**Create, Connect & Communicate**

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| **4 - Exceeding** | **3 - Meeting** | **2 - Approaching** | **1 - Working Below** |
| Consistently with independence is able to notate and perform simple rhythmic and melodic patterns, using standard or adapted notation. | Often able to notate and perform simple rhythmic and melodic patterns, using standard or adapted notation. | Sometimes able to notate and perform simple rhythmic and melodic patterns, using standard or adapted notation. | Has difficulty notating and performing simple rhythmic and melodic patterns, using standard or adapted notation. |
| Consistently with independence sings alone and with others with emphasis on pitch, diction and simple rounds. | Often sings alone and with others with emphasis on pitch, diction and simple rounds. | Sometimes sings alone and with others with emphasis on pitch, diction and simple rounds. | Has difficulty singing alone and with others. |
| Consistently with independence expresses thoughts, experiences, and feelings through music. | Often expresses thoughts, experiences, and feelings through music. | Sometimes expresses thoughts, experiences, and feelings through music. | Has difficulty expressing thoughts, experiences, and feelings through music. |
| Consistently with independence uses singing games and movement to enhance their music-making. | Often uses singing games and movement to enhance their music-making. | Sometimes uses singing games and movement to enhance their music-making. | Has difficulty using singing games and movement to enhance their music-making. |
| Consistently with independence explores and compares the music and cultures they encounter at home and in their community. | Often explores and compares the music and cultures they encounter at home and in their community. | Sometimes explores and compares the music and cultures they encounter at home and in their community. | Has difficulty exploring and comparing the music and cultures they encounter at home and in their community. |
| Consistently with independence describes their own and others’ music-making with emphasis on beat, tempo, dynamics, high/low, and same/different. | Often describes their own and others’ music-making with emphasis on beat, tempo, dynamics, high/low, and same/different. | Sometimes describes their own and others’ music-making with emphasis on beat, tempo, dynamics, high/low, and same/different. | Has difficulty describing their own and others’ music-making. |
| Consistently with independence uses music and visual imagery to interpret their world. | Often uses music and visual imagery to interpret their world. | Sometimes uses music and visual imagery to interpret their world. | Has difficulty using music and visual imagery to interpret their world. |
| Consistently with independence recognizes by sight and sound commonly used classroom instruments. | Often recognizes by sight and sound commonly used classroom instruments. | Sometimes recognizes by sight and sound commonly used classroom instruments. | Has difficulty recognizing by sight and sound commonly used classroom instruments. |