

Suggested Ideas for Unpacking
(not an exhaustive list)

Standard	What students need to know (CONCEPTS)	What students are able to do (SKILLS)	Student-friendly language
<p>K.GM.P1.A With guidance, explore and experience music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, Textures, sequence, and ways to define music.</p>	<ul style="list-style-type: none"> ● Pitch <ul style="list-style-type: none"> ○ high/low ● Rhythms <ul style="list-style-type: none"> ○ short/long ● Vocal timbres <ul style="list-style-type: none"> ○ Sing ○ Speak ○ Whisper ○ Call ● Movement ● Musical contrasts <ul style="list-style-type: none"> ○ loud/soft ○ fast/slow ● Textures <ul style="list-style-type: none"> ○ Types of percussion (wood/metal/skin) ● Sequence <ul style="list-style-type: none"> ○ same/different ● Ways to define music 	<ul style="list-style-type: none"> ● Explore ● Experience 	<ul style="list-style-type: none"> ● I can explore high and low. ● I can explore short and long sounds. ● I can demonstrate four ways to use my voice. ● I can experience movement with music or a poem. ● I can describe music as loud or soft. ● I can describe music as fast or slow. ● I can identify a classroom instrument as wood, metal, or skin. ● I can identify same and different sections of music.

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<p>1.GM.P1.A With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</p>	<ul style="list-style-type: none">● Personal Interest● Knowledge about varied musical repertoire● Purpose of about varied musical repertoire	<ul style="list-style-type: none">● Demonstrate● Discuss	<ul style="list-style-type: none">● I can discuss what I liked about the song.● I can demonstrate [insert known concept here] in a chosen song.● I can discuss why we learned the song<ul style="list-style-type: none">○ i.e. we learned “Lucy Locket” because it has the so-la-so-mi pattern.

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Standard	What students need to know (CONCEPTS)	What students are able to do (SKILLS)	Student-friendly language
<p>2.GM.P1.A Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections (such as performing songs and dances from various cultures and historical periods).</p>	<ul style="list-style-type: none">● Personal Interest● Knowledge about varied musical repertoire● Purpose of about varied musical repertoire	<ul style="list-style-type: none">● Demonstrate● Explain	<ul style="list-style-type: none">● I can explain what I liked about the song.● I can demonstrate [insert known concept here] in a chosen song.● I can explain why we learned the song<ul style="list-style-type: none">○ i.e. we learned “King’s Land” because it has so-do.

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<p>3.GM.P1.A Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p> <p>4.GM.P1.A Demonstrate (through performance) and explain how the selection of music to perform is influenced by personal interest, Knowledge, context, and technical skill.</p> <p>5.GM.P1.A Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill</p>	<ul style="list-style-type: none"> ● Influence of selection of music by <ul style="list-style-type: none"> ○ Personal Interest ○ Knowledge ○ (3) Purpose ○ Context ○ (4-5) Technical Skill 	<ul style="list-style-type: none"> ● Demonstrate ● Explain 	<ul style="list-style-type: none"> ● I can explain what I liked about the song. ● I can demonstrate [insert known concept here] in a chosen song. ● I can explain why we learned the song ●

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<p>K.GM.P1.B With guidance, using voices, instruments, or movement, Explore and demonstrate awareness of <u>music contrasts</u>* in a variety of music selected for performance.</p>	<p>Music Contrasts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fast/Slow <input type="checkbox"/> High/Low <input type="checkbox"/> Loud/Soft <input type="checkbox"/> Same/Different <input type="checkbox"/> Upward/Downward <input type="checkbox"/> Smooth/Jerky <input type="checkbox"/> Heavy/Light 	<p>Explore using voices, instruments, or movement.</p> <p>Demonstrate Awareness of *music contrasts.</p>	<p>I can show *music contrasts with my voice.</p> <p>I can show *music contrasts with instruments</p> <p>I can show *music contrasts with movements..</p>

*You can substitute whichever opposite you are working on.

We talked and decided “For performance” could mean what you are performing in class that day or for a concert.

