

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)

<p>Learning Targets</p>	<ul style="list-style-type: none"> • 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. 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • 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 	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can consistently and independently create ways to demonstrate:</p> <ul style="list-style-type: none"> • time signatures • rhythm notation • melodic notation on a 5-line staff • pentatonic melodies 	<p>A student who is approaching mastery may inconsistently or with guidance create ways to demonstrate:</p> <ul style="list-style-type: none"> • time signatures • rhythm notation • melodic notation on a 5-line staff • pentatonic melodies 	<p>A student who is beginning to learn is starting to develop an understanding of how to create ways to demonstrate:</p> <ul style="list-style-type: none"> • time signatures • rhythm notation • melodic notation on a 5-line staff • pentatonic melodies
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> • Compose rhythms in a variety of time signatures (2/4, 3/4, 4/4). • Compose using standard rhythm notation (dotted half note, sixteenth notes). 	

	<ul style="list-style-type: none"> • Compose a melody on a 5-line staff (do, re, mi, so, la, do'). • Create a pentatonic melody.
<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

Priority Standard: When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. (MU:Pr4B.3b)

<p>Learning Targets</p>	<ul style="list-style-type: none"> • 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'). 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • 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 	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can consistently and independently perform:</p> <ul style="list-style-type: none"> • rhythm patterns • notes on a 5-line staff 	<p>A student who is approaching mastery may inconsistently or with guidance perform:</p> <ul style="list-style-type: none"> • rhythm patterns • notes on a 5-line staff 	<p>A student who is beginning to learn is starting to develop an understanding of how to perform:</p> <ul style="list-style-type: none"> • rhythm patterns • notes on a 5-line staff
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> • 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'). 	
<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 	

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)**

<p>Learning Targets</p>	<ul style="list-style-type: none"> • 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). 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • 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 	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can consistently and independently respond to:</p> <ul style="list-style-type: none"> • time signature • musical ensembles • orchestral instrument families • form 	<p>A student who is approaching mastery may inconsistently or with guidance respond to:</p> <ul style="list-style-type: none"> • time signature • musical ensembles • orchestral instrument families • form 	<p>A student who is beginning to learn is starting to develop an understanding of how to respond to:</p> <ul style="list-style-type: none"> • time signature • musical ensembles • orchestral instrument families • form
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> • 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). 	

<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