



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, May 4th, 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:

<https://teams.microsoft.com/l/meetup-join>

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 04.06.22 Teaching & Learning Committee Meeting Minutes

V. ITEMS FOR INFORMATION/DISCUSSION

- A. Follow-up Q and A for Music K-5
- B. K-5 Standards Based Grading Update

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, April 6th, 2022 – 12:00pm

MINUTES

ATTENDANCE

<i>Trustees:</i>	<i>Others:</i>
Jennifer McKee, Committee Chair	Rex Weltz, Superintendent
Siobhan Hathhorn, Trustee	Jane Shawn, HEA President
	Josh McKay, Assistant Superintendent
	Brian Cummings, 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
	Nick Radley, Central Principal
	Joanne Didriksen, Librarian
	Hope Morrison, Librarian
	Amy Friez, Librarian
	Abigail Nyhof, Music Teacher
	Jennifer Skogley, Music Teacher

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 03.02.22 Teaching and Learning Committee Meeting.

V. ITEMS FOR INFORMATION/DISCUSSION

A. Library Media Curriculum Follow-up Q and A

Trustee Jennifer McKee commented that she would like to hear an overview of how the curriculum process works.

Ms. Joslyn Davidson, Curriculum Administrator, commented. When the State Board of Public Education adopts new state standards, we as a District are obligated to update our District curriculum to address those standards.

Trustee Siobhan Hathorn commented. The State Board of Public Education is not part of OPI, correct?

Ms. Davidson replied. The State Board of Public Education is outside of OPI. OPI usually puts together committees that develop the standards, and then it goes to the Board of Public Education, and they adopt those standards. We had some people from our District that were on the OPI committees that helped write those standards.

Joanne Didriksen, Hope Morrison, and Amy Friez-Librarians in the Helena School District-discussed the curriculum process in the District. They discussed that the general process is looking at the state standards and then developing based on those standards the skills and then the resources required in order to meet those standards. The elementary standards are unique in that there are separate standards for each grade level, so it takes a long time to go through that. We typically go with national standards as kind of the guideline for how to align our curriculum state standards. The middle school process is very similar. The only real change in our particular set of standards is we have the same sets of standards for 6th, 7th, and 8th grade, and we approach them in different ways. We use a scaffolding approach. In 6th grade they will be introduced to the skills and standards, in 7th grade we reinforce, and by 8th grade we shoot for mastery of the particular skill. In high school, we follow the same process. We are unique because we don't have guaranteed time with students, so at the high school level, students don't come into the library on a regular basis to work, so we go to the teachers and that's how we deliver our standards. We also follow the introduce, reinforce, and master approach. We are also teaching children to work independently, use critical thinking skills, and problem-solving skills.

The committee discussed that in high school, students have the option to read The Federalist Papers and writings by Brutus, and the librarians help them understand those robust and complex documents. It could be other documents as well, but the goal is to expose students to complex texts and then have the class discuss it together.

B. Introduction to K-5 Music Curriculum

Abigail Nyhof, and Jennifer Skogley- Music teachers in the Helena School District-discussed the K-5 Music Curriculum with the committee. The current curriculum that we're working under right now was adopted in 2012. In 2015 there were new national standards that were created, and then in 2016, Montana formed a committee of music teachers from around the state to adopt the national standards for Montana's needs. Around 2017, we as a K through 5 group started rewriting our "I can..." statements to blend the curriculum we were in and the new standards. We started rewriting our curriculum in 2020, and this year, we were able to complete our rewrite in March and now we're here to present and hopefully get it Board approved. When we were working on this we had people in our group that have been teaching more than 20 years and some less than five. So, it was very interesting to get those different perspectives when we were blending, our "I can..." statements. Our entire K through 5 team was involved with the new curriculum. Our previous curriculum has very teacher centered language. Our new curriculum is based on the latest state and national standards, and we tried to make the language as student friendly and family friendly as possible. As much as possible, we wanted it to be something that kids could read and understand. We are really proud of the way this new curriculum provides support for our teachers. It lists some suggested resources, suggested manipulatives, and some possible strategies for teaching each of the areas. We divided our curriculum into six strands:

