

For each musical concept, there are several formative assessments, one corresponding rubric, and one teacher record sheet. Concepts addressed in the formative assessments include seven musical elements: rhythm and meter, form and design, dynamics, tempo, articulation, pitch, and performing. 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 Grade 4 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
<p>Simple Meters</p> <p>C</p> <p>Syncopation</p>  <p>Compound Meters</p> <p><i>Continue to apply and develop prior knowledge, as well as distinguish between simple and compound meters.</i></p>	<p>A-B</p> <p>A-B-A</p> <p>Rondo</p> <p>Two-Part Score</p>	<p>Mezzo-Piano</p> <p><i>mp</i></p> <p>Mezzo-Forte</p> <p><i>mf</i></p>	<p>Fermata</p> 	<p><i>Continue to apply and develop prior knowledge.</i></p>	<p>Scale</p> <p>Major/Minor</p>	<p>Clear Tone</p> <p>Instrument Exploration</p>

Form and Design

A–B

A–B–A

Rondo

Two-Part Score

A	B	C	Summative Assessment
<p>Group Performing Task: Students practice clapping or playing given rhythmic patterns in 3/4, 4/4, or 6/8 meter. In pairs, one student taps the steady beat while the other student claps or plays a rhythmic pattern. Students then switch parts.</p>	<p>Group Performing Task: Students practice clapping or playing given rhythmic patterns in 3/4, 4/4, or 6/8 meter. Then, in pairs, students perform different rhythmic patterns in two parts, working to maintain their part as well as a steady beat.</p>	<p>Group Performing Task: In pairs, students sight-sing or play two measures of rhythm and two measures of melody using a given two-part score. See examples on the Student Worksheet.</p>	<p>Task 3 Sight-Read a Two-Part Score with a Partner In pairs, students sight-sing or play two measures of rhythm and two measures of melody using the two-part score on the Student Worksheet.</p>
<p>Solo/Group Creating and Performing Task: Students are given rhythmic lines and arrange and perform them in A–B–A and/or rondo form. Students share work individually or in small groups. Performers and listeners evaluate performances together, listening for the order of rhythmic lines used and verifying that the piece matched the given form.</p>	<p>Solo/Group Creating and Responding Task: Students listen to and identify the form of a musical piece in one of the following ways:</p> <ol style="list-style-type: none"> 1. Students divide into groups (A, B, C, and D). The corresponding group moves when that section of the piece is heard. 2. Each student chooses several distinct movements, changing from one to another to correspond with different sections of a piece. 3. Students label the form after listening to a musical piece. 	<p>Solo/Group Creating and Performing Task: In small groups, students create and perform a piece in rondo form using voice, instruments, and/or movement.</p>	<p>Task 4 Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation Students listen to a musical excerpt and then use the Student Worksheet to select the corresponding tempo, dynamics, articulation, mode (major or minor), form, and instrumentation that they hear.</p>

Form and Design

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform Form: A-B A-B-A Rondo	Creates, responds to, or performs form accurately.	Creates, responds to, or performs form with some inaccuracies.	Creates, responds to, or performs form inaccurately most of the time, but may be accurate occasionally.	Does not create, respond to, or perform form.
Perform a Two-Part Score	Accurately follows a two-part score and maintains part while performing in pairs.	Follows a two-part score but performs part with some inaccuracies.	Has difficulty following a two-part score, but performs part with occasional accuracies.	Does not perform or follows part inaccurately.

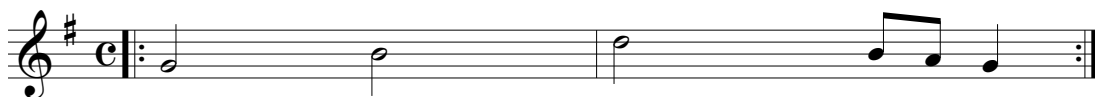
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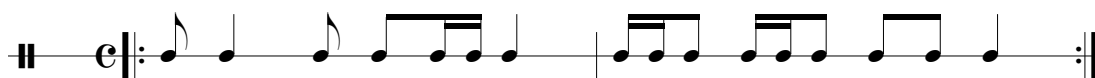
Sight Reading

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1

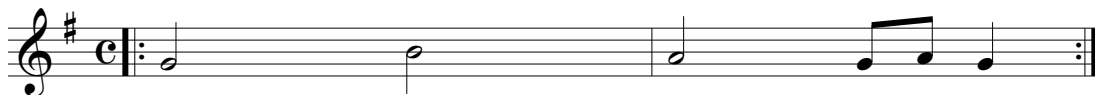


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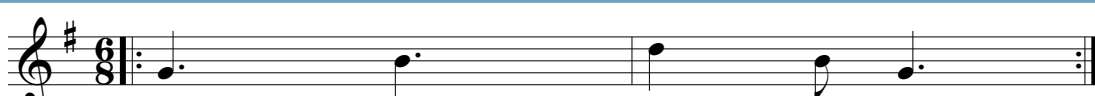


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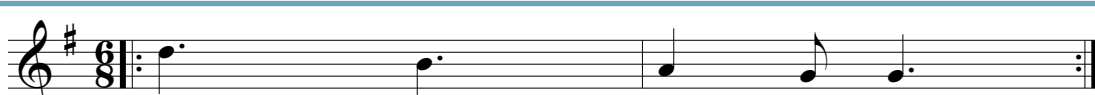


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