



PERFORMANCE Standard A: SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC Progress Report Indicator: <i>Sings a variety of songs with appropriate vocal techniques</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"> matches pitch (so mi la do re fa ti do¹) within student's singing range with appropriate timbre, posture and breath control. (21st- E, H) sings melodies with accurate rhythm (eighth, quarter, half, dotted half, whole notes and quarter, whole, eighth and half rests). (21st- E)  <ol style="list-style-type: none"> sings songs with appropriate dynamics, tempos and phrasing. (21st- E) sings harmonies (partner songs and counter melodies). (21st- E) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> sing melodies on pitch and with accurate rhythm. sing with appropriate voice tone, posture and breathing. sing songs with appropriate dynamics, tempos and phrasing. sing harmonies (partner songs, counter melodies). 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> p. T17, T29, p. T257, RM 6•1 p. T380 <p>See grade level examples:</p> <ul style="list-style-type: none"> Teacher observation/Performance checklist Student participation/Run Chart Singing Rating Scale/Rubric Student self-assessment RM p.121 Performance Critique p. T46 (Enrichment)

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 melodies and harmonies with correct technique 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 music in meters of two and three.</p> <p>2. plays accurate rhythms with eighth, quarter, half, dotted half, whole notes and quarter, whole, eighth and half rests. (21st- E)</p>  <p>3, plays music on pitched and non-pitched instruments with appropriate dynamics, tempos and phrasing. (21st- E)</p> <p>4. plays simple melodies demonstrating correct instrument technique (hand position, posture, tone color, etc.). (21st- E)</p> <p>5. plays harmonies (ostinatos/contrasting lines), demonstrating correct instrument technique (hand position, posture, tone color, etc.). (21st- E)</p>	<p><i>I can...</i></p> <p>1. play rhythms on instruments in meters of two and three.</p> <p>2. play music on instruments with appropriate dynamics, tempos and phrasing</p> <p>3. play melodies and harmonies , demonstrating correct instrument technique (hand position, posture, tone color, etc.).</p>	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <p>1. p. T115, Orff O•8</p> <p>3 & 4. RM 4•10</p> <p>5. p. T41</p> <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 ▪ Student Self-assessment (RM p.121) ▪ Performance Critique (p.T46 Enrichment)

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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 various styles of 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 variety of music with different tempos and with meters of two and three. (21st – E, H) moves appropriately to rhythmic patterns with eighth, quarter, half, dotted half, whole notes and quarter, whole, eighth and half rests. (21st - E, H)  <ol style="list-style-type: none"> performs movements that follow melodic direction (shape of the melody). (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 music with various tempos and meters. move appropriately to various rhythms and melodies. 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. T14 (Conducting) p. T25 (Movement) p. T109 <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 Student self-assessment (p. T46 & T47) Performance Critique (p. T47 Movement)

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EXPRESSION & CREATIVITY Standard D.IMPROVISE, COMPOSE, AND ARRANGE MUSIC Progress Report Indicator: <i>Creates musical patterns</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 a variety of rhythm patterns with eighth, quarter, half, dotted half, whole notes and quarter, whole, eighth and half rests. ♪ (21st – E, T)</p> <p style="text-align: center;">  </p> <p>2. improvise, compose, and/or arrange a variety of melodic patterns. ♪ (21st – E, T)</p> <p>3. improvise, compose and/or arrange a simple piece demonstrating rondo form. ♪ (21st – E, T)</p>	<p><i>I can...</i></p> <p>1. create rhythms and melodies.</p> <p>2. create a musical piece showing rondo form.</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 lessons/projects (Music Ace Maestro/Band in a Box)

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MUSIC LITERACY Standard E: LISTEN TO, ANALYZE AND EVALUATE MUSIC Progress Report Indicator: <i>Identifies and evaluates specific elements of the music.</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 phrases (contrasting and repeating, melodic direction, etc.). ♪ (21st – T) distinguishes between major and minor tonalities (scales and chords). ♪ (21st – T) recognizes difference between staccato and legato articulations. ♪ (21st – T) identifies musical forms (including AABA/rondo). identifies: <ol style="list-style-type: none"> instruments in the brass family (trumpet, tuba, trombone, horn, etc.). instruments and instrument families of the orchestra. vocal timbres of the choir (soprano, alto, tenor and bass). ♪ (21st – T) uses music vocabulary to describe the quality of music performances. ♪ (21st – E, T) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> identify music patterns (phrases, melodic direction, & rondo form). recognize differences in music (staccato vs. legato, major vs. minor). recognize instruments of the orchestra, including the brass family (trumpet, etc.) and voices of the choir (soprano, alto, tenor, bass). use music vocabulary to describe the quality of music performances. 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> p. T213 p. T69, RM 2•2, RM LA•1 RM p. 122 <p>Listening Tests/listening maps</p> <ul style="list-style-type: none"> RM p. 106, LM T•16) <p>See grade level examples:</p> <ul style="list-style-type: none"> Teacher observation/Participation checklist Student aural responses/discussions Aural and Written tests (RM 3-8) Student technology games/projects (Music Ace/Band in a Box)

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MUSIC LITERACY Standard F: READ AND NOTATE MUSIC Progress Report Indicator: <i>Reads and writes 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"> reads and writes the notes from middle C to G¹ on the treble staff. ♪ (21st – T) identifies bass clef and staff. ♪ (21st – T) visually distinguishes between melody alone vs. melody with harmony. ♪ (21st – T) identifies eighth, quarter, half, dotted half, whole notes and quarter, whole, eighth and half rests. ♪ (21st – T)  identifies dynamic markings (f-forte, p-piano, mp-mezzo piano, mf-mezzo forte, <crescendo & >decrescendo). ♪ (21st – T) recognizes basic music symbols including ritard. and fermata. ♪ (21st – T) identifies articulation markings (staccato/legato and phrasing). ♪ (21st – T) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> read and write notes from middle C to high G on the treble staff. recognize differences in music (melody vs. harmony) identify music symbols (bass clef, ritard., fermata, dynamic and phrase markings). identify eighth, quarter, half, dotted half, & whole notes and quarter, whole, eighth and half rests.  	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> RM 2•5 RM 1•3 <p>See grade level examples:</p> <ul style="list-style-type: none"> ▪Aural and written tests: RM 6•2 ▪Teacher observation/Performance checklist ▪ Student participation/Project rubric ▪Student written work RM 3•3 ▪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>Demonstrates knowledge of music from various cultures, places and settings.</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 music from various cultures/historical periods. ♪ (21st –T, C) identifies a variety of genres/styles of music. (Rock, Classical, Gospel, Jazz, etc.). ♪ (21st –T, C) identifies composers and their music from various cultures and historical periods. ♪ (21st – T, C) 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, C) demonstrates audience behavior appropriate for the context of the music performed. ♪ (21st –E, H, T,C) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> identify styles of music (Rock, Classical, Gospel, Jazz, etc.). identify some music, composers and instruments from other cultures and periods of history. recognize how other subjects (reading, math, science, etc.) are related to music. show respectful audience behavior. 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> p. T174 p. T179B (Social Studies) p. T89 (Language Arts Connection) <p>See grade level examples:</p> <ul style="list-style-type: none"> Teacher observation/Participation checklist (various styles/genres & cultures) Student participation/Run Chart Aural and Written tests Student aural responses/discussions p. T63 (Critical Thinking) Student use of technology (Webquests, etc.) Project/presentation reflections and rubrics Student written work examples... p. T8 (Unit Theme Projects) p. T192 (Program Idea) p. T194 (Social Studies Connection) p. T294-295 (Social Studies Connection)

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