Music - Grade 2

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
- 2	Consistently with independence is	Often able to notate and	Sometimes able to notate and	Has difficulty notating and
	able to notate and perform simple	perform simple rhythmic and	perform simple rhythmic and	performing simple rhythmic and
	rhythmic and melodic patterns, using	melodic patterns, using	melodic patterns, using standard	melodic patterns, using standard
	standard or adapted notation.	standard or adapted notation.	or adapted notation.	or adapted notation.
te	Consistently with independence	Often sings alone and with	Sometimes sings alone and with	Has difficulty singing alone and
Create	sings alone and with others with	others with emphasis on pitch	others with emphasis on pitch	with others.
	emphasis on pitch and diction using	and diction using simple	and diction using simple rounds	
	simple rounds and ostinato	rounds and ostinato (repeated	and ostinato (repeated rhythmic	
	(repeated rhythmic and/or melodic	rhythmic and/or melodic	and/or melodic patterns).	
	patterns).	patterns).		
- 2	Consistently with independence	Often expresses thoughts,	Sometimes expresses thoughts,	Has difficulty expressing
	expresses thoughts, experiences,	experiences, and feelings	experiences, and feelings	thoughts, experiences, and
	and feelings through music.	through music.	through music.	feelings through music.
	Consistently with independence	Often uses singing games and	Sometimes uses singing games	Has difficulty using singing games
	uses singing games and movement	movement to enhance their	and movement to enhance their	and movement to enhance their
te	to enhance their music-making.	music-making.	music-making.	music-making.
<u> </u>	Consistently with independence	Often describes the music they	Sometimes describes the music	Has difficulty describing the music
Communicate	describes the music they encounter	encounter in daily life and the	they encounter in daily life and	they encounter in daily life and
	in daily life and the variety of	variety of purposes which it	the variety of purposes which it	the variety of purposes which it
lo	purposes which it serves	serves.	serves.	serves
Connect & C	Consistently with independence	Often describes their own and	Sometimes describes their own	Has difficulty describing their own
	describes their own and others'	others' music-making with	and others' music-making with	and others' music-making.
	music-making with emphasis on	emphasis on beat, tempo,	emphasis on beat, tempo,	
	beat, tempo, dynamics, high/low,	dynamics, high/low, and	dynamics, high/low, and	
	and same/different.	same/different.	same/different.	
	Consistently with independence	Often recognizes by sight and	Sometimes recognizes by sight	Has difficulty recognizing by sight
	recognizes by sight and sound	sound commonly used	and sound commonly used	and sound commonly used
	commonly used classroom	classroom instruments.	classroom instruments.	classroom instruments.
	instruments.			

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.

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