

**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.

	<b>Progress Report Statements</b>	<b>Associated Essential Outcomes</b>
<b>1</b>	Reads and performs simple rhythmic patterns	S2:A3.2 Read and perform rhythmic and melodic patterns using iconic and/or standard notation (MU:Pr4.2.2b) S1:B2.2 Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas (MU:Cr2.1.2b)
<b>2</b>	Creates simple rhythms using given criteria	S1:A1.2 Improvise (for self and/or others) rhythmic and melodic patterns and musical ideas for a specific purpose (MU:Cr1.1.2a) S2:A2.2 Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance (MU:Pr4.2.2a)
<b>3</b>	Reads and performs Do, Re Mi, Sol, La in guided activities	S2:A3.2 Read and perform rhythmic and melodic patterns using iconic and/or standard notation (MU:Pr4.2.2b)
<b>4</b>	Describes connections between music, themselves, and the greater world	S4:B1.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.2a)

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**Progress Report Statement #1:**

Reads and performs simple rhythmic patterns

**Essential Outcomes**

- S2:A3.2 Read and perform rhythmic and melodic patterns using iconic and/or standard notation (MU:Pr4.2.2b)
- S1.B2.2 Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas (MU:Cr2.1.2b)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can read and perform simple rhythmic patterns that include half notes and half rests.	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 simple rhythms using given criteria

**Essential Outcomes**

- S1.A1.2 Improvise (for self and/or others) rhythmic and melodic patterns and musical ideas for a specific purpose (MU:Cr1.1.2a)
- S2:A2.2 Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance (MU:Pr4.2.2a)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can compose and/or improvise simple rhythmic patterns that use half notes and half rests.	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

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**Progress Report Statement #3:**

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

**Essential Outcomes**

- S2:A3.2 Read and perform rhythmic and melodic patterns using iconic and/or standard notation (MU:Pr4.2.2b)

Exceeds	Secure	Developing	Beginning
<p>I can demonstrate understanding beyond the secure criteria.</p>	<p>I can read Do, Re, Mi, Sol, and La in guided activities</p> <p>AND</p> <p>I can perform the correct intervals of Do, Re, Mi, Sol, and 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>

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**Progress Report Statement #4:**

Describes connections between music, themselves, and the greater world

**Essential Outcomes**

- S4:B1.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.2a)

Exceeds	Secure	Developing	Beginning
<p>I can demonstrate understanding beyond the secure criteria.</p>	<p>I can describe connections between music, myself, and the greater world.</p> <p>AND</p> <p>I can be respectful in discussions about experiences different from my own.</p> <p><i>Ex: I can describe how music reflects a culture. I can describe how a historical event might shape music of the time. I can describe how music could express my emotions.</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>