

For each musical concept, there are several 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 3 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
Simple Meters $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{4}{4}$ $\frac{4}{4}$    Compound Meters $\frac{6}{8}$ $\frac{8}{8}$ 	Repeat Sign  First and Second Endings 	Pianissimo <i>pp</i> Fortissimo <i>ff</i>	Andante	<i>Continue to apply and develop prior knowledge.</i>	Steps/Leaps Notes on Treble Staff Treble/Bass Clef 	Posture Intonation

Expressive Qualities (Tempo)

Accelerando

Ritardando

Andante

Largo

Presto

A	B	C	Summative Assessment
<p>Group Responding Task: Students pat a given steady beat and listen for a tempo change. When the tempo changes, students use movement or conductor-based gestures to show if the beat got faster or slower.</p> <p>Group Responding Task: Students listen to a musical excerpt and circle the corresponding tempo from the Student Worksheet.</p>	<p>Solo/Group Performing Task: Students sing a known song, following given tempo markings or signals.</p>	<p>Solo/Group Creating and Performing Task: Students insert the five tempo markings shown above into a known song and conduct, sing, or play accordingly.</p> <p>Optional: Students provide rationale for musical choices.</p>	<p>Task 4 Identify Dynamics, Tempo, and Articulation Students listen and move to musical excerpts, then use the Student Worksheet to select the corresponding dynamic, tempo, and articulation choices that they hear.</p>

Expressive Qualities (Tempo)

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform Tempo: <i>Largo/Presto</i> <i>Accelerando/ Ritardando</i>	Creates, responds to, or performs tempo accurately and without hesitation.	Creates, responds to, or performs tempo with hesitation and some inaccuracies.	Creates, responds to, or performs tempo inaccurately most of the time, but may be accurate occasionally.	Does not create, respond to, or perform tempo.

Class: _____ Student Name	A	B	C	Notes

Expressive Qualities

(Tempo)

Name: _____ Date: _____ Class: _____

Draw a line to connect the words to their meanings.

Italian Music Vocabulary

Definitions

Accelerando

Speed Up

Andante

Slow Down

Largo

Walking Speed

Presto

Very Slow

Ritardando

Very Fast

Circle the tempo words below that describe this music.

Andante

Largo

Presto

Ritardando

Accelerando

One instrument I heard was a _____ .