



Singing is an important part of music education and as such should be incremental with respect to its teaching. Although technique does play a more important role in the junior grades it is important that it does not detract from the child's enjoyment of singing. It is important to remember that a holistic approach to music education deals as much with the aesthetic and spiritual development of the individual as it does with the cognitive. When assessing singing in the junior grades, look for the following:

- Melody:** Melody is defined as the part of the song that is either sung or hummed. It is the whole puzzle; pitch, dynamics and tempo are all pieces of this puzzle. When assessing the child's ability to sing melodically, use the melody provided on the CD as a guide. The child should be able to sing along in a pleasing fashion.
- Pitch:** Pitch deals with highness and lowness of sound. This can be assessed by listening to how accurately the child sings each part of the melody (i.e. how closely it resembles what is heard on the CD).
- Dynamics:** Dynamics deals with the ability of the student to sing softly or loudly at the appropriate places. Once again this is another piece of the whole puzzle. Use the CD as a guide. The important thing to remember is that both the loud and soft voice must remain pleasing and recognizable. Whispering and yelling are not acceptable.
- Tempo:** Tempo deals with the speed of the song (i.e. fast or slow). This is the fourth part of the puzzle. When the student sings, s/he should be singing in time with the accompaniment provided on the CD.
- Tone:** Tone deals with the quality of the sound. In order to produce a good clear tone both the mouth and throat must remain open (resembling a yawn). To ensure that the throat remains open and relaxed when singing, the child should maintain a wide smile that reveals the teeth. As well, the student should implement correct breathing technique by expanding the diaphragm rather than singing from the throat. Check to see that the shoulders are not lifting as the child takes a breath. As a visual during assessment, have the students place their hands over their stomachs. If correct breathing technique is taking place the students' hands should move out while inhaling and in as breath is released.



The following appendices have been included to assist teachers in both assessment and evaluation. These rubrics may be used as a form of summative assessment prior to reporting periods, as a guide to assist with formative assessment, or as a means of deriving evaluation strategies. Should the teacher choose, s/he may also assign numerical or letter grade values to each of the levels in order to create an annotated marking guide that s/he may use for evaluation. Rubrics may be used in whole, in part, or combined.



APPENDICES FOR GRADE 4A

Lesson / Rubric Correlation Chart

LESSONS	RUBRICS
Lesson 3	Musical Movement Rubric



Musical Movement Rubric

	Level 1	Level 2	Level 3	Level 4
Moving / Performing in Time with the beat	Student is experiencing difficulty. S/he rarely moves or performs in time with the beat.	Student is achieving expectation below grade level. S/he sometimes moves or performs in time with the beat.	Student is achieving expectation with a good level of competency. S/he usually moves or performs in time with the beat.	Student has mastered the expectation of consistently moving or performing in time with the beat.
Distinguishing between Beat and Rhythm	Student is having difficulty discerning between beat and rhythm. S/he is unable to move to, or perform beat and rhythm separately.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs beat and rhythm separately.	Student is achieving expectation with a good level of competency. S/he can usually move to, or perform beat and rhythm separately.	Student is confident distinguishing rhythm from beat and exemplifies this consistently.
Moving to Beat and Rhythm	Student is experiencing difficulty moving to beat and rhythm. S/he rarely moves to, or performs in time with the rhythm.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs in time with the rhythm.	Student is achieving expectation with a good level of competency. S/he usually moves to, or performs in time with the rhythm.	Student has mastered the expectation of moving both consistently and creatively in a flowing and rhythmic manner.
Moving to Dynamics	Student is experiencing difficulty moving dynamically. S/he rarely moves to, or performs in accordance with the dynamics heard in the music.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs in accordance with the dynamics heard in the music.	Student is achieving expectation with a good level of competency. S/he usually moves to, or performs in accordance with the dynamics heard in the music.	Student has mastered the expectation of moving both consistently and creatively in accordance with the dynamics heard in the music.



