

## Kindergarten

Create	Perform	Respond	Connect
I can <i>improvise</i> musical sounds in response to teacher cues	I can demonstrate <b>moving, singing, and playing instruments</b> with others	I can identify musical opposites while <b>listening</b> to and interacting with a variety of music	I can <b>sing or play instruments</b> using a familiar song that you have learned
I can choose a musical sound to share	I can make a musical choice while <b>singing, playing instruments, or moving</b> to explore the effects of <i>musical elements</i> (high/low; loud/soft; fast/slow)	I can identify which of two contrasting <i>musical selections</i> is preferred, and tell why	I can <b>sing, play instruments, or listen</b> to music from various <i>cultures</i>
I can change selected musical sounds using teacher feedback			

## First Grade

Create	Perform	Respond	Connect
I can generate <i>musical ideas</i> using a limited set of <i>rhythms</i> or <i>itches</i>	I can demonstrate <b>moving, singing, and playing instruments</b> with others and alone	I can identify steady <i>beat</i> while listening to and interacting with a variety of music	I can identify and emotion experienced when <b>singing, playing instruments, or listening</b> to music
I can choose <i>musical ideas</i> to share using a limited set of <i>rhythms</i> or <i>itches</i>	I can follow the teacher to start, stop, and stay together throughout an established musical <i>form</i>	I can identify differences between two contrasting <i>musical selections</i>	I can <b>sing, play instruments, or listen</b> to music from various <i>cultures</i> including music from Minnesota American Indian tribes and communities
I can change selected <i>musical ideas</i> using teacher feedback			

## Second Grade

<b>Create</b>	<b>Perform</b>	<b>Respond</b>	<b>Connect</b>
I can generate <i>rhythmic or melodic patterns</i>	I can develop <i>vocal and instrumental skills</i> to perform a variety of music	I can identify repeating patterns and expressive elements while <b>listening</b> to and interacting with a variety of music	I can identify a part of a <i>musical selection</i> that connects with me personally
I can preserve personal <i>rhythmic or melodic patterns</i> using a system of <i>notation</i> or <b>recording technology</b>	I can <i>perform</i> music with and for others, using <i>technical accuracy and expression</i>	I can apply personal preferences in evaluation when <b>listening</b> to music	I can <b>sing and play instruments</b> from different <i>genres</i> of music from various time periods and places
I can change selected <i>rhythmic or melodic patterns</i> using feedback from others			

## Third Grade

<b>Create</b>	<b>Perform</b>	<b>Respond</b>	<b>Connect</b>
I can <i>create or improvise rhythmic or melodic patterns</i> containing long sounds, short sounds and rests	I can refine <i>vocal and instrumental skills</i> to <i>perform</i> a variety of music	I can identify and describe elements that make contrasting <i>musical selections</i> different from each other	I can describe a memory, feeling, or story associated with music that is <b>listened</b> to or <i>performed</i>
I can organize chosen musical patterns into <i>phrases</i> using a system of <i>notation</i> or <b>recording technology</b>	I can <i>perform</i> music for a specific purpose, using <i>technical accuracy, expression, and interpretation</i>	I can explain personal preference of <i>music selections</i> by identifying <i>music elements</i> that generate personal interest	I can describe <i>cultural</i> uses of music from different time periods and places
I can <i>arrange</i> musical patterns using feedback from others			

## Fourth Grade

<b>Create</b>	<b>Perform</b>	<b>Respond</b>	<b>Connect</b>
I can <i>create or improvise melodic phrases</i> using specific <i>tonalities</i>	I can apply developing <i>vocal and instrumental skills</i> to improve <i>performance</i>	I can identify and describe elements that create contrasting <i>performances</i> of the same <i>musical selection</i>	I can describe emotions experienced when <i>performing</i> or <b>listening</b> to a <i>musical selection</i> and relate it to a personal experience
I can organize chosen musical <i>phrases</i> into a short <i>composition</i> using a system of <i>notation</i> or <b>recording technology</b>	I can <i>perform</i> music by accurately responding to musical terms	I can apply <i>teacher-provided criteria</i> to evaluate <i>musical selections</i> or <i>performances</i> , citing specific elements and characteristics	I can compare and contrast <i>cultural</i> uses of music from different time periods and places
I can <i>revise</i> a musical <i>composition</i> as a group using feedback from others			

