**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;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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 witha high degreeof 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 audiencesand purposes with some appropriateness  | communicates for different audiencesand 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   |