

Curriculum Area: Music
Course of Study: Creative Expression

Grade: Preschool

Core Concept: The student will use the arts (dance, music, and art) to express his/her experiences, ideas, and emotions. The student will develop an appreciation of artistic endeavors.

Essential Learning	4 Point Rubric
<p>1. The student will use a variety of art materials for tactile experience and exploration.</p>	<p>4. The student independently uses a variety of art materials for tactile experience and exploration.</p> <p><u>Benchmark</u> 3. The student uses a variety of art materials for tactile experience and exploration with minimal adult encouragement.</p> <p>2. The student uses a variety of art materials for tactile experience and exploration with moderate adult encouragement.</p> <p>1. The student does not yet use a variety of art materials for tactile experience and exploration even with adult encouragement.</p>
<p>2. The student will use a variety of art materials to express ideas and emotions.</p>	<p>4. The student independently uses a variety of materials to express ideas and emotions.</p> <p><u>Benchmark</u> 3. The student uses a variety of materials to express ideas and emotions with minimal assistance</p> <p>2. The student uses a variety of materials to express ideas and emotions with moderate assistance.</p> <p>1. The student does not yet use art materials to express ideas and emotions.</p>

Curriculum Area: Music
Course of Study: Creative Expression

Grade: Preschool

Core Concept: The student will use the arts (dance, music, and art) to express his/her experiences, ideas, and emotions. The student will develop an appreciation of artistic endeavors.

Essential Learning	4 Point Rubric
<p>3. The student will use art materials in a safe and responsible manner.</p>	<p>4. The student independently uses art materials in a safe and responsible manner.</p> <p><u>Benchmark</u> 3. The student needs minimal assistance for proper handling of art materials.</p> <p>2. The student needs moderate assistance for proper handling of art materials.</p> <p>1. The student does not yet use art materials in a safe and responsible manner.</p>
<p>4. The student will explore colors, shapes and textures through a variety of art materials.</p>	<p>4. The student is highly effective in using a variety of different colored, shaped and textured materials.</p> <p><u>Benchmark</u> 3. The student is generally effective in using a variety of different colored, shaped and textured materials.</p> <p>2. The student is moderately effective in using a variety of different colored, shaped and textured materials.</p> <p>1. The student does not yet explore different colors, shapes and textures through a variety of art materials.</p>

Curriculum Area: Music
Course of Study: Creative Expression

Grade: Preschool

Core Concept: The student will use the arts (dance, music, and art) to express his/her experiences, ideas, and emotions. The student will develop an appreciation of artistic endeavors.

Essential Learning	4 Point Rubric
<p>5. The student will show interest in the work of others.</p>	<p>4. The student independently shows interest in the work of others.</p> <p><u>Benchmark</u> 3. The student shows interest in the work of others with minimal adult coaching.</p> <p>2. The student briefly shows interest in the work of others with moderate adult coaching.</p> <p>1. The student does not yet show interest in the work of others.</p>
<p>6. The student will participate during group music experiences.</p>	<p>4. The student independently participates during group music experiences.</p> <p><u>Benchmark</u> 3. The student participates during group music experiences with minimal adult encouragement and direction.</p> <p>2. The student participates during group music experiences with moderate adult encouragement and direction.</p> <p>1. The student does not yet participate during group music experiences even with adult encouragement and direction.</p>

Curriculum Area: Music
Course of Study: Creative Expression

Grade: Preschool

Core Concept: The student will use the arts (dance, music, and art) to express his/her experiences, ideas, and emotions. The student will develop an appreciation of artistic endeavors.

Essential Learning	4 Point Rubric
<p>7. The student will participate in creative movement and dance.</p>	<p>4. The student independently participates in creative movement and dance.</p> <p><u>Benchmark</u> 3. The student participates in creative movement and dance with minimal adult encouragement and direction.</p> <p>2. The student participates in creative movement and dance with moderate adult encouragement and direction.</p> <p>1. The student does not yet participate in creative movement and dance even with adult encouragement and direction.</p>
<p>8. The student will experiment with a variety of instruments and other sound sources.</p>	<p>4. The student independently experiments with a variety of instruments and other sound sources.</p> <p><u>Benchmark</u> 3. The student experiments with a variety of instruments and other sound sources with minimal adult encouragement and direction.</p> <p>2. The student experiments with a variety of instruments and other sound sources with moderate adult encouragement and direction.</p> <p>1. The student does not yet experiment with a variety of instruments and other sound sources even with adult encouragement and direction.</p>

Curriculum Area: Music
Course of Study: Creative Expression

Grade: Preschool

Core Concept: The student will use the arts (dance, music, and art) to express his/her experiences, ideas, and emotions. The student will develop an appreciation of artistic endeavors.

Essential Learning	4 Point Rubric
<p>9. The student will use musical instruments in a safe and appropriate manner.</p>	<p>4. The student independently uses musical instruments in a safe and responsible manner.</p> <p><u>Benchmark</u> 3. The student uses musical instruments in a safe and responsible manner needing only minimal assistance for proper handling.</p> <p>2. The student uses musical instruments in a safe and responsible manner needing moderate assistance for proper handling.</p> <p>1. The student does not yet use musical instruments in a safe and responsible manner even with assistance for proper handling.</p>
<p>10. The student will learn and use a variety of simple tunes.</p>	<p>4. The student consistently sings a variety of simple tunes with accuracy.</p> <p><u>Benchmark</u> 3. The student frequently sings a variety of simple tunes with accuracy.</p> <p>2. The student sometimes sings a variety of simple tunes with accuracy.</p> <p>1. The student does not yet sing a variety of simple tunes with accuracy.</p>

Curriculum Area: Music
Course of Study: Kindergarten Music

Grade: Kindergarten

Core Concept: The student will use listening, singing, body sounds, games and dance to develop socially, emotionally and aesthetically through music, as well as to develop and increase a sensitivity and appreciation of the arts.

Essential Learning	4 Point Rubric
<p>1. The student will respond and keep time to a beat with rhythm instruments, clapping, and body movement.</p>	<p>4. The student usually responds to a beat with rhythm instruments, clapping, and body movement and consistently keeps time to a beat with rhythm instruments, clapping, and body movement.</p> <p><u>Benchmark</u> 3. The student frequently responds to a beat with rhythm instruments, clapping, and body movement and frequently keeps time to a beat with rhythm instruments, clapping, and body movement.</p> <p>2. The student sometimes responds to a beat with rhythm instruments, clapping, and body movement and sometimes keeps time to a beat with rhythm instruments, clapping, and body movement.</p> <p>1. The student rarely responds to a beat with rhythm instruments, clapping, and body movement and seldom keeps time to a beat with rhythm instruments, clapping, and body movement.</p>
<p>2. The student will distinguish between the tone color of a speaking voice and a singing voice as well as use the voice to imitate natural sounds.</p>	<p>4. The student always distinguishes between the tone color of a speaking voice and a singing voice, as well as independently uses the voice to imitate natural sounds.</p> <p><u>Benchmark</u> 3. The student frequently distinguishes between the tone color of a speaking voice and a singing voice, as well as uses the voice to imitate natural sounds with minimal assistance.</p> <p>2. The student sometimes distinguishes between the tone color of a speaking voice and a singing voice, as well as uses the voice to imitate natural sounds with moderate assistance.</p> <p>1. The student rarely distinguishes between the tone color of a speaking voice and a singing voice, as well as uses the voice to imitate natural sounds only with considerable assistance.</p>

Curriculum Area: Music
Course of Study: Kindergarten Music

Grade: Kindergarten

Core Concept: The student will use listening, singing, body sounds, games and dance to develop socially, emotionally and aesthetically through music, as well as to develop and increase a sensitivity and appreciation of the arts.

Essential Learning	4 Point Rubric
<p>3. The student will demonstrate an awareness of loud and soft (dynamics.)</p>	<p>4. The student independently demonstrates an awareness of loud and soft (dynamics).</p> <p><u>Benchmark</u> 3. The student demonstrates an awareness of loud and soft (dynamics), with minimal assistance.</p> <p>2. The student demonstrates an awareness of loud and soft (dynamics), with moderate assistance.</p> <p>1. The student demonstrates an awareness of loud and soft (dynamics), only with considerable assistance.</p>
<p>4. The student will demonstrate an awareness of fast and slow (tempo.)</p>	<p>4. The student usually demonstrates an awareness of fast and slow.</p> <p><u>Benchmark</u> 3. The student frequently demonstrates an awareness of fast and slow.</p> <p>2. The student sometimes demonstrates an awareness of fast and slow.</p> <p>1. The student rarely demonstrates an awareness of fast and slow.</p>

Curriculum Area: Music
Course of Study: Kindergarten Music

Grade: Kindergarten

Core Concept: The student will use listening, singing, body sounds, games and dance to develop socially, emotionally and aesthetically through music, as well as to develop and increase a sensitivity and appreciation of the arts.

