

Standard	What students need to know (CONCEPTS)	What students are able to do (SKILLS)	Student-friendly language
<p>K.GM.Cr.1.A With guidance, explore and experience music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.</p>	<ul style="list-style-type: none"> ● Music concepts: SUCH AS <ul style="list-style-type: none"> ○ Pitch ○ Short rhythms ○ Vocal timbres ○ Movement ○ Musical contrasts: <ul style="list-style-type: none"> ■ high/low ■ loud/soft ■ up/down ■ long/short ■ same/different ○ Textures ○ Sequence ○ Ways to define music 	<ul style="list-style-type: none"> ● Explore music ● Experience music 	<p>I can explore loud and soft music.</p> <p>I can explore high and low sounds.</p> <p>I can explore ways to use my voice.</p> <p>I can explore long and short sounds.</p> <p>I can explore patterns of sounds.</p> <p>I can move to match music.</p> <p>I can explore what music means.</p> <p>I can...</p>

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<p>1.GM.Cr1.A With limited guidance, explore and improvise musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures, or movement.</p> <p>2.GM.Cr1.A Use pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement.</p>	<ul style="list-style-type: none"> ● Music concepts SUCH AS <ul style="list-style-type: none"> ○ Pitch ○ Short rhythms ○ Different vocal/instrumental timbres ○ Musical textures ○ Movement ○ (2nd) pentatonic melodies 	<ul style="list-style-type: none"> ● Music skills SUCH AS <ul style="list-style-type: none"> ○ Explore ○ improvise 	<p>I can explore pitch.</p> <p>I can explore short rhythms.</p> <p>I can explore different voices.</p> <p>I can explore instrument sounds.</p> <p>I can explore movement.</p> <p>I can explore pentatonic songs.</p> <p>I can improvise with Do, Re, Mi.</p> <p>I can improvise a four beat rhythm.</p> <p>I can improvise a four measure rhythm.</p> <p>I can improvise movements.</p> <p>I can improvise a pentatonic melody.</p> <p>I can improvise using different voices.</p> <p>I can improvise a melody shape.</p>

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<p>3.GM.Cr1.A Use pitch and rhythm to improvise vocal, instrumental, and/or movement ideas within a context (such as question and answer phrases or a simple accompaniment/ostinato)</p>	<ul style="list-style-type: none"> ● Music concepts such as: <ul style="list-style-type: none"> ○ Pitch ○ Rhythm ○ Vocal/Instrumental timbres ○ Movement ○ Question/Answer Phrases ○ Simple ostinato Accompaniment 	<ul style="list-style-type: none"> ○ improvise 	<p>I can improvise different pitches with my voice.</p> <p>I can improvise using different pitches on classroom instruments.</p> <p>I can improvise simple rhythms using Classroom instruments.</p> <p>I can improvise question/answer style phrases.</p> <p>I can improvise a simple ostinato.</p>

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<p>4.GM.Cr1.A Use pentatonic melodies in major/minor, simple accompaniments, introductions, codas or question/answer phrases to improvise rhythmic, melodic, harmonic and/or movement ideas within a context (such as social, cultural, historical, etc.)</p> <p>5.G.Cr1.A Use modes/scale based melodies in major/minor, simple/complex rhythms, and accompaniments to improvise rhythmic, melodic, harmonic and/or movement ideas within a context (such as social cultural historical, etc.)</p>	<ul style="list-style-type: none"> ● Musical concepts SUCH AS: <ul style="list-style-type: none"> ○ modes/scale based melody ○ Pentatonic melodies ○ Major/minor ○ Simple accompaniments ○ Intro/Coda ○ Question/Answer Phrases ○ Rhythm ○ Melody ○ Harmony ○ Movement ○ Social, cultural, historical contexts 	<ul style="list-style-type: none"> ○ improvise 	<p>I can use a pentatonic/major/minor scale to improvise a melody.</p> <p>I can improvise a question and answer rhythm/melody.</p> <p>I can improvise a question and answer phrase in ____ song. (cultural/historical/social context)</p> <p>I can improvise a simple intro/coda.</p> <p>I can improvise a simple accompaniment.</p>

ELEMENTARY MUSIC: CREATE

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<p>K.GM.Cr.1.B With guidance, using voices, body percussion, instruments, and movement, improvise musical ideas (rhythmically and non-rhythmically) to accompany songs, poems, stories or listening examples.</p>	<ul style="list-style-type: none"> - Musical ideas 	<p>With guidance:</p> <ul style="list-style-type: none"> - Use Voices, Body percussion, Instruments, and Movement - accompany songs, poems, stories, or listening examples 	<ul style="list-style-type: none"> - I CAN create a musical idea. - I CAN use my _____ to improvise to song, poem, a story, or listening examples. (voice/body percussion/instrument)

