Scope of Musical Concepts in the Grade 3 Summative Assessment

<table>
<thead>
<tr>
<th>Rhythm and Meter</th>
<th>Form and Design</th>
<th>Expressive Qualities</th>
<th>Pitch</th>
<th>Performing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Dynamics</td>
<td>Tempo</td>
<td>Articulation</td>
</tr>
<tr>
<td>Simple Meters</td>
<td>Repeat Sign</td>
<td>Pianissimo</td>
<td>Andante</td>
<td>Continue to apply and develop prior knowledge.</td>
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<td></td>
<td>:</td>
<td>PP</td>
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<td></td>
<td>First and Second Endings</td>
<td>Fortissimo</td>
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<tr>
<td>Compound Meters</td>
<td>:</td>
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<td>6/8</td>
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### Overview

<table>
<thead>
<tr>
<th>Task</th>
<th>Musical Concept: Task</th>
<th>Materials/Repertoire</th>
</tr>
</thead>
</table>
| 1    | **Performing:** Sing in Tune with Healthy Posture | • Known Song  
• Record Sheet with Rubric |
| 2    | **Rhythm and Meter:** Improvise a Rhythm | • Record Sheet with Rubric  
• Visual Aid of Given Rhythm(s) |
| 3    | **Pitch / Form and Design:** Sight Read a Melody | • Student Worksheet: Sight Reading  
• Record Sheet with Rubric |
| 4    | **Expressive Qualities:** Identify Dynamics, Tempo, and Articulation | • Student Worksheet: Expressive Qualities  
• Record Sheet with Rubric  
• Short Musical Excerpts Demonstrating:  
  • Pianissimo/Fortissimo  
  • Crescendo/Decrescendo  
  • Presto/Andante/Largo  
  • Accelerando/Ritardando  
  • Accent/Legato/Staccato |
| 5    | **Rhythm and Meter:** Transcribe a Rhythm | • Student Worksheets: Transcribing  
• Record Sheet with Rubric |
| 6    | **Pitch / Rhythm and Meter:** Compose a Melody | • Student Worksheets: Composing  
• Record Sheet with Rubric |
### Recommended Assessment Schedule

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1—Performing:</strong> Sing in Tune with Healthy Posture</td>
<td><strong>Task 2—Rhythm and Meter: Improvise a Rhythm</strong></td>
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<tr>
<td>All students assessed in one class period</td>
<td>All students assessed in one class period</td>
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<td></td>
<td><strong>Task 3—Pitch / Form and Design: Sight Read a Melody</strong></td>
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<tr>
<td><strong>Task 4—Expressive Qualities: Identify Dynamics, Tempo, and Articulation</strong></td>
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<td>Eight to ten students assessed per class over three class periods</td>
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<td><strong>Task 5—Rhythm and Meter: Transcribe a Rhythm</strong></td>
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<tr>
<td>All students assessed in one class period</td>
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<td></td>
<td><strong>Task 6—Pitch / Rhythm and Meter: Compose a Melody</strong></td>
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<tr>
<td>Eight to ten students assessed per class over three class periods</td>
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</table>
For each task, you are provided the following items:
• Task summary
• Estimated time required
• Materials list
• Repertoire (if any)
• Suggested procedures and prompts with a highlighted script

To administer this assessment, you need the following items:
• A pencil for each student
• Copies of the five student worksheets for each student (used for Tasks 3–6)
• A clipboard / writing surface for each student and teacher
• Copies of the Record Sheet with Rubric
• Five listening selections (or you may play/improvise five pieces on an instrument) that demonstrate the following distinctions:
  • Pianissimo/Fortissimo
  • Crescendo/Decrescendo
  • Presto/Andante/Largo
  • Accelerando/Ritardando
  • Accent/Legato/Staccato

Scripted text for teachers is treated in blue italics.

Pre-Set Materials
• A clipboard with the needed Student Worksheets and pencil at each student’s assigned seat
• A CD player, media player, or instrument(s) ready to play musical excerpts for Task 4
• A clipboard with the Record Sheet with Rubric
**Task Summary:** Students take turns singing phrases of a known song to demonstrate healthy posture and intonation.

**Time:** 10–15 minutes

**Materials:** Record Sheet with Rubric

**Repertoire:** known song with a limited range between middle C and B

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**Warm-Up**

- Have students review what it means to use a singing voice, to sing in tune, and how to demonstrate healthy posture.
- Lead the class in performing vocal sirens and warm-ups.
- Ask the whole class to sing a known song together.

