

Priority Standard: With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. (MU: Cr2A.1b)

<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can create using icons and rhythm symbols (quarter note, eighth note pair, quarter rest). • I can show melodic direction on a 2-line staff (mi, so, la). 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • Difficulty finding and demonstrating the beat of music • Confusing the concepts of rhythm and beat • Switching syllables for quarter note and eighth note pair • Writing rhythm 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 	
<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 create ways to demonstrate:</p> <ul style="list-style-type: none"> • iconic and rhythmic notation • melodic direction on a 2-line staff 	<p>A student who is approaching mastery may, with guidance, inconsistently create ways to demonstrate:</p> <ul style="list-style-type: none"> • iconic and rhythmic notation • melodic direction on a 2-line staff 	<p>A student who is beginning to learn is, with significant guidance, starting to develop an understanding of how to create ways to demonstrate:</p> <ul style="list-style-type: none"> • iconic and rhythmic notation • melodic direction on a 2-line staff
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> • Create using icons and rhythm symbols (quarter note, eighth note pair, quarter rest). • Show melodic direction on a 2-line staff (mi, so, la). 	
<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 	

	<ul style="list-style-type: none">○ 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 limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. (MU:Pr4B.1a)

<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can perform steady beat and rhythm patterns using movements, body percussion, and/or classroom instruments (pitched and unpitched). • I can follow the melodic direction of a song. • I can read and play or sing notes on a 2-line staff (mi, so, la). • I can recognize the form of a song (verse, refrain/chorus, AA, AB, ABA). 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • Difficulty finding and demonstrating the beat of music • Confusing the concepts of rhythm and beat • Switching syllables for quarter note and eighth note pair • Thinking up and down/high and low means getting louder or quieter • Difficulty demonstrating difference between singing and shouting or speaking • Reading music from top to bottom (or visa versa) instead of left to right • Knowing which solfege pitches go on which line or space 	
<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"> • beat versus rhythm • melodic direction • notes on a 2-line staff • songs in various forms 	<p>A student who is approaching mastery may, with guidance, inconsistently perform:</p> <ul style="list-style-type: none"> • beat versus rhythm • melodic direction • notes on a 2-line staff • songs in various forms 	<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"> • beat versus rhythm • melodic direction • notes on a 2-line staff • songs in various forms
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> • Perform steady beat and rhythm patterns using movements, body percussion, and/or classroom instruments (pitched and unpitched). 	

	<ul style="list-style-type: none"> ● Follow the melodic direction of a song. ● Read and play or sing notes on a 2-line staff (mi, so, la). ● Recognize the form of a song (verse, refrain/chorus, AA, AB, ABA).
<p style="text-align: center;">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 style="text-align: center;">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 limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creator's/performers' expressive intent. (MU:Re8A.1a)

<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can hear and show piano/forte sections of a song. • I can hear and show tempo changes in a song. • I can identify pitched and unpitched instruments. • I can explain how music makes me feel. 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • Thinking up and down/high and low means getting louder or quieter • Difficulty finding and demonstrating the beat of music • Not understanding the concept of pitch • Confusing the terms pitched and unpitched • Not understanding the difference between emotions, opinions, and descriptions 	
<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"> • piano and forte • tempo changes • pitched and unpitched instruments • the way music makes me feel 	<p>A student who is approaching mastery may, with guidance, inconsistently respond to:</p> <ul style="list-style-type: none"> • piano and forte • tempo changes • pitched and unpitched instruments • the way music makes me feel 	<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"> • piano and forte • tempo changes • pitched and unpitched instruments • the way music makes me feel
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> • Hear and show piano/forte sections of a song. • Hear and show tempo changes in a song. • Identify pitched and unpitched instruments. • Explain how music makes me feel. 	

<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