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<p>1.GM.Cr1.B With limited guidance, using voices, body percussion, instruments, and movement, generate musical ideas (such as beat/rhythm patterns, melodies with limited pitches, movement, etc.) to accompany a song, poem, or story.</p> <p>2.GM.Cr1.B Use body percussion, instruments, movement, singing and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.)</p>	<ul style="list-style-type: none"> - musical ideas, including: <ul style="list-style-type: none"> - beat/rhythmic patterns - melodies with limited pitches - movement - musical ideas, including rhythm patterns and pentatonic melodies 	<ul style="list-style-type: none"> - <u>create</u> a musical idea - <u>use</u> Voices, Body percussion, Instruments, and Movement - <u>accompany</u> songs, poems, stories, or listening examples - Create a musical idea - Use body percussion, movement, singing, and/or vocal timbres 	<p>I CAN create my own beat to go with a song, poem, story.</p> <p>I CAN create rhythmic patterns to go with a song, poem, or story.</p> <p>I CAN create a melody to go with a song, poem, or story.</p> <p>I CAN explore ways to use my voice to go with song, poem, or story.</p> <p>I CAN explore ways to use an instrument to go with song, poem, or story.</p> <p>I CAN explore ways to move my body to go with song, poem, or story.</p> <p>I CAN create rhythmic patterns.</p> <p>I CAN create melodies.</p> <p>I CAN use body percussion to come up with my own musical ideas.</p> <p>I CAN use instruments to come up with my own musical ideas.</p> <p>I CAN use my voice to come up with my own musical ideas.</p>

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<p>3.GM.Cr1.B Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using limited note values to generate musical ideas.</p>	<ul style="list-style-type: none"> - Musical ideas: <ul style="list-style-type: none"> - 2-4 measure musical idea - rhythm patterns - pentatonic melodies. 	<ul style="list-style-type: none"> - Improvise - Compose 	<ul style="list-style-type: none"> - I CAN improvise a 2-4 measure melody. - I CAN improvise a 2-4 measure rhythmic pattern. - I CAN compose a 2 - 4 measure melody. - I CAN compose a 2-4 measure rhythmic pattern.
<p>4.GM.Cr1.B Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using grade-appropriate note values in binary/ternary form to generate musical ideas within a given tonality, form and/or rhythmic set.</p>	<ul style="list-style-type: none"> - 2-4 measure musical idea - rhythm patterns - pentatonic melodies - Binary/ternary form - Tonality - Rhythmic set 	<ul style="list-style-type: none"> - Improvise - Compose 	<ul style="list-style-type: none"> - I CAN improvise a 2-4 measure melody. - I CAN improvise a 2-4 measure rhythmic pattern. - I CAN compose a 2-4 measure melody. - I CAN compose a 2-4 measure rhythmic pattern.
<p>5.GM.Cr1.B Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or an extended rhythm pattern using grade-appropriate note values in various forms to generate musical ideas within a given</p>	<ul style="list-style-type: none"> - 2-4 measure musical idea - rhythm patterns - pentatonic melodies - Binary/ternary form - Tonality - Rhythmic set 	<ul style="list-style-type: none"> - Improvise - Compose 	<ul style="list-style-type: none"> - I CAN improvise a 2-4 measure melody. - I CAN improvise a 2-4 measure rhythmic pattern. - I CAN compose a 2-4 measure melody. - I CAN compose a 2-4 measure rhythmic pattern.

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<p>3.GM.Cr2.A Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.</p> <p>4-5.GM.Cr2.A Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition.</p>	<ul style="list-style-type: none"> ● Selecting musical ideas for performance ● Reasons for selecting ● musical ideas for performance ● Reasons for selecting 	<p>Demonstrate</p> <p>Discuss</p> <p>Demonstrate</p> <p>Discuss ideas for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arranging <input type="checkbox"/> Improvising <input type="checkbox"/> Composing 	<p>I can tell about how I chose my musical ideas.</p> <p>I can make decisions about creating music and discuss my decisions.</p> <p>I can demonstrate my musical ideas.</p> <p>I can discuss how I chose my musical ideas.</p> <p>I can demonstrate my musical ideas.</p>

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<p>K.GM.Cr2.B With guidance, using digital media or pictures to notate a short musical idea, organize personal musical ideas using iconic notation and/or recording technology.</p> <p>1.GM.Cr2.B With limited guidance, using digital media or pictures to notate a short musical passage, organize personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.)</p>	<p>Notation shown by</p> <ul style="list-style-type: none"> ○ Digital media ○ Pictures <p>Notation shown by</p> <ul style="list-style-type: none"> ● Digital media ● Pictures 	<ul style="list-style-type: none"> ● Organize personal musical ideas <ul style="list-style-type: none"> <input type="checkbox"/> Iconic notation <input type="checkbox"/> Recording technology ● Organize personal musical ideas <ul style="list-style-type: none"> <input type="checkbox"/> Pitches <input type="checkbox"/> Sound/silence <input type="checkbox"/> High/low <input type="checkbox"/> Long/short 	<ul style="list-style-type: none"> ● I can write down my musical ideas using pictures. ● I can organize my musical ideas with pictures. ● I can organize musical ideas with recording tools. ● I can write down my musical ideas about _____ using pictures. ● I can record my musical ideas about _____ using technology.

