



The Helena Public Schools educate, engage, and empower each student to maximize his or her individual potential with the knowledge, skills and character essential to being a responsible citizen and life-long learner.

Board of Trustees – Teaching and Learning Committee

Wednesday, April 6th, 2022 – 12:00 PM

This meeting will occur at the Lincoln Center (1325 Poplar St., Helena, MT. 59601) and via Microsoft Teams.

To participate remotely, please use this link on Microsoft Teams:

[Click here to join the meeting](#)

Committee Purpose Statement: The Teaching and Learning Committee collectively works to operationalize the strategic priorities of the Helena Public Schools specifically in areas related to our goals and measures for teaching and learning.

AGENDA

I. CALL TO ORDER / INTRODUCTIONS

II. REVIEW OF AGENDA

III. GENERAL PUBLIC COMMENT

This is the time for comment on public matters that are not on the agenda. Public matters do not include any pending legal matters, private personnel issues, or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order. The Board cannot enter into a discussion during General Public Comment.

IV. REVIEW OF MINUTES

Review of 03.02.22 Teaching & Learning Committee Meeting Minutes. (See Attached).

V. ITEMS FOR INFORMATION/DISCUSSION

- A. Library Media Curriculum Follow-up Q and A
- B. Introduction to K-5 Music Curriculum

VI. BOARD COMMENTS

VII. ADJOURNMENT



The Helena Public Schools educate, engage, and empower each student to maximize his or her individual potential with the knowledge, skills and character essential to being a responsible citizen and life-long learner.

Board of Trustees – Teaching and Learning Committee Meeting
Wednesday, March 2nd, 2022 – 12:00pm

MINUTES

ATTENDANCE

<i>Trustees:</i>	<i>Others:</i>
Jennifer McKee, Committee Chair	Rex Weltz, Superintendent
	Jane Shawn, HEA President
	Josh McKay, Assistant Superintendent
	Gary Myers, Director of Educational Technology
	Candice Delvaux, Executive Assistant
	Joslyn Davidson, Curriculum Administrator
	Kaitlyn Hess, HSD TOSA
	Karen Ogden, Communications Officer
	Barb Ridgway, Chief of Staff
	Beth Driggers, Librarian
	Joanne Didriksen, Librarian
	Hope Morrison, Librarian
	Amy Friez, Librarian
	Jonna Schwartz, Instructional Coach
	Christy Mock-Stutz, Instructional Coach

I. CALL TO ORDER/INTRODUCTIONS

The meeting was called to order at 12:01 pm by Committee Chair, Jennifer McKee.

II. GENERAL PUBLIC COMMENT

There was no public comment.

III. REVIEW OF AGENDA

No changes were requested to the agenda.

IV. APPROVAL OF MINUTES

The committee reviewed and approved the minutes from the 02.02.22 Teaching and Learning Committee Meeting.

V. ITEMS FOR INFORMATION/DISCUSSION

A. K-12 Library Media Standards Alignment

The committee began the meeting by discussing the K-12 Library Media Standards Alignment. Ms. Davidson, Curriculum Administrator, commented. Earlier this year in our Teaching and Learning Committee, we reviewed the curriculum process for the District which is something that Kaitlyn and I have been working on to kind of bring up to speed with what our current practices are versus what we've kind of always done in the past. We talked about the difference between adoption of new standards or revision of current standards and looking at resources and instructional strategies. So, for instance, we have our 6 through 12 math teachers here in the gym today working on curriculum, revision, course patterning and what's being taught in each course. Ms. Hope Morrison, Librarian, commented. The last time Montana had new library standards was in 2008. The new standards from 2021 have some similarities to the old standards, but they're a lot more detailed and they're a lot better at pinpointing some of the specific skills that we're trying to impart to our students. The previous standards had five content standards across K through 12. The new standards have six areas, which I'll talk about in the next slide. What we really love about our new standards is that they are perfectly aligned with the national standards. The American Association of School Librarian Standards were revised in 2017, and the Montana standards align with those. The AASL standards focus on six key foundations: Inquire (build new knowledge), Include (respect for diversity), Collaborate (work effectively with others), Curate (make meaning by sharing resources), Explore (discover through experience/reflection), and Engage (safe, legal, ethical sharing of knowledge). The Montana standards has changed the language, but they align with those six areas: Inquire (new knowledge), Include (demonstrate diversity), Collaborate (work effectively), Curate (make meaning), Explore (exercise freedom), and Engage (safe, legal Ethical use of info). Those six areas encompass what we do in the library. Ms. Morrison shared a slide that is a snapshot of what elementary library instruction looks like. Ms. Morrison commented. At the elementary level we have a defined scope of instruction that includes specific standards for each of the six grade levels. So, the work we did last spring and over the summer, took the Montana State Standards and then developed district curriculum based on those standards. For elementary what's unique is that we have a set of standards for each grade level. There are kindergarten standards, first grade standards, and so on. As far as what library instruction looks like-every student K through 5 in Helena receives a minimum of 30 minutes a week of direct library instruction-that is time in the library without the teacher there. We decided in preparing this, one of the things we really want to highlight with our curriculum revision process is that this is a continuum. This goes K through 12, and we really try to scaffold and build on that. So, each of us in our presentation today pulled out the very first standard, which is new knowledge, and we will give you a snapshot of what that looks like for different grade levels. So, at first grade, the new knowledge standard is: ask "I wonder" questions about topic, question, or problem. By fourth grade it is: ask "why" questions in order to formulate a

question about a topic. The skills that allow us to get to the achievement of those standards are the same K through five, but we address them in a variety of different ways. We do that very much at elementary through our resources. We have different databases that we use with earlier elementary than we use with higher elementary. We of course have different books that we're using with the younger kids than we're using with the older kids, so we differentiate our resources to reach the same skills. So that's just one example of an essential standard. Ms. Morrison discussed some of her lessons she does with her students including an author/illustrator study, adopt-a-species research, and digital citizenship.

Amy Friez, Librarian commented. I'm going to talk a little bit about what things look like at the middle school. At the middle school we have a defined scope of instruction that scaffolds the standards across all three grades: 6th grade-introduction, 7th grade-reinforcement, and 8th grade-mastery. Our sequence, however, varies as our goal is to be responsive to the needs of our collaborating teachers. We have a fixed instructional schedule in partnership with our ELA teachers, so that we see our students approximately every two weeks. We coordinate our lesson with our ELA collaborators as much as possible to ensure that the skills and standards that we are teaching are meaningful and contextual. An example of a 6-8 standard is: write questions independently based on key ideas or areas of focus. There are specific skills which include: I can...

- Identify topic, recognize vocabulary and keywords, recognize the problem or task.
- Discuss steps needed to solve problems.
- Identify resources needed for inquiry steps.
- Evaluate sources for bias, authority, currency, accuracy, and relevance.
- Select best resources.
- Assess process and redesign if needed.
- Reflect on product.

Ms. Friez discussed some of her lessons she does with her students at the middle school which includes facts vs. opinions, how to make an argument, and an argumentative essay. Ms. Friez commented. These hit the first standard really well, so I wanted to demonstrate these, but as with all of us, we hit multiple standards as we do our lessons.

