



## Kindergarten Music Priority Standards

<b>21st Century Universal Constructs</b>	<b>Universal Construct Call Number</b>	<b>Priority Standards</b> (Items to be shown on report cards)	<b>Learning Objectives</b>	<b>I Can Statements</b> (Other Student Expectations)	<b>Assessments</b> (How do I know if they are meeting expectations?)
Complex Communication Collaboration Creativity Productivity and Accountability	m.k.1	Uses song, speech and movement to effectively communicate, collaborate with a group, and produce a musical product. (DOK 2)	<ol style="list-style-type: none"><li>Shows ability to employ a singing voice by singing responses to questions that are sung in the context of singing games.</li><li>Develops pitch matching skills, alone and in groups.</li></ol>	<ul style="list-style-type: none"><li>I can sing a song in unison with my classmates.</li><li>I can match pitch alone and in a group.</li></ul>	(identify formative, summative)
Complex Communication Creativity Collaboration Productivity and Accountability	m.k.2	Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product. (DOK 2)	<ol style="list-style-type: none"><li>Performs with the group by maintaining the beat shared by the group.</li><li>Explores various levels of body percussion (claps, snaps, pats, stamps)</li><li>Performs steady beat and simple rhythmic patterns on unpitched percussion.</li></ol>	<ul style="list-style-type: none"><li>I can keep the beat on an instrument with the group.</li><li>I can use body percussion (claps, snaps, pats, stamps)</li><li>I can perform a steady beat on unpitched percussion</li></ul>	
Complex Communication Creativity Collaboration Flexibility and adaptability Productivity and Accountability	m.k.3	Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process (DOK 3, 4)	<ol style="list-style-type: none"><li>Improvise musical answers by singing or playing instruments in response to musical questions.</li></ol>	<ul style="list-style-type: none"><li>I can sing and play question and answer songs.</li></ul>	
Complex	m.k.4	Demonstrates literacy by	<ol style="list-style-type: none"><li>Uses an established</li></ol>	<ul style="list-style-type: none"><li>I can read and write ta and</li></ul>	

<p>Communication</p> <p>Collaboration</p> <p>Productivity and Accountability</p>		<p>reading and notating music fluently using appropriate process and systems. (DOK 4)</p>	<p>notation system to read and notate simple rhythm patterns.</p> <p>2. Uses iconic (picture) notation to help tell a story, providing sounds that are appropriate to the icons.</p>	<p>ti-ti</p> <ul style="list-style-type: none"> <li>I can connect rhythms to pictures/ words</li> </ul>	
<p>Critical Thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Productivity and Accountability</p>	m.k.5	<p>Listens, responds, describes, analyzes and evaluates music critically. (DOK 3, 4)</p>	<p>1. Creates a dance based on the form of a simple ABA musical example</p> <p>2. Compares and contrasts two performances of the same song, and is able to articulate how they are the same or different.</p>	<ul style="list-style-type: none"> <li>I can create a dance to an ABA form song.</li> <li>I can compare and contrast two different performances of the same song.</li> </ul>	



# 1st Grade Music Priority Standards

21st Century Universal Constructs	Universal Construct Call Number	Priority Standards (Items to be shown on report cards)	Learning Objectives	I Can Statements (Other Student Expectations)	Assessments (How do I know if they are meeting expectations?)
Complex Communication  Collaboration  Creativity  Productivity and Accountability	m.1.1	Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product. (DOK 3, 4)	<ol style="list-style-type: none"><li>Shows ability to employ a singing voice by singing responses to questions that are sung in the context of singing games</li><li>Develops pitch matching skills, alone and in groups.</li><li>Creates expressive movement to accompany a song or recording.</li><li>Uses expressive speech and articulation to describe music.</li><li>Practices creative movement alone and in groups.</li></ol>	<ul style="list-style-type: none"><li>I can sing a call and response song.</li><li>I can match pitch alone and in groups.</li><li>I can create movement as I listen to a song.</li><li>I can describe what I hear in music using musical terms.</li><li>I can practice creative movement alone and in a group.</li></ul>	
Complex Communication  Collaboration	m.1.2	Uses instruments and body percussion to effectively communicate, collaborate	<ol style="list-style-type: none"><li>Performs with the group by maintaining the beat shared by</li></ol>	<ul style="list-style-type: none"><li>I can perform with a group and maintain a beat.</li><li>I can demonstrate various types</li></ul>	

