

Music Performance Rubric

Level	Beginning Performer		Intermediate Performer			Advanced Performer		
	1	2	3	4	5	6	7	8
PITCH	I am still working on high and low notes.	I performed some of the pitches correctly.	I performed many of the pitches correctly.	I performed most of the pitches correctly.	I performed nearly all of the pitches correctly.	I performed all of the pitches correctly, and I'm working on singing in tune.	I performed all of the pitches correctly and most of the notes were in tune.	I performed all of the pitches correctly and in tune.
DURATION	I am still working on long and short notes.	I performed some of the rhythms correctly.	I performed many of the rhythms correctly.	I performed most of the rhythms correctly.	I performed nearly all of the rhythms correctly.	I performed all of the rhythms correctly.	The meter was clear most of the time.	The meter was clear all of the time.
HEARTBEAT	I am still working on steady heartbeat.	The heartbeat was steady some of the time.	The heartbeat was steady much of the time.	The heartbeat was steady most of the time.	The heartbeat was steady nearly all of the time.	The heartbeat was steady all of the time.		
TONE	I am still working toward a natural sound.	I made a natural sound some of the time.	I made a natural sound much of the time.	I made a natural sound most of the time.	I made a natural sound nearly all the time.	I made a natural sound all the time.	I made an engaging sound.	I made a beautiful sound.
TECHNIQUE	I am still working on safely using my body.	I showed good technique with some parts of my body.	I showed good technique with many parts of my body.	I showed good technique with most parts of my body.	I showed good technique with nearly all of my body.	I showed good technique with all of my body.		
EXPRESSION	I am still working on fast/slow, loud/soft, and separated/connected.	I performed some of the written directions for tempo, dynamics, and articulation.	I performed many of the written directions for tempo, dynamics, and articulation.	I performed most of the written directions for tempo, dynamics, and articulation.	I performed nearly all of the written directions for tempo, dynamics, and articulation.	I performed all of the written directions for tempo, dynamics, and articulation.	I used expression to share the song's meaning beyond what was written.	I used expressive elements to artfully share the song's meaning.
Grade	U (60%)	N (70%)	S- (80%)	S (85%)	S+ (89%)	E- (90%)	E (94%)	E+ (100%)

Sample Music Rubrics

Henry Cowell

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Kodaly in the Kindergarten Classroom Micheal Houlahan,Philip Tacka,2015-04-01 Kod ly in the Kindergarten Classroom provides teachers with a step by step road map for developing children s performance creative movement and literacy skills in an organic and thoughtful manner Over 100 children s books are incorporated into Kod ly in the Kindergarten Classroom as well as 35 detailed lesson plans that demonstrate how music and literacy curriculum goals are transformed into tangible musical objectives Each chapter contains key questions discussion points and ongoing assignments Scholarly yet practical and accessible this volume is sure to be an essential guide for kindergarten and early childhood music teachers everywhere

The Classroom Teacher's Survival Guide Ronald L. Partin,2009-10-19 An updated edition of the best selling book for teacher success in the classroom Designed for new and experienced teachers alike this thoroughly revised and updated edition offers a value packed practical source of ready to use tips and strategies for meeting the challenges teachers face everyday while organizing and managing a classroom The third edition includes entirely new sections on teaching English language learners inquiry based learning building positive teacher student relationships wrapping up the school year and much more The book also features many new forms pre written letters checklists and reproducibles along with bonus forms and reproducibles that are available for free download from the web Includes tools and techniques proven to help teachers succeed in the classroom Contains new sections on teaching English language learners teacher student relationships inquiry based learning and more Many handy reproducible forms handouts and checklists Includes access to free downloadable bonus material on the web including pre written letters reproducible forms and worksheets

Dynamic Group-Piano Teaching Pamela Pike,2017-05-08 Dynamic Group Piano Teaching provides future teachers of group piano with an extensive framework of concepts upon which effective and dynamic teaching strategies can be explored and developed Within fifteen chapters it encompasses learning theory group process and group dynamics within the context of group piano instruction This book encourages teachers to transfer learning and group dynamics theory into classroom practice As a piano pedagogy textbook supplement for pedagogy classes or resource for graduate teaching assistants and professional piano teachers the book examines learning theory student needs assessment and specific issues for the group piano instructor

