| **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)**  |
| --- |
| **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)** |
| --- |
| **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
 |