

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

Repeat Sign



First and Second Endings



A	B	C	Summative Assessment
<p>Solo/Group Responding Task: Play “Hot Cross Buns” for students using the Teacher Worksheet. Have students practice drawing a repeat sign and then mark the repeat in the music on the Student Worksheet.</p> <p>Solo/Group Responding Task: Students listen to four phrases of an unknown song and label the form. Students discover which phrases repeat and practice replacing a repeated measure with a beginning and ending repeat sign.</p>	<p>Solo/Group Performing Task: Students sight sing or play four measures with first and second endings.</p> <p>Solo/Group Responding Task: Using the Student Worksheet, students look at the given score and count the measure numbers. Then, by following the musical signs, they fill in the order of measure numbers as they are to be played.</p>	<p>Solo Creating and Performing Task: Students compose and perform four measures and mark in the first ending, repeat sign, and second ending.</p>	<p>Task 3 Sight Read a Melody Students sight sing or play four measures with first and second endings using the Student Worksheet.</p>

Form and Design

Draw a repeat sign here:



Listen to “Hot Cross Buns” as you look at the music below. You will hear that one measure is repeated.

Write in a repeat sign where it is needed in the music score.

Hot cross buns. One a pen-ny, two a pen-ny, hot cross buns.

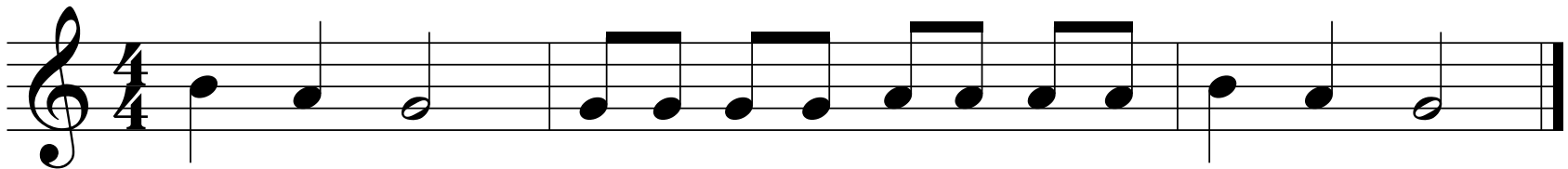
Form and Design

Name: _____ Date: _____ Class: _____

Draw a repeat sign here:

Listen to “Hot Cross Buns” as you look at the music below. You will hear that one measure is repeated.

Write in a repeat sign where it is needed in the music score.



Hot cross buns. One a pen-ny, two a pen-ny, hot cross buns.

Form and Design

Name: _____ Date: _____ Class: _____

Using the measure numbers, follow the musical signs and fill in the order that they will be played below.

1 2 3 4 5 6

1. 2.

START on measure: _____	Next measure: _____	Next measure: _____	Next measure: _____	Next measure: _____	Next measure: _____	Next measure: _____	FINISH on measure: _____
--------------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	---------------------------------------