

Quarter 1 Proficiency Scale

GR6	1 Novice	2 Approaching	3 Proficient	4 Advanced
Creating				
Performing	Has been exposed to technical accuracy, good posture, breathing technique and context and is working towards being able to demonstrate through classroom performances.	Shows progress toward technical accuracy, good posture, breathing, or context through classroom performances.	Demonstrates technical accuracy, good posture, breathing technique, and context through classroom performances (Pr6.1a, Pr6.1b).	Demonstrates technical accuracy, expressive qualities and musical context highlighted in classroom and public performances.
Responding	Has been exposed to and is working towards evaluating teacher provided music for technical elements, expressive intent, meaning, or context.	Evaluates teacher provided music for technical elements, expressive intent, meaning, or context.	Evaluates teacher provided music for technical elements, expressive intent, meaning and context (Re7.1, Re9.1).	Evaluates teacher provided music for technical elements, expressive intent, meaning and context. Makes connections between technical elements and expressive intent.
Connecting				

Quarter 2 Proficiency Scale

GR 6	1 Novice	2 Approaching	3 Proficient	4 Advanced
Creating				
Performing	Has been exposed to technical accuracy, posture, breathing, and context through classroom and public performances. Is working towards using feedback to reflect on performances.	Demonstrates basic technical accuracy, posture, breathing, or context through classroom and/or public performances. Uses feedback to reflect on performances classroom and public. Demonstrates some knowledge of notes, symbols, and vocabulary.	Demonstrates technical accuracy, posture, breathing, and context through classroom and public performances (Pr4.2). Uses feedback to reflect on and refine performances (Pr6.1a-b, Pr5.3) Demonstrates knowledge of notes, symbols, and vocabulary.	Demonstrates mastery of technical accuracy, posture, breathing, expressive qualities and context through classroom and public performances. Develops strategies to refine performances. Demonstrate mastery of notes, and a variety of symbols and vocabulary.
Responding	Has been exposed to and is working towards evaluating teacher provided music for technical elements, expressive intent, meaning, or context.	Evaluates teacher provided music for technical elements, expressive intent, meaning, or context.	Evaluates teacher provided music for technical elements, expressive intent, meaning and context (Re7.2).	Evaluates teacher provided music for technical elements, expressive intent, meaning and context. Makes connections between technical elements and expressive intent.
Connecting				

Quarter 3 Proficiency Scale

GR6	1 Novice	2 Approaching	3 Proficient	4 Approaching
Creating				
Performing	Has been exposed to technical accuracy, posture, breathing, and context through classroom performances. Uses some feedback to reflect on performances.	Practices technical accuracy, posture, breathing, or context through classroom and public performances. Uses feedback to reflect on performances. Demonstrates some knowledge of notes, symbols, vocabulary, and/or components of choral score.	Demonstrates technical accuracy, posture, breathing, and context through classroom and public performances. Uses feedback to reflect on and refine performances. Demonstrates knowledge of notes, symbols, vocabulary, and components of choral score (Pr6.1a-b, Pr5.3, Pr4.2).	Demonstrates mastery of technical accuracy, posture, breathing, expressive qualities and context through classroom performances. Develops strategies to reflect on and refine performances. Demonstrate mastery of notes, a variety of symbols and vocabulary, and components of choral score.
Responding	Has been exposed to and is working towards evaluating teacher provided music for technical elements, expressive intent, meaning, or context.	Evaluates teacher provided music for technical elements, expressive intent, meaning, or context.	Evaluates teacher provided music for technical elements, expressive intent, meaning and context (Re7.1, Re9.1).	Evaluates teacher provided music for technical elements, expressive intent, meaning and context. Makes connections between technical elements and expressive intent.
Connecting	Has been exposed to how interests, knowledge, and skills relate to personal choices when responding to music. Is working towards being able to show understanding of relationship between music and the other arts.	Demonstrates how interests, knowledge, or skills relate to personal choices when responding to music. Demonstrates basic understanding of relationship between music and the other arts.	Demonstrates how interests, knowledge and skills relate to personal choices when performing and responding to music. Demonstrates understanding of relationships between music and other arts, disciplines and daily life (Cn10,Cn11).	Demonstrates how specific interests, knowledge and skills relate to personal choices when performing and responding to music. Demonstrates understanding of relationships and intent between music and varied arts and disciplines, and daily life.

Quarter 4 Proficiency Scale

GR6	1 Novice	2 Approaching	3 Proficient	4 Advanced
Creating	Has been exposed to and is working towards being able to improvise simple musical ideas based on music studied in rehearsal and use teacher provided criteria to evaluate composition.	Improvise simple musical ideas based on music studied in rehearsal. Uses teacher provided criteria to evaluate composition.	Improvise rhythmic ideas based on music studied in rehearsal. Evaluates and refines compositions based on knowledge and teacher-provided criteria (Cr1.1,Cr2.1a-b,Cr3.1,Cr3.2).	Improvise rhythmic ideas based on a variety of music, including that studied in rehearsal. Evaluates and refines compositions based on knowledge and criteria.
Performing	Has been exposed to technical accuracy, breathing, posture, and context and is working towards being able to refine performance based on feedback. Has been exposed to and working towards being able to use clear diction and pure vowels.	Demonstrates technical accuracy, breathing, posture, or context. Uses some feedback to refine performance. Demonstrates some use of clear diction and pure vowels.	Demonstrates technical accuracy, breathing, posture, and context through classroom and public performances. Uses feedback to refine performances. Demonstrates consistent use of clear diction and pure vowels (Pr4.1,Pr6.1a-bc, Pr5.3, Pr4.3)	Demonstrates technical accuracy, breathing, posture, expressive qualities, and musical context highlighted in classroom and public performances. Uses feedback to evaluate and refine performances. Demonstrates consistent use of clear diction and pure vowels.
Responding	Has been exposed to and is working towards evaluating teacher provided music for technical elements, expressive intent, meaning, or context.	Evaluates teacher provided music for technical elements, expressive intent, meaning, or context.	Evaluates teacher provided music for technical elements, expressive intent, meaning and context (Re8.1).	Evaluates teacher provided music for technical elements, expressive intent, meaning and context. Makes connections between technical elements and expressive intent.
Connecting				