



**Kindergarten – 5th Grade
Learning Goals**

Elementary General Music 2017-2018

<http://performingarts.dmschools.org>
<http://grading.dmschools.org>

Version: Pre-Alpha

Standards-Referenced Grading Basics

The teacher designs instructional activities that grow and measure a student's skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

Each lettered bullet point represents one **Learning Target**. Each arrow bullet point represents an **unpacked** requirement of the target

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.



The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked** requirement of the target

Scale Level Symbols	
⊕	The targets on this level can be changed
🔒	Targets on this level can not be changed
➡	More targets can be added to this level
⊗	No targets are written at this level

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	4.0
Demonstrate all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 3	3.0
Demonstrate some of the Level 3 learning targets	2.5
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	2.0
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	1.5
Demonstrate none of the learning targets from Level 2 or Level 3	1.0
Produce no evidence appropriate to the learning targets at any level	0

Multiple Opportunities

It's not about going back to do a retake, or back to redo something; it's about going forward, continually scaffolding student learning through multiple opportunities, and noting that improved learning. Our curriculum builds on itself. "Multiple opportunities" are about taking an assessment and connecting it to past topics. It's about allowing students to demonstrate their learning multiple times in units subsequent to their current unit, or when learning is scaffolded into future units.

Multiple Opportunities will be noted in the guide to the right of the scales. Here you will see initial thinking of connections to other topics. This is also a place where teachers can add connections through their PLCs.

Guiding Practices of Standards-Referenced Grading

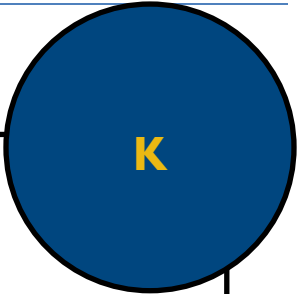
1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester's end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

Elementary General Music 2017-2018

Learning Goals for all curricular areas are organized by overarching concepts called topics. Within those topics live a learning goal. All learning goals for the performing arts are guided by the 2014 National Music Standards and assessed on the provided reporting scales.

Learning Guide:

	Responding and Connecting	Rhythm Skills	Melody Skills
Kindergarten	3A: Matches given rhythmic movement 3B: Match vocalization within a given register 3C: Create an expressive performance		
1 st Grade	3A: Analyze musical elements 3B: Create an expressive performance	3A: Analyze rhythms within a given set	
Grade 2 nd	3A: Analyze musical elements 3B: Create an expressive performance	3A: Analyze rhythms within a given set	3A: Analyze pitches within a given set
Grade 3 rd	3A: Analyze musical elements 3B: Create an expressive performance	3A: Analyze rhythms within a given set	3A: Analyze pitches within a given set
Grade 4 th	3A: Analyze musical elements 3B: Create an expressive performance	3A: Analyze rhythms within a given set	3A: Analyze pitches within a given set
5 th Grade	3A: Analyze musical elements 3B: Create an expressive performance	3A: Analyze rhythms within a given set	3A: Analyze pitches within a given set







Kindergarten: Responding and Connecting

Anchor Standard: I

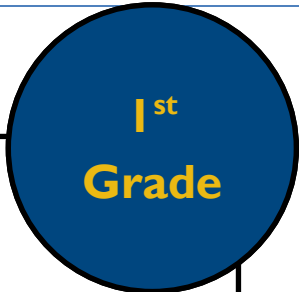
Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.

Topic-Specific Descriptors: when asking students to “match pitch”, the characteristics of the learning goal include distinguishing and differentiating pitches and developing a strategy to accurately assess one’s own pitch. Other mental processes include executing, analyzing errors, matching, and more.

Grading Topic: Responding and Connecting	
4 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement.
3  Learning Goal	Students demonstrate they have the ability to: <ul style="list-style-type: none"> A. Match given rhythmic movement B. Match vocalization within a given register C. Create an expressive performance
2 	Students demonstrate they have the ability to: <ul style="list-style-type: none"> A. Demonstrate a variety of movements B. Demonstrate a variety of vocal sounds C. Demonstrate a musical task
1 	Students performance reflects insufficient progress toward foundational skills and knowledge.





