| **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)** | | |
| --- | --- | --- |
| **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 | |