

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 4 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
<p>Simple Meters</p> <p>C</p> <p>Syncopation</p>  <p>Compound Meters</p> <p><i>Continue to apply and develop prior knowledge, as well as distinguish between simple and compound meters.</i></p>	<p>A-B</p> <p>A-B-A</p> <p>Rondo</p> <p>Two-Part Score</p>	<p>Mezzo-Piano</p> <p><i>mp</i></p> <p>Mezzo-Forte</p> <p><i>mf</i></p>	<p>Fermata</p> 	<p><i>Continue to apply and develop prior knowledge.</i></p>	<p>Scale</p> <p>Major/Minor</p>	<p>Clear Tone</p> <p>Instrument Exploration</p>

Clear Tone and Intonation

Instrument Exploration

A	B	C	Summative Assessment
<p>Group Performing Task: Students demonstrate clear tone and correct intonation by singing or playing a known song.</p> <p>Students self-evaluate their progress and revise their performance.</p>	<p>Duet Responding and Performing Task: With a partner and using the Student Worksheet, students participate in a clear sound experiment. Students listen to themselves and each other, providing feedback.</p> <p>Students self-evaluate their progress and revise their performance.</p>	<p>Solo Performing Task: Students demonstrate a clear tone and correct intonation by taking turns singing or playing embedded solos within a known song.</p> <p>Students self-evaluate their progress and revise their performance.</p>	<p>Task 1 Sing in Tune with a Clear Tone Students take turns singing phrases of a known song to demonstrate intonation and a clear tone.</p>
<p>Group Responding Task: As a class, have students list instruments they know. Choose three different instruments and describe them in more detail (e.g., shape and size, materials used, how a sound is produced, etc.)</p>	<p>Solo/Group Responding Task: Show students pictures of a variety of instruments. Have them name each instrument and describe how it functions.</p>	<p>Solo/Group Responding Task: Play short musical excerpts that feature a range of instruments. Students write down the instruments that they hear. Then, in pairs, students share their answers and check their work.</p>	<p>Task 4 Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation Students listen to a musical excerpt and then use the Student Worksheet to select the corresponding tempo, dynamics, articulation, mode (major or minor), form, and instrumentation that they hear.</p>

Performing

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Perform with Clear Tone	Consistently maintains a free, clear tone.	A clear tone is maintained with some inconsistencies and/or strain.	Has difficulty maintaining a clear tone, but may be clear occasionally.	Does not perform.
Perform in Tune	Performs correct pitches using a singing voice that is consistently in tune.	Performs mostly correct pitches using a singing voice that is mostly in tune.	Performs some of the correct pitches but does not consistently use a singing voice or is not in tune.	Does not perform.
Instrument Exploration	Correctly identifies and describes instruments.	Correctly identifies and describes some instruments, but with some inaccuracies.	Has difficulty identifying and describing instruments, but may be accurate occasionally.	Does not perform.

Class: _____ Student Name	A	B	C	Notes

Name: _____ Date: _____ Class: _____

Clear Sound Experiment

1 Do your best to make a clear sound using your voice or instrument while your partner listens.

- Does it sound free and clear like a bell?
- Does it sound pressed or strained?
- Is it breathy, like there's extra noise around it?

Rate Your Performance:

Draw an **X** below to describe how you think you performed.

Strained — — — — — — — — — — Clear — — — — — — — — — — Breathy

Rate Your Partner's Performance:

Draw an **X** below to describe what you heard from your partner.

Strained — — — — — — — — — — Clear — — — — — — — — — — Breathy

Name: _____ Date: _____ Class: _____

Clear Sound Experiment

2

Now let's experiment with different sounds. Mark an **X** on the scale for each step of the experiment.

What does it sound like when you make a sound and

- use more air? **Strained** - - - - - **Clear** - - - - - **Breathy**
- use less air? **Strained** - - - - - **Clear** - - - - - **Breathy**
- relax/open your throat?
(like a yawn) **Strained** - - - - - **Clear** - - - - - **Breathy**
- tighten/close your throat?
(like a grunt) **Strained** - - - - - **Clear** - - - - - **Breathy**

Circle the words below that match what you think you (and only you!) need to do to make a clear sound.

- To make a clear sound, I think I need to use **less air** **the same amount of air** **more air**
- To make a clear sound, I think I need to **relax my throat** **tighten my throat**

Performing

Name: _____ Date: _____ Class: _____

Clear Sound Experiment

3

Now test your theory and do your best to make a clear sound again.

Rate Your Second Performance:

Draw an **X** below to describe how you think you performed.

Strained — — — — — — — — — — **Clear** — — — — — — — — — — **Breathy**

Rate Your Partner's Second Performance:

Draw an **X** below to describe what you heard from your partner.

Strained — — — — — — — — — — **Clear** — — — — — — — — — — **Breathy**

Has the sound changed from when you first started?

Yes

OR

No