Essential Learning	4 Point Rubric
<p>5. The student will demonstrate an awareness of same and different (form.)</p>	<p>4. The student independently demonstrates an awareness of same and different.</p> <p><u>Benchmark</u> 3. The student demonstrates an awareness of same and different with minimal assistance.</p> <p>2. The student demonstrates an awareness of same and different with moderate assistance.</p> <p>1. The student demonstrates an awareness of same and different only with considerable assistance.</p>
<p>6. The student will demonstrate an awareness of long and short (duration.)</p>	<p>4. The student consistently demonstrates an awareness of long and short duration.</p> <p><u>Benchmark</u> 3. The student frequently demonstrates an awareness of long and short duration.</p> <p>2. The student sometimes demonstrates an awareness of long and short duration.</p> <p>1. The student rarely demonstrates an awareness of long and short duration.</p>

Curriculum Area: Music
Course of Study: Kindergarten Music

Grade: Kindergarten

Core Concept: The student will use listening, singing, body sounds, games and dance to develop socially, emotionally and aesthetically through music, as well as to develop and increase a sensitivity and appreciation of the arts.

Essential Learning	4 Point Rubric
<p>7. The student will demonstrate an awareness of high and low (pitch.)</p>	<p>4. The student independently demonstrates an awareness of high and low pitch.</p> <p><u>Benchmark</u> 3. The student demonstrates an awareness of high and low pitch with minimal assistance.</p> <p>2. The student demonstrates an awareness of high and low pitch with moderate assistance.</p> <p>1. The student demonstrates an awareness of high and low pitch only with considerable assistance.</p>
<p>8. The student will demonstrate an awareness of the difference between a rhythm pattern and a steady beat (rhythm.)</p>	<p>4. The student consistently demonstrates an awareness of the difference between a rhythm pattern and a steady beat.</p> <p><u>Benchmark</u> 3. The student frequently demonstrates an awareness of the difference between a rhythm pattern and a steady beat.</p> <p>2. The student sometimes demonstrates an awareness of the difference between a rhythm pattern and a steady beat.</p> <p>1. The student rarely demonstrates an awareness of the difference between a rhythm pattern and a steady beat.</p>

Curriculum Area: Music
Course of Study: Kindergarten Music

Grade: Kindergarten

Core Concept: The student will use listening, singing, body sounds, games and dance to develop socially, emotionally and aesthetically through music, as well as to develop and increase a sensitivity and appreciation of the arts.

Essential Learning	4 Point Rubric
<p>9. The student will demonstrate an awareness that music is made up of phrases.</p>	<p>4. The student usually demonstrates an awareness that music is made up of phrases.</p> <p><u>Benchmark</u> 3. The student frequently demonstrates an awareness that music is made up of phrases.</p> <p>2. The student sometimes demonstrates an awareness that music is made up of phrases.</p> <p>1. The student rarely demonstrates an awareness that music is made up of phrases.</p>
<p>10. The student will demonstrate an ability to sing simple tunes.</p>	<p>4. The student demonstrates an ability to sing simple tunes independently.</p> <p><u>Benchmark</u> 3. The student demonstrates an ability to sing simple tunes with minimal assistance.</p> <p>2. The student demonstrates an ability to sing simple tunes with moderate assistance.</p> <p>1. The student demonstrates an ability to sing simple tunes only with considerable assistance.</p>

Curriculum Area: Music
Course of Study: Grade 1 Music

Grade: 1

Core Concept: The student will use listening, singing, instruments, body sounds, games and dances to develop socially, emotionally and aesthetically through music, as well as to develop and increase a sensitivity and appreciation for the arts, and provide students with an outlet for leisure time.

Essential Learning	4 Point Rubric
<p>1. The student will discriminate between steady beat versus no beat, respond to changes in beat organization, and identify representation of beats grouped in two's and three's.</p>	<p>4. The student always discriminates between steady beat versus no beat. The student usually responds to changes in beat organization by identifying representation of beats grouped in two's and three's.</p> <p><u>Benchmark</u> 3. The student frequently discriminates between steady beat versus no beat. The student frequently responds to changes in beat organization by identifying representation of beats grouped in two's and three's.</p> <p>2. The student sometimes discriminates between steady beat versus no beat. The student occasionally responds to changes in beat organization by identifying representation of beats grouped in two's and three's.</p> <p>1. The student rarely discriminates between steady beat versus no beat. The student seldom responds to changes in beat organization by identifying representation of beats grouped in two's and three's.</p>
<p>2. The student will identify the tone color from a variety of natural and manmade sources.</p>	<p>4. The student always identifies the tone color of varied natural and manmade sources.</p> <p><u>Benchmark</u> 3. The student frequently identifies the tone color of varied natural and manmade sources.</p> <p>2. The student sometimes identifies the tone color of varied natural and manmade sources.</p> <p>1. The student rarely identifies the tone color of varied natural and manmade sources.</p>

Curriculum Area: Music
Course of Study: Grade 1 Music

Grade: 1

Core Concept: The student will use listening, singing, instruments, body sounds, games and dances to develop socially, emotionally and aesthetically through music, as well as to develop and increase a sensitivity and appreciation for the arts, and provide students with an outlet for leisure time.

Essential Learning	4 Point Rubric
<p>3. The student will discriminate between loud and soft and describe the effects of different dynamic levels (dynamics.)</p>	<p>4. The student always discriminates between loud and soft and usually describes the effects of different dynamic levels.</p> <p><u>Benchmark</u> 3. The student frequently discriminates between loud and soft and frequently describes the effects of different dynamic levels.</p> <p>2. The student sometimes discriminate between loud and soft and sometimes describes the effects of different dynamic levels.</p> <p>1. The student rarely discriminates between loud and soft and seldom describes the effects of different dynamic levels.</p>
<p>4. The student will discriminate between fast and slow, and demonstrate (vocally) getting slower and faster (tempo.)</p>	<p>4. The student always discriminates between fast and slow, and vocally demonstrates, independently, getting slower and faster.</p> <p><u>Benchmark</u> 3. The student frequently discriminates between fast and slow, and vocally demonstrates getting slower and faster with minimal assistance.</p> <p>2. The student sometimes discriminates between fast and slow, and vocally demonstrates getting slower and faster with moderate assistance.</p> <p>1. The student rarely discriminates between fast and slow, and vocally demonstrates getting slower and faster only with considerable assistance.</p>

Curriculum Area: Music
Course of Study: Grade 1 Music

Grade: 1

Core Concept: The student will use listening, singing, instruments, body sounds, games and dances to develop socially, emotionally and aesthetically through music, as well as to develop and increase a sensitivity and appreciation for the arts, and provide students with an outlet for leisure time.

Essential Learning	4 Point Rubric
<p>5. The student will describe the association of letters with sections of music and discern between AB and ABA form.</p>	<p>4. The student usually describes the association of letters with sections of music and consistently discerns between AB and ABA form.</p> <p><u>Benchmark</u> 3. The student frequently describes the association of letters with sections of music and frequently discerns between AB and ABA form.</p> <p>2. The student sometimes describes the association of letters with sections of music and sometimes discerns between AB and ABA form.</p> <p>1. The student rarely describes the association of letters with sections of music and hardly ever discerns between AB and ABA form.</p>
<p>6. The student will identify notational representation (notes) of long and short duration.</p>	<p>4. The student usually identifies notational representation (notes) of long duration and consistently identifies notational representation of short duration.</p> <p><u>Benchmark</u> 3. The student frequently identifies notational representation (notes) of long duration and frequently identifies notational representation of short duration.</p> <p>2. The student sometimes identifies notational representation (notes) of long duration and sometimes identifies notational representation of short duration.</p> <p>1. The student seldom identifies notational representation (notes) of long duration and rarely identifies notational representation of short duration.</p>

Curriculum Area: Music
Course of Study: Grade 1 Music

Grade: 1

Core Concept: The student will use listening, singing, instruments, body sounds, games and dances to develop socially, emotionally and aesthetically through music, as well as to develop and increase a sensitivity and appreciation for the arts, and provide students with an outlet for leisure time.