Success Criteria:
*High/Low, Up/Down, Loud/Soft,
 Fast/Slow, Long/Short,
 Same/Different, Sound/No Sound,
 1 Sound/2 Sounds, Expressive Movement,
 Using 4 Voices,
 Vocal Exploration*

1st Grade: Responding and Connecting



Anchor Standards: 3, 7, 8, 9, 11

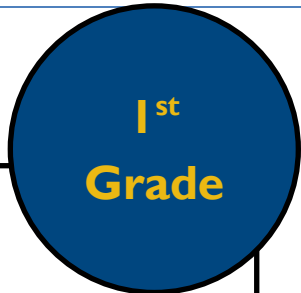
Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.

Grading Topic: Responding and Connecting	
4 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
3  Learning Goal	Students demonstrate they have the ability to: A. Analyze musical elements B. Create an expressive performance
2 	Students demonstrate they have the ability to: A. Demonstrate musical elements B. Demonstrate a musical task
1 	Students performance reflects insufficient progress toward foundational skills and knowledge.

Success Criteria:

- Analyze form, timbre, expression, and harmony
- Apply elements in performance through: playing instruments, playing a game, expressive movement, singing, listening, etc.





1st Grade: Rhythm



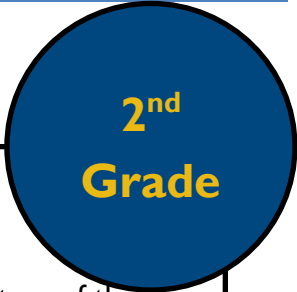
Anchor Standards: 2, 4, 5

Rhythm Set: ♩ ♪ ♫

Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.

Grading Topic: Rhythm Skills	
4 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
3  Learning Goal	Students demonstrate they have the ability to: A. Analyze rhythms within a given set
2 	Students demonstrate they have the ability to: A. Identify notes within a given rhythm set
1 	Students performance reflects insufficient progress toward foundational skills and knowledge.





- Success Criteria:*
- Read rhythm cards: with syllables, with clapping or playing instrument, accurately with a steady beat
 - Independently perform a piece containing given rhythm set
 - Evaluate a given performance for accuracy
 - Compose a rhythm pattern in simple meter
 - Notate a familiar song/poem given a framework of beat/meter
 - Sing song using rhythm syllables from notation



2nd Grade: Responding and Connecting

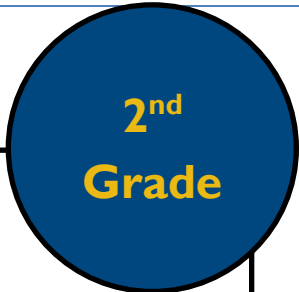
Anchor Standards: 1, 3, 5, 6, 7, 8, 9, 10, 11

Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.

Grading Topic: Responding and Connecting	
4 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
3  Learning Goal	Students demonstrate they have the ability to: A. Analyze musical elements B. Create an expressive performance
2 	Students demonstrate they have the ability to: A. Demonstrate musical elements B. Demonstrate a musical task
1 	Students performance reflects insufficient progress toward foundational skills and knowledge.

Success Criteria:

- Analyze form, timbre, expression, and harmony
- Apply elements in performance through: playing instruments, playing a game, expressive movement, singing, listening, etc.







2nd Grade: Rhythm

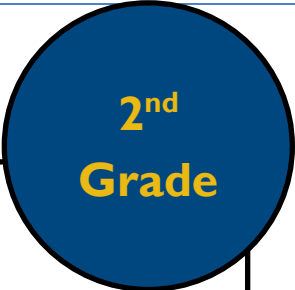
Anchor Standards: 2, 4, 5

Rhythm Set: ♪ ♫ ♪ ♪ -

Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.

Grading Topic: Rhythm Skills	
4 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
3  Learning Goal	Students demonstrate they have the ability to: A. Analyze rhythms within a given set
2 	Students demonstrate they have the ability to: A. Identify notes within a given rhythm set
1 	Students performance reflects insufficient progress toward foundational skills and knowledge.

