

PERFORMANCE Standard A: SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC		
Progress Report Indicator: <i>Sings melodic patterns</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"> distinguishes and demonstrates difference between singing and speaking voice. echoes simple melodic patterns containing so-mi-la. sings a variety of simple melodies with fast and slow tempos. (21st -E) sings a variety of simple melodies with loud and soft dynamics. (21st - E) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> show difference between singing and speaking. echo melody patterns. sing songs fast and slow. sing songs soft and loud. 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> p. T28, RM 1•2 p. T153, RM 4•4 p. T137, RM 4•2 p. T25-27 <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:

- ☞ = opportunities to integrate Technology Literacy
- ★ = SEB assesses this skill
- = technology assesses this skill
- ☒ = not reported

- (21st-F)=Financial Literacy
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PERFORMANCE Standard B: PLAY ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC		
Progress Report Indicator: <i>Plays rhythms on instruments</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. plays a steady beat. (21st -E) 2. plays simple rhythm patterns containing long and short sounds. (21st -E) 3. plays musical patterns soft and loud. (21st - E) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> 1. play a steady beat. 2. play rhythms with long and short sounds. 3. plays patterns soft and loud. 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> 1. p. T302, RM p. 57 2. p. T234, RM 6•2 <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 a steady beat. (21st – E, H) moves to simple rhythmic patterns containing long and short sounds. (21st – E, H) moves to simple melodic patterns containing high and low sounds. (21st – E, H) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> move to a steady beat. move to rhythms with long and short sounds. move to melodies with high and low sounds. 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> p. T102, RM 3•2 p. T99 <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>I Can</i> Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<i>The student...</i> 1. improvises, composes, and/or arrange simple rhythmic patterns. ♪ (21 st – E, T) 2. improvises, composes, and/or arranges simple melodic patterns. ♪ (21 st – E, T)	<i>I can...</i> 1. create music patterns.	See grade level examples: <ul style="list-style-type: none"> ▪ Teacher observation/Performance checklist (simple creative projects) ▪ Student participation/Project rubric

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MUSIC LITERACY Standard E: LISTEN TO, ANALYZE AND EVALUATE MUSIC		
Progress Report Indicator: <i>Identifies musical sounds</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"> aurally identifies long and short sounds in rhythm patterns. ♪ (21st – T) aurally identifies high and low pitches and pitch direction. ♪ (21st – T) aurally distinguishes between melody alone and melody with accompaniment. ♪ (21st – T) aurally recognizes an introduction. ♪ (21st – T) aurally recognizes same/different patterns in musical form (AB). ♪ (21st – E, T) visually and aurally recognizes a variety of classroom percussion instruments (e.g.: maracas, cymbals, drum, sand blocks, tambourines, sticks, bells, etc.) ♪ (21st – T) aurally recognizes different vocal timbres: whisper, call, speak and sing. (21st – E, T) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> identify long and short sounds. identify high and low sounds. recognize same and different music patterns (introduction, AB form). recognize classroom percussion instruments: maracas, cymbals, drum, sand blocks, tambourines, sticks, bells, etc. recognize voices: whisper, call, speak, sing. 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> p.T37, RM 1•4 p. T76, RM 2•4 p. T310, RM p. 65-66 <p>Listening Tests/Listening Maps RM 4•6 p. T304, RM p. 59-60</p> <p>See grade level examples:</p> <ul style="list-style-type: none"> Teacher observation/Participation checklist Student aural responses/discussions

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MUSIC LITERACY Standard F: READ AND NOTATE MUSIC <input checked="" type="checkbox"/> <i>Not assessed at this level</i>		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<i>The student...</i>	<i>I can...</i>	

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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)</i>		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<i>The student ...</i> 1. explores music within cultures, times and places. ☞ (21 st –E, T) 2. develops awareness of how music is related to other subjects (i.e. language arts, math, science, social studies, art, etc.). ☞ (21 st –E, H, T) 3. demonstrates respectful audience behavior. (21 st –E)	<i>I can...</i> 1. experience all kinds of music. 2. show respectful audience behavior.	See grade level examples: ▪ Teacher observation/Participation checklist (various styles/genres & cultures) ▪ Student participation/Run chart

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