

# 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.*

### 5th/6th Grade Vocal Music

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

Delaware Performance Standards

I CAN use Kuumba to create musical ideas with rhythm and melody.	MU:Cr2.1.5b, MU:Cr2.1.6a
I CAN use Kujichagulia to notate my musical ideas with rhythm and melody.	MU:Cr2.1.5b, MU:Cr2.1.6b
I CAN show Ujima by working together to create a sightreading rhythm for the class.	MU:Cr1.1.5a
I CAN show Ujima by working together to create a sightreading melody for the class that uses the pentatonic scale.	MU:Cr2.1.5a
I CAN show Ujima by working together to create a new singing warmup for the class in ABA form.	MU:Cr1.1.6, MU:Cr1.1.5b

### **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

Rhythm and melody improvisation self-assessment (see handout on p.3)	MU:Cr2.1.5b, MU:Cr2.1.6a
Melodic notation assessment (see handout on p.3)	MU:Cr2.1.5b, MU:Cr2.1.6b
Rhythmic notation assessment (see handout on p.4)	MU:Cr1.1.5a

Sightreading Challenge (see handout p.5)	MU:Cr2.1.5a
Final singing warm-up composition (see rubric)	MU:Cr1.1.6, MU:Cr1.1.5b

## Assessment Rubric - Final Singing Warm-up Composition

1 Not Met	2 Below	3 Approaching	4 Meeting	5 Exceeding
There is only one section in the song: it does not follow ABA form.	There are several sections, but the form is unclear.	There seems to be an ABA form but the transitions are unclear, or one part is underdeveloped.	The composition has an ABA structure.	The ABA structure is unique and interesting, with clear transitions.
The melody does not show understanding of the pentatonic scale.	The melody has some notes from the pentatonic scale and some notes outside of the scale.	The melody mostly uses the pentatonic scale with a few notes out of the scale.	The melody composed uses the pentatonic scale.	The melody shows creativity, evidence of several drafts, and has a natural singing line.
The melody does not follow the harmonizing chords.	The melody has some notes that fit with the chord changes and some that do not.	The melody mostly follows the chord changes with a few notes outside of the harmonizing chord.	The melody follows the chord changes I-V-IV-I and all notes are written correctly on the staff.	The melody works within the chord changes and uses interesting passing tones.
The rhythms do not follow the time signature.	The rhythms are incorrectly notated with many errors.	The rhythms are mostly correct, with a few mistakes in notation or extra/missing beats.	The rhythms are in 6/8 time with the correct number of beats written in each measure.	The composition uses a variety of rhythms including dotted and 16th notes.

NAME: \_\_\_\_\_

**I CAN USE KUUMBA TO CREATE MUSICAL IDEAS WITH RHYTHM AND MELODY.**

**WEEK 22 SELF-ASSESSMENT**

Learning Target	0-1	2-3	4-5
<b>I can create a rhythmic idea with the drums.</b>	I didn't play at all, or I just played one hit and didn't try much.	I played a couple of beats without rhythm, copied someone else, or played in a silly way to make people laugh.	I played a rhythm that followed a beat. I used creativity. I used patterns I learned in our rhythm challenge.
<b>I can create a melody with scat singing.</b>	I didn't sing at all, or I just made a weird noise.	I said some scat syllables but they weren't in rhythm. I sang in a silly way to make people laugh.	I used the exercises we did to come up with scat syllables. I used creativity to combine them into a rhythm. I sang them on pitches that fit in the song.
<b>I can use Ujima to learn new music.</b>	I yelled things out during rehearsals and/or didn't participate.	I did some socializing, but most of the time I was on task and tried to learn new music with the group.	I raised my hand, offered suggestions, stayed focused, encouraged my classmates, and kept my voice quiet when others were talking and rehearsing.

NAME: \_\_\_\_\_

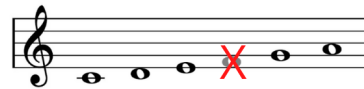
**I CAN USE KUJICHAGULIA TO NOTATE MY IDEAS WITH RHYTHM AND MELODY.**

**WEEK 23 ASSESSMENT**

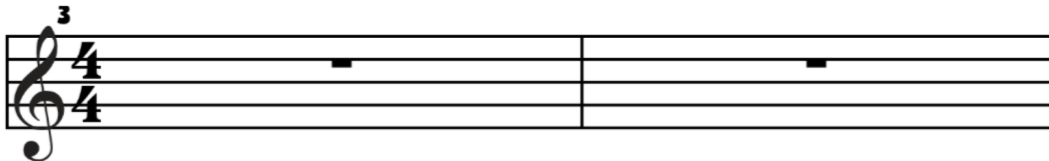
Choose one of these rhythm patterns for the first measure of your composition.



Choose pitches for your melody. Choose pitches from these options:



NOW, combine your rhythm pattern and pitches to write your melody.





NAME: \_\_\_\_\_

WEEK 25 SIGHTREADING PATTERNS

I CAN SHOW UJIMA BY WORKING TOGETHER TO CREATE A SIGHTREADING MELODY FOR THE CLASS THAT USES NOTES DO, RE AND MI.

Melody Pattern Bank

PART 1 - SING EACH PATTERN CORRECTLY.

Musical staff with notes DO, RE, DO

Musical staff with notes DO, RE, MI

Musical staff with notes MI, RE, DO

Musical staff with notes DO, DO, MI

PART 2 - WRITE THE SOLFEGE SYLLABLES UNDER EACH NOTE.

Musical staff with notes and dashed lines for syllables

NAME: \_\_\_\_\_

WEEK 25 SIGHTREADING CHALLENGE

I CAN SHOW UJIMA BY WORKING TOGETHER TO CREATE A SIGHTREADING MELODY FOR THE CLASS THAT USES NOTES DO, RE AND MI.

Melody Pattern Bank

Musical staff with notes DO, RE, DO

Musical staff with notes DO, RE, MI

Musical staff with notes MI, RE, DO

Musical staff with notes DO, DO, MI

CHOOSE TWO OF THE PATTERNS FOR YOUR CHALLENGE.

WRITE YOUR CHALLENGE BELOW.

YOU WILL THEN TRADE WITH ANOTHER GROUP AND CHALLENGE THEM TO SING IT CORRECTLY!

MODEL: Musical staff with notes and syllables

WRITE YOUR CHALLENGE HERE



Blank musical staff for challenge