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<p>1.GM.P1.B With limited guidance, using voices, instruments, or movement, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance</p> <p>2.GM.P1.B Using voices, instruments, or movement, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.</p>	<p>Knowledge of Music Concepts</p> <p>Variety of Cultures</p>	<p>Use Voices</p> <p>Use Instruments</p> <p>Use Movement</p>	<p>I can sing music from around the world.</p> <p>I can move to music from around the world.</p> <p>I can play music from around the world.</p> <p>Ex. I can play an ostinato to accompany “Silver Moon Boat.”</p> <p>Ex. I can play rhythm patterns using ta and ta-di.</p>

Performance can occur in classroom or in public.

2nd grade should be able to perform this standard without guidance.

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Standard	What students need to know (CONCEPTS)	What students are able to do (SKILLS)	Student-friendly language
<p>3.GM.P1.B Demonstrate understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance.</p> <p>4.GM.P1.B Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p> <p>5.GM.P1.B Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p>	<p>Structure of music (form)</p> <p>Elements of music</p> <ul style="list-style-type: none"> ❑ 3 - rhythm/melodic directions ❑ 4 - rhythm, pitch, and form ❑ 5 - rhythm, pitch, form, and harmony 	<p>Demonstrate the elements of rhythm. (3,4,5)</p> <p>Demonstrate melodic direction. (3)</p> <p>Demonstrate the elements of pitch. (4, 5)</p> <p>Demonstrate the elements of form. (4, 5)</p> <p>Demonstrate simple harmony. (5)</p>	<p>I can demonstrate the form of music. (3, 4, 5)</p> <p>I can perform rhythms in music (3, 4, 5).</p> <p>I can show melodic direction of music (3).</p> <p>I can perform simple harmonies of music (5).</p> <p>I can sing/play pitches in music (4, 5).</p> <p>Ex: I can identify ABA form.</p> <p>Ex: I can perform AB form through movement.</p>

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<p>K.GM.P1.C With guidance, using voices, instruments, or movement, demonstrate awareness of expressive qualities (such as voice quality, dynamics, or tempo).</p>	<ul style="list-style-type: none">• Voices• instruments• movement • Expressive qualities• Dynamics• tempo	<ul style="list-style-type: none">• demonstrate	<ul style="list-style-type: none">• I can move to different speeds of music.• I can use my body to show loud and soft sounds.• I can show the different ways I can use my voice.

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1.GM.P1.C Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	<ul style="list-style-type: none">● Expressive qualities● dynamics● tempo	<ul style="list-style-type: none">● demonstrate● describe	<ul style="list-style-type: none">● I can show or tell the feelings of music.● I can identify the changes in dynamics while listening to music.● I can move my body to various musical tempos.

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2.GM.P1.C Demonstrate understanding of music's expressive qualities and how creators use them to convey expressive intent	<ul style="list-style-type: none">• Expressive qualities• Creator's intent	<ul style="list-style-type: none">• demonstrate	<ul style="list-style-type: none">• I can show and tell how music makes me feel.• I can choose music for special occasions.• I can show I know what the composer was thinking.

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<p>3.GM.P1.C Describe how context (such as personal and social) can inform a performance.</p> <p>4.GM.P1.C Explain how context (such as social and <i>cultural</i>) informs a performance.</p> <p>5.GM.P1.C Explain how context (such as social, cultural, and <i>historical</i>) informs performances.</p>	<ul style="list-style-type: none"> ● context (personal/social) ● Performance ● Cultural context ● Historical context 	<ul style="list-style-type: none"> ● describe ● explain ● inform 	<ul style="list-style-type: none"> ● I can choose appropriate music for a specific performance or occasion. ● I can justify/defend a repertoire decision for winter concert by explaining the cultural relevance ● I can explain the content of a program with background and historical knowledge.

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<p>1-2.GM.P1.D When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments, using iconic or standard notation.</p>	<ul style="list-style-type: none">● Rhythmic patterns● Iconic and/or standard notation● voice, body percussion, and/or instruments	<ul style="list-style-type: none">● Read● Perform● Use voice OR● Use body percussion OR● Use instruments	<ul style="list-style-type: none">● I CAN read rhythmic patterns in iconic or standard notation.● I CAN perform rhythmic patterns with voice, body percussion, and/or instruments.

