

Music - Grade 1

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Create - 1	Consistently with independence an awareness of rhythmic/melodic concepts and patterns in music.	Often demonstrates an awareness of rhythmic/melodic concepts and patterns in music.	Sometimes demonstrates an awareness of rhythmic/melodic concepts and patterns in music.	Has difficulty demonstrating an awareness of rhythmic/melodic concepts and patterns in music.
	Consistently with independence is able to notate and perform simple rhythmic and melodic patterns, using adapted notation.	Often able to notate and perform simple rhythmic and melodic patterns, using adapted notation.	Sometimes able to notate simple rhythmic and melodic patterns using adapted notation.	Has difficulty notating simple rhythmic and melodic patterns using adapted notation.
	Consistently with independence sings alone and with others with emphasis on pitch.	Often sings alone and with others with emphasis on pitch.	Sometimes sings alone and with others with emphasis on pitch.	Has difficulty singing alone and with others.
Connect & Communicate - 1	Consistently with independence explores expressive thoughts, experiences, and feelings through music and role-play.	Often explores expressive thoughts, experiences, and feelings through music and role-play.	Sometimes explores expressive thoughts, experiences, and feelings through music and role-play.	Has difficulty exploring expressive thoughts, experiences, and feelings through music and role-play
	Consistently with independence discusses the music encountered in school, and community.	Often discusses the music encountered in school, and community.	Sometimes discusses the music encountered in school, and community.	Has difficulty discussing the music encountered in school, and community.
	Consistently with independence responds through movement to simple melodies, with emphasis on high/low, same/different, beat/rhythm.	Often responds through movement to simple melodies, with emphasis on high/low, same/different, beat/rhythm.	Sometimes responds through movement to simple melodies, with emphasis on high/low, same/different, beat/rhythm.	Has difficulty responding through movement to simple melodies, with emphasis on high/low, same/different, beat/rhythm.
	Consistently with independence uses classroom instruments and object sounds to express thoughts, experiences and feelings.	Often uses classroom instruments and object sounds to express thoughts, experiences and feelings.	Sometimes uses classroom instruments and object sounds to express thoughts, experiences and feelings.	Has difficulty using classroom instruments and object sounds to express thoughts, experiences and feelings.
Evidence: Small/Large ensemble performance with individual assessment using tools such as student devised rubrics, self-assessments, peer assessments, video/audio evidence, etc. Musical Composition created using various means such as GarageBand, traditional notation, soundscape, NoteFlight or other various notation software programs. Listening journals, exit slips, observation checklists, Composer and/or Book talks, movement activities, etc.				