

All Grades Participation

4 – I enthusiastically participate and am engaged in the lesson, even when the teacher is working with other students. I go above and beyond by doing one or more of the following: helping others, being able to work on a more difficult task on my own, and/or performing at programs.

3 – I always participate and am an active listener.

2 – I participate, but I need reminders from the teacher.

1 – I participate when I want.

0 – I refuse to participate.

Kindergarten

Singing: *So* and *Mi* melodic patterns

- 4 – I can use my singing voice to sing a *So* and *Mi* melodic pattern and match all pitches using an appropriate tone quality.
- 3 – I can use my singing voice to sing a *So* and *Mi* melodic pattern and match all pitches.
- 2 – I can use my singing voice, but with different pitches than sung to me.
- 1 – I can perform, but only in my speaking voice.
- 0 – I did not perform.

Playing a Non-Pitched Instrument

- 4 – I can maintain a steady beat on a non-pitched instrument by myself.
- 3 – I can maintain a steady beat while playing with a group.
- 2 – I can maintain a steady beat throughout a portion of the song.
- 1 – I cannot play a steady beat.
- 0 – I did not perform.

Reading: Quarter Note and Quarter Rest

- 4 – I can read two eighth note, quarter note, and quarter rest rhythm patterns with a steady beat.
- 3 – I can read all quarter note and quarter rest rhythm patterns with a steady beat.
- 2 – I can read all quarter note and quarter rest rhythm patterns.
- 1 – I can identify the quarter note and quarter rest with teacher help.
- 0 – I did not perform.

1st Grade

Singing: *La, So, and Mi* melodic patterns

- 4 – I can use my singing voice to sing a *La, So, and Mi* melodic pattern and match all pitches using an appropriate tone quality.
- 3 – I can use my singing voice to sing a *La, So, and Mi* melodic pattern and match all pitches.
- 2 – I can use my singing voice, but with different pitches than sung to me.
- 1 – I can perform, but only in my speaking voice.
- 0 – I did not perform.

Playing a Non-Pitched Instrument: Two Eighth Notes, Quarter Note, and Quarter Rest

- 4 – I can play all rhythms on a non-pitched instrument by myself.
- 3 – I can play all rhythms on a non-pitched instrument in a group.
- 2 – I can play at least half of the rhythms on a non-pitched instrument.
- 1 – I can play less than half of the rhythms on a non-pitched instrument.
- 0 – I did not perform.

Reading: Two Eighth Notes, Quarter Note and Quarter Rest

- 4 – I can read all half note, two eighth notes, quarter note, and quarter rest rhythm patterns with a steady beat.
- 3 – I can read all two eighth note, quarter note, and quarter rest rhythm patterns with a steady beat.
- 2 – I can read all two eighth note, quarter note, and quarter rest rhythm patterns.
- 1 – I can identify two eighth notes, quarter note, and quarter rest with teacher help.
- 0 – I did not perform.

2nd Grade

Singing: *La, So, Mi, Re, and Do* patterns

- 4 – I can use my singing voice to sing a *La, So, Mi, Re, and Do* melodic pattern and match all pitches using an appropriate tone quality.
- 3 – I can use my singing voice to sing a *La, So, Mi, Re, and Do* melodic pattern and match all pitches.
- 2 – I can use my singing voice, but with different pitches than sung to me.
- 1 – I can perform, but only in my speaking voice.
- 0 – I did not perform.

Playing an Instrument: Half Note, Two Eighth Notes, Quarter Note, and Quarter Rest

- 4 – I can play all rhythms on a non-pitched instrument by myself.
- 3 – I can play all rhythm on a non-pitched instrument in a group.
- 2 – I can play at least half of the rhythms on a non-pitched instrument.
- 1 – I can play less than half of the rhythms on a non-pitched instrument.
- 0 – I did not perform.

Reading: Half note, Two Eighth Notes, Quarter Note, and Quarter Rest

- 4 – I can read all four sixteenth notes, half note, two eighth notes, quarter note, and quarter rest rhythm patterns with a steady beat.
- 3 – I can read all half note, two eighth notes, quarter note, and quarter rest rhythm patterns with a steady beat.
- 2 – I can read all half note, two eighth notes, quarter note, and quarter rest rhythm patterns.
- 1 – I can identify a half note, two eighth notes, quarter note, and quarter rest with teacher help.
- 0 – I did not perform.

