






PERFORMANCE Standard A: SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC		
Progress Report Indicator: <i>Sings melodies on pitch and in rhythm</i>		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p><i>The student...</i></p> <ol style="list-style-type: none"> 1. matches pitch (so mi la do re) within student's singing range. (21st- E) 2. sings simple melodic patterns with accurate rhythm (eighth, quarter and half notes and quarter rests). (21st- E)  3. sings a variety of songs with fast and slow tempos. (21st- E) 4. sings a variety of songs with loud and soft dynamics. (21st- E) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> 1. sing melodies on pitch. 2. sing melodies in rhythm. 3. sing songs fast and slow. 4. sing songs loud and soft. 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> 1. p. T45, RM 1•6, p. T72-72 (Vocal Development) 2. and RM p. 92 <p>See grade level examples:</p> <ul style="list-style-type: none"> ▪ Teacher observation/Performance checklist (simple songs/vocal games) ▪ Student participation/Run Chart ▪ Singing Rating Scale/Rubric




KEY:

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PERFORMANCE Standard B: PLAY ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC Progress Report Indicator: <i>Plays musical patterns on instruments</i>		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p><i>The student...</i></p> <p>1. plays a steady beat. (21st - E)</p> <p>2. plays simple rhythm patterns with eighth, quarter & half notes, and quarter rests. (21st - E) </p> <p>3. plays pitched and non-pitched percussion instruments soft and loud. so1st - E)</p> <p>4. plays melodic patterns that move up, down and stay the same on pitched percussion instruments. (21st - E)</p>	<p><i>I can...</i></p> <p>1. play a steady beat.</p> <p>2. play rhythm patterns.</p> <p>3. play instruments soft and loud.</p> <p>4. play melody patterns on instruments.</p>	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> 1. p. T23 (Playing Instruments) 2. p. T79 (Playing Instruments) 4. p. T303 (Playing Instruments) <p>See grade level examples:</p> <ul style="list-style-type: none"> ▪ Teacher observation/Performance checklist (simple songs/accompaniments) ▪ Student participation/Run Chart ▪ Instrument Performance Rating Scale/Rubric

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EXPRESSION & CREATIVITY Standard C: PERFORM BODY MOVEMENTS IN RELATION TO A VARIED REPERTOIRE OF MUSIC		
Progress Report Indicator: <i>Responds to music through movement</i>		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p><i>The student...</i></p> <ol style="list-style-type: none"> moves to music with meters of two and three. (21st – E, H) moves appropriately to rhythmic patterns (eighth, quarter and half notes and quarter rests). (21st – E, H)  <ol style="list-style-type: none"> performs movements that follow melodic direction (up, down, stays the same). (21st – E, H) demonstrates kinesthetic awareness, concentration and focus while moving. (21st – E, H) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> move to rhythm patterns. move to melody patterns. show control and body awareness while moving. 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> p. T176-177 p. T26 (Alternate Teaching Strategy) p. T43 (Movement) p. T216 <p>See grade level examples:</p> <ul style="list-style-type: none"> Teacher observation/Performance checklist (simple dances/improvisations) Student participation/Run Chart Movement Rating Scale/Rubric

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EXPRESSION & CREATIVITY Standard D: IMPROVISE, COMPOSE, AND ARRANGE MUSIC		
Progress Report Indicator: <input checked="" type="checkbox"/> <i>Not reported at this level</i>		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p><i>The student...</i></p> <p>1. improvises, composes, and/or arranges simple, rhythmic patterns with eighth, quarter and half notes and quarter rests. ♪ (21st – E, T)</p> <p style="text-align: center;">  </p> <p>2. improvises, composes, and/or arranges simple melodic patterns that move up, down and stay the same. ♪ (21st – E, T)</p>	<p><i>I can...</i></p> <p>1. create rhythm and melody patterns.</p>	<p>See grade level examples:</p> <ul style="list-style-type: none"> ▪ Teacher observation/Performance checklist (simple creative projects) ▪ Student participation/Project rubric ▪ Student technology software assessments (Music Ace Maestro/Band in a Box)

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


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MUSIC LITERACY Standard E: LISTEN TO, ANALYZE AND EVALUATE MUSIC Progress Report Indicator: <i>Uses appropriate vocabulary to describe elements of the music.</i>		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<i>The student...</i> 1. recognizes repeated melodic and rhythmic patterns. ♪ (21 st – T) 2. identifies melodic direction (up, down and stays the same). ♪ (21 st – T) 3. aurally recognizes difference between melody alone and melody with harmony. ♪ (21 st – T) 4. identifies same/different musical forms (ABA). ♪ (21 st – T) 5. visually and aurally recognizes instruments in the string family (violin, cello, etc.). ♪ (21 st – T) 6. aurally recognizes different vocal timbres (children vs. adult voices). ♪ (21 st – T)	<i>I can...</i> 1. identify rhythm and melody patterns. 2. identify the direction of the melody: up, down and stays the same. 3. recognize differences in music: melody vs. harmony, ABA form and children vs. adult voices. 4. recognize instruments in the string family: violin, cello, etc.	See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments 1. RM p. 106, RM 5•2 2. p. 341, RM p. 77 7. p. 259, RM 6•4 Listening Tests/listening maps STM* RM 2•8 RM p. 121-122 RM p. 119-120 See grade level examples: <ul style="list-style-type: none"> ▪ Teacher observation/Participation checklist ▪ Student aural responses/discussions ▪ Student technology games/projects (Music Ace Maestro/Band in a Box)




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MUSIC LITERACY Standard F: READ AND NOTATE MUSIC Progress Report Indicator: <i>Identifies basic music symbols.</i>		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p><i>The student...</i></p> <ol style="list-style-type: none"> identifies the music staff, treble clef, double bar, repeat sign and music "alphabet" (A-B-C-D-E-F-G).  (21st – T) identifies high and low pitches on the staff.  (21st – T) identifies eighth, quarter and half notes and quarter rests.  (21st – T) <div style="text-align: center;">  </div>	<p><i>I can...</i></p> <ol style="list-style-type: none"> Identify the music staff, treble clef, double bar, repeat sign and music "alphabet". recognize high and low pitches on the music staff. identify eighth, quarter half notes and quarter rests. <div style="text-align: center;">  </div>	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments 1 & 2. p. T34-35, RM 1•4</p> <p>3. p. T126, RM 3•4</p> <p>See grade level examples:</p> <ul style="list-style-type: none"> ▪ Aural and written tests ▪ Teacher observation/Performance checklist ▪ Student participation/Project rubric ▪ Student written work (STM RM 4•8, RM 6•2) ▪ Student technology games/projects (Music Ace Maestro, Band in a Box)

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CONNECTIONS Standard G: UNDERSTAND MUSIC IN RELATION TO HISTORY, CULTURE AND OTHER DISCIPLINES Progress Report Indicator: <i>See Behavior/Personal Development (listening/respect, etc.)</i>		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p><i>The student...</i></p> <p>1. explores music within cultures, times and places. ♪ (21st -E, T)</p> <p>2. develops awareness of how music is related to other subject areas (i.e. language arts, math, science, social studies, art, etc.). ♪ (21st -E, H, T)</p> <p>4. demonstrates appropriate audience behavior. ♪ (21st -E)</p>	<p><i>I can...</i></p> <p>1. explore music within cultures, times and places.</p> <p>2. show respectful audience behavior.</p>	<p>See grade level examples:</p> <ul style="list-style-type: none"> ▪ Teacher observation/Participation checklist (various styles/genres & cultures) ▪ Student participation/Run Chart ▪ Project reflections and rubrics

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