







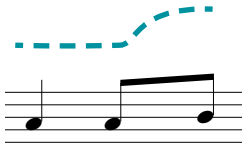



Summative Assessment

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Scope of Musical Concepts in the Grade 1 Summative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
<p>Rhythmic Patterns</p>  <p>Simple Meters</p> <p>2 3 4 4 4 4</p>	<p>Melodic Phrases</p> 	<p>Forte</p>  <p>Piano</p> 	<p>Presto</p>  <p>Largo</p> 	<p>Legato</p>  <p>Staccato</p> 	<p>Contour</p> 	<p>Singing Voice</p> 

Overview

Task	Musical Concept: Task	Materials
1	Rhythm and Meter: Perform a Four-Beat Pattern	<ul style="list-style-type: none"> • Rhythm Cards with a Variety of Four-Beat Patterns • Record Sheet with Rubric
2	Form and Design: Recognize Melodic Phrases	<ul style="list-style-type: none"> • Student Worksheet: Form and Design • Known Song with Clear Melodic Phrases
3	Expressive Qualities: Identify Dynamics, Tempo, and Articulation	<ul style="list-style-type: none"> • Audio Track: Overture to <i>The Marriage of Figaro</i> • Student Worksheet: Expressive Qualities
4	Pitch: Create and Perform Melodic Contour	<ul style="list-style-type: none"> • One Piece of Yarn per Student • Record Sheet with Rubric
5	Performing: Demonstrate Singing Voice	<ul style="list-style-type: none"> • Known Song with Limited Pitches in a Comfortable Singing Range (C4–C5) • Record Sheet with Rubric

Recommended Assessment Schedule

Day 1	Day 2	Day 3	Day 4	Day 5
Task 1—Rhythm and Meter: Perform a Four-Beat Pattern Five to six students assessed per class over five class periods				
		Task 2—Form and Design: Recognize Melodic Phrases All students assessed in one class period		
Task 3—Expressive Qualities: Identify Dynamics, Tempo, and Articulation All students assessed in two class periods				Task 3—Expressive Qualities: Identify Dynamics, Tempo, and Articulation All students assessed in two class periods
	Task 4—Pitch: Create and Perform Melodic Contour Eight to ten students assessed per class over three class periods			
Task 5—Performing: Demonstrate Singing Voice Five to six students assessed per class over five class periods				

Note to Teachers



For each task, you are provided the following items:

- Task summary
- Estimated time required
- Materials list
- Repertoire (if any)
- Suggested procedures and prompts with a highlighted script

To administer this assessment, you need the following items:

- A pencil for each student
- A copy of the two Student Worksheets for each student (used for Tasks 3 and 4)
- A clipboard / writing surface for each student and teacher
- Copies of the Record Sheet with Rubric
- A CD or media player connected to speakers (used for Task 3)
- Two contrasting listening selections, such as a lullaby and a march (or you may play/improvise two pieces on an instrument)

Suggested listening selection:

- Download Audio: Overture to *The Marriage of Figaro*

Scripted text for teachers is treated in blue italics.

Pre-Set Materials

- A clipboard with the needed Student Worksheets, pencil, and a piece of yarn at each student's assigned seat
- A CD player or iTunes ready to play audio (for Task 3)
- A clipboard with Record Sheet with Rubric

Task 1

Rhythm and Meter: Perform a Four-Beat Pattern

Task Summary: Students individually take turns clapping, tapping, or vocalizing four-beat rhythmic patterns using quarter-notes, eighth-note pairs, and quarter-note rests.

Time: 5–10 minutes

Materials: Record Sheet with Rubric, Teacher Worksheet: Four-Beat Rhythmic Patterns

Repertoire: N/A

Warm-Up

- The whole class claps, taps, or speaks four different rhythmic patterns together as a class.

Task Instructions

- Pre-set one rhythm card.
- *Now let's take turns reading these rhythms out loud, starting with [name of student] and ending with [name of student].*
- Clearly describe and show the order for turn taking. Use a variety of cards so that each student has a unique rhythm to clap or tap.
- As students perform, watch and assess each individual.



Task 2

Form and Design: Recognize Melodic Phrases

Task Summary: Students begin to sing a known song together. When the teacher signals them to stop, students stop, count, and write down the number of melodic phrases they have sung.

Time: 10–15 minutes

Materials: Student Worksheet: Form and Design, Teacher Worksheet: Form and Design

Repertoire: known song with clear melodic phrases (suggestion: “Bow Wow Wow”)

Warm-Up

- Review how to count melodic phrases, referring students to the song lyrics, punctuation, and singing breaths.
- As a whole group, ask students to sing, count, and discover the number of phrases in a known song.
- *Let’s play “Stop and Count.” I will sing part of this song. When I stop, show me on your fingers how many phrases I sang.*
- Practice singing only two phrases of the song and asking for the number of phrases sung.
- Repeat activity, singing three phrases.

Task Instructions

- *Now we’re going to play the same game with the song “Bow Wow Wow,” only this time you are going to write your answer down. Do NOT show the answer. Silently—in your head—count the number of phrases I sing. Here’s number one.*
- Sing the entire song (four phrases) and stop.
- *How many phrases did I sing? Write your answer next to number one.* (Wait 15 seconds.)
- *I’m going to sing the same number of phrases again. Check your answer!*
- Sing entire song again (four phrases) and stop.
- *How many phrases did I sing? Write your answer next to number one.* (Wait 15 seconds.)
- Repeat the same steps singing two phrases for number two, and three phrases for number three.

Task 3

Expressive Qualities: Identify Dynamics, Tempo, and Articulation

Task Summary: Students listen and move to a musical excerpt, then listen and select the corresponding dynamic, tempo, and articulation choices using the Student Worksheet.

