| **Priority Standard: With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. (MU: Cr2A.1b)** | | |
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| **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)** | | |
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| **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)** | | |
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| **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 | |