Beth Driggers, Librarian, commented. This slide goes over how our curriculum works at the high school level. At the high school level, we do not have any fixed scheduling with classroom teachers, it is entirely flexible and collaborative. Our standards and our skills are scaffolded across grade levels. We try to introduce our essential skills standards at grades nine and ten. They are typically reinforced sophomore and junior year, and then mastered by senior year but that changes a little bit just depending on the standard and the skill. So, our standards and our skills are what we teach them, and it is entirely dependent upon teacher requests and interests they have in collaborating with us. Because of this, our library media units are really broad, and we have five of them. This works for us because they are adaptable for specific requests, or teacher needs. Again, just like in elementary and middle school, our sequence, and our pacing, depends upon the needs of classroom teachers and their specific standards and their content area curriculum. So, there is just a really strong focus on how our standards overlap with other content areas. We do that as a way to encourage collaboration, and to help classroom teachers see that we can help them meet their standards as we're meeting ours at the same time.

Ms. Driggers discussed a power/essential standard example. At the high school level, it is about developing questions that require making connections between ideas and events and systematically testing a hypothesis or validating a thesis statement. There are specific skills which include: I can...

- Create an essential question, identify my position, and claims to support that position and then write a thesis statement.
- Use research strategies to identify trends, predict outcomes, and investigate information.
- Research for a variety of purposes: choose a position and support an argument, compare and contrast perspectives, determine a problem and support a solution, synthesize a viewpoint, classify a topic and define with details.
- Problem-solve and seek out assistance when dealing with technology issues.
- Use reading and annotation strategies to identify and organize specific evidence to support my thesis.

Ms. Driggers commented. I am going to go through our five different unit categories and just kind of touch briefly upon some of the skills that are associated with these units. Media literacy is our first broad category. Within this unit, we really focus on teaching students how to gather information from many different sources, and then also the skill of evaluating the quality and the reliability of that information. Some sample lessons are fact-checking (ELA, Science), website analysis using S.I.F.T (STOP, INVESTIGATE, FIND, TRACE), annotated bibliographies (ELA), and database tutorials (ELA, Science, Social Studies). Technology is the next broad unit category. In technology the focus is about teaching students how to use different digital tools and how to communicate a purpose using the appropriate tool. We also talk a lot about how to use digital tools to access reliable information. Some samples lessons are book trailers (ELA), Civil Liberties Brain Map (Government), using Destiny Collections (ELA, Reading labs), and database tutorials (ELA, Science, and Social Studies). The third broad unit category is research. This one is really about citation skills. There is a broad focus on that in the research unit category, but also going back to assessing sources for strengths and weaknesses and using textual evidence to help students learn how to support their claim or their thesis. Sample lessons include Annotated Bibliography (ELA, Science Seminar), Civil Liberties Research (Government), and Database Tutorials (various classes). The fourth broad unit category is reading advocacy. The focus is on teaching students how to find appropriate, independent reading materials and how to identify their personal reading preferences. Sample lessons include book tastings (ELA, Reading Labs), using Destiny Collections and searching by Lexile (ELA, Reading Labs). The final broad unit category is close reading. The focus here is teaching students how to identify main ideas and key vocabulary in a text, how to use textual evidence to evaluate an author's claim or potential bias, and then teaching students how to track an idea as it develops over the course of a text. Sample lessons include Federalist 10 Close Reading (Government), Civil Liberties-Critical Review of Supreme Court Cases (Government), and textbook reading lesson (AP Biology).

To conclude the presentation, Ms. Driggers discussed why Library Media matters. Library media standards and curriculum overlap with standards and curriculum in other content areas-we can help each other. Library Media standards and curriculum prioritize literacy (a shared priority). The new Library Media standards and curriculum focus on essential skills for success beyond the classroom: curiosity and open-mindedness, responsible consumption of media, and

collaboration and self-reflection.

VI. BOARD COMMENTS

Jennifer McKee, Committee Chair, commented. At the high school level, when there is a research project, do the teachers send their students to the library to do the research project, or do you come to the classroom to discuss the project, or is it a combination of both?

Ms. Driggers replied. It is a combination. It just depends upon the teachers comfort level and their desire for collaboration.

Trustee McKee commented. What is the essence of what you are trying to teach?

Ms. Friez replied. We are trying to teach lifelong skills such as how to be problem solvers, how to be curious, and how to be collaborative.

VII. ADJOURNMENT

The meeting was adjourned at 12:48 p.m. by Ms. McKee.

Grade 1 Expression

Essential Standards:

- Montana Music Content Standard 1.2: Identify expressive intent of musical ideas.
 MMCS 1.3: Discuss changes in musical ideas.
 MMCS 1.4: Describe the purpose of a variety of musical selections.
 MMCS 1.5: Rehearse to revise musical performances
 MMCS 1.7: Identify influences in making musical selections.
 MMCS 1.8: Identify expressive qualities of music.
 MMCS 1.9: Describe preferences while evaluating music.
 MMCS 1.10: Describe emotions when experiencing music.
 MMCS 1.11: Describe connections between music, arts, and daily life in a variety of contexts.

Other Standards:

- Montana Dance Content Standard 1.1: Experiment with movement inspired by a variety of sounds.
 Montana Theatre Arts Content Standard 1.4: Use body, face, gesture, and voice to communicate character and emotions in guided creative drama.
 MTACS 1.7: Discuss an emotional response to guided creative drama.

Content-Specific Vocabulary:

Mood, piano, forte, presto, largo

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to describe the feeling and mood of a piece of music.	<ul style="list-style-type: none"> • <i>Book of Movement Exploration</i> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality children’s literature • High quality musical recordings • <i>Move It!</i> DVDs • <i>MusicPlay Online</i> • <i>My Many Colored Days</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Art supplies • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • Hoberman spheres • Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls) • Unpitched percussion 	<ul style="list-style-type: none"> • Follow directions vs. choice making • Improvisation • Move-it • Notice, wonder, value • Student created artwork • Student created movement • Word wall
I am learning to respond to musical opposites (fast/slow, loud/quiet).			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>piano, forte</i> ▪ Tempo: <i>presto (fast), largo (slow)</i> 			
I am learning to perform with artful expression. Examples: <ul style="list-style-type: none"> ▪ Dynamics and tempi ▪ Expressive bodies and faces, matching the music ▪ Responsive movement choices 			

Grade 1 Form

<p>Essential Standards: Montana Music Content Standard 1.1: Create musical ideas for a purpose. MMCS 1.3: Discuss changes in musical ideas. MMCS 1.4: Describe the purpose of a variety of musical selections.</p>			
<p>Other Standards: Montana Dance Content Standard 1.2: Improvise a dance with beginning, middle, and end. MDCS 1.3: Apply changes to movement in dance sequences. MDCS 1.5: Demonstrate a range of movements while coordinating with other dancers. MDCS 1.7: Identify a movement that repeats in a dance to make a pattern. Montana Visual Arts Content Standard 1.8: Describe characteristics of artwork.</p>			
<p>Content-Specific Vocabulary: Same, different</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to recognize same and different parts of music.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • New England Dance Masters series • <i>Parachutes, Ribbons and Scarves</i> • <i>Rhythmically Moving</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums • <i>GAMEPLAN</i> manipulatives • Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls) • Sit Spots (folk dancing) 	<ul style="list-style-type: none"> • Circle games • Folk dancing • Locomotor/non-locomotor movement • Move-it • Physical response to aural stimuli

Grade 1 Melody

<p>Essential Standards: Montana Music Content Standard 1.3: Discuss changes in musical ideas. MMCS 1.5: Rehearse to revise musical performances. MMCS 1.6: Perform music for a purpose.</p>			
<p>Other Standards: Montana Dance Content Standard 1.1: Experiment with movement inspired by a variety of sounds. MDCS 1.3: Apply changes to movement in dance sequences.</p>			
<p>Content-Specific Vocabulary: Melody, pitch, audiate, high, low, timbre</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can sing a short song.	<ul style="list-style-type: none"> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Beat buddies • Boomwhackers • <i>GAMEPLAN</i> manipulatives • Puppets 	<ul style="list-style-type: none"> • Echo singing • Aural differentiation • Movement exploration
I can echo a short melody.			
I am learning to demonstrate the difference between my speaking voice and my singing voice.			
I am learning to audiate and perform high and low sounds.			

