



General Music (K-5)

Purpose

The rubrics provide a guide to teachers on how to mark students. This helps with consistency across teachers, although all grading involves some subjectivity. In addition to this broad look, more valuable ongoing assessments are utilized to provide detailed data regarding student progress.

Kindergarten Music

Statement	Exceeds	Secure	Developing	Beginning
Matches pitch through echo singing	*Expressively matches pitch with a mature tone.	Consistently matches pitch in the contour of the melody.	Varies pitch while matching the contour of the melody.	Uses speaking voice instead of matching pitch.
Performs a steady beat	*Distinguishes between steady beat and rhythm.	Performs a steady beat consistently.	Performs a steady beat occasionally.	Performs with an unsteady beat.
Demonstrates understanding of musical opposites (high/low, fast/slow, quiet/loud)	*Demonstrates movements that reflect mood and character of the music.	Demonstrates movements that reflect musical opposites.	Demonstrates movements, which reflect musical opposites, occasionally.	Demonstrates movements, which reflect music opposites, with assistance.
Explores and appreciates music across multiple content areas and cultures	*Creates meaningful connections AND demonstrates an understanding between music, multiple content areas, and cultures.	Creates meaningful connections between music, multiple content areas, and cultures.	Creates connections between music, multiple content areas, and cultures.	Listens to music, occasionally making connections between music, multiple content areas, and cultures.

The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*

1st Grade Music

Statement	Exceeds	Secure	Developing	Beginning
Matches pitch through echo singing and call and response	*Expressively matches pitch with a mature tone.	Consistently matches pitch in the contour of the melody.	Varies pitch while matching the contour of the melody.	Uses speaking voice instead of matching pitch.
Performs simple rhythmic patterns	*Performs rhythms beyond grade level with a steady beat independently.	Performs rhythms accurately with a steady beat independently.	Performs rhythms accurately with a steady beat requiring some assistance.	Performs rhythms requiring continued assistance.
Notates simple rhythmic patterns	*Notates rhythms accurately beyond grade level.	Notates rhythms accurately.	Notates rhythms with few errors.	Notates rhythms with assistance.
Explores and appreciates music across multiple content areas/cultures	*Creates meaningful connections AND demonstrates understanding between music, multiple content areas, and cultures.	Creates meaningful connections between music, multiple content areas, and cultures.	Creates connections between music, multiple content areas, and cultures.	Listens to music, occasionally making connections between music, multiple content areas, and cultures.

The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*

2nd Grade Music

Statement	Exceeds	Secure	Developing	Beginning
Matches pitch using varied repertoire	*Expressively matches pitch with a mature tone.	Consistently matches pitch in the contour of the melody.	Varies pitch while matching the contour of the melody.	Uses speaking voice instead of matching pitch.
Performs simple rhythmic patterns	*Performs rhythms beyond grade level with a steady beat independently.	Performs rhythms accurately with a steady beat independently.	Performs rhythms accurately with a steady beat requiring some assistance.	Performs rhythms requiring continued assistance.
Improvises simple rhythmic patterns	*Creates unique rhythms accurately beyond grade level.	Creates unique rhythms.	Creates basic rhythms.	Mimics rhythms.
Demonstrates literacy of simple rhythmic/melodic patterns	*Identifies, reads, and composes rhythms and melodies in varied meter accurately beyond grade level.	Identifies, reads, and composes rhythms and melodies in varied meter accurately.	Identifies, reads, and composes rhythms and melodies in varied meter with few errors.	Identifies, reads, and composes rhythms and melodies in varied meter with assistance.
Categorizes instruments into families	*Identifies individual instruments.	Categorizes common instruments into the four instrument families.	Categorizes most instruments into the four instrument families.	Categorizes a few instruments into the four instrument families with assistance.
Explores and appreciates music across multiple content areas/cultures	*Creates meaningful connections AND demonstrates an understanding between music, multiple content areas, and cultures.	Creates meaningful connections between music, multiple content areas, and cultures.	Creates connections between music, multiple content areas, and cultures.	Listens to music, occasionally making connections between music, multiple content areas, and cultures.

The asterisk (*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.

