

| Standard   | Needs Strengthening  | Developing   | Secure   | Exemplary                                    |
|--|--|--|--|--|
| <b>Performance Standard:</b><br>Students will sing, alone and with others, a varied repertoire of music. | Student is beginning to demonstrate an understanding of the concepts taught. | Student inconsistently demonstrates an understanding of the concepts taught. | Student consistently demonstrates an understanding of the concepts taught. | Student applies and extends concepts taught. |

**Students will:**

- Sing independently, with established vocal tone production (head voice\*)
- Sing along with others while accurately responding to the cues of a conductor
- Sing using correct pitches
- Sing from memory a varied repertoire of songs
- Sing with accurate "singer's posture"
- Sing while maintaining rhythmic accuracy
- \* Head voice singing is defined as a light, high, register

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|---|--|--|--|--|
| <b>Performance Standard:</b><br>Students will play, alone and with others, a varied repertoire of music on instruments. | Student is beginning to demonstrate an understanding of the concepts taught. | Student inconsistently demonstrates an understanding of the concepts taught. | Student consistently demonstrates an understanding of the concepts taught. | Student applies and extends concepts taught. |

**Students will:**

- Play independently with accurate technique
- Play along with others while accurately responding to the cues of a conductor
- Play using correct pitches
- Play from memory a varied repertoire of songs
- Play with accurate playing position
- Play while maintaining rhythmic accuracy
- \*Proper playing position is defined as knuckles facing the ceiling, palms down, elbows out and off knees, and no pointing index fingers.
- Students should play in the middle of the bar and allow mallet to have a light bounce while striking bar.

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| <b>Creativity Standard:</b><br>Students will improvise music. | Student is beginning to demonstrate an understanding of the concepts taught. | Student inconsistently demonstrates an understanding of the concepts taught. | Student consistently demonstrates an understanding of the concepts taught. | Student applies and extends concepts taught. |

**Students will:**

- Improvise answers to given rhythmic questions
- Improvise answers to given melodic questions
- Improvise arioso responses (vocal)
- Improvise instrumental response
- Improvise Movement

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| <b>Creativity Standard:</b><br>Students will compose and arrange music. | Student is beginning to demonstrate an understanding of the concepts taught. | Student inconsistently demonstrates an understanding of the concepts taught. | Student consistently demonstrates an understanding of the concepts taught. | Student applies and extends concepts taught. |

**Students will:**

- Create grade level rhythm patterns through speech, movement, body percussion, and unpitched instruments

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| <b>Literacy Standard:</b><br>Students will read and notate music. | Student is beginning to demonstrate an understanding of the concepts taught. | Student inconsistently demonstrates an understanding of the concepts taught. | Student consistently demonstrates an understanding of the concepts taught. | Student applies and extends concepts taught. |

**Students will:**

- Read iconic notation for high/low, fast/slow, and long/short sounds
- Read iconic notation for form

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| <b>Response Standard:</b><br>Students will listen to, analyze and describe music. | Student is beginning to demonstrate an understanding of the concepts taught. | Student inconsistently demonstrates an understanding of the concepts taught. | Student consistently demonstrates an understanding of the concepts taught. | Student applies and extends concepts taught. |

**Students will:**

- Analyze and/or describe high/low, fast/slow, long/short, up/down, and loud/soft
- Identify aural examples of music from various historical periods and cultures
- Identify various uses of music
- Identify roles of musicians
- Show respect for music form various cultures and historical periods
- Identify same/different form patterns
- Respond through purposeful movement

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| <b>Response Standard:</b><br>Students will evaluate music and music performances. | Student is beginning to demonstrate an understanding of the concepts taught. | Student inconsistently demonstrates an understanding of the concepts taught. | Student consistently demonstrates an understanding of the concepts taught. | Student applies and extends concepts taught. |

**Students will:**

- Relate personal reactions to musical selections
- Demonstrate respect for the musical efforts and opinions of others

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| <b>Connections Standard:</b><br>Students will relate music to the other arts and disciplines outside the arts. | Student is beginning to demonstrate an understanding of the concepts taught. | Student inconsistently demonstrates an understanding of the concepts taught. | Student consistently demonstrates an understanding of the concepts taught. | Student applies and extends concepts taught. |

**Students will:**

Recognize commonalities between music and the other arts

Demonstrate the character traits of responsibility, self-discipline, and perseverance while participating in music

Identify ways in which the principles and subject matters of other content areas taught in school including language arts, mathematics, science, and social studies are related to music

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| <b>Connections Standard:</b><br>Students will relate music to history and culture. (including movement) | Student is beginning to demonstrate an understanding of the concepts taught. | Student inconsistently demonstrates an understanding of the concepts taught. | Student consistently demonstrates an understanding of the concepts taught. | Student applies and extends concepts taught. |

**Students will:**

Identify aural examples of music from various historical periods and cultures

Identify various uses of music

Identify roles of musicians

Show respect of music from various cultures and historical periods