- Success Criteria:*
- Read rhythm cards: with syllables, with clapping or playing instrument, accurately with a steady beat
 - Independently perform a piece containing given rhythm set
 - Evaluate a given performance for accuracy
 - Compose a rhythm pattern in simple meter
 - Notate a familiar song/poem given a framework of beat/meter
 - Sing song using rhythm syllables from notation







2nd Grade: Melody

Anchor Standards: 2, 4, 5

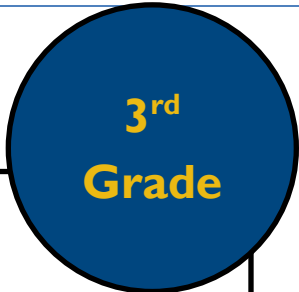
Pitch Set: mi, so, la

Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.

Grading Topic: Melody Skills	
4 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
3  Learning Goal	Students demonstrate they have the ability to: A. Analyze pitches within a given set
2 	Students demonstrate they have the ability to: A. Identify notes within a given set
1 	Students performance reflects insufficient progress toward foundational skills and knowledge.





- Success Criteria:*
- Read on the staff
 - Perform (singing/playing) the correct intervals
 - Independently sing songs containing the given pitch set
 - Transcribe pitch syllables of a melody or pattern on a staff
 - Evaluate a given performance for accuracy
 - Sing a melody using solfa syllables

3rd Grade: Responding and Connecting



Anchor Standards: 1, 3, 5, 6, 7, 8, 9, 10, 11

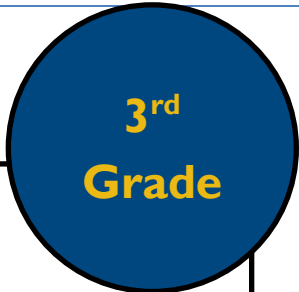
Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.

Grading Topic: Responding and Connecting	
4 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
3  Learning Goal	Students demonstrate they have the ability to: A. Analyze musical elements B. Create an expressive performance
2 	Students demonstrate they have the ability to: A. Demonstrate musical elements B. Demonstrate a musical task
1 	Students performance reflects insufficient progress toward foundational skills and knowledge.

Success Criteria:

- Analyze form, timbre, expression, and harmony
- Apply elements in performance through: playing instruments, playing a game, expressive movement, singing, listening, etc.





3rd Grade: Melody



Anchor Standards: 2, 4, 5

Pitch Set: do, re, mi, so, la

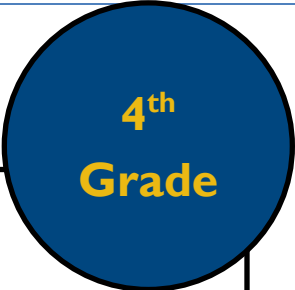
Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.

Grading Topic: Melody Skills	
4 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
3  Learning Goal	Students demonstrate they have the ability to: A. Analyze pitches within a given set
2 	Students demonstrate they have the ability to: A. Identify notes within a given set
1 	Students performance reflects insufficient progress toward foundational skills and knowledge.

Success Criteria:





- Read on the staff
- Perform (singing/playing) the correct intervals
- Independently sing songs containing the given pitch set
- Transcribe pitch syllables of a melody or pattern on a staff
- Evaluate a given performance for accuracy
- Sing a melody using solfa syllables

4th Grade: Responding and Connecting



Anchor Standards: 1, 3, 5, 6, 7, 8, 9, 10, 11

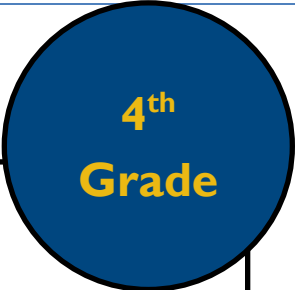
Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.

Grading Topic: Responding and Connecting	
4 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
3  Learning Goal	Students demonstrate they have the ability to: A. Analyze musical elements B. Create an expressive performance
2 	Students demonstrate they have the ability to: A. Demonstrate musical elements B. Demonstrate a musical task
1 	Students performance reflects insufficient progress toward foundational skills and knowledge.

Success Criteria:

- Analyze form, timbre, expression, and harmony
- Apply elements in performance through: playing instruments, playing a game, expressive movement, singing, listening, etc.