Grade 1 Rhythm

Essential Standards:

Montana Music Content Standard 1.1: Create musical ideas for a purpose.

MMCS 1.3: Discuss changes in musical ideas.

MMCS 1.5: Rehearse to revise musical performances.

Other Standards:

Montana Dance Content Standard 1.1: Experiment with movement inspired by a variety of sounds.

MDCS 1.3: Apply changes to movement in dance sequences.

Content-Specific Vocabulary:

Steady beat, echo, pattern, rhythm, long sounds, short sounds, tempo, ostinato

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can move to patterns of long and short sounds.	<ul style="list-style-type: none"> • <i>I'm Growing Up</i> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>KidStix</i> • <i>Let's Do It Again! The Songs of Education Through Music</i> • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • <i>GAMEPLAN</i> manipulatives • <i>KidStix</i> kits (coffee can, cutting board, drum sticks, tambourine, felt circle toppers) • Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls) • Rhythm Sticks • Unpitched Percussion 	<ul style="list-style-type: none"> • Beat groups • Circle games • Echo activities • Folk dancing and play parties • Follow child's beat with a song • Play parties • Rote
I can speak and play patterns of long and short sounds.			
I am learning to keep the steady beat.			
I am learning to connect symbols with sounds.			

Grade 1 Timbre

Essential Standards:

Montana Music Content Standard 1.8: Identify expressive qualities of music.

MMCS 1.9: Describe preferences while evaluating music.

MMCS 1.11: Describe connections between music, arts, and daily life in a variety and contexts.

Other Standards:

Montana Theater Arts Content Standard 1.4: Use body, face, gesture, and voice to communicate character and emotions in guided creative drama.

Montana Visual Arts Content Standard 1.8: Describe characteristics of artworks.

Content-Specific Vocabulary:

Timbre, glockenspiel, xylophone, metallophone, mallet

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to identify different sound sources.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • <i>Percussion Parade</i> • <i>Woods, Metals, Shakers, Skins</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Instrument visuals • Unpitched percussion 	<ul style="list-style-type: none"> • Listening glyphs • Listening maps • Live musical performances (e.g. Myrna Loy) • Soundscapes
I am learning to identify vocal timbres. <ul style="list-style-type: none"> ▪ High ▪ Low 			
I am learning to visually identify and name classroom instruments. <ul style="list-style-type: none"> ▪ Unpitched percussion ▪ Barred instruments 			
I am learning about timbres from diverse musical traditions.			

Grade 2 Expression

Essential Standards:

- Montana Music Content Standard 2.2: Discuss the expressive intent of patterns and ideas for music.
- MMCS 2.3: Interpret changes in musical ideas.
- MMCS 2.4: Identify expressive qualities and the purpose of musical selections.
- MMCS 2.5: Evaluate the expressiveness of musical performances.
- MMCS 2.6: Perform music with expression and technical accuracy.
- MMCS 2.7: Explain responses to musical selections.
- MMCS 2.8: Explain how expressive qualities support intent in music.
- MMCS 2.9: Discuss personal preferences in evaluating musical selections.
- MMCS 2.10: Discuss emotions when experiencing music.
- MMCS 2.11: Describe musical expressions in terms of patterns and connections to daily life.

Other Standards:

- Montana Dance Content Standard 2.7: Identify movements in a dance that develop a pattern.
- Montana Theatre Arts Content Standard 2.1: Identify ways in which voice and sounds may be used to create or retell a story.
- MTACS 2.7: Describe the artistic choices made in creative drama experiences.
- Montana Visual Arts Content Standard 2.3: Discuss choices made in creating artwork.
- MVACS 2.8: Describe the mood suggested by an artwork.

Content-Specific Vocabulary:

Dynamics, piano, forte, mezzo, allegro, moderato, presto, largo

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can respond to musical opposites (fast/slow, loud/quiet).	<ul style="list-style-type: none"> • <i>Book of Movement Exploration</i> • <i>GAMEPLAN</i> • High quality children’s literature • High quality musical recordings • <i>Move It!</i> DVDs • <i>MusicPlay Online</i> • <i>My Many Colored Days</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Art supplies • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • Hoberman spheres • Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls) • Unpitched percussion 	<ul style="list-style-type: none"> • Follow directions vs. choice making • Improvisation • Move-it • Notice, wonder, value • Student created artwork • Student created movement • Word wall
I can identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>piano, forte</i> ▪ Tempo: <i>presto (fast), largo (slow)</i> 			
I am learning to describe the feeling and mood of a piece of music.			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>mezzo</i> 			

<ul style="list-style-type: none"> ▪ Tempo: <i>allegro, andante</i> 			
<p>I am learning to perform with artful expression.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ Dynamics, tempi, and articulations ▪ Expressive bodies and faces, matching the music ▪ Responsive movement choices 			

Grade 2 Form

Essential Standards:

Montana Music Content Standard 2.2: Discuss the expressive intent of patterns and ideas for music.
 MMCS 2.3: Interpret changes in musical ideas.
 MMCS 2.6: Perform music with expression and technical accuracy.

Other Standards:

Montana Dance Content Standard 2.2: Create a dance sequence with a beginning, middle, and end.
 MDCS 2.4: Correlate movement to music.
 MDCS 2.7: Identify movements in a dance that develop a pattern.
 Montana Visual Arts Content Standard 2.3: Discuss choices made in creating artwork.

Content-Specific Vocabulary:

Repeat sign, bar line

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to recognize same and different parts of music.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • New England Dance Masters series • <i>Parachutes, Ribbons and Scarves</i> • <i>Rhythmically Moving</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Cups • Floor drums (tubanos) • <i>GAMEPLAN</i> manipulatives • Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls) • Sit spots 	<ul style="list-style-type: none"> • Building block composition • Circle games • Folk dancing • Locomotor/non-locomotor movement • Move-it
I am learning to label different parts of music (e.g. ABC or symbols).			

