

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.









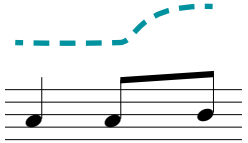

Using the Formative Assessments

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 

Rhythmic Patterns



Simple Meters



A	B	C	Summative Assessment
<p>Solo/Group Performing Task:</p> <ol style="list-style-type: none"> Students clap and/or speak four-beat rhythms. Example patterns are included on the Teacher Worksheet to include the following notes and rest:  <ol style="list-style-type: none"> Following given signals, students alternate between patting the beat and clapping the rhythm of a song from the board. Students pat steady beat and speak given four-beat rhythmic patterns. 	<p>Solo/Group Creating and Performing Task:</p> <ol style="list-style-type: none"> Students create and notate a four-beat rhythmic motif using graphic or standard notation. In pairs, students count the number of beats in each motif, and then perform each composition. Partners then create a short piece of four phrases using these two motifs and repetition, in the order of their choice. Students take turns improvising a four-beat motif while sitting in a circle and keeping a steady beat. 	<p>Group Responding Task:</p> <p>Students listen to four-beat rhythmic patterns and</p> <ul style="list-style-type: none"> echo using stepping or clapping, or speak back using rhythm syllables, or notate using graphic or standard notation 	<p>Task 1</p> <p>Perform a Four-Beat Pattern</p> <p>Students individually take turns clapping, tapping, or vocalizing given four-beat rhythmic patterns using quarter-notes, eighth-note pairs, and quarter-note rests.</p>

Rhythm and Meter

1



2



3



4

