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| Musicplay Grade 4 - Beat & Rhythm Checklist |

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| Name | Beat: Moves and Plays Steady Beat | Beat: Demonstrates Beat Through Conducting | Beat: Moves and IDs Accented Beat | Steps or Plays Beat, Claps Rhythm | Reads Rhythm Icon  Description automatically generated | Reads Rhythm  Icon  Description automatically generated with low confidence | Reads Rhythm A picture containing text, clipart  Description automatically generated | Writes the Rhythm of a Phrase or Song | Composes and Plays Rhythm |
|  | Yes / No | Yes / No | Yes / No | Yes / No | Yes / No | Yes / No | Yes / No | Yes / No | Yes / No |
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| Musicplay Grade 4 - Beat Rubric: Body Percussion |

Objective: Keeps the beat accurately when using body percussion. (Tap, Pat)

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| Name | The student continues working towards keeping the beat when using body percussion. | The student sometimes keeps the beat accurately when using body percussion. | The student usually keeps the beat accurately when using body percussion. | The student always keeps the beat accurately when using body percussion. |
|  | 1. Beginning | 2. Satisfactory | 3. Proficient | 4. Excellent |
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| Musicplay Grade 4 - Beat Rubric: Playing Instruments |

Objective: Keeps the beat accurately when playing instruments.

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| Name | The student continues working towards keeping the beat when playing instruments. | The student sometimes keeps the beat accurately when playing instruments. | The student usually keeps the beat accurately when playing instruments. | The student always keeps the beat accurately when playing instruments. |
|  | 1. Beginning | 2. Satisfactory | 3. Proficient | 4. Excellent |
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| Musicplay Grade 4 - Rhythm Rubric: Pattern |

Objective: Begins the pattern on the beat.

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| Name | The student is not able to start on the beat. | The student starts close to the beat. | The student is very close to starting on the beat. | The student begins accurately on the beat. |
|  | 1. Developing | 2. Beginning | 3. Satisfactory | 4. Excellent |
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| Musicplay Grade 4 - Rhythm Rubric: Reading |

Objective: Accurately reads (says or claps) the rhythm.

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| Name | The student is not able to read the rhythm. | The student accurately reads part of the rhythm. | The student accurately reads most of the rhythm. | The student accurately and confidently reads all of the rhythm. |
|  | 1. Developing | 2. Beginning | 3. Satisfactory | 4. Excellent |
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| Musicplay Grade 4 - Rhythm Rubric: Performing a Pattern |

Objective: The student maintains a steady beat while performing the pattern.

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| Name | The student is not able to maintain a steady beat while performing the pattern. | The student maintains a steady beat for part of the pattern. | The student maintains a steady beat for most of the pattern. | The student accurately maintains a steady beat for all of the pattern. |
|  | 1. Developing | 2. Beginning | 3. Satisfactory | 4. Excellent |
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| Musicplay Grade 4 - Melodic Checklist |

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| Name | Identify Step/Skip Unison | Note Name Assess | Note Name Assess | Reads Song | Good Posture | Singing “Hello” Attendance | Sings With  Expression  in Class | Sings With Head Tone in Class |
|  | Yes / No | Mark | Mark | Yes / No | Yes / No | Rubric | Rubric | Rubric |
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| Musicplay Grade 4 - Melody Rubric: Pitch |

Objective: Matches pitch accurately when singing. Sing “Hello and the student sings “Hello” back.

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| --- | --- | --- | --- | --- |
| Name | The student continues working towards matching pitches accurately. | The student sometimes matches pitches accurately. | The student usually matches pitches accurately. | The student always matches pitches accurately. |
|  | 1. Beginning | 2. Satisfactory | 3. Proficient | 4. Excellent |
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| Musicplay Grade 4 - Melody Rubric: Sing |

Objective: Sings with a light, clear tone. Sing “Hello and the student sings “Hello” back.

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| Name | The student continues working towards singing with a light, clear tone. | The student sometimes singing with a light, clear tone. | The student usually singing with a light, clear tone. | The student always singing with a light, clear tone. |
|  | 1. Beginning | 2. Satisfactory | 3. Proficient | 4. Excellent |
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| Musicplay Grade 4 - Melody Rubric: Expression |

Objective: Sings with expression.

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| Name | The student continues working towards singing with expression. | The student sometimes sings with expression. | The student usually sings with expression. | The student always sings with expression. |
|  | 1. Beginning | 2. Satisfactory | 3. Proficient | 4. Excellent |
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| Musicplay Grade 4 - Melody Rubric: One Part - Two Part |

Objective: The student stays in tune on their own part when singing in two parts.

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| --- | --- | --- | --- | --- |
| Name | The student seldom stays in tune on their own part when singing in two parts. | The student sometimes stays in tune on their own part when singing in two parts. | The student usually stays in tune on their own part when singing in two parts. | The student consistently stays in tune on their own part when singing in two parts. |
|  | 1. Beginning | 2. Satisfactory | 3. Proficient | 4. Excellent |
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| Musicplay Grade 4 - Melody Rubric: Sings in Tune |

Objective: Sings in tune with good tone, expression, and diction.

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| Name | The student seldom sings in tune, with good tone, expression, and diction. | The student sometimes sings in tune, with good tone, expression, and diction. | The student usually uses sings in tune, with good tone, expression, and diction. | The student consistently sings in tune, with good tone, expression, and diction. |
|  | 1. Beginning | 2. Satisfactory | 3. Proficient | 4. Excellent |
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| Musicplay Grade 4 - Form, Creating, Responses to Music Checklist |

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| Name | Identifies Instruments Visually | Identifies Instruments Aurally | Response to Music of Other Cultures | Creates Accomp for Song | Identifies Form | Creates Piggyback Songs | Explains Mood | Tells Thoughts & Feelings | Explains Effect of Choices |
|  | Yes / No | 4-3-2-1 | 4-3-2-1 | 4-3-2-1 | 4-3-2-1 | 4-3-2-1 | 4-3-2-1 | 4-3-2-1 | 4-3-2-1 |
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| Musicplay Grade 4 - Composing Music Rubric |

Objective: Creates and plays an accompaniment with non-pitched instruments for a song.

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| Name | The student does not complete the task. | The student creates and plays an accompaniment that is sometimes played accurately. | The student creates and plays an accurate accompaniment that is somewhat interesting. | The student creates and plays an accurate accompaniment that is really interesting and effective. |
|  | 1. Beginning | 2. Satisfactory | 3. Proficient | 4. Excellent |
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| Musicplay Grade 4 - Responding to Music Rubric |

Objective: Writes detailed responses to music using musical terminology to describe a variety of the elements of music.

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| Name | The student gives an incomplete response to the music using little or no musical terminology with a very limited description of only one or two elements of music. | The student gives a limited response to the music using some musical terminology with a description of two or three elements of music. | The student gives a complete response that uses musical terminology to describe three or more elements of music. | The student gives a very detailed response using musical terminology to describe many elements of music. |
|  | 1. Beginning | 2. Satisfactory | 3. Proficient | 4. Excellent |
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| Musicplay Grade 4 - Checklist |

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| Musicplay Grade 4 - Rubric |

Objective:

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| Name | The student continues working towards. | The student sometimes. | The student usually. | The student always. |
|  | 1. Beginning | 2. Satisfactory | 3. Proficient | 4. Excellent |
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