

Music - Grades 6-8

| | 4 - Excelling | 3 - Meeting | 2 - Approaching | 1 - Working Below |
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| Create – 6-8 | Consistently with independence sings and/or plays with others, demonstrates strong ability to maintain a part within a variety of textures, harmonies and/or styles. | Often sings and/or plays with others, usually demonstrating ability to maintain a part within a variety of textures, harmonies and/or styles. | Sometimes sings and/or plays with others, at times demonstrating ability to maintain a part within a variety of textures, harmonies and/or styles | Has difficulty singing and/or playing with others, is rarely able to maintain a part within a variety of textures, harmonies and/or styles. |
| | Consistently with independence is able to play/sing with expression in a solo performance or small ensemble. | Often is able to play/sing with expression in a solo performance or small ensemble. | Sometimes is able to play/sing with expression in a solo performance or small ensemble. | Has difficulty playing/singing with expression in a solo performance or small ensemble. |
| | Consistently and independently, is able to create and notate a short musical composition using traditional and/or non-traditional notation. | Often able to create and notate a short musical composition using traditional and/or non-traditional notation. | Sometimes is able to create and notate a short musical composition using traditional and/or non-traditional notation. | Has difficulty creating and notating a short musical composition using traditional and/or non-traditional notation. |
| | Consistently with independence participates in small and large ensemble music-making, performing a varied repertoire. | Often participates in small and large ensemble music-making, performing a varied repertoire. | Sometimes participates in small and large ensemble music-making, performing a varied repertoire. | Has difficulty participating in small and large ensemble music-making, as well as performing a varied repertoire. |
| Connect & Communicate – 6-8 | Consistently and independently examines and explores a variety of musical styles and genres to recognize significance in cultural and historical events and issues. | Often examines and explores a variety of musical styles and genres to recognize significance in cultural and historical events and issues. | Sometimes examines and explores a variety of musical styles and genres to recognize significance in cultural and historical events and issues. | Has difficulty examining and exploring a variety of musical styles and genres to recognize significance in cultural and historical events and issues. |
| | Consistently and independently examines the influences of society, media and historical events on composers, music and musicians, past and present. | Often examines the influences of society, media and historical events on composers, music and musicians, past and present. | Sometimes examines the influences of society, media and historical events on composers, and musicians, past and present. | Has difficulty examining the influences of society, media and historical events on composers, and musicians, past and present. |
| | Consistently with independence is able to discuss connections between music and other disciplines. | Often is able to discuss connections between music and other disciplines. | Sometimes is able to discuss connections between music and other disciplines. | Has difficulty discussing connections between music and other disciplines. |
| | Consistently and independently compares and contrasts various | Often compares and contrasts various interpretations of a | Sometimes compares and contrasts various interpretations | Has difficulty comparing and contrasting various |

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| interpretations of a piece of music. | piece of music. | of a piece of music. | interpretations of a piece of music |
| Consistently and independently recognizes and discriminates by sight and sound musical ensembles, orchestra and band instruments. | Often recognizes and discriminates by sight and sound musical ensembles, orchestra and band instruments. | Sometimes recognizes and discriminates by sight and sound musical ensembles, orchestra and band instruments. | Has difficulty recognizing and discriminating by sight and sound musical ensembles, orchestra and band instruments. |
| Consistently and independently demonstrates an awareness of how computer technology can be used in the creation and notation of music. | Often demonstrates an awareness of how computer technology can be used in the creation and notation of music. | Sometimes demonstrates an awareness of how computer technology can be used in the creation and notation of music. | Has difficulty demonstrating an awareness of how computer technology can be used in the creation and notation of music. |
| 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. | | | |

Notes: Ensemble = Group performances and Repertoire = Selection of music.