze artistic work**

**Discipline Components: Analyze**

MU:Re7.2.C.IIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form ), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to create and perform in all key signatures.	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>• Explaining the circle of fifths.</li><li>• Explaining relative and parallel major-minor key relationships.</li><li>• Writing major and minor key signatures in treble and bass clefs.</li><li>• Performing all key signatures.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary: scales, minor, major, primary chords, signatures, technical accuracy, circle of fifths, clef.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Defining key signature.</li><li>○ Identifying the order of sharps and flats in key signatures.</li></ul></li></ul> Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Course: Music Theory

Grade Level: 9-12

LG 2 Chord Construction

**High Priority Standards**

**NCCAS Standards 2014**

**Discipline:** Music Theory

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

**Interpret**

**MU:Re8.1.C.IIa** Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form ), compositional techniques, and the style/genre and context of each work.

**Learning Goal**

Students will be able to create chord compositions.

**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:

- Composing and writing major, minor, augmented and diminished chords in all inversions and positions.
- Comparing and contrasting the qualities of chords in major and minor keys.

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

- Recognizing and recalling specific vocabulary, such as: major chord, minor chord, inversion, position, augmented, diminished, chord construction, triad.
- Performing processes such as:
  - Identifying major, minor, augmented and diminished chords in all inversions and positions.

- Identifying root, third, and fifth of a chord.

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

Grade Level: 9-12

LG 3 Harmonic Structure

**High Priority Standards**

**NCCAS Standards 2014**

**Discipline:** Music Theory

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

**Interpret**

**MU:Re8.1.C.IIa** Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form ), compositional techniques, and the style/genre and context of each work.

**Learning Goal**

Students will be able to analyze harmonic structures.

**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:

- Writing formal harmonic analyses of 4-voiced compositions.
- Composing melodies within a chord progression.

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

- Recognizing and recalling specific vocabulary, such as: scale, major-mode, triads, cadence, relative major, relative minor, dominant, sub-dominant.
- Performing processes such as:
  - Identifying, writing and performing all major and minor scales and primary chords.
  - Identifying enharmonic equivalents.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal
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Course: Music Theory  
 Grade Level: 9-12  
 LG 4 Aural Identification

**High Priority Standards**

**NCCAS Standards 2014 –**

**Discipline:** Theory and Composition

**Anchor Standard 1: Generate and conceptualize artistic ideas and work.**

MU:Cr1.1.C.IIa Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.

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

MU:Cr3.2.C.IIa Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

Learning Goal	Proficiency Scale
Students will be able to aurally identify rhythm, intervals, and chords.	<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>• Transcribing dictated examples of simple melodies and harmonies.</li> <li>• Determining pitch in an establish context.</li> <li>• Sight-singing unfamiliar music without assistance.</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: rhythm patterns, intervals, music notation, chords, sight-sing.</li> <li>• Performing processes such as:             <ul style="list-style-type: none"> <li>○ Identifying melodies and harmonies aurally.</li> </ul> </li> </ul>

	<p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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