

## MUSIC GRADING BENCHMARK STATEMENTS

### **Music Grade K: Statement #1:**

Demonstrates an understanding of music concepts through appropriate movement.

<b><u>Semester</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>
<b><u>1 &amp; 2</u></b>	<p>With teacher support, the student is partially able to demonstrate sequential music concepts such as: soft and loud, fast and slow, high and low, and steady beat. The student requires assistance in responding appropriately to the music.</p> <p>Evidence may include: student movement to performed songs in class, kinesthetic responses to music listening, and learning of motions to performed songs both individually and in a choral setting.</p>	<p>Some of the time, the student is able to demonstrate sequential music concepts such as: soft and loud, fast and slow, high and low, and steady beat. Some of the time, the student independently responds appropriately to the music.</p> <p>Evidence may include: student movement to performed songs in class, kinesthetic responses to music listening, and learning of motions to performed songs both individually and in a choral setting.</p>	<p>The student is usually able to demonstrate sequential music concepts such as: soft and loud, fast and slow, high and low, and steady beat. The student demonstrates independent success in responding appropriately to the music.</p> <p>Evidence may include: student movement to performed songs in class, kinesthetic responses to music listening, and learning of motions to performed songs both individually and in a choral setting.</p>

### **Music Grade K: Statement #2:**

Demonstrates grade appropriate vocal exploration.

<b><u>Semester</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>
<b><u>1 &amp; 2</u></b>	<p>With teacher support, the student is partially able to use their voice appropriately such as sing, talk, whisper, or shout. The student requires assistance in using the appropriate voice.</p> <p>Evidence may include: assessment of individual, small group, and whole class performance of songs that demonstrate pitch matching, highs and lows, and singing vs. speaking voice.</p>	<p>Some of the time, the student is able to use their voice appropriately such as sing, talk, whisper, or shout. Some of the time, the student independently uses the appropriate voice.</p> <p>Evidence may include: assessment of individual, small group, and whole class performance of songs that demonstrate pitch matching, highs and lows, and singing vs. speaking voice.</p>	<p>The student is usually able to use their voice appropriately such as sing, talk, whisper, or shout. The student demonstrates independent success in using the appropriate voice.</p> <p>Evidence may include: assessment of individual, small group, and whole class performance of songs that demonstrate pitch matching, highs and lows, and singing vs. speaking voice.</p>

**Music Grade 1: Statement #1:**

Able to read and perform grade appropriate rhythmic patterns.

<b>Semester</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b><u>1 &amp; 2</u></b>	<p>With teacher support, the student is partially able to perform specific rhythm patterns with body percussion or classroom instruments.</p> <p>The student requires assistance in performing or notating a specific rhythm pattern accurately.</p> <p>Evidence may include: assessment of individual, small group or whole class performance; singing games demonstrating the skill; creating new words for songs; use of worksheets or manipulatives for creating notation.</p>	<p>Some of the time, the student is able to independently perform specific rhythm patterns with body percussion or classroom instruments.</p> <p>Some of the time, the student independently performs or notates a specific rhythm pattern accurately.</p> <p>Evidence may include: assessment of individual, small group or whole class performance; singing games demonstrating the skill; creating new words for songs; use of worksheets or manipulatives for creating notation.</p>	<p>The student is usually able to independently perform specific rhythm patterns with body percussion or classroom instruments.</p> <p>The student demonstrates independent success in performing or notating a specific rhythm pattern accurately.</p> <p>Evidence may include: assessment of individual, small group or whole class performance; singing games demonstrating the skill; creating new words for songs; use of worksheets or manipulatives for creating notation.</p>

**Music Grade 1: Statement #2:**

Demonstrates an understanding of grade appropriate melodic patterns and direction.

