Second Grade Rubric Music

STANDARD	EXCEEDING STANDARD	MEETING STANDARD	APPROACHING STANDARD	NOT YET
CREATIVE PROCESS	-Conversationally create (improvise) rhythmic patterns using "ta" and "ta-to-te. -Read, create and write (compose) rhythmic patterns using "ta" and "ta-to-te," and tonal syllables. -Conversationally create (improvise) rhythmic patterns using "ta," "ta-to-te," and "ta-te." -Read, create and write (compose) rhythmic patterns using "ta," "ta-to-te," and "ta-te." -Conversationally create (improvise) tonal patterns using mi-re-do. -Create (improvise) tonal patterns using B-A-G on the recorder. -Read, write and create (compose) tonal patterns and songs singing mi-re-do and playing B-A-G.	-Conversationally create (improvise) rhythmic patterns using "ta" and "ta-ti." -Read, create and write (compose) rhythmic patterns using "ta" and "ta-ti." -Conversationally create (improvise) rhythmic patterns using "ta" and "ta-to-te."	-Write simple examples of music notation. -Write short rhythmic and melodic patterns.	-Create a steady beat to familiar songs/rhymes on bodies or age-appropriate instruments. -Create (improvise) 'ariosos' (child-created songs without words) on a neutral syllable using a minimum of 2-3 pitches. -Discover different ways to move bodies to music.
HISTORY OF MUSIC & CULTURE	-Student identifies aurally-presented excerpts of music representing diverse	-Identify music from various periods of history and culture and identify	-Sing songs and play games from diverse cultures. Identify simple	-Sing songs and play games from different cultures. Identify

	genres, styles, periods, and cultures; performs songs and musical games from diverse cultures; describes relationship between music and other subjects. - Perform a variety of age-appropriate folk dance movements and folk dances while singing.	relationships between music and other subjects.	relationships between music and other subjects.	relationships between music and other subjects.
PRODUCTION OF MUSIC	-Student sings or plays independently or in groups; student reads and writes music notation; student identifies music symbols; student creates rhythmic and melodic phrases. -Chant rhythmic patterns and sing/play songs/rhymes using "ta" and "ta-to-te" (dotted quarter and three-beamed eighth notes). -Conversationally decode familiar and unfamiliar rhythmic patterns and songs, phrase by phrase, using "ta" and "ta-to-te." -Read, create and write (compose) rhythmic patterns using "ta" and "ta-to-te," and tonal	-Chant rhythmic patterns and sing/play songs/rhymes using 'ta' and 'ta-ti' (quarter note, paired eighth notes). -Conversationally decode familiar and unfamiliar rhythmic patterns and songs, phrase by phrase, using "ta" and "ta-ti." -Read, create and write (compose) rhythmic patterns using "ta" and "ta-ti." -Chant rhythmic patterns and sing/play songs/rhymes using "ta" and "ta-to-te" (dotted quarter and three-beamed eighth notes). -Write stems, note heads, and beams properly. -Conversationally decode	-Establish and maintain a steady beat to familiar songs and rhymes on bodies or age appropriate instruments. -Move to the beat in 2's and 3's to recorded music, familiar songs, and rhymes by following the teacher's lead.	-Sing and play instruments independently and in a group. -Identify, demonstrate, and differentiate between the four different ways of using the voice— speaking, singing, shouting, and whispering. -Echo song fragments and rhymes. -Explore pitch using vocal sliding activities (glissandi). -Sing songs/say rhymes while maintaining a steady beat. -Maintain teacher-generated steady beat on bodies or age-appropriate classroom instruments.

	syllables. -Write stems, note heads, and beams properly. -Chant rhythmic patterns and sing/play songs/rhymes using "ta," "ta-to-te," and "ta-te," and tonal syllables. -Conversationally decode familiar and unfamiliar rhythmic patterns and songs, phrase by phrase, using "ta," "ta-to-te," and "ta-te," and tonal syllables (mi-re-do), when applicable. -Read, create and write (compose) rhythmic patterns using "ta," "ta-to-te," and "ta-te." -Echo/sing tonal patterns and songs using mi-re-do. -Echo/play tonal patterns and songs on the recorder using the notes B-A-G. -Conversationally decode familiar and unfamiliar tonal patterns and songs, singing mi-re-do and playing B-A-G. -Read, write and create (compose) tonal patterns and songs singing mi-re-do and playing B-A-G.	familiar and unfamiliar rhythmic patterns and songs, phrase by phrase, using "ta" and "ta-to-te." -Write stems, note heads, and beams properly. -Echo/perform tonal patterns using a neutral syllable. Echo/perform tonal patterns using "mi-re-do." -Conversationally decode familiar tonal patterns and songs, phrase by phrase, using "mi-re-do. -Perform/respond to music by using age-appropriate movements and movement themes. -Perform a variety of age-appropriate folk dance movements and folk dances while singing. -Perform/respond to music by using age-appropriate movements and movement themes.		

	-Perform/respond to music by using age-appropriate movements and movement themes.			
RESPONSE TO MUSIC & FEEDBACK	-Student identifies musical form, categorizes a variety of musical sounds, and uses music terminology in explaining sound. -Student defines basic criteria for evaluating musical performances, and exhibits audience etiquette. - Perform/respond to music by using age-appropriate movements and movement themes. -Recognize patterns in movements and their connection to musical form. -Make connections between movements and dances to other disciplines (math, language arts, social studies, geography, P.E., art), cultures and their daily lives. -Visually identify all the instruments of each family of the orchestra and aurally identify the brass	-Recognize patterns in movements and their connection to musical form. -Make connections between movements and dances to other disciplines (math, language arts, social studies, geography, P.E., art), cultures and their daily lives. -Visually identify the four families of the orchestra and visually identify all the string instruments. -Aurally identify the string and percussion families. -Use age-appropriate words to describe the mood of the pieces listened to in class. -Discuss the role of the conductor.	-Identify repetition and contrast in music examples. -Distinguish between beat/rhythm, higher/lower, faster/slower, and same/different in musical performance. Practice appropriate audience behavior.	-Identify the difference between timbres of voices and instruments. -Aurally identify and demonstrate steady beat, higher/lower, faster/slower, and same/different in music. -Hear sounds that are high and low, loud and soft, and fast and slow. -Listen and respond to teacher-performed 'song tales.' -Use age-appropriate movements (based on suggested movement repertoire) to recorded music. -Move to the beat in 2's and 3's to recorded music, familiar songs, and rhymes by following the teacher's lead. -Use age-appropriate movements (based on suggested movement repertoire) to recorded music.

	and woodwind families. -Use age-appropriate words to describe the mood of the pieces listened to in class. -Apply the principles of concert etiquette. -Discuss the role of the conductor.			-Recognize patterns in movements. -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. -Make connections between music they hear in class and music/activities in their daily lives.