



5th-12th Grade Vocal Music

Standards, Benchmarks, and Objectives (SBOs)

Last Updated: 2022

Philosophy Statement

The Waukeee Vocal Music Department provides instruction and opportunities for students to collaborate with peers, develop age appropriate vocal technique, and build music literacy skills through music inclusive of different historical periods and cultures. It is the goal of the Vocal Music Department to provide students with a comprehensive education full of performance experiences that promote life-long singing and appreciation.

Standards At-A-Glance

Standard 1	Creating
Standard 2	Presenting
Standard 3	Responding
Standard 4	Connecting

Primary Anchor Resources for Curriculum Development

[National Core Arts Standards: Music - Traditional and Emerging Ensembles Strand](#)

[National Core Arts Standards: Music - General \(Iowa Department of Education revisions\)](#)

[National Association for Music Education Choral Literacies and Skills: Developmental Markers](#)

Term/Acronym	Definition / Application
SBO	Standards, Benchmarks, and Objectives
Standard	Content standard which identifies knowledge and skills students should acquire; remains constant K-12. These are referred to as "Core Standards" in the Nat'l Arts documentation.
Benchmark	Specifies the standards - provides more detail on the knowledge and skills students should acquire; may be common across grade bands. These are referred to as "Anchor Standards" in the Nat'l Arts documentation. Italicized benchmarks are Waukeee additions to Nat'l Arts standards.
Objective	Articulates the specific knowledge or skills learners should be able to exhibit by the end of each grade level or course. Italicized objectives are Waukeee additions to Nat'l Arts standards.
KUD	"Know, Understand, Do" - defines what all students must know, understand, and be able to do for each standard by the end of the course; can be used to design instruction, create differentiated learning opportunities, and develop assessments
S1.A1.K	WAUKEE Standard 1, Benchmark A, Kindergarten. The NCCA Arts Outcome referenced will be identified in parentheses following the objective statement.

