

Formative Assessment Packet

For each musical concept, there are three formative assessments, one corresponding rubric, and one teacher record sheet. Concepts addressed in the formative assessments include eight musical elements: meter, rhythm, form and design, dynamics, tempo, articulation, pitch, and singing. Select formative assessments also include student worksheets.


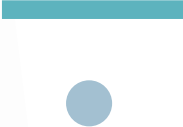






Using the Formative Assessments

The formative assessments have been designed so that each includes the following:

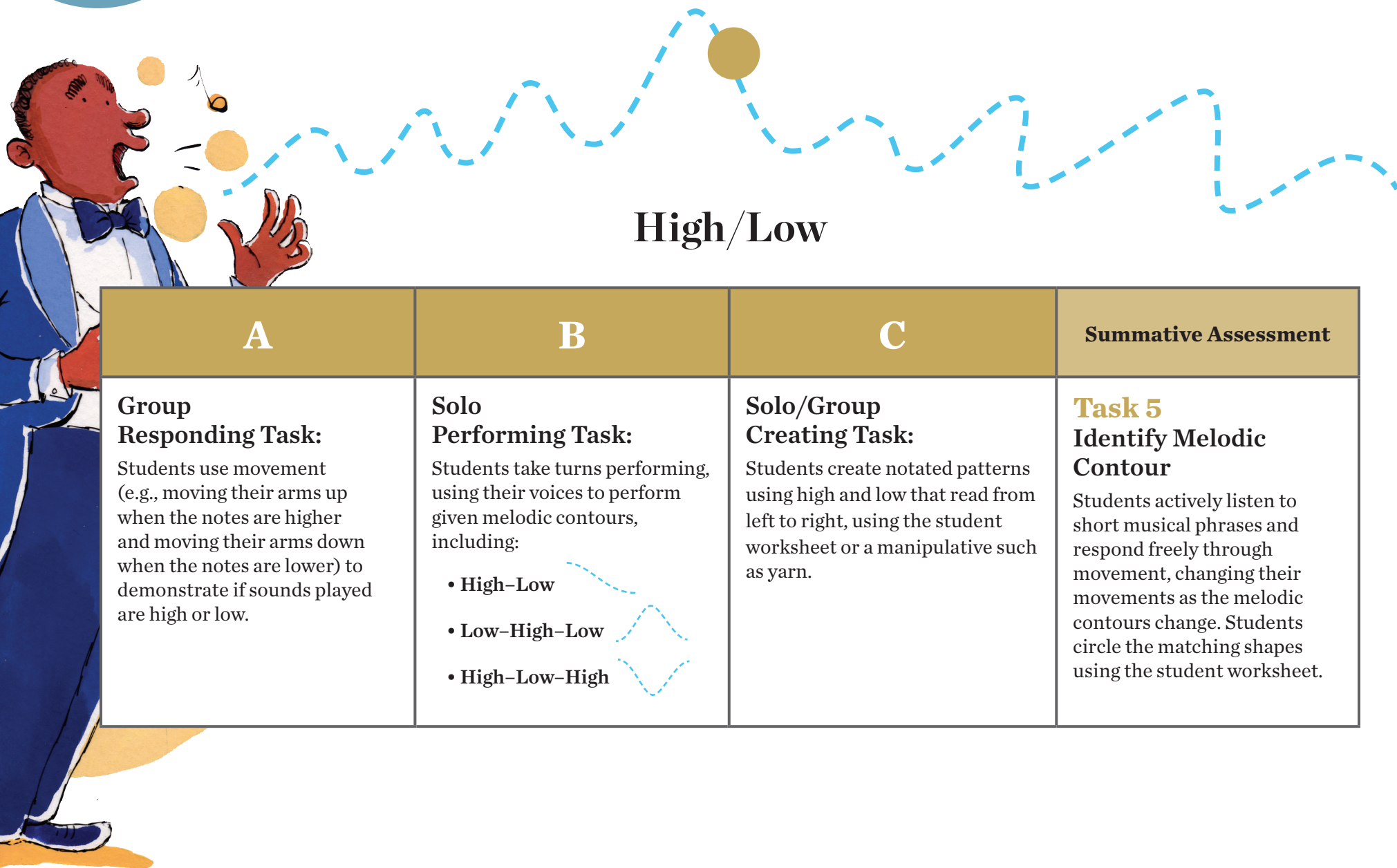
- Performing, responding, and creating tasks
- Solo, small-group, and whole-group work
- Varied modalities for different learning styles
- A scaffold of each musical concept to its summative assessment task

Please note: In order for these assessments to be formative, teachers should facilitate each task in a way that gives students both task performance feedback **and** the opportunity for revision.

Scope of Musical Concepts in the Kindergarten Formative Assessments

Meter	Rhythm	Form and Design	Expressive Qualities			Pitch	Singing
			Dynamics	Tempo	Articulation		
Steady Beat 	Long/Short 	Same/Different 	Loud/Soft 	Fast/Slow 	Connected/Separated 	High/Low 	Voice Types 

Pitch



High/Low

A	B	C	Summative Assessment
<p>Group Responding Task:</p> <p>Students use movement (e.g., moving their arms up when the notes are higher and moving their arms down when the notes are lower) to demonstrate if sounds played are high or low.</p>	<p>Solo Performing Task:</p> <p>Students take turns performing, using their voices to perform given melodic contours, including:</p> <ul style="list-style-type: none"> • High-Low • Low-High-Low • High-Low-High 	<p>Solo/Group Creating Task:</p> <p>Students create notated patterns using high and low that read from left to right, using the student worksheet or a manipulative such as yarn.</p>	<p>Task 5</p> <p>Identify Melodic Contour</p> <p>Students actively listen to short musical phrases and respond freely through movement, changing their movements as the melodic contours change. Students circle the matching shapes using the student worksheet.</p>

K Formative
Assessment
Teacher Worksheet

[illegible]

Pitch

Name: _____ Date: _____ Class: _____

Composing High and Low Musical Shapes

Look at the musical shape below. Trace the shape with your finger and sing “ooh.” As the shape goes up and down, make your voice change pitch, moving between high and low sounds. Now make your own musical shapes and sing along!

