

Music – Grade K

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Create – K	Consistently with independence performs simple rhythmic patterns.	Often performs simple rhythmic patterns.	Sometimes performs simple rhythmic patterns.	Has difficulty performing simple rhythmic patterns.
	Consistently with independence responds through movement, to simple melodies with emphasis on beat, tempo and dynamics	Often responds through movement, to simple melodies with emphasis on beat, tempo and dynamics.	Sometimes responds through movement, to simple melodies with emphasis on beat, tempo and dynamics.	Has difficulty responding through movement, to simple melodies with emphasis on beat, tempo and dynamics.
	Consistently with independence demonstrates an awareness of how to show feelings using classroom instruments and other sound sources.	Often demonstrates an awareness of how to show feelings using classroom instruments and other sound sources.	Sometimes demonstrates an awareness of how to show feelings using classroom instruments and other sound sources.	Has difficulty demonstrating an awareness of how to show feelings using classroom instruments and other sound sources.
Connect & Communicate – K	Consistently with independence maintains a steady beat.	Often maintains a steady beat.	Sometimes maintains a steady beat.	Has difficulty maintaining a steady beat.
	Consistently with independence demonstrates the difference between speaking and singing voice.	Often demonstrates the difference between speaking and singing voice.	Sometimes demonstrates the difference between speaking and singing voice.	Has difficulty demonstrating the difference between speaking and singing voice.
	Consistently with independence explores dynamics, and pitch to communicate thoughts, experiences and feelings.	Often explores dynamics, and pitch to communicate thoughts, experiences and feelings.	Sometimes explores dynamics, and pitch to communicate thoughts, experiences and feelings.	Has difficulty exploring dynamics, and pitch to communicate thoughts, experiences and feelings.
	Consistently with independence demonstrates up and down motion of melodies using contour mapping and/or movement.	Often demonstrates up and down motion of melodies using contour mapping and/or movement.	Sometimes demonstrates up and down motion of melodies using contour mapping and/or movement.	Has difficulty demonstrating up and down motion of melodies using contour mapping and/or movement.
	Consistently with independence is able to communicate reasons for making music at school and home.	Often able to communicate reasons for making music at school and home.	Sometimes able to communicate reasons for making music at school and home.	Has difficulty communicating reasons for making music at school and home.
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 exercises, etc.				