

Music Rubric

Categories	6—Exemplary	5— Mastered	4—Proficient	3 –Developing	2—Beginning	1—Not Yet
Create	Extends and personally is able to modify current daily/unit objectives vocally, instrumentally, physically or on paper to show individual application.	Is always able to correctly demonstrate current daily/unit objectives vocally, instrumentally, physically or on paper.	Is most always able to demonstrate current daily/unit objectives vocally, instrumentally, physically or on paper.	Is usually able to demonstrate current daily/unit objectives vocally, instrumentally, physically, or on paper.	Is occasionally able to demonstrate current daily/unit objectives vocally, instrumentally, physically or on paper.	Is not able to demonstrate current daily/unit objectives vocally, instrumentally, physically or on paper.
Perform	<p>Consistently cooperates and performs at an age-appropriately “expert” level having a positive attitude and exceptionally effort displayed.</p> <p>Consistently listens and follows instructor directions.</p> <p>Understands and consistently follows established rules and classroom procedures.</p> <p>Participates and volunteers to complete extra duties to help the teacher in the music program, and participates in all performances.</p>	<p>Consistently cooperative and tries to do their best. Positive attitude and exceptional effort displayed daily.</p> <p>Consistently uses listening skills to follow the teacher’s directions.</p> <p>Understands and consistently follows established and posted classroom rules.</p> <p>Participates in the music program and performances.</p>	<p>Almost always cooperative and tries to do their best. Good attitude and effort daily and is good role model.</p> <p>Almost always uses listening skills to follow the teacher’s directions on most days.</p> <p>Understands and almost always attempts to follow posted classroom rules.</p> <p>Participates in the music program and performances.</p>	<p>Cooperative and tries to do their best. Good attitude and effort daily.</p> <p>Uses listening skills to follow the teacher’s directions on most days.</p> <p>Understands and attempts to follow posted classroom rules. Daily behavior demonstrated is usually appropriate for age and grade level.</p> <p>Participates in the music program</p>	<p>Sometimes not cooperative; often bothers other students with distracting behaviors.</p> <p>Sometimes has difficulty following teacher’s directions even though understood. Sometimes demonstrates an understanding of established and posted classroom rules, but has trouble following them.</p>	<p>Non co-operative: either does not take part in classroom activities or creates behavior that keeps others from learning.</p> <p>Often has difficulty following the teacher’s directions, even though understood. Does not demonstrate an understanding of established and posted classroom rules.</p> <p>Does not participate and/or attend the music program.</p>
Respond	<p>Student has referred to religious, social, cultural and historically significant events that may have influenced the song.</p> <p>Student has given an extremely thorough explanation of the purpose, meaning and significance of the song.</p>	<p>Student has referred to religious, social, cultural or historically significant events that may have influenced the song.</p> <p>Student has given a thorough explanation of the purpose, meaning and significance of the song.</p>	<p>Student has referred to religious, social, cultural or historically significant events that may have influenced the song.</p> <p>Student has given a sound explanation of the purpose, meaning and significance of the song.</p>	<p>Student has referred to a religious, social, cultural or historically significant event that may have influenced the song.</p> <p>Student has given a limited explanation of the purpose, meaning or significance of the song.</p>	<p>Student has limitedly referred to a religious, social, cultural and historically significant event that may have influenced the song.</p> <p>Student has limitedly given a sufficient explanation of the purpose, meaning or significance of the song.</p>	<p>Student hasn't referred to a social, cultural and historically significant event that may have influenced the song.</p> <p>Student hasn't given a sufficient explanation of the purpose, meaning or significance of the song.</p>
Connect	<p>Select spiritual works (e.g., hymns, scripture songs), discuss the lyrics, and memorize the selections.</p> <p>Has a clear understanding of the skill and always matches pitch.</p> <p>Sings independently with accurate pitch and rhythm.</p> <p>Provides leadership by demonstrating a positive attitude about singing.</p>	<p>Select spiritual works (e.g., hymns, scripture songs), discuss the lyrics, and memorize the selections.</p> <p>Has a clear understanding of the skill and usually matches pitch.</p> <p>Sings with accurate pitch and rhythm.</p>	<p>Has a basic understanding of spiritual works (e.g., hymns, scripture songs), and is able to discuss the lyrics, and memorize the selections.</p> <p>Has a basic understanding of the skill and can often match pitch.</p> <p>Sings on pitch most of the time.</p> <p>Is working to improve and attempts to demonstrate knowledge of matching pitch.</p>	<p>Is beginning to understand spiritual works (e.g., hymns, scripture songs), can limitedly discuss the lyrics, and memorize the selections. Is beginning to understand and hear the skill but matches pitch inconsistently.</p> <p>Sings below or above the pitch most of the time</p>	<p>Has been exposed to spiritual works (e.g., hymns, scripture songs), discussions on the lyrics, and partially memorizes the selections. Has been exposed to the skill but has limitedly demonstrated a clear understanding of matching pitch.</p> <p>Consistently uses speaking voice to sing, or sings all on one low pitch.</p> <p>Does not consistently sing during singing class activities even when asked to</p>	<p>Has been exposed to spiritual works (e.g., hymns, scripture songs), discussions on the lyrics, but has not memorized the selections. Has been exposed to the skill but has not demonstrated a clear understanding of matching pitch.</p> <p>Has been exposed to the skill but has not demonstrated a clear understanding of matching pitch.</p> <p>Consistently uses speaking voice to sing, or sings all on one low pitch.</p> <p>Will not sing during singing class activities even when asked to.</p>