

**Priority Standard: Use standard notation and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. (MSD4M:Cr1) (See MU:Cr2A.4b)**

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| <p><b>Learning Targets</b></p>   | <ul style="list-style-type: none"> <li>• I can compose using standard rhythm notation (eighth note/sixteenth note combinations, dotted quarter note, single eighth note, syncopation).</li> <li>• I can compose rhythms in 6/8.</li> <li>• I can compose a melody on a treble clef staff.</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>• Not understanding the meaning of a dot on a rhythm</li> <li>• Writing notation incorrectly</li> <li>• Not understanding the beat is not always a quarter note</li> <li>• Not knowing note values</li> <li>• Incorrectly placing bar lines</li> <li>• Reading music from top to bottom (or visa versa) instead of left to right</li> <li>• Not knowing which notes go on which line or space</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>• rhythm notation</li> <li>• 6/8 time signature</li> <li>• treble clef 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>• rhythm notation</li> <li>• 6/8 time signature</li> <li>• treble clef 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>• rhythm notation</li> <li>• 6/8 time signature</li> <li>• treble clef staff</li> </ul> |
| <p><b>Evidence of Mastery</b></p>  | <ul style="list-style-type: none"> <li>• Compose using standard rhythm notation (eighth note/sixteenth note combinations, dotted quarter note, single eighth note, syncopation).</li> <li>• Compose rhythms in 6/8.</li> <li>• Compose a melody on a treble clef staff.</li> </ul>  |  |

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| <p><b>Previous Level</b><br/>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><br/>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>   |

**Priority Standard: When analyzing selected music, read and perform using iconic and/or standard notation. (MU:Pr4B.4b)**

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| <p><b>Learning Targets</b></p>  | <ul style="list-style-type: none"> <li>• I can read and play rhythm patterns (eighth note/sixteenth note combinations, dotted quarter note, single eighth note, syncopation).</li> <li>• I can read and play or sing notes on a treble clef staff.</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>• Not understanding the meaning of a dot on a rhythm</li> <li>• Reading music from top to bottom (or visa versa) instead of left to right</li> <li>• Unable to apply note names to playing an instrument</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>• rhythm notation</li> <li>• treble clef 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>• rhythm notation</li> <li>• treble clef 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>• rhythm notation</li> <li>• treble clef staff</li> </ul> |
| <p><b>Evidence of Mastery</b></p>   | <ul style="list-style-type: none"> <li>• Read and play rhythm patterns (eighth note/sixteenth note combinations, dotted quarter note, single eighth note, syncopation).</li> <li>• Read and play or sing notes on a treble clef staff.</li> </ul>   |   |
| <p><b>Previous Level</b><br/>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> |   |

**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 explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). (MU:Re7B.4a)**

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| <p><b>Learning Targets</b></p>  | <ul style="list-style-type: none"> <li>• I can respond to music in 6/8.</li> <li>• I can aurally identify major and minor music.</li> <li>• I can identify different musical genres.</li> <li>• I can listen to and show the form of a song (phrases, rondo, coda).</li> <li>• I can examine the context of music (social and/or cultural).</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>• Difficulty differentiating between strong and weak beats</li> <li>• Thinking major is always happy and minor is always sad</li> <li>• Not understanding that society and/or culture influences music (and visa versa)</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>• 6/8 time signature</li> <li>• major and minor</li> <li>• musical genres</li> <li>• form</li> <li>• context of music</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>• 6/8 time signature</li> <li>• major and minor</li> <li>• musical genres</li> <li>• form</li> <li>• context of music</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>• 6/8 time signature</li> <li>• major and minor</li> <li>• musical genres</li> <li>• form</li> <li>• context of music</li> </ul> |
| <p><b>Evidence of Mastery</b></p>   | <ul style="list-style-type: none"> <li>• Respond to music in 6/8.</li> <li>• Aurally identify major and minor music.</li> <li>• Identify different musical genres.</li> <li>• Listen to and show the form of a song (phrases, rondo, coda)</li> <li>• Examine the context of music (social and/or cultural).</li> </ul>                                |   |

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| <p><b>Previous Level</b><br/>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><br/>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>   |

