**Music Core Arts Standards - K-4 Quick Reference**

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| **Anchor Standard 1***(imagine)* | Generate and conceptualize artistic ideas and work |
| **Enduring Understanding** | *Creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources.* |
| **Essential Question** | *How do musicians generate creative ideas?* |
| **“I Can” Statement Cr1.1** | I can *improvise rhythms and melodies* on a classroom instrument (2-4)I can *create musical ideas* (K-1) |

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| **Anchor Standard 2***(plan and make)* | Organize and develop artistic ideas and work |
| **Enduring Understanding** | *Musicians’ creative choices are influenced by their expertise, context and expressive intent* |
| **Essential Question** | *How do musicians make creative decisions?*  |
| **“I Can” Statement****Cr2.1** | I can *create musical ideas for a purpose and notate* them. (3-4)I can *create musical ideas that show expression and notate* them. (1-2)I can *notate or organize my favorite musical ideas* (K) |

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| **Anchor Standard 3***(evaluate and refine/ present)* | Refine and complete artistic work |
| **Enduring Understanding** | * *Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria*
* *Musician’s Presentation of creative work is the culmination of a process of creation and communication*
 |
| **Essential Question** | * *How do musicians improve the quality of their creative work?*
* *When is creative work ready to share?*
 |
| **“I Can” Statement****Cr3.1** | I can *evaluate and revise* my own musical ideas to show improvement (4)I can *evaluate and revise* my own musical ideas (K-3)  |
| **“I Can” Statement****Cr3.2** | I can *perform and discuss* my musical ideas (2-4)I can *share* my musical ideas (K-1) |

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| **Anchor Standard 4***(select/ analyze/ interpret)* | Select, analyze and interpret artistic work for presentation |
| **Enduring Understanding** | * *Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire*
* *Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance*
* *Performers make interpretive decisions based on their understanding of context and expressive intent*
 |
| **Essential Question** | * *How do performers select repertoire?*
* *How does understanding of the structure and context of musical works inform performance?*
* *How do performers interpret musical works?*
 |
| **“I Can” Statement”****Pr4.1** | I can *select appropriate music* for a performance (2-4)I can *choose interesting music* for a performance (K-1) |
| **“I Can” Statement”****Pr4.2** | I can *read and perform rhythmic and melodic patterns* and talk about what’s there (music concepts and structure) (2-4)I can *read and perform rhythm patterns* and talk about what’s there (music concepts) (1) I can talk about *musical contrasts* in songs we perform (high/low, loud/soft, same/different) (K) |
| **“I Can” Statement”****Pr4.3** | I can *explain* how music *expresses its intent* (2-4)I can *show the expression* of the music (dynamics, tempo, voice quality) (K-1) |

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| **Anchor Standard 5***(Rehearse, evaluate, refine)* | Develop and refine artistic techniques and work for presentation |
| **Enduring Understanding** | *To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria* |
| **Essential Question** | *How do musicians improve the quality of their performance?* |
| **“I Can” Statement”****Pr5.1** | I can *evaluate and revise* my performance. |

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| **Anchor Standard 6***(present)*  | Convey meaning through the presentation of artistic work |
| **Enduring Understanding** | *Musicians judge performance based on criteria that vary across time, place and cultures.* |
| **Essential Question** | * *When is a performance judged ready to present?*
* *How do context and the manner in which musical work is presented influence audience response?*
 |
| **“I Can” Statement”****Pr6.1** | I can *perform* in front of an audience *with proper behavior* |

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| **Anchor Standard 7***(select/ analyze)* | Perceive and analyze artistic work |
| **Enduring Understanding** | * *Individuals’ selection of musical works is influenced by their interests, experiences, understanding and purposes*
* *Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music*
 |
| **Essential Question** | * *How do individuals choose music to experience?*
 |
| **“I Can” Statement”****Pr7.1** | I can explain why I *select music for a specific purpose* (1-4)I can say *why I like one song* better than another (K) |
| **“I Can” Statement”****Re7.2** | I can explain the *parts and context* of a piece of music .  “*What’s there*?” (3-4)I can describe how *music concepts*, like pitch, beat and melody, *are used for a purpose “What’s there?*” (1-2)I can show how *musical concepts*, like beat, pitch or melody are used in music (K) |

