

**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.**


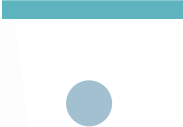






## Using the Formative Assessments

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 	Long/Short 	Same/Different 	Loud/Soft 	Fast/Slow 	Connected/Separated 	High/Low 	Voice Types 



## Steady Beat



A	B	C	Summative Assessment
<p><b>Solo Creating and Performing Task:</b> Students individually initiate and maintain a steady beat on a drum. The class taps or pats and sings a known song following each student's tempo.</p> <p><b>Note:</b> Beat competency should be practiced in both simple (2/4, 3/4, 4/4) and compound (6/8, 12/8) meters throughout the year. Students should be encouraged to move to both simple (walking) and compound (skipping) meters.</p>	<p><b>Solo/Group Performing Task:</b> Students demonstrate the steady beat by tapping or patting the beat to a known song with a strong beat. Students compare timing of tapping/patting with others and make adjustments.</p> <p>Additional beat motions may include:</p> <ul style="list-style-type: none"> <li>• Swinging arms back and forth</li> <li>• Bending the knees</li> <li>• Twisting side to side from the waist</li> <li>• Hammering one fist into the other palm</li> </ul>	<p><b>Group Responding Task:</b> Using a known song in 4/4, students sing and demonstrate the beat by pointing to icons on the student worksheet that represent the song's length (e.g., four rows of four images) on the beat, left to right, top to bottom. This activity helps students with essential visual tracking skills necessary for reading music and literature.</p>	<p><b>Task 1</b> <b>Demonstrate Steady Beat</b> The whole class demonstrates the steady beat by tapping/clapping/patting while speaking a known chant with a strong steady beat.</p>



# Meter

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