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**Task Instructions**

- *Now we are going to sing a song together, and I’m going to look for your healthy posture and listen for your in-tune singing voice. Each of you will take turns singing one phrase of the song.*
- Sing the first phrase, then gesture to the first student to sing the next phrase, and to the next student to continue. Stop the sequence when students understand the turn-taking process.
- *Now we are going to start with [name of student] and continue around the room until the song is complete. Then we will sing through phrase-by-phrase again starting with [name of student].*
- As students perform, watch and assess each individual.
Task Summary: Students take turns improvising a one-measure rhythm to demonstrate phrase length, fluid rhythms, and a steady beat.

Time: 10 minutes

Materials: Record Sheet with Rubric

Repertoire: suggested given rhythms below

- In 4/4:
- In 6/8:

• On the board, display one of the given rhythms above and practice clapping it together.

• Have students echo one-measure rhythmic phrases that include one of the given rhythms.

Task Instructions

• Now you are going to improvise your own one-measure phrases using at least one of these given rhythms. I’m going to listen for those rhythms as you clap your phrases.

• Let’s start with [name of student] and continue around the room until we have heard a phrase from everyone.

• As students perform, watch and assess each individual.
Task 3
Pitch / Form and Design: Sight Read a Melody

Task Summary: Students sight sing or play four measures with first and second endings using the Student Worksheet.

Time: 10–15 minutes

Materials: Record Sheet with Rubric, Student Worksheet: Sight Reading

Repertoire: N/A

Warm-Up
- Have students review and practice different melodic phrases.

Task Instructions
- Look at your worksheet. Practice singing or playing the different examples on your worksheet. Make sure you watch for the correct order of endings.
- Allow students five minutes to practice on their own.
- Now you are going to take turns performing a given example. I will listen for the melody and watch how you follow the score.
- As students perform, watch and assess each individual.

Note: You may choose to have the class play a game or work on Task 6 while you assess five to six students individually over the course of three to five days.
Task 4
Expressive Qualities: Identify Dynamics, Tempo, and Articulation

Task Summary: Students listen and move to musical excerpts, then use the Student Worksheet to select the corresponding dynamic, tempo, and articulation choices that they hear.

Time: 10–15 minutes

Materials: Student Worksheet: Expressive Qualities, Record Sheet with Rubric

Repertoire: known song(s) or improvised musical excerpts that demonstrate different dynamics, tempos, and articulations

Warm-Up
• Have students review and practice the following musical terms by performing agreed-upon movements as they speak each word:
  • Dynamics: pianissimo, piano, forte, fortissimo, crescendo, decrescendo
  • Tempo: presto, andante, largo, accelerando, ritardando
  • Articulation: accent, staccato, legato

Task Instructions
• Look at your worksheet. Find number one and the words pianissimo and fortissimo next to it.
• I am going to play a short musical excerpt. You are going to listen and move to the music. When the music stops, circle the word that best describes the music. Here is number one.
• Play or improvise a musical excerpt that demonstrates either pianissimo or fortissimo. Repeat as desired/necessary.
• Now circle the word that best describes the music for number one.
• Repeat this same process with numbers two and three:
  • Crescendo/Decrescendo
  • Presto/Andante/Largo
  • Accelerando/Ritardando
  • Accent/Legato/Staccato
• Optional: Have students name at least one instrument that they heard in the musical excerpt(s).
Task Summary: Students listen to a two-measure rhythmic phrase and transcribe it using the Student Worksheet.

Time: 15–20 minutes

Materials: Student Worksheet: Transcribing, Record Sheet with Rubric

Repertoire: suggested given rhythms below

<table>
<thead>
<tr>
<th>4</th>
<th>4</th>
<th>3</th>
<th>6</th>
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</thead>
<tbody>
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</tbody>
</table>

Warm-Up

• Improvise a two-measure rhythmic phrase and have the students perform it back by clapping, counting, or using rhythm syllables.

Task Instructions

• Give students the time signature of the rhythmic phrase you will be performing.

• I will clap a two-measure rhythm. Using your worksheet, write down the rhythms you hear. You will listen to the phrase four times. Here is the first.

• Perform the rhythmic phrase while students listen and write.

• Wait 30 seconds, and then perform the phrase again.

• This is the second time. Wait 30 seconds.