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| **Anchor Standard 8***(interpret)* |  | Interpret intent and meaning of artistic work |
| **Enduring Understanding** |  | *Through their use of elements and structures of music, creators and performers provide clues to their expressive intent* |
| **Essential Question** |  | *How do we discern the musical creators’ and performers’ expressive intent?* |
| **“I Can” Statement”****Re8.1** |  | I can explain how *expressive qualities*, like dynamics and tempo, *reflect the music’s intent. “Why is it there?*” (2-4)I can *show how music expresses its meaning* with tempo, dynamics and other musical expressions. (K-1) |

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| **Anchor Standard 9***(evaluate)* | Apply criteria to evaluate work |
| **Enduring Understanding** | *The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria*  |
| **Essential Question** | *How do we judge the quality of musical work(s) and performance(s)?* |
| **“I Can” Statement”****Re9.1** | Using what I’ve learned, I can *evaluate music*. (3-4)I can *evaluate music using personal and expressive preferences* (1-2)I can *say why I like* a piece of music. |

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| **Anchor Standard 10** | Synthesize and relate knowledge and personal experiences to make art |
| **Enduring Understanding** | *Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding*  |
| **Essential Question** | *How do musicians make meaningful connections to creating, performing and responding?* |
| **“I Can” Statement”****Cn10.1** | I can use what I’ve learned to create, perform and respond to music**.** |

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| **Anchor Standard 11** | Relate artistic ideas and works with societal, cultural and historical context to deepen understanding  |
| **Enduring Understanding** | *Understanding connections to varied contexts and daily life enhances musicians’ creating, performing and responding*  |
| **Essential Question** | *How do the other arts, other disciplines, contexts and daily life inform creating, performing and responding to music?* |
| **“I Can” Statement”****Cn11.1** | I can understand the relationship of music to other subjects and daily life. |

***Grade 4:***

***Create:*** *I can compose music with specific guidelines*

**Cr1.1 -** I can *improvise rhythms and melodies* on a classroom instrument

**Cr2.1 -** I can *create musical ideas* *for a purpose and* *notate* them

**Cr3.1 -** I can *evaluate and revise* my own musical ideas to show improvement

**Cr3.2 -** I can *perform and discuss* my musical ideas

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Improvise Rhythmic and melodic patterns (call and response) and accompaniments on classroom instruments (recorder, xylophone, boomwhackers, unpitched percussion) | M1(3-4)-2a | Formative through observation. |
| Compose music with specific guidelines for recorder and/or rhythmic instruments | M1(3-4)-2b | Department Created formative and summative |
| Play G,A,B,C,D, low E and low D on soprano recorder | M3(3-4)-1b | Formative through observation |
| Write and identify notes on the treble clef staff | M1(3-4)-1c | Department created formative and summative  |
| Play and switch between 2-3 chords on ukulele | M3(3-4)-1b | Formative through observation |

***Perform:*** *I can perform music alone or in a group*

**Pr4.1 -** I can *select appropriate music* for a performance.

**Pr4.2 -** I can *read and perform rhythmic and melodic patterns* and talk about what’s there (music concepts and structure).

**Pr4.3 -** I can *explain* how the music *expresses its intent*

**Pr5.1 -** I can *evaluate and revise* my performance.

**Pr6.1 -** I can *perform* in front of an audience *with proper behavior*

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Read, play and identify Q,QR, EE, SSSS, H, dotted H, HR, W, WR and syncopations EQE and Dotted Q-E | M1(3-4)-1a | Formative through observation |
| Play written ostinati on classroom instruments | M3(3-4)-1b | Formative through observation |
| Play G,A,B,C,D, low E and low D on soprano recorder | M3(3-4)-1b | Formative through observation |
| Write and identify notes on the treble clef staff | M1(3-4)-1c | Department created formative |
| Sing rounds and partner songs | M3(3-4)-1a | Formative through observation |
| Select, arrange and critique music for performance | M4(3-4)-1a/bM4(3-4)-2a | Formative through observation Department created self evaluation forms  |

***Respond:*** *I can listen to and respond to music.*

**Re7.1 -** I can explain why I *select music for a specific purpose.*

**Re7.2 -** I can explain the *parts and context* of a piece of music .  *“What’s There?”*

**Re8.1 -** I can explain how *expressive qualities*, like dynamics and tempo, reflect the music’s intent. “*Why is is there*?”

