

**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 in varied meters	S2:A3.5 Read and perform rhythm and pitch using standard notation (MU:Pr4.2.5b)
<b>2</b>	Composes rhythms and melodies in varied meters	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 in varied meters	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 in varied meters	S2:A3.5 Read and perform rhythm and pitch using standard notation (MU:Pr4.2.5b)
<b>5</b>	Uses evidence to compare and contrast connections between music, themselves, and the greater world	S4:B1.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.5a)

WCSD General Music Curriculum  
**5th Grade Music Progress Report Statements**



**Progress Report Statement #1:**  
 Reads and performs rhythmic patterns in varied meters

**Essential Outcomes**

- S2:A3.5 Read and perform rhythm and pitch using standard notation (MU:Pr4.2.5b)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can read and perform simple rhythmic patterns that include sixteenth notes in combination and dotted quarter 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 rhythms and melodies in varied meters

**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 in varied meters using sixteenth notes in combination and dotted quarter 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

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**Progress Report Statement #3:**

Improvises rhythms and melodies in varied meters

**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 in varied meters using sixteenth notes in combination and dotted quarter 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 melodic patterns in varied meters

**Essential Outcomes**

- S2:A3.5 Read and perform rhythm and pitch using standard notation (MU:Pr4.2.5b)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	<p>I can identify low Ti, Ti, high Do, Fa, low Sol, low La, Do, Re, Mi, Sol, and La</p> <p>AND</p> <p>I can sing the correct intervals of low Ti, Ti, high Do, Fa, low Sol, low La, Do, Re, Mi, Sol, and La in guided activities</p> <p>AND</p> <p>I can use their corresponding hand signs</p>	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 #5:**

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

**Essential Outcomes**

- S4:B1.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.5a)

Exceeds	Secure	Developing	Beginning
<p>I can demonstrate understanding beyond the secure criteria.</p>	<p>I can use evidence to compare and contrast connections between music, myself, and the greater world.</p> <p><i>Ex: I can use evidence to explain how two pieces of music from different cultures are similar and different. I can use evidence to explain how my composition communicates my feelings about something.</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>