

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Course: The Arts – Grade 1 Music

## Do Re Mi Music Activity Assessment

**Expectations:** 1C1, 1C2, 1C3, 1C2.1

Criteria	Level 4 (80% - 100%)	Level 3 (70% - 79%)	Level 2 (60% - 69%)	Level 1 (50% - 59%)	Mark
<b>Understanding of concepts</b>					
demonstrate an understanding of the basic elements of music	demonstrates a thorough understanding of the basic elements of music	demonstrates a firm understanding of the basic elements of music	demonstrates a basic understanding of the basic elements of music	demonstrates a limited understanding of the basic elements of music	
distinguish between beat and rhythm in a simple song	demonstrates exceptional ability to distinguish between beat and rhythm in a simple song	demonstrates considerable ability to distinguish between beat and rhythm in a simple song	demonstrates some ability to distinguish between beat and rhythm in a simple song	demonstrates limited ability to distinguish between beat and rhythm in a simple song	
identify and listen to music from various cultures and historical periods	masterfully identifies and listens to music from various cultures and historical periods	competently identifies and listens to music from various cultures and historical periods	adequately identifies and listens to music from various cultures and historical periods	requires assistance to identify and listen to music from various cultures and historical periods	
identify different tempi	identifies different tempi with exemplary success	identifies different tempi with considerable success	identifies different tempi with some success	identifies different tempi with limited success	
identify examples of beat in daily life and in music	identifies numerous examples of beat in daily life and in music	identifies many examples of beat in daily life and in music	identifies some examples of beat in daily life and in music	identifies a few examples of beat in daily life and in music	
identify examples of dynamics	identifies numerous examples of dynamics	identifies many examples of dynamics	identifies some examples of dynamics	identifies a few examples of dynamics	
identify higher- and lower-pitched sounds	masterfully identifies higher- and lower-pitched sounds	accurately identifies higher- and lower-pitched sounds	suitably identifies higher- and lower-pitched sounds	identifies higher- and lower-pitched sounds with assistance	
<b>Performance and Creative Work</b>					
sing music from a variety of cultures and historical periods	masterfully sings music from a variety of cultures and historical periods	skilfully sings music from a variety of cultures and historical periods	satisfactorily sings music from a variety of cultures and historical periods	is beginning to sing music from a variety of cultures and historical periods	
accompany songs	masterfully accompanies songs	skilfully accompanies songs	accompanies songs with some capability	accompanies songs with limited capability	

create and perform musical compositions	creates and performs exceptional musical compositions	creates and performs solid musical compositions	creates and performs basic musical compositions	creates and performs emerging musical compositions	
create rhythmic patterns	creates insightful rhythmic patterns	creates well developed rhythmic patterns	creates basic rhythmic patterns	creates rhythmic patterns with assistance	
create simple accompaniments and sound effects to songs, poems, and chants	demonstrates exceptional ability to create simple accompaniments and sound effects	demonstrates considerable ability to create simple accompaniments and sound effects	demonstrates sufficient ability to create simple accompaniments and sound effects	demonstrates limited ability to create simple accompaniments and sound effects	
sing expressively	demonstrates exceptional ability to sing expressively	demonstrates considerable ability to sing expressively	demonstrates some ability to sing expressively	demonstrates limited ability to sing expressively	
<b>Communication</b>					
communicate their response to music in grade appropriate ways	thoroughly communicates their response to music in grade appropriate ways	effectively communicates their response to music in grade appropriate ways	sufficiently communicates their response to music in grade appropriate ways	briefly communicates their response to music in grade appropriate ways	
communicate their thoughts and feelings about the music they hear	insightfully communicates their thoughts and feelings about the music they hear	adeptly communicates their thoughts and feelings about the music they hear	adequately communicates their thoughts and feelings about the music they hear	briefly communicates their thoughts and feelings about the music they hear	
express responses to various kinds of music by means of appropriate movements	masterfully expresses responses to various kinds of music by means of appropriate movements	competently expresses responses to various kinds of music by means of appropriate movements	adequately expresses responses to various kinds of music by means of appropriate movements	expresses responses to various kinds of music by means of appropriate movements with assistance	
use the grade associated vocabulary and musical terminology correctly	consistently uses the grade associated vocabulary and musical terminology correctly	usually uses the grade associated vocabulary and musical terminology correctly	sometimes uses the grade associated vocabulary and musical terminology correctly	rarely uses the grade associated vocabulary and musical terminology correctly	
<b>Critical Analysis and Appreciation</b>					
recognize that mood can be created through music	insightfully recognizes that mood can be created through music	adeptly recognizes that mood can be created through music	satisfactorily recognizes that mood can be created through music	recognizes that mood can be created through music with assistance	
identify ways in which music is a part of their daily life	identifies numerous ways in which music is a part of their daily life	identifies many ways in which music is a part of their daily life	identifies some ways in which music is a part of their daily life	identifies a few ways in which music is a part of their daily life	