|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. Students explain how the study of music helps people understand history and/or world cultures and explain purposes for making music in different times and places, including cultural traditions, personal expression, and communication of beliefs.** | | | | |
| **Scoring Criteria for**  **Learning Targets** | **1**  **Not Proficient** | **2**  **Partially Proficient** | **3**  **Proficient** | **4**  **Exceeds Proficiency** |
|  |  | 3-The student describes the historical context of an American patriotic or historical song.  The student explains how an American patriotic or historical song expresses the history, cultural traditions or beliefs of the United States.  The student identifies significant composers from various genres of music, (i.e. Beethoven, Duke Ellington)  The student identifies one or more major works of a selected composer. (i.e. Beethoven’s 5th Symphony)  4-The student explains how music was important to the different ethnic groups that settled Maine.  The student compares and contrasts the purposes of music of long ago and today. (i.e. Sea Chanteys as work songs) |  |
|  |  |  |  |  |
| **Learning Targets by Grade Level –**  **“I can…” Statements** | Grade 3  I can… | Grade 4  I can… | Grade 5  I can… |  |
|  | | | | |
| **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.**  **Students describe characteristics shared between and among the arts and other disciplines.** | | | | |
| **Scoring Criteria for**  **Learning Targets** | **1**  **Not Proficient** | **2**  **Partially Proficient** | **3**  **Proficient** | **4**  **Exceeds Proficiency** |
|  |  | 3-The student describes the relationship between instrument size and pitch.  The student explains how a piece of art and a musical selection can express the same idea or emotion.  4-The student explains the similarities between decoding and reading fluency in ELA and in reading musical notation. |  |
|  |  |  |  |  |
| **Learning Targets by Grade Level –**  **“I can…” Statements** | Grade 3  I can… | Grade 4  I can… | Grade 5  I can… |  |
|  | | | | |
| **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 and demonstrate choices that will lead to success in the arts including time management, positive interpersonal interactions, skill development, and goal setting.** | | | | |
| **Scoring Criteria for**  **Learning Targets** | **1**  **Not Proficient** | **2**  **Partially Proficient** | **3**  **Proficient** | **4**  **Exceeds Proficiency** |
|  |  | 3-The student demonstrates planning and focus when performing.  The student shows awareness of the other musicians in the ensemble and demonstrates understanding of his/her role in the group.  4-The student demonstrates appropriate time management skills when practicing an instrument at home.  The student behaves as a positive, contributing member of the music ensemble. |  |
|  |  |  |  |  |
| **Learning Targets by Grade Level –**  **“I can…” Statements** | Grade 3  I can… | Grade 4  I can… | Grade 5  I can… |  |
|  | | | | |
| **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.**  **Students describe the contribution of the arts on lifestyle and career choices.** | | | | |
| **Scoring Criteria for**  **Learning Targets** | **1**  **Not Proficient** | **2**  **Partially Proficient** | **3**  **Proficient** | **4**  **Exceeds Proficiency** |
|  |  | 3-The student lists personal and technical characteristics necessary for a particular music career.  4-The student displays the dedication necessary to gain proficiency playing a musical instrument. |  |
|  |  |  |  |  |
| **Learning Targets by Grade Level –**  **“I can…” Statements** | Grade 3  I can… | Grade 4  I can… | Grade 5  I can… |  |
|  | | | | |
| **Clarifying Notes for Teachers:** |  |  |  |  |
|  |  |  |  |  |