

MUSIC K TO 7 FORMATIVE ASSESSMENT RUBRIC– APRIL 2011

Competency	Emerging	Developing	Acquired	Accomplished
<p>Creating and Exploring</p>	<ul style="list-style-type: none"> • May benefit from additional support when singing, playing classroom instruments, and/or creating compositions • Sometimes creates expressive sounds or music; may benefit from additional support • Sometimes shares personal responses to music experiences; may benefit from additional prompting 	<ul style="list-style-type: none"> • Experiences growing success when singing, playing classroom instruments, and/or creating compositions • Creates sounds and/or music that conveys particular emotions, moods, or messages; may benefit from occasional support • Shares personal responses to music experiences; may benefit from occasional support 	<ul style="list-style-type: none"> • Shows progressive skill development in (and enthusiasm for) singing, playing classroom instruments, and/or creating compositions • Successfully creates sounds, music, and/or compositions that express emotions, moods, or messages • Openly reflects on and shares personal responses to music experiences 	<ul style="list-style-type: none"> • Exceeds grade-level expectations for skill development in singing, playing classroom instruments, and/or creating compositions • Confidently creates sounds, music, and/or compositions that express particular emotions, moods, and/or messages • Confidently engages in critical discussions about their personal responses to music experiences; inquires and seeks additional information about areas of interest
<p>Elements and Skills</p> <p>* Note: examples of elements of expression are</p> <p>-Tempo -Texture -Timbre -Articulation -Dynamics</p>	<ul style="list-style-type: none"> • Sometimes uses rhythm, melody, or elements of expression* during music activities; may benefit from additional support • Sometimes sings or plays simple melodies from standard and/or invented notation; may benefit from additional support • Sometimes uses musical instruments and equipment appropriately; may benefit from reminders and prompts 	<ul style="list-style-type: none"> • Experiences growing success in using rhythm, melody, and/or elements of expression* during music activities • Sings and/or plays melodies and harmonies from standard and/or invented notation; may benefit from occasional support • Uses and cares for music equipment and musical instruments appropriately; may benefit from occasional reminders 	<ul style="list-style-type: none"> • Shows progressive skill development in using rhythm, melody, and/or selected elements of expression* • Demonstrates the ability to sing and/or play increasingly complex melodies and harmonies from standard and/or invented notation • Demonstrates appropriate use of, and care for, music equipment and musical instruments 	<ul style="list-style-type: none"> • Confidently uses rhythm, melody, and/or a range of elements of expression* during music activities • Independently and accurately sings and/or plays increasingly complex melodies and harmonies from standard notation and aural sources • Consistently uses and cares for music equipment and musical instruments appropriately

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Context	<ul style="list-style-type: none"> • Sometimes explores historical, cultural, and social contexts through music; may benefit from additional support • Sometimes sings and/or plays music representative of a variety of contexts; may benefit from additional support 	<ul style="list-style-type: none"> • Experiences growing success in exploring historical, cultural, and social contexts through music (e.g., seeks understanding, shows interest, reflects, responds, makes connections) • Sings and/or plays music representative of a variety of contexts; may benefit from occasional support 	<ul style="list-style-type: none"> • Successfully explores historical, cultural, and social contexts through music (e.g., seeks understanding, shows interest, reflects, responds, makes connections) • Successfully sings and plays music representative of a variety of contexts 	<ul style="list-style-type: none"> • Consistently explores, and seeks out, music representative of a variety of historical, cultural, and social contexts (e.g., seeks deeper understanding, demonstrates engagement, reflects, responds, makes connections) • Independently and accurately sings and plays music representative of a variety of contexts
Presenting and Performing	<ul style="list-style-type: none"> • May benefit from additional reminders about focus and/or commitment toward rehearsing music • Sometimes presents or performs music for others; may benefit from additional support • Sometimes accepts feedback about their musical creations; may benefit from additional support • Is sometimes a respectful audience member during musical presentations or performances; may benefit from additional reminders 	<ul style="list-style-type: none"> • Is developing focus and commitment toward rehearsing music • Is developing the ability to present and/or perform music for others • Accepts feedback about their musical creations; may benefit from occasional support • Is a respectful audience member during musical presentations or performances; may benefit from occasional reminders 	<ul style="list-style-type: none"> • Demonstrates focus and commitment toward rehearsing music • Successfully presents and/or performs music for others • Welcomes feedback about their musical creations; uses feedback for improvement • Is often a respectful audience member during musical presentations or performances 	<ul style="list-style-type: none"> • Models focus, commitment, and leadership in rehearsal situations • Confidently and accurately performs music for others • Welcomes feedback about their musical creations and assesses how best to use it in order to improve music; justifies their choices • Models respect and support as an audience member during musical presentations or performances; encourages others to do the same