4th Grade: Melody



Anchor Standards: 2, 4, 5

Pitch Set: low la, low so, do, re, mi, so, la

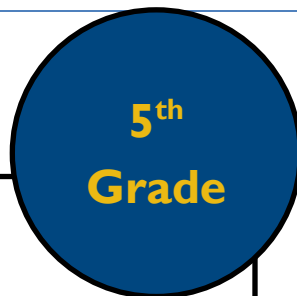
Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.

Grading Topic: Melody Skills	
4 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
3  Learning Goal	Students demonstrate they have the ability to: B. Analyze pitches within a given set
2 	Students demonstrate they have the ability to: B. Identify notes within a given set
1 	Students performance reflects insufficient progress toward foundational skills and knowledge.

Success Criteria:





- Read on the staff
- Perform (singing/playing) the correct intervals
- Independently sing songs containing the given pitch set
- Transcribe pitch syllables of a melody or pattern on a staff
- Evaluate a given performance for accuracy
- Sing a melody using solfa syllables

5th Grade: Responding and Connecting



Anchor Standards: 1, 3, 5, 6, 7, 8, 9, 10, 11

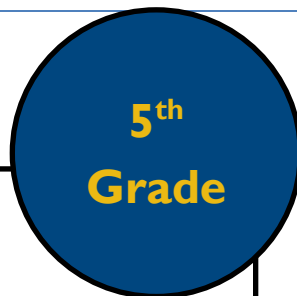
Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.

Grading Topic: Responding and Connecting	
4 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
3  Learning Goal	Students demonstrate they have the ability to: C. Analyze musical elements D. Create an expressive performance
2 	Students demonstrate they have the ability to: C. Demonstrate musical elements D. Demonstrate a musical task
1 	Students performance reflects insufficient progress toward foundational skills and knowledge.

Success Criteria:

- Analyze form, timbre, expression, and harmony
- Apply elements in performance through: playing instruments, playing a game, expressive movement, singing, listening, etc.





5th Grade: Melody



Anchor Standards: 2, 4, 5

Pitch Set: low la, low so, do, re, mi, so, la, high do

Success Criteria: The success criteria listed below are examples of what you might see in the classroom to achieve mastery of the learning goal.

Grading Topic: Melody Skills	
4 	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
3  Learning Goal	Students demonstrate they have the ability to: C. Analyze pitches within a given set
2 	Students demonstrate they have the ability to: C. Identify notes within a given set
1 	Students performance reflects insufficient progress toward foundational skills and knowledge.

Success Criteria:

- Read on the staff
- Perform (singing/playing) the correct intervals
- Independently sing songs containing the given pitch set
- Transcribe pitch syllables of a melody or pattern on a staff
- Evaluate a given performance for accuracy
- Sing a melody using solfa syllables

Additional Layouts:

Lay-out 1: Learning Goals By Grade Level

Kindergarten

	4 - Exceeding	3 - Meeting	2 – Developing
Responding and Connecting	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement.	A: Matches given rhythmic movement B: Match vocalization within a given register C: Create an expressive performance	A: Demonstrate a variety of movements B: Demonstrate a variety of vocal sounds C: Demonstrate a musical task

1st Grade

	4 - Exceeding	3 - Meeting	2 – Developing
Responding and Connecting	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze musical elements B: Create an expressive performance	A: Demonstrate musical elements B: Demonstrate a musical task
Rhythm Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze rhythms within a given set Rhythm Set: ♪ ♫	B: Identify notes within a given rhythm set

2nd Grade

	4 - Exceeding	3 - Meeting	2 – Developing
Connecting and Responding	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze musical elements B: Create an expressive performance	A: Demonstrate musical elements B: Demonstrate a musical task
Rhythm Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze rhythms within a given set Rhythm Set: ♩ ♪ ♫ ♬ -	A: Identify notes within a given rhythm set
Melody Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze pitches within a given set Pitch Set: mi, so, la	A: Identify notes within a given set

