

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.


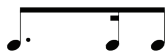

Using the Formative Assessments

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 5 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
<p>Simple Meters</p>  <p>Compound Meters</p>  <p><i>Continue to apply and develop prior knowledge.</i></p>	<p>Theme and Variations</p> <p>Popular-Song Form</p>	<p><i>Continue to apply and develop prior knowledge.</i></p>	<p><i>Continue to apply and develop prior knowledge and explore additional chosen tempo markings.</i></p>	<p><i>Continue to apply and develop prior knowledge and explore additional chosen articulation markings.</i></p>	<p>Sharps and Flats</p> <p># b</p> <p>Key Signatures</p> 	<p>Performing with Dynamics</p>

Theme and Variations

Popular-Song Form

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, then students switch parts.</p> <p>Optional: Ask students to perform both parts by themselves. Students may tap or step the beat while speaking or clapping the rhythm at the same time.</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 parts 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 lyrics and a recording of a known pop song, then asked to label the elements of popular-song form (Intro, Verse, Chorus, and Bridge). Students discuss how the arrangement uses the elements of popular-song form. Working in groups, students rearrange each element in a different order and perform their arrangement for the class.</p>	<p>Solo/Group Creating and Responding Task: Students listen 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 (Theme, Variation 1, Variation 2). 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 popular-song form or theme and variations, 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>

5 Formative Assessment

Teacher Worksheet

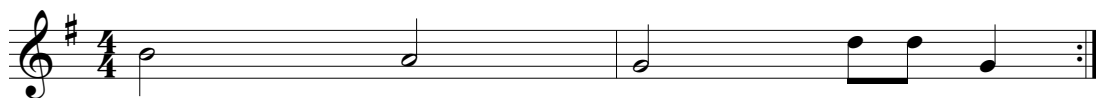
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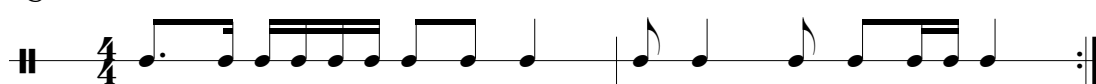
Sight-Reading

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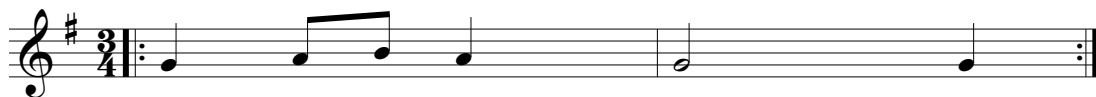


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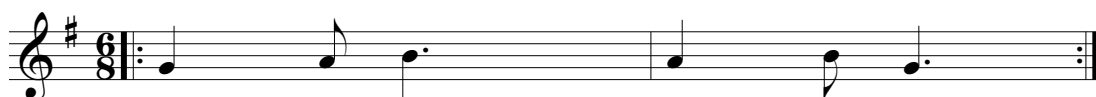


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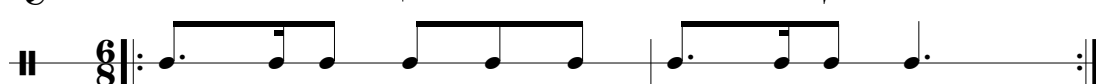


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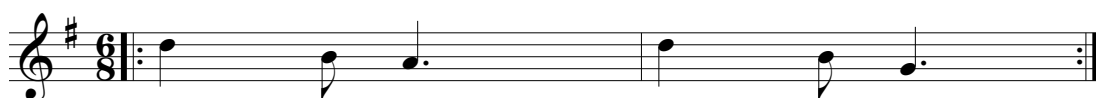


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