

Childhood should be a journey, not a race

# Kindergarten MUSIC Progress Report

## Pattonville School District

### 2009-2010

Peel and stick label with  
school and student name

**The Curriculum for K-5 Music** is aligned with the Missouri State “Show-Me Standards” and the National Standards for Arts Education and includes classroom experiences in the areas of: Musical Skills, Music History/Culture and Music Product or Performance.

<b>Music</b>		<b>Performance Level</b>				
NE	Indicators of Expected Learning in KINDERGARTEN	Trimester	ND	Dev	Exp	Ext
	<b>Musical Skills and Music History/Culture:</b> examples of skills may include: identifying pitches that are high/low, demonstrating voice classification (whispering, shouting, singing, speaking)	1st				
		2nd				
		3rd				
	<b>Product or Performance:</b> examples of skills may include: engaging in spontaneous unison singing, singing in question and answer form; echoing melodic or rhythmic patterns, performing a steady beat on an instrument; begin learning singing games and nursery rhymes.	1st				
		2nd				
		3rd				
	<b>Personal Responsibility:</b> listen and follow directions and rules, show appropriate effort, consistently demonstrate cooperation, self-control, mutual respect, and citizenship.	1st				
		2nd				
		3rd				

#### Performance Levels

NE	Not Evaluated	Not evaluated at this time
ND	Not Demonstrated	Student has not yet demonstrated understanding in this area.
Dev	Developing	Student is beginning to develop an understanding in this area.
Exp	Expected	Student consistently demonstrates understanding in this area.
Ext	Extending	Student applies/demonstrates exceptional skills and/or exceeds the “Expected” standard in this area.

Childhood should be a journey, not a race  
**First Grade MUSIC Progress Report**  
**Pattonville School District**  
**2009-2010**

Peel and stick label with  
 school and student name

**The Curriculum for K-5 Music** is aligned with the Missouri State “Show-Me Standards” and the National Standards for Arts Education and includes classroom experiences in the areas of: Musical Skills, Music History/Culture and Music Product or Performance.

<b>Music</b>		<b>Performance Level</b>				
<b>NE</b>	Indicators of Expected Learning in <b>FIRST GRADE</b>		<b>ND</b>	<b>Dev</b>	<b>Exp</b>	<b>Ext</b>
	<b>Musical Skills and Music History/Culture:</b> examples of skills may include: identifying patterns such as sol-mi; identifying melodic direction; reading simple rhythm patterns; identifying non-pitched percussion, explaining tempo.	1st				
		2nd				
		3rd				
	<b>Product or Performance:</b> examples of skills may include: singing independently (without the teacher) and with a group; playing a simple repeated rhythm (ostinato); performing simple folk/play dances, performing in call and response style.	1st				
		2nd				
		3rd				
	<b>Personal Responsibility:</b> listen and follow directions and rules, show appropriate effort, consistently demonstrate cooperation, self-control, mutual respect, and citizenship.	1st				
		2nd				
		3rd				

**Performance Levels**

NE	Not Evaluated	Not evaluated at this time
ND	Not Demonstrated	Student has not yet demonstrated understanding in this area.
Dev	Developing	Student is beginning to develop an understanding in this area.
Exp	Expected	Student consistently demonstrates understanding in this area.
Ext	Extending	Student applies/demonstrates exceptional skills and/or exceeds the “Expected” standard in this area.

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**Second Grade MUSIC Progress Report**  
**Pattonville School District**  
**2009-2010**

Peel and stick label with  
school and student name

**The Curriculum for K-5 Music** is aligned with the Missouri State “Show-Me Standards” and the National Standards for Arts Education and includes classroom experiences in the areas of: Musical Skills, Music History/Culture and Music Product or Performance.

<b>Music</b>		<b>Performance Level</b>				
<b>NE</b>	Indicators of Expected Learning in <b>SECOND GRADE</b>		<b>ND</b>	<b>Dev</b>	<b>Exp</b>	<b>Ext</b>
	<b>Musical Skills and Music History/Culture:</b> examples of skills may include: identifying sol-mi-la patterns, identifying verse/refrain, forte/piano, and repeat sign; using the music staff to show sol-mi-la; reading and identifying half notes and half rests using notation; identifying some well-known orchestral instruments (violin, trumpet, flute etc.) identifying music from other cultures.	1st				
		2nd				
		3rd				
	<b>Product or Performance:</b> examples of skills may include: showing pitch relationships while singing independently (without the teacher) and with a group; playing melodic ostinato; performing in duple/triple meter.	1st				
		2nd				
		3rd				
	<b>Personal Responsibility:</b> listens, follows directions and rules, shows appropriate effort, consistently demonstrates cooperation, self-control, respect, citizenship and shows appropriate audience etiquette (clapping, listening).	1st				
		2nd				
		3rd				

**Performance Levels**

NE	Not Evaluated	Not evaluated at this time
ND	Not Demonstrated	Student has not yet demonstrated understanding in this area.
Dev	Developing	Student is beginning to demonstrate or develop an understanding in this area.
Exp	Expected	Student can consistently achieve the standards listed in this area.
Ext	Extending	Student applies/demonstrates exceptional skills and/or exceeds the “Expected” standard in this area.

