Music - Grade K

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

July 2015 Page 1