### Grade 1 Checklist
**Spring 2015**

**Music**

<table>
<thead>
<tr>
<th>Checklist Item</th>
<th>Area of Concern</th>
<th>Progressing to Meeting</th>
<th>Meeting Expectations</th>
<th>Consistently Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performs a steady beat in movement, body percussion and on instruments</td>
<td>Does not perform a steady beat when moving, using body percussion or when playing an instrument; shows no recognition of beat when playing or listening to music.</td>
<td>Can sometimes perform a steady beat when moving, using body percussion and when playing an instrument; inconsistent.</td>
<td>Performs a steady beat when moving, using body percussion and when playing an instrument.</td>
<td>Performs a steady beat when moving, using body percussion and when playing an instrument; can find the beat and perform in a variety of tempi; can create body percussion patterns of his/her own using a steady beat.</td>
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<tr>
<td>Distinguishes between speaking voice and singing voice and matches pitch accurately</td>
<td>Never sings and shows no ability to differentiate between the singing voice and the speaking voice. Never matches pitch accurately.</td>
<td>Sometimes sings and sometimes speaks, when asked to sing. Sometimes matches pitch accurately.</td>
<td>Demonstrates the ability to differentiate between the singing voice and the speaking voice; always matches pitch accurately.</td>
<td>Demonstrates the ability to differentiate between the singing voice and the speaking voice; always matches pitch accurately in all ranges; demonstrates an understanding of melodic contour or direction; can improvise sung melodies.</td>
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</tbody>
</table>
**Shows creativity in improvised movement and moves safely through the space.**

- Does not participate in movement activities; is constantly touching peers, demonstrating no understanding of personal boundaries; cannot stop and start with a musical cue or verbal direction.
- Sometimes participates in movement activities; sometimes touches and bumps into peers, demonstrating very little understanding of personal boundaries; never shares original ideas; sometimes shows the ability to stop and start with a musical cue or verbal direction.
- Moves creatively with enthusiasm; never bumps into peers; shares original ideas; always stops and starts in response to musical or verbal cues.
- Moves creatively with enthusiasm; constantly suggests movement ideas to accompany songs; constantly suggests new movement ideas for folk dances; constantly shares original movement ideas: demonstrates the use of different movement levels and qualities when moving; always responds accurately to musical and verbal cues.

**Participates with enthusiasm and works well with classmates**

- Does not participate and shows no interest in all activities; distracts and annoys classmates.
- Sometimes participates in activities; sometimes cooperates and works well with classmates.
- Participates fully at all times; cooperates and supports peers at all times.
- Participates fully with enthusiasm at all times; cooperates and supports peers at all times; frequently takes on leadership roles.

**Handles the instruments carefully and shows creativity when playing the small percussion and barred instruments.**

- Does not participate and shows no interest in playing; throws and breaks instruments.
- Sometimes participates in activities; sometimes rough with the instruments; never shares an original idea.
- Demonstrates excitement when playing the instruments and likes to explore different playing techniques; often offers creative ideas with regards to playing and sound color.
- Demonstrates excitement when playing the instruments and continually explores interesting and novel ways to play; always offers creative ideas with regard to playing and sound color.