

Priority Standard: Use standard notation and/or recording technology to document personal rhythmic and melodic musical ideas. (MSD5M:Cr1) (See MU:Cr2A.5b)

<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can compose using standard rhythm notation. • I can compose a melody on a treble clef staff with ledger lines. 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • Difficulty finding and demonstrating the beat of music • Writing notation incorrectly • Reading music from top to bottom (or visa versa) instead of left to right • Not knowing which notes 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 create ways to demonstrate:</p> <ul style="list-style-type: none"> • rhythm notation • treble clef staff 	<p>A student who is approaching mastery may inconsistently or with guidance create ways to demonstrate:</p> <ul style="list-style-type: none"> • rhythm notation • treble clef staff 	<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"> • rhythm notation • treble clef staff
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> • Compose using standard rhythm notation. • Compose a melody on a treble clef staff with ledger lines. 	
<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</p>	<ul style="list-style-type: none"> • Additional teacher-provided resources for independent exploration and creation 	

What students will do if they have consistently mastered the standard

- Become a peer coach

Priority Standard: Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. (MU: Pr4B.5a)

<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can perform rhythm patterns using movements, body percussion, and/or instruments. • I can play chords to create a harmonic accompaniment. • I can recognize the form of a song (1st/2nd endings, D.S. [al fine/al coda], D.C [al fine/al coda]). 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • Difficulty finding and demonstrating the beat of music • Using improper instrument technique • Confusing form terminology (ex - D.C. vs D.S.) • Not recognizing and following form signs in a piece of music 	
<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 notation • chords • form 	<p>A student who is approaching mastery may inconsistently or with guidance perform:</p> <ul style="list-style-type: none"> • rhythm notation • chords • form 	<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 notation • chords • form
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> • Perform rhythm patterns using movements, body percussion, and/or instruments. • Play chords to create a harmonic accompaniment. • Recognize the form of a song (1st/2nd endings, D.S. [al fine/al coda], D.C [al fine/al coda]). 	
<p>Previous Level what students who are struggling at a 1</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 	

might need to revisit	<ul style="list-style-type: none">○ 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: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). (MU:Re7B.5a)

<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can describe the structure of music using appropriate terminology. • I can describe the elements of music using appropriate terminology. • I can examine the context of music (social, cultural, and/or historical). 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • Not recognizing that listening for opinion and listening for analysis require different skills • Difficulty synthesizing and applying prior musical learning • Not understanding that history, society, and/or culture influences music (and visa versa) 	
<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"> • musical structure • elements of music • context of music 	<p>A student who is approaching mastery may inconsistently or with guidance respond to:</p> <ul style="list-style-type: none"> • musical structure • elements of music • context of music 	<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"> • musical structure • elements of music • context of music
<p>Evidence of Mastery</p>	<ul style="list-style-type: none"> • Describe the structure of music using appropriate terminology. • Describe the elements of music using appropriate terminology. • Examine the context of music (social, cultural, and/or historical). 	
<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 	

	<ul style="list-style-type: none">○ 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