3rd Grade

	4 - Exceeding	3 - Meeting	2 – Developing
Connecting and Responding	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze musical elements B: Create an expressive performance	A: Demonstrate musical elements B: Demonstrate a musical task
Rhythm Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze rhythms within a given set Rhythm Set: ♩ ♪ ♫ ♮ ♯ ♭ ♭♭ ♭♭♭	A: Identify notes within a given rhythm set
Melody Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze pitches within a given set Pitch Set: do, re, mi, so, la	A: Identify notes within a given set

4th Grade

	4 - Exceeding	3 - Meeting	2 – Developing
Connecting and Responding	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze musical elements B: Create an expressive performance	A: Demonstrate musical elements B: Demonstrate a musical task
Rhythm Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze rhythms within a given set Rhythm Set: ♩ ♪ ♫ ♫ - ♪ ♫ ♫ ♫ ♫ ♫	A: Identify notes within a given rhythm set
Melody Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze pitches within a given set Pitch Set: low la, low so, do, re, mi, so, la	A: Identify notes within a given set

5th Grade

	4 - Exceeding	3 - Meeting	2 – Developing
Connecting and Responding	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze musical elements B: Create an expressive performance	A: Demonstrate musical elements B: Demonstrate a musical task
Rhythm Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze rhythms within a given set Rhythm Set: ♩ ♪ ♫ ♩ ♪ ♫ ♩ ♪ ♫ ♩ ♪ ♫ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩	A: Identify notes within a given rhythm set
Melody Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze pitches within a given set Pitch Set: low la, low so, do, re, mi, so, la, high do	A: Identify notes within a given set

Layout 2: Learning Goals by Grade Level with Success Criteria of 4, 3, and 2's

Kindergarten

	4 - Exceeding	3 - Meeting	2 – Developing
Responding and Connecting	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement.	A: Matches given rhythmic movement B: Match vocalization within a given register C: Create an expressive performance	A: Demonstrate a variety of movements B: Demonstrate a variety of vocal sounds C: Demonstrate a musical task

Success Criteria	4	3	2
Responding and Connecting	Possible criteria could include, but are not limited to: Independently demonstrates criteria listed in level 3	Demonstrates: <ul style="list-style-type: none"> • High/low • Up/down • Loud/soft • Fast/slow • Long/short • Sound/no sound • 1 sound/2 sounds • Same/different • Expressive movement • Using 4 voices • Vocal exploration 	

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Ist Grade

	4 - Exceeding	3 - Meeting	2 – Developing
Connecting and Responding	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze musical elements B: Create an expressive performance	A: Demonstrate musical elements B: Demonstrate a musical task
Rhythm Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze rhythms within a given set Rhythm Set: ♩ ♪	B: Identify notes within a given rhythm set

Success Criteria	4	3	2
Connecting and Responding	Make and defend choices regarding musical elements	Analyze form, timbre, expression, and harmony Apply musical elements in a performance: Playing instruments, Playing a game, Expressive movement, Singing, Listening	
Rhythm Skills	Aurally dictate or decode a rhythm pattern. Improvise rhythmic patterns and movements in simple meters. Independently notate a poem without being given metric parameters. Rhythm Bingo	Read rhythm cards: with syllables, with clapping or playing instrument, accurately with a steady beat Independently perform a piece containing given rhythm set. Evaluate a given performance for accuracy Compose a rhythm pattern in simple meter. Notate a familiar song/poem given a framework of beat/meter. Sing song using rhythm syllables from notation.	Identify notes by syllable name Sing a song or play a singing game, speak/chant a poem that includes rhythm set Echo, speak or clap rhythm patterns Move to a steady beat in simple meter. Sort words by number of sounds. Drawing or tracing notes.

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2nd Grade

	4 - Exceeding	3 - Meeting	2 – Developing
Connecting and Responding	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze musical elements B: Create an expressive performance	A: Demonstrate musical elements B: Demonstrate a musical task
Rhythm Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze rhythms within a given set Rhythm Set: ♩ ♪ ♫ ♩ -	A: Identify notes within a given rhythm set
Melody Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze pitches within a given set Pitch Set: mi, so, la	A: Identify notes within a given set

