

Elementary Music Philosophy Statement

Waukeee students will explore music through diverse and collaborative experiences to foster growth of their own understanding and to express their creative ideas. Students will connect their musical experiences with their classmates, school, local, and global communities.

	Progress Report Statements	Associated Essential Outcomes
1	Reads and performs rhythms containing quarter notes, quarter rests, and eighth note pairs	S2:A2.1 With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance (MU:Pr4.2.1a) S2:A3.1 Perform rhythmic and melodic patterns (MU:Pr4.2.1b)
2	Creates rhythms containing quarter notes, quarter rests, and eighth note pairs	S1.A1.1 With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose (MU:Cr1.1.1a) S2:A3.1 Perform rhythmic and melodic patterns (MU:Pr4.2.1b)
3	Reads and performs Mi, Sol, and La in guided activities	S2:A3.1 Perform rhythmic and melodic patterns (MU:Pr4.2.1b)
4	Recognizes connections between music, themselves, and the greater world	S4:B1.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.1a)

1st Grade Music Progress Report Statements



Progress Report Statement #1:

Reads and performs rhythms containing quarter notes, quarter rests, and eighth note pairs

Essential Outcomes

- S2:A2.1 With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance (MU:Pr4.2.1a)
- S2:A3.1 Perform rhythmic and melodic patterns (MU:Pr4.2.1b)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can read rhythms containing quarter notes, quarter rests, and eighth note pairs. AND I can perform rhythms containing quarter notes, quarter rests, and eighth note pairs.	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

Progress Report Statement #2:

Creates rhythms containing quarter notes, quarter rests, and eighth note pairs

Essential Outcomes

- S1.A1.1 With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose (MU:Cr1.1.1a)
- S2:A3.1 Perform rhythmic and melodic patterns (MU:Pr4.2.1b)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can improvise rhythms containing quarter notes, quarter rests and eighth note pairs AND I can compose / write down musical patterns containing quarter notes, quarter rests and eighth note pairs	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

1st Grade Music Progress Report Statements



Progress Report Statement #3:

Reads and performs Mi, Sol, and La in guided activities

Essential Outcomes

- S2:A3.1 Perform rhythmic and melodic patterns (MU:Pr4.2.1b)

Exceeds	Secure	Developing	Beginning
<p>I can demonstrate understanding beyond the secure criteria.</p>	<p>I can read Mi, Sol, and La in guided activities.</p> <p>AND</p> <p>I can perform the correct intervals of Mi, Sol, La in guided activities</p> <p>AND</p> <p>I can use their corresponding hand signs</p>	<p>I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding</p>	<p>I show little understanding of the concept and / or significant teacher support is needed</p>

WCSD General Music Curriculum
1st Grade Music Progress Report Statements



Progress Report Statement #4:

Recognizes connections between music, themselves, and the greater world

Essential Outcomes

- S4:B1.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.1a)

Exceeds	Secure	Developing	Beginning
<p>I can demonstrate understanding beyond the secure criteria.</p>	<p>I can recognize connections between music, myself, and the world.</p> <p>AND</p> <p>I can be respectful listening to the connections others make.</p> <p><i>Ex: I can name the ways I am similar to a musician or composer or to another community.</i></p>	<p>I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding</p>	<p>I show little understanding of the concept and / or significant teacher support is needed</p>