






<b>PERFORMANCE Standard A: SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC</b> Progress Report Indicator: <i>Sings on pitch and in rhythm</i>		
<b>Student Learning Expectation:</b>	<b>I Can Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
<p><i>The student...</i></p> <p>1. matches pitch (so mi la do re fa) within student's singing range with appropriate posture and breath control. (21<sup>st</sup>- E)</p> <p>2. sings melodic patterns with accurate rhythm (eighth, quarter, half, dotted half and whole notes, and quarter and whole rests).                      (21<sup>st</sup>- E) </p> <p>3. sings a variety of songs with loud (forte-f) and soft (piano-p) dynamics and fast/slow tempos. (21<sup>st</sup>- E)</p> <p>4. sings simple harmonies (rounds/ostinatos). (21<sup>st</sup>- E)</p>	<p><i>I can...</i></p> <p>1. sing melodies on pitch and in rhythm.</p> <p>2. sing with appropriate posture and breath control.</p> <p>3. sing songs with loud (forte-f) and soft (piano-p) dynamics and fast/slow tempos.</p> <p>4. sing harmonies: rounds and ostinatos.</p>	<p>See <i>Share the Music, McGraw-Hill 2000</i>                      Grade Level Assessments</p> <p>1. <b>p. T37, p. T361</b></p> <p>3. <b>p. T329</b></p> <p>4. <b>p. T141, p. T151</b></p> <p>See grade level examples:</p> <ul style="list-style-type: none"> <li>▪ Teacher observation/Performance checklist (simple songs/vocal games)</li> <li>▪ Student participation/Run Chart</li> <li>▪ Singing Rating Scale/Rubric</li> </ul>




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<b>PERFORMANCE Standard B: PLAY ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC</b> Progress Report Indicator: <i>Plays musical patterns on instruments</i>		
<b>Student Learning Expectation:</b>	<b>I Can Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
<p><i>The student...</i></p> <p>1. plays music in meters of two and three. (21<sup>st</sup>- E)</p> <p>2. plays rhythm patterns with eighth, quarter, half, dotted half and whole notes, and quarter and whole rests). (21<sup>st</sup>- E) </p> <p>3. plays music on pitched and non-pitched instruments with appropriate dynamics (f-forte, p-piano) and fast/slow tempos. (21<sup>st</sup>- E)</p> <p>4. plays melodic patterns with steps, skips, leaps and repeated tones. (21<sup>st</sup>- E)</p> <p>5. plays simple harmonies (ostinatos). (21<sup>st</sup>- E)</p>	<p><i>I can...</i></p> <p>1. play rhythm patterns on instruments in beat patterns of two and three.</p> <p>2. play music with loud (forte-f) and soft (piano-p) dynamics and fast/slow tempos.</p> <p>3. play melody and harmony (ostinato) patterns.</p>	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <p>1. &amp; 2. <b>RM 2•8</b></p> <p>4. <b>p. T185</b> (Playing Instruments)</p> <p>5. <b>p. T167</b> (Playing Instruments), <b>RM 5•9</b></p> <p>See grade level examples:</p> <ul style="list-style-type: none"> <li>▪ Teacher observation/Performance checklist (simple songs/accompaniments)</li> <li>▪ Student participation/Run Chart</li> <li>▪ Instrument Performance Rating Scale/Rubric</li> </ul>

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<b>EXPRESSION &amp; CREATIVITY Standard C: PERFORM BODY MOVEMENTS IN RELATION TO A VARIED REPERTOIRE OF MUSIC</b> Progress Report Indicator: <i>Responds to music through movement</i>		
<b>Student Learning Expectation:</b>	<b>I Can Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
<p><i>The student...</i></p> <ol style="list-style-type: none"> <li>moves to music with meters of two and three. (21<sup>st</sup> – E, H)</li> <li>moves appropriately to rhythmic patterns with eighth, quarter, half, dotted half and whole notes, and quarter and whole rests. (21<sup>st</sup> – E, H)</li> </ol>  <ol style="list-style-type: none"> <li>performs movements that follow melodic direction (skips, steps, leaps and repeated tones). (21<sup>st</sup> – E, H)</li> <li>demonstrates kinesthetic awareness, concentration and focus while moving. (21<sup>st</sup> – E, H)</li> </ol>	<p><i>I can...</i></p> <ol style="list-style-type: none"> <li>move to rhythm patterns.</li> <li>move to melody patterns.</li> <li>show control and body awareness while moving.</li> </ol>	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> <li><b>p. T226-227 (Movement)</b></li> <li><b>p. T80-81</b></li> <li><b>p. T19</b></li> <li><b>p. T193 (Movement)</b></li> </ol> <p>See grade level examples:</p> <ul style="list-style-type: none"> <li>Teacher observation/Performance checklist (simple dances/improvisations)</li> <li>Student participation/Run Chart</li> <li>Movement Rating Scale/Rubric</li> </ul>

