**Theory and Terminology:** demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music, and use appropriate terminology relating to them;

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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., genres, terms, definitions, techniques, elements, principles, forms, structures, conventions)*   * *I can define theoretical concepts such as standard notation, rhythmic values, form, scale construction, ear training and sight reading.* | 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)*   * *I understand the use of theoretical concepts when analysing or reading 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 |
| Communication – The conveying of meaning through various forms | | | | |
| Use of conventions in music *(standard notation, rhythmic conventions, )* and musical vocabulary and terminology in oral and written forms   * I can use theoretical concepts when discussing and describing music | uses conventions, vocabulary, and terminology of the arts with a high degree of clarity | uses conventions, vocabulary, and terminology of the arts with considerable clarity | uses conventions, vocabulary, and terminology of the arts with some clarity | uses conventions, vocabulary, and terminology of the arts with limited clarity |
|  | Level 4 | Level 3 | Level 2 | Level 1 |
| Application – The use of knowledge and skills to make connections within and between various contexts | | | | |
| Application of knowledge and skills  *(e.g., performance skills, composition, techniques, strategies, conventions)* in familiar contexts *(e.g., guided improvisation, performance of a familiar work, use of familiar forms)*   * *I can use theoretical concepts in my written work* | applies knowledge and skills in familiar contexts with a high degree of accuracy | applies knowledge and skills in familiar contexts with considerable accuracy | applies knowledge and skills in familiar contexts with some accuracy | applies knowledge and skills in familiar contexts with limited accuracy |
| Transfer of knowledge and skills  *(e.g., concepts, strategies, techniques)* to new contexts *(e.g., a work requiring stylistic variation, an original composition)*   * *I can use theoretical concepts and conventions when writing music* | transfers knowledge and skills  to new contexts with a high degree of flexibility | transfers knowledge and skills  to new contexts with considerable flexibility | transfers knowledge and skills to new contexts with some flexibility | transfers knowledge and skills to new contexts with limited flexibility |