

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.







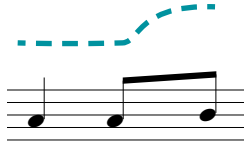

Using the Formative Assessments

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 

Rhythm and Meter

Simple Meters $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$





Compound Meters $\frac{6}{8}$



A	B	C	Summative Assessment
<p>Group Responding Task: Students listen to rhythmic motifs in 2/4, 3/4, 4/4, or 6/8 meter and</p> <ul style="list-style-type: none"> • find the steady beat and identify simple or compound meter • echo using stepping or clapping • speak back using rhythm syllables. <p>Solo/Group Performing Task: Students read and clap, speak, or play given rhythmic patterns in 2/4, 3/4, 4/4, or 6/8 meter. Example patterns are included on the Teacher Worksheet.</p>	<p>Solo/Group Creating and Performing Task: Review simple notation symbols and the durations for each. Have students notate a rhythmic motif using graphic or standard notation. In groups of four, students compose then perform a group composition by arranging and notating their four individual motifs, complete with bar lines.</p>	<p>Solo Creating and Performing Task: Students take turns improvising motifs in simple and compound meters while keeping a steady beat.</p>	<p>Task 5 Create and Perform Two Measures in 4/4 or 6/8 Meter Students compose their own two-measure piece in 4/4 or 6/8 meter. Students then perform their compositions using body percussion or classroom instruments.</p> <p>Task 6 Rhythm and Meter: Arrange and Perform a Rhythmic Composition in Small Groups Students create and perform a rhythmic composition in small groups, using their individual compositions from Task 5.</p>

Rhythm and Meter

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform: Simple Rhythms  Compound Rhythms 	Creates, responds to, or performs rhythmic composition accurately and with a steady beat.	Creates and performs rhythmic composition with some inaccuracies and/or erratic beat pattern.	Creates and performs rhythmic composition inaccurately most of the time, but may be accurate occasionally.	Does not create, respond to, or perform rhythmic composition.

Class: _____ Student Name	A	B	C	Notes

Rhythm and Meter

1



2



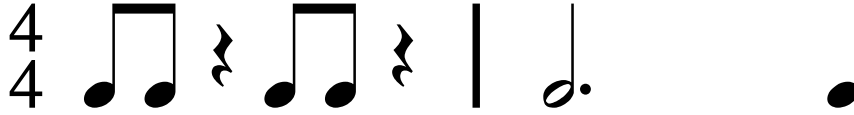
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4



5



6



7



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