Grade 2 Melody

<p>Essential Standards: Montana Music Content Standard 2.3: Interpret changes in musical ideas. MMCS 2.6: Perform music with expression and technical accuracy.</p>			
<p>Other Standards: Montana Dance Content Standard 2.4: Correlate movement to music.</p>			
<p>Content-Specific Vocabulary: Melody, pitch, audiate, high, low, timbre</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can sing a short song.	<ul style="list-style-type: none"> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Beat buddies • Boomwhackers • <i>GAMEPLAN</i> manipulatives • Puppets 	<ul style="list-style-type: none"> • Aural differentiation • Echo singing • Movement exploration
I can demonstrate the difference between my speaking voice and my singing voice.			
I can echo a short melody.			
I am learning to audiate and perform high and low sounds.			

Grade 2 Rhythm

Essential Standards: Montana Music Content Standard 2.1: Explore rhythmic ideas for a purpose MMCS 2.6: Perform music with expression and technical accuracy			
Other Standards: Montana Dance Content Standard 2.4: Correlate movement to music.			
Content-Specific Vocabulary: Time signature, beat, meter, quarter note, quarter rest, paired eighths/eighth notes, half note			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can read and perform rhythmic notation. 	<ul style="list-style-type: none"> • <i>Conversational Solfege</i> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>KidStix</i> • <i>Let's Do It Again! The Songs of Education through Music</i> • <i>Mallet Madness series</i> • <i>Music for Children: Vol. 1</i> • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Flashcards • Floor drums (tubanos) • Frame drums • <i>GAMEPLAN</i> manipulatives • <i>KidStix</i> Kit (coffee can, cutting board, drum sticks, tambourines, felt circle toppers) • Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) • Rhythm sticks • Unpitched percussion 	<ul style="list-style-type: none"> • Aural decoding • Beat groups • Beat strips • Folk dancing and play parties • Rhythm building blocks • Rote
I can read short and long sounds.			
I am learning to keep the steady beat.			
I am learning the difference between beat and rhythm.			
I am learning to move with direction to patterns of strong and weak beats.			
I am learning to read rhythmic notation. 			
I am learning to perform and improvise using known rhythms.			

Grade 2 Timbre

<p>Essential Standards: Montana Music Content Standard 2.3: Interpret changes in musical ideas. MMCS 2.8: Explain how expressive qualities support intent in music. MMCS 2.9: Discuss personal preferences in evaluating musical selections. MMCS 2.11: Describe musical expressions in terms of patterns and connections to daily life.</p>			
<p>Other Standards: Montana Theater Arts Content Standard 2.4: Alter voice and body to expand and articulate character in creative drama experiences. Montana Visual Arts Content Standard 2.8: Describe the mood suggested by an artwork.</p>			
<p>Content-Specific Vocabulary: Timbre, symphony orchestra, woodwinds, brass, strings, percussion, soprano, alto, tenor, bass, glockenspiel, soprano xylophone, soprano metallophone, alto xylophone, alto metallophone, bass xylophone, bass metallophone, treble, bass</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to identify different sound sources.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • <i>Percussion Parade</i> • <i>Woods, Metals, Shakers, Skins</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Digital keyboards • Floor drums (tubanos) • Instrument visuals • Unpitched percussion 	<ul style="list-style-type: none"> • Digital keyboard sounds • Listening glyphs • Listening logs • Listening maps • Live Musical performances (e.g. Myrna Loy) • Soundscapes
I am learning to identify vocal timbres. <ul style="list-style-type: none"> ▪ Adult ▪ Child ▪ High ▪ Low 			
I am learning to visually identify and name classroom instruments. <ul style="list-style-type: none"> ▪ Unpitched percussion ▪ Barred instruments 			
I am learning about timbres from diverse musical traditions.			

Grade 3 Expression

Essential Standards:

- Montana Music Content Standard 3.2: Identify expressive intent of selected musical ideas.
 MMCS 3.3: Explain revisions to musical ideas.
 MMCS 3.4: Discuss how intent is conveyed through expressive qualities.
 MMCS 3.5: Evaluate the effectiveness of musical performances.
 MMCS 3.6: Perform music for a purpose with expression and technical accuracy.
 MMCS 3.7: Evaluate responses to musical selections.
 MMCS 3.8: Describe how expressive qualities determine intent in music.
 MMCS 3.9: Identify criteria to evaluate musical performances.
 MMCS 3.10: Explain emotions experienced when creating, performing, and responding to music.

Other Standards:

- Montana Dance Content Standard 3.4: Choose specific movements to express intent in a dance sequence.
 MDCS 3.7: Discuss a movement pattern that creates a dance sequence.
 Montana Theatre Arts Content Standard 3.4: Determine how movement and voice are incorporated into creative drama experiences.
 MTACS 3.7: Discuss artistic choices and how they shape reactions to drama and theatre works.

Content-Specific Vocabulary:

Dynamics, piano, forte, mezzo, crescendo, decrescendo, allegro, moderato, andante, presto, largo, staccato, legato

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>piano, forte</i> ▪ Tempo: <i>presto, largo</i> 	<ul style="list-style-type: none"> • <i>The ABCs of My Feelings and Music</i> • <i>The Book of Movement Exploration</i> • <i>GAMEPLAN</i> • High quality musical recordings • High quality children’s literature • <i>Mallet Madness</i> series • <i>Move It!</i> DVDs • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • Hoberman spheres • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) • Unpitched percussion • Ukuleles 	<ul style="list-style-type: none"> • Follow directions vs. choice making • Improvisation • Notice, wonder, value • Student created artwork • Student created movement • Word wall
I am learning to describe the feeling and mood of a piece of music.			
I am learning to select dynamics for a piece of music.			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>crescendo, decrescendo, mezzo</i> ▪ Tempo: <i>allegro, moderato, andante</i> ▪ Articulation: <i>legato, staccato</i> 			

<p>I am learning to perform with artful expression.</p> <p>Examples:</p> <ul style="list-style-type: none">▪ Dynamics, tempi, and articulations▪ Appropriate phrasing▪ Expressive bodies and faces, matching the music▪ Responsive movement choices▪ Appropriate instrumentation for style			
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Grade 3 Form

<p>Essential Standards: Montana Music Content Standard 3.3: Explain revisions to musical ideas. MMCS 3.6: Perform music for a purpose with expression and technical accuracy.</p>			
<p>Other Standards: Montana Dance Content Standard 3.2: Identify movement patterns and sequences. MDCS 5.7: Discuss a movement pattern that creates a dance sequence. Montana Visual Arts Content Standard 3.8: Discuss the use of media to create subject matter, form, and mood and artwork.</p>			
<p>Content-Specific Vocabulary: Coda, repeat sign, bar line, double bar line</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to recognize same and different parts of music.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical resources • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • New England Dance Masters series • <i>Parachutes, Ribbons and Scarves</i> • <i>Rhythmically Moving</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Cups • Floor drums (tubanos) • <i>GAMEPLAN</i> manipulatives • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) 	<ul style="list-style-type: none"> • Building block composition • Folk dancing • Locomotor/non-locomotor movement
I am learning to follow musical roadmaps using repeat signs and double bar lines.			
I am learning to label different parts of music (e.g. ABC).			