New Musical Resources Henry Cowell,1996-03-28 For this 1996 edition David Nicholls provides an explanatory essay and annotations to Henry Cowell s classic text

The Rubrics Way David G. Lazear,1998 With this resource teachers will learn to step beyond the boundaries of the traditional linguistic mathematical paradigm of assessment In the new brain based assessment paradigm instruction and assessment are two sides of a single coin Using MI based rubrics is the key to building authentic and intelligence fair assessments Provided here are 80 MI based rubrics guidelines which can be applied and adapted to students performances using the various intelligences 240 questions to ask when evaluating or assessing students MI based performances and the content material assessed 240 questions to ask students

about their MI based performances to confirm their understanding of the required content material real classroom examples of MI based assessment and rubrics which have been used by teachers and more **Benchmarks in Action** Carolynn A. Lindeman,2003 This book and CD set is designed to help music teachers at all levels develop standards based assessments Covers all nine content standards in the National Standards and provides specific examples of student responses to assessment tasks The CD provides audio benchmarks and includes music to stimulate student responses to selected tasks This set is the second publication from the Benchmark project **Teaching Children Dance** Susan M. Flynn,Emily Enloe,Theresa Purcell Cone,Stephen L. Cone,2023-11-16 Teaching Children Dance is back and better than ever The fourth edition of this text retains everything dance educators have loved in previous editions while providing significant updates and new material What's New in This Edition New material in the text which contains learning experiences for physical education dance and classroom settings and is geared toward K 12 students of all ability levels includes the following Two new chapters that feature 32 new learning experiences for popular fitness and social dances as well as for folk and cultural dances based on traditional movements and songs from around the globe Instructional videos of teaching techniques movements and dances from the two new chapters Online resources accessed through HKPropel that include PowerPoint presentations gradable assessments and forms that can be used as is or adapted Other new material includes suggested answers to chapter ending reflection questions updates to discussions on dance and the whole child education initiative new material on how 21st century skills promote creative thinking collaboration communication global awareness and self direction and a description of the link between dance and the 2018 Physical Activity Guidelines for Americans Dance an Inherent Component of Education This latest edition of Teaching Children Dance brings a new perspective focused on dance as an inherent component of a child's education says coauthor Susan Flynn Since our last edition educational issues have refocused on students gaining knowledge and skills that can be applied to all aspects of their lives Dance is one mode for learning that involves using the body and the senses to gather information communicate and demonstrate conceptual understandings Book Organization The text is organized into two parts with part I's seven chapters providing the foundation for developing dance learning experiences and offering ideas for planning a yearlong program a unit or a single lesson Part II contains two chapters of creative dance learning experiences and two chapters on choreographed learning experiences Each learning experience includes learning outcomes ideas for the introduction and warm up development and culminating dance variations and adaptations and assessment suggestions that are directly linked to each outcome Fun Learning for All Ability Levels Teaching Children Dance offers dance instructors insight into designing lessons for students of all skill levels including those with disabilities and provides a variety of teaching strategies assessment tools and instruction on effective demonstrations all to make the learning experience fun and motivating for the dancers We've developed learning experiences that encourage creativity positive social interaction and motor skill development says Flynn Students view dance as a way to

have fun This opens the door for dance to be a welcomed activity in the school curriculum Note A code for accessing HKPropel is not included with this ebook but may be purchased separately *The ceremonies of the mass, arranged conformably to the rubrics of the Book of common prayer, by W. McGarvey, C.P.A. Burnett* Holy communion Order of Amer. episc. ch,1905 **The Annotated Book of Common Prayer ... Edited by the Rev. J. H. Blunt ... Seventh Edition** ,1876

Standards-based Activities with Scoring Rubrics: Performance-based portfolios ,2002 *The Annotated Book of Common Prayer ... Edited by the Rev. J. H. Blunt ... Sixth Edition* ,1872 Spotlight on General Music The National Association for Music Education, MENC:,2007-01-15 General music teachers at all levels elementary middle school and high school will find ideas suggestions and lesson plans for teaching to the National Standards in this publication Includes sections on teaching each of the nine standards as well as chapters about general music assessment and alternative strategies such as Orff and Kod ly Article topics include singing composition improvisation and guitar

