

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.







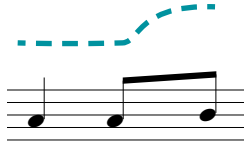

Using the Formative Assessments

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 2 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
Simple Meters (2/4, 3/4, 4/4)  Compound Meters (6/8) 	Phrases and Patterns Bar Lines and Double Bar Lines 	Crescendo  Decrescendo 	Accelerando Ritardando	Accent 	Melodic Contour 	Singing in Tune 

Phrases and Patterns in Form

A	B	C	Summative Assessment
<p>Group Responding Task: Sing a known song together as a class and label the different phrases as A, B, C, etc. and/or with graphics (e.g., shapes, colors, fruits, etc.).</p> <p>Have students use manipulatives (e.g., popsicle sticks, buttons, etc.) or pencil and paper to label each of the phrases that they hear. Watch and assess how each student responds.</p> <p>Movement option:</p> <ol style="list-style-type: none"> 1. Students divide into groups A, B, and C. The corresponding group moves when that phrase is heard, or 2. Each student chooses several distinct movements to correspond with different phrases of a song. 	<p>Solo/Group Creating and Responding Task: Have students arrange two different phrases from a known song into a new form. Have students share their composition with a partner, who then labels the newly created form.</p>	<p>Solo/Group Creating and Performing Task: Sing a new song together as a class and label the different phrases as A, B, C, etc. and/or with graphics (e.g., shapes, colors, fruits, etc.).</p> <p>Have students use manipulatives, pencil and paper, or movement to label each of the phrases that they hear. Watch and assess how each student responds.</p>	<p>Task 4 Identify Phrases Within a Form Sing or play a new song and have students identify the phrases that they hear (using A and B).</p>

Form and Design

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform Phrases and Patterns	Creates, responds to, or performs phrases accurately and without hesitation.	Creates, responds to, or performs phrases with hesitation and some inaccuracies.	Creates, responds to, or performs phrases inaccurately most of the time, but may be accurate occasionally.	Does not create, respond to, or perform phrases.

Class: _____ Student Name	A	B	C	Notes