

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

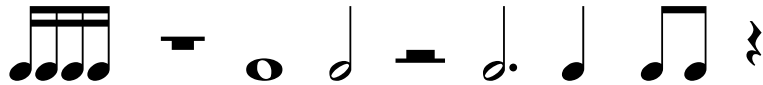
Please note: In order for these assessments to be formative, teachers should facilitate each task in a way that gives students both task performance feedback **and** the opportunity for revision.

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

Rhythm and Meter

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



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

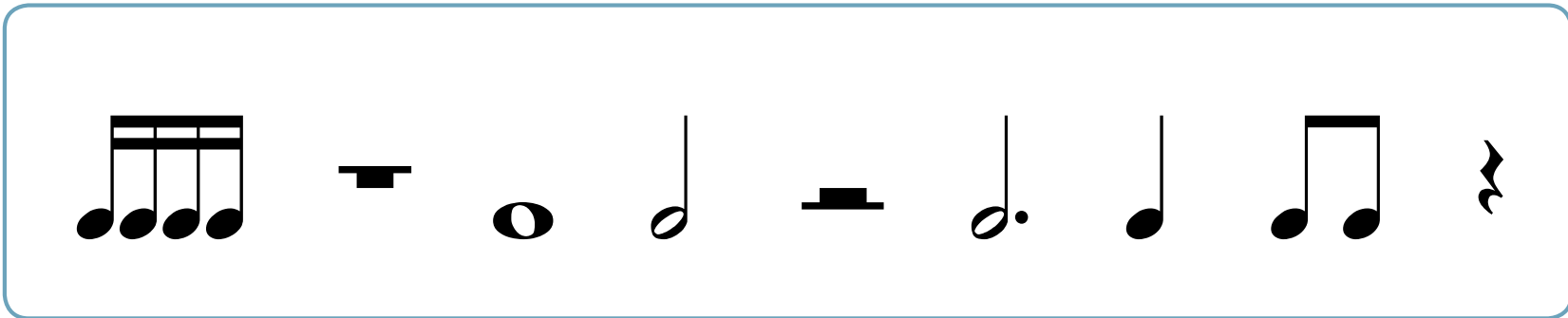


A	B	C	Summative Assessment
<p>Solo/Group Performing Task: Students improvise a four-beat rhythmic answer in response to teacher's question, demonstrating accurate phrase length, fluid rhythms, and a steady beat.</p>	<p>Solo/Group Performing Task: Throughout the year, students improvise rhythms over four beats of a recorded piece and/or a backbeat.</p>	<p>Solo Creating and Performing Task: Students compose and perform a four-beat rhythmic ostinato to a known song.</p>	<p>Task 2 Improvise a Rhythm Students take turns improvising a one-measure rhythm to demonstrate phrase length, fluid rhythms, and a steady beat.</p>
<p>Solo/Group Performing and Responding Task: Following given signals, students alternate between tapping the beat and clapping the rhythm of songs from the board in different meters.</p>	<p>Group Responding Task: Teacher performs one-measure rhythmic motifs using known rhythms in different meters. Students respond to each by echoing back the corresponding rhythm syllables.</p>	<p>Group Responding Task: Teacher performs a two-measure rhythmic pattern using known rhythms four times. Students listen quietly or echo, and then notate the rhythms they hear. Students check their notation on a fourth and final hearing, making sure to include bar and double bar lines.</p>	<p>Task 5 Transcribe a Rhythm Students listen to a two-measure rhythmic phrase and transcribe it using the Student Worksheet.</p>
<p>Group Responding Task: Students listen to melodies in simple and compound meters, find and demonstrate the steady beat, and identify it as being in simple or compound meter.</p>	<p>Solo Creating and Performing Task: Students compose rhythmic motifs in simple and compound meters and then exchange compositions with a partner. Partners offer feedback, composers revise their own work, and then each student performs the revised composition.</p>	<p>Solo/Group Creating and Performing Task: Each student notates a rhythmic motif using 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>Task 6 Compose a Melody Students identify pitches and compose a two-measure melody using the Student Worksheet.</p>

Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose two measures using the notes and rests below.



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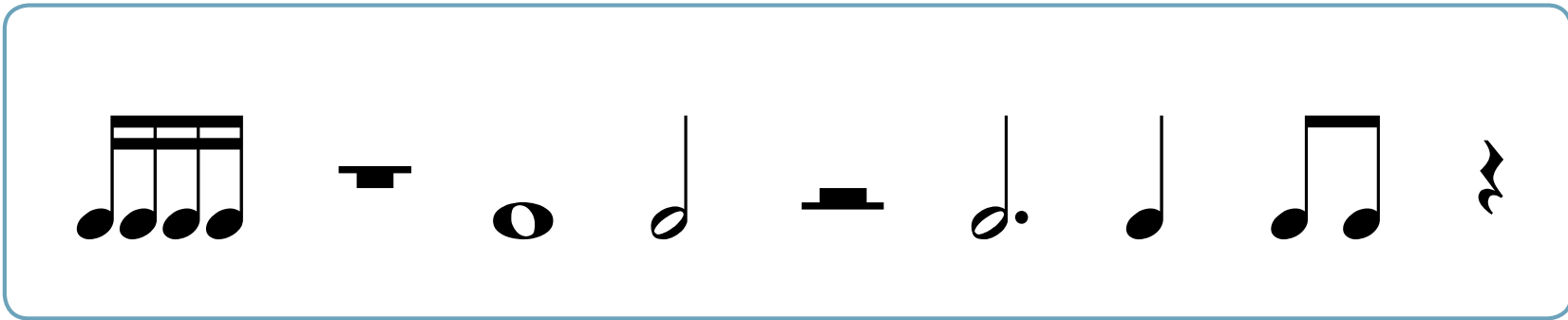
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Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose two measures using the notes and rests below. Be sure to write in bar and double bar lines!

