| **Priority Standard: With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. (MU: Cr2A.1b)** |
| --- |
| **Learning Targets** | * I can create using icons and rhythm symbols (quarter note, eighth note pair, quarter rest).
* I can show melodic direction on a 2-line staff (mi, so, la).
 |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music
* Confusing the concepts of rhythm and beat
* Switching syllables for quarter note and eighth note pair
* Writing rhythm notation incorrectly
* Reading music from top to bottom (or visa versa) instead of left to right
* Not knowing which solfege pitches go on which line or space
 |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can, **with** **limited guidance, consistently** create ways to demonstrate:* iconic and rhythmic notation
* melodic direction on a 2-line staff
 | A student who is approaching mastery may, **with guidance, inconsistently** create ways to demonstrate:* iconic and rhythmic notation
* melodic direction on a 2-line staff
 | A student who is beginning to learn is, **with significant guidance**, **starting to develop an understanding** of how to create ways to demonstrate:* iconic and rhythmic notation
* melodic direction on a 2-line staff
 |
| **Evidence of Mastery** | * Create using icons and rhythm symbols (quarter note, eighth note pair, quarter rest).
* Show melodic direction on a 2-line staff (mi, so, la).
 |
| **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 limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. (MU:Pr4B.1a)** |
| --- |
| **Learning Targets** | * I can perform steady beat and rhythm patterns using movements, body percussion, and/or classroom instruments (pitched and unpitched).
* I can follow the melodic direction of a song.
* I can read and play or sing notes on a 2-line staff (mi, so, la).
* I can recognize the form of a song (verse, refrain/chorus, AA, AB, ABA).
 |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music
* Confusing the concepts of rhythm and beat
* Switching syllables for quarter note and eighth note pair
* Thinking up and down/high and low means getting louder or quieter
* Difficulty demonstrating difference between singing and shouting or speaking
* Reading music from top to bottom (or visa versa) instead of left to right
* Knowing which solfege pitches go on which line or space
 |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can **with** **limited guidance, consistently** perform:* beat versus rhythm
* melodic direction
* notes on a 2-line staff
* songs in various forms
 | A student who is approaching mastery may, **with guidance, inconsistently** perform:* beat versus rhythm
* melodic direction
* notes on a 2-line staff
* songs in various forms
 | A student who is beginning to learn is, **with significant guidance**, **starting to develop an understanding** of how to perform:* beat versus rhythm
* melodic direction
* notes on a 2-line staff
* songs in various forms
 |
| **Evidence of Mastery** | * Perform steady beat and rhythm patterns using movements, body percussion, and/or classroom instruments (pitched and unpitched).
* Follow the melodic direction of a song.
* Read and play or sing notes on a 2-line staff (mi, so, la).
* Recognize the form of a song (verse, refrain/chorus, AA, AB, ABA).
 |
| **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 limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creator’s/performers’ expressive intent.****(MU:Re8A.1a)** |
| --- |
| **Learning Targets** | * I can hear and show piano/forte sections of a song.
* I can hear and show tempo changes in a song.
* I can identify pitched and unpitched instruments.
* I can explain how music makes me feel.
 |
| **Common Student Misconceptions/Mistakes** | * Thinking up and down/high and low means getting louder or quieter
* Difficulty finding and demonstrating the beat of music
* Not understanding the concept of pitch
* Confusing the terms pitched and unpitched
* Not understanding the difference between emotions, opinions, and descriptions
 |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can **with** **limited guidance, consistently** respond to:* piano and forte
* tempo changes
* pitched and unpitched instruments
* the way music makes me feel
 | A student who is approaching mastery may, **with guidance, inconsistently** respond to:* piano and forte
* tempo changes
* pitched and unpitched instruments
* the way music makes me feel
 | A student who is beginning to learn is, **with significant guidance**, **starting to develop an understanding** of how to respond to:* piano and forte
* tempo changes
* pitched and unpitched instruments
* the way music makes me feel
 |
| **Evidence of Mastery** | * Hear and show piano/forte sections of a song.
* Hear and show tempo changes in a song.
* Identify pitched and unpitched instruments.
* Explain how music makes me feel.
 |
| **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
 |