

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.*

3rd Grade General Music

Students CAN (Please add lines as needed)

Delaware Performance Standards

students CAN Define Meter Sign. Students CAN identify and perform the rhythms from one phrase of a familiar song."	NCCAS: Cn11.0.3a, Cr2.1.3a, Cr2.1.3b
Students CAN Define Ostinato Students CAN Create an ostinato or rhythm combination for a song in a meter of 4. Students CAN Play a two-measure improvisation over an ostinato."	NCCAS: Cn10.0.3a, Cn11.0.3a, Cr2.1.3b
I CAN the lines and spaces of the treble clef staff.	NCCAS: Cr1.1.3b, Pr4.2.3b

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

play rhythm instruments along with Hey, Mr. Beat Boy! Define Ostinato. Create an ostinato for Hey, Mr. Beat Boy! Improvise a two measure rhythm while others play an ostinato. Create a repeated movement (ostinato movement)	NCCAS: Cn10.0.3a, Cn11.0.3a, Cr2.1.3b NCCAS: Cr1.1.3b, Pr4.2.3b
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<p>Watch the Lines and Spaces video episode. Review the line names of the treble clef staff. Review the space names of the treble clef staff. Assess students' knowledge of lines and spaces with Quaver's Quirky Quiz. "</p>	
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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 leadership role
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
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[Hey Mr. Beat Boy Song](#)

[Rhythm assessment form](#)

[Assessment response form](#)