3rd Grade Music

Statement	Exceeds	Secure	Developing	Beginning
Matches pitches using varied repertoire	*Expressively matches pitch with a mature tone.	Consistently matches pitch in the contour of the melody.	Varies pitch while matching the contour of the melody.	Uses speaking voice instead of matching pitch.
Performs simple rhythmic/melodic patterns in varied meter	*Performs rhythms and melodies beyond grade level with a steady beat independently.	Performs rhythms and melodies accurately with a steady beat independently.	Performs rhythms or melodies accurately with a steady beat requiring some assistance.	Performs rhythms or melodies requiring continued assistance.
Improvises simple rhythmic/melodic patterns in varied meter	*Creates unique rhythms and melodies accurately beyond grade level.	Creates unique rhythms and melodies.	Creates basic rhythms and melodies.	Mimics rhythms and melodies.
Demonstrates literacy of simple rhythmic/melodic patterns	*Identifies, reads, and composes rhythms and melodies in varied meter accurately beyond grade level.	Identifies, reads, and composes rhythms and melodies in varied meter accurately.	Identifies, reads, and composes rhythms and melodies in varied meter with few errors.	Identifies, reads, and composes rhythms and melodies in varied meter with assistance.
Explores and appreciates music across multiple content areas/cultures	*Creates meaningful connections and demonstrates an understanding between music, multiple content areas, and cultures.	Creates meaningful connections between music, multiple content areas, and cultures.	Creates connections between music, multiple content areas, and cultures.	Listens to music, occasionally making connections between music, multiple content areas, and cultures.

The asterisk (*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.

4th Grade Music

Statement	Exceeds	Secure	Developing	Beginning
Matches pitches using varied repertoire	*Expressively matches pitch with a mature tone.	Consistently matches pitch in the contour of the melody.	Varies pitch while matching the contour of the melody.	Uses speaking voice instead of matching pitch.
Performs simple rhythmic/melodic patterns in varied meter	*Performs rhythms and melodies beyond grade level with a steady beat independently.	Performs rhythms and melodies accurately with a steady beat independently.	Performs rhythms or melodies accurately with a steady beat requiring some assistance.	Performs rhythms or melodies requiring continued assistance.
Improvises simple rhythmic/melodic patterns in varied meter	*Creates unique rhythms and melodies accurately beyond grade level.	Creates unique rhythms and melodies.	Creates basic rhythms and melodies.	Mimics rhythms and melodies.
Demonstrates literacy of simple rhythmic/melodic patterns	*Identifies, reads, and composes rhythms and melodies in varied meter accurately beyond grade level.	Identifies, reads, and composes rhythms and melodies in varied meter accurately.	Identifies, reads, and composes rhythms and melodies in varied meter with few errors.	Identifies, reads, and composes rhythms and melodies in varied meter with assistance.
Identifies lines and spaces using note names on the treble clef staff	*Identifies note names of the treble and bass clef.	Identifies note names in the treble clef accurately.	Identifies note names in the treble clef with few errors.	Identifies note names in the treble clef with assistance.
Explores and appreciates music across multiple content areas/cultures	*Creates meaningful connections AND demonstrates an understanding between music, multiple content areas, and cultures.	Creates meaningful connections between music, multiple content areas, and cultures.	Creates connections between music, multiple content areas, and cultures.	Listens to music, occasionally making connections between music, multiple content areas, and cultures.

The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*

5th Grade Music

Statement	Exceeds	Secure	Developing	Beginning
Matches pitches using varied repertoire	*Expressively matches pitch with a mature tone.	Consistently matches pitch in the contour of the melody.	Varies pitch while matching the contour of the melody.	Uses speaking voice instead of matching pitch.
Performs simple rhythmic/melodic patterns in varied meter	*Performs rhythms and melodies beyond grade level with a steady beat independently.	Performs rhythms and melodies accurately with a steady beat independently.	Performs rhythms or melodies accurately with a steady beat requiring some assistance.	Performs rhythms or melodies requiring continued assistance.
Improvises rhythmic/melodic patterns in varied meter	*Creates unique rhythms and melodies accurately beyond grade level.	Creates unique rhythms and melodies.	Creates basic rhythms and melodies.	Mimics rhythms and melodies.
Demonstrates literacy of simple rhythmic/melodic patterns	*Identifies, reads, and composes rhythms and melodies in varied meter accurately beyond grade level.	Identifies, reads, and composes rhythms and melodies in varied meter accurately.	Identifies, reads, and composes rhythms and melodies in varied meter with few errors.	Identifies, reads, and composes rhythms and melodies in varied meter with assistance.
Explores and appreciates music across multiple content areas/cultures	*Creates meaningful connections and demonstrates an understanding between music, multiple content areas, and cultures.	Creates meaningful connections between music, multiple content areas, and cultures.	Creates connections between music, multiple content areas, and cultures.	Listens to music, occasionally making connections between music, multiple content areas, and cultures.

The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*