

Standard	What students need to know (CONCEPTS)	What students are able to do (SKILLS)	Student-friendly language
<p><b>K.GM.Cr.1.A</b>  <b>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.</b></p>	<ul style="list-style-type: none"> <li>● Music concepts: SUCH AS               <ul style="list-style-type: none"> <li>○ Pitch</li> <li>○ Short rhythms</li> <li>○ Vocal timbres</li> <li>○ Movement</li> <li>○ Musical contrasts:                   <ul style="list-style-type: none"> <li>■ high/low</li> <li>■ loud/soft</li> <li>■ up/down</li> <li>■ long/short</li> <li>■ same/different</li> </ul> </li> <li>○ Textures</li> <li>○ Sequence</li> <li>○ Ways to define music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Explore music</li> <li>● Experience music</li> </ul>	<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><b>1.GM.Cr1.A</b>  <b>With limited guidance, explore and improvise musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures, or movement.</b></p> <p><b>2.GM.Cr1.A</b>  <b>Use pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement.</b></p>	<ul style="list-style-type: none"> <li>● Music concepts SUCH AS               <ul style="list-style-type: none"> <li>○ Pitch</li> <li>○ Short rhythms</li> <li>○ Different vocal/instrumental timbres</li> <li>○ Musical textures</li> <li>○ Movement</li> <li>○ (2nd) pentatonic melodies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Music skills SUCH AS               <ul style="list-style-type: none"> <li>○ Explore</li> <li>○ improvise</li> </ul> </li> </ul>	<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><b>3.GM.Cr1.A</b>  <b>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)</b></p>	<ul style="list-style-type: none"> <li>● Music concepts such as:               <ul style="list-style-type: none"> <li>○ Pitch</li> <li>○ Rhythm</li> <li>○ Vocal/Instrumental timbres</li> <li>○ Movement</li> <li>○ Question/Answer Phrases</li> <li>○ Simple ostinato Accompaniment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ improvise</li> </ul>	<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><b>4.GM.Cr1.A</b> 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><b>5.G.Cr1.A</b> 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"> <li>● Musical concepts SUCH AS:               <ul style="list-style-type: none"> <li>○ modes/scale based melody</li> <li>○ Pentatonic melodies</li> <li>○ Major/minor</li> <li>○ Simple accompaniments</li> <li>○ Intro/Coda</li> <li>○ Question/Answer Phrases</li> <li>○ Rhythm</li> <li>○ Melody</li> <li>○ Harmony</li> <li>○ Movement</li> <li>○ Social, cultural, historical contexts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ improvise</li> </ul>	<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><b>K.GM.Cr.1.B</b>  <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.</b></p>	<ul style="list-style-type: none"> <li>- Musical ideas</li> </ul>	<p>With guidance:</p> <ul style="list-style-type: none"> <li>- Use Voices, Body percussion, Instruments, and Movement</li> <li>- accompany songs, poems, stories, or listening examples</li> </ul>	<ul style="list-style-type: none"> <li>- I CAN create a musical idea.</li> <li>- I CAN use my _____ to improvise to song, poem, a story, or listening examples. (voice/body percussion/instrument)</li> </ul>

