

Music - Grade 3

	4 - Excelling	3 - Meeting	2 - Approaching	1 – Working Below
Create - 3	Consistently with independence is able to read, write and perform rhythmic and melodic patterns using standard notation and their own invented notation.	Often is able to read, write and perform rhythmic and melodic patterns using standard notation and their own invented notation.	Sometimes is able to read, write and perform rhythmic and melodic patterns using standard notation and their own invented notation.	Has difficulty reading, writing and performing rhythmic and melodic patterns using standard notation and their own invented notation.
	Consistently with independence sings alone and/or plays an instrument with others, with emphasis on note reading and expression.	Often sings alone and/or plays an instrument with others, with emphasis on note reading and expression.	Sometimes sings alone and/or plays an instrument with others, with emphasis on note reading and expression.	Has difficulty singing alone and/or playing an instrument with others.
	Consistently with independence is able to create and present a composition.	Often able to create and present a composition.	Sometimes able to create and present a composition.	Has difficulty creating and presenting a composition.
Connect & Communicate - 3	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 demonstrates respect for the music, musicians and composers past and present.	Often demonstrates respect for the music, musicians and composers past and present.	Sometimes demonstrates respect for the music, musicians and composers past and present.	Has difficulty demonstrating respect for the music, musicians and composers past and present.
	Consistently with independence experiments with sound sources to communicate moods and feelings, and their expressive effects on the listener.	Often experiments with sound sources to communicate moods and feelings, and their expressive effects on the listener.	Sometimes experiments with sound sources to communicate moods and feelings, and their expressive effects on the listener.	Has difficulty experimenting with sound sources to communicate moods and feelings, and their expressive effects on the listener.
	Consistently with independence demonstrates respect for others' responses to music.	Often demonstrates respect for others' responses to music.	Sometimes demonstrates respect for others' responses to music.	Has difficulty demonstrating respect for others' responses to music.
	Consistently with independence explores connections between music and other art forms.	Often explores connections between music and other art forms.	Sometimes explores connections between music and other art forms.	Has difficulty exploring connections between music and other art forms.
Evidence: Small/Large ensemble performance with individual assessment using tools such as student devised rubrics, self-assessments, peer				

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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.