Grade 3 Harmony

<p>Essential Standards: Montana Music Content Standard 3.6: Perform music for a purpose with expression and technical accuracy.</p>			
<p>Content-Specific Vocabulary: Harmony, round, canon, unison, step, skip, chord, accompaniment, major</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to hold my own part in a group.	<ul style="list-style-type: none"> • <i>Book of Canons</i> • <i>Conversational Solfege</i> • <i>Earth Dance: A Celebration of Canons</i> • <i>Elemental Ukulele: Pathways and Possibilities</i> • <i>GAMEPLAN</i> • <i>Modern Band (Little Kids Rock)</i> • <i>MusicPlay Online</i> • <i>Rainbow Ukulele</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Boomwhackers • <i>GAMEPLAN</i> manipulatives • Ukuleles 	<ul style="list-style-type: none"> • Bass line harmony • Canons • Instrumental accompaniment • Partner songs
I am learning to accompany myself or others.			

Grade 3 Melody

<p>Essential Standards: Montana Music Content Standard 3.1: Identify the connection between rhythmic, melodic ideas. MMCS 3.3: Explain revisions to musical ideas. MMCS 3.5: Evaluate the effectiveness of musical performances. MMCS 3.6: Perform music for a purpose with expression and technical accuracy.</p>			
<p>Content-Specific Vocabulary: Melody, pitch, solfege, audiate, pentatonic, scale, step, skip</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I can sing a short song.</p> <p>I am learning to audiate and perform the relationship between pitches.</p> <ul style="list-style-type: none"> ▪ Major pentatonic (Do-centered) <p>I am learning to perform and improvise using a pentatonic scale.</p>	<ul style="list-style-type: none"> • <i>Conversational Solfege</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>Music for Children, Vol. 1</i> • <i>MusicPlay Online</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Boomwhackers • Flashcards • <i>GAMEPLAN</i> Manipulatives • Solfege texting sticks 	<ul style="list-style-type: none"> • Aural decoding • Curwen hand signs • Solfege ladder

Grade 3 Rhythm

Essential Standards: Montana Music Content Standard 3.6: Perform music for a purpose with expression and technical accuracy.			
Content-Specific Vocabulary: Common time, beat, meter, quarter note, quarter rest, paired eighths/eighth notes, half note, half rest, whole note, sixteenth notes, notehead, stem, beam			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can keep the steady beat.	<ul style="list-style-type: none"> • <i>Conversational Solfege</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>KidStix</i> • <i>Mallet Madness</i> series • <i>Music for Children, Vol. 1</i> • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> • <i>Rhythmische Übung</i> • <i>World Music Drumming</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Flashcards • Floor drums (tubanos) • Frame drums • <i>GAMEPLAN</i> manipulatives • <i>KidStix</i> kits (coffee can, cutting board, drum sticks, tambourines, felt circle toppers) • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) • Recorders • Rhythm sticks • Ukuleles 	<ul style="list-style-type: none"> • Aural decoding • Beat groups • Beat strips • Folk dancing and play parties • Rhythm building blocks • Rote
I can show the difference between beat and rhythm.			
I can move with direction to strong and weak beats.			
I can read, write, and perform rhythmic notation. <i>(Mastery/Consistently Accurate)</i> 			
I am learning to read, write, and perform rhythmic notation. 			
I am learning to perform and improvise using known rhythms.			

Grade 3 Timbre

<p>Essential Standards: Montana Music Content Standard 3.8: Describe how expressive qualities determine intent in music. MMCS 3.9: Identify criteria to evaluate musical performances. MMCS 3.10: Explain emotions experienced when creating, performing, and responding to music. MMCS 3.11: Discuss patterns and connections between music, arts, and daily life.</p>			
<p>Other Standards: Montana Theater Arts Content Standard 3.4: Determine how movement and voice are incorporated into creative drama experiences. Montana Visual Arts Content Standard 3.8: Discuss the use of media to create subject matter, form, and mood in artwork.</p>			
<p>Content-Specific Vocabulary: Timbre, symphony orchestra, woodwinds, brass, strings, percussion, soprano, alto, tenor, bass, glockenspiel, soprano xylophone, soprano metallophone, alto xylophone, alto metallophone, bass xylophone, bass metallophone, treble, bass</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I can visually identify and name classroom instruments.</p> <ul style="list-style-type: none"> ▪ Unpitched percussion ▪ Barred instruments 	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • <i>Percussion Parade</i> • <i>Woods, Metals, Shakers, Skins</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Digital Keyboards • Floor Drums (tubanos) • Instrument visuals • Unpitched percussion 	<ul style="list-style-type: none"> • Digital keyboard sounds • Listening glyphs • Listening logs • Listening maps • Live musical performances (e.g. Myrna Loy) • Soundscapes
<p>I am learning to identify symphonic instrument families by sound.</p> <ul style="list-style-type: none"> ▪ Woodwinds ▪ Brass ▪ Strings ▪ Percussion 			
<p>I am learning to identify vocal timbres.</p> <ul style="list-style-type: none"> ▪ Adult ▪ Child ▪ High/Treble ▪ Low/Bass 			
<p>I am learning about timbres from diverse musical traditions.</p>			

Grade 4 Expression

Essential Standards:

Montana Music Content Standard 4.2: Organize musical ideas for an express purpose.

MMCS 4.3: Identify revisions for personal musical ideas.

MMCS 4.4: Identify the structure and elements in music selected for performance.

MMCS 4.5: Evaluate the accuracy and expressiveness of musical performances.

MMCS 4.6: Perform music with expression, technical accuracy, and interpretation.

MMCS 4.8: Explain how expressive qualities help performers interpret music.

MMCS 4.9: Use established criteria to evaluate musical works and performances.

MMCS 4.10: Convey personal emotions using elements of music.

Other Standards:

Montana Visual Arts Content Standard 4.3: Revise artwork on the basis of insights gained through discussion.

Content-Specific Vocabulary:

Dynamics, piano, forte, mezzo, crescendo, decrescendo, allegro, moderato, andante, presto, largo, accelerando, ritardando, pianissimo, fortissimo, staccato, legato

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>piano, forte, mezzo</i> ▪ Tempo: <i>allegro, moderato, andante, presto, largo</i> 	<ul style="list-style-type: none"> • <i>The ABCs of My Feelings and Music</i> • <i>Book of Movement Exploration</i> • <i>GAMEPLAN</i> • High quality children’s literature • High quality musical recordings • <i>Mallet Madness</i> series • <i>Move It!</i> DVDs • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • Hoberman spheres • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy bands, beat buddies, playground balls) • Recorders • Ukuleles • Unpitched percussion 	<ul style="list-style-type: none"> • Follow directions vs. choice making • Improvisation • Notice, wonder, value • Student created artwork • Student created movement • Word wall
I am learning to describe the feeling and mood of a piece of music.			
I am learning to select dynamics for a piece of music.			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>pianissimo, fortissimo, crescendo, decrescendo</i> ▪ Tempo: <i>accelerando, ritardando</i> ▪ Articulation: <i>legato, staccato</i> 			
I am learning to perform with artful expression. Examples:			

<ul style="list-style-type: none">▪ Dynamics, tempi, and articulations▪ Appropriate phrasing▪ Breath placement▪ Expressive bodies and faces, matching the music▪ Responsive movement choices▪ Appropriate instrumentation for style			
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Grade 4 Form

Essential Standards:

- Montana Music Content Standard 4.2: Organize musical ideas for an express purpose.
- MMCS 4.3: Identify revisions for personal music ideas.
- MMCS 4.4: Identify the structure and elements in music selected for performance.
- MMCS 4.7: Explain connections to responses, musical structure, and elements.

