

**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 rhythmic patterns	S2:A3.4 Read and perform rhythm and pitch using iconic and/or standard notation (MU:Pr4.2.4b) S2:C1.4 Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation (MU:Pr6.1.4a)
<b>2</b>	Composes rhythms and melodies	S1.B2.5 Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas (MU:Cr2.1.5b)
<b>3</b>	Improvises rhythms and melodies	S1.A1.5 Improvise (for self and/or others) rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical) (MU:Cr1.1.5a)
<b>4</b>	Reads and performs melodic patterns	S2:A2.4 Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance (MU:Pr4.2.4a)
<b>5</b>	Identifies treble clef pitches	S1.B2.5 Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas (MU:Cr2.1.5b)
<b>6</b>	Compares and contrasts connections between music, themselves, and the greater world	S4:B1.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.4a)

WCSD General Music Curriculum  
**4th Grade Music Progress Report Statements**



**Progress Report Statement #1:**

Reads and performs rhythmic patterns

**Essential Outcomes**

- S2:A3.4 Read and perform rhythm and pitch using iconic and/or standard notation (MU:Pr4.2.4b)
- S2:C1.4 Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation (MU:Pr6.1.4a)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can read and perform simple rhythmic patterns that include syncopated rhythms.	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 rhythms and melodies

**Essential Outcomes**

- S1.B2.5 Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas (MU:Cr2.1.5b)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can create a simple rhythmic pattern and melody using syncopated rhythms  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

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**4th Grade Music Progress Report Statements**



**Progress Report Statement #3:**

Improvises rhythms and melodies

**Essential Outcomes**

- S1.A1.5 Improvise (for self and/or others) rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical) (MU:Cr1.1.5a)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	Without preparation, I can create a simple rhythmic pattern and melody using syncopated rhythms.	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 melodic patterns

**Essential Outcomes**

- S2:A2.4 Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance (MU:Pr4.2.4a)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can identify Fa, low Sol, low La, Do, Re, Mi, Sol, and La  AND  I can sing the correct intervals of Fa, low Sol, low La, Do, Re, Mi, Sol, and La 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

WCSD General Music Curriculum  
**4th Grade Music Progress Report Statements**



**Progress Report Statement #5:**

Identifies treble clef pitches

**Essential Outcomes**

- S1.B2.5 Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas (MU:Cr2.1.5b)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can identify treble clef note names on a staff.	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 #6:**

Compares and contrasts connections between music, themselves, and the greater world

**Essential Outcomes**

- S4:B1.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.4a)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can compare and contrast connections between music, myself, and the greater world.  <i>Ex: I can explain the ways two pieces of music are similar or different. I can describe and celebrate how I am similar and different from musicians and cultural groups studied.</i>	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