



# K-5 General Music

<http://grading.dmschools.org>

<http://dmschools.org>

## Foreword

- Foreword includes purpose as well as what can be expected from the guide. (How to use this document...)
- Explains what expectations are for teacher action (optional: this is to be used as instructional planning guide)

### How to use this document:

#### This curriculum guide is *not...*

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

**Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of targets and success criteria directed related to grade-level standards by which to measure and report student progress and provide meaningful feedback.**

The curriculum guide outlines the learning that is **most essential** for student success; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will have access to and learn these targets. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning targets and extend your students' learning beyond them.

Within this document, you will find a foundational structure for planning sequential instruction in the classroom which can be supplemented with materials from any number of the linked resources.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

### *K-5 General Music: Year at a Glance*

This guide is intended to be used to guide learning in K-5 general music. The semester units below reflect the performance cycle we would expect to see each semester in a year-long course. The targets below allow the teacher to insert the appropriate level of music within each grade.

**Primary Resources: Learning Targets are linked below each unit scale. These include all required sources for the course.**

**Supplemental Sources: Music Studio, Classroom Set of Texts**

<b>Semester 1</b>	<b>Unit 1:</b>	<b>Unit 2:</b>	<b>Unit 3:</b>
<u>Reporting frequency of topic scores</u>	<b>6 weeks</b>	<b>6 weeks</b>	<b>6 weeks</b>

<b>Semester 2</b>	<b>Unit 1:</b>	<b>Unit 2:</b>	<b>Unit 3:</b>
<u>Reporting frequency of topic scores</u>	<b>6 weeks</b>	<b>6 weeks</b>	<b>6 weeks</b>

# Standards-Referenced Grading Basics

## Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of Level 3 targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

Start at Level 3 when determining a topic → score.

## **Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

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

Evidence shows the student can...	Topic Score
Demonstrates proficiency (AT) in all learning targets from Level 3 & Level 4	4.0
Demonstrates proficiency (AT) in all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrates proficiency (AT) in <b>all</b> learning targets from Level 3	3.0
Demonstrates proficiency (AT) in <b>at least half</b> of the Level 3 learning targets	2.5
Demonstrates some foundational knowledge (PT) toward <b>all</b> Level 3 targets	2.0
Demonstrates some foundational knowledge (PT) of <b>some</b> of the Level 3 learning target or standard	1.5
Does not meet minimum criteria for the standard or target.	1.0
Produces no evidence appropriate to the learning targets at any level (Is missing for one or more targets)	0

\* foundational knowledge is defined by the success criteria for the learning target

## Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning.

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

### 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.

# Anatomy of a Scale

**Unit Narrative:**  
Provide an overview and context of the unit, big understandings, and student experience—including by not limited to vocabulary, inquiry-based questions/concepts, pacing and number of lessons

**Topic Title:**  
Named topic in infinite campus, with approximate number of paced weeks

**Exceeding Grade Level (ET):**  
Possible level four task listed including prior learning, cognitive complexity, integrated skills, real world relevance: authentic application beyond the classroom.

**Achieving Grade Level (AT):**  
Level 3 targets are listed within the topic scale and are the grade level expectation for students in all classes.

**Success Criteria** (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.

**Item Bank:**  
Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.

Unit 1:		
Unit Narrative: <i>In this unit, students</i>		
Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.		The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets. <b>Guiding Question</b> to complete this process: * What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?
<b>Topic Title</b> (Weeks)	<b>Possible Task:</b> * A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.	<b>LT1-</b> Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/> <b>LT2-</b> Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/> <b>LT3-</b> Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/>

Item Bank:		
Target:	Target:	Target:
Resources to teach:	Resources to teach:	Resources to teach:
Standard Language	Standard Language	Standard Language
<b>Guiding Questions, Ideas, and/or Concepts</b>		
<i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i>		

