|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard:** **Connections**  **Description: *Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal setting, and to interpersonal interactions.*** | | | | |
| **Performance Indicator: A. The Arts and History and World Cultures**: **Students identify ways that music plays a part in family or community life in their own and other world cultures.** | | | | |
| **Scoring Criteria for**  **Learning Targets** | **1**  **Not Proficient** | **2**  **Partially Proficient** | **3**  **Proficient** | **4**  **Exceeds Proficiency** |
| K – The student does not demonstrate understanding of celebrations.  1 – The student is not able to list any musical characteristics or purposes.  2 – The student is not able to list characteristics of music of his/her own and another culture.  The student is not able to make any connections between music and our national identity.  The student is unable to recognize “The Star Spangled Banner.” | K – The student shares experiences from celebrations, but makes no musical connection.  1 – The student lists characteristics or purposes of music, but not those of the culture studied.  2 – The student lists characteristics of music of his/her own and another culture.  The student makes some connections between music and our national identity.  The student identifies “The Star Spangled Banner” as a patriotic song. | K – The student explains how music can be used during celebrations. (Happy Birthday, Christmas Carols, etc.)  1 – The student lists characteristics and purposes of music of a particular culture.  2 – The student compares musical selections from his/her own and another culture, listing characteristics that are similar and those that are different.  The student explains how music helps represent our national identity.  The student identifies “The Star Spangled Banner” as the national anthem of the U.S.A. |  |
|  |  |  |  |  |
| **Learning Targets by Grade Level –**  **“I can…” Statements** | Grade K  I can…  Perform songs that are part of celebrations. | Grade 1  I can…  Perform and listen to music of a culture and list characteristics and purposes of the music of that culture. | Grade 2  I can…  Compare music from my culture and another culture and list things that are the same and things that are different.  Perform American patriotic and/or historical songs and explain how the songs reflect our national identity.  Recognize our national anthem, “The Star Spangled Banner.” |  |
|  | | | | |
| **Clarifying Notes for Teachers:** |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard:** **Connections**  **Description: *Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interactions.*** | | | | |
| **Performance Indicator: B The Arts and Other Disciplines**; **Students identify connections between music and other disciplines.** | | | | |
| **Scoring Criteria for**  **Learning Targets** | **1**  **Not Proficient** | **2**  **Partially Proficient** | **3**  **Proficient** | **4**  **Exceeds Proficiency** |
| K – The student does not use movement to accompany a musical selection.  The student does not recognize or use patterns in music.  The student is unable to learn mnemonic songs.  The student does not read either standard or non-standard notation.  1 – The student does not create a work of visual art.  The student chooses chants and songs but makes no connection to another academic subject.  2 – The student is unable to make the connection between math skills and rhythm. | K – The student uses movement to accompany a musical selection.  The student uses patterns in music.  The student learns mnemonic songs but does not make the connection that they are an aid to learning facts.  The student reads standard and non-standard notation.  1 – The student creates a work of visual art, but it does not obviously reflect the musical selection and the student is unable to explain the correlation.  The student chooses chants and song with no obvious connection to another academic subject, but is able to give a connective explanation.  2 – The student uses basic math skills to read, write and perform rhythm. | K – The student uses expressive movement to respond to characteristics of a musical selection.  The student identifies and uses patterns in music.  The student uses songs as an aid for memorizing facts in other academic subjects (i.e. – The Alphabet Song)  The student reads standard and non-standard notation from left to right.  1 – The student creates a work of visual art that reflects the characteristics of a musical selection.  The student chooses chants and songs with subject matter relating to another academic subject. (i.e. – a “bug” song during the study of insects in science)  2 – The student uses basic math skills to correctly read, write and perform rhythm. |  |
|  |  |  |  |  |
| **Learning Targets by Grade Level –**  **“I can…” Statements** | Grade K  I can…  Move to music in a way that shows what I hear.  Find patterns when I listen to music and create patterns when I perform music.  Use chants and songs to help me memorize things.  Read from left to right. | Grade 1  I can…  Create a piece of art that shows what I hear when I listen to music.  Choose chants or songs that relate to something I’m learning. | Grade 2  I can…  Use my math skills to read, write and perform rhythm. |  |
|  | | | | |
| **Clarifying Notes for Teachers:** |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Standard:** **Connections**  **Description: *Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal setting, and to interpersonal interactions.*** | | | | | | |
| **Performance Indicator: C. Students identify positive interpersonal and intrapersonal skills that impact the quality of their music and their participation and success in music.** | | | | | | |
| **Scoring Criteria for**  **Learning Targets** | **1**  **Not Proficient** | | **2**  **Partially Proficient** | **3**  **Proficient** | **4**  **Exceeds Proficiency** | |
