

**For each musical concept, there are three 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.**









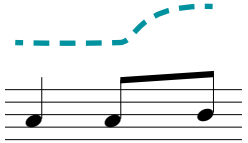

## Using the Formative Assessments

The Formative Assessments have been designed so that each includes the following:

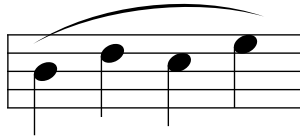
- Performing, responding, and creating tasks
- Solo, small-group, and whole-group work
- Varied modalities for different learning styles
- A scaffold of each musical concept to its Summative Assessment task

**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.

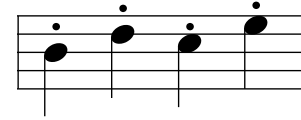
## Scope of Musical Concepts in the Grade 1 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
Rhythmic Patterns   Simple Meters 2 3 4 4 4 4	Melodic Phrases 	Forte   Piano 	Presto   Largo 	Legato   Staccato 	Contour 	Singing Voice 

# Expressive Qualities (Articulation)



## Legato/Staccato



A	B	C	Summative Assessment
<p><b>Group Responding Task:</b> Students listen to a given musical piece/excerpt and move to demonstrate <i>legato</i> or <i>staccato</i>, responding when changes in articulation are heard.</p> <p><b>Group Responding Task:</b> Students listen to a musical excerpt and circle the corresponding articulation in the graphic organizer on the Student Worksheet.</p>	<p><b>Solo/Group Performing Task:</b> Students sing a phrase of a known song, responding to the teacher's conducting and matching the given signals of <i>legato</i> or <i>staccato</i>, or performing the opposite of the given signals. Students then take turns leading the class as the conductor.</p> <p><b>Note:</b> Recommended signals are conductor-based gestures and/or labeled signs with musical terms and images.</p>	<p><b>Solo/Group Creating and Performing Task:</b> Students play an articulation guessing game in which one student conducts the class in a known song, <i>legato</i> or <i>staccato</i>, while another student guesses which articulation the conductor has chosen. Students take turns as the conductor and the guesser.</p>	<p><b>Task 3</b> <b>Identify Dynamics, Tempo, and Articulation</b> Students listen and move to a musical excerpt, then listen and select the corresponding dynamic, tempo, and articulation choices using the Student Worksheet.</p>



# Expressive Qualities

(Articulation)

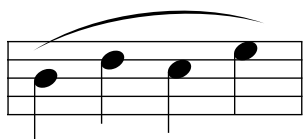
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

## Listening Activity

Is the music *legato* or *staccato*? Circle the matching picture.

1

**Legato**



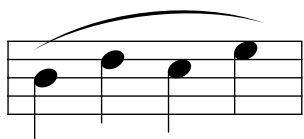
OR

**Staccato**



2

**Legato**



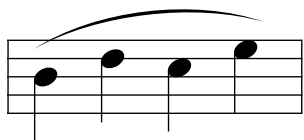
OR

**Staccato**



3

**Legato**



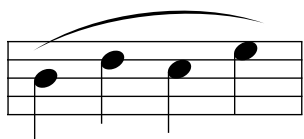
OR

**Staccato**



4

**Legato**



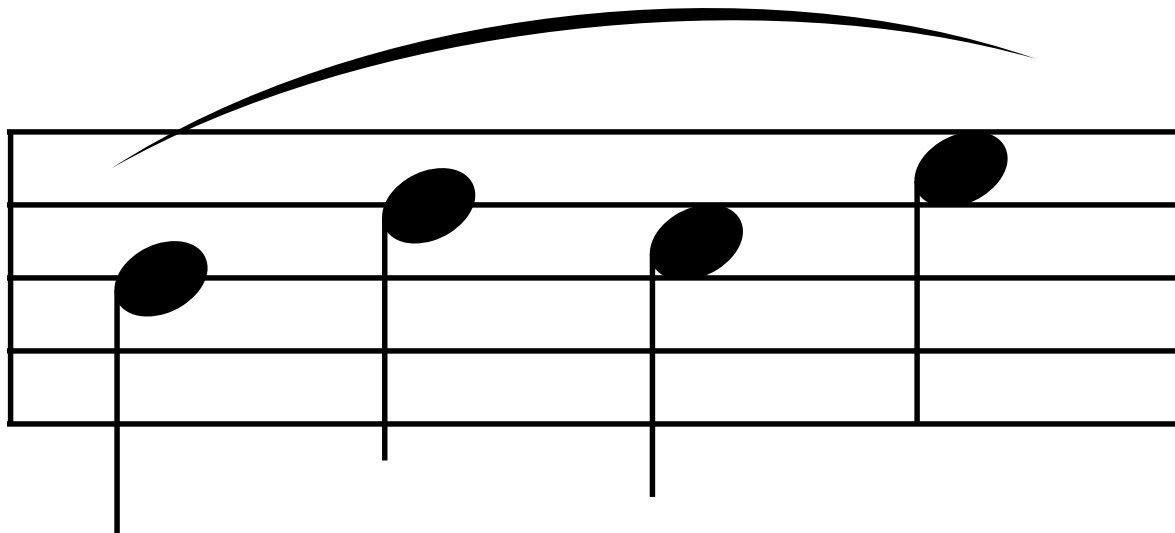
OR

**Staccato**



# Expressive Qualities (Articulation)

## Legato



# Expressive Qualities (Articulation)

## Staccato