## Fifth Grade

<b>Create</b>	<b>Perform</b>	<b>Respond</b>	<b>Connect</b>
I can <i>create or improvise rhythmic or melodic phrases</i> using specific <i>tonalities, meters or chord changes</i>	I can demonstrate <i>vocal or instrumental skills</i> appropriate to the <i>performance</i> of music's <i>cultural context</i>	I can identify the elements used in a <i>musical selection</i> to convey its possible <i>intent</i>	I can compare and contrast emotions experienced when <i>performing</i> or <b>listening</b> to two different <i>musical selections</i>
I can organize chosen musical <i>phrases</i> into a given <i>form</i> using a system of <i>notation</i> or <b>recording technology</b>	I can <i>perform</i> music by <i>responding to notation</i> and <b>active listening</b>	I can apply <i>collaboratively developed</i> and <i>teacher-provided criteria</i> to evaluate <i>musical selections</i> or <i>performances</i> , citing specific elements or characteristics	I can describe relationships of musical <i>genres</i> to <i>cultural</i> or <i>historical contexts</i>
I can <i>revise</i> a musical <i>composition</i> using feedback from others and self-reflection			

## Sixth Grade

<b>Create</b>	<b>Perform</b>	<b>Respond</b>	<b>Connect</b>
I can <i>create or improvise</i> musical ideas that can be combined into a melody	I can <i>collaborate</i> as an <i>ensemble</i> to <i>refine</i> and prepare music for <i>presentation or performance</i>	I can describe how <i>musical elements</i> contribute to meaning in a <i>musical selection</i>	I can share how specific <i>musical selections</i> relate to personal, social, and emotional experiences
I can develop a <i>composition</i> consisting of a melody using a system of <i>notation</i> or <b>recording technology</b>	I can <i>perform</i> music for an audience by <i>responding</i> to <i>notation</i> and applying <i>musical elements</i> and <i>technical skills</i>	I can apply <i>collaboratively developed criteria</i> to evaluate <i>musical selections</i> or <i>performances</i> citing specific elements or characteristics	I can explain ways that music is used to represent cultural identity, including Minnesota American Indian tribes and communities
I can <i>revise</i> a musical <i>composition</i> using self-reflection			

## Seventh Grade

Create	Perform	Respond	Connect
I can <i>create or improvise</i> musical ideas that can be combined into a melody with <i>expressive elements</i> (dynamics, articulation, timbre)	I can demonstrate an understanding of various <i>genres</i> and styles of music by applying <i>musical elements</i> to prepare for a <i>performance</i>	I can identify the musical or technical skills needed in <i>musical selections</i> to convey meaning or possible <i>intent</i> including <i>cultural or historical contexts</i>	I can describe why various musical choices are made when <i>creating or performing</i> music
I can develop a <i>composition</i> consisting of a melody with expressive elements using a system of <i>notation</i> or <b>recording technology</b>	I can <i>perform</i> music for an audience by responding to <i>notation</i> , using <i>expressive skills</i>	I can identify and use a variety of techniques to evaluate the qualities of a musical <i>performance</i> (student generated criteria, rubric, rating scale)	I can identify <i>cultural or historical</i> influences on musical compositions
I can <i>revise</i> a <i>composition</i> to include <i>expressive elements</i>			



## Eighth Grade

<b>Create</b>	<b>Perform</b>	<b>Respond</b>	<b>Connect</b>
I can generate rhythmic, melodic, or harmonic musical ideas that include <i>expressive elements</i> (dynamics, articulation, timbre)	I can demonstrate persistence and cooperation in refining <i>musical selections</i> for <i>performance</i>	I can analyze and discuss the use of elements in <i>musical selections</i> to convey meaning or possible <i>intent</i> including <i>historical or cultural contexts</i>	I can describe how interests, knowledge, and skills relate to personal choices in the <i>creation</i> or <i>performance</i> of music
I can develop a <i>composition</i> in a specific form that includes expressive elements using <b>notation</b> or <b>recording technology</b>	I can <i>perform</i> music for an audience with <i>technical accuracy</i> and <i>stylistic expression</i> to convey the <i>composer's</i> possible <i>intent</i>	I can identify and describe the musical and technical skills evident in a <i>performance</i>	I can describe how music connects individuals and societies to history, <i>culture</i> , heritage, and community
I can <i>revise</i> a <i>composition</i> draft into a completed work			