**Re9.1 -** Using what I’ve learned, I can *evaluate music*.

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Listen to and discuss music of various cultures, styles and genres using proper music terminology | M2(3-4)-1a/b | Formative through observation |
| Evaluate individual and class performances.  | M4(3-4)-2a/b | Formative through observation |
| Identify and discuss  musical elements and simple forms (AABA, AABB, rondo) | M4(3-4)-1a/b/c | Formative through observation  |
| Identify instruments of the orchestra visually and aurally  |  | Formative through observationLink Up materials  |

***Connect:***

**Cn10.1 -** I can use what I’ve learned to create, perform and respond to music**.**

**Cn11.1 -** I can understand the relationship of music to other subjects and daily life.

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Rhythmic and melodic dictation of learned rhythms and notes (G,A,B) | M1(3-4)-1c | Formative: observations and multiple choice tests |

**Grade 3:**

**Create:** I can compose music with specific guidelines

**Cr1.1 -** I can *improvise rhythms and melodies* on a classroom instrument

**Cr2.1 -** I can *create musical ideas for a purpose and notate* them.

**Cr3.1 -** I can *evaluate and revise* my own musical ideas

**Cr3.2 -** I can *perform and discuss* my musical ideas

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Improvise rhythmic patterns (call and response) and accompaniments on classroom instruments (recorder, xylophone, boomwhackers, unpitched percussion) | M1(3-4)-2a | Formative through observation |
| Compose music with specific guidelines for recorder and/or rhythmic instruments | M1(3-4)-2b | Department created formative |
| Write and perform melodies using solfege syllables (voice and barred instruments)  | M1(3-4)-1c | Formative through observationDepartment created formative |
| Play G,A,B,C,D on soprano recorder | M3(3-4)-1b | Formative through observation |
| Write and identify notes on the treble clef staff | M1(3-4)-1c | Department created formative and summative |

**Perform:** *I can perform music alone or in a group*

**Pr4.1 -** I can *select appropriate music* for a performance.

**Pr4.2 -** I can *read and perform rhythmic and melodic patterns* and talk about what’s there (music concepts and structure).

**Pr4.3 -** I can *explain* how the music *expresses its intent*

**Pr5.1 -** I can *evaluate and revise* my performance.

**Pr6.1 -** I can *perform* in front of an audience *with proper behavior*

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Read, play and identify Q,QR, EE, SSSS, H, dotted H, HR, W, WR and syncopations EQE and dotted Q-E | M1(3-4)-1a | Formative through observation |
| Play written ostinati on classroom instruments | M3(3-4)-1b | Formative through observation |
| Play G,A,B,C,D on soprano recorder | M3(3-4)-1b | Formative and summative through observation? |
| Write and identify notes on the treble clef staff | M1(3-4)-1c | Department created formative and summative |
| Sing solfege syllables with hand signs (sol-mi-la-do-re-high do – pentatonic scale) | M1(3-4)-1c | Formative through observation |
| Sing rounds and partner songs | M3(3-4)-1a | Formative through observation |
| Select, arrange and critique music for performance | M4(3-4)-1a/bM4(3-4)-2a | Formative through observation Department created self evaluation forms  |

**Respond:** *I can listen to and respond to music.*

**Re7.1 -** I can explain why I *select music music for a specific purpose*.

**Re7.2 -** I can explain the *parts and context* of a piece of music .  “*What’s There?”*

**Re8.1 -** I can explain how *expressive qualities*, like dynamics and tempo, reflect the music’s intent. “*Why is is there?*”

**Re9.1 -** Using what I’ve learned, I can evaluate music.

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Listen to and discuss music of various cultures using music terminology | M2(3-4)-1a/b | Formative through observation  |
| Evaluate individual and class performances.  | M4(3-4)-2a/b | Formative through observation |
| Identify and discuss  musical elements and simple forms (AABA, AABB, Rondo) | M4(3-4)-1a/b/c | Formative through observation  |
| Identify instruments of the orchestra visually and aurally  |  | Formative through observationLink Up materials  |

