| **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
 |