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<p><b>1.GM.Cr1.B</b>  <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.</b></p> <p><b>2.GM.Cr1.B</b>  <b>Use body percussion, instruments, movement, singing and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.)</b></p>	<ul style="list-style-type: none"> <li>- musical ideas, including:               <ul style="list-style-type: none"> <li>- beat/rhythmic patterns</li> <li>- melodies with limited pitches</li> <li>- movement</li> </ul> </li>   <li>- musical ideas, including rhythm patterns and pentatonic melodies</li> </ul>	<ul style="list-style-type: none"> <li>- <u>create</u> a musical idea</li> <li>- <u>use</u> Voices, Body percussion, Instruments, and Movement</li> <li>- <u>accompany</u> songs, poems, stories, or listening examples</li>   <li>- Create a musical idea</li> <li>- Use body percussion, movement, singing, and/or vocal timbres</li> </ul>	<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><b>3.GM.Cr1.B</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"> <li>- Musical ideas:               <ul style="list-style-type: none"> <li>- 2-4 measure musical idea</li> <li>- rhythm patterns</li> <li>- pentatonic melodies.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Improvise</li> <li>- Compose</li> </ul>	<ul style="list-style-type: none"> <li>- I CAN improvise a 2-4 measure melody.</li> <li>- I CAN improvise a 2-4 measure rhythmic pattern.</li> <li>- I CAN compose a 2 - 4 measure melody.</li> <li>- I CAN compose a 2-4 measure rhythmic pattern.</li> </ul>
<p><b>4.GM.Cr1.B</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"> <li>- 2-4 measure musical idea</li> <li>- rhythm patterns</li> <li>- pentatonic melodies</li> <li>- Binary/ternary form</li> <li>- Tonality</li> <li>- Rhythmic set</li> </ul>	<ul style="list-style-type: none"> <li>- Improvise</li> <li>- Compose</li> </ul>	<ul style="list-style-type: none"> <li>- I CAN improvise a 2-4 measure melody.</li> <li>- I CAN improvise a 2-4 measure rhythmic pattern.</li> <li>- I CAN compose a 2-4 measure melody.</li> <li>- I CAN compose a 2-4 measure rhythmic pattern.</li> </ul>
<p><b>5.GM.Cr1.B</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"> <li>- 2-4 measure musical idea</li> <li>- rhythm patterns</li> <li>- pentatonic melodies</li> <li>- Binary/ternary form</li> <li>- Tonality</li> <li>- Rhythmic set</li> </ul>	<ul style="list-style-type: none"> <li>- Improvise</li> <li>- Compose</li> </ul>	<ul style="list-style-type: none"> <li>- I CAN improvise a 2-4 measure melody.</li> <li>- I CAN improvise a 2-4 measure rhythmic pattern.</li> <li>- I CAN compose a 2-4 measure melody.</li> <li>- I CAN compose a 2-4 measure rhythmic pattern.</li> </ul>





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<p><b>3.GM.Cr2.A</b> Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.</p> <p><b>4-5.GM.Cr2.A</b> 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"> <li>• Selecting musical ideas for performance</li> <li>• Reasons for selecting</li>   <li>• musical ideas for performance</li> <li>• Reasons for selecting</li> </ul>	<p>Demonstrate Discuss</p> <p>Demonstrate Discuss ideas for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arranging</li> <li><input type="checkbox"/> Improvising</li> <li><input type="checkbox"/> Composing</li> </ul>	<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><b>K.GM.Cr2.B</b>  <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.</b></p> <p><b>1.GM.Cr2.B</b>  <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.)</b></p>	<p>Notation shown by</p> <ul style="list-style-type: none"> <li>○ Digital media</li> <li>○ Pictures</li> </ul> <p>Notation shown by</p> <ul style="list-style-type: none"> <li>● Digital media</li> <li>● Pictures</li> </ul>	<ul style="list-style-type: none"> <li>● Organize personal musical ideas               <ul style="list-style-type: none"> <li><input type="checkbox"/> Iconic notation</li> <li><input type="checkbox"/> Recording technology</li> </ul> </li>   <li>● Organize personal musical ideas               <ul style="list-style-type: none"> <li><input type="checkbox"/> Pitches</li> <li><input type="checkbox"/> Sound/silence</li> <li><input type="checkbox"/> High/low</li> <li><input type="checkbox"/> Long/short</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● I can write down my musical ideas using pictures.</li> <li>● I can organize my musical ideas with pictures.</li> <li>● I can organize musical ideas with recording tools.</li>   <li>● I can write down my musical ideas about _____ using pictures.</li> <li>● I can record my musical ideas about _____ using technology.</li> </ul>

