Treble I

|  |  |  |  |
| --- | --- | --- | --- |
| **Advanced - 4**  (Above class level) | **Proficient - 3**  (At class level) | **Developing – 2**  (Below class level) | **Incomplete – 1** |
| Student performed accurately | Student performed mostly accurately | Student performed mostly inaccurately | Student did not perform at all accurately. |
| Student wrote with clear notation, accurately, and piece could be performed as written | Student wrote mostly accurately, but left some questions to performer | Student wrote mostly inaccurately. It was not clear enough to perform. | Students' notation was not readable. |

|  |  |
| --- | --- |
| **Aural:** | score: |
| 1. Sing a major scale; label the 2nds |  |
| 1. Translate from neutral syllable/clapping to rhythm syllables   (aural decoding) |  |
| 1. Translate from neutral syllables to solfa |  |
| 1. Identify the correct phrase sung on a neutral syllable from staff notation |  |
| 1. Sing the lowest and highest pitch of a short unfamiliar folk tune |  |
| total: |  |

|  |  |
| --- | --- |
| **Visual:** | score: |
| 1. Identify the key signature and solfa of a short folk tune |  |
| 1. Read rhythm patterns (or write from dictation) |  |
| 1. Read melodic patterns in solfa from staff notation (or take dictation) |  |
| 1. Sight sing a short unfamiliar folk tune in solfa |  |
| 1. Conduct a known chant or clapped rhythm that includes an anacrusis |  |
| total: |  |