Essential Learning	4 Point Rubric
<p>7. The student will sing his/her high register, low register, and switch between the two (pitch.)</p>	<p>4. The student independently sings his/her high register, sings his/her low register and switches between the two (pitch).</p> <p><u>Benchmark</u> 3. The student sings his/her high register, sings his/her low register and switches between the two (pitch), with minimal assistance.</p> <p>2. The student sings his/her high register, sings his/her low register and switches between the two (pitch), with moderate assistance.</p> <p>1. The student sings his/her high register, sings his/her low register and switches between the two (pitch), only with considerable assistance.</p>
<p>8. The student will associate rhythm patterns with sound patterns of familiar words (rhythm.)</p>	<p>4. The student usually associates rhythm patterns with sound patterns of familiar words (rhythm) by consistently matching on the board and by independently echo singing.</p> <p><u>Benchmark</u> 3. The student frequently associates rhythm patterns with sound patterns of familiar words (rhythm) by frequently matching on the board and by echo singing, with minimal assistance.</p> <p>2. The student sometimes associates rhythm patterns with sound patterns of familiar words (rhythm) by sometimes matching on the board and by echo singing with moderate assistance.</p> <p>1. The student seldom associates rhythm patterns with sound patterns of familiar words (rhythm) by rarely matching on the board and by echo singing only with considerable assistance.</p>

Curriculum Area: Music
Course of Study: Grade 1 Music

Grade: 1

Core Concept: The student will use listening, singing, instruments, body sounds, games and dances to develop socially, emotionally and aesthetically through music, as well as to develop and increase a sensitivity and appreciation for the arts, and provide students with an outlet for leisure time.

Essential Learning	4 Point Rubric
<p>9. The student will sing short, medium, and long musical phrases and identify phrases when they are sung or played to them.</p>	<p>4. The student independently sings short, medium and long musical phrases and independently identifies length of phrases when they are sung or played to him/her.</p> <p><u>Benchmark</u> 3. The student sings short, medium and long musical phrases and identifies length of phrases when they are sung or played to him/her, with minimal assistance.</p> <p>2. The student sings short, medium and long musical phrases and identifies length of phrases when they are sung or played to him/her, with moderate assistance.</p> <p>1. The student sings short, medium and long musical phrases and identifies length of phrases when they are sung or played to him/her, only with considerable assistance.</p>
<p>10. The student will demonstrate an ability to sing more complex tunes.</p>	<p>4. The student independently demonstrates an ability to sing more complex tunes.</p> <p><u>Benchmark</u> 3. The student demonstrates an ability to sing more complex tunes with minimal assistance.</p> <p>2. The student demonstrates an ability to sing more complex tunes with moderate assistance.</p> <p>1. The student demonstrates an ability to sing more complex tunes only with considerable assistance.</p>

Curriculum Area: Music
Course of Study: Grade 2 Music

Grade: 2

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically.

Essential Learning	4 Point Rubric
<p>1. The student will sing alone or with others, a varied repertoire of short songs with a limited range of a fifth.</p>	<p>4. The student sings alone and with others, a varied repertoire of songs within the range of a fifth, using a light head voice quality, proper breath support, and good posture all the time.</p> <p><u>Benchmark</u> 3. The student sings alone and with others, a varied repertoire of songs within a fifth, using a light head voice quality, proper breath support, and good posture most of the time.</p> <p>2. The student sings alone and with others, a varied repertoire of songs within a fifth, using a light head voice quality, proper breath support, and good posture some of the time.</p> <p>1. The student sings alone and with others, a varied repertoire of songs within a fifth, using a light head voice quality, proper breath support, and good posture rarely.</p>
<p>2. The student will perform on instruments alone or with others, a varied repertoire of music in 4 beat phrases.</p>	<p>4. The student performs alone and with others, using a varied repertoire of music with 4 beat phrases; student plays correct pitches, rhythms, and steady beat all of the time.</p> <p><u>Benchmark</u> 3. The student performs alone and with others, using a varied repertoire of music with 4 beat phrases; student plays correct pitches, rhythms, and steady beat most of the time.</p> <p>2. The student performs alone and with others, using a varied repertoire of music with 4 beat phrases; student plays correct pitches, rhythms, and steady beat some of the time.</p> <p>1. The student performs alone and with others using a varied repertoire of music with 4 beat phrases; student plays correct pitches, rhythms, and steady beat rarely.</p>

Curriculum Area: Music
Course of Study: Grade 2 Music

Grade: 2

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically.

Essential Learning	4 Point Rubric
<p>3. The student will improvise melodies, variations, or accompaniments in 4 beat phrases.</p>	<p>4. The student improvises melodies, variations, and accompaniments with 4 beat phrases, keeping a steady beat, using specified parameters all of the time.</p> <p><u>Benchmark</u> 3. The student improvises melodies, variations, and accompaniments with 4 beat phrases, keeping a steady beat, using specified parameters most of the time.</p> <p>2. The student improvises melodies, variations, and accompaniments with 4 beat phrases, keeping a steady beat, using specified parameters some of the time.</p> <p>1. The student improvises melodies, variations, and accompaniments with 4 beat phrases, keeping a steady beat, using specified parameters rarely.</p>
<p>4. The student will compose or arrange music within specified guidelines using 3 notes.</p>	<p>4. The student composes music within the specified guidelines using 3 notes all of the time.</p> <p><u>Benchmark</u> 3. The student composes music within the specified guidelines using 3 notes most of the time.</p> <p>2. The student composes music within the specified guidelines using 3 notes some of the time.</p> <p>1. The student composes music within the specified guidelines using 3 notes rarely.</p>

Curriculum Area: Music
Course of Study: Grade 2 Music

Grade: 2

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically.

Essential Learning	4 Point Rubric
<p>5. The student will read or notate music using alphabet letters, solfa syllables and simple rhythms.</p>	<p>4. The student reads and responds to music notation using alphabet letters, solfa syllables and simple rhythms, accurately all of the time.</p> <p><u>Benchmark</u> 3. The student reads and responds to music notation using alphabet letters, solfa syllables and simple rhythms, accurately most of the time.</p> <p>2. The student reads and responds to music notation using alphabet letters, solfa syllables and simple rhythms, accurately some of the time.</p> <p>1. The student reads and responds to music notation using alphabet letters, solfa syllables and simple rhythms, rarely.</p>
<p>6. The student will listen to and analyze or describe music in AB form.</p>	<p>4. The student listen to music in AB form, describes music using terms correctly as they apply to specific parts of the music, and gives extensive details and elaboration all of the time.</p> <p><u>Benchmark</u> 3. The student listens to music in AB form, describes music using terms correctly as they apply to specific parts of the music, and gives many details most of the time.</p> <p>2. The student listens to music in AB form, describes music using terms correctly as they apply to specific parts of the music, and gives some details.</p> <p>1. The student listens to music in AB form, describes music using terms correctly as they apply to specific parts of the music, and gives few details.</p>

Curriculum Area: Music
Course of Study: Grade 2 Music

Grade: 2

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically.

Essential Learning	4 Point Rubric
<p>7. The student will evaluate music or music performances of less than 3 minutes.</p>	<p>4. The student critiques music or performances of less than 2 minutes in length; student uses accurate details to support opinion, uses terms that correctly apply specific parts of the music or performance, and gives extensive details and elaboration.</p> <p><u>Benchmark</u> 3. The student critiques music or performances of less than 2 minutes in length; student uses accurate details to support opinion, uses terms that correctly apply specific parts of the music or performance, and gives many details.</p> <p>2. The student critiques music or performances of less than 2 minutes in length; student uses some inaccurate details to support opinion, uses terms that correctly apply specific parts of the music or performance, and gives some details.</p> <p>1. The student critiques music or performances of less than 2 minutes in length; student uses no details to support opinion, uses no terms that correctly apply specific parts of the music or performance, and gives no detail or opinion.</p>
<p>8. The student will demonstrate an understanding of the relationships between music and other disciplines (e.g., animal science.)</p>	<p>4. The student demonstrates an understanding of the relationship between music and other disciplines by completing a project, presentation or performance that follows the specified guidelines all of the time.</p> <p><u>Benchmark</u> 3. The student demonstrates an understanding of the relationship between music and other disciplines by completing a project, presentation or performance that follows the specified guidelines most of the time.</p> <p>2. The student demonstrates an understanding of the relationship between music and other disciplines by completing a project, presentation or performance that follows the specified guidelines some of the time.</p> <p>1. The student demonstrates an understanding of the relationship between music and other disciplines by completing a project, presentation or performance that rarely follows the specified guidelines.</p>

Curriculum Area: Music
Course of Study: Grade 2 Music

Grade: 2

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically.

