

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.







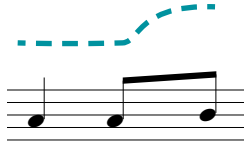

Using the Formative Assessments

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 

Singing in Tune

A	B	C	Summative Assessment
<p>Solo/Small Group Performing Task:</p> <p>Students take turns singing in tune, solo or in small groups, using a known echo song.</p>	<p>Solo Performing Task:</p> <p>Students take turns singing in tune on target patterns of <i>so-mi</i> and <i>do-re-mi</i> within a known song. Example songs are provided on the Teacher Worksheet.</p>	<p>Solo Creating and Performing Task:</p> <p>Students use singing voices to take turns improvising</p> <ul style="list-style-type: none">• with a known song in which a specific lyric is changed, or• by creating spontaneous phrases on a given theme.	<p>Task 1</p> <p>Demonstrate Singing in Tune</p> <p>Students take turns singing phrases of a known song <i>a cappella</i> to demonstrate singing voices and intonation.</p>

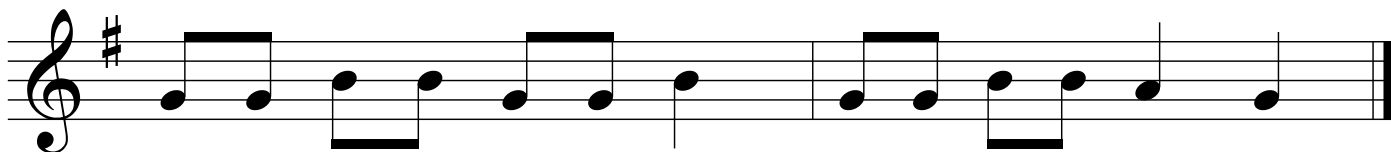
Sample Song

Closet Key

Traditional



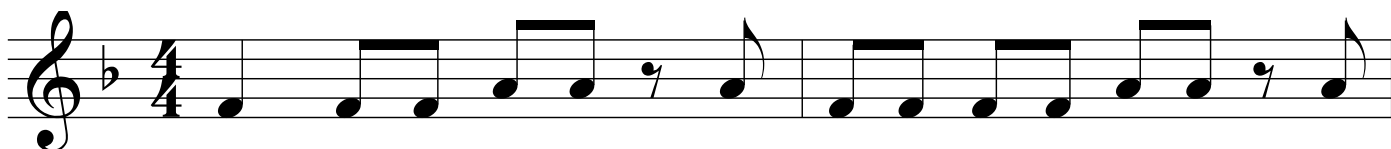
I have lost the clo - set key in my la - dy's gar - den.



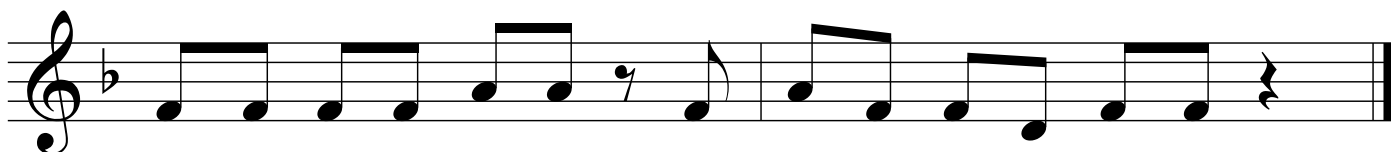
I have lost the clo - set key in my la - dy's gar - den.

Old Mister Rabbit

Traditional



Ol' Mis - ter Rab - bit, you've got a might - y hab - it of



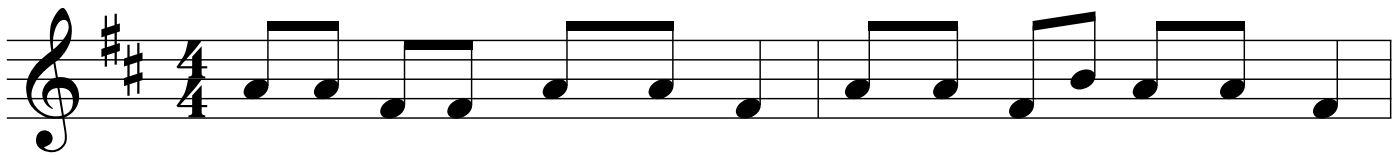
jump - ing in my gar - den and eat - ing all my *cab - bage!*

(*car - rots*)
(*to - ma - toes*)
(*corn*)

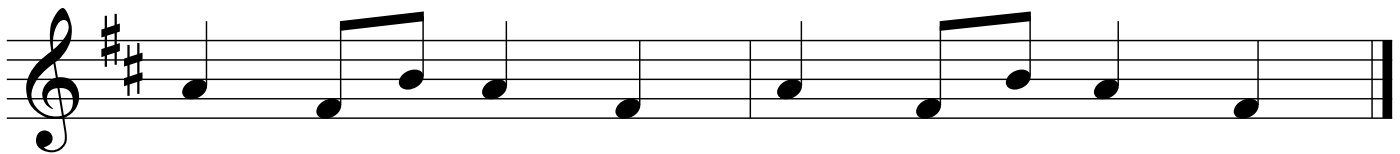
Sample Song

Doggie, Doggie

Traditional



Dog-gie dog-gie where's your bone? Some-one stole it from your home.



Who has my bo - ne? I have your bo - ne.