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**Third Grade MUSIC Progress Report**  
**Pattonville School District**  
**2009-2010**

Peel and stick label with  
school and student name

**The Curriculum for K-5 Music** is aligned with the Missouri State “Show-Me Standards” and the National Standards for Arts Education and includes classroom experiences in the areas of: Musical Skills, Music History/Culture and Music Product or Performance.

<b>Music</b>		<b>Performance Level</b>				
<b>NE</b>	Indicators of Expected Learning in <b>THIRD GRADE</b>		<b>ND</b>	<b>Dev</b>	<b>Exp</b>	<b>Ext</b>
	<b>Musical Skills and Music History/Culture:</b> examples of skills may include: identifying meter signatures; using standard notation showing measures in meter; identifying orchestral instrument families; explaining instrumental tone production; distinguishing between sacred and secular music; explaining musical dynamics, accelerando, ritardando; identifying AB or ABA form and D.C. al Fine.	1st				
		2nd				
		3rd				
	<b>Product or Performance:</b> examples of skills may include: singing independently and with a group; creating and performing a simple AB or ABA form; playing and/or singing in a round; performing Patriotic music.	1st				
		2nd				
		3rd				
	<b>Personal Responsibility:</b> listens, follows directions and rules, shows appropriate effort, consistently demonstrates cooperation, self-control, respect, citizenship and shows appropriate audience etiquette (clapping, listening).	1st				
		2nd				
		3rd				

**Performance Levels**

NE	Not Evaluated	Not evaluated at this time
ND	Not Demonstrated	Student has not yet demonstrated understanding in this area.
Dev	Developing	Student is beginning to demonstrate or develop an understanding in this area.
Exp	Expected	Student can consistently achieve the standards listed in this area.
Ext	Extending	Student applies/demonstrates exceptional skills and/or exceeds the “Expected” standard in this area.

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## Fourth Grade MUSIC Progress Report

### Pattonville School District

# 2009-2010

Peel and stick label with  
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**The Curriculum for K-5 Music** is aligned with the Missouri State “Show-Me Standards” and the National Standards for Arts Education and includes classroom experiences in the areas of: Musical Skills, Music History/Culture and Music Product or Performance.

Music		Performance Level				
NE	Indicators of Expected Learning in FOURTH GRADE		ND	Dev	Exp	Ext
	<b>Musical Skills and Music History/Culture:</b> examples of skills may include: knowledge of music in terms of style, differentiating between styles of folk music; notation; labeling notes on treble clef; classifying instruments/voices based on sound production groupings; locating/explaining musical symbols that apply to form (first and second endings) and dynamic markings (fermata, crescendo, and decrescendo)	1st				
		2nd				
		3rd				
	<b>Product or Performance:</b> examples of skills may include: singing independently and with a group; playing and/or singing partner songs; performing on a pitched or non-pitched percussion instrument accompaniment with a simple melody using some sixteenth notes.	1st				
		2nd				
		3rd				
	<b>Personal Responsibility:</b> listens, follows directions and rules, shows appropriate effort, consistently demonstrates cooperation, self-control, respect, citizenship and shows appropriate audience etiquette (clapping, listening).	1st				
		2nd				
		3rd				

#### Performance Levels

NE	Not Evaluated	Not evaluated at this time
ND	Not Demonstrated	Student has not yet demonstrated understanding in this area.
Dev	Developing	Student is beginning to demonstrate or develop an understanding in this area.
Exp	Expected	Student can consistently achieve the standards listed in this area.
Ext	Extending	Student applies/demonstrates exceptional skills and/or exceeds the “Expected” standard in this area.

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**Fifth Grade MUSIC Progress Report**  
**Pattonville School District**  
**2009-2010**

Peel and stick label with  
school and student name

**The Curriculum for K-5 Music** is aligned with the Missouri State “Show-Me Standards” and the National Standards for Arts Education and includes classroom experiences in the areas of: Musical Skills, Music History/Culture and Music Product or Performance.

<b>Music</b>		<b>Performance Level</b>				
<b>NE</b>	Indicators of Expected Learning in <b>FIFTH GRADE</b>		<b>ND</b>	<b>Dev</b>	<b>Exp</b>	<b>Ext</b>
	<b>Musical Skills and Music History/Culture:</b> examples of skills may include: knowledge of music in terms of function, style, composer and time period, identifying major tonality, hearing and writing rhythm patterns using standard notation, classifying folk instruments, elements of vocal production, locating/ explaining musical signs and symbols that apply to form and pitch (D.S. al Coda and time signatures).	1st				
		2nd				
		3rd				
	<b>Product or Performance:</b> examples of skills may include: singing and/ or playing independently on an instrument with intonation and rhythmic accuracy, creating and performing simple melodies, playing and/or singing two-part songs, identifying instruments/voices by sound.	1st				
		2nd				
		3rd				
	<b>Personal Responsibility:</b> listens, follows directions and rules, shows appropriate effort, consistently demonstrates cooperation, self-control, respect, citizenship and shows appropriate audience etiquette (clapping, listening).	1st				
		2nd				
		3rd				

**Performance Levels**

NE	Not Evaluated	Not evaluated at this time
ND	Not Demonstrated	Student has not yet demonstrated understanding in this area.
Dev	Developing	Student is beginning to demonstrate or develop an understanding in this area.
Exp	Expected	Student can consistently achieve the standards listed in this area.
Ext	Extending	Student applies/demonstrates exceptional skills and/or exceeds the “Expected” standard in this area.