Essential Learning	4 Point Rubric
<p>9. The student will demonstrate an understanding of how music relates to history or culture (i.e., community and friendship.)</p>	<p>4. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines all of the time.</p> <p><u>Benchmark</u> 3. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines most of the time.</p> <p>2. The student demonstrates an understanding how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines some of the time.</p> <p>1. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that rarely follows the specified guidelines</p>
<p>10. The student will demonstrate steady beat using body percussion.</p>	<p>4. The student accurately demonstrates a steady beat using body percussion all of the time.</p> <p><u>Benchmark</u> 3. The student accurately demonstrates a steady beat using body percussion most of the time.</p> <p>2. The student accurately demonstrates a steady beat using body percussion some of the time.</p> <p>1. The student accurately demonstrates a steady beat using body percussion infrequently.</p>

Curriculum Area: Music
Course of Study: Grade 3 Music

Grade: 3

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically.

Essential Learning	4 Point Rubric
<p>1. The student will sing alone or with others, a varied repertoire of short songs with a vocal range of a sixth.</p>	<p>4. The student sings alone and with others, a varied repertoire of songs within the vocal range of a sixth using a light head voice quality, proper breath support, and good posture all the time.</p> <p><u>Benchmark</u> 3. The student sings alone and with others, a varied repertoire of songs within the vocal range of a sixth, using a light head voice quality, proper breath support, and good posture most of the time.</p> <p>2. The student sings alone and with others, a varied repertoire of songs within the vocal range of a sixth using a light head voice quality, proper breath support, and good posture some of the time.</p> <p>1. The student sings alone and with others, a varied repertoire of songs within the vocal range of a sixth using a light head voice quality, proper breath support, and good posture rarely.</p>
<p>2. The student will perform on instruments, alone or with others, a varied repertoire of music with 8 beat phrases.</p>	<p>4. The student performs alone and with others, using a varied repertoire of music with 8 beat phrases; student plays using correct pitches, rhythms, and steady beat all of the time.</p> <p><u>Benchmark</u> 3. The student performs alone and with others using a varied repertoire of music with 8 beat phrases; student plays using correct pitches, rhythms, and steady beat most of the time.</p> <p>2. The student performs alone and with others using a varied repertoire of music with 8 beat phrases; student plays using correct pitches, rhythms, and steady beat some of the time.</p> <p>1. The student performs alone and with others using a varied repertoire of music with 8 beat phrases; student plays using correct pitches, rhythms, and steady beat rarely.</p>

Curriculum Area: Music
Course of Study: Grade 3 Music

Grade: 3

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically.

Essential Learning	4 Point Rubric
<p>3. The student will improvise melodies, variations or accompaniments in 8 beat phrases.</p>	<p>4. The student improvises melodies, variations, and accompaniments with 8 beat phrases, keeping a steady beat, and using specified parameters all of the time.</p> <p><u>Benchmark</u> 3. The student improvises melodies, variations, and accompaniments with 8 beat phrases, keeping a steady beat, and using specified parameters most of the time.</p> <p>2. The student improvises melodies, variations, and accompaniments with 8 beat phrases, keeping a steady beat, and using specified parameters some of the time.</p> <p>1. The student improvises melodies, variations, and accompaniments with 8 beat phrases, keeping a steady beat, and using specified parameters rarely.</p>
<p>4. The student will compose or arrange music within specified guidelines using 5 notes.</p>	<p>4. The student composes music within the specified guidelines using 5 notes all of the time.</p> <p><u>Benchmark</u> 3. The student composes music within the specified guidelines using 5 notes most of the time.</p> <p>2. The student composes music within the specified guidelines using 5 notes some of the time.</p> <p>1. The student composes music within the specified guidelines using 5 notes rarely.</p>

Curriculum Area: Music
Course of Study: Grade 3 Music

Grade: 3

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically.

Essential Learning	4 Point Rubric
<p>5. The student will read or notate music using color coding in the treble clef.</p>	<p>4. The student reads and responds to music notation using color coding in the treble clef accurately all of the time.</p> <p><u>Benchmark</u> 3. The student reads and responds to music notation using color coding in the treble clef accurately most of the time.</p> <p>2. The student reads and responds to music notation using color coding in the treble clef accurately some of the time.</p> <p>1. The student reads and responds to music notation using color coding in the treble clef accurately rarely.</p>
<p>6. The student will listen to, analyze, and/or describe music in AB or ABA form.</p>	<p>4. The student listens to music in AB or ABA form, describes music using terms correctly as they apply to specific parts of the music, and gives extensive details and elaboration all of the time.</p> <p><u>Benchmark</u> 3. The student listens to music in AB or ABA form, describes music using terms correctly as they apply to specific parts of the music, and gives many details most of the time.</p> <p>2. The student listens to music in AB or ABA form, describes music using terms correctly as they apply to specific parts of the music, and gives some details.</p> <p>1. The student listens to music in AB or ABA form, describes music using terms correctly as they apply to specific parts of the music, and gives few details.</p>

Curriculum Area: Music
Course of Study: Grade 3 Music

Grade: 3

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically.

Essential Learning	4 Point Rubric
<p>7. The student will evaluate music or music performances of less than 4 minutes in length.</p>	<p>4. The student critiques music or performances of less than 4 minutes in length; student uses accurate details to support opinion, uses terms that correctly apply specific parts of the music or performance, and gives extensive details and elaboration.</p> <p><u>Benchmark</u> 3. The student critiques music or performances of less than 4 minutes in length; student uses accurate details to support opinion, uses terms that correctly apply specific parts of the music or performance, and gives many details.</p> <p>2. The student critiques music or performances of less than 4 minutes in length; student uses some inaccurate details to support opinion, uses terms that correctly apply specific parts of the music or performance, and gives some details.</p> <p>1. The student critique music or performances of less than 4 minutes in length; student uses no details to support opinion, not using terms that correctly apply specific parts of the music or performance, and gives no detail or opinion.</p>
<p>8. The student will demonstrate an understanding of the relationships between music and other disciplines (e.g., poetry.)</p>	<p>4. The student demonstrates an understanding of the relationship between music and other disciplines by completing a project, presentation or performance that follows the specified guidelines all of the time.</p> <p><u>Benchmark</u> 3. The student demonstrates an understanding of the relationship between music and other disciplines by completing a project, presentation or performance that follows the specified guidelines most of the time.</p> <p>2. The student demonstrates an understanding of the relationship between music and other disciplines by completing a project, presentation or performance that follows the specified guidelines some of the time.</p> <p>1. The student demonstrates an understanding of the relationship between music and other disciplines by completing a project, presentation or performance that rarely follows the specified guidelines.</p>

Curriculum Area: Music
Course of Study: Grade 3 Music

Grade: 3

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically.

Essential Learning	4 Point Rubric
<p>9. The student will demonstrate an understanding of how music relates to history or culture (e.g., Asia.)</p>	<p>4. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines all of the time.</p> <p><u>Benchmark</u> 3. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines most of the time.</p> <p>2. The student demonstrates an understanding how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines some of the time.</p> <p>1. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that rarely follows the specified guidelines</p>
<p>10. The student will demonstrate beat on body or non-pitched percussion.</p>	<p>4. The student accurately demonstrates a steady beat on body percussion and non-pitched percussion all of the time.</p> <p><u>Benchmark</u> 3. The student accurately demonstrates a steady beat on body percussion and non-pitched percussion most of the time.</p> <p>2. The student accurately demonstrates a steady beat on body percussion and non-pitched percussion some of the time.</p> <p>1. The student accurately demonstrates a steady beat on body percussion and non-pitched percussion infrequently.</p>

Curriculum Area: Music
Course of Study: Grade 4 Music

Grade: 4

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically through music.

Essential Learning	4 Point Rubric
<p>1. The student will sing along or with others a varied repertoire of songs within the vocal range of an octave.</p>	<p>4. The student sings alone and with others, a varied repertoire of songs within the vocal range of an octave, using a light head voice quality, proper breath support, and good posture all the time.</p> <p><u>Benchmark</u> 3. The student sings alone and with others, a varied repertoire of songs within the vocal range of an octave, using a light head voice quality, proper breath support, and good posture most of the time.</p> <p>2. The student sings alone and with others, a varied repertoire of songs within the vocal range of an octave, using a light head voice quality, proper breath support, and good posture some of the time.</p> <p>1. The student sings alone and with others, a varied repertoire of songs within the vocal range of an octave, using a light head voice quality, proper breath support, and good posture rarely.</p>
<p>2. The student will perform on instruments, alone or with others, a varied repertoire of music using 12 beat phrases.</p>	<p>4. The student performs alone and with others, using a varied repertoire of music with 12 beat phrases; student plays using correct pitch, rhythm, and steady beat all of the time.</p> <p><u>Benchmark</u> 3. The student performs alone and with others, using a varied repertoire of music with 12 beat phrases; student plays using correct pitch, rhythm, and steady beat most of the time.</p> <p>2. The student performs alone and with others, using a varied repertoire of music with 12 beat phrases; student plays using correct pitch, rhythm, and steady beat some of the time.</p> <p>1. The student performs alone and with others, using a varied repertoire of music with 12 beat phrases; student plays using correct pitch, rhythm, and steady beat rarely.</p>

Curriculum Area: Music
Course of Study: Grade 4 Music

Grade: 4

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically through music.

