

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.









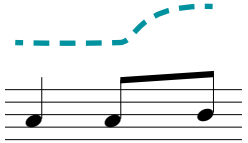

Using the Formative Assessments

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

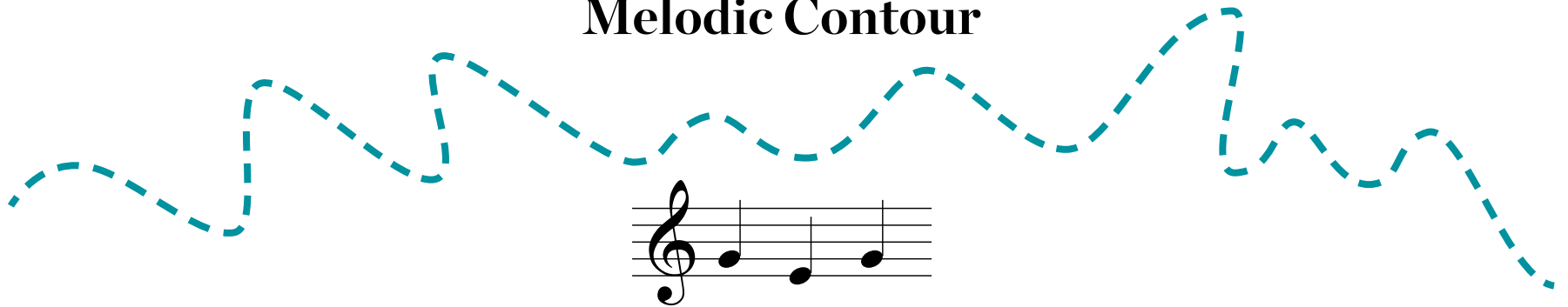
- Performing, responding, and creating tasks
- Solo, small-group, and whole-group work
- Varied modalities for different learning styles
- A scaffold of each musical concept to its Summative Assessment task

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 

Melodic Contour



A	B	C	Summative Assessment
<p>Group Responding Task: Students listen to simple melodic examples and trace the contour on paper with their index fingers, moving up, down, and staying the same from left to right.</p> <p>Optional: Students may also trace the contour using finger or stick puppets on a background setting (e.g., a bee sticker on a finger flies over a paper garden).</p>	<p>Solo Performing Task: Students take turns performing using their voices to follow given melodic contours.</p>	<p>Solo/Group Creating and Performing Task: Students create a melodic contour from left to right, using yarn or paper and pencil, moving up, down, or staying the same. Students perform the contour composition using their voices.</p> <p>Optional: Students may also work with a partner and perform their classmate's composition.</p>	<p>Task 4 Create and Perform Melodic Contour</p> <p>Students use yarn or string to create and perform a simple melodic contour using their voices.</p> <p>Note: Only the performing aspect of this task will be assessed.</p>

Pitch

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform Melodic Contours	Creates, responds to, or performs melodic contour accurately.	Creates, responds to, or performs melodic contour with hesitation and some inaccuracies.	Creates, responds to, or performs melodic contour inaccurately most of the time, but may be accurate occasionally.	Does not create, respond to, or perform melodic contour.

Class: _____ Student Name	A	B	C	Notes