| **Priority Standard: Use standard notation and/or recording technology to document personal rhythmic and melodic musical ideas. (MSD5M:Cr1) (See MU:Cr2A.5b)**  |
| --- |
| **Learning Targets** | * I can compose using standard rhythm notation.
* I can compose a melody on a treble clef staff with ledger lines.
 |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music
* Writing notation incorrectly
* 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
* treble clef staff
 | A student who is approaching mastery may **inconsistently or with guidance** create ways to demonstrate:* rhythm notation
* 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
* treble clef staff
 |
| **Evidence of Mastery** | * Compose using standard rhythm notation.
* Compose a melody on a treble clef staff with ledger lines.
 |
| **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 understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. (MU: Pr4B.5a)**  |
| --- |
| **Learning Targets** | * I can perform rhythm patterns using movements, body percussion, and/or instruments.
* I can play chords to create a harmonic accompaniment.
* I can recognize the form of a song (1st/2nd endings, D.S. [al fine/al coda], D.C [al fine/al coda]).
 |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music
* Using improper instrument technique
* Confusing form terminology (ex - D.C. vs D.S.)
* Not recognizing and following form signs in a piece of music
 |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can **consistently and independently** perform:* rhythm notation
* chords
* form
 | A student who is approaching mastery may **inconsistently or with guidance** perform:* rhythm notation
* chords
* form
 | A student who is beginning to learn is **starting to develop an understanding** of how to perform:* rhythm notation
* chords
* form
 |
| **Evidence of Mastery** | * Perform rhythm patterns using movements, body percussion, and/or instruments.
* Play chords to create a harmonic accompaniment.
* Recognize the form of a song (1st/2nd endings, D.S. [al fine/al coda], D.C [al fine/al coda]).
 |
| **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, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). (MU:Re7B.5a)**  |
| --- |
| **Learning Targets** | * I can describe the structure of music using appropriate terminology.
* I can describe the elements of music using appropriate terminology.
* I can examine the context of music (social, cultural, and/or historical).
 |
| **Common Student Misconceptions/Mistakes** | * Not recognizing that listening for opinion and listening for analysis require different skills
* Difficulty synthesizing and applying prior musical learning
* Not understanding that history, 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:* musical structure
* elements of music
* context of music
 | A student who is approaching mastery may **inconsistently or with guidance** respond to:* musical structure
* elements of music
* context of music
 | A student who is beginning to learn is **starting to develop an understanding** of how to respond to:* musical structure
* elements of music
* context of music
 |
| **Evidence of Mastery** | * Describe the structure of music using appropriate terminology.
* Describe the elements of music using appropriate terminology.
* Examine the context of music (social, cultural, and/or historical).
 |
| **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
 |