

How can **Note Knacks** help your students achieve the Rhode Island State Standards?

M1 (K-2)-1

Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound)

- a. **MEETS AND EXCEEDS** reading, writing, and performing simple rhythmic patterns using iconic or standard notation, including: quarter note/rest, eighth notes (paired), sixteenth-notes, (i.e., four sounds on a beat), half note/rest
- b. **MEETS AND EXCEEDS** reading, writing, and performing simple patterns in meters of 2 and 3
- c. **COMPLEMENTS** reading, writing, and performing simple patterns of pitch using solfege (e.g., so-mi, la-so-mi, mi-re-do, la-so-mi-re-do)

M1 (K-2) – 2

Students show evidence of improvising, composing, and arranging

- a. **COMPLEMENTS** improvising songs to accompany play activities
- b. **MEETS AND EXCEEDS** improvising rhythmic patterns to accompany songs

M2 (K-2)-1

Students show evidence of cultural and historical understanding of (familiar and unfamiliar) music

- a. using personal vocabulary to describe voices and instruments from diverse cultures
- b. **COMPLEMENTS** recognizing and discussing music representing various cultures (e.g., represented in the school population)

M2 (K-2)-2

Students show evidence of connecting music to the arts and other disciplines

- a. **MEETS AND EXCEEDS** identifying ways other disciplines are inter-related with music using personal vocabulary, movement, or singing/playing (e.g., lullabies, marches, time patterns relevant to math)

M3 (K-2) – 1

Students perform music alone and with others in a variety of settings

- a. **COMPLEMENTS** singing a varied repertoire of music from diverse cultures, including unison songs and patterns with musical accuracy
 - b. **MEETS** playing songs, classroom instruments, and body percussion (e.g., drums, shakers, rhythm, sticks, barred instruments)
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M 4 (K-2) -1

Students analyze and describe

- a. **COMPLEMENTS AND MEETS** identifying and describing basic musical elements of pitch and rhythm in selected pieces of music (e.g., high/low, fast/slow, loud/soft, ascending/descending melody, even/uneven rhythm patterns)
- b. **COMPLEMENTS** identifying simple musical forms (e.g., phrase/echo/ verse/refrain, AB, ABA)

M4 (K-2)- 2

Students evaluate

- a. **COMPLEMENTS** using age-appropriate music vocabulary to critique music (e.g., “I can hear a steady beat.” “I can hear how the music gets louder.” “The xylophones and drums played together.”)
- b. **COMPLEMENTS** using purposeful movement and drawings to demonstrate an awareness of the aesthetic qualities evoked by music (e.g., drawing or moving to show how the music sounds)

M1 (3-4)-1

Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound)

- a. **MEETS AND EXCEEDS** reading, writing, and performing rhythmic patterns using standard notation, including: whole note/rest, sixteenth-note patterns, eighth-quarter-eighth syncopation, dotted quarter-eighth/eighth-dotted quarter, and dotted half note
- b. **MEETS AND EXCEEDS** reading, writing, and performing simple patterns in meters of 2/4, 3/4, 4/4, and 6/8
- c. **COMPLEMENTS** reading, writing, and performing patterns of pitch (e.g., la-so-mi-re-do-la, so, do-la-so-fa-mi-re-do, ti) and known songs using solfege (e.g., *Sourwood Mountain*, *Chairs to Mend*, *Cancion de cuna*) and absolute pitch letter names (e.g., recorder B, A, G, E, and D, barred instruments using treble clef patterns)

M1 (3-4) - 2

Students show evidence of improvising, composing, and arranging

- a. **MEETS AND EXCEEDS** improvising answers in the same style to given melodic or rhythmic patterns
- b. **MEETS AND EXCEEDS** composing or arranging music to accompany readings or dramatizations (e.g., music for a “haunted house”, music for a reading of *The Little Engine that Could*)

M2 (3-4)-1

Students show evidence of cultural and historical understanding of (familiar and unfamiliar) music

- a. **COMPLEMENTS** using the terminology of music in discussing individual preferences for specific music from diverse cultures.
- b. **COMPLEMENTS** identifying the use of music in various cultures and time periods through discussion about the cultures represented in the school population and beyond

M2 (3-4)-2

Students show evidence of connecting music to the arts and other disciplines

- a. **MEETS** integrating several arts disciplines (dance, music, theatre, or the visual arts) to communicate meaning or thematic content.

M3 (3-4) -1

Students perform music alone and with others in a variety of settings

- a. **COMPLEMENTS** singing a varied repertoire of music from diverse cultures, including rounds, ostinatos, and descants with musical accuracy
- b. **COMPLEMENTS** playing classroom instruments, pitched and unpitched, with musical accuracy (e.g., recorders, castanets)

M 4 (3-4) -1

Students analyze and describe music by

- a. **COMPLEMENTS AND MEETS** describing music and identifying melody, rhythm, harmony, and timbre using appropriate music terminology
- b. **COMPLEMENTS** identifying simple musical forms (e.g., AABA, AABB, rondo)
- c. **COMPLEMENTS** identifying and classifying timbres using specified categories (e.g., instruments of the orchestra, jazz combos, world instruments of idiophones, aerophones, chordaphones, membranaphones)

M4 (3-4)- 2

Students evaluate music

- a. **COMPLEMENTS** using age-appropriate music vocabulary to critique music (e.g., “The tempo is allegro in the A section.” “I hear a crescendo before the cymbal crash.”)
- b. **COMPLEMENTS** using appropriate music vocabulary to identify aesthetic qualities in music and explain personal preferences for a specific musical composition (e.g., “When the tempo speeds up, it makes me feel nervous”.)