<b>Semester</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1</b>	<p>With teacher support, the student is partially able to recognize sequential, specific melodic motives using solfege syllables, handsigns, body scale, iconic and standard notation.</p> <p>The student requires assistance in following, notating or playing a melodic motive accurately.</p> <p>Evidence includes: assessment of individual, small group or whole class singing; singing games that demonstrate vocal abilities; use of manipulatives for creating notation.</p>	<p>Some of the time, the student is able to independently recognize sequential, specific melodic motives using solfege syllables, handsigns, body scale, iconic and standard notation.</p> <p>Some of the time, the student independently follows, notates or plays a melodic motive accurately.</p> <p>Evidence includes: assessment of individual, small group or whole class singing; singing games that demonstrate vocal abilities; use of manipulatives for creating notation.</p>	<p>The student is usually able to independently recognize sequential, specific melodic motives using solfege syllables, handsigns, body scale, iconic and standard notation.</p> <p>The student demonstrates independent success in following, notating or playing a melodic motive accurately.</p> <p>Evidence includes: assessment of individual, small group or whole class singing; singing games that demonstrate vocal abilities; use of manipulatives for creating notation.</p>
<b>2</b>	<p>With teacher support, the student is partially able to recognize sequential, specific melodic motives using solfege syllables, handsigns, body scale, iconic and standard notation, and pitched percussion instruments.</p> <p>The student requires assistance in following, notating or playing a melodic motive accurately.</p> <p>Evidence includes: assessment of individual, small group or whole class performance; singing games that demonstrate vocal abilities; use of manipulatives for creating notation.</p>	<p>Some of the time, the student is able to independently recognize sequential, specific melodic motives using solfege syllables, handsigns, body scale, iconic and standard notation, and pitched percussion instruments.</p> <p>Some of the time, the student independently follows, notates or plays a melodic motive accurately.</p> <p>Evidence includes: assessment of individual, small group or whole class singing; singing games that demonstrate vocal abilities; use of manipulatives for creating notation.</p>	<p>The student is usually able to independently recognize sequential, specific melodic motives using solfege syllables, handsigns, body scale, iconic and standard notation and pitched percussion instruments.</p> <p>The student demonstrates independent success in following, notating or playing a melodic motive accurately.</p> <p>Evidence includes: assessment of individual, small group or whole class singing; singing games that demonstrate vocal abilities; use of manipulatives for creating notation.</p>

**Music Grade 1: Statement #3:**

Demonstrates appropriate music performance skills.

<b>Semester</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1 &amp; 2</b>	<p>With teacher support, the student is partially able to demonstrate expressive singing, appropriate posture, creative listening skills, appropriate use of instruments, and an ability to follow cues of a conductor.</p> <p>The student requires assistance in staying on task throughout songs and activities.</p> <p>Evidence may include:assessment of individual, small group, and whole class singing, playing on instruments, appropriate rehearsal technique, and choral rehearsal.</p>	<p>Some of the time, the student is able to independently demonstrate expressive singing, appropriate posture, creative listening skills, appropriate use of instruments, and an ability to follow cues of a conductor.</p> <p>Some of the time, the student independently stays on task throughout songs and activities.</p> <p>Evidence may include:assessment of individual, small group, and whole class singing, playing on instruments, appropriate rehearsal technique, and choral rehearsal.</p>	<p>The student is usually able to independently demonstrate expressive singing, appropriate posture, creative listening skills, appropriate use of instruments, and an ability to follow cues of a conductor.</p> <p>The student demonstrates independent success in staying on task throughout songs and activities.</p> <p>Evidence may include:assessment of individual, small group, and whole class singing, playing on instruments, appropriate rehearsal technique, and choral rehearsal.</p>

**Music Grade 2: Statement #1:**

Able to read and perform grade appropriate rhythmic patterns.

<b>Semester</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1 &amp; 2</b>	<p>With teacher support, the student is partially able to perform specific rhythm patterns with body percussion or classroom instruments.</p> <p>The student requires assistance in performing or notating a specific rhythm pattern accurately.</p> <p>Evidence may include: assessment of individual, small group or whole class performance; singing games demonstrating the skill; creating new words for songs; use of worksheets or manipulatives for creating notation.</p>	<p>Some of the time, the student is able to to perform specific rhythm patterns with body percussion or classroom instruments.</p> <p>Some of the time, the student performs or notates a specific rhythm pattern accurately.</p> <p>Evidence may include: assessment of individual, small group or whole class performance; singing games demonstrating the skill; creating new words for songs; use of worksheets or manipulatives for creating notation.</p>	<p>The student is usually able to perform specific rhythm patterns with body percussion or classroom instruments.</p> <p>The student demonstrates independent success in performing or notating a specific rhythm. pattern accurately.</p> <p>Evidence may include: assessment of individual, small group or whole class performance; singing games demonstrating the skill; creating new words for songs; use of worksheets or manipulatives for creating notation.</p>

**Music Grade 2: Statement #2:**

Demonstrates an understanding of grade appropriate melodic patterns and direction.

<b>Semester</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1 &amp; 2</b>	<p>With teacher support, the student is partially able to recognize sequential, specific melodic motives using solfege syllables, handsigns, body scale, iconic and standard notation, and pitched percussion instruments. The student requires assistance in following, notating or playing a melodic motive accurately.</p> <p>Evidence includes: assessment of individual, small group or whole class singing; singing games that demonstrate vocal abilities; use of manipulatives for creating notation.</p>	<p>Some of the time, the student is able to independently recognize sequential, specific melodic motives using solfege syllables, handsigns, body scale, iconic and standard notation and pitched percussion instruments. Some of the time, the student independently follows, notates or plays a melodic motive accurately.</p> <p>Evidence includes: assessment of individual, small group or whole class singing; singing games that demonstrate vocal abilities; use of manipulatives for creating notation.</p>	<p>The student is usually able to independently recognize sequential, specific melodic motives using solfege syllables, handsigns, body scale, iconic and standard notation, and pitched percussion instruments.</p> <p>The student demonstrates independent success in following, notating or playing a melodic motive accurately.</p> <p>Evidence includes: assessment of individual, small group or whole class singing; singing games that demonstrate vocal abilities; use of manipulatives for creating notation.</p>

**Music Grade 2: Statement #3:**

Demonstrates appropriate music performance skills.

