| **Priority Standard: With guidance, explore and experience music concepts (such as beat and melodic contour). (MU:Cr1A.Ka)** |
| --- |
| **Learning Targets** | * I can keep a steady beat with movements, body percussion, and/or classroom instruments of my choice.
* I can create a melody that moves up and down.
* I can choose movement and/or body percussion to show musical opposites, such as fast/slow, high/low, and loud/soft.
* I can create a musical idea using the four voices (speak, whisper, sing, shout).
 |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music
* Confusing the concepts of rhythm and beat
* Confusing up and down/high and low with getting louder or quieter
* Thinking of soft as a texture term instead of volume
* Difficulty demonstrating difference between whispering and speaking, singing and shouting or speaking, shouting and screaming
 |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can, **with** **limited guidance, consistently** create ways to demonstrate:* steady beat
* melodies moving up and down
* musical opposites
* four voices
 | A student who is approaching mastery may, **with guidance, inconsistently** create ways to demonstrate:* steady beat
* melodies moving up and down
* musical opposites
* four voices
 | A student who is beginning to learn is, **with significant guidance**, **starting to develop an understanding** of how to create ways to demonstrate:* steady beat
* melodies moving up and down
* musical opposites
* four voices
 |
| **Evidence of Mastery** | * Keep a steady beat in a way of their choice
* Create a melody that moves up and down
* Demonstrate fast/slow, high/low, and loud/soft in ways of their choice
* Choose and demonstrate four voices
 |
| **Previous Level**what students who are struggling at a 1 might need to revisit | * Reteach and modify lessons, continuing to practice the skills above, through:
	+ Teacher and student modeling
	+ Small group instruction
	+ Peer teaching
	+ Real-world connections
 |
| **Next Level**What students will do if they have consistently mastered the standard | * Additional teacher-provided resources for independent exploration and creation
* Become a peer coach
 |

| **Priority Standard: With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent. (MU:Pr4C.Ka)** |
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| **Learning Targets** | * I can keep a steady beat with movements, body percussion, and/or classroom instruments.
* I can use my four voices: whisper, speak, sing, shout.
* I can perform musical opposites, such as fast/slow and loud/soft.
 |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music
* Confusing concepts of rhythm and beat
* Difficulty demonstrating difference between whispering and speaking, singing and shouting or speaking, shouting and screaming
* Thinking of soft as a texture term instead of volume
 |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can **with** **limited guidance, consistently** perform:* steady beat
* four voices
* musical opposites
 | A student who is approaching mastery may, **with guidance, inconsistently** perform:* steady beat
* four voices
* musical opposites
 | A student who is beginning to learn is, **with significant guidance**, **starting to develop an understanding** of how to perform:* steady beat
* four voices
* musical opposites
 |
| **Evidence of Mastery** | * Keep a steady beat with movements, body percussion, and/or classroom instruments
* Use the four voices: whisper, speak, sing, shout
* Perform musical opposites, such as fast/slow and loud/soft
 |
| **Previous Level**what students who are struggling at a 1 might need to revisit | * Reteach and modify lessons, continuing to practice the skills above, through:
	+ Teacher and student modeling
	+ Small group instruction
	+ Peer teaching
	+ Real-world connections
 |
| **Next Level**What students will do if they have consistently mastered the standard | * Additional teacher-provided resources for independent exploration and creation
* Become a peer coach
 |

| **Priority Standard: With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. (MU:Re7B.Ka)** |
| --- |
| **Learning Targets** | * I can keep a steady beat with movements, body percussion, and/or classroom instruments.
* I can respond to differences I hear.
* I can hear and show the difference between beat and no beat.
* I can hear and show sound/silence and long/short.
* I can hear and show high/low and up/down.
* I can hear and show same/different sounds.
 |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music
* Students confuse the concepts of rhythm and beat
* Students believe musical elements stay the same throughout a piece
* Confusing up and down/high and low with getting louder or quieter
 |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can **with** **limited guidance, consistently** respond to:* steady beat and no beat
* musical opposites
 | A student who is approaching mastery may, **with guidance, inconsistently** respond to:* steady beat and no beat
* musical opposites
 | A student who is beginning to learn is, **with significant guidance**, **starting to develop an understanding** of how to respond to:* steady beat and no beat
* musical opposites
 |
| **Evidence of Mastery** | * Keep a steady beat with movements, body percussion, and/or classroom instruments
* Hear and show the difference between beat and no beat.
* Hear and show sound/silence and long/short.
* Hear and show high/low and up/down.
* Hear and show same/different sounds.
 |
| **Previous Level**what students who are struggling at a 1 might need to revisit | * Reteach and modify lessons, continuing to practice the skills above, through:
	+ Teacher and student modeling
	+ Small group instruction
	+ Peer teaching
	+ Real-world connections
 |
| **Next Level**What students will do if they have consistently mastered the standard | * Additional teacher-provided resources for independent exploration and creation
* Become a peer coach
 |