5th-12th Grade Vocal Music

STANDARD 1	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th-12th Grades: Bella Voce / Vox, Warrior Chor / Wulfchor, Concert Choir	10th-12th Grades: Bass Clef / Glee Club / Cantata / Cantala	10th-12th Grades: A Cappella / Northwest Singers
NCCA Standard Strand	Novice	Novice / Intermediate	Novice / Intermediate	Intermediate	HS Proficient	HS Accomplished	HS Accomplished / HS Advanced	HS Advanced
Standard 1: Creating								
Benchmark A: Generate and conceptualize artistic ideas and work. (NCCA Anchor Standard 1)								
	S1:A1.5 Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal (MU:Cr1.1.E.5a)	S1:A1.6 Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal (MU:Cr1.1.E.5a)	S1:A1.7 Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text (s) studied in rehearsal (MU: Cr1.1.E.5a)	S1:A1.8 Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text (s) studied in rehearsal. (MU: Cr1.1.E.8a)	S1:A1.9 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 (MU:Cr1.1.E.1a)	S1:A1.HS1 Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal (MU:Cr1.1.E.IIa)	S1:A1.HS2 Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal. (MU:Cr1.1.E.IIa)	S1:A1.HS3 Compose and improvise musical ideas for a variety of purposes and contexts (MU:Cr1.1.E.IIIa)
Benchmark B: Organize and develop artistic ideas and work. (NCCA Anchor Standard 2)								
	S1:B1.5 Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal (MU:Cr2.1.E.5a)	S1:B1.6 Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal (MU:Cr2.1.E.5a)	S1:B1.7 Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text (s) studied in rehearsal (MU: Cr2.1.E.5a)	S1:B1.8 Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal (MU: Cr2.1.E.8a)	S1:B1.9 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 (MU:Cr2.1.E.1a)	S1:B1.HS1 Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal (MU:Cr2.1.E.IIa)	S1:B1.HS2 Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal (MU:Cr2.1.E.IIa)	S1:B1.HS3 Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts (MU:Cr2.1.E.IIIa)
	S1:B2.5 Preserve draft compositions and improvisations through standard notation and audio recording (MU:Cr2.1.E.5b)	S1:B2.6 Preserve draft compositions and improvisations through standard notation and audio recording (MU:Cr2.1.E.5b)	S1:B2.7 Preserve draft compositions and improvisations through standard notation and audio recording (MU:Cr2.1.E.8b)	S1:B2.8 Preserve draft compositions and improvisations through standard notation and audio recording (MU:Cr2.1.E.8b)	S1:B2.9 Preserve draft compositions and improvisations through standard notation and audio recording. (MU:Cr2.1.E.1b)	S1:B2.HS1 Preserve draft compositions and improvisations through standard notation, audio, or video recording. (MU:Cr2.1.E.IIb)	S1:B2.HS2 Preserve draft compositions and improvisations through standard notation, audio, or video recording. (MU:Cr2.1.E.IIb)	S1:B2.HS3 Preserve draft musical works through standard notation, audio, or video recording (MU:Cr2.1.E.IIIb)
Benchmark C: Refine and complete artistic work. (NCCA Anchor Standard 3)								
	S1:C1.5 Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. (MU:Cr3.1.E.5a)	S1:C1.6 Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. (MU:Cr3.1.E.5a)	S1:C1.7 Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. (MU:Cr3.1.E.5a)	S1:C1.8 Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria. (MU:Cr3.1.E.8a)	S1:C1.9 Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. (MU:Cr3.1.E.1a)	S1:C1.HS1 Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes (MU:Cr3.1.E.IIa)	(S1:C1.HS2) Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes (MU:Cr3.1.E.IIa)	S1:C1.HS3 Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts (MU:Cr3.1.E.IIIa)
	S1:C2.5 Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal (MU:Cr3.2.E.5a)	S1:C2.6 Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal (MU: Cr3.2.E.5a)	S1:C2.7 Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal (MU: Cr3.2.E.5a)	S1:C2.8 Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal (MU:Cr3.2.E.8a)	S1:C2.9 Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes (MU:Cr3.2.E.1a)	S1:C2.HS1 Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes (MU:Cr3.2.E.IIa)	S1:C2.HS2 Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes (MU:Cr3.2.E.IIa)	S1:C2.HS3 Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts (MU:Cr3.2.E.IIIa)

