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| **Standard:** **Aesthetics and Criticism**  **Description: *Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).*** | | | | |
| **Performance Indicator A. Students listen to, describe and ask questions about music, and identify elements of music including meter and simple form and attributes including loud/soft, fast/slow, high/low, long/short sounds and steady/strong beat.** | | | | |
| **Scoring Criteria for**  **Learning Targets** | **1**  **Not Proficient** | **2**  **Partially Proficient** | **3**  **Proficient** | **4**  **Exceeds Proficiency** |
| K – The student rarely or never correctly labels music fast or slow.  The student rarely or never correctly labels music loud or soft.  The student rarely or never correctly labels sounds long or short.  The student rarely or never correctly labels timbre as vocal or instrumental.  The student is not able to articulate an opinion about a musical selection.  1 – Upon hearing it the student never or rarely correctly labels a musical selection very fast or very slow, compared to music that is fast or slow.  Upon hearing it the student never or rarely correctly labels a musical selection very loud or very soft, compared to music that is loud or soft.  The student rarely of never differentiates beat from rhythm.  The student is not able to articulate an opinion about a musical selection.  The student chooses a tempo marking from a given list that is not an appropriate label for a musical selection, and is not able to defend the choice.  The student chooses a dynamic marking from a given list that is not an appropriate label for a musical selection, and is not able to defend the choice.  The student rarely or never correctly labels vocal timbre as men’s, women’s or children’s voices.  Upon hearing it the student rarely or never accurately labels music as having AB or ABA form.  The student describes neither musical characteristics of a musical selection nor the emotions and ideas. | K – The student correctly labels music fast or slow some of the time.  The student correctly labels music loud or soft some of the time.  The student correctly labels sounds long or short some of the time.  The student correctly labels timbre as vocal or instrumental some of the time.  The student expresses opinions about a musical selection.  1 – Upon hearing it the student sometimes correctly labels a musical selection very fast or very slow, compared to music that is fast or slow.  Upon hearing it the student sometimes correctly labels a musical selection very loud or very soft, compared to music that is loud or soft.  The student differentiates beat from rhythm some of the time.  The student expresses a general opinion about a musical selection, but cannot list specific characteristics of the music that are liked or disliked.  The student chooses a tempo marking from a given list that is not an appropriate label for a musical selection, but is able to defend the choice.  The student chooses a dynamic marking from a given list that is not an appropriate label for a musical selection, but is able to defend the choice.  The student correctly labels vocal timbre as men’s, women’s or children’s voices some of the time.  Upon hearing it the student sometimes accurately labels music as having AB or ABA form.  The student describes musical characteristics of a musical selection, but not the emotions and ideas. | K – Upon hearing it the student correctly labels music fast or slow.  Upon hearing it the student correctly labels music loud or soft.  Upon hearing them the student correctly labels sounds long or short.  The student correctly labels timbre as vocal or instrumental.  The student expresses opinions about a musical selection in a respectful and non-demeaning way.  1 – Upon hearing it the student correctly labels a musical selection very fast or very slow, compared to music that is fast or slow.  Upon hearing it the student correctly labels a musical selection very loud or very soft, compared to music that is loud or soft.  The student differentiates beat from rhythm.  The student expresses opinions about a musical selection by listing specific characteristics of the music that are liked or disliked.  2 – The student chooses an appropriate tempo marking from a given list to label a musical selection.  The student chooses an appropriate dynamic marking from a given list to label a musical selection.  The student correctly labels vocal timbre as men’s, women’s or children’s voices.  Upon hearing it the student accurately labels music as having AB or ABA form.  The student describes the emotions and ideas communicated through a musical selection. |  |
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| **Learning Targets by Grade Level –**  **“I can…” Statements** | Grade K  I can…  Label music fast or slow when I hear it.  Label music as loud or soft when I hear it.  Label sounds long or short when I hear them.  Label music as singing voices or instruments when I hear it.  Say that I like or don’t like a song, in a nice way. | Grade 1  I can…  Label music fast or very fast, or slow or very slow when I hear it.  Label music loud or very loud, or soft or very soft when I hear it.  Tell the difference between beat and rhythm.  Ask a question about a song to help me understand it better.  List the parts of a song that I like or don’t like. | Grade 2  I can…  Choose a tempo marking from a list to label a song that I’ve heard.  Choose a dynamic marking from a list to label a song that I hear.  Tell the difference between men’s, women’s and children’s singing voices.  Label a song AB or ABA form when I hear it.  Describe the feelings and ideas that I think is being expressed by the music. |  |
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| **Clarifying Notes for Teachers:** |  |  |  |  |
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