	Topic: Melody	Topic: Rhythm	Literacy: Harmony Texture, Timbre, Form, Expression	Movement
K	High, low	Long/short Steady beat Simple and Compound	Echo songs Pitch Exploration 4 Voices Same/Different Loud/Quiet Fast/Slow  Voice vs instrument	Body parts and whole body movement, non-locomotor, finger plays, action songs, movement exploration, stationary circle, moving in personal space (ie space bubble) form and expression movement (to match opposites) Beat movement
1	Low, middle, high	Long, short, silent steady beat Simple and Compound	Call and Response Improvisation  Simple songs  Woods, Metals, Skins  AB Form  Repeat  Forte/Piano Allegro/Adagio	Body Levels (high/middle/low), body facing/mirroring, starting and stopping (control body), chase games in a circle, moving through space (general space), locomotor mvmt, expressive movement (to match opposites), beat movement
2	DRM *Begin labeling	Long short silent as standard notation (ta, ta-di, rest) (ta, ta-ki-du, dotted quarter rest)  Simple and compound (write, read) Prep aurally half note, half rest, Prep aurally (in compound) dotted half note, dotted half rest	Rhythmic Ostinato  Unpitched and pitched percussion  ABA ABC  Fortissimo Pianissimo Presto/Largo Andante	Mirroring with direction, shadowing, Awareness of time and space (quick/slow mvmt and distance, pathways), awareness of others in that time and space, partners in a single circle, scattered formation dances, simple body percussion

	Melody	Rhythm	Literacy: Harmony Texture, Timbre, Form, Expression	Movement
3	DRMSL (whole pentatonic)	 (dotted whole note and rest)  (long sounds)  Simple and compound	Melodic ostinatos  Rondo  4 instrument families  Mezzo Piano Mezzo forte Moderato Crescendo Decrescendo Accelerando/Ritardando	Awareness of weight and flow (heavy/light, sudden/sustained), partner games/movement, longways set, circle dances (in and out and circle R and L), whole group games, simple body percussion
4	DRMSLD Low la, Low Sol (extended pentatonic)	 16 <sup>th</sup> in 6/8 (tavakididumu)	Partner song 2- part rounds and Canons  Phrasing Verse/Refrain  Instruments within the 4 families  Staccato/Legato	Concentric circles (partners in a double circle), longways set with cast off, line dances, folk dances, advanced body percussion
5	Whole major scale (do – do)  Minor scale (la – la)		Harmonic ostinato and countermelodies  Octavo Reading  Fermata D.S. al Fine, Coda, 1 <sup>st</sup> and 2 <sup>nd</sup> ending  Performing Groups (band, choir, orchestra) Soprano, Alto, Tenor, Bass  Elements of music – comprehensive conversation (texture)	Advanced folk dancing, line dances, strip the willow (Grand Chain), advanced body percussion

[Anchor Standards and New Target Alignment k-5 General Music .docx](#)

# Performance Cycle Topic I

**Unit Narrative/Overview:** *In this cycle of learning, students will*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. <b>Success Criteria</b> (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p><b>Guiding Question to complete this process:</b>   <i>What are the essential pieces of knowledge students need to have to show progression towards the grade-level standard/expectation (level 3)?</i></p>
<b>Create and Connect Kindergarten</b>	<p><b>Possible Task:</b> ★</p> <p>*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LTIA- With limited guidance, demonstrate and explore musical ideas. (Cr.2.1.ka)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can show high/low.</li> <li><input type="checkbox"/> I can show long/short.</li> <li><input type="checkbox"/> I can show steady beat.</li> </ul> <p><b>LTIB- With limited guidance, Demonstrate understanding of relationships between music, the other arts, and daily life (Cn11.1.k.a)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can sing songs that help me learn.</li> <li><input type="checkbox"/> I can make connections to music that relates to my life.</li> </ul>
<b>Create and Connect 1<sup>st</sup> Grade</b>	<p><b>Possible Task:</b> ★</p> <p>*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LTIA- Demonstrate and explore musical ideas using iconic notation. (Cr2.1.1)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can show high, middle, low.</li> <li><input type="checkbox"/> I can show long, short, silent.</li> <li><input type="checkbox"/> I can show steady beat.</li> </ul> <p><b>LTIB- Demonstrate understanding of relationships between music, the other arts, and daily life (Cn11.1.ka)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can sing songs that help me learn.</li> <li><input type="checkbox"/> I can make connections to music that relates to my life.</li> </ul>

