



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 (do, re, me, fa, so , la, ti do¹ /C major scale) within student's singing range with appropriate diction, timbre, posture & breath control. (21st- E, H) sings melodies with accurate rhythm including:  sings a variety of songs with a steady beat while changing dynamics and tempo.(21st- E) sings harmonies, including simple 2-part. (21st- E) sings in groups: responding to conductor cues, blending and balancing vocal sounds. (21st- E) demonstrates appropriate vocal rehearsal and performance techniques (stage presence, etc.). (21st- E, H) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> sing on pitch and with accurate rhythm. sing with appropriate tone, posture, breathing & diction. sing various songs with a steady beat while changing dynamics and tempos. sing pitches of the C major scale. sing harmony parts. sing in groups, showing appropriate rehearsal and performance skills (following conductor, etc.) 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments 1. & 2. p. T220 4. p. T179 5. & 6. p. T158 (Program Ideas)</p> <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.144) Performance Critique

KEY:

- ☞ = opportunities to integrate Technology Literacy
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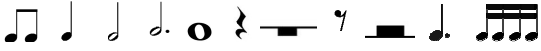
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PERFORMANCE Standard B: PLAY ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC		
Progress Report Indicator: <i>Plays melodies and harmonies with correct technique on instruments.</i>		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p><i>The student...</i></p> <ol style="list-style-type: none"> plays melodies on various instruments with appropriate pitch/timbre demonstrating correct technique (hand position, posture, etc.). (21st- E) plays rhythms accurately including:  plays the C major scale on pitched percussion instruments. plays a variety of music with a steady beat while changing dynamics and tempos. (21st- E) plays a variety of simple harmonies and accompanies songs using the I, IV, V chords. play in groups, blending instrumental timbres & responding to conductor cues.(21st- E) demonstrates appropriate instrumental rehearsal & performance techniques (stage presence, etc.). (21st- E, H) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> play instruments in tune and with accurate rhythm. play instruments with correct technique (hand position, posture, tone, etc.). play the pitches of the C major scale. play melody and harmony parts. play music with a steady beat while changing dynamics and tempos. play instruments in groups, showing appropriate rehearsal and performance skills (following a conductor, etc.). 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> RM p. 105 p. T87 RM 4•1, RM 5•1 6 & 7. p. T43 <p>See grade level examples:</p> <ul style="list-style-type: none"> Teacher observation/Performance checklist Student participation/Run Chart Instrument Performance Rating Scale/Rubric Student Self-assessment (RM p. 144) Performance Critique

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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 appropriately to changing tempos, meters and dynamics. (21st – E, H) moves appropriately to a variety of melodies and rhythms with: (21st – E, H)  moves appropriately to various styles & genres of music. (21st – E, H) demonstrates kinesthetic awareness, concentration and focus in music activities. (21st – E, H) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> move to music with various tempos, meters and dynamics. move appropriately to various styles of music. demonstrate control and body awareness while moving to music. 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments 1 & 2. p. T14-15</p> <ol style="list-style-type: none"> p. T255 (Movement) p. T46 (Cooperative Learning) <p>See grade level examples:</p> <ul style="list-style-type: none"> Teacher observation/Performance checklist Student participation/Run Chart Movement Rating Scale/Rubric Student self-assessment Performance Critique

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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>I Can</i> Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p><i>The student...</i></p> <ol style="list-style-type: none"> improvises, composes, and/or arranges rhythms. ♪ (21st – E, T) improvises, composes, and/or arranges melodies. ♪ (21st – E, T) improvises, composes, and/or arranges a simple piece demonstrating theme and variations. ♪ (21st – E, T) creates a sound composition using non-traditional sound sources and/or technology. ♪ (21st – E, T) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> improvise, compose and/or arrange rhythms and melodies. create an original musical piece. 	<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/PrintMusic)