APPENDICES FOR GRADE 4C

Lesson / Rubric Correlation Chart

LESSONS	RUBRICS
Lesson 1	Vocal Assessment Rubric Performance Rubric Creating Songs by Using Musical Elements Rubric Group Assignment Rubric
Lesson 2	Vocal Assessment Rubric
Lesson 3	Identifying Musical Instruments by Sight and Sound Rubric (Tone Colour Worksheet) Identifying Families of Instruments Rubric
Lesson 4	Associating Mood with Music Rubric
Lesson 5	Vocal Assessment Rubric
Lesson 6	Vocal Assessment Rubric
Lesson 7	Group Assignment Rubric (Melodic Ostinato Composition) Vocal Assessment Rubric Performance Rubric Creating Songs by Using Musical Elements Rubric Musical Movement Rubric
Lessons 8-10	Conducting Rubrics
Lesson 12	Music Assignment Rubric (Song Critique Homework Sheet) Identifying Musical Elements Rubric (Song Critique Homework Sheet) Vocal Assessment Rubric Performance Rubric



Vocal Assessment Rubric

	Level 1	Level 2	Level 3	Level 4
Melody	Student is experiencing difficulty discerning melody. S/he rarely sings melody accurately.	Student is achieving expectation below grade level. S/he sometimes sings the melody correctly.	Student is achieving expectation with a good level of competency. S/he usually sings the melody correctly.	Student has mastered the expectation of consistently singing the melody correctly.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely sings in pitch with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in pitch with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in pitch with the accompaniment.	Student has mastered the expectation of consistently singing in pitch with the accompaniment.
Time	Student is experiencing difficulty discerning time. S/he rarely sings in time with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in time with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in time with the accompaniment.	Student has mastered the expectation of consistently singing in time with the accompaniment.
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely sings using a soft and a loud voice appropriately.	Student is achieving expectation below grade level. S/he sometimes sings using a soft and a loud voice appropriately.	Student is achieving expectation with a good level of competency. S/he usually sings using a soft and a loud voice appropriately.	Student has mastered the expectation of consistently using a soft and a loud voice appropriately when singing.



Performance Rubric

	Level 1	Level 2	Level 3	Level 4
Melody	Student is experiencing difficulty discerning melody. S/he rarely sings melody accurately.	Student is achieving expectation below grade level. S/he sometimes sings melody accurately.	Student is achieving expectation with a good level of competency. S/he usually sings melody accurately.	Student has mastered the expectation of consistently singing melody accurately.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely sings in pitch with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in pitch with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in pitch with the accompaniment.	Student has mastered the expectation of consistently singing in pitch with the accompaniment.
Time	Student is experiencing difficulty discerning time. S/he rarely sings in time with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in time with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in time with the accompaniment.	Student has mastered the expectation of consistently singing in time with the accompaniment.
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely sings using a soft and a loud voice appropriately.	Student is achieving expectation below grade level. S/he sometimes sings using a soft and a loud voice appropriately.	Student is achieving expectation with a good level of competency. S/he usually sings using a soft and a loud voice appropriately.	Student has mastered the expectation of consistently using a soft and a loud voice appropriately when singing.
Beat	Student is experiencing difficulty discerning beat. S/he rarely performs movements in time with the music.	Student is achieving expectation below grade level. S/he sometimes performs movements in time with the music.	Student is achieving expectation with a good level of competency. S/he usually performs movements in time with the music.	Student has mastered the expectation of consistently performing movements in time with the music.
Ensemble Movement	Student is experiencing difficulty discerning group from solo performance. S/he rarely synchronizes movements with the rest of the group.	Student is achieving expectation below grade level. S/he sometimes synchronizes movements with the rest of the group.	Student is achieving expectation with a good level of competency. S/he usually synchronizes movements with the rest of the group.	Student has mastered the expectation of consistently synchronizing movements with the rest of the group.



Creating Songs Using Musical Elements Rubric

	Level 1	Level 2	Level 3	Level 4
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely implements the use of dynamics accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of dynamics accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of dynamics accurately.	Student has mastered the expectation of consistently implementing the use of dynamics accurately.
Tempo	Student is experiencing difficulty discerning tempo. S/he rarely implements the use of tempo accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of tempo accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of tempo accurately.	Student has mastered the expectation of consistently implementing the use of tempo accurately.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely implements the use of pitch accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of pitch accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of pitch accurately.	Student has mastered the expectation of consistently implementing the use of pitch accurately.
Rhythm	Student is experiencing difficulty discerning rhythm. S/he rarely implements the use of rhythm accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of rhythm accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of rhythm accurately.	Student has mastered the expectation of consistently implementing the use of rhythm accurately.
Mood	Student is experiencing difficulty discerning mood. S/he rarely implements the use of mood accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of mood accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of mood accurately.	Student has mastered the expectation of consistently implementing the use of mood accurately.
Melody	Student is experiencing difficulty discerning melody. S/he rarely implements the use of melody accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of melody accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of melody accurately.	Student has mastered the expectation of consistently implementing the use of melody accurately.



