| **Priority Standard: Use standard notation and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. (MSD4M:Cr1) (See MU:Cr2A.4b)** | | |
| --- | --- | --- |
| **Learning Targets** | * I can compose using standard rhythm notation (eighth note/sixteenth note combinations, dotted quarter note, single eighth note, syncopation). * I can compose rhythms in 6/8. * I can compose a melody on a treble clef staff. | |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music * Not understanding the meaning of a dot on a rhythm * Writing notation incorrectly * Not understanding the beat is not always a quarter note * Not knowing note values * Incorrectly placing bar lines * Reading music from top to bottom (or visa versa) instead of left to right * Not knowing which notes go on which line or space | |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can **consistently and independently** create ways to demonstrate:   * rhythm notation * 6/8 time signature * treble clef staff | A student who is approaching mastery may **inconsistently or with guidance** create ways to demonstrate:   * rhythm notation * 6/8 time signature * treble clef staff | A student who is beginning to learn is **starting to develop an understanding** of how to create ways to demonstrate:   * rhythm notation * 6/8 time signature * treble clef staff |
| **Evidence of Mastery** | * Compose using standard rhythm notation (eighth note/sixteenth note combinations, dotted quarter note, single eighth note, syncopation). * Compose rhythms in 6/8. * Compose a melody on a treble clef staff. | |
| **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: When analyzing selected music, read and perform using iconic and/or standard notation. (MU:Pr4B.4b)** | | |
| --- | --- | --- |
| **Learning Targets** | * I can read and play rhythm patterns (eighth note/sixteenth note combinations, dotted quarter note, single eighth note, syncopation). * I can read and play or sing notes on a treble clef staff. | |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music * Not understanding the meaning of a dot on a rhythm * Reading music from top to bottom (or visa versa) instead of left to right * Unable to apply note names to playing an instrument | |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can **consistently and independently** perform:   * rhythm notation * treble clef staff | A student who is approaching mastery may **inconsistently or with guidance** perform:   * rhythm notation * treble clef staff | A student who is beginning to learn is **starting to develop an understanding** of how to perform:   * rhythm notation * treble clef staff |
| **Evidence of Mastery** | * Read and play rhythm patterns (eighth note/sixteenth note combinations, dotted quarter note, single eighth note, syncopation). * Read and play or sing notes on a treble clef staff. | |
| **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: Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).**  **(MU:Re7B.4a)** | | |
| --- | --- | --- |
| **Learning Targets** | * I can respond to music in 6/8. * I can aurally identify major and minor music. * I can identify different musical genres. * I can listen to and show the form of a song (phrases, rondo, coda). * I can examine the context of music (social and/or cultural). | |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music * Difficulty differentiating between strong and weak beats * Thinking major is always happy and minor is always sad * Not understanding that society and/or culture influences music (and visa versa) | |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can **consistently and independently** respond to:   * 6/8 time signature * major and minor * musical genres * form * context of music | A student who is approaching mastery may **inconsistently or with guidance** respond to:   * 6/8 time signature * major and minor * musical genres * form * context of music | A student who is beginning to learn is **starting to develop an understanding** of how to respond to:   * 6/8 time signature * major and minor * musical genres * form * context of music |
| **Evidence of Mastery** | * Respond to music in 6/8. * Aurally identify major and minor music. * Identify different musical genres. * Listen to and show the form of a song (phrases, rondo, coda) * Examine the context of music (social and/or cultural). | |
| **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 | |