**Connect:**

**Cn10.1 -** I can use what I’ve learned to create, perform and respond to music**.**

**Cn11.1 -** I can understand the relationship of music to other subjects and daily life.

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Rhythmic dictation of learned notes | M1(3-4)-1c | Formative through observation |

**Grade 2**

**Create:** *I can create music with specific guidelines*

**Cr1.1 -** I can *improvise rhythms and melodies* on a classroom instrument

**Cr2.1 -** I can *create musical ideas that show expression and notate* them.

**Cr3.1 -** I can *evaluate and revise* my own musical ideas

**Cr3.2 -** I can *perform and discuss* my musical ideas

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Improvise rhythm patterns (call and response) and accompaniments | M1(K-2)-2b | Model Cornerstone Assessment: Creating or formative through observation |
| Play solfege melodies on xylophone | M3(K-2)-1b | Formative through observation |
| Write 2, 3 and 4 beat rhythm patterns | M1(K-2)-1b | Department created formative  |
| Write melodies using solfege patterns | M1(K-2)-1c | Department created formative  |

**Perform:** *I can perform music alone or in a group*

**Pr4.1 -** I can *select appropriate music* for a performance.

**Pr4.2 -** I can *read and perform rhythmic and melodic patterns* and talk about what’s there (music concepts and structure).

**Pr4.3 -** I can *explain* how the music *expresses its intent.*

**Pr5.1 -** I can *evaluate and revise* my performance.

**Pr6.1 -** I can *perform* in front of an audience *with proper behavior*

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Sing prepared selection | M3(K-2)-1a | Model Cornerstone Assessment: Performing or formative through observation  |
| Read, play and identify Q, QR, EE, SSSS, H, HR, W, and WR | M1(K-2)-1a | Department created formative and summative |
| Perform rhythm in a song or chant | M1(K-2)-1aM3(K-2)-1b | Department created formative and summative  |
| Sing solfege syllables with hand signs(do-re-mi-sol-la) | M1(K-2)-1cM4(K-2)-2b | Formative through observation |
| Play written ostinati on classroom instruments (xylophone, boomwhackers, unpitched percussion) | M3(K-2)-1b | Formative through observation  |
| Select, arrange and critique music for performance | M4(K-2)-1a/bM4(K-2)-2a | Formative  through observation |
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**Respond:** *I can listen to and respond to music.*

**Re7.1 -** I can explain why I *select music for a specific purpose*.

**Re7.2 -** I can describe how *music concepts*, like pitch, beat and melody, *are used for a purpose*.  *“What’s there?*”

**Re8.1 -** I can explain how *expressive qualities*, like dynamics and tempo, *reflect the music’s intent*. “*Why is is there?*”

**Re9.1 -** I can *evaluate music using personal and expressive preferences.*

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Listen to and discuss music of various cultures using age appropriate music vocabulary | M2(K-2)-1a/b | Formative through observation Department created self evaluation forms  |
| Identify, through discussion and movement, musical forms (AB/ABA, verse/refrain) | M4(K-2)-1bM4(K-2)-2b | Formative through observation  |
| Identify musical elements in recorded music, comparing and contrasting different versions of the same composition   | M4(K-2)-2a | Model Cornerstone Assessment: Responding or formative through observation  |

**Connect:**

**Cn10.1 -** I can use what I’ve learned to create, perform and respond to music**.**

**Cn11.1 -** I can understand the relationship of music to other subjects and daily life.

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Rhythmic dictation of learned rhythms | M1(K-2)-1a | Formative through observation  |

**Grade 1**

**Create:** *I can create music with specific guidelines*

**Cr1.1 -** I can *create musical ideas*

**Cr2.1 -** I can *create musical ideas that show expression and notate* them.

**Cr3.1 -** I can *evaluate and revise* my own musical ideas

**Cr3.2 -** I can *share* my musical ideas

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Improvise rhythm patterns | M1(K-2)-2b | Formative through observation  |
| Echo sing melodies | M3(k-2)-1a | Formative through observation |
| Play solfege melodies on xylophone | M3(K-2)-1b | Formative through observation  |
| Write 2, 3 and 4 beat rhythm patterns | M1(K-2)-1b | Department created formative  |
| Write melodies using solfege patterns | M1(K-2)-1c | Department created formative  |

