| **Priority Standard: Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas. (MU:Cr2A.2b)** | | |
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| **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)** | | |
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| **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 | |