<p><b>Create and Connect 2nd Grade</b></p>	<p><b>Possible Task:</b> ★</p> <p>*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LTIA- Demonstrate and explain standard notation through exploration of musical ideas and choices (including...). (Cr2.1.2)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explore the use of musical ideas through patterns and sequence.</li> <li><input type="checkbox"/> I can transition iconic notation into standard notation.</li> <li><input type="checkbox"/> I can express choices about musical ideas.</li> </ul> <p><b>LTIB- Demonstrate understanding of relationships between music, the other arts, and daily life. (Cn11.1.ka)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can sing songs that help me learn.</li> <li><input type="checkbox"/> I can make connections to music that relates to my life.</li> <li><input type="checkbox"/> I can explore various genres of music related to their place in the world.</li> </ul>
<p><b>Create and Connect 2nd Grade</b></p>	<p><b>Possible Task:</b> ★</p> <p>*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LTIA- Demonstrate and explain standard notation through exploration of musical ideas and choices (including...). (Cr2.1.3)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explore the use of musical ideas through patterns and sequence.</li> <li><input type="checkbox"/> I can transition iconic notation into standard notation.</li> <li><input type="checkbox"/> I can express choices about musical ideas.</li> </ul> <p><b>LTIB- Demonstrate understanding of relationships between music, the other arts, and daily life. (Cn11.1.ka)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can sing songs that help me learn.</li> <li><input type="checkbox"/> I can make connections to music that relates to my life.</li> <li><input type="checkbox"/> I can explore various genres of music related to their place in the world.</li> </ul>
<p><b>Create and Connect 3rd Grade</b></p>	<p><b>Possible Task:</b> ★</p> <p>*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LTIA- With guidance, using standard notation, document personal rhythmic and melodic musical ideas and choices (including...). (Cr2.1.3)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explore and improvise musical ideas.</li> <li><input type="checkbox"/> I can create patterns using rhythmic ideas.</li> <li><input type="checkbox"/> I can create patterns using melodic ideas.</li> </ul> <p><b>LTIB- Demonstrate understanding of relationships between music, the other arts, and daily life. (Cn11.1.ka)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can sing songs that help me learn.</li> <li><input type="checkbox"/> I can make connections to music that relates to my life.</li> <li><input type="checkbox"/> I can explore various genres of music related to their place in the world.</li> </ul>

<p><b>Create and Connect 4<sup>th</sup> Grade</b></p>	<p><b>Possible Task:</b> ★</p> <p>*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LTIA- With guidance, using standard notation, document personal rhythmic and melodic musical ideas and choices (including...). (Cr2.1.4)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can improvise and express musical ideas.</li> <li><input type="checkbox"/> I can compose and explain musical ideas in one part.</li> <li><input type="checkbox"/> I can create phrases using rhythmic ideas.</li> <li><input type="checkbox"/> I can create phrases using melodic ideas.</li> </ul> <p><b>LTIB- Demonstrate understanding of relationships between music, the other arts, and daily life. (Cn11.1.ka)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can sing songs that help me learn.</li> <li><input type="checkbox"/> I can make connections to music that relates to my life.</li> <li><input type="checkbox"/> I can explore various genres of music related to their place in the world.</li> </ul>
<p><b>Create and Connect 5<sup>th</sup> Grade</b></p>	<p><b>Possible Task:</b> ★</p> <p>*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LTIA- Using standard notation, document personal rhythmic and melodic musical ideas and choices (including...). (Cr2.1.5.b)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can improvise and express musical ideas.</li> <li><input type="checkbox"/> I can compose and explain musical ideas in one and two parts.</li> <li><input type="checkbox"/> I can create phrases using rhythmic and melodic ideas.</li> </ul> <p><b>LTIB- Demonstrate understanding of relationships between music, the other arts, and daily life. (Cn11.1.5.a)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can sing songs that help me learn.</li> <li><input type="checkbox"/> I can make connections to music that relates to my life.</li> <li><input type="checkbox"/> I can explore various genres of music related to their place in the world.</li> </ul>

## Item Bank:

### IATarget:

[Kindergarten Pacing Materials Links.docx](#)  
[1st Grade Pacing Guide Materials.docx](#)  
[2nd Grade Pacing Guide Materials.docx](#)  
[3rd Grade Music Pacing Guide.docx](#)  
[4th Grade Pacing Guide Materials.docx](#)  
[5th Grade Pacing Guide Materials.docx](#)

