

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. sings simple melodic patterns containing so mi la do. (21st- E) sings a variety of simple songs with loud and soft dynamics. (21st- E) sings a variety of simple songs with fast and slow tempos. (21st- E) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> show difference between singing and speaking. sing 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. T77 “4 Close”, p. T66-67 p. Txvi p. T274 <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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- (21st-F)=Financial Literacy
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- (21st-H)=Health Literacy

PERFORMANCE Standard B: PLAY ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC		
Progress Report Indicator: <i>Plays rhythms and pitches 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 (l) and short (π) sounds and silence (♩). (21st -E) 3. plays musical patterns soft and loud. (21st - E) 4. plays high and low sounds on pitched percussion instruments. (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 and silences. 3. play patterns soft and loud. 4. play high and low sounds. 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> 1. p. T346-347 2. p. T130 "3 Apply", RM 3•7 3. RM 2•8 <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"> 1. moves accurately to a steady beat. (21st – E, H) 2. moves to simple rhythmic patterns containing long (l) and short (□) sounds. (21st – E, H) 3. 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"> 1. move to a steady beat. 2. move to rhythms with long and short sounds. 3. 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"> 1. p. T113 2. p. T194 3. p. T16 <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:
<p><i>The student...</i></p> <p>1. improvises, composes, and/or arrange simple rhythmic patterns. ♪ (21st – E, T)</p> <p>2. improvises, composes, and/or arranges simple melodic patterns. ♪ (21st – E, T)</p>	<p><i>I can...</i></p> <p>1. create music 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

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MUSIC LITERACY Standard E: LISTEN TO, ANALYZE AND EVALUATE MUSIC		
Progress Report Indicator: <i>Recognizes musical 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"> 1. identifies long (l) and short (□) sounds in rhythm patterns. ♪ (21st – T) 2. identifies high and low pitches and pitch direction. ♪ (21st – T) 3. aurally distinguishes between melody alone & melody with accompaniment. ♪ (21st – T) 4. aurally recognizes an introduction. ♪ (21st – T) 5. aurally recognizes same/different patterns in musical form (AB). ♪ (21st – E, T) 6. visually and aurally recognizes instruments in the percussion family (ie: bass drum, snare drum, piano, xylophone, etc.). ♪ (21st – T) 7. aurally recognizes different vocal timbres (high vs. low singing voices). (21st – E, T) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> 1. identify rhythm patterns. 2. identify melody patterns. 3. recognize same and different music patterns: AB form. 4. recognize percussion instruments: bass drum, snare drum, piano, xylophone, etc. 5. recognize high and low singing voices. 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> 2. RM p. 101 4. p. T349, RM p. 129-130 5. RM 6•6 <p>Listening Tests/listening maps</p> <ul style="list-style-type: none"> ▪ STM* RM 4•10 ▪ p. T342-343, RM p. 123-124 <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		
Progress Report Indicator: <i>Identifies beginning 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"> 1. identifies the music staff. ☞ (21st – T) 2. identifies high/low pitches on the staff. ☞ (21st – T) 3. identifies long (l) and short (ll) notes and silence (s). ☞ (21st – T) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> 1. identify high and low notes on the music staff. 2. identify long (l) and short (ll) notes and silence (s). 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> 1. RM 2-5, RM 5-7 2. RM 3-6, RM 5-5 <p>See grade level examples:</p> <ul style="list-style-type: none"> ▪ Teacher observation/Performance checklist ▪ Student participation/Project rubric

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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:
<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 subjects (i.e. language arts, math, science, social studies, art, etc.). ♪ (21st –E, H, T)</p> <p>3. demonstrates respectful audience behavior. (21st –E)</p>	<p><i>I can...</i></p> <p>1. experience all kinds of music.</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/Activity reflections and rubrics

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