



Moscow School District #281

Mastery Learning Map

Music Kindergarten	
<p>1. Competency Statements for Creating</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Applying the skills and language of music, students will be able to demonstrate the ability to create musical ideas and works</i></p>
	<ol style="list-style-type: none"> 1. I can keep a steady beat. 2. I can show the difference between high and low sounds 3. I can show the difference between soft and loud sounds 4. I can show the difference between fast and slow tempos
National Standards	MU: CR1.1, MU: CR2.1, MU: CR3.1, MU:CR3.2

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Mastery Learning Map

Music Kindergarten	
<p>2. Competency Statements for Performing</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Applying the skills and language of music, students will demonstrate the ability to perform musical works.</i></p>
	<ol style="list-style-type: none"> 1. I can move with the feeling of the music 2. I can show the difference between high and low sounds 3. I can show the difference between soft and loud sounds 4. I can show the difference between fast and slow tempos 5. I can use my voice in different ways
<p>National Standards</p>	<p>MU: PR4.1, MU: PR4.2, MU: PR4.3 , MU: PR5.1, MU: PR6.1</p>

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Mastery Learning Map

Music Kindergarten	
<p>3. Competency Statements for Responding</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Applying the skills and language of music, students will demonstrate the ability to respond to musical work.</i></p>
	<ol style="list-style-type: none"> 1. I can keep a steady beat 2. I can move with the feeling of the music 3. I can show the difference between high and low sounds 4. I can show the difference between soft and loud sounds 5. I can show the difference between fast and slow tempos
National Standards	MU:Re7.1, MU:Re7.2, MU: Re8.1, MU:Re9.1

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Mastery Learning Map

Music Kindergarten	
4. Competency Statements for Connecting (i.e. Counting and Cardinality, Reading Literature) <i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<i>Applying the skills and language of music, students will demonstrate the ability to connect to/with musical work.</i>
	1.
National Standards	MU:Cn10.0, MU:Cn11.0



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Mastery Learning Map

Music 1 st Grade	
1. Competency Statements for Creating (i.e. Counting and Cardinality, Reading Literature) <i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<i>Applying the skills and language of music, students will be able to demonstrate the ability to create musical ideas and works</i>
	1. I can keep a steady beat while patting.
National Standards	MU: CR1.1, MU: CR2.1, MU: CR3.1, MU:CR3.2

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Mastery Learning Map

Music 1 st Grade	
2. Competency Statements for Performing (i.e. Counting and Cardinality, Reading Literature) <i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<i>Applying the skills and language of music, students will demonstrate the ability to perform musical works</i>
	<ol style="list-style-type: none">1. I can echo the teacher using my voice (whisper, speaking, singing, calling).2. I can identify between fast/slow, loud/soft and high/low.
National Standards	MU: PR4.1, MU: PR4.2, MU: PR4.3 , MU: PR5.1, MU: PR6.1

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Music 1 st Grade	
<p>3. Competency Statements for Responding</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Applying the skills and language of music, students will demonstrate the ability to respond to musical work</i></p>
	<ol style="list-style-type: none"> 1. I can show if the melody goes up or down with my movements. 2. I can identify the four instrument families of the orchestra.
National Standards	MU:Re7.1, MU:Re7.2, MU: Re8.1, MU:Re9.1

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Mastery Learning Map

Music 1 st Grade	
4. Competency Statements for Connecting (i.e. Counting and Cardinality, Reading Literature) <i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<i>Applying the skills and language of music, students will demonstrate the ability to connect to/with musical work</i>
	1.
National Standards	MU:Cn10.0, MU:Cn11.0



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Music 2 nd Grade	
1. Competency Statements for Creating (i.e. Counting and Cardinality, Reading Literature) <i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<i>Applying the skills and language of music, students will be able to demonstrate the ability to create musical ideas and works</i> 1. I can improvise a 4-beat rhythmic answer in response to the teacher. 2. I can identify and use quarter notes/rests and half notes/rests.
National Standards	MU: CR1.1, MU: CR2.1, MU: CR3.1, MU:CR3.2

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Mastery Learning Map

Music 2 nd Grade	
2. Competency Statements for Performing (i.e. Counting and Cardinality, Reading Literature) <i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<i>Applying the skills and language of music, students will demonstrate the ability to perform musical works</i>
	<ol style="list-style-type: none">1. I can play rhythms (ostinatos; simple borduns).2. I can read and perform rhythms (using iconic/standard notation).
National Standards	MU: PR4.1, MU: PR4.2, MU: PR4.3 , MU: PR5.1, MU: PR6.1

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Mastery Learning Map

Music 2 nd Grade	
3. Competency Statements for Responding (i.e. Counting and Cardinality, Reading Literature) <i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<i>Applying the skills and language of music, students will demonstrate the ability to respond to musical work</i>
	<ol style="list-style-type: none">1. I can sort orchestral instruments into families.2. I can show with movement p, f, crescendo, decrescendo.
National Standards	MU:Re7.1, MU:Re7.2, MU: Re8.1, MU:Re9.1

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Mastery Learning Map

Music 2 nd Grade	
<p>4. Competency Statements for Connecting</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Applying the skills and language of music, students will demonstrate the ability to connect to/with musical work</i></p>
	<p>1.</p>
<p>National Standards</p>	<p>MU:Cn10.0, MU:Cn11.0</p>