**Assessments  
In Teams**

**Assessments  
In Teams**

### Guiding Questions, Ideas, and/or Concepts

*Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.*

**Create: Anchor Standard 2. Organize and develop artistic ideas and work. (Plan and Make)**

**Connecting: Anchor Standard 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (Connect)**

## Performance Cycle Topic 2

**Unit Narrative/Overview:** *In this topic, students will...*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	<p>The <b>Level 3 Targets</b> are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p><b>Guiding Question to complete this process:</b>                      🦋 <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
<b>Perform and Respond Kindergarten</b>	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following:</i></p> <p><b>Possible Task:</b> ★</p>	<p><b>LT2A- With guidance, demonstrate awareness of musical contrasts (4 voices, opposites) in a variety of music. (Pr.4.2.k.a)</b></p> <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can match timbre (4 voices) and identify the difference between an instrument and voice.</li> <li><input type="checkbox"/> I can match opposites (same/different).</li> <li><input type="checkbox"/> I can perform along or with others.</li> </ul> <p><b>LT2B- With guidance, apply personal, teacher, and peer feedback to refine performance. (Pr.5.l.k.a)</b></p> <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can reflect on my own contribution to a performance.</li> </ul>

		<ul style="list-style-type: none"> <li><input type="checkbox"/> I can actively participate in the rehearsal process.</li> <li><input type="checkbox"/> I can perform in a formal performance with peers.</li> </ul> <p><b>LT2C- With guidance, demonstrate awareness of expressive qualities. (Re9.1.k)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can match the dynamics (loud/quiet).</li> <li><input type="checkbox"/> I can show the tempo (fast/slow).</li> </ul>
<p><b>Perform and Respond</b>  <b>1<sup>st</sup> Grade</b></p>	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following:</i></p> <p><b>Possible Task:</b></p>	<p><b>LT2A- Demonstrate knowledge of musical concepts. (Pr.4.2.1)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can demonstrate opposites.</li> <li><input type="checkbox"/> I can explore musical timbre.</li> <li><input type="checkbox"/> I can repeat rhythmic and melodic aural patterns in simple and compound meter.</li> <li><input type="checkbox"/> I can perform alone or with others.</li> </ul> <p><b>LT2B- Apply personal, teacher, and peer feedback to refine performance. (Pr.5.1.1)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can reflect on my own contribution to a performance.</li> <li><input type="checkbox"/> I can actively participate in the rehearsal process.</li> <li><input type="checkbox"/> I can perform in a formal performance with peers.</li> </ul> <p><b>LT2C- Demonstrate expressive qualities. (Re9.1.1)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can match the dynamics (with labels).</li> <li><input type="checkbox"/> I can show the tempo (with labels).</li> </ul>
<p><b>Perform and Respond</b>  <b>2<sup>nd</sup> Grade</b></p>	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following:</i></p> <p><b>Possible Task:</b></p>	<p><b>LT2A- Demonstrate knowledge of musical concepts. (Pr.4.2.2)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explore tonality in a variety of cultures (modes, major and minor).</li> <li><input type="checkbox"/> I can explore rhythmic and melodic aural patterns in simple and compound meter.</li> <li><input type="checkbox"/> I can perform alone or with others.</li> </ul> <p><b>LT2B- Apply personal, teacher, and peer feedback to refine performance. (Pr.5.1.2)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use expressive qualities to enhance performance.</li> <li><input type="checkbox"/> I can use expressive qualities to evaluate performance.</li> <li><input type="checkbox"/> I can perform in a formal performance with peers.</li> </ul> <p><b>LT2C- Apply expressive qualities (dynamics, tempo, timbre, form) in varied musical settings. (Re9.1.2)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe elements in the music.</li> <li><input type="checkbox"/> I can cite evidence of an expressive element when listening to a piece of music.</li> <li><input type="checkbox"/> I can infer why the artist chose specific elements.</li> </ul>

