

Music - Grade 4

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Create - 4	Consistently with independence demonstrates an awareness of rhythmic and melodic concepts, form and texture, through language, movement and performance.	Often demonstrates an awareness of rhythmic and melodic concepts, form and texture, through language, movement and performance.	Sometimes demonstrates an awareness of rhythmic and melodic concepts, form and texture, through language, movement and performance.	Has difficulty demonstrating an awareness of rhythmic and melodic concepts, form and texture, through language, movement and performance.
	Consistently with independence, is able to sing and/or play a pitched instrument with melodic and rhythmic accuracy, using appropriate expressive elements.	Often is able to sing and/or play a pitched instrument with melodic and rhythmic accuracy, using appropriate expressive elements..	Sometimes is able to sing and/or play a pitched instrument with melodic and rhythmic accuracy, using appropriate expressive elements.	Has difficulty singing and/or playing a pitched instrument with melodic and rhythmic accuracy, using appropriate expressive elements.
	Consistently with independence experiments with available sound sources to create and notate musical thoughts.	Often experiments with available sound sources to create and notate musical thoughts.	Sometimes experiments with available sound sources to create and notate musical thoughts.	Has difficulty experimenting with available sound sources to create and notate musical thoughts.
Connect & Communicate - 4	Consistently with independence demonstrates respect and awareness of the musical contributions of cultural groups in their own community and Province.	Often demonstrates respect and awareness of musical contributions of cultural groups in their own community and Province.	Sometimes demonstrates respect and awareness of the musical contributions of cultural groups in their own community and Province..	Has difficulty demonstrating respect and awareness of the musical contributions of cultural groups in their own community and Province.
	Consistently with independence recognizes contributions of a variety of composers and musicians, past and present.	Often demonstrates recognizes contributions of a variety of composers and musicians, past and present.	Sometimes recognizes contributions of a variety of composers and musicians, past and present.	Has difficulty recognizing contributions of a variety of composers and musicians, past and present.
	Consistently with independence recognizes common orchestral instruments by sight and sound.	Often recognizes common orchestral instruments by sight and sound.	Sometimes recognizes common orchestral instruments by sight and sound.	Has difficulty recognizing common orchestral instruments by sight and sound.
	Consistently with independence demonstrates respect for others' responses to music.	Often demonstrates respect for others' responses to music.	Sometimes demonstrates respect for others' responses to music.	Has difficulty demonstrating respect for others' responses to music.
	Consistently with independence identifies connections between a variety of art forms.	Often identifies connections between a variety of art forms.	Sometimes identifies connections between a variety of art forms.	Has difficulty identifying connections between a variety of art forms.

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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, Finale, Sibelius, NoteFlight or other various notation software programs. Listening journals, exit slips, observation checklists, Composer and/or Book talks, quizzes, etc.