Success Criteria	4	3	2
R & C	Make and defend choices regarding musical elements	- Analyze form, timbre, expression, and harmony - Apply musical elements in a performance: Playing instruments, Playing a game, Expressive movement, Singing, Listening	
Rhythm Skills	- Aurally dictate or decode a rhythm pattern. - Improvise rhythmic patterns and movements in simple meters. - Independently notate a poem without being given metric parameters.	- Read rhythm cards: with syllables, with clapping or playing instrument, accurately with a steady beat - Independently perform a piece containing given rhythm set. - Evaluate a given performance for accuracy - Compose a rhythm pattern in simple meter. - Notate a familiar song/poem given a framework of beat/meter. - Rhythm Bingo - Sing song using rhythm syllables from notation.	- Identify notes by syllable name - Sing a song or play a singing game, speak/chant a poem that includes rhythm set - Echo, speak or clap rhythm patterns - Move to a steady beat in simple meter. - Sort words by number of sounds. - Drawing or tracing notes.
Melody Skills	- Aurally dictate or decode a melody on the staff or into solfa syllables within a given pitch set. - Sight read unfamiliar pattern - Improvise or compose with the given pitch set on instruments or singing.	- Read on the staff (flash cards, within music), - Perform (singing/playing) the correct intervals, - Independently sing songs containing the given pitch set - Transcribe pitch syllables of a melody or pattern on a staff - Evaluate a given performance for accuracy - Sing a melody using solfa syllables	- Draw or trace notes on a staff -Symbolically represent melody fragments with manipulatives or movement -Echo sing -Sing a song or play a singing game which includes pitch set -- Identify pitch on a staff using hand signs and syllables Sort pitches by high and low sounds

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3rd Grade

	4 - Exceeding	3 - Meeting	2 – Developing
Connecting and Responding	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze musical elements B: Create an expressive performance	A: Demonstrate musical elements B: Demonstrate a musical task
Rhythm Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze rhythms within a given set Rhythm Set: ♩ ♪ ♫ ♬ ♮ ♯ ♭ ♮ -	A: Identify notes within a given rhythm set
Melody Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze pitches within a given set Pitch Set: do, re, mi, so, la	A: Identify notes within a given set

Success Criteria	4	3	2
R & C	Make and defend choices regarding musical elements	- Analyze form, timbre, expression, and harmony - Apply musical elements in a performance: Playing instruments, Playing a game, Expressive movement, Singing, Listening	
Rhythm Skills	- Aurally dictate or decode a rhythm pattern. - Impvise rhythmic patterns and movements in simple meters. - Independently notate a poem without being given metric parameters.	- Read rhythm cards: with syllables, with clapping or playing instrument, accurately with a steady beat - Independently perform a piece containing given rhythm set. - Evaluate a given performance for accuracy - Compose a rhythm pattern in simple meter. - Notate a familiar song/poem given a framework of beat/meter. - Rhythm Bingo - Sing song using rhythm syllables from notation.	- Identify notes by syllable name - Sing a song or play a singing game, speak/chant a poem that includes rhythm set - Echo, speak or clap rhythm patterns - Move to a steady beat in simple meter. - Sort words by number of sounds. - Drawing or tracing notes.
Melody Skills	- Aurally dictate or decode a melody on the staff or into solfa syllables within a given pitch set. - Sight read unfamiliar pattern - Impvise or compose with the given pitch set on instruments or singing.	- Read on the staff (flash cards, within music), - Perform (singing/playing) the correct intervals, - Independently sing songs containing the given pitch set - Transcribe pitch syllables of a melody or pattern on a staff - Evaluate a given performance for accuracy - Sing a melody using solfa syllables	- Draw or trace notes on a staff -Symbolically represent melody fragments with manipulatives or movement -Echo sing -Sing a song or play a singing game which includes pitch set -- Identify pitch on a staff using hand signs and syllables Sort pitches by high and low sounds

Elementary General Music 2017-2018

4th Grade

	4 - Exceeding	3 - Meeting	2 – Developing
Connecting and Responding	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze musical elements B: Create an expressive performance	A: Demonstrate musical elements B: Demonstrate a musical task
Rhythm Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze rhythms within a given set Rhythm Set: ♩ ♪ ♫ ♬ ♮ ♯ ♭ ♭♭ ♭♭♭ ♯♯ ♯♯♯ ♯♯♯♯	A: Identify notes within a given rhythm set
Melody Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze pitches within a given set Pitch Set: low la, low so, do, re, mi, so, la	A: Identify notes within a given set