5th-12th Grade Vocal Music

STANDARD 2	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th-12th Grades: Bella Voce / Vox, Warrior Chor / Wulffchor, Concert Choir	10th-12th Grades: Bass Clef / Glee Club / Cantate / Cantala	10th-12th Grades: A Cappella / Northwest Singers
NCCA Standard Strand	Novice	Novice / Intermediate	Novice / Intermediate	Intermediate	HS Proficient	HS Accomplished	HS Accomplished / HS Advanced	HS Advanced
Standard 2: Performing								
Benchmark A: Select, analyze, and interpret artistic work for presentation. (NCCA Anchor Standard 4)								
	S2:A1.5 Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble (MU:Pr4.1.E.5a)	S2:A1.6 Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble (MU:Pr4.1.E.5a)	S2:A1.7 Select a varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble (MU:Pr4.1.E.8a)	S2:A1.8 Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble (MU:Pr4.1.E.8a)	S2:A1.9 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 (MU:Pr4.1.E.1a)	S2:A1.HS1 Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance (MU:Pr4.1.E.1a)	S2:A1.HS2 Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance (MU:Pr4.1.E.1a)	S2:A1.HS3 Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance (MU:Pr4.1.E.1a)
	S2:A2.5 Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances (MU:Pr4.2.E.5a)	S2:A2.6 Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances (MU:Pr4.2.E.5a)	S2:A2.7 Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances (MU:Pr4.2.E.5a)	S2:A2.8 Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances (MU:Pr4.2.E.8a)	S2:A2.9 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 (MU:Pr4.2.E.1a)	S2:A2.HS1 Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances (MU:Pr4.2.E.1a)	S2:A2.HS2 Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances (MU:Pr4.2.E.1a)	S2:A2.HS3 Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances (MU:Pr4.2.E.1a)
	S2:A3.5 Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances (MU:Pr4.3.E.5a)	S2:A3.6 Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances (MU:Pr4.3.E.8a)	S2:A3.7 Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances (MU:Pr4.3.E.8a)	S2:A3.8 Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances (MU:Pr4.3.E.8a)	S2:A3.9 Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances (MU:Pr4.3.E.1a)	S2:A3.HS1 Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience (MU:Pr4.3.E.1a)	S2:A3.HS2 Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience (MU:Pr4.3.E.1a)	S2:A3.HS3 Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience (MU:Pr4.3.E.1a)
Benchmark B: Develop and refine artistic techniques and work for performances. (NCCA Anchor Standard 5)								
	S2:B1.5 Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music (MU:Pr5.3.E.5a)	S2:B1.6 Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music (MU:Pr5.3.E.5a)	S2:B1.7 Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances (MU:Pr5.1.E.8a)	S2:B1.8 Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances (MU:Pr5.1.E.8a)	S2:B1.9 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 (MU:Pr5.1.E.1a)	S2:B1.HS1 Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success (MU:Pr5.1.E.1a)	S2:B1.HS2 Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success (MU:Pr5.1.E.1a)	S2:B1.HS3 Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music (MU:Pr5.1.E.1a)
	S2:B2.5 Within the context of a prepared performance, focus on the conductor to perform accurate tempo, dynamics, and entrances and cut-offs (WCSD)	S2:B2.6 Within the context of a prepared performance, focus on the conductor to perform accurate tempo, dynamics, and entrances and cut-offs (WCSD)	S2:B2.7 Within the context of a prepared performance, focus on the conductor to perform accurate tempo, dynamics, entrances and cut-offs, and simple phrasing (WCSD)	S2:B2.8 Within the context of a prepared performance, maintain focus on the conductor to perform accurate tempo, dynamics, entrances and cut-offs, and simple phrasing (WCSD)	S2:B2.9 Within the context of a prepared performance, maintain focus on the conductor while following their guidance to perform accurate tempo, dynamics, entrances and cut-offs, phrase shape, and unified vowel shape (WCSD)	S2:B2.HS1 Apply the direction of the conductor to adjust individual performance in real time in order to demonstrate unified musical concepts such as tempo, dynamics, articulation, phrase shape, tone quality, entrances and cut-offs, and balance (WCSD)	S2:B2.HS2 Incorporate external stimuli from the direction of the conductor or ensemble to adjust individual performance in real time in order to create a unified sound, including unified musical concepts such as tempo, dynamics, articulation, phrase shape, tone quality, entrances and cut-offs, and balance (WCSD)	S2:B2.HS3 Incorporate external stimuli from the direction of the conductor or ensemble to adjust individual performance in real time in order to create a unified sound, including unified musical concepts such as tempo, dynamics, articulation, phrase shape, tone quality, entrances and cut-offs, and balance (WCSD)
	S2:B3.5 Demonstrate proper posture and developmentally appropriate physical technique such as breath intake and management, head voice, space, and vowel shape (WCSD)	S2:B3.6 Demonstrate proper posture and developmentally appropriate physical technique such as breath intake and vowel shape (WCSD)	S2:B3.7 Demonstrate proper posture and developmentally appropriate physical technique such as breath intake, breath management, and vowel shape (WCSD)	S2:B3.8 Demonstrate proper posture and developmentally appropriate physical technique such as breath intake, placement (such as bright or spread vs. dark or tall), and vowel shape (WCSD)	S2:B3.9 Demonstrate proper posture and developmentally appropriate physical technique such as breath intake, placement, resonance (difference for styles, range, vowels), and vowel shape (WCSD)	S2:B3.HS1 Demonstrate proper and mature posture and understand the role of developmentally appropriate physical technique such as proper breathing, use of breath, absence of tension, and raised soft palate (WCSD)	S2:B3.HS2 Demonstrate and sustain proper and mature posture and demonstrate developmentally appropriate physical technique such as proper breathing, use of breath, absence of tension, and raised soft palate (WCSD)	S2:B3.HS3 Sustain proper and mature posture and developmentally appropriate physical technique such as proper breathing, use of breath, absence of tension, and raised soft palate (WCSD)
	S2:B4.5 Utilize sight-reading skills to read and perform accurate rhythmic and pitch notations (including the ability to sight-read major stepwise patterns when given Do and meters including 4/4, 3/4 and 2/4) within the context of a unison exercise (WCSD)	S2:B4.6 Utilize sight-reading skills to read and perform accurate rhythmic and pitch notations (including the ability to sight-read in key of C major and meters including 4/4, 3/4 and 2/4) within the context of a unison exercise (WCSD)	S2:B4.7 Utilize sight-reading skills to read and perform accurate rhythmic and pitch notations (including the ability to sight-read in keys of C and F major and meters including 4/4, 3/4 and 2/4) within the context of a sight-reading excerpt or a section of 2-part music (WCSD)	S2:B4.8 Utilize sight-reading skills to read and perform accurate rhythmic and pitch notations (including the ability to sight-read syncopated music in major keys and meters including 4/4, 3/4 and 6/8) within the context of a sight-reading excerpt or a section of 3-part music (WCSD)	S2:B4.9 Utilize sight-reading skills to read and perform accurate rhythmic and pitch notations (including the ability to sight-read intervals in major keys and multiple meters, and an introduction to step-wise chromatic syllables) within the context of sight-reading excerpts and a section of 3-part music (WCSD)	S2:B4.HS1 Utilize accurate sight-reading skills as a literacy tool to decode accurate rhythmic and pitch notations (including the ability to sight-read intervals within a diatonic scale and identify step-wise chromatic syllables) within the context of a section or full piece of multi-part music (WCSD)	S2:B4.HS2 Utilize accurate sight-reading skills as a literacy tool to decode accurate rhythmic and pitch notations (including the ability to sight-read intervals within a diatonic scale and step-wise chromatic syllables, and identify chromatic syllables approached by a leap) within the context of a section or full piece of multi-part music (WCSD)	S2:B4.HS3 Utilize fluent and internalized sight-reading skills as a literacy tool to decode and sing accurate rhythmic and pitch notations within the context of a full piece of multi-part music (WCSD)
Benchmark C: Convey meaning through the presentation of artistic work. (NCCA Anchor Standard 6)								