Essential Learning	4 Point Rubric
<p>3. The student will improvise melodies, variations or accompaniments in 12 beat phrases.</p>	<p>4. The student improvises melodies, variations, and accompaniments with 12 beat phrases, keeping a steady beat, using specified parameters all of the time.</p> <p><u>Benchmark</u> 3. The student improvises melodies, variations, and accompaniments with 12 beat phrases, keeping a steady beat, using specified parameters most of the time.</p> <p>2. The student improvises melodies, variations, and accompaniments with 12 beat phrases, keeping a steady beat, using specified parameters some of the time.</p> <p>1. The student improvises melodies, variations, and accompaniments with 12 beat phrases, keeping a steady beat, using specified parameters rarely.</p>
<p>4. The student will compose or arrange music within specified guidelines using 6 notes.</p>	<p>4. The student composes music within the specified guidelines using 6 notes all of the time.</p> <p><u>Benchmark</u> 3. The student composes music within the specified guidelines using 6 notes most of the time.</p> <p>2. The student composes music within the specified guidelines using 6 notes some of the time.</p> <p>1. The student composes music within the specified guidelines using 6 notes rarely.</p>

Curriculum Area: Music
Course of Study: Grade 4 Music

Grade: 4

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically through music.

Essential Learning	4 Point Rubric
5. The student will read or notate music using the notes on the treble clef.	4. The student accurately reads and responds to music notation in the treble clef all of the time. <u>Benchmark</u> 3. The student accurately reads and responds to music notation in the treble clef most of the time. 2. The student accurately reads and responds to music notation in the treble clef some of the time. 1. The student accurately reads and responds to music notation in the treble clef rarely.
6. The student will listen to and analyze or describe music in rondo form.	4. The student listens to music in rondo form, describes music using terms correctly as they apply to specific parts of the music, and gives extensive details and elaboration all of the time. <u>Benchmark</u> 3. The student listens to music in rondo form, describes music using terms correctly as they apply to specific parts of the music, and gives many details most of the time. 2. The student listens to music in rondo form, describes music using terms correctly as they apply to specific parts of the music, and gives some details. 1. The student listens to music in rondo form describes, music using terms correctly as they apply to specific parts of the music, and gives few details.

Curriculum Area: Music
Course of Study: Grade 4 Music

Grade: 4

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically through music.

Essential Learning	4 Point Rubric
<p>7. The student will evaluate music or music performances of less than 5 minutes.</p>	<p>4. The student critiques music or performances of less than 5 minutes in length; student uses accurate details to support opinion, uses terms that correctly apply specific parts of the music or performance, and gives extensive details and elaboration.</p> <p><u>Benchmark</u> 3. The student critiques music or performances of less than 5 minutes in length; student uses accurate details to support opinion, uses terms that correctly apply specific parts of the music or performance, and gives many details.</p> <p>2. The student critiques music or performances of less than 5 minutes in length; student uses some inaccurate details to support opinion, uses terms that correctly apply specific parts of the music or performance, and gives some details.</p> <p>1. The student critiques music or performances of less than 5 minutes in length; student uses no details to support opinion, not using terms that correctly apply specific parts of the music or performance, and gives no detail or opinion.</p>
<p>8. The student will demonstrate an understanding of relationships between music and other disciplines (e.g., physics of sound.)</p>	<p>4. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines all of the time.</p> <p><u>Benchmark</u> 3. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines most of the time.</p> <p>2. The student demonstrates an understanding how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines some of the time.</p> <p>1. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that rarely follows the specified guidelines</p>

Curriculum Area: Music
Course of Study: Grade 4 Music

Grade: 4

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically through music.

Essential Learning	4 Point Rubric
<p>9. The student will demonstrate an understanding of how music relates to history or culture (i.e., transportation.)</p>	<p>4. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines all of the time.</p> <p><u>Benchmark</u> 3. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines most of the time.</p> <p>2. The student demonstrates an understanding how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines some of the time.</p> <p>1. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that rarely follows the specified guidelines.</p>
<p>10. The student will demonstrate steady beat on body, non-pitched or pitched percussion.</p>	<p>4. The student accurately demonstrates a steady beat on body percussion, pitched or non-pitched percussion all of the time.</p> <p><u>Benchmark</u> 3. The student accurately demonstrates a steady beat on body percussion, pitched or non-pitched percussion most of the time.</p> <p>2. The student accurately demonstrates a steady beat on body percussion, pitched or non-pitched percussion some of the time.</p> <p>1. The student accurately demonstrates a steady beat on body percussion, pitched or non-pitched percussion infrequently.</p>

Curriculum Area: Music
Course of Study: Grade 5 Music

Grade: 5

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically through music.

Essential Learning	4 Point Rubric
<p>1. The student will sing alone or with others, a varied repertoire of longer songs within the vocal range of a ninth.</p>	<p>4. The student sings alone and with others, a varied repertoire of songs within a vocal range of a ninth, using a light head voice quality, proper breath support, and good posture all the time.</p> <p><u>Benchmark</u> 3. The student sings alone and with others, a varied repertoire of songs within a vocal range of a ninth, using a light head voice quality, proper breath support, and good posture most of the time.</p> <p>2. The student sings alone and with others, a varied repertoire of songs within a vocal range of a ninth, using a light head voice quality, proper breath support, and good posture some of the time.</p> <p>1 The student sings alone and with others, a varied repertoire of songs within a vocal range of a ninth, using a light head voice quality, proper breath support, and good posture rarely.</p>
<p>2. The student will perform on instruments, alone or with others, a varied repertoire of music with 16 beat phrases.</p>	<p>4. The student performs alone and with others, using a varied repertoire of music with 16 beat phrases; student plays using correct pitch, rhythm, and steady beat all of the time.</p> <p><u>Benchmark</u> 3. The student performs alone and with others, using a varied repertoire of music with 16 beat phrases; student plays using correct pitch, rhythm, and steady beat most of the time.</p> <p>2. The student performs alone and with others, using a varied repertoire of music with 16 beat phrases; student plays using correct pitch, rhythm, and steady beat some of the time.</p> <p>1. The student performs alone and with others, using a varied repertoire of music with 16 beat phrases; student plays using correct pitch, rhythm, and steady beat rarely.</p>

Curriculum Area: Music
Course of Study: Grade 5 Music

Grade: 5

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically through music.

Essential Learning	4 Point Rubric
<p>3. The student will improvise melodies, variations or accompaniments in 16 beat phrases.</p>	<p>4. The student improvises melodies, variations, and accompaniments with 16 beat phrases, keeping a steady beat, and using specified parameters all of the time.</p> <p><u>Benchmark</u> 3. The student improvises melodies, variations, and accompaniments with 16 beat phrases, keeping a steady beat, and using specified parameters most of the time.</p> <p>2. The student improvises melodies, variations, and accompaniments with 16 beat phrases, keeping a steady beat, and using specified parameters some of the time.</p> <p>1. The student improvises melodies, variations, and accompaniments with 16 beat phrases, keeping a steady beat, and using specified parameters rarely.</p>
<p>4. The student will compose or arrange music within specified guidelines using 8 notes.</p>	<p>4. The student composes music within the specified guidelines using 8 notes all of the time.</p> <p><u>Benchmark</u> 3. The student composes music within the specified guidelines using 8 notes most of the time.</p> <p>2. The student composes music within the specified guidelines using 8 notes some of the time.</p> <p>1. The student composes music within the specified guidelines using 8 notes rarely.</p>

Curriculum Area: Music
Course of Study: Grade 5 Music

Grade: 5

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically through music.