Success Criteria	4	3	2
R & C	Make and defend choices regarding musical elements	- Analyze form, timbre, expression, and harmony - Apply musical elements in a performance: Playing instruments, Playing a game, Expressive movement, Singing, Listening	
Rhythm Skills	- Aurally dictate or decode a rhythm pattern. - Improvise rhythmic patterns and movements in simple meters. - Independently notate a poem without being given metric parameters.	- Read rhythm cards: with syllables, with clapping or playing instrument, accurately with a steady beat - Independently perform a piece containing given rhythm set. - Evaluate a given performance for accuracy - Compose a rhythm pattern in simple meter. - Notate a familiar song/poem given a framework of beat/meter. - Rhythm Bingo - Sing song using rhythm syllables from notation.	- Identify notes by syllable name - Sing a song or play a singing game, speak/chant a poem that includes rhythm set - Echo, speak or clap rhythm patterns - Move to a steady beat in simple meter. - Sort words by number of sounds. - Drawing or tracing notes.
Melody Skills	- Aurally dictate or decode a melody on the staff or into solfa syllables within a given pitch set. - Sight read unfamiliar pattern - Improvise or compose with the given pitch set on instruments or singing.	- Read on the staff (flash cards, within music), - Perform (singing/playing) the correct intervals, - Independently sing songs containing the given pitch set - Transcribe pitch syllables of a melody or pattern on a staff - Evaluate a given performance for accuracy - Sing a melody using solfa syllables	- Draw or trace notes on a staff -Symbolically represent melody fragments with manipulatives or movement -Echo sing -Sing a song or play a singing game which includes pitch set -- Identify pitch on a staff using hand signs and syllables Sort pitches by high and low sounds

5th Grade

	4 - Exceeding	3 - Meeting	2 – Developing
Connecting and Responding	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze musical elements B: Create an expressive performance	A: Demonstrate musical elements B: Demonstrate a musical task
Rhythm Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze rhythms within a given set Rhythm Set: ♩ ♪ ♫ ♮ ♯ ♭ ♮ ♭ ♫ ♫ ♫ ♫ ♫ ♫	A: Identify notes within a given rhythm set
Melody Skills	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	A: Analyze pitches within a given set Pitch Set: low la, low so, do, re, mi, so, la, high do	A: Identify notes within a given set

Success Criteria	4	3	2
R & C	Make and defend choices regarding musical elements	- Analyze form, timbre, expression, and harmony - Apply musical elements in a performance: Playing instruments, Playing a game, Expressive movement, Singing, Listening	
Rhythm Skills	- Aurally dictate or decode a rhythm pattern. - Improvise rhythmic patterns and movements in simple meters. - Independently notate a poem without being given metric parameters.	- Read rhythm cards: with syllables, with clapping or playing instrument, accurately with a steady beat - Independently perform a piece containing given rhythm set. - Evaluate a given performance for accuracy - Compose a rhythm pattern in simple meter. - Notate a familiar song/poem given a framework of beat/meter. - Rhythm Bingo - Sing song using rhythm syllables from notation.	- Identify notes by syllable name - Sing a song or play a singing game, speak/chant a poem that includes rhythm set - Echo, speak or clap rhythm patterns - Move to a steady beat in simple meter. - Sort words by number of sounds. - Drawing or tracing notes.
Melody Skills	- Aurally dictate or decode a melody on the staff or into solfa syllables within a given pitch set. - Sight read unfamiliar pattern - Improvise or compose with the given pitch set on instruments or singing.	- Read on the staff (flash cards, within music), - Perform (singing/playing) the correct intervals, - Independently sing songs containing the given pitch set - Transcribe pitch syllables of a melody or pattern on a staff - Evaluate a given performance for accuracy - Sing a melody using solfa syllables	- Draw or trace notes on a staff -Symbolically represent melody fragments with manipulatives or movement -Echo sing -Sing a song or play a singing game which includes pitch set -- Identify pitch on a staff using hand signs and syllables Sort pitches by high and low sounds