**Perform:** *I can perform music alone or in a group*

**Pr4.1 -** I can *choose interesting music* for a performance.

**Pr4.2 -** I can *read and perform rhythm patterns* and talk about what’s there (music concepts)

**Pr4.3 -** I can *show the expression* of the music (dynamics, tempo, voice quality)

**Pr5.1 -** I can *evaluate and revise* my performance.

**Pr6.1 -** I can *perform* in front of an audience *with proper behavior*

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Describe, identify and discuss comparatives (high/low, loud/soft, fast/slow) in performance selections | M4(K-2)-1aM4(K-2)-2a | Formative through observation |
| Read, play and identify Q, QR, EE, H, HR and W | M1(K-2)-1a | Formative through observation |
| Perform steady beat or rhythm in a song or chant | M1(K-2)-1aM3(K-2)-1b | Formative through observation |
| Sing songs alone and with others | M3(K-2)-1a | Formative through observation |
| Select, arrange and critique music for performance | M4(K-2)-1a/bM4(K-2)-2a | Formative through observation |
| Sing solfege syllables with hand signs(sol-mi-la-do) | M1(K-2)-1cM4(K-2)-2b | Formative through observation |

**Respond:** *I can listen to and respond to music.*

**Re7.1 -** I can explain why I *select music for a specific purpose*.

**Re7.2 -** I can describe how *music concepts*, like pitch, beat and melody, *are used for a purpose. “What’s there”***Re8.1 -** I can *show how music expresses its meaning* with tempo, dynamics and other musical expressions.

**Re9.1 -** I can *evaluate music using personal and expressive preferences.*

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Listen to and discuss music of various cultures | M2(K-2)-1a/b | Formative through observation |
| Identify, through discussion and movement, simple musical forms (AB/ABA; verse/refrain) | M4(K-2)-1bM4(K-2)-2b | Formative through observation  |
| Explore vocal sounds and tone quality of the voice | M4(K-2)-1c | Formative through observation  |
| Demonstrate steady beat – movement, body percussion and classroom instruments | M3(K-2)-1bM2(K-2)-2a | Formative through observation  |

**Connect:**

**Cn10.1 -** I can use what I’ve learned to create, perform and respond to music**.**

**Cn11.1 -** I can understand the relationship of music to other subjects and daily life.

**Kindergarten**

**Create:** *I can create music with specific guidelines*

**Cr1.1 -** I can *create musical ideas*

**Cr2.1 -** I can *notate or organize my favorite musical ideas*

**Cr3.1 -** I can *evaluate and revise* my own musical ideas

**Cr3.2 -** I can *share* my musical ideas

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Improvise rhythm patterns | M1(K-2)-2b | Formative through observation |
| Echo sing melodies | M3(k-2)-1a | Formative through observation |
| Write melodies using solfege patterns | M1(K-2)-1c | Formative through observationDepartment created formative  |
| Play solfege melodies on xylophone | M3(K-2)-1b | Formative through observation |
| Write 2 and 4 beat rhythm patterns | M1(K-2)-1b | Formative through observation |

**Perform:** *I can perform music alone or in a group*

**Pr4.1 -** I can *choose interesting music* for a performance.

**Pr4.2 -** I can talk about *musical contrasts* in songs we perform (high/low, loud/soft, same/different)

**Pr5.1 -** I can *evaluate and revise* my performance.

**Pr6.1 -** I can *perform* in front of an audience *with proper behavior*

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Describe, identify and discuss comparatives (high/low, loud/soft, fast/slow) in performance selections. | M4(K-2)-1aM4(K-2)-2a | Formative through observation/ |
| Read, play and identify Q, QR, EE, H and W | M1(K-2)-1a | Formative through observation |
| Perform steady beat or rhythm in a song or chant | M1(K-2)-1aM3(K-2)-1b | Formative through observation |
| Sing songs alone and with others | M3(K-2)-1a | Formative through observation |
| Select, arrange and critique music for performance | M4(K-2)-1a/bM4(K-2)-2a | Formative through observation |
| Sing solfege syllables with hand signs(sol-mi-la) | M1(K-2)-1cM4(K-2)-2b | Formative through observation |

**Respond:** *I can listen to and respond to music.*

**Re7.1 -** I can say *why I like one song* better than another

**Re7.2 -** I can show how *musical concepts*, like beat, pitch or melody are used in music. **Re8.1 -** I can *show how music expresses its meaning* with tempo, dynamics and other musical expressions.