Creativity  Productivity and Accountability		with a group, and produce a musical product. (DOK 2)	the group. 2. Explores various levels of body percussion (claps, snaps, pats, stamps) 3. Performs steady beat and simple rhythmic patterns on unpitched percussion.	of body percussion. ● I can perform perform the beat and simple rhythms on an unpitched percussion instrument.	
Complex Communication  Collaboration  Productivity and accountability	m.1.3	Demonstrates literacy by reading and notating music fluently using appropriate processes and systems. (DOK 4)	1. Uses an established notation system to read and notate simple rhythm patterns. 2. Uses a staff to read and notate simple melodies with a controlled number of pitches 3. Uses iconic (picture) notation to help tell a story, providing sounds that are appropriate to the icons.	<ul style="list-style-type: none"> <li>● I can read and write ta and ti-ti</li> <li>● I can read and notate the on the notes middle C → High A on the Treble Staff</li> <li>● I can connect rhythms to pictures/ words</li> </ul>	
Critical thinking  Creativity  Collaboration  Productivity and accountability	m.1.4	Listens, responds, describes, analyzes and evaluates music critically. (DOK 3, 4)	1. Creates a dance based on the form of a simple ABA musical example 2. Compares and contrasts two performances of the same song, and is able to articulate how they are the same or different 3. Describes the mood or purpose	<ul style="list-style-type: none"> <li>● I can create a dance to an ABA form song.</li> <li>● I can compare and contrast two different performances of the same song.</li> <li>● I can describe the mood of a piece of music.</li> <li>● I can use musical terms to describe what I hear in a song.</li> </ul>	

			<p>of a song by drawing conclusions based on knowledge of musical style --for example, is able to articulate why a song is a good lullaby</p> <p>4. Expresses preference for songs using musical terms</p>		
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## 2nd Grade Music Priority Standards



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21st Century Universal Constructs	Universal Construct Call Number	Priority Standards (Items to be shown on report cards)	Learning Objectives	I Can Statements (Other Student Expectations)	Assessments (How do I know if they are meeting expectations?)
Complex Communication  Creativity  Productivity and accountability	m.2.1	Uses song, speech and movement to effectively communicate, collaborate with a group, and produce a musical product. (DOK 3, 4)	<ol style="list-style-type: none"> <li>Shows ability to employ a singing voice by singing responses to questions that are sung in the context of singing games</li> <li>Develops pitch matching skills, alone and in groups.</li> <li>Creates expressive movement to accompany a song or recording.</li> <li>Uses expressive speech and articulation to describe music.</li> <li>Practices creative movement alone and in groups.</li> </ol>	<ul style="list-style-type: none"> <li>I can sing call and response songs.</li> <li>I can match pitch by myself and with others.</li> <li>I can create movements to songs alone and with others.</li> <li>I can describe what I hear in a song.</li> <li>I can practice creative movements alone and in a group.</li> </ul>	
Complex Communication  Collaboration  Creativity  Productivity and accountability	m.2.2	Uses instruments and body percussion to effectively communicate, collaborate with a group, and produce a musical product (DOK 4)	<ol style="list-style-type: none"> <li>Performs with the group by maintaining the beat shared by the group.</li> <li>Explores various levels of body percussion (claps, snaps, pats, stamps)</li> <li>Performs steady beat and simple rhythmic patterns on unpitched percussion.</li> </ol>	<ul style="list-style-type: none"> <li>I can keep a beat with a group.</li> <li>I can demonstrate body percussion (claps, snaps, pats, stamps)</li> <li>I can perform a steady beat with a percussion instrument</li> </ul>	
Critical thinking	m.2.3	Demonstrates literacy by	<ol style="list-style-type: none"> <li>Uses an established</li> </ol>	<ul style="list-style-type: none"> <li>I can read and write music</li> </ul>	

Creativity Collaboration Productivity and accountability		reading and notating music fluently using appropriate processes and systems. (DOK 2)	notation system to read and notate simple rhythm patterns 2. Uses a staff to read and notate simple melodies with a controlled number of pitches	<ul style="list-style-type: none"> <li>I can read music on the staff</li> </ul>	
Critical thinking Creativity Collaboration Productivity and accountability	m.2.4	Listens, responds, describes, analyzes and evaluates music critically. (DOK 3, 4)	1. Compares and contrasts two performances of the same song, and is able to articulate how they are the same or different 2. Describes the mood or purpose of a song by drawing conclusions based on knowledge of musical style → for example, is able to articulate why a song is a good lullaby 3. Expresses preference for songs using musical terms.	<ul style="list-style-type: none"> <li>I can compare two versions of the same song.</li> <li>I can describe the mood of a piece of music.</li> <li>I can explain my thoughts about a song using musical terms.</li> </ul>	