Other Standards:

- Montana Dance Content Standard 4.1: Use elements of dance to create a series of movements.
- MDCS 4.2: Plan a dance sequence with a variety of movement patterns and structures.
- Montana Visual Arts Content Standard 4.8: Analyze subject matter, form, and use of media in artwork.

Content-Specific Vocabulary:

Coda, repeat sign, bar line, double bar line, rondo

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to recognize same and different parts of music.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • New England Dance Masters series • <i>Parachutes, Ribbons and Scarves</i> • <i>Rhythmically Moving</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Cups • Floor drums (tubanos) • <i>GAMEPLAN</i> manipulatives • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) 	<ul style="list-style-type: none"> • Building block composition • Folk dancing • Locomotor/non-locomotor movement
I am learning to follow musical roadmaps using repeat signs and double bar lines.			
I am learning to label different parts of music (e.g. ABC).			

Grade 4 Harmony

<p>Essential Standards: Montana Music Content Standard 4.1: Explain the connection between rhythmic, melodic, and harmonic ideas. MMCS 4.4: Identify the structure and elements in music selected for performance.</p>			
<p>Content-Specific Vocabulary: Harmony, round, canon, unison, step, skip, chord, accompaniment, major, minor</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I am learning to hold my own part in a group.</p> <p>I am learning to accompany myself or others.</p>	<ul style="list-style-type: none"> • <i>Book of Canons</i> • <i>Conversational Solfege</i> • <i>Earth Dance: A Celebration of Canons</i> • <i>Elemental Ukulele: Pathways and Possibilities</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Modern Band (Little Kids Rock)</i> • <i>MusicPlay Online</i> • <i>Rainbow Ukulele</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Boomwhackers • Guitars • Recorders • Ukuleles 	<ul style="list-style-type: none"> • Bass line harmony • Canons • Instrumental accompaniment • Partner songs

Grade 4 Melody

Essential Standards:

- Montana Music Content Standard 4.1: Explain the connection between rhythmic, melodic, and harmonic ideas.
- MMCS 4.2: Organize musical ideas for an express purpose.
- MMCS 4.3: Identify revisions for personal musical ideas.
- MMCS 4.4: Identify the structure and elements in music selected for performance.
- MMCS 4.5: Evaluate accuracy and expressiveness of musical performances.
- MMCS 4.6: Perform music with expression, technical accuracy, and interpretation.

Content-Specific Vocabulary:

Melody, pitch, solfege, audiate, pentatonic, scale, staff, treble clef, step, skip

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to internalize and perform the relationship between pitches. <ul style="list-style-type: none"> ▪ Major pentatonic (Do-centered) ▪ Minor pentatonic (La-centered) 	<ul style="list-style-type: none"> • <i>Conversational Solfege</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>Music for Children, Vol. 1</i> • <i>MusicPlay Online</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Boomwhackers • Flashcards • <i>GAMEPLAN</i> manipulatives • Recorders • Solfege texting sticks 	<ul style="list-style-type: none"> • Aural decoding • Curwen hand signs • Solfege ladder
I am learning to perform and improvise using a pentatonic scale.			
I am learning to identify treble clef notes.			

Grade 4 Rhythm

Essential Standards:

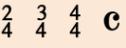
Montana Music Content Standard 4.2: Organize musical ideas for an express purpose.

MMCS 4.5: Evaluate the accuracy and expressiveness of musical performances.

MMCS 4.6: Perform music with expression, technical accuracy, and interpretation.

Content-Specific Vocabulary:

Quarter note, quarter rest, paired eighths/eighth notes, half note, half rest, whole note, whole rest, sixteenth notes, dotted half note, stem, notehead, beam, dot, time signature, beat, meter, common time

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can read, write, and perform rhythmic notation. 	<ul style="list-style-type: none"> • <i>Conversational Solfege</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>KidStix</i> • <i>Mallet Madness</i> series • <i>Music for Children, Vol. 1</i> • <i>MusicPlay Online</i> • <i>Rhythmische Übung</i> • <i>World Music Drumming</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Flashcards • Floor drums (tubanos) • Frame drums • <i>GAMEPLAN</i> manipulatives • <i>KidStix</i> kits (coffee can, cutting board, drum sticks, tambourines, felt circle toppers) • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy bands, beat buddies and playground balls) • Recorders • Rhythm sticks • Ukuleles 	<ul style="list-style-type: none"> • Aural decoding • Beat groups • Beat strips • Folk dancing and play parties • Rhythm building blocks • Rote
I am learning to use the top number of a time signature to identify the number of beats in a measure. 			
I am learning to read, write, and perform rhythmic notation. 			
I am learning to perform and improvise using known rhythms.			

Grade 4 Timbre

Essential Standards:

Montana Music Content Standard 4.8: Explain how expressive qualities help performers interpret music.
 MMCS 4.9: Use established criteria to evaluate musical works and performances.
 MMCS 4.10: Convey personal emotions using elements of music.
 MMCS 4.11: Demonstrate understanding of the connection between music and its historical and cultural context.

Other Standards:

Montana Theater Arts Content Standard 4.4: Make physical and vocal choices to develop a character in a drama experience.
 Montana Visual Arts Content Standard 4.10: Create artworks that reflect community cultural traditions.

Content-Specific Vocabulary:

Timbre, symphony orchestra, woodwinds, brass, strings, percussion, soprano, alto, tenor, bass, glockenspiel, soprano xylophone, soprano metallophone, alto xylophone, alto metallophone, bass xylophone, bass metallophone

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to identify symphonic instrument families by sound. <ul style="list-style-type: none"> ▪ Woodwinds ▪ Brass ▪ Strings ▪ Percussion 	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • <i>Percussion Parade</i> • <i>Woods, Metals, Shakers, Skins</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Digital keyboards • Floor drums (tubanos) • Instrument visuals • Unpitched percussion 	<ul style="list-style-type: none"> • Digital keyboard sounds • Listening maps • Listening logs • Live musical performances (e.g. Myrna Loy) • Soundscapes • Listening glyphs • Youth Symphony concert
I am learning to identify vocal timbres. <ul style="list-style-type: none"> ▪ Adult ▪ Child ▪ High/Treble ▪ Low/Bass 			
I am learning to visually identify instruments. <ul style="list-style-type: none"> ▪ Band instruments ▪ Orchestra instruments ▪ Classroom instruments 			
I am learning about timbres from diverse musical traditions.			

Grade 5 Expression

Essential Standards:

- Montana Music Content Standard 5.2: Develop musical ideas for an express purpose.
 MMCS 5.3: Describe revisions to personal musical ideas.
 MMCS 5.4: Compare the structure and elements of music in works selected for performance.
 MMCS 5.5: Evaluate the accuracy, effectiveness, and expressiveness of musical performances.
 MMCS 5.6: Perform music with expression, technical accuracy, and interpretation that conveys the composer’s intent.
 MMCS 5.7: Cite evidence that connects musical selections to specific experiences.
 MMCS 5.8: Describe how performers interpret expressive intent in music.
 MMCS 5.9: Use established criteria to evaluate the quality of musical works and performances.
 MMCS 5.10: Demonstrate how a musical experience forms an emotional, physical, and cultural connection.