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<p>2.GM.Cr2.B Use iconic or standard notation and/or recording technology to sequence and document <u>musical ideas</u> (such as four beat rhythm/melodic patterns, introduction, coda, etc.)</p> <p>3.GM.Cr2.B <i>(such as grade-appropriate rhythm/melodic pattern, introduction, coda, interlude, etc.)</i></p> <p>4.GM.Cr2.B <i>(such as simple harmonies)</i></p> <p>5.GM.Cr2.B <i>(such as two-chord harmonies)</i></p>	<ul style="list-style-type: none"> ● Musical Ideas ● Notation <ul style="list-style-type: none"> ○ Iconic ○ Standard ○ Recording 	<ul style="list-style-type: none"> ● Sequence musical ideas ● Document musical ideas <ul style="list-style-type: none"> <input type="checkbox"/> 4 beat rhythmic patterns <input type="checkbox"/> 4 beat melodic patterns <input type="checkbox"/> Musical elements (intro, coda, etc.) 	<p>I can put musical ideas in order.</p> <p>I can write down musical ideas using Pictures.</p> <p>I can write down musical ideas using notes</p>

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<p>K.GM.Cr3.A With guidance, using teacher-given vocabulary, apply feedback to refine personal musical ideas.</p> <p>1.GM.Cr3.A With limited guidance, using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discuss and apply feedback to refine personal musical ideas.</p>	<ul style="list-style-type: none"> ● teacher-given vocabulary ● Personal musical ideas 	<ul style="list-style-type: none"> ● Apply feedback ● refine 	<p>I can make changes to my musical ideas.</p> <p>I can discuss my musical ideas.</p> <p>I can discuss the voices I hear.</p> <p>I can discuss the instruments I hear.</p> <p>I can discuss the sequence of the song.</p>

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<p>2.GM.Cr3.A Interpret and apply feedback, using vocabulary such as voices/instruments, same/different, introduction, sequence, and coda, to revise personal music.</p> <p>3.GM.Cr3.A Interpret and apply feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics to revise personal music.</p>	<ul style="list-style-type: none"> ● Voices/Instruments ● Same/Different ● Sequence ● Intro/Interlude/Coda 	<ul style="list-style-type: none"> ○ Interpret ○ Apply Feedback ○ Revise personal Music 	<p>I can use feedback from my peers to improve my musical performance.</p> <p>I can use peer feedback to improve my musical composition.</p> <p>I can give constructive feedback to my peers.</p> <p>I can use use music vocabulary to give my classmates feedback.</p>

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<p>4.GM.Cr3.A Interpret and apply collaboratively developed feedback to revise personal music over time such as a created introduction, sequence, interlude, and/or coda.</p> <p>5.GM.Cr3.A Interpret and apply collaboratively developed feedback to revise personal music over time such as the efficacy of a created introduction, sequence, or coda, use of form, two-part composition or other characteristic of a created piece of music.</p>	<p>Personal music with:</p> <ul style="list-style-type: none"> ● Introduction ● Sequence ● Interlude ● Coda <p>Personal music:</p> <ul style="list-style-type: none"> ● Introduction ● Sequence ● Coda ● Form ● 2-part composition 	<ul style="list-style-type: none"> ● Interpret feedback to revise personal compositions. ● Collaborate with fellow students to improve personal musical creations. <ul style="list-style-type: none"> ● Interpret feedback to revise personal compositions. ● Collaborate with fellow students to improve personal musical creations. 	<ul style="list-style-type: none"> ● I can listen to what my classmates say and improve my personal musical creations. ● I can work with the students in my group to improve personal musical creations. <ul style="list-style-type: none"> ● I can listen to what my classmates say and improve my personal musical creations. ● I can work with the students in my group to improve personal musical creations.

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<p>K-1.GM.Cr3.B With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of personal musical ideas.</p> <p>2.GM.Cr3.B Demonstrate a final version of personal musical ideas using created vocal. Instrumental or movement pieces.</p>	<ul style="list-style-type: none"> ● Personal musical ideas ● Personal musical ideas 	<p>Demonstrate</p> <p>Demonstrate</p>	<p>I can sing my musical ideas</p> <p>I can play my musical ideas with instruments.</p> <p>I can perform my musical ideas with body percussion.</p> <p>I can sing my musical ideas.</p> <p>I can play my musical ideas with instruments.</p> <p>I can perform my musical ideas with body percussion.</p>

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<p>3-5.GM.Cr3.B Demonstrate a final version of personal musical ideas using created vocal, instrumental or movement pieces through performance.</p> <p>5th: or two-part created piece</p>	<ul style="list-style-type: none"> Personal musical ideas 	<p>Demonstrate</p>	<p>I can sing creative musical ideas</p> <p>I can play creative musical ideas with my soprano recorder</p> <p>I can present with body percussion creative musical ideas</p> <p>I can sing with a friend a creative musical ideas</p> <p>I can play with a friend creative musical ideas with my soprano recorder</p> <p>I can present body percussion with a friend using creative musical ideas</p>

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