## 3rd Grade Music Priority Standards

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21st Century Universal Constructs	Universal Construct Call Number	Priority Standards (Items to be shown on report cards)	Learning Objectives	I Can Statements (Other Student Expectations)	Assessments (How do I know if they are meeting expectations?)
Complex Communication  Creativity  Collaboration  Productivity and Accountability	m.3.1	Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product. (DOK 3, 4)	<ol style="list-style-type: none"><li>1. Sings alone and with others, using accurate pitches, a variety of ethnic, folk, and patriotic songs</li><li>2. Uses rhythmic speech as a performance element or as a tool in learning rhythmic patterns</li><li>3. Incorporates movement or dance into a performance product to enhance the message of music</li></ol>	<ul style="list-style-type: none"><li>• I can sing alone and with others using accurate pitches.</li><li>• I can read and speak rhythms</li><li>• I can perform movement and dance to music</li></ul>	●
Complex Communication  Creativity  Collaboration  Productivity and Accountability	m.3.2	Uses instruments and body percussion to effectively communicate, collaborate with group, and produce a musical product (DOK 4)	<ol style="list-style-type: none"><li>1. Creates and performs on both pitched and unpitched instruments: this can include playing barred instruments in C, F and G pentatonic keys in accompaniment, soloist, and improvisatory styles</li><li>2. Performs rhythmic patterns using 2-4 levels of body percussion</li><li>3. Plays unpitched percussion in a variety of styles</li><li>4. Plays melodic music using a recorder or other instrument</li></ol>	<ul style="list-style-type: none"><li>• I can create and perform music on unpitched percussion instruments.</li><li>• I can perform rhythmic patterns using body percussion</li><li>• I can play melodic music on a recorder.</li></ul>	•



<p>Complex Communication</p> <p>Collaboration</p> <p>Productivity and Accountability</p>	m.3.3	Demonstrates literacy by reading and notating music fluently using appropriate processes and systems. (DOK 2)	<ol style="list-style-type: none"> <li>1. Reads, sings, plays and writes music using standard rhythmic and melodic notation in different tonalities such as pentatonic, major and minor</li> </ol>	<ul style="list-style-type: none"> <li>• I can read, sing and play music in Major, minor and pentatonic tones.</li> </ul>	
<p>Critical Thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Productivity and Accountability</p>	m.3.4	Listens, responds, describes, analyzes and evaluates music critically (DOK 3, 4)	<ol style="list-style-type: none"> <li>1. Identifies basic musical forms (such as AB, ABA Rondo, Theme &amp; Variations) by communicating through writing, drawing, and/or moving.</li> <li>2. Communicates the quality of a performance through writing, discussing, and completing assessment forms using musical terminology</li> <li>3. Aurally identifies specific rhythmic or melodic elements in recorded music</li> <li>4. Identifies vocal and instrumental timbres</li> </ol>	<ul style="list-style-type: none"> <li>• I can identify and communicate musical forms such as AB, ABA, Rondo</li> <li>• I can listen to and describe music performances using musical terms.</li> <li>• I can describe rhythmic and melodic elements in recorded music.</li> <li>• I can identify different types of vocal and instrumental timbres.</li> </ul>	



## 4th Grade Music Priority Standards

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21st Century Universal Constructs	Universal Construct Call Number	Priority Standards (Items to be shown on report cards)	Learning Objectives	I Can Statements (Other Student Expectations)	Assessments (How do I know if they are meeting expectations?)
Complex Communication Collaboration Creativity Productivity and Accountability	m.4.1	Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce musical product. (DOK 3, 4)	<ol style="list-style-type: none"><li>1. Sings alone and with others, using accurate pitches, a variety of ethnic, folk, and patriotic songs.</li><li>2. Uses rhythmic speech as a performance element or as a told in learning rhythmic patterns.</li></ol>	<ul style="list-style-type: none"><li>• I can sing alone and with others using accurate pitches.</li><li>• I can read and speak rhythms</li></ul>	
Complex Communication Collaboration Creativity Productivity and Accountability	m.4.2	Uses instruments and body percussion to effectively communicate, collaborate with a group, and produce a musical product. (DOK 4)	<ol style="list-style-type: none"><li>1. Creates and performs on both pitched and unpitched instruments: this can include playing barred instruments in C, F and G pentatonic keys in accompaniment, soloist, and improvisatory styles</li><li>2. Performs rhythmic patterns using 2-4 levels of body percussion</li><li>3. Plays unpitched percussion in a variety of styles</li><li>4. Plays melodic music using a recorder or other instrument</li><li>5. Plays harmonic music using a piano keyboard.</li></ol>	<ul style="list-style-type: none"><li>• I can create and perform music on unpitched percussion instruments.</li><li>• I can perform rhythmic patterns using body percussion</li><li>• I can play melodic music on a recorder.</li><li>• I can play harmonic music on a piano keyboard.</li></ul>	