Essential Learning	4 Point Rubric
<p>5. The student will read and notate music in the treble staff plus middle C and D below the staff.</p>	<p>4. The student accurately reads and responds to music notation in the treble clef, including middle C and the D below the staff, all of the time.</p> <p><u>Benchmark</u> 3. The student accurately reads and responds to music notation in the treble clef, including middle C and the D below the staff, most of the time.</p> <p>2. The student accurately reads and responds to music notation in the treble clef, including middle C and the D below the staff, some of the time.</p> <p>1. The student accurately reads and responds to music notation in the treble clef, including middle C and the D below the staff, rarely.</p>
<p>6. The student will listen and analyze or describe music in the theme and variations or rondo forms.</p>	<p>4. The student listens to music in the theme and variations rondo form, describes music using terms correctly as they apply to specific parts of the music, and gives extensive details and elaboration all of the time.</p> <p><u>Benchmark</u> 3. The student listens to music in the theme and variations rondo form, describes music using terms correctly as they apply to specific parts of the music, and gives extensive details and elaboration most of the time.</p> <p>2. The student listens to music in the theme and variations rondo form, describes music using terms correctly as they apply to specific parts of the music, and gives some details.</p> <p>1. The student listens to music in the theme and variations rondo form, describes music using terms correctly as they apply to specific parts of the music, and gives few details.</p>

Curriculum Area: Music
Course of Study: Grade 5 Music

Grade: 5

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically through music.

Essential Learning	4 Point Rubric
<p>7. The student will be able to evaluate music or music performances of less than 8 minutes in length.</p>	<p>4. The student critiques music or performances of less than 8 minutes in length; student uses accurate details to support opinion, uses terms that correctly apply specific parts of the music or performance, and gives extensive details and elaboration.</p> <p><u>Benchmark</u> 3. The student critiques music or performances of less than 8 minutes in length; student uses accurate details to support opinion, uses terms that correctly apply specific parts of the music or performance, and gives many details.</p> <p>2. The student critiques music or performances of less than 8 minutes in length; student uses some inaccurate details to support opinion, uses terms that correctly apply specific parts of the music or performance, and gives some details.</p> <p>1. The student critiques music or performances of less than 8 minutes in length; student uses no details to support opinion, not using terms that correctly apply specific parts of the music or performance, and gives no detail or opinion.</p>
<p>8. The student will demonstrate an understanding of the relationships between music and other disciplines (e.g., theatre.)</p>	<p>4. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines all of the time.</p> <p><u>Benchmark</u> 3. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines most of the time.</p> <p>2. The student demonstrates an understanding how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines some of the time.</p> <p>1. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that rarely follows the specified guidelines</p>

Curriculum Area: Music
Course of Study: Grade 5 Music

Grade: 5

Core Concept: The student will use listening, singing, instruments, body percussion, games and dance in order to develop socially, emotionally and aesthetically through music.

Essential Learning	4 Point Rubric
<p>9. The student will demonstrate an understanding of how music relates to history or culture (e.g., American history.)</p>	<p>4. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines all of the time.</p> <p><u>Benchmark</u> 3. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines most of the time.</p> <p>2. The student demonstrates an understanding how music relates to history or culture by completing a project, presentation or performance that follows the specified guidelines some of the time.</p> <p>1. The student demonstrates an understanding of how music relates to history or culture by completing a project, presentation or performance that rarely follows the specified guidelines.</p>
<p>10. The student will demonstrate steady beat on a recorder, body percussion, non-pitched percussion or pitched percussion.</p>	<p>4. The student accurately demonstrates a steady beat on a recorder, body percussion, pitched or non-pitched percussion all of the time.</p> <p><u>Benchmark</u> 3. The student accurately demonstrates a steady beat on a recorder, body percussion, pitched or non-pitched percussion most of the time.</p> <p>2. The student accurately demonstrates a steady beat on a recorder, body percussion, pitched or non-pitched percussion some of the time.</p> <p>1. The student accurately demonstrates a steady beat on a recorder, body percussion, pitched or non-pitched percussion infrequently.</p>

Curriculum Area: Music
Course of Study: Middle School Band

Grade: 6-8

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
<p>1. The student will demonstrate an understanding of the elements of music by performing a varied repertoire with expression and technical accuracy (e.g., rhythm, durational values, and pitch.)</p>	<p>4. The student accurately performs all rhythms and notes with the prescribed expression as indicated in a varied repertoire of songs performed during the year.</p> <p><u>Benchmark</u></p> <p>3. The student accurately performs most rhythms and notes with the prescribed expression as indicated in a varied repertoire of songs performed during the year.</p> <p>2. The student accurately performs some rhythms and notes with the prescribed expression as indicated in a varied repertoire of songs performed during the year.</p> <p>1. The student accurately performs few rhythms and notes with the prescribed expression as indicated in a varied repertoire of songs performed during the year.</p>

Curriculum Area: Music
Course of Study: Middle School Band

Grade: 6-8

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
2. The student will demonstrate an understanding of the elements of music by performing weekly assignments with expression and technical accuracy	4. The student completes a weekly practice record corresponding to the assigned exercises for that week with the prescribed expression and rhythmic accuracy as outlined in the daily classroom lesson all of the time. <u>Benchmark</u> 3. The student completes a weekly practice record corresponding to the assigned exercises for that week with the prescribed expression and rhythmic accuracy as outlined in the daily classroom lesson most of the time. 2. The student completes a weekly practice record corresponding to the assigned exercises for that week with the prescribed expression and rhythmic accuracy as outlined in the daily classroom lesson some of the time. 1. The student completes a weekly practice record corresponding to the assigned exercises for that week with the prescribed expression and rhythmic accuracy as outlined in the daily classroom lesson a small amount of the time.

Curriculum Area: Music
Course of Study: Middle School Band

Grade: 6-8

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
3. The student will participate and respond appropriately in rehearsals, classes, and performances of varied musical content	<p>4. The student responds appropriately, through reflectively enthusiastic applause, during all performances that are attended. The student positively contributes to all rehearsals by maintaining attention to the director's instructions and incorporating all constructive criticism into his/her playing.</p> <p><u>Benchmark</u></p> <p>3. The student responds appropriately, through reflectively enthusiastic applause, during all performances that are attended. The student positively contributes to most rehearsals by maintaining attention to the director's instructions and incorporating most constructive criticism into his/her playing.</p> <p>2. The student responds appropriately, through reflectively enthusiastic applause, during all performances that are attended. The student positively contributes to some rehearsals by maintaining attention to the director's instructions and incorporating some constructive criticism into his/her playing.</p> <p>1. The student responds appropriately, through reflectively enthusiastic applause, during all performances that are attended. The student positively contributes to few rehearsals by maintaining attention to the director's instructions and incorporating few constructive criticisms into his/her playing.</p>

Curriculum Area: Music
Course of Study: Middle School Band

Grade: 6-8

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
4. The student will match his/her playing style to that genre or historical style of the piece that is being performed.	4. The student accurately performs all band compositions in the prescribed genre or historical style as indicated through independent and classroom listening and research exercises. <u>Benchmark</u> 3. The student accurately performs most band compositions in the prescribed genre or historical style as indicated through independent and classroom listening and research exercises. 2. The student accurately performs some band compositions in the prescribed genre or historical style as indicated through independent and classroom listening and research exercises. 1. The student accurately performs few band compositions in the prescribed genre or historical style as indicated through independent and classroom listening and research exercises.

Curriculum Area: Music
Course of Study: Middle School Band

Grade: 6-8

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
5. The student will match his/her playing style to that of the historical style of the piece that is being performed.	4. The student recognizes the difference between such musical genres as classical and jazz and responds appropriately, through reflectively enthusiastic applause, during all performances that are attended. <u>Benchmark</u> 3. The student recognizes the difference between such musical genres as classical and jazz and responds appropriately, through reflectively enthusiastic applause, during most performances that are attended. 2. The student recognizes the difference between such musical genres as classical and jazz and responds appropriately, through reflectively enthusiastic applause, during some performances that are attended. 1. The student recognizes the difference between such musical genres as classical and jazz and responds appropriately, through reflectively enthusiastic applause, during few performances that are attended.