Other Standards:

- Montana Theatre Arts Content Standard 5.4: Experiment with physical and vocal choices to create music in drama and theatre works.
 Montana Visual Arts Content Standard 5.7: Compare personal interpretations of artwork to others’ interpretations.

Content-Specific Vocabulary:

Dynamics, piano, forte, mezzo, crescendo, decrescendo, allegro, moderato, andante, presto, largo, accelerando, ritardando, pianissimo, fortissimo, staccato, legato

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>piano, forte, mezzo, crescendo, decrescendo</i> ▪ Tempo: <i>allegro, moderato, andante, presto, largo</i> 	<ul style="list-style-type: none"> • <i>The ABCs of My Feelings and Music</i> • <i>Book of Movement Exploration</i> • <i>GAMEPLAN</i> • High quality children’s literature • High quality musical recordings • <i>Mallet Madness</i> series • <i>Move It!</i> DVDs • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • Hoberman spheres • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) • Recorders • Ukuleles • Unpitched percussion 	<ul style="list-style-type: none"> • Follow directions vs. choice making • Improvisation • Notice, wonder, value • Student created artwork • Student created movement • Word wall
I am learning to select dynamics for a piece of music.			
I am learning to describe the feeling and mood of a piece of music.			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>pianissimo, fortissimo</i> ▪ Tempo: <i>accelerando, ritardando</i> ▪ Articulation: <i>legato, staccato</i> 			

<p>I am learning to perform with artful expression.</p> <p>Examples:</p> <ul style="list-style-type: none">▪ Dynamics, tempi, and articulations▪ Appropriate phrasing▪ Breath placement▪ Expressive bodies and faces, matching the music▪ Responsive movement choices▪ Appropriate instrumentation for style			
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Grade 5 Form

Essential Standards:

Montana Music Content Standard 5.2: Develop musical ideas for an express purpose.
 MMCS 5.3: Describe revisions to personal music ideas.
 MMCS 5.4: Compare the structure and elements of music in works selected for performance.

Other Standards:

Montana Dance Content Standard 5.1: Use elements of dance to create a movement series.
 MDCS 5.2: Create a dance sequence that communicates an idea.
 MDCS 5.10: Analyze dances with contrasting themes.
 Montana Visual Arts Content Standard 5.8: Analyze use of structure, context, and visual elements to convey ideas and mood in artworks.
 MVACS 5.10: Apply formal and conceptual knowledge of art and design to make artwork.

Content-Specific Vocabulary:

Coda, repeat sign, bar line, double bar line, rondo

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can follow musical roadmaps using repeat signs and double bar lines.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • New England Dance Masters series • <i>Parachutes, Ribbons and Scarves</i> • <i>Rhythmically Moving</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Cups • Floor drums (tubanos) • <i>GAMEPLAN</i> manipulatives • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) 	<ul style="list-style-type: none"> • Building block composition • Folk dancing • Locomotor/non-locomotor movement
I am learning to recognize same and different parts of music.			
I am learning to label different parts of music (e.g. ABC).			

Grade 5 Harmony

<p>Essential Standards: Montana Music Content Standard 5.1: Improvise rhythmic, melodic, and harmonic ideas for a specific purpose. MMCS 5.4: Compare the structure and elements of music in works selected for performance.</p>			
<p>Content-Specific Vocabulary: Harmony, round, canon, unison, step, skip, chord, accompaniment, major, minor</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I am learning to hold my own part in a group.</p> <p>I am learning to accompany myself or others.</p>	<ul style="list-style-type: none"> • <i>Book of Canons</i> • <i>Conversational Solfege</i> • <i>Earth Dance: A Celebration of Canons</i> • <i>Elemental Ukulele: Pathways and Possibilities</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Modern Band (Little Kids Rock)</i> • <i>MusicPlay Online</i> • <i>Rainbow Ukulele</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Boomwhackers • <i>GAMEPLAN</i> manipulatives • Guitars • Recorders • Ukuleles 	<ul style="list-style-type: none"> • Bass line harmony • Canons • Instrumental accompaniment • Partner songs

Grade 5 Melody

<p>Essential Standards: Montana Music Content Standard 5.1: Improvise rhythmic, melodic, and harmonic ideas for a specific purpose. MMCS 5.2: Develop musical ideas for an express purpose. MMCS 5.4: Compare the structure and elements of music in works selected for performance. MMCS 5.6: Perform music with expression, technical accuracy, and interpretation that conveys the composer’s intent.</p>			
<p>Other Standards: MMCS 5.10: Demonstrate how a musical experience forms an emotional, physical, and cultural connection.</p>			
<p>Content-Specific Vocabulary: Melody, pitch, solfege, audiate, pentatonic, diatonic, scale, staff, treble clef, bass clef, sharp, flat, natural, step, skip</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I can identify treble clef notes.</p>	<ul style="list-style-type: none"> • <i>Conversational Solfege</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness series</i> • <i>Music for Children, Vol. 1</i> • <i>MusicPlay Online</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Boomwhackers • Flashcards • <i>GAMEPLAN</i> manipulatives • Recorders • Solfege texting sticks 	<ul style="list-style-type: none"> • Aural decoding • Curwen hand signs • Solfege ladder
<p>I am learning to internalize and perform the relationship between pitches.</p> <ul style="list-style-type: none"> ▪ Major pentatonic (Do-centered) ▪ Minor pentatonic (La-centered) ▪ Major diatonic 			
<p>I am learning to perform and improvise using a pentatonic scale.</p>			
<p>I am learning to identify bass clef notes.</p>			
<p>I am learning about the function of sharps, flats, and naturals.</p>			

Grade 5 Rhythm

Essential Standards:

Montana Music Content Standard 5.2: Develop musical ideas for an express purpose.

MMCS 5.5: Evaluate the accuracy, effectiveness, and expressiveness of musical performances.

MMCS 5.6: Perform music with expression, technical accuracy, and interpretation that conveys the composer's intent.

Other Standards:

MMCS 5.10: Demonstrate how a musical experience forms an emotional, physical, and cultural connection.

Content-Specific Vocabulary:

Time-signature, common time, beat, meter, quarter note, quarter rest, paired eighths/eighth notes, half note, half rest, whole note, whole rest, sixteenth notes, dotted half note, dotted quarter note, eighth note, eighth rest, eighth note group, notehead, stem, beam, dot

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can read, write, and perform rhythmic notation. 	<ul style="list-style-type: none"> • <i>Conversational Solfege</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>KidStix</i> • <i>Mallet Madness</i> series • <i>Music for Children, Vol. 1</i> • <i>MusicPlay Online</i> • <i>Rhythmische Übung</i> • <i>World Music Drumming</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Flash cards • Floor drums (tubanos) • Frame drums • <i>GAMEPLAN</i> manipulatives • <i>KidStix</i> kits (coffee can, cutting board, drum sticks, tambourines, felt circle toppers) • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) • Recorders • Rhythm sticks • Ukuleles 	<ul style="list-style-type: none"> • Aural decoding • Beat groups • Beat strips • Folk dancing and play parties • Rhythm building blocks • Rote
I am learning to read, write, and perform rhythmic notation. 			
I am learning to use both the top and bottom numbers in a time signature. 			
I am learning to perform and improvise using known rhythms.			