Group Assignment Rubric

	Level 1	Level 2	Level 3	Level 4
Completion of Assignment	Group is experiencing difficulty completing assigned tasks. Assignments are incomplete and lack detail.	Group is achieving expectation below grade level. Assignments are sometimes complete.	Group is achieving expectation with a good level of competency. Assignments are usually complete.	Group has mastered the expectation of consistently completing assignments with detail
Cooperation within a Group Setting	Group is experiencing difficulty collaborating ideas.	Group is achieving expectation below grade level. Group sometimes collaborates.	Group is achieving expectation with a good level of competency. Group usually collaborates.	Group has mastered the expectation of consistently collaborating in a cooperative and productive manner.
Use of Time on Task	Group is experiencing difficulty focussing on assigned task.	Group is achieving expectation below grade level. Group is sometimes focussed on task.	Group is achieving expectation with a good level of competency. Group is usually focussed on task.	Group has mastered the expectation of consistently focussing on the task at hand.
Use of Musical Elements	Group is experiencing difficulty incorporating the use of musical elements such as tone, dynamics, melody, tempo, pitch, and mood in their work.	Group is achieving expectation below grade level. Group sometimes incorporates the use of musical elements such as tone, dynamics, melody, tempo, pitch, and mood in their work.	Group is achieving expectation with a good level of competency. Group usually incorporates the use of musical elements such as tone, dynamics, melody, tempo, pitch, and mood in their work.	Group has mastered the expectation of consistently incorporating the use of musical elements such as tone, dynamics, melody, tempo, pitch, and mood in their work.
Presentation	Group is experiencing difficulty with presentation. Presentation is unrehearsed and fragmented.	Group is achieving expectation below grade level. Presentation lacks rehearsal and performance lacks cohesion.	Group is achieving expectation with a good level of competency. Presentation is usually well rehearsed and performance is usually cohesive.	Group has mastered the expectation. Presentation is well rehearsed and flawless.
Originality	Presentations lack originality.	Presentations demonstrate moments of originality.	Presentations are usually original.	Presentations are very creative and original.

Identifying Instruments by Sight and Sound (Tone) Rubric

	Level 1	Level 2	Level 3	Level 4
Identifying Instruments by name.	Student is experiencing difficulty identifying instruments by name.	Student is achieving expectation below grade level. S/he sometimes identifies instruments correctly by name.	Student is achieving expectation with a good level of competency. S/he usually identifies instruments by correctly name.	Student has mastered the expectation of consistently identifying instruments by correctly name.
Identifying Instruments by sound.	Student is experiencing difficulty identifying instruments by sound.	Student is achieving expectation below grade level. S/he sometimes identifies instruments correctly by sound.	Student is achieving expectation with a good level of competency. S/he usually identifies instruments correctly by sound.	Student has mastered the expectation of consistently identifying instruments correctly by sound.
Understanding physical characteristics of instruments.	Student is experiencing difficulty understanding the physical characteristics of instruments.	Student is achieving expectation below grade level. S/he can sometimes draw or describe instruments s/he hears.	Student is achieving expectation with a good level of competency. S/he can usually draw or describe instruments s/he hears.	Student has mastered the expectation of consistently drawing or describing instruments s/he hears with accuracy.
Identifying tone colour.	Student is experiencing difficulty with tone colour. S/he is experiencing difficulty distinguishing between instruments heard in an ensemble setting.	Student is achieving expectation below grade level. S/he can sometimes distinguish, with some accuracy, instruments heard in an ensemble setting.	Student is achieving expectation with a good level of competency. S/he can usually distinguish, with accuracy, instruments heard in an ensemble setting.	Student has mastered the expectation of consistently distinguishing, with excellent accuracy, instruments heard in an ensemble setting.



