



# COURSE GUIDE: POWER STANDARDS & LEARNING TARGETS

*A Tradition of Pride*

## MUSIC (K)

<b>1. Performing through Singing:</b> Students will sing, alone and with others, a varied repertoire of music.	<b>2. Performing on Instruments:</b> Students will perform on instruments, alone and with others, a varied repertoire of music.	<b>3. Responding:</b> Students will respond to music through analysis and evaluation.	<b>4. Music Literacy:</b> Students demonstrate music literacy by reading, notation and creating music.	<b>5. Connections:</b> Students will understand the relationship between music, history, culture and other subjects.
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## LEARNING TARGET DESCRIPTIONS

- ☐ Level 3 learning targets **demonstrate understanding of foundational and complex knowledge.**
- ☐ Level 2 learning targets **demonstrate understanding of foundational knowledge.**

POWER STANDARD:	LEARNING TARGET: STUDENTS WILL ...
<b>1. Performing through Singing:</b> Students will sing, alone and with others, a varied repertoire of music.	<b>Level 3</b>
	<input type="checkbox"/> Sing independently and in groups while mostly on pitch and while maintaining a steady beat
	<input type="checkbox"/> Sing various songs from diverse cultures by memory
	<input type="checkbox"/> Sing expressive elements
	<input type="checkbox"/> Distinguish between singing and speaking voice
	<b>Level 2</b>
	<input type="checkbox"/> Echo-sing short musical phrases, ostinatos and songs using “sol-mi”
	<input type="checkbox"/> Sing with proper posture
POWER STANDARD	LEARNING TARGET: STUDENTS WILL ...
<b>2. Performing on Instruments:</b> Students will perform on instruments, alone and with others, a varied repertoire of music.	<b>Level 3</b>
	<input type="checkbox"/> Recognize, by listening, and show steady beat through movement and by playing on instruments
	<input type="checkbox"/> Play simple rhythmic patterns on instruments



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	<input type="checkbox"/> Create simple rhythmic patterns and sound effects to accompany a short story
	<b>Level 2</b>
	<input type="checkbox"/> Echo-play short rhythmic patterns on instruments
	<input type="checkbox"/> Demonstrate proper instrument care, playing position and technique
<b>POWER STANDARD</b>	<b>LEARNING TARGET: STUDENTS WILL ...</b>
<b>3. Responding: Students will respond to music through analysis and evaluation.</b>	<b>Level 3</b>
	<input type="checkbox"/> Show understanding of steady beat through movement and playing instruments
	<input type="checkbox"/> Show understanding of simple dynamics (loud/soft) through verbal and physical demonstration
	<input type="checkbox"/> Show understanding of fast/slow tempos through verbal and physical demonstration
	<input type="checkbox"/> Identify unpitched classroom instruments by their tone color
	<input type="checkbox"/> Identify the texture of a song (children / adult male or female and solo voice or instrument / multiple voices or instruments)
	<b>Level 2</b>
	<input type="checkbox"/> Explore the difference between beat and rhythm
	<input type="checkbox"/> Identify by listening and perform by singing, the call-response form
	<input type="checkbox"/> Identify an echo while listening to music
<b>POWER STANDARD:</b>	<b>LEARNING TARGET: STUDENTS WILL ...</b>
<b>4. Music Literacy: Students demonstrate music literacy by reading, notation and creating music.</b>	<b>Level 3</b>
	<input type="checkbox"/> Identify and perform music symbols including quarter note (ta), rest (sh), paired eighth notes (ti ti)
	<input type="checkbox"/> Create, notate and perform simple rhythmic patterns by writing and using manipulatives
	<b>Level 2</b>
	<input type="checkbox"/> Accompany stories and dramatizations with classroom rhythm instruments



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	<input type="checkbox"/> Create vocal sound effects to accompany stories and dramatizations
<b>POWER STANDARD:</b>	<b>LEARNING TARGET: STUDENTS WILL ...</b>
<b>5. Connections: Students will understand the relationship between music, history, culture and other subjects.</b>	<b>Level 3</b>
	<input type="checkbox"/> Understand that music comes from different places in the world and from different times in history
	<input type="checkbox"/> Identify various uses of music in their daily lives
	<input type="checkbox"/> Participate in at least one public performance or concert in the school year
	<input type="checkbox"/> Participate in at least one public performance or concert in the school year
	<b>Level 2</b>
	<input type="checkbox"/> Listen to, identify and perform music of different styles and cultures
	<input type="checkbox"/> Understand how music relates to other subjects