

# Understanding Standards Based Grading

## Kindergarten

**Music Education-** Once a reporting standard is reported, it continues throughout the school year.

**Trimester 1, 2, 3: Reporting Standards: Perform a steady beat. Echo the teacher with a singing voice with pitch accuracy.**

Students are able to perform a steady beat to music through kinesthetic means. Students are able to echo the teacher in a singing voice matching pitch.

**Trimester 2, 3: Understand differences in elements and expressive qualities in music.**

Students are able to identify differences between fast and slow, loud and soft, high and low pitch, long and short duration, same and different form, timbre/tone color, and beat.

## First grade

**Music Education-**Once a reporting standard is reported, it continues throughout the school year.

**Trimester 1, 2, 3: Reporting Standards: Accurately sing grade appropriate melodic patterns. Read and perform grade level appropriate rhythmic patterns.**

Students are able to echo teacher with pitch accuracy. (Tri 1) Accurately sing and read sol-mi patterns (Tri 2) and sol-mi-la patterns. (Tri 3)

Students are able to perform the rhythm of the words. (Tri 1) Perform rhythms with quarter notes, quarter rests, and eighth notes. (Tri 2) Read and perform rhythms with quarter notes, quarter rests, and eighth notes. (Tri 3)

**Trimester 2, 3: Understand differences in elements and expressive qualities in music.**

# Understanding Standards Based Grading

Students are able to identify differences between fast and slow tempo, loud and soft, dynamics, high and low pitch/direction, long and short duration, same and different form, timbre/tone color, and beat.

## Second Grade

**Music Education-** Once a reporting standard is reported, it continues throughout the school year.

**Trimester 1, 2, 3: Reporting Standards: Accurately sing grade appropriate melodic patterns. Read and perform grade level appropriate rhythmic patterns.**

Students are able to accurately sing and read sol-mi-la patterns. (Tri1)  
Accurately sing sol-mi-la-do patterns (Tri 2) and sol-mi-la-do-re patterns. (Tri 3)

Students are able to perform rhythms with half notes. (Tri 1) Perform rhythms with half notes and half rests. (Tri 2) Read and perform rhythms with half notes and half rests. (Tri 3)

**Trimester 2, 3:** Understand differences in elements and expressive qualities in music.

Students are able to identify differences between fast and slow tempo, loud and soft, dynamics, high and low pitch/direction, long and short duration, same and different form, timbre/tone color, and beat.

## Third Grade

**Music Education-** Once a reporting standard is reported, it continues throughout the school year.

**Trimester 1, 2, 3: Reporting Standards: Understand differences in elements and expressive qualities in music. Accurately sing grade appropriate melodic patterns.**

# Understanding Standards Based Grading

Students are able to identify differences between fast and slow tempo, loud and soft dynamics, high and low pitch/direction, long and short duration, same and different form, timbre/tone color, and beat.

Students are able to accurately sing and read sol-mi-la-do-re patterns. (Tri 1) Accurately perform B-A-G melodies (Tri 2) and accurately read and perform B-A-G melodies (Tri 3)

**Trimester 2, 3: Accurately read and perform grade level appropriate rhythmic patterns.**

Students are able to accurately read and perform rhythms: with dotted half notes, whole notes, and whole rests. (Tri 2) Read and perform rhythms with sixteenth notes. (Tri 3)

## **Fourth Grade**

**Music Education-** Once a reporting standard is reported, it continues throughout the school year.

**Trimester 1, 2, 3: Reporting Standards: Accurately read and perform grade appropriate melodic patterns. Accurately read and perform grade level appropriate rhythmic patterns.**

Students are able to accurately sing do-re-mi-sol-la-ti-patterns. (Tri 1) Accurately sing and read do-re-mi-sol-la-ti-patterns. (Tri 2) Accurately sing do-re-mi-fa-sol-la-ti patterns. (Tri 3)

Students are able to accurately perform rhythms with syncopation. (Tri 1) Accurately read and perform rhythms with syncopation. (Tri 2) Read and perform rhythms with combinations of eighth and sixteenth notes. (Tri 3)

**Trimester 2, 3: Understand differences in elements and expressive qualities in music.**

# Understanding Standards Based Grading

Students are able to identify elements and expressive qualities such as tone color, harmony, melody, form (rondo, theme and variation), rhythm/meter, and dynamics in a variety of musical styles.

Fifth Grade Music Education- Once a reporting standard is reported, it continues throughout the school year.

## **Trimester 1, 2, 3: Reporting Standards: Sing or play on classroom instruments demonstrating skill.**

Students are able to sing and play on classroom instruments demonstrating skill.

## **Trimester 2, 3: Understand differences in elements and expressive qualities in a variety of musical styles.**

Students are able to identify elements and expressive qualities such as tone color, harmony, melody, form (rondo, theme and variation), rhythm/meter, and dynamics in a variety of musical styles.

**Trimester 3:** Identify and describe how the arts communicate the similarities and differences among various people, places, and time.

Students are able to identify and describe how the arts communicate similarities and differences among various people, places, and time.