

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Course: The Arts – Grade 3 Music

## Do Re Mi Music Activity Assessment

**Expectations:** 3C1, 3C2, 3C3

Criteria	Level 1 (50% - 59%)	Level 2 (60% - 69%)	Level 3 (70% - 79%)	Level 4 (80% - 100%)	Mark
<b>Understanding of concepts</b>					
demonstrate an understanding of the basic elements of music	demonstrates a limited understanding of the basic elements of music	demonstrates a basic understanding of the basic elements of music	demonstrates a firm understanding of the basic elements of music	demonstrates a thorough understanding of the basic elements of music	
demonstrate understanding of the difference between the terms beat and rhythm	demonstrates limited understanding of the difference between the terms beat and rhythm	demonstrates some understanding of the difference between the terms beat and rhythm	demonstrates considerable understanding of the difference between the terms beat and rhythm	demonstrates a thorough understanding of the difference between the terms beat and rhythm	
identify beat, rhythm, melodic contour, dynamics, and tempo in music	identifies beat, rhythm, melodic contour, dynamics, and tempo in music with assistance	sufficiently identifies beat, rhythm, melodic contour, dynamics, and tempo in music	accurately identifies beat, rhythm, melodic contour, dynamics, and tempo in music	masterfully identifies beat, rhythm, melodic contour, dynamics, and tempo in music	
recognize that sounds/silences of different durations are represented by symbols	recognizes that sounds and silences of different durations can be represented by symbols with assistance	adequately recognizes that sounds and silences of different durations can be represented by symbols	competently recognizes that sounds and silences of different durations can be represented by symbols	expertly recognizes that sounds and silences of different durations can be represented by symbols	
<b>Performance and Creative Work</b>					
create and perform music, using a variety of sound sources	creates and performs music with assistance, using a limited variety of sound sources	creates and performs basic music, using a suitable variety of sound sources	creates and performs well developed music, using a good variety of sound sources	creates and performs refined music, using a wide variety of sound sources	
create and perform musical compositions	creates and performs emerging musical compositions	creates and performs basic musical compositions	creates and performs solid musical compositions	creates and performs exceptional musical compositions	
create melodic contour maps that indicate the direction of pitches	creates melodic contour maps with assistance	creates satisfactory melodic contour maps	creates well developed melodic contour maps	creates exemplary melodic contour maps	

sing music from a variety of cultures and historical periods	is beginning to sing music from a variety of cultures and historical periods	satisfactorily sings music from a variety of cultures and historical periods	skilfully sings music from a variety of cultures and historical periods	masterfully sings music from a variety of cultures and historical periods	
substitute different words in familiar songs or create new verses	substitutes different words in familiar songs or creates new verses with limited success	substitutes different words in familiar songs or creates new verses with some success	substitutes different words in familiar songs or creates new verses with considerable success	substitutes different words in familiar songs or creates new verses with exemplary success	
<b>Communication</b>					
communicate their response to music in grade appropriate ways	briefly communicates their response to music in grade appropriate ways	sufficiently communicates their response to music in grade appropriate ways	effectively communicates their response to music in grade appropriate ways	thoroughly communicates their response to music in grade appropriate ways	
communicate their thoughts and feelings about the music they hear	briefly communicates their thoughts and feelings about the music they hear	adequately communicates their thoughts and feelings about the music they hear	adeptly communicates their thoughts and feelings about the music they hear	insightfully communicates their thoughts and feelings about the music they hear	
explain their musical choices using appropriate terminology	briefly explains their musical choices using appropriate terminology	adequately explains their musical choices using appropriate terminology	competently explains their musical choices using appropriate terminology	thoroughly explains their musical choices using appropriate terminology	
express their response to music from a variety of cultures and historical periods	hesitantly expresses their response to music	adequately expresses their response to music	competently expresses their response to music	thoroughly expresses their response to music	
identify the feelings that are evoked by a particular piece of music	identifies a few of the feelings that are evoked by a particular piece of music	identifies some of the feelings that are evoked by a particular piece of music	identifies many of the feelings that are evoked by a particular piece of music	identifies a wide variety of feelings that are evoked by a particular piece of music	
recognize and explain the effects of different musical choices	recognizes and explains the effects of different musical choices with assistance	suitably recognizes and explains the effects of different musical choices	competently recognizes and explains the effects of different musical choices	masterfully recognizes and explains the effects of different musical choices	