

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.*

4th Grade General Music

Students CAN (Please add lines as needed)

Delaware Performance Standards

<p>Students CAN Define Triplets. Students CAN Describe the purpose of a steady beat. Students CAN Explain the purpose of a meter sign. Students CAN Recognize and perform rhythm patterns that include triplets."</p>	<p>NCCAS: Cn11.0.4a, Cr1.1.4b, Pr4.2.4a, Pr4.2.4b</p>
<p>Students CAN Define Sixteenth Notes. Students CAN Perform rhythmic patterns in a song based on sixteenth notes. Students CAN improvise a rhythm pattern independently on a classroom instrument while others play a steady beat."</p>	<p>NCCAS: Cr1.1.4a, Cr2.1.4a, Cr2.1.4b, Cr3.2.4a, Pr4.2.4a, Pr4.2.4b</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>"Introduce students to the concept of sets of four. Introduce sixteenth notes by having students tap a sixteenth note pattern. Review the definition of ostinato and how it is used.</p>	<p>NCCAS: Cr1.1.4a, Cr2.1.4a, Cr2.1.4b, Cr3.2.4a, Pr4.2.4a, Pr4.2.4b</p>
---	--

<p>Play along with Sixteenth Note Samba. Impvise and echo patterns to Sixteenth Note Samba.</p>	
<p>Introduce and define Triplet. Divide the class into groups and learn triplets through chanting the The Triplet Song. Create and speak triplet and other rhythms. Review what we learned today."</p>	<p>NCCAS: Cn11.0.4a, Cr1.1.4b, Pr4.2.4a, Pr4.2.4b</p>

Assessment Rubric

1 Not Met	2 Below	3 Approaching	4 Meeting	5 Exceeding
<p>Performed very few vocal, instrumental, and dance elements accurately.</p>	<p>Performed some vocal, instrumental, and dance elements accurately.</p>	<p>Performed most vocal, instrumental, and dance elements accurately.</p>	<p>Performed all vocal, instrumental, and dance elements accurately</p>	<p>Performed all vocal, instrumental, and dance elements at a high l</p>
<p>Little attempt to support other performers.</p>	<p>Sometimes supported other performers.</p>	<p>Mostly supported other performers</p>	<p>Consistently supported other performers.</p>	<p>engaged and supported other students in a leadership role</p>
<p>Off-task and inattentive behavior.</p>	<p>Some appropriate attention and behavior.</p>	<p>Mostly appropriate attention and behavior</p>	<p>Appropriate attention and behavior</p>	<p>Consistent appropriate attention and behavior</p>

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
---	---	--	---	--

[Sixteenth note samba](#)

[triplet Song](#)

[Assessment](#)

[Assessment response form](#)