**Music and Society:** demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities or cultures;

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|  | Level 4 | Level 3 | Level 2 | Level 1 |
| Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding) | | | | |
| Knowledge of content *(e.g., facts, genres, terms, definitions, techniques, elements, principles, forms, structures, conventions)*   * *I can describe differents types of music* | demonstrates thorough knowledge of content | demonstrates considerable knowledge of content | demonstrates some knowledge of content | demonstrates limited knowledge of content |
| Understanding of content *(e.g., concepts, ideas, styles, procedures, processes, themes, relationships among elements, informed opinions)*   * *I can explain the differences between different types of music* | demonstrates thorough understanding of content | demonstrates considerable understanding of content | demonstrates some understanding of content | demonstrates limited understanding of content |
|  | Level 4 | Level 3 | Level 2 | Level 1 |
| Thinking – The use of critical and creative thinking skills and/or processes | | | | |
| Use of planning skills *(e.g., formulating questions, generating ideas, gathering information, focusing research, outlining, organizing an arts presentation or project, brainstorming/bodystorming, using visual organizers,)*   * *I can plan to learn about different types of music (eg. inquiries or projects)* | uses planning skills with a high degree of purposefulness | uses planning skills with considerable purposefulness | uses planning skills with some purposefulness | uses planning skills with limited purposefulness |
| Use of processing skills *(e.g., analysing, evaluating, inferring, interpreting, forming conclusions, synthesizing)*   * *I can compare different types of music* | uses processing skills with a high degree of clarity | uses processing skills with considerable clarity | uses processing skills with some clarity | uses processing skills with limited clarity |
| Use of critical/creative thinking processes *(e.g., creative and analytical processes, design process, exploration of the elements, problem solving, reflection, elaboration, oral discourse, evaluation, critical literacy, metacognition, invention, critiquing, reviewing)*   * *I can use the creative process when exploring different styles of music* | uses critical/ creative thinking processes with  a high degree  of flexibility | uses critical/ creative thinking processes with considerable flexibility | uses critical/ creative thinking processes with some flexibility | uses critical/ creative thinking processes with limited flexibility |
|  | Level 4 | Level 3 | Level 2 | Level 1 |
| Communication – The conveying of meaning through various forms | | | | |
| Expression and organization of ideas in oral and written forms   * *I can organize what I’ve learned about different styles of music to share with others* | expresses and organizes ideas and understandings with a high degree of lgoic | expresses and organizes ideas and understandings with considerable logic | expresses and organizes ideas and understandings with some logic | expresses and organizes ideas and understandings with limited logic |
| Communication for different audiences *(e.g., peers, adults, younger children)* and purposes through the arts in oral and written forms *(e.g., presentations, digital media and class discussions)*   * *I can share what i’ve learned about different styles of music with different audiences* | communicates for different audiences and purposes with a high degree of appropriateness | communicates for different audiences and purposes with considerable appropriateness | communicates for different audiences  and purposes with some appropriateness | communicates for different audiences  and purposes with limited appropriateness |
| Use of conventions in music, vocabulary and terminology in oral and written forms   * I can use music conventions and terminology (words) when sharing what i’ve learned about different types of music | uses conventions, vocabulary, and terminology of the arts with a high degree of accuracy | uses conventions, vocabulary, and terminology of the arts with considerable accuracy | uses conventions, vocabulary, and terminology of the arts with some accuracy | uses conventions, vocabulary, and terminology of the arts with limited accuracy |