

West Fargo Public Schools

<b>Kindergarten T1 Music Proficiency Reporting Scales</b>				
<b>GK T1 MUSIC</b>	<b>Novice 1</b>	<b>Approaching 2</b>	<b>Proficient 3</b>	<b>Advanced 4</b>
<b>CREATE</b>	Has been exposed to and is working towards exploring and experiencing music concepts with guidance.	With guidance, explores or experiences some music concepts such as steady beat 4 voices, high/low, fast/slow, and melodic contour.	With guidance, explores and experiences music concepts such as steady beat 4 voices, high/low, fast/slow, and melodic contour [MU:Cr1.1.Ka].	Independently explores and experiences music concepts such as steady beat 4 voices, high/low, fast/slow, and melodic contour.
<b>PERFORM</b>	Has been exposed to and is working towards exploring musical contrasts (high/low, loud/soft, same/different).	Explores musical contrasts (high/low, loud/soft, same/different).	Explores and demonstrates awareness of musical contrasts (high/low, loud/soft, same/different) [MU:Pr4.2.Ka].	Explores and demonstrates awareness of musical contrasts (high/low, loud/soft, same/different) and can provide examples of musical contrasts.
<b>RESPOND</b>	Has been exposed to musical concepts and is working towards being able to identify these in music.	Recognizes terms such as beat and melodic direction and can identify these with support.	Demonstrates how specific music concepts, such as beat and melodic direction, are used in music [MU:Re7.2.Ka].	Provides a variety of examples that demonstrate how specific music concepts are used in music.
<b>CONNECT</b>	Is working towards being able to demonstrate an understanding of how music relates to the other arts, other disciplines, varied contexts, and daily life.	Demonstrates a limited understanding of how music relates to the other arts, other disciplines, varied contexts, and daily life.	Demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life [MU:Cn11.0.K].	Demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life and makes connections between music other subjects or global topics.
<b>POG</b>	Is working towards being able to demonstrate engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 4 or more formal notifications per	Demonstrates limited engagement by cooperating and collaborating with teacher and peers, participating in some lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 1 or more formal notifications per trimester.	Consistently demonstrates engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 1 or fewer formal notifications per trimester.	Consistently demonstrates engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 0 formal notifications per trimester AND serves as a model to

**Kindergarten T2 Music Proficiency Reporting Scales**

<b>GKT2</b>	<b>Novice 1</b>	<b>Approaching 2</b>	<b>Proficient 3</b>	<b>Advanced 4</b>
<b>CREATE</b>	With guidance, explores and experiences music concepts such as steady beat and melodic contour and is working towards generating musical ideas and	With guidance, explores and experiences music concepts such as steady beat and melodic contour and/or generates musical ideas (such as movements, motives, or	With guidance, explores and experiences music concepts such as steady beat and melodic contour [MU:Cr1.1.K.a], generates musical ideas (such as	Independently explores and experiences music concepts such as steady beat and melodic contour, generates musical ideas (such as movements, motives, or
<b>PERFORM</b>	Has been exposed to expressive qualities and is developing an awareness of these musical concepts and how they are used in performance.	Demonstrates awareness of some expressive qualities (voice quality, dynamics, and tempo) that support the creator's intent through performance.	Demonstrates awareness expressive qualities (voice quality, dynamics, and tempo) that support the creator's intent through performance [MU:Pr.4.3.K.a].	Recognizes and can name musical expressive qualities (voice quality, dynamics, and tempo) that support the creator's intent through performance.
<b>RESPOND</b>	Has been exposed to expressive qualities and is developing an awareness of these musical concepts when responding to music.	Recognizes terms such as dynamics and tempo is can identify some with support when responding to music.	Demonstrates awareness of expressive qualities, such as dynamics and tempo that reflect the creators' or performers' expressive intent [MU:Re8.1.K.a] when responding to music.	Recognizes and can name expressive qualities, such as dynamics and tempo that reflect the creators' or performers' expressive intent when responding to music.
<b>CONNECT</b>	Is working towards being able to demonstrate an understanding of how music relates to the other arts, other disciplines, varied contexts, and daily life.	Demonstrates a limited understanding of how music relates to the other arts, other disciplines, varied contexts, and daily life.	Demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.K).	Demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life and makes connections between music other subjects or global topics.
<b>POG</b>	Is working towards being able to demonstrate engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 4 or more formal notifications per trimester.	Demonstrates limited engagement by cooperating and collaborating with teacher and peers, participating in some lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 1 or more formal notifications per trimester.	Consistently demonstrates engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities. AND by showing respect for classroom instruments, equipment and materials AND by receiving 1 or fewer formal notifications per trimester.	Consistently demonstrates engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 0 formal notifications per trimester AND serves as a model to others.

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**Kindergarten T3 Music Proficiency Reporting Scales**

<b>GKT3</b>	<b>Novice 1</b>	<b>Approaching 2</b>	<b>Proficient 3</b>	<b>Advanced 4</b>
<b>CREATE</b>	Has been exposed to musical ideas and working towards being able to generate musical ideas using iconic notation or recording technology.	Organizes musical ideas with support using iconic notation or recording technology and makes an effort to apply feedback.	With guidance, organizes personal musical ideas using iconic notation and/or recording technology [MU:Cr2.1.K.b] and applies personal, peer, and teacher feedback [MU: Cr3.1.K.a].	Organizes personal musical ideas using iconic notation and recording technology and applies personal, peer, and teacher feedback.
<b>PERFORM</b>	Has been exposed to musical contrasts and expressive qualities and is working towards being able to apply feedback and perform appropriately.	Recognizes terms such as feedback, rehearsal, refine, performance, and applies some feedback to improve performances.	Applies feedback and rehearses to refine performances [MU:Pr5.1.K.a], performs music with expression [MU:Pr6.1.K.a], and performs appropriately for an audience [MU:Pr6.1.K.b].	Applies provided feedback and reflects, rehearses to refine performance, performs expressively, appropriately for an audience, and serves as a model to others.
<b>RESPOND</b>	Recognizes some terms, such as musical concepts, expressive qualities, or intent and is working towards being able to explain why they prefer certain musical selections in relation to musical concepts, expressive qualities, or	Explains some preference for certain musical selections in relation to musical concepts, expressive qualities, or intent.	Demonstrates why they prefer certain musical selections over others [MU:Re7.1.K.a] and applies these to evaluate music [MU:Re9.1.K.a].	Explains and discusses their musical selection preference in relation to musical concepts, expressive qualities, and intent.
<b>CONNECT</b>	Is working towards being able to demonstrate an understanding of how music relates to the other arts, other disciplines, varied contexts, and daily life.	Demonstrates a limited understanding of how music relates to the other arts, other disciplines, varied contexts, and daily life.	Demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.K).	Demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life and makes connections between music other subjects or global topics.
<b>POG</b>	Is working towards being able to demonstrate engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 4 or more formal notifications per trimester.	Demonstrates limited engagement by cooperating and collaborating with teacher and peers, participating in some lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 1 or more formal notifications per trimester.	Consistently demonstrates engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 1 or fewer formal notifications per trimester.	Consistently demonstrates engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 0 formal notifications per trimester AND serves as a model to others.