

**For each musical concept, there are three formative assessments, one corresponding rubric, and one teacher record sheet. Concepts addressed in the formative assessments include eight musical elements: meter, rhythm, form and design, dynamics, tempo, articulation, pitch, and singing. Select formative assessments also include student worksheets.**


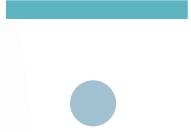






## Using the Formative Assessments

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 Kindergarten Formative Assessments

| Meter  | Rhythm  | Form and Design   | Expressive Qualities  |  |  | Pitch   | Singing  |
|--|---|---|---|--|--|---|--|
|  |   |   | Dynamics  | Tempo  | Articulation   |   |  |
| Steady Beat<br> | Long/Short<br> | Same/Different<br> | Loud/Soft<br> | Fast/Slow<br> | Connected/Separated<br> | High/Low<br> | Voice Types<br> |

# Rhythm

## Long/Short

| A  | B   | C  | Summative Assessment  |
|--|---|--|---|
| <p><b>Solo/Group Responding Task:</b><br/>Students use movement to demonstrate if sounds played are long or short.</p> | <p><b>Solo/Group Performing Task:</b><br/>Students read four given graphic representations of long and short sounds from the board and perform using voices or instruments.</p> | <p><b>Solo Creating and Performing Task:</b><br/>Students draw using the student worksheet or use manipulatives (e.g., three short and three long sticks per student) to create their own compositions of four sounds using a combination of long and short representations. Students then perform their compositions.</p> | <p><b>Task 2</b><br/><b>Create and Perform Long/Short Patterns</b><br/>Students create a pattern of four sounds using both long and short sounds. Students take turns performing their compositions using voice and/or body percussion.</p> |



# Rhythm


Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Create a new pattern by drawing short and long sounds in the boxes below.

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

## Key

 = Long

 = Short