

### First Grade Rubric Music

STANDARD	EXCEEDING STANDARD	MEETING STANDARD	APPROACHING STANDARD	NOT YET
<b>CREATIVE PROCESS</b>	<ul style="list-style-type: none"> <li>-Conversationally create (improvise) rhythmic patterns using “ta” and “ta-ti.”</li> <li>-Read, create and write (compose) rhythmic patterns using “ta” and “ta-ti.”</li> <li>-Conversationally create (improvise) rhythmic patterns using “ta” and “ta-to-te.”</li> </ul>	<ul style="list-style-type: none"> <li>-Write simple examples of music notation.</li> <li>-Write short rhythmic and melodic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>-Create a steady beat to familiar songs/rhymes on bodies or age-appropriate instruments.</li> <li>-Create (improvise) ‘ariosos’ (child-created songs without words) on a neutral syllable using a minimum of 2-3 pitches.</li> <li>-Discover different ways to move bodies to music.</li> </ul>	<ul style="list-style-type: none"> <li>-Create a steady beat to familiar songs using body.</li> <li>-Create child-created songs.</li> <li>-Move body to music.</li> </ul>
<b>HISTORY OF MUSIC &amp; CULTURE</b>	<ul style="list-style-type: none"> <li>-Identify music from various periods of history and culture and identify relationships between music and other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing songs and play games from diverse cultures. Identify simple relationships between music and other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing songs and play games from different cultures. Identify relationships between music and other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing songs and play games from different cultures.</li> </ul>
<b>PRODUCTION OF MUSIC</b>	<ul style="list-style-type: none"> <li>-Chant rhythmic patterns and sing/play songs/rhymes using ‘ta’ and ‘ta-ti’ (quarter note, paired eighth notes).</li> <li>-Conversationally decode familiar and unfamiliar rhythmic patterns and songs, phrase by phrase, using “ta” and “ta-ti.”</li> <li>-Read, create and write (compose) rhythmic patterns using “ta” and</li> </ul>	<ul style="list-style-type: none"> <li>-Establish and maintain a steady beat to familiar songs and rhymes on bodies or age appropriate instruments.</li> <li>-Move to the beat in 2’s and 3’s to recorded music, familiar songs, and rhymes by following the teacher’s lead.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing and play instruments independently and in a group.</li> <li>-Identify, demonstrate, and differentiate between the four different ways of using the voice—speaking, singing, shouting, and whispering.</li> <li>-Echo song fragments and rhymes.</li> <li>-Explore pitch using vocal sliding activities (glissandi).</li> </ul>	<ul style="list-style-type: none"> <li>-Sing and play instruments in a group.</li> </ul>

	<p>“ta-ti.”</p> <ul style="list-style-type: none"> <li>-Chant rhythmic patterns and sing/play songs/rhymes using “ta” and “ta-to-te” (dotted quarter and three-beamed eighth notes).</li> <li>-Write stems, note heads, and beams properly.</li> <li>-Con conversationally decode familiar and unfamiliar rhythmic patterns and songs, phrase by phrase, using “ta” and “ta-to-te.”</li> <li>-Write stems, note heads, and beams properly.</li> <li>-Echo/perform tonal patterns using a neutral syllable. Echo/perform tonal patterns using “mi-re-do.”</li> <li>-Con conversationally decode familiar tonal patterns and songs, phrase by phrase, using “mi-re-do.</li> <li>-Perform/respond to music by using age-appropriate movements and movement themes.</li> <li>-Perform a variety of age-appropriate folk dance movements and folk dances while singing.</li> <li>-Perform/respond to</li> </ul>		<ul style="list-style-type: none"> <li>-Sing songs/say rhymes while maintaining a steady beat.</li> <li>-Maintain teacher-generated steady beat on bodies or age-appropriate classroom instruments.</li> </ul>	
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	music by using age-appropriate movements and movement themes.			
<b>RESPONSE TO MUSIC &amp; FEEDBACK</b>	<ul style="list-style-type: none"> <li>-Recognize patterns in movements and their connection to musical form.</li> <li>-Make connections between movements and dances to other disciplines (math, language arts, social studies, geography, P.E., art), cultures and their daily lives.</li> <li>-Visually identify the four families of the orchestra and visually identify all the string instruments.</li> <li>-Aurally identify the string and percussion families.</li> <li>-Use age-appropriate words to describe the mood of the pieces listened to in class.</li> <li>-Discuss the role of the conductor.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify repetition and contrast in music examples.</li> <li>-Distinguish between beat/rhythm, higher/lower, faster/slower, and same/different in musical performance. Practice appropriate audience behavior.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the difference between timbres of voices and instruments.</li> <li>-Aurally identify and demonstrate steady beat, higher/lower, faster/slower, and same/different in music.</li> <li>-Hear sounds that are high and low, loud and soft, and fast and slow.</li> <li>-Listen and respond to teacher-performed 'song tales.'</li> <li>-Use age-appropriate movements (based on suggested movement repertoire) to recorded music.</li> <li>-Move to the beat in 2's and 3's to recorded music, familiar songs, and rhymes by following the teacher's lead.</li> <li>-Use age-appropriate movements (based on suggested movement repertoire) to recorded music.</li> <li>-Recognize patterns in movements.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the timbre of instruments.</li> <li>-Aurally identify and demonstrate steady beat, higher/lower in music.</li> </ul>

			<ul style="list-style-type: none"><li>-Make connections between the vocal sounds and movements they make in class to other disciplines (math, language arts, P.E., art) and to their daily lives.</li><li>-Make connections between music they hear in class and music/activities in their daily lives.</li></ul>	
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