

<b>Unit Title</b>	<b>Priority Standard</b>	<b>Outcomes</b>	<b>Outcomes</b>	
I. Instrumental & Vocal Music	<b>PERFORM</b>	<b>K.MU.Pr4</b> With guidance, demonstrate awareness of musical contrasts (such as high/low, loud/soft, same/different) in a variety of music.	<b>K.MU.Pr6</b> With guidance, perform music with expression.	
		<b>1.MU.Pr4</b> Read and perform rhythmic patterns using iconic or standard notation.	<b>1.MU.Pr6</b> With limited guidance, perform music for a specific purpose with expression.	
		<b>2.MU.Pr4</b> Read and perform rhythmic and melodic patterns using iconic or standard notation.	<b>2.MU.Pr6</b> Perform music for a specific purpose with expression and technical accuracy.	
	<b>RESPOND</b>	<b>K.MU.Re9</b> With guidance, apply personal and expressive preferences in the evaluation of music	<b>K.MU.Re8</b> With guidance, demonstrate awareness of expressive qualities ( <i>such as dynamics and tempo</i> ) that reflect creators' /performers expressive intent.	
		<b>1.MU.Re9</b> With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes	<b>1.MU.Re8</b> With limited guidance, demonstrate and identify expressive qualities ( <i>such as dynamics and tempo</i> ) that reflect creators' or performers' expressive intent	
		<b>2.MU.Re9</b> Apply personal and expressive preferences in the evaluation of music for specific purposes	<b>2.MU.Re8</b> Demonstrate knowledge of music concepts and how they support creators' or performers' expressive intent	
	II. Music Literacy	<b>CREATE</b>	<b>K.MU.Cr1</b> With guidance, explore and experience music concepts (such as beat and melodic contour).	<b>K.MU.Cr3</b> With guidance, apply personal, peer, and teacher feedback in refining musical ideas.
			<b>1.MU.Cr1</b> With limited guidance, create musical ideas (such as completing a pattern).	<b>1.MU.Cr3</b> With limited guidance, discuss and apply personal, peer, and teacher feedback to refine musical ideas.
			<b>2.MU.Cr1</b> Organize rhythmic patterns and musical ideas for a specific purpose.	<b>2.MU.Cr3</b> Interpret and apply personal, peer and teacher feedback to revise music.
<b>PERFORM</b>		<b>K.MU.Pr4</b> With guidance, demonstrate awareness of musical contrasts (such as high/low, loud/soft, same/different) in a variety of music.	<b>K.MU.Pr6</b> With guidance, perform music with expression.	
		<b>1.MU.Pr4</b> Read and perform rhythmic patterns using iconic or standard notation.	<b>1.MU.Pr6</b> With limited guidance, perform music for a specific purpose with expression.	
		<b>2.MU.Pr4</b> Read and perform rhythmic and melodic patterns using iconic or standard notation.	<b>2.MU.Pr6</b> Perform music for a specific purpose with expression and technical accuracy.	

III. Making Connections	CONNECT	<b>K.MU.Cn11</b> With guidance, explore music contrasts (such as high/low, loud/soft, same/different) in music from a variety of cultures.	
		<b>1.MU.Cn1</b> With guidance, recognize music concepts (such as beat and melodic contour) in music from a variety of cultures.	
		<b>2.MU.Cn11</b> With limited guidance, apply music concepts (such as beat and melodic contour) in music from a variety of cultures.	