| **Priority Standard: With limited guidance, use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. (MSD3M:Cr1) (See MU:Cr2A.3b)** | | |
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| **Learning Targets** | * I can compose rhythms in a variety of time signatures (2/4, 3/4, 4/4). * I can compose using standard rhythm notation (dotted half note, sixteenth notes). * I can compose a melody on a 5-line staff (do, re, mi, so, la, do’). * I can create a pentatonic melody. | |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music * Lack of note value knowledge * Incorrectly placing bar lines * Not understanding the meaning of a dot on a rhythm * 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 remembering which pitches are used in a pentatonic scale | |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can **consistently and independently** create ways to demonstrate:   * time signatures * rhythm notation * melodic notation on a 5-line staff * pentatonic melodies | A student who is approaching mastery may **inconsistently or with guidance** create ways to demonstrate:   * time signatures * rhythm notation * melodic notation on a 5-line staff * pentatonic melodies | A student who is beginning to learn is **starting to develop an understanding** of how to create ways to demonstrate:   * time signatures * rhythm notation * melodic notation on a 5-line staff * pentatonic melodies |
| **Evidence of Mastery** | * Compose rhythms in a variety of time signatures (2/4, 3/4, 4/4). * Compose using standard rhythm notation (dotted half note, sixteenth notes). * Compose a melody on a 5-line staff (do, re, mi, so, la, do’). * Create a pentatonic melody. | |
| **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 patterns and melodic phrases using iconic and standard notation. (MU:Pr4B.3b)** | | |
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| **Learning Targets** | * I can read and play rhythm patterns (dotted half note, sixteenth notes). * I can read and play or sing notes on a 5-line staff (do, re, mi, so, la, do’). | |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music * Not understanding the meaning of a dot on a rhythm * Thinking sixteenth notes are always fast instead of four to a beat * 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 **consistently and independently** perform:   * rhythm patterns * notes on a 5-line staff | A student who is approaching mastery may **inconsistently or with guidance** perform:   * rhythm patterns * notes on a 5-line staff | A student who is beginning to learn is **starting to develop an understanding** of how to perform:   * rhythm patterns * notes on a 5-line staff |
| **Evidence of Mastery** | * Read and play rhythm patterns (dotted half note, sixteenth notes). * Read and play or sing notes on a 5-line staff (do, re, mi, so, la, do’). | |
| **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 describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social). (MU:Re7B.3a)** | | |
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| **Learning Targets** | * I can aurally identify the time signature of a song (2/4, 3/4, 4/4) * I can identify different musical ensembles (such as vocal or instrumental). * I can identify orchestral instrument families. * I can listen to and show the form of a song (unison, round, canon, bridge, interlude). | |
| **Common Student Misconceptions/Mistakes** | * Difficulty finding and demonstrating the beat of music * Difficulty differentiating between strong and weak beats * Confusion when sorting an instrument with multiple categories * Not understanding not all woodwinds are made out of wood | |
| **Meeting Expectations** | **Approaching Expectations** | **Beginning to Learn** |
| A student who has mastered this standard can **consistently and independently** respond to:   * time signature * musical ensembles * orchestral instrument families * form | A student who is approaching mastery may **inconsistently or with guidance** respond to:   * time signature * musical ensembles * orchestral instrument families * form | A student who is beginning to learn is **starting to develop an understanding** of how to respond to:   * time signature * musical ensembles * orchestral instrument families * form |
| **Evidence of Mastery** | * Aurally identify the time signature of a song (2/4, 3/4, 4/4) * Identify different musical ensembles (such as vocal or instrumental). * Identify orchestral instrument families. * Listen to and show the form of a song (unison, round, canon, bridge, interlude). | |
| **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 | |