<b>Semester</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1 &amp; 2</b>	<p>With teacher support, the student is partially able to demonstrate expressive singing, appropriate posture, listening skills, appropriate use of instruments, and an ability to follow cues of a conductor. The student requires assistance in staying on task throughout songs and activities.</p> <p>Evidence may include: assessment of individual, small group, and whole class singing, playing on instruments, appropriate rehearsal technique, and choral rehearsal.</p>	<p>Some of the time, the student is able to independently demonstrate expressive singing, appropriate posture, listening skills, appropriate use of instruments, and an ability to follow cues of a conductor. Some of the time, the student independently stays on task throughout songs and activities.</p> <p>Evidence may include: assessment of individual, small group, and whole class singing, playing on instruments, appropriate rehearsal technique, and choral rehearsal.</p>	<p>The student is usually able to demonstrate expressive singing, appropriate posture, listening skills, appropriate use of instruments, and an ability to follow cues of a conductor. The student demonstrates independent success in staying on task throughout songs and activities.</p> <p>Evidence may include: assessment of individual, small group, and whole class singing, playing on instruments, appropriate rehearsal technique, and choral rehearsal.</p>

**Music Grade 3: Statement #1:**

Able to read traditional rhythm music notation and perform grade appropriate rhythmic patterns.

<b>Semester</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1 &amp; 2</b>	<p>With teacher guidance the student is able to recognize some rhythms, using traditional notation, by singing, playing classroom instruments or using body percussion alone and with a group.</p> <p>Evidence includes individual, small group and whole group assessments of skill, written quizzes and games that test the skills and performance of written and aurally performed music.</p>	<p>Student is beginning to read, perform, identify and create rhythms, using traditional notation, by singing, playing classroom instruments or using body percussion independently and with a group.</p> <p>Evidence includes individual, small group and whole group assessments of skill, written quizzes and games that test the skills and performance of written and aurally performed music.</p>	<p>Student is usually able to accurately read, perform, identify and create rhythms, using traditional notation, by singing, playing classroom instruments or using body percussion independently and with a small or large group.</p> <p>Evidence includes individual, small group and whole group assessments of skill, written quizzes and games that test the skills and performance of written and aurally performed music.</p>

**Music Grade 3: Statement #2:**

Able to perform and read grade appropriate melodic patterns and notes using solfege and traditional notation.

<b>Semester</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1 &amp; 2</b>	<p>With teacher assistance, student is partially able to read and understand treble clef notation, solfege syllables and hand signs and is beginning to be able to match pitch and sing melodies individually, with small groups and with a large group.</p> <p>Evidence includes assessment of individual, small group, and large group singing as well as assessment of students' pitch reading abilities, individual performance skills, written quizzes, worksheets and composition.</p>	<p>Student is partially able to read and understand treble clef notation, solfege syllables and hand signs and is partially able to match pitch and perform melodies individually, with small groups and with a large group.</p> <p>Evidence includes assessment of individual, small group, and large group singing as well as assessment of students' pitch reading abilities, individual performance skills, written quizzes, worksheets and composition.</p>	<p>Student demonstrates an understanding of treble clef notation, solfege syllables and hand signs and is usually able to accurately match pitch and perform melodies individually, with small groups and with a large group.</p> <p>Evidence includes assessment of individual, small group, and large group singing as well as assessment of students' pitch reading abilities, individual performance skills, written quizzes, worksheets and composition.</p>

**Music Grade 3: Statement #3:**

Able to demonstrate proper music performance and ensemble skills using appropriate musical expression, within a large group, small group and individually.