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<p>3.GM.P1.D When analyzing selected music, read and perform rhythmic patterns and/or melodic phrases with voice, body percussion, and/or instruments, using iconic or standard notation.</p>	<ul style="list-style-type: none"> ● Iconic and/or standard notation ● Rhythmic Patterns ● Melodic Phrases ● voice, body percussion, and/or instruments 	<ul style="list-style-type: none"> ● Read ● Perform ● Use voice OR ● Use body percussion OR ● Use instruments 	<ul style="list-style-type: none"> ● I CAN read rhythms and melodies using iconic or standard notation. <ul style="list-style-type: none"> ○ I CAN read rhythms using icons. ○ I CAN read rhythms using notes. ○ I CAN read melodies. ● I CAN perform rhythms and melodies using voice, body percussion, and/or instruments <ul style="list-style-type: none"> ○ I CAN perform rhythms with my voice. ○ I CAN perform rhythms with body percussion. ○ I CAN perform rhythms on instruments, etc.

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Standard	What students need to know (CONCEPTS)	What students are able to do (SKILLS)	Student-friendly language
<p>4.GM.P1.D When analyzing selected music, read and perform using standard notation (including treble clef) with voice, body percussion, and/or instruments.</p> <p>5.GM.P1.D When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments</p>	<ul style="list-style-type: none"> ● Standard Notation ● Treble Clef ● Perform with voice, body percussion, and/or instruments <ul style="list-style-type: none"> ● Standard notation ● Treble Clef ● Perform with voice, body percussion, and/or instruments 	<ul style="list-style-type: none"> ● Read ● Perform ● Use voice OR ● Use body percussion OR ● Use instruments <ul style="list-style-type: none"> ● Read ● Perform ● Use voice OR ● Use body percussion OR ● Use instruments 	<ul style="list-style-type: none"> ● I CAN read using standard notation (including treble clef) ● I CAN perform using voice, body percussion, and/or instruments <ul style="list-style-type: none"> ● I CAN read music using standard notation (including treble clef) ● I CAN perform using voice, body percussion, and/or instruments

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<p>K.GM.P2.A With guidance, apply feedback to refine performances.</p> <p>1.GM.P2.A With limited guidance, apply feedback to refine performances.</p>	<p>feedback on performances</p> <p>feedback on performances</p>	<p>Apply feedback Refine performances</p> <p>Apply feedback Refine performances</p>	<p>With my teacher’s help, I can improve a performance.</p> <p>I can improve my performance.</p> <p>I can listen for mistakes in a performance.</p>

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Standard	What students need to know (CONCEPTS)	What students are able to do (SKILLS)	Student-friendly language
2.GM.P2.A Apply established criteria to judge student rehearsal and/or performance.	Established criteria	Judge rehearsals/performances	I can appropriately judge a performance.

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<p>3.GM.P2.A Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performances.</p> <p>4.GM.P2.A Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances.</p> <p>5.GM.P2.A Apply established criteria to judge student rehearsal and/or performance.</p>	<p>Teacher provided criteria Collaboratively developed criteria and feedback Accuracy</p> <p>Teacher provided criteria Collaboratively developed criteria and feedback Accuracy and Expressiveness</p> <p>Established criteria</p>	<p>Apply criteria and feedback Evaluate accuracy</p> <p>Apply criteria and feedback Evaluate accuracy and expressiveness</p> <p>Apply criteria Judge Rehearsals/performances</p>	<p>I can develop criteria with my classmates to evaluate a performance.</p> <p>I can use a rubric to evaluate a musical performance.</p> <p>I can develop criteria with my classmates to evaluate accuracy and expressiveness of a performance.</p> <p>I can use a rubric to evaluate accuracy and expressiveness of a musical performance.</p> <p>I can appropriately evaluate a student rehearsal using a rubric.</p> <p>I can appropriately evaluate a student performance using a rubric.</p>

