

### Kindergarten Rubric Music

STANDARD	EXCEEDING STANDARD	MEETING STANDARD	APPROACHING STANDARD	NOT YET
<b>CREATIVE PROCESS</b>	<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>	<ul style="list-style-type: none"> <li>-Does not create a steady beat to familiar songs.</li> <li>-Does not create songs.</li> <li>-Does not move body to music.</li> </ul>
<b>HISTORY OF MUSIC &amp; CULTURE</b>	<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>	<ul style="list-style-type: none"> <li>-Does not sing songs or play games from different cultures.</li> </ul>
<b>PRODUCTION OF MUSIC</b>	<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> <li>-Sing songs/say rhymes</li> </ul>	<ul style="list-style-type: none"> <li>-Sing and play instruments in a group.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing in a group.</li> </ul>

		<p>while maintaining a steady beat.</p> <ul style="list-style-type: none"> <li>-Maintain teacher-generated steady beat on bodies or age-appropriate classroom instruments.</li> </ul>		
<p><b>RESPONSE TO MUSIC &amp; FEEDBACK</b></p>	<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</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>-Identify the difference between singing voice and speaking voice.</li> <li>-Aurally identify steady beat, higher/lower in music.</li> </ul>

		<p>music.</p> <ul style="list-style-type: none"><li>-Recognize patterns in movements.</li><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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