<p><b>Perform and Respond 3<sup>rd</sup> Grade</b></p>	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following:</i></p> <p><b>Possible Task:</b></p>	<p><b>LT2A- Perform the elements of music in selected pieces related to cultural context and structure of the music. (Pr.4.2.3)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can perform with given musical elements.</li> <li><input type="checkbox"/> I can demonstrate rhythmic and melodic patterns from selected music.</li> <li><input type="checkbox"/> I can describe how context informs performance.</li> <li><input type="checkbox"/> I can perform alone or with others.</li> </ul> <p><b>LT2B- Apply personal, teacher, and peer feedback to refine performance. (Pr.5.1.3)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use expressive qualities to enhance performance.</li> <li><input type="checkbox"/> I can use expressive qualities to evaluate performance.</li> <li><input type="checkbox"/> I can perform in a formal performance with peers.</li> </ul> <p><b>LT2C- Evaluate expressive qualities (dynamics, tempo, timbre, form) in varied musical settings. (Re9.1.3)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can apply established criteria to express my own preferences.</li> <li><input type="checkbox"/> I can describe and cite evidence of an expressive element when listening to a piece of music.</li> <li><input type="checkbox"/> I can infer why the artist chose specific elements.</li> </ul>
<p><b>Perform and Respond 4<sup>th</sup> Grade</b></p>	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following:</i></p> <p><b>Possible Task:</b></p>	<p><b>LT2A- When analyzing selected music, read and perform using standard notation, the elements of music, and related cultural context. (Pr4.1-3.4.a,b,c)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe elements found in selected music.</li> <li><input type="checkbox"/> I can demonstrate rhythmic and melodic phrases from selected music.</li> <li><input type="checkbox"/> I can explain how context informs performance.</li> <li><input type="checkbox"/> I can perform alone or with others.</li> </ul> <p><b>LT2B- Throughout the rehearsal process apply personal, teacher, and peer feedback to refine performance. (Pr.5.1.4a-b)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can give feedback based on expressive qualities of a performance.</li> <li><input type="checkbox"/> I can reflect on and use feedback to refine my own performance and contribution to the group.</li> <li><input type="checkbox"/> I can perform in a formal performance with peers.</li> </ul> <p><b>LT2C- Evaluate expressive qualities and explain appropriateness to the context of the musical setting. (Re9.1.4)</b>  <b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can generate criteria to evaluate appropriate settings for different elements of music (i.e. piano for a lullaby).</li> <li><input type="checkbox"/> I can cite evidence of my criteria when listening to a piece of music.</li> <li><input type="checkbox"/> I can infer why the artist chose specific elements.</li> </ul>

**Perform and Respond  
5<sup>th</sup> Grade**

*In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following:*

**Possible Task:**

**LT2A- When analyzing selected music, read and perform using standard notation, the elements of music, and related cultural context. (Pr4.1-3.5.a,b,c)**

**Learning that shows evidence of progressing towards grade-level learning target:**

- I can describe elements found in a score.
- I can navigate a score for performance.
- I can explain how context informs performance.
- I can perform alone or with others.

**LT2B- Throughout the rehearsal process apply personal, teacher, and peer feedback to refine performance. (Pr.5.1.5.a-b)**

**Learning that shows evidence of progressing towards grade-level learning target:**

- I can give feedback based on expressive qualities of a performance.
- I can reflect on and use feedback to refine my own performance and contribution to the group.
- I can perform in a formal performance with peers.

**LT2C- Evaluate a variety of music using established criteria and explain appropriateness to the context, citing evidence from the elements of music. (Re9.1.5)**

**Learning that shows evidence of progressing towards grade-level learning target:**

- I can generate criteria to evaluate music.
- I can compare appropriateness of the elements to the context of the selected music.
- I can cite evidence of my criteria when listening to a piece of music.
- I can infer why the artist chose specific elements.

## Item Bank:

**2ATarget:**

**Resources to teach:**

General Docs

[Simple/compound labeling cheat sheet- CK](#)

[Beat Function Cheat Sheet- CK](#)

[Rhythm Cheat Sheet- Simple Meter- CK](#)

[Compound Rhythm Patterns- CK](#)

[Rhythm Cheat Sheet- Compound Meter- CK](#)

Dictation Docs

[Melodic compound duple dictation- CK](#)

[Rhythmic compound duple dictation- CK](#)

[Melodic simple dictation- CK](#)

[Rhythmic simple dictation- CK](#)

**Assessments**  
In Teams

**Assessments**  
In Teams

**Guiding Questions, Ideas, and/or Concepts**

*Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.*

**Performing: Anchor Standard 4. Analyze, interpret, and select artistic work for presentation. (Select, Analyze, Interpret)**

**Perform: Anchor Standard 5. Develop and refine artistic work for presentation. (Rehearse, Evaluate and Refine)**

**Responding: Anchor Standard 9. Apply criteria to evaluate artistic work. (Evaluate)**