<p>Complex Communication</p> <p>Collaboration</p> <p>Productivity and Accountability</p>	m.4.3	Demonstrates literacy by reading and notating music fluently using appropriate processes and systems. (DOK 2)	<ol style="list-style-type: none"> <li>1. Reads, sings, plays, and writes music using standard rhythmic and melodic notation in different tonalities such as pentatonic, major and minor.</li> <li>2. Reads, notates, and performs music using advanced rhythms in a variety of meters</li> </ol>	<ul style="list-style-type: none"> <li>• I can read, sing and play music in Major, minor and pentatonic tones.</li> <li>• I can read, notate and perform rhythms in a variety of meters.</li> </ul>	
<p>Critical thinking</p> <p>Creativity</p> <p>Collaboration</p> <p>Productivity and Accountability</p>	m.4.4	Listens, responds, describes, analyzes and evaluates music critically (DOK 3, 4)	<ol style="list-style-type: none"> <li>1. Identifies basic musical forms (such as AB, ABA Rondo, Theme &amp; Variations) by communicating through writing, drawing, and/or moving.</li> <li>2. Communicates the quality of a performance through writing, discussing, and completing assessment forms using musical terminology</li> <li>3. Aurally identifies specific rhythmic or melodic elements in recorded music</li> <li>4. Identifies vocal and instrumental timbres</li> </ol>	<ul style="list-style-type: none"> <li>• I can identify and communicate musical forms such as AB, ABA, Rondo</li> <li>• I can listen to and describe music performances using musical terms.</li> <li>• I can describe rhythmic and melodic elements in recorded music.</li> <li>• I can identify different types of vocal and instrumental timbres.</li> </ul>	

## K-2 Music Employability Skills Priority Standards



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	<b>Priority Standard</b> (Items to be shown on report cards)	<b>I Can Statements</b> (Other Student Expectations)	<b>Assessments</b> (How do I know if they are meeting expectations?)
m.k-2.ES. 1	<b>Communicate and work appropriately with others to complete tasks (21.K-2.ES.1)</b>	<ol style="list-style-type: none"> <li>1. I can demonstrate good listening skills.</li> <li>2. I can work positively with others.</li> <li>3. I can show appropriate behavior</li> <li>4. I can respect others.</li> <li>5. I can follow directions.</li> </ol>	
m.k-2.ES. 2	<b>Recognize different roles and responsibilities and is open to change. (21.K-2.ES.2)</b>	<ol style="list-style-type: none"> <li>1. I can work independently.</li> <li>2. I can work with others.</li> <li>3. I can complete tasks and activities.</li> <li>4. I can listen attentively.</li> <li>5. I can work to achieve goals.</li> </ol>	
m.k-2.ES. 3	<b>Recognize different roles and responsibilities and is open to change. (21.K-2.ES.3)</b>	<ol style="list-style-type: none"> <li>1. I can be positive with classmates.</li> <li>2. I can listen to others.</li> <li>3. I can share ideas and thoughts.</li> <li>4. I can take responsibility for my own actions.</li> <li>5. I can stay on task until the task is completed.</li> </ol>	



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### 3-5 Music Behavior Priority Standards

	<b>Priority Standard</b> (Items to be shown on report cards)	<b>I Can Statements</b> (Other Student Expectations)	<b>Assessments</b> (How do I know if they are meeting expectations?)
m.3-5.ES.1	<b>Communicate and work appropriately with others emphasizing collaboration and cultural awareness to produce quality work. (21.3-5.ES.1)</b>	<ol style="list-style-type: none"><li>1. I can demonstrate respectful behavior to classmates</li><li>2. I can exhibit appropriate behavior when faced with conflict.</li><li>3. I can recognize the opinions and feelings of others.</li><li>4. I can be an active listener</li><li>5. I can follow directions.</li></ol>	
m.3-5.ES.2	<b>Adjust to various roles and responsibilities and understand the need to be flexible to change (21.3-5.ES2)</b>	<ol style="list-style-type: none"><li>1. I can work well independently and with others.</li><li>2. I can complete tasks and projects</li><li>3. I can listen with an open mind</li><li>4. I am open to change</li><li>5. I understand when to ask "What if?"</li></ol>	
m.3-5.ES.3	<b>Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities (21.3-5.ES.3)</b>	<ol style="list-style-type: none"><li>1. I can understand how to listen to others and to share my own ideas.</li><li>2. I can demonstrate listening, speaking and questioning skills.</li><li>3. I can work as member of a team to complete tasks.</li><li>4. I can take responsibility for my own actions.</li><li>5. I can show willingness to prepare and stay focused on tasks.</li></ol>	