

SKILLS DEVELOPMENT RUBRIC: MUSIC							
Skill	Early	1st	2nd	3rd	4th	N5	Higher
<b>Identify music concepts and styles</b> <i>(from listening to a piece/s of music)</i>	<b>Melody</b> (sound/silence High/low, Loud/quiet)  <b>Rhythm</b> (Fast/slow)	<b>Melody</b> (getting higher/lower)  <b>Rhythm</b> (Beats/pulse Faster/slower)  <b>Dynamics</b> (loud/quiet)	<b>Melody/harmony</b> (changes in pitch Ascending/Descending, Major/Minor, Repetition)  <b>Rhythm/tempo</b> (Beats in a bar, slow/walking pace/fast)	<b>Melody/ harmony</b> (Major/minor, Repetition, Sequence, Step/Leap, chord/chord changes)  <b>The rhythm/tempo</b> (2,3,4 beats in a bar, On/off beat)  <b>Texture/structure/form</b> (accompanied/unaccompanied Repetition/riff)  <b>Timbre/dynamics</b> (instruments/group of instruments performing)	-The time signature -The melody/ harmony -The rhythm/ tempo -The texture/ structure/ form -The timbre/ dynamics -The chord sequence	-The tempo & time signature -The beats in each bar -The instrument playing the melody -The name of the particular note -The key of the music -The chord sequence -Two features of the music -The instrument playing the accompaniment	-The time signature -Three/four concepts in the music, from a list of 10. -The rhythmic feature -The key of the music -The instrument playing the melody -The instrumental group performing the excerpt
<b>Identify music signs, symbols and terms</b>	Identify symbols for loud quiet/fast/slow	Identify the symbols (1 in total)  Loud/quiet higher/lower Faster/slower  1 & ½ beat notes	Identify the symbols (2 in total)  1 & ½ beat notes beats in a bar (symbol only) Time signature Repetition	Identify the symbols (3 in total)  ½, 1, 2,3 and 4 beat notes Repetition Dynamics Time signature	Use pictorial symbols to show understanding of dynamics and notation in music	Identify and use the correct pictorial symbols and musical terms in sections of music Identify key signatures Identify chords	Identify and use the correct pictorial symbols and musical terms in sections of music

		beats in a bar (with an associated word)					
<b>Describe</b> <i>(from listening to a piece/s of music)</i>	Thoughts/feelings on the music  Respond to others work	The changes in pitch/direction of melody and change in dynamics  Step/Leap louder/softer	-The style of music -The playing techniques	-The style of music - The voice type (tenor, soprano...) -The performing techniques (striking, bowing, strumming, plucking)	-The style of music - The voice type (tenor, soprano etc) -The prominent features of the music, making 3 points.	-The style of music -The texture -The ornament featured by the solo instrument -The string playing technique. -The vocal style - The voice type (tenor, soprano etc) -The prominent features of the music, making 5 points.	-The style of music -The melody -The texture -The timbre -The playing technique for one of the key instruments. -The names of chords heard in certain bars.
<b>Compare</b>	Two pieces of music and identify which one is loud/quiet/fast/slow	Two pieces of music and identify which one is ascending/descending/discuss volume changes	Two pieces of music and identify which piece is Major/Minor/identify similarities or differences in style	Two pieces of music and two similarities/differences	Two pieces of music and three similarities/differences	Two pieces of music and four similarities/differences	Two pieces of music, finding five concepts common to both (using a list to assist)

<b>Insert</b> <i>(having listened to a piece of music and with notation in front of you)</i>	N/A at this level	Following lyrics and identifying where the music stopped  Following a pattern of symbols and respond when it stops	Following a pattern and identifying the missing rhythm from 1 or ½ beat notes	One missing note, from a list, to complete the bar. The Time signature	-Two missing notes to complete a bar -The Time signature -The dynamics	-The missing notes to complete a bar The Time signature -The Tempo -The Key	- The missing notes to complete a bar and describe it. -A missing rest
<b>Analyse</b>	N/A at this level	Topic based discussions within class if appropriate	Topic based discussions within class if appropriate	The impact of social and cultural influences on a piece of music, with one example.	The impact of social and cultural influences on a piece of music, with two examples.	The impact of social and cultural influences on a piece of music  The importance of cultural identity in the development of a musical style	The impact of social and cultural influences on a piece of music The importance of cultural identity in the development of a musical style