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Music 3 rd Grade	
1. Competency Statements for Creating (i.e. Counting and Cardinality, Reading Literature) <i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<i>Applying the skills and language of music, students will be able to demonstrate the ability to create musical ideas and works</i>
	<ol style="list-style-type: none">1. I can improvise on barred instruments using a pentatonic scale.2. I can identify phrase, introduction, interlude, AB and ABA forms.
National Standards	MU: CR1.1, MU: CR2.1, MU: CR3.1, MU:CR3.2

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Mastery Learning Map

Music 3 rd Grade	
<p>2. Competency Statements for Performing</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Applying the skills and language of music, students will demonstrate the ability to perform musical works</i></p>
	<ol style="list-style-type: none"> 1. I can read and perform rhythm patterns. 2. I can read and perform pitch patterns.
<p>National Standards</p>	<p>MU: PR4.1, MU: PR4.2, MU: PR4.3 , MU: PR5.1, MU: PR6.1</p>

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Mastery Learning Map

Music 3 rd Grade	
<p>3. Competency Statements for Responding</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Applying the skills and language of music, students will demonstrate the ability to respond to musical work</i></p>
	<p>1. I can identify the difference between legato and staccato.</p>
National Standards	MU:Re7.1, MU:Re7.2, MU: Re8.1, MU:Re9.1

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Music 3 rd Grade	
<p>4. Competency Statements for Connecting</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Applying the skills and language of music, students will demonstrate the ability to connect to/with musical work</i></p>
	<p>1.</p>
<p>National Standards</p>	<p>MU:Cn10.0, MU:Cn11.0</p>



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Music 4 th Grade	
1. Competency Statements for Creating (i.e. Counting and Cardinality, Reading Literature) <i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<i>Applying the skills and language of music, students will be able to demonstrate the ability to create musical ideas and works</i> <ol style="list-style-type: none">1. I can play a simple (level) bordun and a moving bordun. I can play I-V.2. I can read, perform and compose music using 2/4, 3/4 and 4/4 meters.3. I can identify and use whole notes, whole rests, dotted half notes, and 4-sixteenths, eighth-quarter-eighth (syncopation) and triplets.
National Standards	MU: CR1.1, MU: CR2.1, MU: CR3.1, MU:CR3.2

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Music 4 th Grade	
2. Competency Statements for Performing (i.e. Counting and Cardinality, Reading Literature) <i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<i>Applying the skills and language of music, students will demonstrate the ability to perform musical works</i>
	<ol style="list-style-type: none">1. I can play rhythms on instruments in meters of 2 and 3.2. I can read and write the lines and spaces of the treble clef.3. I can identify and perform mezzo-piano (mp), mezzo-forte (mf), pianissimo (pp), and fortissimo (ff).
National Standards	MU: PR4.1, MU: PR4.2, MU: PR4.3 , MU: PR5.1, MU: PR6.1

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Mastery Learning Map

Music 4 th Grade	
<p>3. Competency Statements for Responding</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Applying the skills and language of music, students will demonstrate the ability to respond to musical work</i></p>
	<ol style="list-style-type: none"> 1. I can demonstrate phrase, identify rondo form, label A' within the form, label D.C. and D. S. al Fine, and identify and respond to AABB forms. 2. I can identi
National Standards	MU:Re7.1, MU:Re7.2, MU: Re8.1, MU:Re9.1

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Music 4 th Grade	
<p>4. Competency Statements for Connecting</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Applying the skills and language of music, students will demonstrate the ability to connect to/with musical work</i></p>
	<p>1.</p>
<p>National Standards</p>	<p>MU:Cn10.0, MU:Cn11.0</p>



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Mastery Learning Map

Music 5 th Grade	
1. Competency Statements for Creating (i.e. Counting and Cardinality, Reading Literature) <i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<i>Applying the skills and language of music, students will be able to demonstrate the ability to create musical ideas and works</i>
	<ol style="list-style-type: none">1. I can read and perform syncopated rhythms and rhythmic patterns that use sixteenth notes and paired sixteenth note and 8th note combinations.2. I can improvise using call and response and the 12 Bar blues form.
National Standards	MU: CR1.1, MU: CR2.1, MU: CR3.1, MU:CR3.2

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Music 5 th Grade	
<p>2. Competency Statements for Performing</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Applying the skills and language of music, students will demonstrate the ability to perform musical works</i></p>
	<ol style="list-style-type: none"> 1. I can read and perform music in 2/4, ¾, 4/4 and 6/8-time signatures. 2. I can play I-V, I-vii and I-IV-V chords.
<p>National Standards</p>	<p>MU: PR4.1, MU: PR4.2, MU: PR4.3 , MU: PR5.1, MU: PR6.1</p>

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Mastery Learning Map

Music 5 th Grade	
<p>3. Competency Statements for Responding</p> <p>(i.e. Counting and Cardinality, Reading Literature)</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>Applying the skills and language of music, students will demonstrate the ability to respond to musical work</i></p>
	<ol style="list-style-type: none"> 1. I can evaluate the quality and effectiveness of my own and others' performances and offer constructive suggestions for improvement. 2. I can use basic music vocabulary to analyze and evaluate musical works.
National Standards	MU:Re7.1, MU:Re7.2, MU: Re8.1, MU:Re9.1

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Music 5 th Grade	
4. Competency Statements for Connecting (i.e. Counting and Cardinality, Reading Literature) <i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i>	<i>Applying the skills and language of music, students will demonstrate the ability to connect to/with musical work</i>
	1.
National Standards	MU:Cn10.0, MU:Cn11.0