**Re9.1 -** I can *say why I like* a piece of music.

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Listen to and discuss music of various cultures | M2(K-2)-1a/b | Formative through observation |
| Identify, through discussion and movement, simple musical forms (AB/ABA) | M4(K-2)-1bM4(K-2)-2b | Formative through observation  |
| Explore vocal sounds and tone quality of the voice | M4(K-2)-1c | Formative through observation |
| Demonstrate steady beat – movement, body percussion and classroom instruments | M3(K-2)-1bM2(K-2)-2a | Formative through observation  |

**Connect:**

**Cn10.1 -** I can use what I’ve learned to create, perform and respond to music**.**

**Cn11.1 -** I can understand the relationship of music to other subjects and daily life.

***Pre-K:***

***Create:***

***Cr1.1*** *- With substantial guidance, explore and experience a variety of music.*

***Cr2.1*** *- A. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments)*

 *B. With substantial guidance, select and keep track of the order of performing original ideas, using iconic notation and/or recording technology*

***Cr3.1*** *- With substantial guidance,  consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.*

***Cr3.2*** *- With substantial guidance, share revised personal musical ideas with peers.*

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Improvise vocalizations in a head voice | N/A | Formative through observation |
| Improvise movements to a song. | N/A | Formative through observation.   |
| Explore favorite musical ideas through echoing.  | N/A | Formative through observation.   |
| Create rhythm patterns using iconic notation (ap-ple, pear, etc.) | N/A | Formative through observation |

***Perform:***

***Pr4.1*** *- With substantial guidance, demonstrate and state preference for varied musical selections.*

***Pr4.2*** *- With substantial guidance, explore and demonstrate awareness of musical contrasts.*

***Pr4.3*** *- With substantial guidance, explore music’s expressive qualities (such as voice quality, dynamics, and tempo)*

***Pr5.1*** *- A. With substantial guidance, practice and demonstrate what they like about their own performances.*

 *B. With substantial guidance, apply personal, peer, and teacher feedback to refine performances.*

***Pr6.1*** *- With substantial guidance, perform music with expression.*

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Expressively sings songs alone and with others.  | N/A | Formative through observation |
| Echo sing melodies | N/A | Formative through observation |
| Play rhythm patterns on classroom percussion. | N/A | Formative through observation |
| Describe, identify and discuss comparatives (high/low, loud/soft, fast/slow) in performance selections. | N/A | Formative through observation |

***Respond:***

***Re7.1*** *- With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.*

***Re7.2*** *- With substantial guidance, explore musical contrasts in music.*

***Re8.1*** *- With substantial guidance, explore music’s expressive qualities (such as dynamics and tempo).*

***Re9.1*** - *With substantial guidance, talk about personal and expressive preferences in music.*

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Show musical contrasts and qualities with body movement.   (high/low,  loud/soft, long/short, tempo)  | N/A | Formative through observation. |
| Listen to and discuss music of various cultures.  | N/A | Formative through observation. |

***Connect:***

***Cn10.0*** *- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.*

***Cn11.0*** *- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.*

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| **Skills/Tasks** | **RI GSE’s** | **Assessment** |
| Relate songs/skills to Pre-K experience. (safe play/movement; careful listening; rhyming words; syllabic reading)  | N/A | Formative through observation.   |
| Vocal exploration through songs, stories, visuals, manipulatives. | N/A | Formative through observation.   |
| Relate counting songs to math skills  in Pre-K classroom.   | N/A | Formative through observation.   |
| Performs fingerplays to accompany singing.  (drama connection) | N/A | Formative through observation.   |
| Perform favorite songs at home.   | N/A | Formative through observation.   |