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<b>EXPRESSION &amp; CREATIVITY Standard D:IMPROVISE, COMPOSE, AND ARRANGE MUSIC</b> Progress Report Indicator: <input checked="" type="checkbox"/> <i>Not reported at this level</i>		
<b>Student Learning Expectation:</b>	<b>I Can Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
<p><i>The student ...</i></p> <p>1. improvises, composes, and/or arranges simple rhythmic patterns with eighth, quarter, half, dotted half and whole notes, and quarter and whole rests.                      ♪ (21<sup>st</sup> – E, T) </p> <p>2. improvises, composes, and/or arranges simple melodic patterns with skips, steps, leaps and repeated tones. ♪ (21<sup>st</sup> – E, T)</p> <p>3. improvises, composes and/or arranges a simple piece demonstrating ABA form.                      ♪ (21<sup>st</sup> – E, T)</p>	<p><i>I can...</i></p> <p>1. create rhythm and melody patterns.</p> <p>2. create a musical piece showing ABA form.</p>	<p>See grade level examples:</p> <ul style="list-style-type: none"> <li>▪ Teacher observation/Performance checklist (simple creative projects)</li> <li>▪ Student participation/Project rubric</li> <li>▪ Student technology software projects (Music Ace Maestro/Band in a Box)</li> </ul>

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<b>MUSIC LITERACY Standard E: LISTEN TO, ANALYZE AND EVALUATE MUSIC</b> Progress Report Indicator: <i>Uses appropriate vocabulary to describe elements of the music.</i>		
<b>Student Learning Expectation:</b>	<b>I Can Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
<p><i>The student ...</i></p> <ol style="list-style-type: none"> <li>1. identifies phrases (contrasting/repeating). ☞ (21<sup>st</sup> – T)</li> <li>2. identifies melodic direction (skips, steps, leaps and repeated tones). ☞ (21<sup>st</sup> – T)</li> <li>3. recognizes difference between melody alone and harmony (rounds/ostinatos). ☞ (21<sup>st</sup> – T)</li> <li>4. identifies same/different musical forms (ABA). ☞ (21<sup>st</sup> – T)</li> <li>5. visually and aurally recognizes the instruments in the woodwind family (clarinet, flute, etc.). ☞ (21<sup>st</sup> – T)</li> <li>6. aurally recognize different vocal timbres (soprano/bass, children vs. adult voices). ☞ (21<sup>st</sup> – T)</li> </ol>	<p><i>I can...</i></p> <ol style="list-style-type: none"> <li>1. identify music patterns: repeating and contrasting phrases, melodic direction.</li> <li>2. identify differences in music: melody vs. harmony, ABA form, and soprano vs. bass voices.</li> <li>3. recognize instruments in the woodwind family: clarinet, flute, etc.</li> </ol>	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> <li>1. <b>RM 4•3</b></li> <li>2. <b>RM 4•2</b></li> <li>5. <b>p. T59-60</b></li> </ol> <p>Listening Tests/listening maps</p> <ul style="list-style-type: none"> <li>▪ <b>RM 1•8</b></li> <li>▪ <b>RM p. 117-118,</b></li> </ul> <p>See grade level examples:</p> <ul style="list-style-type: none"> <li>▪ Teacher observation/Participation checklist</li> <li>▪ Student aural responses/discussions</li> <li>▪ Student technology games/projects (Music Ace/Band in a Box)</li> </ul>




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<b>MUSIC LITERACY Standard F: READ AND NOTATE MUSIC</b> Progress Report Indicator: <i>Identifies music symbols.</i>		
<b>Student Learning Expectation:</b>	<b>I Can Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
<p><i>The student...</i></p> <ol style="list-style-type: none"> <li>identifies the treble clef staff, double bar, repeat sign, bar line and measures.  (21<sup>st</sup> – T)</li> <li>identifies space and line notes on the treble staff (f-a-c-e/e-g-b-d-f).  (21<sup>st</sup> – T)</li> <li>identifies eighth, quarter, half, dotted half, whole notes and quarter and whole rests.  (21<sup>st</sup> – T)  </li> <li>identifies dynamic markings (f-forte, p-piano, &lt;crescendo and &gt;decrescendo).  (21<sup>st</sup> – T)</li> </ol>	<p><i>I can...</i></p> <ol style="list-style-type: none"> <li>identify treble clef staff, double bar, repeat sign, bar line, and measures.</li> <li>identify space and line notes on the treble staff (f-a-c-e/e-g-b-d-f).</li> <li>identify eighth, quarter, half, dotted half, whole notes and quarter and whole rests.  </li> <li>identify dynamic markings (f-forte, p-piano, &lt;crescendo and &gt;decrescendo).</li> </ol>	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> <li>p. T225, RM 1•2, RM 5•3</li> <li>p. T90-92</li> </ol> <p>Student written work</p> <ul style="list-style-type: none"> <li>▪ <b>STM* RM 1•4,</b></li> </ul> <p>See grade level examples:</p> <ul style="list-style-type: none"> <li>▪ Aural and written tests</li> <li>▪ Teacher observation/Performance checklist</li> <li>▪ Student participation/Project rubric</li> <li>▪ Student technology games/projects (Music Ace Maestro, Band in a Box)</li> </ul>

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

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