5th-12th Grade Vocal Music

STANDARD 2	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th-12th Grades: Bella Voce / Vox, Warrior Chor / Wulfchor, Concert Choir	10th-12th Grades: Bass Clef / Glee Club / Cantate / Cantala	10th-12th Grades: A Cappella / Northwest Singers
NCCA Standard Strand	Novice	Novice / Intermediate	Novice / Intermediate	Intermediate	HS Proficient	HS Accomplished	HS Accomplished / HS Advanced	HS Advanced
Standard 2: Performing								
	S2:C1.5 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music (MU:Pr6.1.E.5a)	S2:C1.6 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music (MU:Pr6.1.E.5a)	S2:C1.7 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles (MU:Pr6.1.E.8a)	S2:C1.8 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles (MU:Pr6.1.E.8a)	S2:C1.9 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 (MU:Pr6.1.E.1a)	S2:C1.HS1 Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods (MU:Pr6.1.E.11a)	S2:C1.HS2 Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods (MU:Pr6.1.E.11a)	S2:C1.HS3 Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles (MU:Pr6.1.E.11a)
	S2:C2.5 Demonstrate an awareness of the context of the music through prepared and improvised performances (MU:Pr6.1.E.5b)	S2:C2.6 Demonstrate an awareness of the context of the music through prepared and improvised performances (MU:Pr6.1.E.5b)	S2:C2.7 Demonstrate an understanding of the context of the music through prepared and improvised performances (MU:Pr6.1.E.8b)	S2:C2.8 Demonstrate an understanding of the context of the music through prepared and improvised performances (MU:Pr6.1.E.8b)	S2:C2.9 Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances (MU:Pr6.1.E.1b)	S2:C2.HS1 Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances (MU:Pr6.1.E.11b)	S2:C2.HS2 Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances (MU:Pr6.1.E.11b)	S2:C2.HS3 Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances (MU:Pr6.1.E.11b)

