## Music - Grade 5

Consistently with independence demonstrates 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.  Consistently with independence compares and contrasts styles of music from a variety of cultural and historical contexts.  Consistently with independence demonstrates 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.  Often reflects on their own music making and is able to oncepts, form and texture, through langwareness 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.  Sometimes demonstrates an awareness of rhythmic and texture, through language, movement and performance.  Sometimes demonstrates an awareness of rhythmic and texture, through languag	elow
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July 2015 Page 1

## Music - Grade 5

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.

July 2015 Page 2