Curriculum Area: Music
Course of Study: Middle School Band

Grade: 6-8

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
<p>6. The student will identify and articulate measurable criteria based on the elements of music to evaluate and effectiveness of musical performances and compositions</p>	<p>4. The student writes a statement incorporating the utilization of all elements of music (e.g., melody, harmony, tone color, rhythm, form, and dynamics) that reflects his/her personal evaluation of a performed musical composition</p> <p><u>Benchmark</u> 3. The student writes a statement incorporating the utilization of most elements of music (e.g., melody, harmony, tone color, rhythm, form, and dynamics) that reflects his/her personal evaluation of a performed musical composition.</p> <p>2. The student writes a statement incorporating the utilization of some elements of music (e.g., melody, harmony, tone color, rhythm, form, and dynamics) that reflects his/her personal evaluation of a performed musical composition</p> <p>1. The student writes a statement incorporating the utilization of few elements of music (e.g., melody, harmony, tone color, rhythm, form, and dynamics) that reflect his/her personal evaluation of a performed musical composition</p>

Curriculum Area: Music
Course of Study: Middle School Band

Grade: 6-8

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
7. The student will identify the basic elements of music as utilized in the pieces being studied (e.g., melody, harmony, tone color, rhythm, form, and dynamics)	4. The student demonstrates knowledge of all elements of music studied throughout a quarter through quarterly performing and written examinations. <u>Benchmark</u> 3. The student demonstrates knowledge of most elements of music studied throughout a quarter through quarterly performing and written examinations. 2. The student demonstrates knowledge of some elements of music studied throughout a quarter through quarterly performing and written examinations. 1. The student demonstrates knowledge of few elements of music studied throughout a quarter through quarterly performing and written examinations.

Curriculum Area: Music
Course of Study: Middle School Band

Grade: 6-8

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
8. The student will identify and describe ways in which musical works speak to personal feelings.	4. Through rehearsal discussion, listening activities, and written statements the student always identifies and describes ways in which musical works speak to personal feelings. <u>Benchmark</u> 3. Through rehearsal discussion, listening activities, and written statements the student mostly identifies and describes ways in which musical works speak to personal feelings. 2. Through rehearsal discussion, listening activities, and written statements the student sometimes identifies and describes ways in which musical works speak to personal feelings. 1. Through rehearsal discussion, listening activities, and written statements the student ineffectively identifies and describes ways in which musical works speak to personal feelings.

Curriculum Area: Music
Course of Study: Middle School Band

Grade: 6-8

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
9. The student will demonstrate knowledge of musical terminology (e.g., staccato, allegro, retard)	4. The student accurately defines and interprets the musical terminology incorporated within a piece of band music all of the time. <u>Benchmark</u> 3. The student accurately defines and interprets the musical terminology incorporated within a piece of band music most of the time. 2. The student accurately defines and interprets the musical terminology incorporated within a piece of band music some of the time. 1. The student accurately defines and interprets the musical terminology incorporated within a piece of band music none of the time.

Curriculum Area: Music
Course of Study: Middle School Band

Grade: 6-8

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
<p>10. The student will demonstrate ways in which principals and subject matters of other disciplines taught are interrelated with music, including language, and literacy skills, mathematical knowledge, scientific principals, and geographical, cultural, and historical eras.</p>	<p>4. Given an assigned piece of band music the student is able to completely research the country of origin and historic period in which the piece and composer belong. The student is able to completely analyze the rhythm in terms of mathematics. The student is able to completely compare and analyze the form of a poem to a piece of band music. The student is able to scientifically explain differences in high and low pitch and long and short sounds all of the time.</p> <p><u>Benchmark</u></p> <p>3. Given an assigned piece of band music the student is able to substantially research the country of origin and historic period in which the piece and composer belong. The student is able to substantially analyze the rhythm in terms of mathematics. The student is able to substantially compare and analyze the form of a poem to a piece of band music. The student is able to scientifically explain differences in high and low pitch and long and short sounds most of the time.</p> <p>2. Given an assigned piece of band music the student is able to partially research the country of origin and historic period in which the piece and composer belong. The student is able to partially analyze the rhythm in terms of mathematics. The student is able to partially compare and analyze the form of a poem to a piece of band music. The student is able to scientifically explain differences in high and low pitch and long and short sounds some of the time.</p> <p>1. Given an assigned piece of band music the student is not able research the country of origin and historic period in which the piece and composer belong. The student is not able to analyze the rhythm in terms of mathematics. The student is not able to compare and analyze the form of a poem to a piece of band music. The student is not able to scientifically explain differences in high and low pitch and long and short sounds.</p>

Curriculum Area: Music

Grade: 6-8

Course of Study: Middle School Chorus

Core Concept: The student will demonstrate an understanding of music by performing in concert a varied repertoire of songs.

Essential Learning	4 Point Rubric
1. The student will demonstrate proper posture, sing accurately, and have good breath control throughout his/her singing range.	4. The student demonstrates good musical tone, proper posture, and has good breath control all of the time. <u>Benchmark</u> 3. The student demonstrates good musical tone, proper posture, and has good breath control most of the time. 2. The student demonstrates good musical tone, proper posture, and has good breath control some of the time. 1. The student seldom demonstrates good musical tone, proper posture, and good breath control.
2. The student will identify and produce the five pure vowel sounds alone and in diphthong combinations as they are found in the literature being studied.	4. The student identifies and produces the five pure vowel sounds alone and in diphthong combinations all of the time as they are found in the literature being studied. <u>Benchmark</u> 3. The student identifies and produces the five pure vowel sounds alone and in diphthong combinations most of the time as they are found in the literature being studied. 2. The student identifies and produces the five pure vowel sounds alone and in diphthong combinations some of the time as they are found in the literature being studied. 1. The student identifies and produces the five pure vowel sounds alone and in diphthong combinations as they are found in the literature being studied.

Curriculum Area: Music

Grade: 6-8

Course of Study: Middle School Chorus

Core Concept: The student will demonstrate an understanding of music by performing in concert a varied repertoire of songs.

Essential Learning	4 Point Rubric
3. The student will identify and critique vocal problems regarding posture, breath control, and tone production both for him/herself and peers.	4. The student identifies and critiques vocal problems regarding posture, breath control, and tone production both for him/herself and peers all of the time. <u>Benchmark</u> 3. The student identifies and critiques vocal problems regarding posture, breath control, and tone production both for him/herself and peers most of the time. 2. The student identifies and critiques vocal problems regarding posture, breath control, and tone production both for him/herself and peers some of the time. 1. The student seldom identifies and critiques vocal problems regarding posture, breath control, and tone production both for him/herself and peers.
4. The student will read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8 and 3/8 meters.	4. The student reads whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8 and 3/8 meters all of the time. <u>Benchmark</u> 3. The student reads whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8 and 3/8 meters most of the time. 2. The student reads whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8 and 3/8 meters some of the time. 1. The student reads whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8 and 3/8 meters with difficulty.

Curriculum Area: Music

Grade: 6-8

Course of Study: Middle School Chorus

Core Concept: The student will demonstrate an understanding of music by performing in concert a varied repertoire of songs.

Essential Learning	4 Point Rubric
5. The student will read at sight simple melodies in the treble clef.	4. The student reads at sight simple melodies in the treble clef all of the time. <u>Benchmark</u> 3. The student reads at sight simple melodies in the treble clef most of the time. 2. The student reads at sight simple melodies in the treble clef some of the time. 1. The student seldom reads at sight simple melodies in the treble clef.
6. The student will understand and utilize solfeggio hand symbols and syllables for the purpose of sight-singing and ear training.	4. The student understands and utilizes solfeggio hand symbols and syllables for the purpose of sight-singing and ear training all of the time. <u>Benchmark</u> 3. The student understands and utilizes solfeggio hand symbols and syllables for the purpose of sight-singing and ear training most of the time. 2. The student understands and utilizes solfeggio hand symbols and syllables for the purpose of sight-singing and ear training some of the time. 1. The student does not understand and utilize solfeggio hand symbols and syllables for the purpose of sight-singing and ear training.

Curriculum Area: Music

Grade: 6-8

Course of Study: Middle School Chorus

Core Concept: The student will demonstrate an understanding of music by performing in concert a varied repertoire of songs.

Essential Learning	4 Point Rubric
7. The student will identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.	4. The student identifies standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression all of the time. <u>Benchmark</u> 3. The student identifies standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression most of the time. 2. The student identifies standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression some of the time. 1. The student seldom identifies standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
8. The student will sing with expression and technical accuracy a repertoire of vocal literature of intermediate difficulty, including some songs from memory.	4. The student sings with expression and technical accuracy a repertoire of vocal literature of intermediate difficulty all of the time, including some songs from memory. <u>Benchmark</u> 3. The student sings with expression and some technical accuracy a repertoire of vocal literature of intermediate difficulty most of the time, including some songs from memory. 2. The student sings with some expression and some technical accuracy a repertoire of vocal literature of intermediate difficulty some of the time. 1. The student rarely sings with expression and technical accuracy.