- Expression-which is the way that feeling is conveyed in music
- Form-how music is organized, the patterns and sequences
- Harmony-layering multiple melodic lines
- Melody-the singable parts of music
- Rhythm-the pattern of sounds short and long
- Timbre-the unique sound color of instruments or voices

Abigail Nyhof and Jennifer Skogley discussed how rhythm progresses throughout K through 5. In kindergarten it is exposing them to the idea of rhythm, teaching them how to keep a steady beat and identify long and short sounds. In first grade, we continue that experience, but through slightly more advanced songs and repertoire. In second grade is where we're starting to move away from just the experience and hearing it, and now we can introduce some of the site pieces and work on the differentiation between rhythm and steady beat. In 3rd grade, we are assuming that the students can keep the steady beat independently instead of following a leader, and they are starting to read slightly more advanced notations. By 4th grade, they are still learning to read and write some basic notation with a few more advanced concepts thrown in there, and by fifth grade we are continuing to build on that. We added some new notation pieces to that, and they're hopefully at that point able to take these different rhythmic pieces that they've learned and improvise with them, or make up their own ideas as they're going, using those building blocks that they've been working on.

Abigail Nyhof and Jennifer Skogley discussed how timbre progresses throughout K through 5. In kindergarten they can start to differentiate between a high voice and a low voice. In first grade, they're differentiating again between high and low voices, and we've added our xylophones and metallophones, which are barred instruments that can play multiple different pitches. In second grade we add the difference between the sound of an adult voice and a child voice. In third grade we label that high and low as treble and bass specifically, and we start differentiating between the orchestral instrument families by sound. So that's woodwinds, brass, strings, and percussion. In fourth grade we start identifying specific band and orchestra instruments, hopefully by both sound and sight. By fifth grade we are hoping they can identify at least the core group of band and orchestra instruments by both sound and sight, and we're starting to label voice parts as soprano, alto, tenor, and bass.

In closing, Abigail Nyhof and Jennifer Skogley, discussed that they have had amazing philosophical discussions as they were drafting this curriculum about priorities in music and education. The next step is talking about what does this look like when they put it into practice.

Ms. Davidson shared the April Curriculum Calendar, April Assessment Calendar, and April Federal Title Calendar with the committee.

VI. BOARD COMMENTS

There were no further comments.

VII. ADJOURNMENT

The meeting was adjourned at 12:59 p.m. by Trustee McKee.

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
<p>I am learning to recognize same and different parts of music.</p>	<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.			

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).			

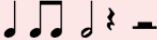
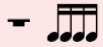
Grade 3 Harmony

Essential Standards: Montana Music Content Standard 3.6: Perform music for a purpose with expression and technical accuracy.			
Content-Specific Vocabulary: Harmony, round, canon, unison, step, skip, chord, accompaniment, major			
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

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.

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.

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

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can visually identify and name classroom instruments. <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
I am learning to identify symphonic instrument families by sound. <ul style="list-style-type: none"> ▪ Woodwinds ▪ Brass ▪ Strings ▪ Percussion 			
I am learning to identify vocal timbres. <ul style="list-style-type: none"> ▪ Adult ▪ Child ▪ High/Treble ▪ Low/Bass 			
I am learning about timbres from diverse musical traditions.			

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>	<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
<p>I am learning to accompany myself or others.</p>			

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:


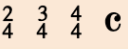
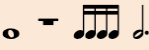
Montana Music Content Standard 4.2: Organize musical ideas for an express purpose.

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
<p>I can identify and use Italian musical terms within musical contexts.</p> <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.			
<p>I am learning to identify and use Italian musical terms within musical contexts.</p> <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>			

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