3rd Grade

Singing: *La, So, Mi, Re, Do, Low La, and Low So* patterns

- 4 – I can use my singing voice to sing a *La, So, Mi, Re, Do, Low La, and Low So* melodic pattern and match all pitches using an appropriate tone quality.
- 3 – I can use my singing voice to sing a *La, So, Mi, Re, Do, Low La, and Low So* melodic pattern and match all pitches.
- 2 – I can use my singing voice, but with different pitches than sung to me.
- 1 – I can perform, but only in my speaking voice.
- 0 – I did not perform.

Playing an Instrument: Melodic Ostinato

- 4 – I can play a melodic ostinato with correct technique while singing a song or with a clear tone if playing a recorder.
- 3 – I can play a melodic ostinato with correct technique and a steady beat.
- 2 – I can play a melodic ostinato pattern repeatedly.
- 1 – I can play a melodic ostinato pattern with teacher assistance.
- 0 – I did not perform.

Reading: Four Sixteenth Notes, Half note, Two Eighth Notes, Quarter Note, Quarter Rest

- 4 – I can read all four sixteenth notes, half note, two eighth notes, quarter note, quarter rest, and one of the following: one eighth-two sixteenths, two sixteenths-one eighth, or syncopa rhythm patterns with a steady beat.
- 3 – I can read all four sixteenth notes, half note, two eighth notes, quarter note, and quarter rest rhythm patterns with a steady beat.
- 2 – I can read all four sixteenth notes, half note, two eighth notes, quarter note, and quarter rest rhythm patterns.
- 1 – I can identify four sixteenth notes, half note, two eighth notes, quarter note, and quarter rest with teacher help.
- 0 – I did not perform.

4th Grade

Playing an Instrument: Melody

- 4 – I can play a melody using five different pitches.
- 3 – I can play a melody using four different pitches.
- 2 – I can play a melody using three different pitches.
- 1 – I can play a melody using two different pitches.
- 0 – I did not perform.

Reading: Treble Clef Note Names

- 4 – I can read all the letters of the Treble Clef staff plus notes on ledger lines within a given time frame.
- 3 – I can read all the letters of the Treble Clef staff within a given time frame.
- 2 – I can read the letters of the Treble Clef using a mnemonic device.
- 1 – I can read the letters of the Treble Clef staff with help.
- 0 – I did not perform.

Strand: 5 th Grade General Music		
Topic: 5.5.3 Read from notation and sight read new songs from simple musical scores.		
Level: Grade 5		
Score 4.0	The students are able to analyze an unfamiliar song, by identifying the notes of the treble staff, double bar line, and time signature	
	Sample Tasks	
	<ul style="list-style-type: none"> Reading "Old Mac Donald" 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success. The student reads most of the notes of an unfamiliar song
Score 3.0	<ul style="list-style-type: none"> The student reads the notes of the treble staff from the music of a familiar song, and these symbols: staff, repeat sign, double bar line, <i>DC al fine</i>, <i>fine</i>, time signature 	
	Sample Tasks	
	<ul style="list-style-type: none"> Reading "Twinkle, Twinkle Little Star" 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> The student missed a few of the note names, or some of the symbols <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	Sample Tasks	
	<ul style="list-style-type: none"> Reading "Twinkle, Twinkle Little Star" 	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	Sample Tasks	
	<ul style="list-style-type: none"> Reading "Twinkle, Twinkle Little Star" 	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: 5 th Grade General Music		
Topic: 5.2.5 - Maintain an independent part on an instrument in a group while following the cues of a conductor.		
Level: Grade 5		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
4.0	The student can perform the song in a more advanced manner	The student performs with others in unison on the keyboard or bells The student performs on the unlabeled bells The student can play with two hands in unison
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success. The student perform using two hands on the keyboard	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Can perform the song on the keyboard and mallet instruments without timing or note errors <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> The student performs "Twinkle, Twinkle, Little Star"
2.5	<ul style="list-style-type: none"> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. The student can accurately on a keyboard with minor timing or note issues 	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> The student can perform the song with a few inaccurate notes and imperfect timing <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> The student performs "Twinkle, Twinkle, Little Star" fairly accurately
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. The student is struggling to read and play the correct notes	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. The student can perform some of the song accurately	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	