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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:
<i>The student...</i> 1. identifies musical patterns (phrases, motives, meters, etc.). ☞ (21 st – T) 2. hear major and minor tonalities (scales/ chords). ☞ (21 st – T) 3. recognize articulations and tempos: difference between staccato and legato, largo and allegro. ☞ (21 st – T) 4. identify musical forms (including theme & variations). ☞ (21 st – T) 5. visually and aurally recognize small & large performing groups: duet, trio, quartet and orchestra, choir, band). ☞ (21 st – T) 6. recognize instruments and their families and vocal timbres (soprano, alto, tenor and bass). ☞ (21 st – T) 7. evaluate the quality of own and other's music performances. ☞ (21 st – T)	<i>I can...</i> 1. identify music patterns (phrases, meter, theme and variations, etc.). 2. recognize differences in music (allegro vs. largo, staccato vs. legato, major vs. minor). 3. recognize voices and instruments in small and large performing ensembles. 4. evaluate own and other's performances.	See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments 1. p.T417G, RM p. 127, LM T•16 2. RM p.121-122, LM T•13 4. RM p. 144 – 145, p. T56 (Enrichment) See grade level examples: <ul style="list-style-type: none"> ▪ Teacher observation/Participation checklist ▪ Student aural responses/discussions ▪ Aural and Written tests (RM 3-5) ▪ Student technology games/projects (Music AceMaestro/Band in a Box) ▪ Listening Tests/listening maps (p. 216-217, LM T•16)

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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 notes of the C major scale and the notes from middle C to high G on the treble staff. ♪ (21st – T) identifies the bass clef/bass staff and sharps/flats. ♪ (21st–T) visually and aurally recognizes I, IV, V chord symbols and melody vs. harmony. ♪ (21st – T) identifies sixteenth, eighth, quarter, dotted quarter, half, dotted half, whole & notes and rests. ♪ (21st –T).  <ol style="list-style-type: none"> identifies dynamic markings (f-forte, p-piano, mp-mezzo piano, mf-mezzo forte, < crescendo and > decrescendo, ff-fortissimo, pp-pianissimo). ♪ (21st–T) identify articulation (staccato vs. legato) and tempo markings (allegro/largo). ♪ (21st – T) recognize meters (2/4, 3/4, 4/4, 6/8). ♪ (21st – T) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> read and write a C major scale and the notes on the treble staff. recognize music symbols: bass clef/staff, chord symbols I, IV, V, sharps/flats. identify dynamic, meter and tempo markings. identify eighth, quarter, half, dotted half, whole, dotted quarter, sixteenth notes and rests. 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> RM 2•4, RM p. 104 RM p. 109 RM 6•10 <p>See grade level examples:</p> <ul style="list-style-type: none"> Aural and written tests Teacher observation/Performance checklist (RM 5•5, RM R•7) Student participation/Project rubric Student written work (RM 4•3) Student technology games/projects (Music Maestro, Band in a Box, PrintMusic)

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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"> 1. identifies and performs music from various cultures, places and settings. ☞ (21st –E, T, C) 2. identifies and performs a variety of genres/styles of music. ☞ (21st –E,T, C) 3. identifies composers and their music from various cultures and historical periods. ☞ (21st –E,T, C) 4. develops awareness of how music is related to other subjects (reading, math, science, etc.). ☞ (21st -E, H, T, C) 5. demonstrates audience behavior appropriate for the context of the music performed. ☞ (21st –E, H, T, C) 6. Identifies and describes roles of musicians in various settings and cultures. ☞ (21st –E, H, T, C) 	<p><i>I can...</i></p> <ol style="list-style-type: none"> 1. identify and perform various styles of music. 2. identify and describe instruments and roles of composers/musicians from various settings and cultures. 3. recognize how other subjects (reading, math, science, etc.) are related to music. 4. show respectful behavior as a performer and audience member. 	<p>See <i>Share the Music, McGraw-Hill 2000</i> Grade Level Assessments</p> <ol style="list-style-type: none"> 2. p. 276-277 3. RM 3•2 5. p. T215 <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. T100-100, p. 76) ▪ Student use of technology (Internet/(Webquests, etc.) ▪ Project/presentation reflections and rubric (p. T112-113 Enrichment) ▪ Student written work (p. T8 Unit Theme Projects) (p. T192 Program Idea) (p. T194 (Social Studies)) (p. T294-295 Social Studies)

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