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Standard	What students need to know (CONCEPTS)	What students are able to do (SKILLS)	Student-friendly language
<p>K.GM.P2.B With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo).</p> <p>1.GM.P2.B With limited guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as dynamics, voice quality, and tempo).</p>	<p>Expressive Qualities of Music Strategies in Rehearsal</p> <p>Expressive Qualities Strategies in Rehearsal</p>	<p>Improve</p> <p>Improve</p>	<p>I CAN improve my performance by:</p> <ul style="list-style-type: none"> ● Singing a song using a soft/loud singing voice. ● Reading a speech piece using a whisper voice/ shouting voice. ● choosing movements to demonstrate fast/ slow. <p>I CAN Choose appropriate spots in a speech piece to read in a loud or soft voice.</p>

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<p>2.GM.P2.B Rehearse, identify, and apply strategies to address performance challenges.</p>	<p>Strategies to fix trouble spots</p>	<p>Rehearse Identify Apply</p>	<p>After listening to a piece for performance, I CAN:</p> <ul style="list-style-type: none">• Correctly identify trouble spots• choose appropriate expressive qualities for dynamics/tempo.• Think of ways to improve the performance. <p>I CAN select appropriate movements to improve the performance.</p>

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<p>3.GM.P2.B Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p> <p>4.GM.P2.B Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p> <p>5.GM.P2.B Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement.</p>	<p>Technical accuracy, Expressive Qualities, and Performance challenges.</p> <p>Technical accuracy, Expressive Qualities, and Performance challenges.</p> <p>Technical accuracy, Expressive Qualities, and Performance challenges.</p>	<p>Refining Identifying</p> <p>Refining Identifying Addressing</p> <p>Refining Identifying Addressing Show Improvement</p>	<p>After listening to a piece for performance, I CAN:</p> <ul style="list-style-type: none"> • Correctly identify trouble spots • choose appropriate expressive qualities for dynamics/tempo. • Think of ways to improve the performance. <p>I CAN use recordings of student rehearsals to identify performance challenges with teacher guidance (melodic and rhythmic accuracy).</p> <p>I CAN use recordings of student rehearsals to identify performance challenges with limited teacher guidance (melodic and rhythmic accuracy).</p> <p>I CAN listen to rehearsals to identify performance challenges (student led) (melodic and rhythmic accuracy)</p>

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<p>K.GM.P3.A With guidance, sing, alone and with others, with expression*</p> <p>1.GM.P3.A With limited guidance, sing, alone and with others, with expression*</p>	<ul style="list-style-type: none"> -Echo songs -Pitch exploration -Question & Answer -Opposites -Simple songs -Pentatonic/Diatonic melodies -Sol/Mi and La/Sol/Mi patterns <p>Differentiate K from 1: 1st grade sings with pitch names and simple ostinatos.</p>	<p>-Sing with various types of expression</p>	<p>I can sing an echo song alone or with others.</p> <p>I can use my voice in different ways (siren, high/low, loud/soft).</p> <p>I can sing a simple song alone or with others (sol/mi, la/sol/mi, pentatonic/diatonic).</p>

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<p>2-3.GM.P3.A Sing, alone and with others, with expression and skill*</p>	<ul style="list-style-type: none"> -Echo songs -Pitch matching -La/Sol/Mi/Re/Do -Simple Canons -Partner songs -Pentatonic/Diatonic melodies -Question and Answer -Ostinatos <p>Third grades adds:</p> <ul style="list-style-type: none"> -High Do' -Major and minor 	<ul style="list-style-type: none"> -Sing with expression and skill 	<p>I can sing simple canons alone and with my friends.</p> <p>I can sing partner songs with my friends.</p> <p>I can sing a song in major/minor key alone or with my friends.</p>

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<p>4-5.GM.P3.A Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation*</p>	<ul style="list-style-type: none"> -Pitch matching -Sol/La/Do/Re/Mi/Sol/La/Do' -Extended Pentatonic/Diatonic -Question and Answer -Major/minor -Cannon -Partner songs -Proper posture -Diction -Tone -Breath support <p>5th grade adds:</p> <ul style="list-style-type: none"> -Extended scales/modes -Articulation/Enunciation 	<ul style="list-style-type: none"> -Sing with expression, technical accuracy, and appropriate interpretation 	<p>I can sing the question/answer phrase of a song alone or with others.</p> <p>I can demonstrate proper posture while singing.</p> <p>I can sing a song with appropriate diction/enunciation.</p>