5th-12th Grade Vocal Music

STANDARD 3	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th-12th Grades: Bella Voce / Vox, Warrior Chor / Wulffchor, Concert Choir	10th-12th Grades: Bass Clef / Glee Club / Cantate / Cantata	10th-12th Grades: A Cappella / Northwest Singers
NCCA Standard Strand	Novice	Novice / Intermediate	Novice / Intermediate	Intermediate	HS Proficient	HS Accomplished	HS Accomplished / HS Advanced	HS Advanced
Standard 3: Responding								
Benchmark A: Perceive and analyze artistic work. (NCCA Anchor Standard 7)								
	S3:A1.5 Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context (MU:Re7.1.E.5a)	S3:A1.6 Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context (MU:Re7.1.E.5a)	S3:A1.7 Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context (MU:Re7.1.E.5a)	S3:A1.8 Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context (MU:Re7.1.E.8a)	S3:A1.9 Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context (MU:Re7.1.E.1a)	S3:A1.HS1 Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context (MU:Re7.1.E.1a)	S3:A1.HS2 Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context (MU:Re7.1.E.1a)	S3:A1.HS3 Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context (MU:Re7.1.E.1a)
	S3:A2.5 Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music (MU:Re7.2.E.5a)	S3:A2.6 Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music (MU:Re7.2.E.5a)	S3:A2.7 Describe how understanding context and the way the elements of music are manipulated inform the response to music (MU:Re7.2.E.8a)	S3:A2.8 Describe how understanding context and the way the elements of music are manipulated inform the response to music (MU:Re7.2.E.8a)	S3:A2.9 Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music (MU:Re7.2.E.1a)	S3:A2.HS1 Explain how the analysis of structures and contexts inform the response to music (MU:Re7.2.E.1a)	S3:A2.HS2 Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music (MU:Re7.2.E.1a)	S3:A2.HS3 Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music (MU:Re7.2.E.1a)
Benchmark B: Interpret intent and meaning in artistic work. (NCCA Anchor Standard 8)								
	S3:B1.5 Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text (MU:Re8.1.E.5a)	S3:B1.6 Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text (MU:Re8.1.E.5a)	S3:B1.7 Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text (MU:Re8.1.E.8a)	S3:B1.8 Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text (MU:Re8.1.E.8a)	S3:B1.9 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 (MU:Re8.1.E.1a)	S3:B1.HS1 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 varied researched sources (MU:Re8.1.E.1a)	S3:B1.HS2 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 varied researched sources (MU:Re8.1.E.1a)	S3:B1.HS3 Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms (MU:Re8.1.E.1a)
Benchmark C: Apply criteria to evaluate artistic work. (NCCA Anchor Standard 9)								
	S3:C1.5 Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music (MU:Re9.1.E.5a)	S3:C1.6 Explain the influence of experiences, analysis, and context on interest in and evaluation of music (MU:Re9.1.E.8a)	S3:C1.7 Explain the influence of experiences, analysis, and context on interest in and evaluation of music (MU:Re9.1.E.8a)	S3:C1.8 Explain the influence of experiences, analysis, and context on interest in and evaluation of music (MU:Re9.1.E.8a)	S3:C1.9 Evaluate works and performances based on personally- or collaboratively developed criteria, including analysis of the structure and context (MU:Re9.1.E.1a)	S3:C1.HS1 Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context (MU:Re9.1.E.1a)	S3:C1.HS2 Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context (MU:Re9.1.E.1a)	S3:C1.HS3 Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts (MU:Re9.1.E.1a)

