

Grade 1

Music

A Celebration of Animals

The Task

Part 1

Students were to demonstrate their understanding of the differences between beat and rhythm while doing the following:

- performing a simple song
- creating and performing a rhythm composition of their own

Part 2

Students were to respond to a selected piece of music through movement. They were then to draw a picture and write a simple response in which they were to describe the music and tell how it made them feel.

Expectations

This task gave students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Music strand for Grade 1 in *The Ontario Curriculum, Grades 1–8: The Arts, 1998*. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. distinguish between beat and rhythm in a simple song (1a8);
2. create and perform musical compositions, applying their knowledge of the elements of music and patterns of sound (1a20);
3. communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (1a21);
4. describe their responses to music that they sing and hear, using appropriate vocabulary or musical terminology (1a23).

Prior Knowledge and Skills

To complete the task, students were expected to have some experience with, or some knowledge or skills related to, the following:

- identifying examples of beat and rhythm in music
- accompanying familiar pieces using a steady beat
- accompanying familiar pieces by clapping the rhythm patterns
- responding to music that they sing and hear, using appropriate musical vocabulary (e.g., *high, low, soft, loud, fast, slow*)
- communicating their response to music through pictures, words, and movement

In the teacher's notes accompanying the student samples that follow, the examples cited are either from the student worksheets (indicated by a "P", for "print") or from the videotape (indicated by a "V").

For information on the process used to prepare students for the task and on the materials and equipment required, see the Teacher Package, reproduced on pages 34–44 of this document.

Task Rubric – Music, Grade 1: A Celebration of Animals

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts				
	The student:			
1	– demonstrates limited understanding of the concepts of beat and rhythm	– demonstrates some understanding of the concepts of beat and rhythm	– demonstrates considerable understanding of the concepts of beat and rhythm	– demonstrates thorough understanding of the concepts of beat and rhythm
Critical Analysis and Appreciation				
	The student:			
3	– conveys thoughts and feelings about the music through language and illustration with limited effectiveness	– conveys thoughts and feelings about the music through language and illustration with some effectiveness	– conveys thoughts and feelings about the music through language and illustration with considerable effectiveness	– conveys thoughts and feelings about the music through language and illustration with a high degree of effectiveness
Performance and Creative Work				
	The student:			
1, 2	– demonstrates the ability to keep a steady beat in a familiar song with limited accuracy – performs a word rhythm pattern with limited accuracy	– demonstrates the ability to keep a steady beat in a familiar song with some accuracy – performs a word rhythm pattern with some accuracy	– demonstrates the ability to keep a steady beat in a familiar song with considerable accuracy – performs a word rhythm pattern with considerable accuracy	– demonstrates the ability to keep a steady beat in a familiar song with a high degree of accuracy – performs a word rhythm pattern with a high degree of accuracy
Communication				
	The student:			
4	– communicates thoughts and feelings about the music, making limited use of musical terminology	– communicates thoughts and feelings about the music, making some use of musical terminology	– communicates thoughts and feelings about the music, making considerable use of musical terminology	– communicates thoughts and feelings about the music, making extensive use of musical terminology

*The expectations that correspond to the numbers given in this chart are listed on page 8.

Note: This rubric does not include criteria for assessing student performance that falls below level 1.