• This is the third time. Wait 30 seconds.

• Listen one last time, and check your answer.
Task Summary: Students identify pitches and compose a two-measure melody using the Student Worksheet.

Time: 20–45 minutes

Materials: Student Worksheets: Composing, Record Sheet with Rubric

Repertoire: N/A

Warm-Up

4/4
\[\begin{align*}
\text{C} & \text{G} & \text{D} & \text{F} \\
\text{D} & \text{A} & \text{E} & \text{C}
\end{align*}\]

6/8
\[\begin{align*}
\text{C} & \text{G} & \text{G} & \text{D} \\
\text{D} & \text{A} & \text{E} & \text{C}
\end{align*}\]

Task Instructions

• Determine if students will complete the composition task in 4/4 or in 6/8 meter and give out the appropriate worksheet.

• Look at the first measure on your student worksheet and label the pitches that you see in the score.

• Then draw a circle around a step and a square around a leap.

• Next, you will complete the score by composing your own two-measure melody.

• Be sure to complete all of the elements using the checklist as your guide.

• As students complete each step of the task, remind them of the next steps and the remaining time.
## Record Sheet with Rubric

### Task Musical Concept: Assessment Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Assessment Task</th>
<th>4 Standing Ovation</th>
<th>3 Stage Ready</th>
<th>2 Practice, Practice</th>
<th>1 Try Again</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Performing: Sing in Tune with Healthy Posture</td>
<td>Posture</td>
<td>Consistently maintains an aligned posture with relaxed shoulders.</td>
<td>Maintains posture with some inconsistencies.</td>
<td>Has difficulty maintaining posture, but may be accurate occasionally.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intonation</td>
<td>Performs using a singing voice that is clear and in tune.</td>
<td>Performs using a singing voice that is mostly in tune.</td>
<td>Performs melody but does not use a singing voice or is not in tune.</td>
</tr>
<tr>
<td>2</td>
<td>Rhythm and Meter: Improvise a Rhythm</td>
<td>One-Measure Phrase</td>
<td>Performs accurate phrase length.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fluid Rhythms and Steady Beat</td>
<td>Improvises and performs fluid rhythms with a consistent, steady beat.</td>
<td>Improvises and performs with mostly fluid rhythms and maintains a steady beat, but with some inaccuracies.</td>
<td>Has difficulty performing rhythms with fluidity and keeping the beat, but may be accurate occasionally.</td>
</tr>
<tr>
<td>3</td>
<td>Pitch / Form and Design: Sight Read a Melody</td>
<td>Pitch</td>
<td>Performs pitches accurately.</td>
<td>Performs pitches with some inaccuracies.</td>
<td>Performs pitches inaccurately most of the time, but may be accurate occasionally.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Following a Score</td>
<td>Performs score accurately.</td>
<td>Performs score with some inaccuracies.</td>
<td>Performs score inaccurately most of the time, but may be accurate occasionally.</td>
</tr>
<tr>
<td>Task</td>
<td>Musical Concept: Assessment Task</td>
<td>4 Standing Ovation</td>
<td>3 Stage Ready</td>
<td>2 Practice, Practice, Practice</td>
<td>1 Try Again</td>
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<tr>
<td>4</td>
<td>Expressive Qualities: Identify Dynamics, Tempo, and Articulation</td>
<td>Dynamics</td>
<td>Circles correct dynamic ((pianissimo\ or \ fortissimo)).</td>
<td>Does not answer or circles incorrect dynamic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dynamics</td>
<td>Circles correct dynamic ((crescendo\ or \ decrescendo)).</td>
<td>Does not answer or circles incorrect dynamic.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Tempo</td>
<td>Circles correct tempo ((presto, andante, or largo)).</td>
<td>Does not answer or circles incorrect tempo.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Articulation</td>
<td>Circles correct articulation ((accent, staccato, or legato)).</td>
<td>Does not answer or circles incorrect articulation.</td>
<td></td>
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<tr>
<td></td>
<td>Instrument (optional)</td>
<td></td>
<td>Names at least one correct instrument.</td>
<td>Does not name an instrument or names an instrument that was not played.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Rhythm and Meter: Transcribe a Rhythm</td>
<td>Transcribes rhythms accurately.</td>
<td>Transcribes rhythms with some inaccuracies.</td>
<td>Transcribes rhythms inaccurately most of the time, but may be accurate occasionally.</td>
<td>Does not transcribe rhythms or is inaccurate.</td>
</tr>
<tr>
<td>6</td>
<td>Pitch / Rhythm and Meter: Compose a Melody</td>
<td>Identify Pitches</td>
<td>Identifies all pitches accurately.</td>
<td>Identifies pitches with some inaccuracies.</td>
<td>Identifies pitches inaccurately most of the time, but may be accurate occasionally.</td>
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<tr>
<td></td>
<td></td>
<td>Identify Steps and Leaps</td>
<td>Identifies a step and a leap accurately.</td>
<td>Identifies a step or a leap accurately.</td>
<td>Identifies a step and/or a leap, but both are inaccurate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compose Rhythms</td>
<td>Composes rhythms accurately.</td>
<td>Composes rhythms with some inaccuracies.</td>
<td>Composes rhythms inaccurately most of the time, but may be accurate occasionally.</td>
</tr>
</tbody>
</table>
Record Sheet with Rubric

