

## Music - Grade 2

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Create - 2	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 and diction using simple rounds and ostinato (repeated rhythmic and/or melodic patterns).	Often sings alone and with others with emphasis on pitch and diction using simple rounds and ostinato (repeated rhythmic and/or melodic patterns).	Sometimes sings alone and with others with emphasis on pitch and diction using simple rounds and ostinato (repeated rhythmic and/or melodic patterns).	Has difficulty singing alone and with others.
Connect & Communicate - 2	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 describes the music they encounter in daily life and the variety of purposes which it serves	Often describes the music they encounter in daily life and the variety of purposes which it serves.	Sometimes describes the music they encounter in daily life and the variety of purposes which it serves.	Has difficulty describing the music they encounter in daily life and the variety of purposes which it serves
	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 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.
<p><b>Evidence:</b> 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.</p>				