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<p><b>2.GM.Cr2.B</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><b>3.GM.Cr2.B</b> <i>(such as grade-appropriate rhythm/melodic pattern, introduction, coda, interlude, etc.)</i></p> <p><b>4.GM.Cr2.B</b> <i>(such as simple harmonies)</i></p> <p><b>5.GM.Cr2.B</b> <i>(such as two-chord harmonies)</i></p>	<ul style="list-style-type: none"> <li>● Musical Ideas</li> <li>● Notation               <ul style="list-style-type: none"> <li>○ Iconic</li> <li>○ Standard</li> <li>○ Recording</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Sequence musical ideas</li> <li>● Document musical ideas               <ul style="list-style-type: none"> <li><input type="checkbox"/> 4 beat rhythmic patterns</li> <li><input type="checkbox"/> 4 beat melodic patterns</li> <li><input type="checkbox"/> Musical elements (intro, coda, etc.)</li> </ul> </li> </ul>	<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><b>K.GM.Cr3.A</b>  <b>With guidance, using teacher-given vocabulary, apply feedback to refine personal musical ideas.</b></p> <p><b>1.GM.Cr3.A</b>  <b>With limited guidance, using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discuss and apply feedback to refine personal musical ideas.</b></p>	<ul style="list-style-type: none"> <li>● teacher-given vocabulary</li> <li>● Personal musical ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Apply feedback</li> <li>● refine</li> </ul>	<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><b>2.GM.Cr3.A</b>  <b>Interpret and apply feedback, using vocabulary such as voices/instruments, same/different, introduction, sequence, and coda, to revise personal music.</b></p> <p><b>3.GM.Cr3.A</b>  <b>Interpret and apply feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics to revise personal music.</b></p>	<ul style="list-style-type: none"> <li>● Voices/Instruments</li> <li>● Same/Different</li> <li>● Sequence</li> <li>● Intro/Interlude/Coda</li> </ul>	<ul style="list-style-type: none"> <li>○ Interpret</li> <li>○ Apply Feedback</li> <li>○ Revise personal Music</li> </ul>	<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><b>4.GM.Cr3.A</b>  <b>Interpret and apply collaboratively developed feedback to revise personal music over time such as a created introduction, sequence, interlude, and/or coda.</b></p> <p><b>5.GM.Cr3.A</b>  <b>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.</b></p>	<p>Personal music with:</p> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Sequence</li> <li>● Interlude</li> <li>● Coda</li> </ul> <p>Personal music:</p> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Sequence</li> <li>● Coda</li> <li>● Form</li> <li>● 2-part composition</li> </ul>	<ul style="list-style-type: none"> <li>● Interpret feedback to revise personal compositions.</li> <li>● Collaborate with fellow students to improve personal musical creations.</li> </ul> <ul style="list-style-type: none"> <li>● Interpret feedback to revise personal compositions.</li> <li>● Collaborate with fellow students to improve personal musical creations.</li> </ul>	<ul style="list-style-type: none"> <li>● I can listen to what my classmates say and improve my personal musical creations.</li> <li>● I can work with the students in my group to improve personal musical creations.</li> </ul> <ul style="list-style-type: none"> <li>● I can listen to what my classmates say and improve my personal musical creations.</li> <li>● I can work with the students in my group to improve personal musical creations.</li> </ul>

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<p><b>K-1.GM.Cr3.B</b>  <b>With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of personal musical ideas.</b></p> <p><b>2.GM.Cr3.B</b>  <b>Demonstrate a final version of personal musical ideas using created vocal. Instrumental or movement pieces.</b></p>	<ul style="list-style-type: none"> <li>● Personal musical ideas</li>   <li>● Personal musical ideas</li> </ul>	<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><b>3-5.GM.Cr3.B</b>  <b>Demonstrate a final version of personal musical ideas using created vocal, instrumental or movement pieces through performance.</b></p> <p><b>5th: or two-part created piece</b></p>	<ul style="list-style-type: none"> <li>• Personal musical ideas</li> </ul>	<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>



## ELEMENTARY MUSIC: CREATE