Designing and Using Rubrics for Reading and Language Arts, K-6 Joan F. Groeber,2007 A valuable resource for teachers who use authentic assessment to support student learning Helpful for new teachers teachers new to using authentic assessments and experienced teachers looking for new ideas Barbara A Bradley Assistant Professor of Teaching and Leadership University of KansasAn excellent resource for classroom teachers assessment specialists staff developers and curriculum developers The information is comprehensive teacher friendly and easy to use making the book a valuable tool in the classroom Tracy Taylor Callard English Language Arts Teacher Wichita Collegiate School Wichita KSEnhance literacy instruction using a proven assessment tool rubrics Rubrics are essential tools for providing effective instruction and assessing student achievement Literacy consultant Joan Groeber provides educators with a teacher friendly step by step guide for creating and using rubrics to assess a wide range of literacy skills Groeber s approach helps ensure that students gain a clear understanding of teacher expectations and assume a greater responsibility for their own learning Offering an overview of rubrics as instructional tools with methods and strategies for developing them the revised edition includes Expanded guidelines for creating rubrics More than 40 time saving preconstructed model rubrics covering key literacy skills Rubrics at both primary and intermediate grade levels Strategies for introducing rubrics to students and suggestions for using the rubrics New rubrics that reflect the expanding field of literacy education including information literacy and technology use Using this comprehensive resource teachers can design rubrics to meet their specific classroom needs giving students the opportunity to identify and achieve high levels of performance

Rubrics Germaine L. Taggart,Sandra J. Phifer,Judy A. Nixon,1998 Describes strategies teachers and administrators may use to construct and adapt rubrics and explains how to use them to assess instruction and performance **Classroom Connect Newsletter** ,2002 *Classroom Assessment for Students in Special and General Education* Cathleen G. Spinelli,2006 For courses in Assessment in Special Education Written for future teachers and experienced educators Classroom Assessment for Students in Special and General Education second edition provides the

skills needed to effectively use assessment particularly informal assessment in understanding the needs of the whole student The primary text on classroom assessment procedures is now revised with the latest in authentic curriculum and performance based assessment measures with direct connections to instruction IEP development and reporting to parents The focus is on providing teachers with a variety of assessment procedures the why what and how of testing directions on how to construct administer score interpret graph monitor write and report assessment results

School Library

Management Catherine M. Andronik,2003 K 12 school librarians have come to count on the proven practical advice in previous editions of this comprehensive guidebook The fifth edition updates every topic from collection development and standardized testing to integrating the Web into the research process WebQuests eBooks and other new technologies keep media specialists current with today s changes while core topics such as budget and facilities planning reinforce the basics

Literacy Assessment James David Cooper,Nancy D. Kiger,2005 This text presents literacy assessment as a natural part of the instructional cycle Through the text s practical positive approach to the stages of developmental literacy preservice teachers and reading specialists learn to assess student progress on a daily basis Case studies chapter summaries and readings for further exploration make this text accessible and informative A companion web site includes several interactive tools for instruction and learning Each Benchmark is followed by assessment and instructional strategies that help teachers apply theory to practice Comprehensive coverage includes state and national standards and assessment of second language learners Research and references highlight up to date instructional strategies including the use of technology

The

Organized Teacher, Second Edition Steve Springer,Brandy Alexander,Kimberly Persiani,2012-01-03 Everything you need to know to run an organized and flourishing classroom even if it is your first year teaching The Organized Teacher has been a faithful companion for thousands of new and veteran teachers alike It has helped instructors like you get along with a principal arrange the desks in a room organize a field trip and much much more Now this classic bestseller has been revised with fresh ideas and boasts a helpful download bursting with printable checklists and templates Inside you ll find Reproducible pages ready for use including charts diagrams guidelines sample record pages lesson plan sheets and more Ideas for your classroom including art projects and playground games More than 150 forms and checklists available for download New and improved ideas to make your classroom work efficiently

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