

# Visual & Performing Arts



## Evidence of Alignment Expectations

**Grade Band/Proficiency Level Expectations-** *Please use this template to describe the student outcomes of the instructional grade band or proficiency level.*

### 1st Grade General Music

**Students CAN** (Please add lines as needed)

Delaware Performance Standards

Students CAN define measure/recall the definition of beat and steady beat /Students CAN name objects that have a steady beat	NCCAS: Cn11.0.1a, Re7.2.1a
students CAN define strong beat, students CAN define weak beat , Students bCAN recognize and move to strong and weak beats in a song	NCCAS: Cn11.0.1a, Re7.2.1a
I CAN move to a meter of 2 by marching and a meter of 4 by walking, I CAN recognize that strong and weak beats help us count in meters of 2 and 4, I CAN sing a song in a meter of 2	NCCAS: Cn11.0.1a, Cr1.1.1a, Re7.2.1a

### **Students Demonstrate UNDERSTANDING**

*Students will demonstrate their knowledge, skills and understanding through the following instruments that are aligned to the Delaware Standards for Visual & Performing Arts:*

**SUMMATIVE ASSESSMENT MEASURES**

Delaware Performance Standards

Scholars will be asked to keep a steady beat to a song, Scholars will asked to name real world objects that produce a steady beat,scholars will be asked to compare beat to their own heartbeat by finding their pulse, Scholars will	NCCAS: Cn11.0.1a, Re7.2.1a
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watch Quavers episode on beat , Scholars will review	
Scholars will keep the beat to a song as they enter, Scholars will learn the definitions of strong and weak, Scholars will find the strong and weak beats in a song while watching a video , Scholars will listen to tracks and correctly place the strong and weak beats	NCCAS: Cn11.0.1a, Re7.2.1a
I CAN move to a meter of 2 by marching and a meter of 4 by walking, I CAN recognize that strong and weak beats help us count in meters of 2 and 4, I CAN sing a song in a meter of 2	NCCAS: Cn11.0.1a, Cr1.1.1a, Re7.2.1a

## Assessment Rubric

1 Not Met	2 Below	3 Approaching	4 Meeting	5 Exceeding
Performed very few vocal, instrumental, and dance elements accurately.	Performed some vocal, instrumental, and dance elements accurately	Performed most vocal, instrumental, and dance elements accurately.	Performed all vocal, instrumental, and dance elements accurately	Performed all vocal, instrumental, and dance elements at a high
Little attempt to support other performers.	sometimes supported other performers.	Mostly supported other performers	Consistently supported other performers.	engaged and supported other students in a leadership

Off-task and inattentive behavior.	Some appropriate attention and behavior.	Mostly appropriate attention and behavior	Appropriate attention and behavior.	Consistent appropriate attention and behavior
Little evidence of expressive performance and connection with the audience.	Moments of expressive performance and connection with the audience.	Mostly expressive performance and connection with the audience	Consistently expressive performance and connection with the audience.	High level expressive performance and connection with audience

[Steady Beat Drum song](#)

[Beat Assesment](#)

[Student response form](#)