Curriculum Area: Music

Grade: 6-8

Course of Study: Middle School Chorus

Core Concept: The student will demonstrate an understanding of music by performing in concert a varied repertoire of songs.

Essential Learning	4 Point Rubric
9. The student will describe the relationship between text and music of the literature being studied.	4. The student is able to describe the relationship between text and music of the literature being studied in detail. <u>Benchmark</u> 3. The student is able to describe the relationship between text and music of the literature being studied in general terms. 2. The student is able to describe the relationship between text and music of the literature being studied in vague terms. 1. The student is unable to describe understandably the relationship between text and music of the literature being studied.
10. The student will sing music of diverse cultures and genres, including songs in languages other than English, with expression appropriate to the piece being performed.	4. The student sings music of diverse genres and cultures, including songs in languages other than English, with expression appropriate to the work being performed all of the time. <u>Benchmark</u> 3. The student sings music of diverse genres and cultures, including songs in languages other than English, with expression appropriate to the work being performed most of the time. 2. The student sings music of diverse genres and cultures, including songs in languages other than English, with expression appropriate to the work being performed some of the time. 1. The student seldom sings music of diverse genres and cultures, including songs in languages other than English, with expression appropriate to the work being performed.

Curriculum Area: Music

Grade: 9-12

Course of Study: High School Band

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
<p>1. The student will demonstrate an understanding of the elements of music by performing a varied repertoire with expression and technical accuracy (e.g., rhythm, durational values, and pitch.)</p>	<p>4. The student accurately performs all notes and rhythms with the prescribed expression as indicated in a varied repertoire of songs performed throughout the year.</p> <p><u>Benchmark</u> 3. The student accurately performs most notes and rhythms with the prescribed expression as indicated in a varied repertoire of songs performed throughout the year.</p> <p>2. The student accurately performs some notes and rhythms with the prescribed expression as indicated in a varied repertoire of songs performed throughout the year.</p> <p>1. The student accurately performs a few notes and rhythms with the prescribed expression as indicated in a varied repertoire of songs performed throughout the year.</p>
<p>2. The student will participate and respond appropriately in rehearsals and performances of varied musical content.</p>	<p>4. The student responds appropriately, through reflectively enthusiastic applause, during all performances that are attended. The student positively contributes to all rehearsals by maintaining attention to the director's instructions and incorporating all constructive criticism into his/her playing.</p> <p><u>Benchmark</u> 3. The student responds appropriately, through reflectively enthusiastic applause, during all performances that are attended. The student positively contributes to most rehearsals by maintaining attention to the director's instructions and incorporating most constructive criticism into his/her playing.</p> <p>2. The student responds appropriately, through reflectively enthusiastic applause, during most performances that are attended. The student positively contributes to some rehearsals by maintaining attention to the director's instructions and incorporating some constructive criticism into his/her playing.</p> <p>1. The student responds appropriately, through reflectively enthusiastic applause, during most performances that are attended. The student positively contributes to parts of rehearsals by maintaining attention to the director's instructions and incorporating a few constructive suggestions into his/her playing.</p>

Curriculum Area: Music

Grade: 9-12

Course of Study: High School Band

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
3. The student will demonstrate appropriate audience behavior while attending performances of a variety of musical genres	4. The student responds appropriately, through reflectively enthusiastic applause or supportive cheering during all performances of varied musical content that are attended. <u>Benchmark</u> 3. The student responds appropriately, through reflectively enthusiastic applause or supportive cheering during most performances of varied musical content that are attended. 2. The student responds appropriately, through reflectively enthusiastic applause or supportive cheering during some performances of varied musical content that are attended. 1. The student responds appropriately, through reflectively enthusiastic applause or supportive cheering during a few performances of varied musical content that are attended.
4. The student will identify and articulate measurable criteria based on the elements of music to evaluate the quality and effectiveness of musical performances and compositions.	4. The student writes a statement incorporating the utilization of all of the elements of music (e.g., pitch, rhythm, harmony, dynamics, timbre, texture, form) that reflects his/her personal evaluation of a performed music composition. <u>Benchmark</u> 3. The student writes a statement incorporating the utilization of most of the elements of music (e.g., pitch, rhythm, harmony, dynamics, timbre, texture, form) that reflects his/her personal evaluation of a performed music composition. 2. The student writes a statement incorporating the utilization of some of the elements of music (e.g., pitch, rhythm, harmony, dynamics, timbre, texture, form) that reflects their personal evaluation of a performed music composition. 1. The student writes a statement incorporating the utilization of a few of the elements of music (e.g., pitch, rhythm, harmony, dynamics, timbre, texture, form) that reflects his/her personal evaluation of a performed music composition.

Curriculum Area: Music

Grade: 9-12

Course of Study: High School Band

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
5. The student will match his/her playing style to that of the historical style of the piece that is being performed.	4. The student accurately performs all band compositions in the prescribed genre or historical style as indicated through independent and classroom listening and research exercises. <u>Benchmark</u> 3. The student accurately performs most band compositions in the prescribed genre or historical style as indicated through independent and classroom listening and research exercises. 2. The student accurately performs some band compositions in the prescribed genre or historical style as indicated through independent and classroom listening and research exercises. 1. The student accurately performs a few band compositions in the prescribed genre or historical style as indicated through independent and classroom listening and research exercises.
6. The student will identify, contrast and compare, by genre or style, examples of music from various historical periods and cultures.	4. The student is able to identify all of the elements of selected pieces that characterize them into different historical periods or cultures. <u>Benchmark</u> 3. The student is able to identify most of the elements of selected pieces that characterize them into different historical periods or cultures. 2. The student is able to identify some of the elements of selected pieces that characterize them into different historical periods or cultures. 1. The student is able to identify a few of the elements of selected pieces that characterize them into different historical periods or cultures.

Curriculum Area: Music

Grade: 9-12

Course of Study: High School Band

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
7. The student will develop an understanding of the connections between the style and genre of a work and its historical and cultural context.	4. The student is able to accurately identify all of the elements of style and genre that characterize a work into an historical or cultural context. <u>Benchmark</u> 3. The student is able to accurately identify most of the elements of style and genre that characterize a work into an historical or cultural context. 2. The student is able to accurately identify some of the elements of style and genre that characterize a work into an historical or cultural context. 1. The student is able to accurately identify a few of the elements of style and genre that characterize a work into an historical or cultural context.
8. The student will identify and describe ways in which music works speak to personal feelings.	4. Through discussion, listening activities and written statements, the student always identifies and describes ways in which musical works speak to personal feelings. <u>Benchmark</u> 3. Through discussion, listening activities and written statements, the student oftentimes identifies and describes ways in which musical works speak to personal feelings. 2. Through discussion, listening activities and written statements, the student sometimes identifies and describes ways in which musical works speak to personal feelings. 1. Through discussion, listening activities and written statements, the student is not able to identify and describe ways in which musical works speak to personal feelings.

Curriculum Area: Music

Grade: 9-12

Course of Study: High School Band

Core Concept: The student will demonstrate an understanding of music by playing a varied repertoire of songs in live performances.

Essential Learning	4 Point Rubric
9. The student will demonstrate ways in which the principles and subject matter of other disciplines taught are interrelated with music, including language and literacy skills, scientific principles, mathematical knowledge and geographical, cultural and historical eras.	4. Given an assigned piece of band music, the student is able to thoroughly research the country of origin and historical period to which the piece and composer belong. The student is able to thoroughly mathematically analyze the rhythm and structurally analyze the form. The student is able to scientifically explain all of the time how the pitch and duration of sounds can be altered. <u>Benchmark</u> 3. Given an assigned piece of band music, the student is able to substantially research the country of origin and historical period to which the piece and composer belong. The student is able to substantially analyze the rhythm and form in mathematical terms. The student is able to scientifically explain most of the time how the pitch and duration of sounds can be altered. 2. Given an assigned piece of band music, the student is able to partially research the country of origin and historical period to which the piece and composer belong. The student is able to partially mathematically analyze the rhythm and structurally analyze the form. The student is able to scientifically explain some of the time how the pitch and duration of sounds can be altered.
10. The student will use accurate terminology to identify the basic elements of music as utilized in the pieces being studied (e.g., rhythm, melody, harmony, tone color, form, and dynamics) and demonstrate this recognition.	4. The student accurately defines and interprets the musical terminology incorporated within a piece of band music all of the time. <u>Benchmark</u> 3. The student accurately defines and interprets the musical terminology incorporated within a piece of band music most of the time. 2. The student accurately defines and interprets the musical terminology incorporated within a piece of band music some of the time. 1. The student accurately defines and interprets the musical terminology incorporated within a piece of band music none of the time.