Identifying Families of Instruments Rubric

	Level 1	Level 2	Level 3	Level 4
Brass Family	Student is experiencing difficulty discerning the sounds made by instruments of the Brass Family. S/he rarely identifies Brass Instruments correctly.	Student is achieving expectation below grade level. S/he sometimes identifies instruments of the Brass Family correctly.	Student is achieving expectation with a good level of competency. S/he usually identifies instruments of the Brass Family correctly.	Student has mastered the expectation of consistently identifying instruments of the Brass Family correctly.
Woodwind Family	Student is experiencing difficulty discerning the sounds made by instruments of the Woodwind Family. S/he rarely identifies instruments of the Woodwind Family correctly.	Student is achieving expectation below grade level. S/he sometimes identifies instruments of the Woodwind Family correctly.	Student is achieving expectation with a good level of competency. S/he usually identifies instruments of the Woodwind Family correctly.	Student has mastered the expectation of consistently identifying instruments of the Woodwind Family correctly.
String Family	Student is experiencing difficulty discerning the sounds made by instruments of the String Family. S/he rarely identifies instruments of the String Family correctly.	Student is achieving expectation below grade level. S/he sometimes identifies instruments of the String Family correctly.	Student is achieving expectation with a good level of competency. S/he usually identifies instruments of the String Family correctly.	Student has mastered the expectation of consistently identifying instruments of the String Family correctly.
Percussion Family	Student is experiencing difficulty discerning the sounds made by instruments of the Percussion Family. S/he rarely identifies instruments of the Percussion Family correctly.	Student is achieving expectation below grade level. S/he sometimes identifies instruments of the Percussion Family correctly.	Student is achieving expectation with a good level of competency. S/he usually identifies instruments of the Percussion Family correctly.	Student has mastered the expectation of consistently identifying instruments of the Percussion Family correctly.



Associating Mood with Music Rubric

	Level 1	Level 2	Level 3	Level 4
Responding to Music in Pictorial Form	Student is experiencing difficulty expressing his/her emotional response to a musical selection in pictorial form supported by what s/he hears in the music.	Student is achieving expectation below grade level. S/he is sometimes able to communicate a response in pictorial form supported by what s/he hears in the music.	Student is achieving expectation with a good level of competency. S/he is usually able to communicate a response in pictorial form supported by what s/he hears in the music.	Student has mastered the expectation of consistently communicating an excellent response in pictorial form supported by what s/he hears in the music.
Responding to Music in Written Form	Student is experiencing difficulty expressing his/her emotional response to a musical selection in written form supported by what s/he hears in the music.	Student is achieving expectation below grade level. S/he is sometimes able to communicate a response in written form supported by what s/he hears in the music.	Student is achieving expectation with a good level of competency. S/he is usually able to communicate a response in written form supported by what s/he hears in the music.	Student has mastered the expectation of consistently communicating an excellent response in written form supported by what s/he hears in the music.
Responding to Music in Representational Form	Student is experiencing difficulty expressing his/her emotional response to a musical selection in representational form supported by what s/he hears in the music.	Student is achieving expectation below grade level. S/he is sometimes able to communicate a response in representational form supported by what s/he hears in the music.	Student is achieving expectation with a good level of competency. S/he is usually able to communicate a response in representational form supported by what s/he hears in the music.	Student has mastered the expectation of consistently communicating an excellent response in representational form supported by what s/he hears in the music.



Musical Movement Rubric

	Level 1	Level 2	Level 3	Level 4
Moving / Performing in Time with the beat	Student is experiencing difficulty. S/he rarely moves or performs in time with the beat.	Student is achieving expectation below grade level. S/he sometimes moves or performs in time with the beat.	Student is achieving expectation with a good level of competency. S/he usually moves or performs in time with the beat.	Student has mastered the expectation of consistently moving or performing in time with the beat.
Distinguishing between Beat and Rhythm	Student is having difficulty discerning between beat and rhythm. S/he is unable to move to, or perform beat and rhythm separately.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs beat and rhythm separately.	Student is achieving expectation with a good level of competency. S/he can usually move to, or perform beat and rhythm separately.	Student is confident distinguishing rhythm from beat and exemplifies this consistently.
Moving to Beat and Rhythm	Student is experiencing difficulty moving to beat and rhythm. S/he rarely moves to, or performs in time with the rhythm.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs in time with the rhythm.	Student is achieving expectation with a good level of competency. S/he usually moves to, or performs in time with the rhythm.	Student has mastered the expectation of moving both consistently and creatively in a flowing and rhythmic manner.
Moving to Dynamics	Student is experiencing difficulty moving dynamically. S/he rarely moves to, or performs in accordance with the dynamics heard in the music.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs in accordance with the dynamics heard in the music.	Student is achieving expectation with a good level of competency. S/he usually moves to, or performs in accordance with the dynamics heard in the music.	Student has mastered the expectation of moving both consistently and creatively in accordance with the dynamics heard in the music.



