

Elementary Music Philosophy Statement

Waukee 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 simple rhythmic patterns	S2:A2.3 Demonstrate understanding of the structure in music selected for performance (MU:Pr4.2.3a) S2:A3.3 Read and perform rhythmic and melodic patterns using iconic and/or standard notation (MU:Pr4.2.3b)
2	Composes simple rhythms and melodies	S1:B2.3 Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas (MU:Cr2.1.3b)
3	Improvises simple rhythms and melodies	S1:A1.3 Improvise (for self and/or others) rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social) (MU:Cr1.1.3a)
4	Reads and performs simple melodic patterns	S2:A3.3 Read and perform rhythmic and melodic patterns using iconic and/or standard notation (MU:Pr4.2.3b) S2:C1.3 Perform music with expression and technical accuracy (MU:Pr6.1.3a)
5	Uses evidence to describe connections between music, themselves, and the greater world	S4:B1.3 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.3a)

WCSD General Music Curriculum
3rd Grade Music Progress Report Statements



Progress Report Statement #1:

Reads and performs simple rhythmic patterns

Essential Outcomes

- S2:A2.3 Demonstrate understanding of the structure in music selected for performance (MU:Pr4.2.3a)
- S2:A3.3 Read and perform rhythmic and melodic patterns using iconic and/or standard notation (MU:Pr4.2.3b)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can read and perform simple rhythmic patterns that include dotted half notes, whole notes, whole rests, and sixteenth notes.	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:

Composes simple rhythms and melodies

Essential Outcomes

- S1:B2.3 Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas (MU:Cr2.1.3b)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can create a simple rhythmic pattern and melody using dotted half notes, whole notes, whole rests, and sixteenth notes AND I can write it down using a notation system.	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

WCSD General Music Curriculum
3rd Grade Music Progress Report Statements



Progress Report Statement #3:
 Improvises simple rhythms and melodies

Essential Outcomes

- S1.A1.3 Improvise (for self and/or others) rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social) (MU:Cr1.1.3a)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	Without preparation, I can create a simple rhythmic patterns and melodies using dotted half notes, whole notes, whole rests, and sixteenth notes	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 #4:
 Reads and performs simple melodic patterns

Essential Outcomes

- S2:A2.3 Demonstrate understanding of the structure in music selected for performance (MU:Pr4.2.3a)
- S2:A3.3 Read and perform rhythmic and melodic patterns using iconic and/or standard notation (MU:Pr4.2.3b)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can identify low Sol, low La, Do, Re, Mi, Sol, La, high Do AND I can sing the correct intervals of low Sol, low La, Do, Re, Mi, Sol, La and high Do in guided activities AND I can use their corresponding hand signs	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

3rd Grade Music Progress Report Statements



Progress Report Statement #5:

Uses evidence to describe connections between music, themselves, and the greater world

Essential Outcomes

- S4:B1.3 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.3a)

Exceeds	Secure	Developing	Beginning
<p>I can demonstrate understanding beyond the secure criteria.</p>	<p>I can use evidence to describe connections between music, myself, and the greater world.</p> <p>AND</p> <p>I can respectfully contribute to discussions and activities about experiences different from my own.</p> <p><i>Ex: I can describe how a historical event might shape the lyrics or sound of music of the time. I can describe how music could be connected to another art.</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>