Grade 5 Timbre

<p>Essential Standards: Montana Music Content Standard 5.8: Describe how performers interpret expressive intent in music. MMCS 5.9: Use established criteria to evaluate the quality of musical works and performances. MMCS 5.10: Demonstrate how a musical experience forms an emotional, physical, and cultural connection. MMCS 5.11: Compare connections between music and historical and cultural context.</p>			
<p>Other Standards: Montana Theater Arts Content Standard 5.4: Experiment with physical and vocal choices to create meaning in drama and theatre works. Montana Visual Arts Content Standard 5.8: Analyze use of structure, context, and visual elements to convey ideas and mood in artworks.</p>			
<p>Content-Specific Vocabulary: Timbre, symphony orchestra, woodwinds, brass, strings, percussion, treble, soprano, alto, tenor, bass, glockenspiel, soprano xylophone, soprano metallophone, alto xylophone, alto metallophone, bass xylophone, bass metallophone</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I can identify symphonic instrument families by sound.</p> <ul style="list-style-type: none"> ▪ Woodwinds ▪ Brass ▪ Strings ▪ Percussion 	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • <i>Percussion Parade</i> • <i>Woods, Metals, Shakers, Skins</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Digital keyboards • Floor drums • Instrument visuals • Unpitched percussion 	<ul style="list-style-type: none"> • Digital keyboard sounds • Listening glyphs • Listening logs • Listening maps • Live musical performances (e.g. Myrna Loy) • Soundscapes • Youth Symphony concert
<p>I can visually identify instruments.</p> <ul style="list-style-type: none"> ▪ Band instruments ▪ Orchestra instruments ▪ Classroom instruments 			
<p>I am learning to identify vocal timbres.</p> <ul style="list-style-type: none"> ▪ Adult ▪ Child ▪ Soprano ▪ Alto ▪ Tenor ▪ Bass 			
<p>I am learning about timbres from diverse musical traditions.</p>			

Grade K Expression

Essential Standards:

- Montana Music Content Standard K.2: Demonstrate a musical idea.
- MMCS K.3: Identify changes in musical ideas.
- MMCS K.4: Identify expressive qualities in musical selections.
- MMCS K.6: Perform music with expression.
- MMCS K.7: Discuss preferences in musical selections.
- MMCS K.8: Discuss expressive qualities of music.
- MMCS K.9: Identify preferences in evaluating music.
- MMCS K.10: Identify emotions when experiencing music.
- MMCS K.11: Identify connections between music, arts, and daily life in a variety of contexts.

Other Standards:

- Montana Dance Content Standard K.1: Respond in movement to a variety of sounds.
- MDCS K.4: Explore different movement qualities.
- Montana Theatre Arts Content Standard K.1: Identify ways in which movement may be used to create or retell a story.
- MTACS K.4: Use facial expressions to communicate character and emotions in guided creative drama.
- MTACS K.6: Use voice and sound in guided creative drama.

Content-Specific Vocabulary:

Piano, forte, mood

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to describe the feeling and mood of a piece of music.	<ul style="list-style-type: none"> • <i>Book of Movement Exploration</i> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality children’s literature • High quality musical recordings • <i>Move It!</i> DVDs • <i>MusicPlay Online</i> • <i>My Many Colored Days</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • Hoberman spheres • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) • Unpitched percussion 	<ul style="list-style-type: none"> • Follow directions vs. choice making • Improvisation • Move-it • Notice, wonder, value • Student created artwork • Student created movement • Word wall
I am learning to respond to musical opposites (fast/slow, loud/quiet).			
I am learning to perform with artful expression. Examples: <ul style="list-style-type: none"> ▪ Dynamics and tempi ▪ Expressive bodies and faces, matching the music ▪ Responsive movement choices 			

Grade K Form

<p>Essential Standards: Montana Music Content Standard K.1: Explore and experience musical concepts. MMCS 1.3: Identify changes in musical ideas.</p>			
<p>Other Standards: Montana Dance Content Standard K.2: Explore dances with beginning, middle, and end. MDCS K.7: Identify movement that repeats in a dance. MDCS K.8: Observe movement and describe it.</p>			
<p>Content-Specific Vocabulary: Same, different</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to recognize same and different parts of music.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>I'm Growing Up</i> • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> • <i>Rhythmically Moving</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • <i>GAMEPLAN</i> manipulatives • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) 	<ul style="list-style-type: none"> • Circle games • Locomotor/non-locomotor movement • Move-it • Physical response to aural stimuli

Grade K Melody

<p>Essential Standards: Montana Music Content Standard K.1: Explore and experience musical concepts. MMCS K.3: Identify changes in musical ideas. MMCS K.5: Rehearse to improve performances.</p>			
<p>Other Standards: Montana Dance Content Standard K.1: Respond in movement to a variety of sounds.</p>			
<p>Content-Specific Vocabulary: Melody, pitch, audiate, high, low, timbre</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to sing a short song.	<ul style="list-style-type: none"> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Bean bags • Barred instruments • <i>GAMEPLAN</i> manipulatives • Puppets 	<ul style="list-style-type: none"> • Echo singing • Movement exploration
I am learning to demonstrate the difference between my speaking voice and my singing voice.			
I am learning to echo a short melody.			

Grade K Rhythm

Essential Standards: Montana Music Content Standard K.1: Explore and experience musical concepts. MMCS K.2: Demonstrate a musical idea.			
Other Standards: Montana Dance Content Standard K.1: Respond in movement to a variety of sounds.			
Content-Specific Vocabulary: Steady beat, echo, pattern, rhythm			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to keep the steady beat.	<ul style="list-style-type: none"> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>I'm Growing Up</i> • <i>Let's Do It Again! The Songs of Education Through Music</i> • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • <i>GAMEPLAN</i> manipulatives • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) • Rhythm sticks • Unpitched percussion 	<ul style="list-style-type: none"> • Beat groups • Echo activities • Follow child's beat with a song • Rote
I am learning to connect symbols with sounds.			
I am learning to move to patterns of long and short sounds.			
I am learning to speak and play patterns of long and short sounds.			

Grade K Timbre

Essential Standards:

Montana Music Content Standard K.1: Explore and experience musical concepts.
 MMCS K.4: Identify expressive qualities in musical selections.
 MMCS K.8: Discuss expressive qualities of music.
 MMCS K.11: Identify connections between music, arts, and daily life in a variety of contexts.

Other Standards:

Montana Theater Arts Content Standard K.6: use voice and sound in guided creative drama.
 Montana Visual Arts Content Standard K.10: create art that tells a story about a personal experience.

Content-Specific Vocabulary:

Timbre, glockenspiel, xylophone, metallophone, mallet

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to identify different sound sources.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • <i>Percussion Parade</i> • <i>Woods, Metals, Shakers, Skins</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Unpitched percussion • Instrument visuals 	<ul style="list-style-type: none"> • Listening glyphs • Listening maps • Live musical performances (e.g. Myrna Loy) • Soundscapes
I am learning to identify vocal timbres. <ul style="list-style-type: none"> ▪ High ▪ Low 			
I am learning to visually identify and name classroom percussion instruments.			
I am learning to visually identify barred instruments.			
I am learning about timbres from diverse musical traditions.			

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