5th-12th Grade Vocal Music

STANDARD 4	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th-12th Grades: Bella Voce / Vox, Warrior Chor / Wulfchor, Concert Choir	10th-12th Grades: Bass Clef / Glee Club / Cantate / Cantata	10th-12th Grades: A Cappella / Northwest Singers
NCCA Standard Strand	Novice	Novice / Intermediate	Novice / Intermediate	Intermediate	HS Proficient	HS Accomplished	HS Accomplished / HS Advanced	HS Advanced
Standard 4: Connecting - NOTE: This is primarily a crosswalk standard that reflects embedded connection within the Create, Perform and Respond standards as per National Core Arts guidance.								
Benchmark A: Synthesize and relate knowledge and personal experience to make art. (NCCA Anchor Standard 10)								
	<p>S4:A1.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.5a)</p> <p><i>Embedded within:</i> MU:Cr3.2.E.5a MU:Pr4.1.E.5a MU:Pr4.3.E.5a MU:Re7.1.E.5a</p>	<p>S4:A1.6 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.5/8a)</p> <p><i>Embedded within:</i> MU:Cr3.2.E.5a MU:Pr4.1.E.5a MU:Pr4.3.E.8a MU:Re7.1.E.8a</p>	<p>S4:A1.7 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.5/8a)</p> <p><i>Embedded within:</i> MU:Cr3.2.E.5a MU:Pr4.1.E.5a MU:Pr4.3.E.8a MU:Re7.1.E.8a</p>	<p>S4:A1.8 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.8a)</p> <p><i>Embedded within:</i> MU:Cr3.2.E.8a MU:Pr4.2.E.8a MU:Pr4.3.E.8a MU:Re7.1.E.8a</p>	<p>S4:A1.9 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.1a)</p> <p><i>Embedded within:</i> MU:Cr3.2.E.1a MU:Pr4.1.E.1a MU:Pr4.3.E.1a MU:Re7.1.E.1a</p>	<p>S4:A1.HS1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.11a)</p> <p><i>Embedded within:</i> MU:Re7.1.E.11a MU:Cr3.2.E.11a MU:Pr4.1.E.11a MU:Pr4.3.E.11a</p>	<p>S4:A1.HS2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.11a)</p> <p><i>Embedded within:</i> MU:Re7.1.E.11a MU:Cr3.2.E.11a MU:Pr4.1.E.11a MU:Pr4.3.E.11a</p>	<p>S4:A1.HS3 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.11a)</p> <p><i>Embedded within:</i> MU:Cr3.2.E.11a MU:Pr4.1.E.11a MU:Pr4.3.E.11a MU:Re7.1.E.11a</p>
Benchmark B: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (NCCA Anchor Standard 11)								
	<p>S4:B1.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.5a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.5a MU:Cr3.2.E.5a MU:Pr6.1.E.5b MU:Re9.1.E.5a</p>	<p>S4:B1.6 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.5/8a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.5a MU:Cr3.2.E.5a MU:Pr6.1.E.8b MU:Re9.1.E.8a</p>	<p>S4:B1.7 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.5/8a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.5a MU:Cr3.2.E.5a MU:Pr6.1.E.8b MU:Re9.1.E.8a</p>	<p>S4:B1.8 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.8a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.8a MU:Cr3.2.E.8a MU:Pr6.1.E.8b MU:Re9.1.E.8a</p>	<p>S4:B1.9 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.1a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.1a MU:Cr3.2.E.1a MU:Pr6.1.E.1b MU:Re9.1.E.1a</p>	<p>S4:B1.HS1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.11a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.11a MU:Cr3.2.E.11a MU:Pr6.1.E.11b MU:Re9.1.E.11a</p>	<p>S4:B1.HS2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.11a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.11a MU:Cr3.2.E.11a MU:Pr6.1.E.11b MU:Re9.1.E.11a</p>	<p>S4:B1.HS3 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.11a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.11a MU:Cr3.2.E.11a MU:Pr6.1.E.11b MU:Re9.1.E.11a</p>