

# 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.*

### 2nd Grade General Music

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

Delaware Performance Standards

<p>Students CAN Recall the definition of Beat. Students CAN Recall the definition of Steady Beat.</p> <p>Students CAN Perform steady beat in a song."</p>	<p>NCCAS: Cn10.0.2a, Cn11.0.2a, Pr4.2.2a, Pr6.1.2a, Re7.2.2a, Re8.1.2a</p>
<p>Students CAN Define Strong Beat. Students CAN Define Weak Beat. Students CAN feel and find the strong and weak beats in a song."</p>	<p>NCCAS: Cn10.0.2a, Cn11.0.2a, Cr2.1.2b, Pr6.1.2a, Re7.2.2a, Re8.1.2a</p>

### **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

<p>Scholars will Sing and move to Strong Weak to reinforce the concepts of strong, weak, and steady beats. Scholars will Define Beat and Steady Beat, revealing the objects that produce a steady beat., Scholars will Watch the Beat video episode and discuss.</p>	<p>NCCAS: Cn10.0.2a, Cn11.0.2a, Pr4.2.2a, Pr6.1.2a, Re7.2.2a, Re8.1.2a</p>
<p>assessments linked below</p>	

## 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 hi
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 leader
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

**Strong weak song/chant**

**Baat assessment 2nd**

**Assessment response form 2nd**