| **Priority Standard: Use standard notation and/or recording technology to document personal rhythmic and melodic musical ideas. (MSD5M:Cr1) (See MU:Cr2A.5b)** | | |
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| **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)** | | |
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| **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)** | | |
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| **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 | |