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Standard	What students need to know (CONCEPTS)	What students are able to do (SKILLS)	Student-friendly language
<p>K.GM.P3.B With guidance, using body percussion and/or Instruments, perform, alone and with others, with expression*</p> <p>1.GM.P3.B With limited guidance, using body percussion or Instruments, perform, alone and with others, with expression*</p> <p>2.GM.P3.B Using body percussion or instruments, perform, alone and with others, with expression and skill*</p>	<ul style="list-style-type: none"> ● Body Percussion ● Instruments 	<ul style="list-style-type: none"> ● Perform ● Guidance ● Expression* ● Skill* 	<ul style="list-style-type: none"> ● With help I can choose to perform on body percussion or instruments expressively by myself or with others. ● With limited help I can choose to perform on body percussion or instruments expressively by myself or with others. ● I can choose to perform on body percussion or instruments expressively and with skill by myself and with others.

Note: *The following concepts are assumed in order to accomplish these standards by the following grade levels:

K.GM.P3.B Exploring steady beat, iconic notation, chord bordun, with a song/story/poem/recording

1.GM.P3.B Practicing steady beat, simple rhythm patterns i iconic and standard notation, beat vs. rhythm, chord bordun, with a song/story/poem/recording

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<p>3.GM.P3.B Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression and skill*</p>	<ul style="list-style-type: none"> ● Body percussion ● Pitched instruments ● Unpitched instruments 	<ul style="list-style-type: none"> ● Perform ● Expression ● Skill* 	<ul style="list-style-type: none"> ● I can select between pitched and unpitched instruments to perform using expression and skill, by myself and with others. ● I can demonstrate expression and skill using body percussion.

Note: *The following concepts are assumed in order to accomplish these standards by the following grade levels:

3.GM.P3.B Performing standard notation, ascending/descending, a pitched accompaniment, a bordun, extended rhythm patterns, appropriate technique, with a conductor

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<p>4-5.GM.P3.B Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation*</p>	<ul style="list-style-type: none"> ● Body Percussion ● Instruments (pitched & unpitched) ● Expression ● Technical Accuracy ● Appropriate Interpretation* 	<ul style="list-style-type: none"> ● Perform 	<ul style="list-style-type: none"> ● I can select between pitched and unpitched instruments to perform using expression, technical accuracy, and appropriate interpretation. ● I can demonstrate expression, technical accuracy, and appropriate interpretation using body percussion. ● I can perform: <ul style="list-style-type: none"> ○ Body percussion ○ On instruments With expression. ● I can perform <ul style="list-style-type: none"> ○ Body percussion ○ On instruments With technical accuracy.

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Note: *The following concepts are assumed in order to accomplish these standards by the following grade levels:
4.GM.P3.B and 5.GM.P3.B

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<p>K.GM.P3.C Perform appropriately for the audience; demonstrate appropriate posture, and evaluate performance etiquette</p> <p>1-5.GM.P3.C Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p>	<p>Audience Posture Performance Etiquette</p> <p>Audience Posture Performance Etiquette Context</p>	<p>Perform Demonstrate Evaluate</p> <p>Perform Demonstrate Evaluate</p>	<p>I can perform:</p> <ul style="list-style-type: none"> • with correct posture • keeping my eyes on the teacher and • being actively engaged. <p>I can demonstrate correct posture while performing by standing up straight with hands to sides (or sitting appropriately if playing an instrument).</p> <p>I can evaluate performance etiquette/behavior using age appropriate music vocabulary.</p>
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<p>K-5.GM.P3.D Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.</p>	<ul style="list-style-type: none">• Audience behavior• Student behavior	<ul style="list-style-type: none">• Demonstrate• Evaluate	<p>I can show appropriate behavior during a performance.</p> <p>I can evaluate audience behavior during a performance.</p>
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