

THE ARTS – Music

<p>Grades 1-3 <i>Creating and Performing:</i> apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music.</p>	<p><i>[Name]</i> used <i>[his/her]</i> knowledge of rhythm and beat to <i>[accompany a song with musical instruments]</i>.</p>	<p><i>[Name]</i> is encouraged to listen to the beat and understand the rhythm of pieces of music. Listening to and discussing music with <i>[Name]</i> could help improve this skill.</p>
<p>Grade 4-6 <i>Creating and Performing:</i> apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music.</p>	<p><i>[Name]</i> can accurately play a variety of songs on the <i>[specific instrument, such as recorder]</i> by reading musical notation.</p>	<p><i>[Name]</i> should try experimenting with various elements of music (e.g., metre, dynamics) in order to create different effects with the same piece of music.</p>
<p>Grades 7-8 <i>Creating and Performing:</i> apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music.</p>	<p><i>[Name]</i> identified and explained the choice of the dynamics and tempo of a <i>[specific task, such as jingle, graduation song, melody]</i> <i>[he/she]</i> created using <i>[specific tool, such as Garage Band, Ipod, musical instrument]</i> and adding lyrics.</p>	<p><i>[Name]</i> is beginning to be able to identify various dynamics (volumes) and tempos (speeds) in music <i>[he/she]</i> has created. <i>[He/she]</i> needs to review musical notation to be able to answer correctly such questions as, “If you follow the repeats in a particular piece of music, how many bars will actually be played or sung?”</p>
<p>Grades 1-3 <i>Reflecting, Responding, and Analysing:</i> apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.</p>	<p><i>[Name]</i> can confidently discuss music and how it makes <i>[him/her]</i> feel. This was demonstrated by <i>[specific task, such as his/her response to Beethoven’s Symphony no. 9]</i>.</p>	
<p>Grades 4-6 <i>Reflecting, Responding, and Analysing:</i> apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.</p>	<p><i>[Name]</i> presents insightful responses to music performed by others. For example, <i>[he/she]</i> <i>[specific task, such as created a dance to accompany a recording of Dance of the Sugar Plum Fairy, and explained how his/her movements reflected the mood of the song]</i>.</p>	<p><i>[Name]</i> could practice identifying and describing the effect of musical elements in songs <i>[he/she]</i> likes to listen to at home.</p>
<p>Grades 7-8 <i>Reflecting, Responding, and Analysing:</i> apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.</p>	<p>After <i>[specific task, such as listening to three versions of Jingle Bells]</i>, <i>[Name]</i> chose <i>[his/her]</i> preferred version. <i>[He/she]</i> communicated <i>[his/her]</i> reasons for choosing the particular song, including how it made <i>[him/her]</i> feel. After creating <i>[specific task, such as a jingle, song, melody]</i>, <i>[Name]</i> identified strengths and areas for improvement as a performer.</p>	<p>When listening to musical pieces, <i>[Name]</i> is able to identify whether or not <i>[he/she]</i> likes the music, but has difficulty communicating what it is about the music that <i>[he/she]</i> likes. For example, <i>[Name]</i> has trouble expressing how a song makes <i>[him/her]</i> feel or what about the song makes it appealing or not appealing.</p>

<p>Grades 1-3 <i>Exploring Forms and Cultural Contexts:</i> demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.</p>	<p><i>[Name]</i> demonstrated an understanding of different musical genres and styles during <i>[specific task, such as our social studies project on cultures around the world.]</i>.</p>	
<p>Grades 4-6 <i>Exploring Forms and Cultural Contexts:</i> demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.</p>	<p><i>[Name]</i> can describe various ways music is used to create specific responses in listeners in our culture. For example, <i>[he/she]</i> provided several details regarding <i>[specific evidence, such as the action, setting, etc., suggested by a piece of music from a popular movie]</i>.</p>	<p>In order to improve <i>[his/her]</i> appreciation of how music influences our culture, <i>[Name]</i> could discuss the selection of theme and background music for some television programs with someone at home.</p>
<p>Grades 7-8 <i>Exploring Forms and Cultural Contexts:</i> demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.</p>	<p><i>[Name]</i> <i>[specific evidence, such as brought in two musical pieces that were opposites in his/her opinion]</i> to demonstrate <i>[his/her]</i> understanding of a variety of musical genres and styles from both the past and present (e.g., classical, rap, hip-hop). <i>[He/she]</i> was able to discuss the historical context of <i>[specific evidence, such as rap]</i>.</p>	<p><i>[Name]</i> had difficulty identifying the genre or style of music (e.g., classical, rap, hip-hop) of songs. <i>[He/she]</i> would benefit from listening to a variety of music while in the car or at home and discussing with a family member the genre or style of music of various songs.</p>