

SONGBIRDS RUBRIC

	What? Sing!?	I Guess I Could Sing	Singing is Great	But First, We Sing!
<p><b>Students</b></p> <p>Curriculum</p> <p>Use</p> <p>Sustainability</p> <p>Musicality</p>	<ul style="list-style-type: none"> <li>● Students recall songs and their stories from class to class</li> <li>● Materials are accessible to students outside of classroom</li> <li>● Students require RWM Instructor to be present in order to be able to sing songs</li> <li>● Able to retain and repeat short melody</li> <li>● Little awareness or rhythm</li> <li>● Must always be led in call &amp; response roles</li> </ul>	<ul style="list-style-type: none"> <li>● Students recall songs and their stories from session to session</li> <li>● Materials are accessible to students outside of classroom</li> <li>● Students can sing majority of songs if led by teacher or following a video</li> <li>● Able to retain and repeat short melody, basic rhythms, &amp; some lyrics.</li> <li>● Can mimic a call or response role</li> <li>● Majority of students equate singing, rhythm, &amp; movement with unenthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>● Students recall songs and their stories from school year to school year</li> <li>● Students are more willing to try something new after being exposed to this program</li> <li>● Materials are accessed by students</li> <li>● Evidence of songs being used outside of the classroom instruction time</li> <li>● Peers are supporting each other in remembering melodies, lyrics, rhythms, &amp; movements</li> <li>● Evidence of songs being used outside of the classroom instruction time</li> <li>● Able to retain and repeat short melody</li> <li>● Able to memorize lyrics</li> <li>● Able to maintain basic rhythm pattern</li> <li>● Able to understand call and response roles</li> <li>● Kids teaching each other</li> <li>● Majority of students equate singing, rhythm, &amp; movement with a positive state</li> </ul>	<ul style="list-style-type: none"> <li>● Students seek out revisiting materials on their own.</li> <li>● Children are excited to try new experiences</li> <li>● Students are excited and enthusiastic to perform for peers and parents</li> <li>● Singing is common on playgrounds, in school assemblies, and in classrooms</li> <li>● Students use music as a form of play</li> <li>● Older students model lyrics, rhythms, melodies &amp; movements for younger students</li> <li>● Teachers and students playing through music together</li> <li>● Able to sing in multiple parts</li> <li>● Able to sing harmonies</li> <li>● Understanding and awareness of timbre of voice</li> <li>● Majority of students see music as an innate part of their life experience</li> </ul>
<p><b>Teachers</b></p> <p>Curriculum</p> <p>Use</p> <p>Sustainability</p> <p>Musicality</p>	<ul style="list-style-type: none"> <li>● Materials are not used by teachers</li> <li>● Is not integrated into classroom</li> <li>● Teachers feel daunted by the idea of integrating more music into their classroom</li> <li>● Teacher does not use RWM materials beyond RWM instruction time</li> <li>● Teachers use music infrequently in their classroom</li> </ul>	<ul style="list-style-type: none"> <li>● RWM instruction videos are sometimes used by teachers to lead students in song</li> <li>● Integrated into free time in classroom</li> <li>● Teachers feel that use of music in classroom is a fun way to fill free time in classroom</li> <li>● Teacher sometimes uses RWM materials outside of RWM instruction time</li> <li>● Teachers use music monthly in their classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Materials are USED by teachers</li> <li>● Integrated into other aspects of the classroom (other lessons, play time, etc.)</li> <li>● Teachers feel uplifted/recharged by use of music in classroom</li> <li>● Teachers frequently revisit RWM materials outside of RWM instruction time</li> <li>● Teachers use music weekly in their classroom</li> <li>● Able to retain and repeat short melody</li> <li>● Able to memorize lyrics</li> </ul>	<ul style="list-style-type: none"> <li>● Materials are not needed by teachers because they are confident in leading songs themselves</li> <li>● Is used by teachers to regularly supplement/support daily classroom instruction as pertinent to the individual teacher</li> <li>● Teachers use of music in classroom supports their personal well-being</li> <li>● Equitable: teachers and students playing through music together</li> </ul>

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<p><b>RWM</b></p> <p>Curriculum</p> <p>Use</p> <p>Sustainability</p> <p>Musicality</p>	<ul style="list-style-type: none"> <li>● RWM Instructors are minimally trained by Program Manager</li> <li>● Curriculum content has not been vetted</li> <li>● Curriculum is multi-faceted (language, movement, minimal cultural information)</li> <li>● Curriculum content is not fully available on website</li> <li>● No real impact on building community</li> <li>● Program is funded by individuals</li> <li>● Little to no engagement with school administrators &amp; parents</li> <li>● Effective, efficient RWM instructor training</li> <li>● Instructor prepares following components for each song: Melody, Lyrics, Rhythm &amp; Movement</li> </ul>	<ul style="list-style-type: none"> <li>● RWM Instructors are trained by Program Manager in pedagogy</li> <li>● Curriculum content has been vetted for: <ul style="list-style-type: none"> <li>○ Age group</li> <li>○ Lack of religious significance</li> </ul> </li> <li>● Curriculum is multi-faceted (language, movement, cultural information, show relationship to US with map/globe)</li> <li>● Curriculum is on website in most-recent version</li> <li>● Community building: Impact on individual classrooms <ul style="list-style-type: none"> <li>○ Majority of class has the knowledge/skills to participate in a shared song.</li> </ul> </li> <li>● Program is well funded by individuals &amp; foundations</li> <li>● School administrators know about the program and that it is happening in their school</li> <li>● PTO/A has been briefed with information about the program at single PTO/A meeting</li> <li>● Instructor prepares following components for each song: Melody, Lyrics, Rhythm, Movement, <b>&amp; Story</b></li> </ul>	<ul style="list-style-type: none"> <li>● RWM instructors participate in workshop training to practice teaching methods</li> <li>● Multi-faceted (language, movement, show relationship to US with map/globe, cultural information conveyed through “invitation into story”)</li> <li>● Curriculum content has been vetted for: <ul style="list-style-type: none"> <li>○ Age group</li> <li>○ Coherence in over-all content</li> <li>○ Variety of skills taught/developed</li> </ul> </li> <li>● Curriculum is on website, including images/videos of cultural context</li> <li>● Community building: School-wide Impact <ul style="list-style-type: none"> <li>○ Songs become known school wide</li> <li>○ Majority of school has the knowledge/skills to participate in a shared song.</li> </ul> </li> <li>● Program is well funded by diverse sources (individuals, foundations, school, business)</li> <li>● School administrators advocate for greater involvement of faculty and/or wider implementation of program</li> <li>● PTO/A is briefed with update once a session</li> <li>● Instructor is prepared and able to facilitate the transference of music to (other realms)</li> <li>● Instructor facilitates singing out of the box.</li> </ul>	<ul style="list-style-type: none"> <li>● Multi-faceted (language, movement, show relationship to US with map/globe, cultural information conveyed through “invitation into story,” use of pictures/videos conveying cultural context)</li> <li>● Curriculum content has been curated for each grade level, with the intention to build on specific musical abilities from year to year.</li> <li>● Used as a model for training teachers and music specialists</li> <li>● Accredited for ongoing teacher education</li> <li>● Community building: Impact on wider Community <ul style="list-style-type: none"> <li>○ Majority of attendees at community events expect and are empowered with the knowledge/skills to participate in a shared song.</li> </ul> </li> <li>● Program is well funded by diverse sources (individuals, foundations, school, business)</li> <li>● Instructor prepares following components for each song: Melody, Lyrics, Rhythm, Movement, Story, <b>&amp; Ownership</b></li> </ul>