

Music - Grade 5

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Create - 5	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/play solo or as part of an ensemble with emphasis on note reading, harmony, phrasing and range.	Often is able to sing/play solo or as part of an ensemble with emphasis on note reading, harmony, phrasing and range.	Sometimes is able to sing/play solo or as part of an ensemble with emphasis on note reading, harmony, phrasing and range.	Has difficulty singing/playing solo or as part of an ensemble with emphasis on note reading, harmony, phrasing and range.
Connect & Communicate - 5	Consistently with independence compares and contrasts styles of music from a variety of cultural and historical contexts.	Often compares and contrasts styles of music from a variety of cultural and historical contexts.	Sometimes is able to compare and contrast styles of music from a variety of cultural and historical contexts.	Has a difficulty comparing and contrasting style of music from a variety of cultural and historical contexts.
	Consistently with independence demonstrates an awareness of musicians in their community.	Often demonstrates an awareness of musicians in their community.	Sometimes demonstrates an awareness of musicians in their community.	Has difficulty demonstrating an awareness of musicians in their community.
	Consistently with independence recognizes common orchestral instrument families by sight and sound.	Often recognizes common orchestral instrument families by sight and sound.	Sometimes recognizes common orchestral instrument families by sight and sound.	Has difficulty recognizing common orchestral instrument families by sight and sound.
	Consistently with independence reflects on their own music making and is able to compare experiences with others'.	Often reflects on their own music making and is able to compare experiences with others'.	Sometimes reflects on their own music making and is able to compare experiences with others'.	Has difficulty reflecting on their own music making and has difficulty comparing experiences with others'.
	Consistently with independence is able to create and notate a short musical work.	Often is able to create and notate a short musical work.	Sometimes is able to create and notate a short musical work.	Has difficulty creating and notating a short musical work.
	Consistently with independence expresses and communicates thoughts, experiences and feelings through music and imagery.	Often expresses and communicates thoughts, experiences and feelings through music and imagery.	Sometimes expresses and communicates thoughts, experiences and feelings through music and imagery.	Has difficulty expressing and communicating thoughts, experiences and feelings through music and imagery.

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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.