

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

<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• I can create using icons and rhythmic symbols (ties, half note/rest, whole note/rest, barlines).</li> <li>• I can show melodic direction on a 3-line staff (do, mi, so, la; step, skip, leap).</li> </ul>	
<p><b>Common Student Misconceptions/Mistakes</b></p>	<ul style="list-style-type: none"> <li>• Difficulty finding and demonstrating the beat of music</li> <li>• Confusing the concepts of rhythm and beat</li> <li>• Not knowing note values</li> <li>• Not understanding where to place barlines</li> <li>• Writing notation incorrectly</li> <li>• Reading music from top to bottom (or visa versa) instead of left to right</li> <li>• Not knowing which solfege pitches go on which line or space</li> <li>• Difficulty differentiating between step and skip or skip and leap</li> </ul>	
<p><b>Meeting Expectations</b></p>	<p><b>Approaching Expectations</b></p>	<p><b>Beginning to Learn</b></p>
<p>A student who has mastered this standard can <b>consistently and independently</b> create ways to demonstrate:</p> <ul style="list-style-type: none"> <li>• iconic and rhythmic notation</li> <li>• melodic direction on a 3-line staff</li> </ul>	<p>A student who is approaching mastery may <b>inconsistently or with guidance</b> create ways to demonstrate:</p> <ul style="list-style-type: none"> <li>• iconic and rhythmic notation</li> <li>• melodic direction on a 3-line staff</li> </ul>	<p>A student who is beginning to learn is <b>starting to develop an understanding</b> of how to create ways to demonstrate:</p> <ul style="list-style-type: none"> <li>• iconic and rhythmic notation</li> <li>• melodic direction on a 3-line staff</li> </ul>
<p><b>Evidence of Mastery</b></p>	<ul style="list-style-type: none"> <li>• Create using icons and rhythmic symbols (ties, half note/rest, whole note/rest, barlines)</li> <li>• Show melodic direction on a 3-line staff (do, mi, so, la; step, skip, leap)</li> </ul>	
<p><b>Previous Level</b> what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> <li>• Reteach and modify lessons, continuing to practice the skills above, through:             <ul style="list-style-type: none"> <li>○ Teacher and student modeling</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"><li>○ Small group instruction</li><li>○ Peer teaching</li><li>○ Real-world connections</li></ul>
<b>Next Level</b> What students will do if they have consistently mastered the standard	<ul style="list-style-type: none"><li>● Additional teacher-provided resources for independent exploration and creation</li><li>● Become a peer coach</li></ul>

**Priority Standard: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. (MU:Pr4B.2b)**

<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• I can read and play rhythm patterns (tie, half note/rest, whole note/rest, barlines).</li> <li>• I can read and play or sing notes on a 3-line staff (do, mi, so, la; step, skip, leap).</li> </ul>	
<p><b>Common Student Misconceptions/Mistakes</b></p>	<ul style="list-style-type: none"> <li>• Difficulty finding and demonstrating the beat of music</li> <li>• Confusing the concepts of rhythm and beat</li> <li>• Confusing bar lines and stick notation</li> <li>• Reading music from top to bottom (or visa versa) instead of left to right</li> <li>• Not knowing which solfege pitches go on which line or space</li> <li>• Difficulty differentiating between step and skip or skip and leap</li> </ul>	
<p><b>Meeting Expectations</b></p>	<p><b>Approaching Expectations</b></p>	<p><b>Beginning to Learn</b></p>
<p>A student who has mastered this standard can <b>consistently and independently</b> perform:</p> <ul style="list-style-type: none"> <li>• iconic and rhythmic notation</li> <li>• melodic direction on a 3-line staff</li> </ul>	<p>A student who is approaching mastery may <b>inconsistently or with guidance</b> perform:</p> <ul style="list-style-type: none"> <li>• iconic and rhythmic notation</li> <li>• melodic direction on a 3-line staff</li> </ul>	<p>A student who is beginning to learn is <b>starting to develop an understanding</b> of how to perform:</p> <ul style="list-style-type: none"> <li>• iconic and rhythmic notation</li> <li>• melodic direction on a 3-line staff</li> </ul>
<p><b>Evidence of Mastery</b></p>	<ul style="list-style-type: none"> <li>• Read and play rhythm patterns (tie, half note/rest, whole note/rest, barlines)</li> <li>• Read and play or sing notes on a 3-line staff (do, mi, so, la; step, skip, leap)</li> </ul>	
<p><b>Previous Level</b> what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> <li>• Reteach and modify lessons, continuing to practice the skills above, through:             <ul style="list-style-type: none"> <li>○ Teacher and student modeling</li> <li>○ Small group instruction</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"><li>○ Peer teaching</li><li>○ Real-world connections</li></ul>
<b>Next Level</b> What students will do if they have consistently mastered the standard	<ul style="list-style-type: none"><li>● Additional teacher-provided resources for independent exploration and creation</li><li>● Become a peer coach</li></ul>

**Priority Standard: Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent. (MU:Re8A.2a)**

<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• I can hear and show dynamic contrasts in a song.</li> <li>• I can hear and show tempo contrasts in a song.</li> <li>• I can identify classroom instrument categories (ex: woods, scrapers, metals, shakers, and drums).</li> <li>• I can explain how music makes me feel.</li> </ul>	
<p><b>Common Student Misconceptions/Mistakes</b></p>	<ul style="list-style-type: none"> <li>• Thinking up and down/high and low means getting louder or quieter</li> <li>• Not understanding the sequence of dynamics</li> <li>• Difficulty finding and demonstrating the beat of music</li> <li>• Not knowing how to properly play classroom instruments</li> <li>• Sorting an instrument with multiple categories</li> <li>• Not understanding the difference between emotions, opinions, and descriptions</li> </ul>	
<p><b>Meeting Expectations</b></p>	<p><b>Approaching Expectations</b></p>	<p><b>Beginning to Learn</b></p>
<p>A student who has mastered this standard can <b>consistently and independently</b> respond to:</p> <ul style="list-style-type: none"> <li>• dynamic contrasts</li> <li>• tempo contrasts</li> <li>• classroom instrument categories</li> <li>• the way music makes me feel</li> </ul>	<p>A student who is approaching mastery may <b>inconsistently or with guidance</b> respond to:</p> <ul style="list-style-type: none"> <li>• dynamic contrasts</li> <li>• tempo contrasts</li> <li>• classroom instrument categories</li> <li>• the way music makes me feel</li> </ul>	<p>A student who is beginning to learn is <b>starting to develop an understanding</b> of how to respond to:</p> <ul style="list-style-type: none"> <li>• dynamic contrasts</li> <li>• tempo contrasts</li> <li>• classroom instrument categories</li> <li>• the way music makes me feel</li> </ul>
<p><b>Evidence of Mastery</b></p>	<ul style="list-style-type: none"> <li>• Hear and show dynamic contrasts in a song</li> <li>• Hear and show tempo contrasts in a song</li> <li>• Identify classroom instrument categories (ex: woods, scrapers, metals, shakers, and drums)</li> <li>• Explain how music makes me feel</li> </ul>	

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