| K – The student takes no steps for improvement.  The student participates in few or no music class activities.  The student demonstrates a fixed mindset.  The student does not begin or end each musical performance with silence.  When listening or performing, the student often makes sounds that do not belong in the musical selection.  The student rarely plays instruments with care and correct technique.  The student demonstrates behavior that indicates little or no effort when performing/composing music.  The student rarely demonstrates appropriate audience behavior.  The student rarely listens with respect to music from other cultures.  The student rarely uses appropriate strategies to resolve conflicts with peers in music class.  The student rarely moves in a safe and controlled manner in the music room.  The student rarely uses appropriate physical contact during music activities.  1 – When performing a musical selection the student does not begin the piece with the group, stay with the group or end the piece with the group.  The student rarely demonstrates teamwork when performing or composing with a partner or group.  The student rarely puts the music ahead of personal desire.  2 – The student gives feedback on classmates’ performances/compositions.  The student listens to feedback. | | K – The student sets goals and self assesses.  The student participates in most music class activities.  The student sometimes demonstrates a growth mindset and sometimes demonstrates a fixed mindset.  The student begins or ends each musical performance with silence.  When listening or performing, the student occasionally makes sounds that do not belong in the musical selection.  The student plays instruments with care and correct technique most of the time.  The student demonstrates behavior that indicates some effort when performing/composing music.  The student demonstrates appropriate audience behavior most of the time.  The student listens with respect to music from other cultures most of the time.  The student uses appropriate strategies to resolve conflicts with peers in music class most of the time.  The student moves in a safe and controlled manner in the music room most of the time.  The student uses appropriate physical contact during music activities most of the time.  1 – When performing a musical selection the student either begins the piece with group, stays with the group or ends the piece with the group.  The student demonstrates teamwork when performing or composing with a partner or group most of the time.  The student sometimes puts the music ahead of personal desire.  2 – The student gives feedback on classmates’ performances/compositions in a respectful and non-demeaning way.  The student listens to feedback with grace. | K – The student sets goals, self assesses, makes a plan for self-improvement based on the self-assessment, practices and re-assesses.  The student participates in all music class activities.  The student demonstrates a growth mindset.  The student begins and ends each musical performance with silence.  When listening or performing, the student makes only sounds that belong in the musical selection.  The student plays instruments with care and correct technique.  The student demonstrates behavior that indicates a high level of effort when performing/composing music.  The student demonstrates appropriate audience behavior.  The student listens with respect to music from other cultures.    The student uses appropriate strategies to resolve conflicts with peers in music class.  The student moves in a safe and controlled manner in the music room.  The student uses appropriate physical contact during music activities.  1-When performing a musical selection the student begins the piece with the group, stays with the group and ends the piece with the group.  The student demonstrates teamwork when performing or composing with a partner or group.  The student makes decisions according to what is best for the music rather than personal desire.  2 – The student gives constructive feedback on classmates’ performances/compositions in a respectful and non-demeaning way.  The student listens to feedback with grace and uses feedback to improve a performance/composition. |  | |
|  |  | |  |  |  | |
| **Learning Targets by Grade Level –**  **“I can…” Statements** | Grade K  I can…  Set goals, assess my performance, make a plan for improvement, practice and assess my performance again.  Participate in all music class activities.  Learn all the skills and knowledge taught in music class.  Begin and end each musical performance with silence.  Make only sounds that belong in the music.  Play instruments carefully and use them the right way.  Try my best when performing or composing.  Behave appropriately when I am a member of an audience.  Listen respectfully to music of other cultures.  Use appropriate strategies to resolve conflicts in music class.  Move my body safely during music activities.  Use appropriate physical contact during music activities. | | Grade 1  I can…  Begin a song with the group, stay with the group and end with the group.  Demonstrate teamwork when performing or composing with a partner or group.  Makes decisions that are best for the music. | Grade 2  I can…  Give constructive feedback to my classmates in a respectful and non-demeaning way.  Accept feedback gracefully and use it to improve my performance or composition. |  | |
|  | | | | | | |
| **Clarifying Notes for Teachers:** |  |  | |  | |  |
|  |  |  | |  | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard:** **Connections**  **Description: *Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal setting, and to interpersonal interactions.*** | | | | |
| **Performance Indicator: D.**  **Impact of the Arts on Lifestyle and Career: Students identify the activities and musical purposes of amateur and professional musicians.** | | | | |
| **Scoring Criteria for**  **Learning Targets** | **1**  **Not Proficient** | **2**  **Partially Proficient** | **3**  **Proficient** | **4**  **Exceeds Proficiency** |
| The student does not recognize the term, “musician.”  The student is unable to list a musical activity.  1 – The student does not recognize the term, “composer.”  2 – The student is unable to list a musical career.  The student chooses musical selections that have no connection to the stated emotion or idea and is unable to explain the choice.  The student is unable to comment on a musical selection. | K – The student uses the term, “musician.”  The student lists one or two musical activities.  1 – The student uses the term, “composer.”  2 – The student lists one or two musical careers.  The student chooses musical selections that do not obviously express the stated emotion or idea, but is able to explain the choice.  The student gives an opinion of a musical selection. | K – The student defines and uses the term, “musician.”  The student lists a variety of musical activities.  1 – The student defines and uses the term, “composer.”  2 – The student lists a variety of musical careers.  The student chooses musical selections to express various emotions and ideas.  The student labels musical selections with emotion words. |  |
|  |  |  |  |  |
| **Learning Targets by Grade Level –**  **“I can…” Statements** | Grade K  I can…  Use the word, “musician” correctly and tell what it means.  List several music activities. | Grade 1  I can…  Use the word, “composer” correctly and tell what it means. | Grade 2  I can…  List several music careers.  Choose music to express an emotion or idea.  Listen to music and tell how it makes me feel. |  |
|  | | | | |
| **Clarifying Notes for Teachers:** |  |  |  |  |
|  |  |  |  |  |