

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.







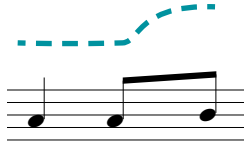

Using the Formative Assessments

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

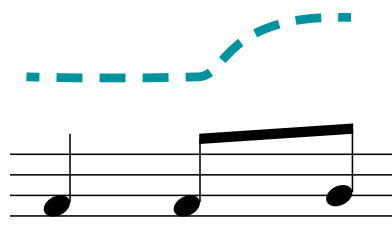
- Performing, responding, and creating tasks
- Solo, small-group, and whole-group work
- Varied modalities for different learning styles
- A scaffold of each musical concept to its Summative Assessment task

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 

Melodic Contour



A	B	C	Summative Assessment
<p>Solo Performing Task: Students sing a known song while following along with written music. As they sing, have students trace the melodic contour that they see and hear.</p>	<p>Group Responding Task: Students listen to a pentatonic motif and circle the shape (melodic contour) they hear from given choices on the Student Worksheet.</p>	<p>Solo/Group Creating and Performing Task: Have students draw five dots (note-heads) using both lines and spaces from left to right on the Student Worksheet. Students then draw a line to connect each of the dots to help visualize the melodic contour. An example is given. Students take turns performing using their voices to follow the melodic contour of their compositions.</p>	<p>Task 2 Identify Melodic Contour Using the Pentatonic Scale Students actively listen to a musical phrase, then circle the matching shape (melodic contour) using the Student Worksheet.</p>

Pitch

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform Melodic Contour Using the Pentatonic Scale	Creates, responds to, or performs melodic contour accurately both times.	Creates, responds to, or performs melodic contour accurately one time.	Creates, responds to, or performs melodic contour inaccurately.	Does not create, respond to, or perform melodic contour.

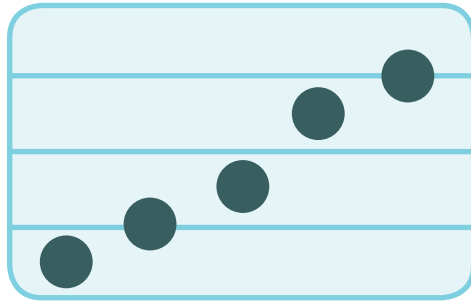
Class: _____ Student Name	A	B	C	Notes

Pitch

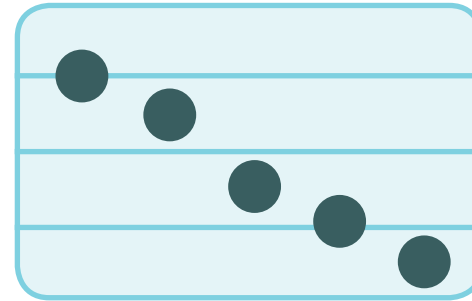
Name: _____ Date: _____ Class: _____

Circle the picture that shows the phrase you hear.
Watch and listen carefully to the direction of the pitches.

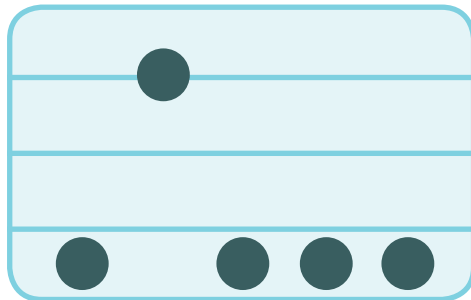
1



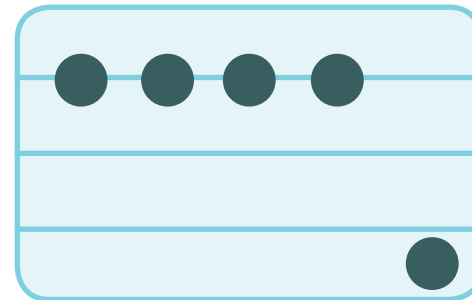
OR



2



OR



Name: _____ Date: _____ Class: _____

Creating Melodic Contour

In the boxes below, draw five dots, using both lines and spaces, from left to right. Then, draw a line to connect each of the dots. An example is given for you. Using your voice, sing the highs and lows of your new melodic contours.

Example