Teacher Worksheet
Summative Assessment
Music Educators Toolbox
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### Rubric

<table>
<thead>
<tr>
<th></th>
<th>1 Try Again</th>
<th>2 Practice, Practice</th>
<th>3 Stage Ready</th>
<th>4 Standing Ovation</th>
</tr>
</thead>
</table>

> Indicates that the task is a performance, assessed in the moment.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>4 Standing Ovation</th>
<th>3 Stage Ready</th>
<th>2 Practice, Practice</th>
<th>1 Try Again</th>
</tr>
</thead>
</table>

### Class: ____________________

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Performing</th>
<th>Rhythm and Meter</th>
<th>Pitch / Form and Design</th>
<th>Expressive Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Posture</td>
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<td></td>
<td>Intonation</td>
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<td></td>
<td>One-Measure Phrase</td>
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<td></td>
<td>Fluid Rhythms and Steady Beat</td>
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<td></td>
<td>Following a Score</td>
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<tr>
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<td>Pitch</td>
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<td>Dynamics</td>
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<td></td>
<td>Dynamics</td>
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<td>Tempo</td>
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<td></td>
<td>Articulation</td>
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<td></td>
<td>Instrument (optional)</td>
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<td></td>
<td>Rhythm and Meter</td>
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<td>Identify Pitches</td>
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<td></td>
<td>Identify Steps and Leaps</td>
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<td></td>
<td>Compose Rhythms</td>
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</tbody>
</table>

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Name: ______________________  Date: ______________  Class: ______________

Sight Reading

1.

2.

3.

4.

5.

6.
Circle the expressive quality that you hear in each musical example.

1. Pianissimo
   - pp
   - OR
   - Fortissimo
   - ff

2. Crescendo
   - OR
   - Decrescendo

3. Largo
   - OR
   - Andante
   - OR
   - Presto

4. Accent
   - OR
   - Staccato
   - OR
   - Legato

One instrument I heard was a ____________________________.
Name: ___________________________  Date: _______________  Class: _______________

Transcribing

Directions:
1. Write in the time signature at the beginning of your score.
2. Listen carefully and then write down the rhythm that you hear.
3. Listen again and check your work.
Rhythm and Meter

Transcribing

Directions:
1. Write in the time signature at the beginning of your score.
2. Listen carefully and then write down the rhythm that you hear.
3. Listen again and check your work.
Name: ____________________ Date: ____________ Class: ____________

**Composing in 4/4**

**Directions:**

1. Label the pitches in the first measure below.
2. Draw a circle around a step.
3. Draw a square around a leap.
4. Compose your own two-measure melody in measures 2 and 3, using this checklist:
   - Use at least three different rhythms (look at the Rhythm Wall for examples).
   - Check your musical math.
5. Title your piece.

**Title:** ________________________________

[Music notation image]
Name: ____________________  Date: ____________  Class: ____________

**Composing in 6/8**

**Directions:**
1. Label the pitches in the first measure below.
2. Draw a circle around a step.
3. Draw a square around a leap.
4. Compose your own two-measure melody in measures 2 and 3, using this checklist:
   - Use at least three different rhythms (look at the Rhythm Wall for examples).
   - Check your musical math.
5. Title your piece.

Title: ____________________________

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**Rhythm Wall**

- \( \text{Rhythm Wall} \)
- \( \text{6/8 Example 3} \)
- \( \text{Score} \)
- \( \text{6/8 Example 3} \)
- \( \text{Score} \)