

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.*

Kindergarten General Music

Students CAN (Please add lines as needed)

Delaware Performance Standards

I CAN define beat /steady beat	NCCAS: Cn11.0.Ka, Cr1.1.Ka, Cr1.1.Kb, Re7.2.Ka
I CAN identify steady beat in music by listening	NCCAS: Cn11.0.Ka, Pr4.3.Ka, Re7.1.Ka, Re8.1.Ka
I CAN express steady beat by moving and singing to a song	NCCAS: Cn11.0.Ka, Pr4.3.Ka, Re7.1.Ka, Re8.1.Ka
I CAN describe the difference between beat and no beat	NCCAS: Cn11.0.Ka, Pr4.3.Ka, Re7.1.Ka, Re8.1.Ka

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

listen and move to music with and without a beat	NCCAS: Cn11.0.Ka, Pr4.3.Ka, Re7.1.Ka, Re8.1.Ka
Teach fast and slow beat using a metronome, Have them march and chant to music , kids will express no beat using scarves	NCCAS: Cn11.0.Ka, Pr4.3.Ka, Re7.1.Ka, Re8.1.Ka
Scholars will move to steady beat using music. students will learn a rhythmic chant ,	NCCAS: Cn11.0.Ka, Pr4.3.Ka, Re7.1.Ka, Re8NCCAS: Cn11.0.Ka, Pr4.3.Ka, Re7.1.Ka, Re8.1.Ka

students will sing the rhythmic chant and compare	.1.Ka
students will fill out quaver assessment response form see link below	

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 level
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

KINDERGARTEN ASSESMENT

ASSESMENT RESPONSE FORM

STEADY BEAT SONG

march of the ducks chant