

Priority Standard: With guidance, explore and experience music concepts (such as beat and melodic contour). (MU:Cr1A.Ka)

Learning Targets

- I can keep a steady beat with movements, body percussion, and/or classroom instruments of my choice.
- I can create a melody that moves up and down.
- I can choose movement and/or body percussion to show musical opposites, such as fast/slow, high/low, and loud/soft.
- I can create a musical idea using the four voices (speak, whisper, sing, shout).

Common Student Misconceptions/Mistakes

- Difficulty finding and demonstrating the beat of music
- Confusing the concepts of rhythm and beat
- Confusing up and down/high and low with getting louder or quieter
- Thinking of soft as a texture term instead of volume
- Difficulty demonstrating difference between whispering and speaking, singing and shouting or speaking, shouting and screaming

Meeting Expectations

Approaching Expectations

Beginning to Learn

A student who has mastered this standard can, **with limited guidance, consistently** create ways to demonstrate:

- steady beat
- melodies moving up and down
- musical opposites
- four voices

A student who is approaching mastery may, **with guidance, inconsistently** create ways to demonstrate:

- steady beat
- melodies moving up and down
- musical opposites
- four voices

A student who is beginning to learn is, **with significant guidance, starting to develop an understanding** of how to create ways to demonstrate:

- steady beat
- melodies moving up and down
- musical opposites
- four voices

Evidence of Mastery

- Keep a steady beat in a way of their choice
- Create a melody that moves up and down

	<ul style="list-style-type: none">• Demonstrate fast/slow, high/low, and loud/soft in ways of their choice• Choose and demonstrate four voices
Previous Level what students who are struggling at a 1 might need to revisit	<ul style="list-style-type: none">• Reteach and modify lessons, continuing to practice the skills above, through:<ul style="list-style-type: none">○ 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	<ul style="list-style-type: none">• Additional teacher-provided resources for independent exploration and creation• Become a peer coach

**Priority Standard: With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.
(MU:Pr4C.Ka)**

<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can keep a steady beat with movements, body percussion, and/or classroom instruments. • I can use my four voices: whisper, speak, sing, shout. • I can perform musical opposites, such as fast/slow and loud/soft. 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • Difficulty finding and demonstrating the beat of music • Confusing concepts of rhythm and beat • Difficulty demonstrating difference between whispering and speaking, singing and shouting or speaking, shouting and screaming • Thinking of soft as a texture term instead of volume 	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can with limited guidance, consistently perform:</p> <ul style="list-style-type: none"> • steady beat • four voices • musical opposites 	<p>A student who is approaching mastery may, with guidance, inconsistently perform:</p> <ul style="list-style-type: none"> • steady beat • four voices • musical opposites 	<p>A student who is beginning to learn is, with significant guidance, starting to develop an understanding of how to perform:</p> <ul style="list-style-type: none"> • steady beat • four voices • musical opposites
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> • Keep a steady beat with movements, body percussion, and/or classroom instruments • Use the four voices: whisper, speak, sing, shout • Perform musical opposites, such as fast/slow and loud/soft 	
<p>Previous Level</p>	<ul style="list-style-type: none"> • Reteach and modify lessons, continuing to practice the skills above, through: 	

<p>what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none">○ Teacher and student modeling○ Small group instruction○ Peer teaching○ Real-world connections
<p>Next Level What students will do if they have consistently mastered the standard</p>	<ul style="list-style-type: none">● Additional teacher-provided resources for independent exploration and creation● Become a peer coach

Priority Standard: With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. (MU:Re7B.Ka)

<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can keep a steady beat with movements, body percussion, and/or classroom instruments. • I can respond to differences I hear. • I can hear and show the difference between beat and no beat. • I can hear and show sound/silence and long/short. • I can hear and show high/low and up/down. • I can hear and show same/different sounds. 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • Difficulty finding and demonstrating the beat of music • Students confuse the concepts of rhythm and beat • Students believe musical elements stay the same throughout a piece • Confusing up and down/high and low with getting louder or quieter 	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can with limited guidance, consistently respond to:</p> <ul style="list-style-type: none"> • steady beat and no beat • musical opposites 	<p>A student who is approaching mastery may, with guidance, inconsistently respond to:</p> <ul style="list-style-type: none"> • steady beat and no beat • musical opposites 	<p>A student who is beginning to learn is, with significant guidance, starting to develop an understanding of how to respond to:</p> <ul style="list-style-type: none"> • steady beat and no beat • musical opposites
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> • Keep a steady beat with movements, body percussion, and/or classroom instruments • Hear and show the difference between beat and no beat. • Hear and show sound/silence and long/short. • Hear and show high/low and up/down. • Hear and show same/different sounds. 	

<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none">● Reteach and modify lessons, continuing to practice the skills above, through:<ul style="list-style-type: none">○ Teacher and student modeling○ Small group instruction○ Peer teaching○ Real-world connections
<p>Next Level What students will do if they have consistently mastered the standard</p>	<ul style="list-style-type: none">● Additional teacher-provided resources for independent exploration and creation● Become a peer coach