<b>Semester</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1 &amp; 2</b>	<p>With teacher assistance, students partially demonstrate appropriate rehearsal skills as an individual and within small and large groups. With guidance, students demonstrate an understanding of ensemble skills needed for singing, following the conductor, following the accompaniment, using classroom instruments, and demonstrating musical expression.</p> <p>Evidence includes assessment of: appropriate use of class instruments and materials, student self and peer feedback, as well as procedures followed during choral rehearsal and performances.</p>	<p>Students partially demonstrate independence with appropriate rehearsal skills as an individual and within small and large groups. Students some of the time independently demonstrate an understanding of ensemble skills needed for singing, following the conductor, following the accompaniment, using classroom instruments, and demonstrating musical expression</p> <p>Evidence includes assessment of: appropriate use of class instruments and materials, student self and peer feedback, as well as procedures followed during choral rehearsal and performances.</p>	<p>Students independently demonstrate appropriate rehearsal skills as an individual and within small and large groups. Most of the time, students independently demonstrate an understanding of ensemble skills needed for singing, following the conductor, following the accompaniment, using classroom instruments, and demonstrating musical expression</p> <p>Evidence includes assessment of: appropriate use of class instruments and materials, student self and peer feedback, as well as procedures followed during choral rehearsal and performances.</p>

**Music Grade 4: Statement #1:**

Able to read traditional music notation and perform grade appropriate rhythmic patterns.

<b>Semester</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1 &amp; 2</b>	<p>With teacher assistance, student is beginning to be able to recognize and read traditional rhythmic notation, by singing and/or playing instruments alone and with a small or large group. These concepts include time signatures and all rhythmic note and rest values.</p> <p>Evidence includes individual, small group and whole group assessments of reading rhythms, performing rhythms, written dictation, games that test rhythmic skills, and composition to demonstrate understanding of note and rest values, time signatures and measures.</p>	<p>Student is beginning to be able to accurately read, perform, identify and create rhythms, using traditional notation, by singing, and/or playing band or orchestra instruments independently and with a small or large group. These concepts include understanding time signatures and all rhythmic note and rest values.</p> <p>Evidence includes individual, small group and whole group assessments of reading rhythms, performing rhythms, written dictation, games that test rhythmic skills, and composition to demonstrate understanding of note and rest values, time signatures and measures.</p>	<p>Student is usually able to accurately read, perform, identify and create rhythms, using traditional notation, by singing, and/or playing band or orchestra instruments, independently and with a small or large group. These concepts include understanding time signatures and all rhythmic note and rest values.</p> <p>Evidence includes individual, small group and whole group assessments of reading rhythms, performing rhythms, written dictation, games that test rhythmic skills, and composition to demonstrate understanding of note and rest values, time signatures and measures.</p>

**Music Grade 4: Statement #2:**

Able to perform and read traditional melodic notation.

<b>Semester</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1 &amp; 2</b>	<p>With teacher assistance, student is partially able to read and understand treble and/or bass clef notation, solfege syllables and hand signs and is beginning to be able to match pitch and sing melodies individually, with small groups and with a large group.</p> <p>Evidence includes in class performances, assessments, written quizzes, worksheets and graded composition assignments.</p>	<p>Student is partially able to demonstrate an understanding of treble and/or bass clef notation and notes, solfege syllables and hand signs and is partially able to match pitch and perform melodies individually, with small groups and with a large group. Students are partially able to compose short melodies that include using traditional notation</p> <p>Evidence includes individual, small group and large group singing, note reading and in class performing assessments, written quizzes, worksheets and graded composition assignments.</p>	<p>Student demonstrates an understanding of treble and/or bass clef notation and notes, solfege syllables and hand signs and is able to accurately match pitch and perform melodies individually, with small groups and with a large group. Students are able to compose short melodies that include using traditional notation.</p> <p>Evidence includes individual, small group and large group singing, individual, small group and large group note reading and in class performing assessments, written quizzes, worksheets and graded composition assignments.</p>



**Music Grade 4: Statement #3:**

Able to demonstrate proper music performance and ensemble skills using appropriate musical expression, within a large ensemble, small ensemble and individually.

<b>Semester</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1 &amp; 2</b>	<p>With teacher assistance, students partially demonstrate appropriate rehearsal skills as an individual and within small and large groups. With guidance, students demonstrate an understanding of ensemble skills needed for singing, following the conductor, following the accompaniment, using classroom instruments, and demonstrating musical expression.</p> <p>Evidence includes assessment of appropriate use of class instruments and materials, student self and peer feedback, as well as procedures followed during choral rehearsal and performances.</p>	<p>Students partially demonstrate independence with appropriate rehearsal skills as an individual and within small and large groups. Students some of the time independently demonstrate an understanding of ensemble skills needed for singing, following the conductor, following the accompaniment, using classroom instruments, and demonstrating musical expression.</p> <p>Evidence includes assessment of appropriate use of class instruments and materials, student self and peer feedback, as well as procedures followed during choral rehearsal and performances.</p>	<p>Students independently demonstrate appropriate rehearsal skills as an individual and within small and large groups. Most of the time, students independently demonstrate an understanding of ensemble skills needed for singing, following the conductor, following the accompaniment, using classroom instruments, and demonstrating musical expression.</p> <p>Evidence includes assessment of appropriate use of class instruments and materials, student self and peer feedback, as well as procedures followed during choral rehearsal and performances.</p>