Music Assignment Rubric

	Level 1	Level 2	Level 3	Level 4
Task Completion	Student is experiencing difficulty completing tasks with detail and care. Assignments are incomplete.	Student is achieving expectation below grade level. Assignments are complete and sometimes correct with respect to answers provided.	Student is achieving expectation with a good level of competency. Assignments are complete and usually correct with respect to answers provided.	Student has mastered the expectation. Assignments are complete and all answers given are correct, well thought out and researched.
Communicating in Written / Verbal Form	Student is experiencing difficulty communicating in written/verbal form.	Student is achieving expectation below grade level. Ideas are satisfactorily communicated in written/verbal form.	Student is achieving expectation with a good level of competency. Ideas are usually well communicated in written/verbal form.	Student has mastered the expectation. Ideas are consistently communicated in excellent written/verbal form.
Communicating in Pictorial / Representational Form	Student is experiencing difficulty communicating in pictorial/representational form.	Student is achieving expectation. Ideas are satisfactorily communicated in pictorial/representational form.	Student is achieving expectation with a good level of competency. Ideas are usually well communicated in pictorial/representational form.	Student has mastered the expectation. Ideas are consistently communicated in excellent pictorial/representational form.



Identifying Musical Elements Rubric

	Level 1	Level 2	Level 3	Level 4
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely identifies dynamics accurately.	Student is achieving expectation below grade level. S/he sometimes identifies dynamics accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies dynamics accurately.	Student has mastered the expectation of consistently identifying dynamics accurately.
Tempo	Student is experiencing difficulty discerning tempo. S/he rarely identifies tempo accurately.	Student is achieving expectation below grade level. S/he sometimes identifies tempo accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies tempo accurately.	Student has mastered the expectation of consistently identifying tempo accurately.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely identifies pitch accurately.	Student is achieving expectation below grade level. S/he sometimes identifies pitch accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies pitch accurately.	Student has mastered the expectation of consistently identifying pitch accurately.
Melody	Student is experiencing difficulty discerning melodic contour. S/he rarely identifies melody accurately.	Student is achieving expectation below grade level. S/he sometimes identifies melody accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies melody accurately.	Student has mastered the expectation of consistently identifying melody accurately.
Mood	Student is experiencing difficulty discerning mood. S/he rarely identifies mood accurately.	Student is achieving expectation below grade level. S/he sometimes identifies mood accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies mood accurately.	Student has mastered the expectation of consistently identifying mood accurately.



Conducting Rubric

	Level 1	Level 2	Level 3	Level 4
Metre	Student is experiencing difficulty discerning metre. S/he rarely identifies metre correctly (i.e. 2/4, 3/4, 4/4).	Student is achieving expectation below grade level. S/he sometimes identifies metre correctly (i.e. 2/4, 3/4, 4/4).	Student is achieving expectation with a good level of competency. S/he usually identifies metre correctly (i.e. 2/4, 3/4, 4/4).	Student has mastered the expectation of consistently identifying metre correctly (i.e. 2/4, 3/4, 4/4).
Patterns	Student is experiencing difficulty discerning between conducting patterns. S/he rarely uses the correct pattern when conducting.	Student is achieving expectation below grade level. S/he sometimes uses the correct pattern when conducting.	Student is achieving expectation with a good level of competency. S/he usually uses the correct pattern when conducting.	Student has mastered the expectation of consistently using the correct pattern when conducting.
Downbeat	Student is experiencing difficulty locating the downbeat. S/he rarely places the downbeat on the first beat of the measure.	Student is achieving expectation below grade level. S/he sometimes places the downbeat on the first beat of the measure.	Student is achieving expectation with a good level of competency. S/he usually places the downbeat on the first beat of the measure.	Student has mastered the expectation of consistently placing the downbeat on the first beat of the measure.
Upbeat	Student is experiencing difficulty discerning upbeat. S/he rarely places the upbeat on the correct beat of the measure (beat 2 for 2/4 time; beat 3 for 3/4 time; beat 4 for 4/4 time).	Student is achieving expectation below grade level. S/he sometimes places the upbeat on the correct beat of the measure (beat 2 for 2/4 time; beat 3 for 3/4 time; beat 4 for 4/4 time).	Student is achieving expectation with a good level of competency. S/he usually places the upbeat on the correct beat of the measure (beat 2 for 2/4 time; beat 3 for 3/4 time; beat 4 for 4/4 time).	Student has mastered the expectation of consistently placing the upbeat on the correct beat of the measure (beat 2 for 2/4 time; beat 3 for 3/4 time; beat 4 for 4/4 time).
Performing	Student is experiencing difficulty performing. S/he rarely performs conducting patterns smoothly.	Student is achieving expectation below grade level. S/he sometimes performs conducting patterns smoothly.	Student is achieving expectation with a good level of competency. S/he usually performs conducting patterns smoothly.	Student has mastered the expectation of consistently performing conducting patterns smoothly.