Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade 1 Music Learning Targets

|  |  |  |
| --- | --- | --- |
| I can… | Evidence | **Done** |
| Use a singing voice of 6 pitches. |  1 2 3 |  |
| Match pitch for 3 or 4 notes. |  1 2 3 |  |
| Keep a steady beat while singing in a group. |  1 2 3 |  |
| Perform the rhythm of a Grade 1 chant or song. |  1 2 3 |  |
| Compose and improvise sound stories and ostinatos. |  1 2 3 |  |
| Read, decode, write & perform quarter notes, quarter rests and barred 8th notes grouped in twos. |  1 2 3 |  |
| Draw symbols to represent dynamics. |  1 2 3 |  |
| Decide whether music is fast, very fast, slow or very slow. |  1 2 3 |  |
| Decide whether music is loud, very loud, soft or very soft. |  1 2 3 |  |
| Tell beat apart from rhythm. |  1 2 3 |  |
| Ask questions to help me understand music. |  1 2 3 |  |
| Tell what I like and don’t like about a song. |  1 2 3 |  |
| Figure out which instrument is best to show an idea or to go with a song. |  1 2 3 |  |
| Tell what music is like and what it’s used for in a different culture. |  1 2 3 |  |
| Make a piece of art that goes with the music. |  1 2 3 |  |
| Choose and perform music that goes with something I’m studying in my class. |  1 2 3 |  |
| Tell what “composer” means. |  1 2 3 |  |
| Begin a song with the group, stay with the group and end with the group. |  1 2 3 |  |
| Use good teamwork. |  1 2 3 |  |
|  |  |  |
| Choose what is best for the music, rather than just what I want. |  1 2 3 |  |