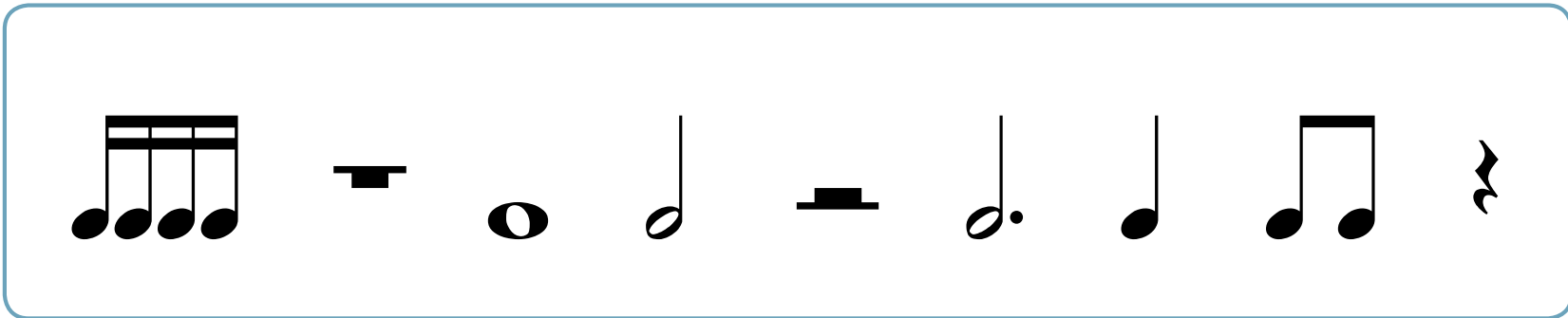


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Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose two measures using the notes and rests below.



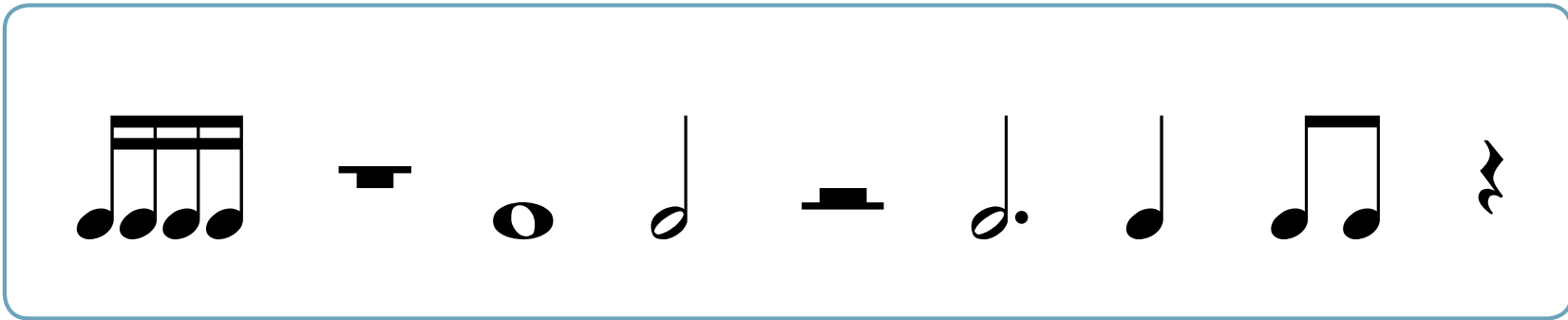
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Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose two measures using the notes and rests below. Be sure to write in bar and double bar lines!

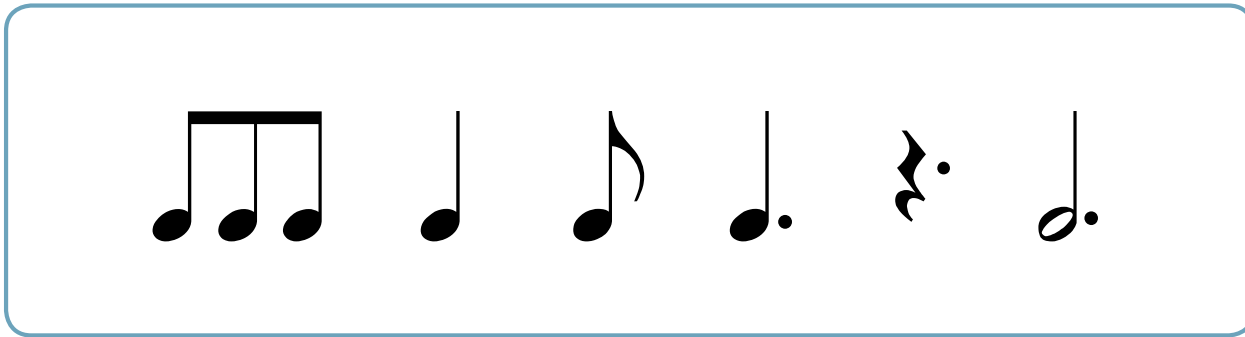


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Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose two measures using the notes and rest below.



6
8



Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose two measures using the notes and rest below. Be sure to write in bar and double bar lines!



6
8