| **Priority Standard: Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas. (MU:Cr2A.2b)** |
| --- |
| **Learning Targets** | * I can create using icons and rhythmic symbols (ties, half note/rest, whole note/rest, barlines).
* I can show melodic direction on a 3-line staff (do, mi, so, la; step, skip, leap).
 |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music
* Confusing the concepts of rhythm and beat
* Not knowing note values
* Not nderstanding where to place barlines
* Writing 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
* Difficulty differentiating between step and skip or skip and leap
 |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can **consistently and independently** create ways to demonstrate:* iconic and rhythmic notation
* melodic direction on a 3-line staff
 | A student who is approaching mastery may **inconsistently or with guidance** create ways to demonstrate:* iconic and rhythmic notation
* melodic direction on a 3-line staff
 | A student who is beginning to learn is **starting to develop an understanding** of how to create ways to demonstrate:* iconic and rhythmic notation
* melodic direction on a 3-line staff
 |
| **Evidence of Mastery** | * Create using icons and rhythmic symbols (ties, half note/rest, whole note/rest, barlines)
* Show melodic direction on a 3-line staff (do, mi, so, la; step, skip, leap)
 |
| **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 rhythmic and melodic patterns using iconic or standard notation. (MU:Pr4B.2b)** |
| --- |
| **Learning Targets** | * I can read and play rhythm patterns (tie, half note/rest, whole note/rest, barlines).
* I can read and play or sing notes on a 3-line staff (do, mi, so, la; step, skip, leap).
 |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music
* Confusing the concepts of rhythm and beat
* Confusing bar lines and stick notation
* Reading music from top to bottom (or visa versa) instead of left to right
* Not nowing which solfege pitches go on which line or space
* Difficulty differentiating between step and skip or skip and leap
 |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can **consistently and independently** perform:* iconic and rhythmic notation
* melodic direction on a 3-line staff
 | A student who is approaching mastery may **inconsistently or with guidance** perform:* iconic and rhythmic notation
* melodic direction on a 3-line staff
 | A student who is beginning to learn is **starting to develop an understanding** of how to perform:* iconic and rhythmic notation
* melodic direction on a 3-line staff
 |
| **Evidence of Mastery** | * Read and play rhythm patterns (tie, half note/rest, whole note/rest, barlines)
* Read and play or sing notes on a 3-line staff (do, mi, so, la; step, skip, leap)
 |
| **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 knowledge of music concepts and how they support creators’/performers’ expressive intent. (MU:Re8A.2a)** |
| --- |
| **Learning Targets** | * I can hear and show dynamic contrasts in a song.
* I can hear and show tempo contrasts in a song.
* I can identify classroom instrument categories (ex: woods, scrapers, metals, shakers, and drums).
* I can explain how music makes me feel.
 |
| **Common Student Misconceptions/Mistakes** | * Thinking up and down/high and low means getting louder or quieter
* Not understanding the sequence of dynamics
* Difficulty finding and demonstrating the beat of music
* Not knowing how to properly play classroom instruments
* Sorting an instrument with multiple categories
* Not understanding the difference between emotions, opinions, and descriptions
 |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can **consistently and independently** respond to:* dynamic contrasts
* tempo contrasts
* classroom instrument categories
* the way music makes me feel
 | A student who is approaching mastery may **inconsistently or with guidance** respond to:* dynamic contrasts
* tempo contrasts
* classroom instrument categories
* the way music makes me feel
 | A student who is beginning to learn is **starting to develop an understanding** of how to respond to:* dynamic contrasts
* tempo contrasts
* classroom instrument categories
* the way music makes me feel
 |
| **Evidence of Mastery** | * Hear and show dynamic contrasts in a song
* Hear and show tempo contrasts in a song
* Identify classroom instrument categories (ex: woods, scrapers, metals, shakers, and drums)
* 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
 |