



Middle School Vocal Music

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.

6th Grade Music

Statement	Exceeds	Secure	Developing	Beginning
Produces tone quality through breath support.	*Produces a mature tone that matches the model.	Produces consistent and controlled tone.	Produces controlled tone and recognizes when they are not producing controlled tone.	Produces inconsistent and uncontrolled tone.
Demonstrates pitch accuracy.	N/A	Sings with a centered sense of pitch throughout the range of the voice.	Sings with a centered sense of pitch in a limited vocal range.	Sings with a centered sense of pitch in a limited vocal range for short durations.
Applies rhythmic notation.	*Reads and claps rhythmic patterns that contain whole, half, quarter, eighth, sixteenth notes and corresponding rests.	Reads and claps rhythmic patterns that contain whole, half, quarter, eighth notes and corresponding rests.	Reads and claps rhythmic patterns that contain whole, half, quarter notes and corresponding rests.	Reads and claps rhythmic patterns that contain quarter notes and corresponding rests.
Applies sight reading techniques.	*Performs accurate syllables and hand signs to any given melody.	Performs accurate syllables and corresponding hand signs.	Performs accurate syllables OR corresponding hand signs.	Identifies hand signs and can imitate hand signs when modeled.
Identifies note names.	*Identifies treble and bass clef note names on the staff.	Identifies treble clef note names in any given melody.	Identifies treble clef note names on the staff.	Recalls treble clef note names.
Performs dynamics.	*Interprets the dynamic levels for performance.	Integrates dynamic symbols in a performance.	Demonstrates dynamic symbols in a performance.	Defines dynamics symbols.
Performs with expression.	*Interprets the phrasing and stylistic nuances in a choral performance.	Integrates phrasing and stylistic nuances that are indicated in a musical score.	Demonstrates phrasing and stylistic nuances that are indicated in a musical score.	Defines phrasing and stylistic nuances that are indicated in a musical score.

Demonstrates body alignment.	N/A	Sings using proper singing stance with no visible tension in the body.	Sings using proper singing stance with visible tension in the body for short durations.	Sings using proper singing stance with visible tension in the body.
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The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*

7th Grade Music

Statement	Exceeds	Secure	Developing	Beginning
Produces tone quality through breath support.	*Produces a mature tone that matches the model.	Produces consistent and controlled tone.	Produces controlled tone and recognizes when they are not producing controlled tone.	Produces inconsistent and uncontrolled tone.
Demonstrates pitch accuracy.	N/A	Sings with a centered sense of pitch throughout the range of the voice.	Sings with a centered sense of pitch in a limited vocal range.	Sings with a centered sense of pitch in a limited vocal range for short durations.
Applies rhythmic notation.	*Reads and claps syncopated rhythmic patterns.	Reads and claps rhythmic patterns that contain whole, half, quarter, eighth, sixteenth notes and corresponding rests.	Reads and claps rhythmic patterns that contain whole, half, quarter, eighth notes and corresponding rests.	Reads and claps rhythmic patterns that contain whole, half, quarter notes and corresponding rests.
Applies sight reading techniques.	*Performs accurate syllables and corresponding hand signs progressions in all Major Keys.	Performs accurate syllables and corresponding hand signs progressions in the Keys of C and F.	Performs accurate syllables and corresponding hand signs from low Do to high Do.	Performs accurate syllables and corresponding hand signs.
Identifies note names.	*Identifies Key Signatures in written exercises and music studied.	Identifies treble and bass clef note names, including ledger lines, in any given melody.	Identifies treble clef and bass clef note names on the staff.	Identifies treble clef note names in any given melody.
Performs dynamics.	*Interprets the dynamic levels for performance.	Integrates dynamic symbols in a performance.	Demonstrates dynamic symbols in a performance.	Defines dynamics symbols.

Performs with expression.	*Interprets the phrasing and stylistic nuances in a choral performance.	Integrates phrasing and stylistic nuances that are indicated in a musical score.	Demonstrates phrasing and stylistic nuances that are indicated in a musical score.	Defines phrasing and stylistic nuances that are indicated in a musical score.
Demonstrates body alignment.	N/A	Sings using proper singing stance with no visible tension in the body.	Sings using proper singing stance with visible tension in the body for short durations.	Sings using proper singing stance with visible tension in the body.

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

8th Grade Music

Statement	Exceeds	Secure	Developing	Beginning
Produces tone quality through breath support.	*Produces a mature tone that matches the model.	Produces consistent and controlled tone.	Produces controlled tone and recognizes when they are not producing controlled tone.	Produces inconsistent and uncontrolled tone.
Demonstrates pitch accuracy.	N/A	Sings with a centered sense of pitch throughout the range of the voice.	Sings with a centered sense of pitch in a limited vocal range.	Sings with a centered sense of pitch in a limited vocal range for short durations.
Applies rhythmic notation.	*Creates syncopated rhythmic patterns.	Reads and claps syncopated rhythmic patterns.	Reads and claps rhythmic patterns that contain whole, half, quarter, eighth, sixteenth notes and corresponding rests.	Reads and claps rhythmic patterns that contain whole, half, quarter, eighth notes and corresponding rests.
Applies sight reading techniques.	*Performs accurate syllables and hand signs to any given chromatic melody.	Performs accurate syllables and corresponding hand signs progressions in all Major Keys.	Performs accurate syllables and corresponding hand signs progressions in the Keys of C and F.	Performs accurate syllables and corresponding hand signs from low Do to high Do.
Identifies note names.	*Identify chromaticism as written in exercises and music studied.	Identifies Key Signatures in written exercises and music studied.	Identifies treble and bass clef note names, including ledger lines.	Identifies treble clef and bass clef note names on the staff.
Performs dynamics.	*Interprets the dynamic levels for performance.	Integrates dynamic symbols in a performance.	Demonstrates dynamic symbols in a performance.	Defines dynamics symbols.

Performs with expression.	*Interprets the phrasing and stylistic nuances in a choral performance.	Integrates phrasing and stylistic nuances that are indicated in a musical score.	Demonstrates phrasing and stylistic nuances that are indicated in a musical score.	Defines phrasing and stylistic nuances that are indicated in a musical score.
Demonstrates body alignment.	N/A	Sings using proper singing stance with no visible tension in the body.	Sings using proper singing stance with visible tension in the body for short durations.	Sings using proper singing stance with visible tension in the body.

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