Time: 10–15 minutes

Materials: Student Worksheet: Expressive Qualities

Repertoire: Download Audio: Overture to *The Marriage of Figaro*

Warm-Up

- *On your student worksheet, look at these three rows of choices: forte/piano, presto/largo and legato/staccato. As I point to each box, show me with your body what that would look like.*
- Have students review and practice the musical terms and agreed-upon movements based on standard conducting gestures corresponding to each.
 - *Show me forte.* (Model hands moving far apart.)
 - *Piano* (Model hands moving close together.)
 - *Presto* (Model hands/feet moving quickly.)
 - *Largo* (Model hands/feet moving slowly.)
 - *Legato* (Model hands moving smoothly in long lines.)
 - *Staccato* (Model hands moving in jerky, short motions.)

Task Instructions

- *Look at your worksheet. Find the three rows of choices: forte/piano, presto/largo, and legato/staccato.*
- *You're going to listen to a piece three times. Show me with your movements if the music is forte (model gesture) or piano (model gesture). When the music stops, circle if the music was forte or piano.*
- Play the audio track while students listen and move.
- *Now circle if the music was forte or piano.* (Wait 15 seconds.)
- Twice repeat these same steps with the same audio track, listening for *presto* or *largo*, and *legato* or *staccato*.

Going Deeper

- *Find the words "When I hear this music I think about ..." Now take two minutes and fill in the blank.*
- Wait two minutes.
- *Now take two minutes and fill in the next blank: "This music makes me feel ..."*
- Wait two minutes.

Audio Credit

Overture to *Le Nozze di Figaro* by W.A. Mozart. Performed by the Musopen Symphony Orchestra. Available from Musopen. Sound files on the Musopen repository are licensed as Public Domain.

Task 4

Pitch: Create and Perform Melodic Contour

Task Summary: Students use yarn or string to create and perform a simple melodic contour using their voices. (Note: Only the performing aspect of this task will be assessed.)

Time: 10–15 minutes

Materials: one piece of yarn per student, Record Sheet with Rubric

Repertoire: N/A

Warm-Up

- The whole class practices vocal sirens, vocalizing on “ooh” from high to low, low to high, etc.
- The whole class reads and vocalizes a melodic shape from the board together on “ooh.”

Task Instructions

- Pre-set one piece of yarn per student.
- *Now, please find your piece of yarn and take one minute to make your own melodic shape on the floor.*
- Wait a minute and make sure none of the shapes are vertical.
- *When I say “begin,” quietly practice following your yarn’s ups and downs with your finger and voice. When I give you a signal, there should be silence. Ready, begin.*
- Wait a minute, then signal for silence.
- *Okay, let’s take turns reading them aloud using your finger and siren voice to follow the ups and downs of your yarn’s shape. We’ll start with [name of student] and go around.* (Clearly describe and show the order for turn taking.)
- *Ready, begin.*
- As students perform, watch and assess each individual.



Task 5

Performing: Demonstrate Singing Voice

Task Summary: Students take turns singing solo phrases of a known song as the teacher listens for use of singing voice.

Time: 5–10 minutes

Materials: Record Sheet with Rubric

Repertoire: known song with limited pitches in comfortable singing range (C4–C5) (suggestion: “Closet Key”)

Warm-Up

- Have students stretch, practice vocal sirens, and echo sing a few patterns to warm up their voices.
- Have students sing “Closet Key” or another known song as a whole group.

Task Instructions

- *Now we’re going to take turns singing one phrase each of “Closet Key,” and I’m going to listen for your singing voice. We’ll start with [name of student] and go around.* (Clearly describe and show the order for turn taking.)
- Sing the first phrase, then gesture to the first student to sing the following phrase, and to the next student to continue, etc.
- As students perform, watch and assess each individual.



Record Sheet with Rubric

Task	Musical Concept: Assessment Task		4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
1	Rhythm and Meter: Perform a Four-Beat Pattern		Performs rhythmic patterns accurately and with a steady beat.	Performs rhythmic patterns with some inaccuracies and/or erratic beat pattern.	Performs rhythmic patterns inaccurately most of the time, but may be accurate occasionally.	Does not perform rhythmic patterns.
2	Form and Design: Recognize Melodic Phrases		Answers all three correctly.	Answers two correctly.	Answers one correctly.	Answers all three incorrectly.
3	Expressive Qualities: Identify Dynamics, Tempo, and Articulation	Dynamics	Circles <i>forte</i> .			Does not answer or circles <i>piano</i> .
		Tempo	Circles <i>presto</i> .			Does not answer or circles <i>largo</i> .
		Articulation	Circles <i>staccato</i> .			Does not answer or circles <i>legato</i> .
4	Pitch: Create and Perform Melodic Contour		Performs melodic contour accurately.	Performs melodic contour with some inaccuracies.	Performs melodic contour inaccurately most of the time, but may be accurate occasionally.	Does not perform melodic contour.
5	Performing: Demonstrate Singing Voice		Performs using clear singing voice.	Performs using clear singing voice, but demonstrates some inconsistencies.	Performs, but with very limited singing range.	Does not perform or demonstrate singing voice.

Record Sheet with Rubric

1

Summative Assessment

Teacher Worksheet

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
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Indicates that the task is a performance, assessed in the moment.

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Rhythm and Meter

Four-Beat Rhythmic Patterns

Below are 12 different rhythmic patterns. Cut these patterns into flashcards for use in Task 1.
You may also choose to create additional patterns for this task.

Form and Design

Sample Song

Bow Wow Wow

Traditional

Bow, wow, wow, whose dog art thou?

Lit - tle Tom - my Tuck - er's dog. Bow, wow, wow.

Form and Design

Name: _____ Date: _____ Class: _____

How many musical phrases did you hear? Write in the numbers below.

1

2

3



Expressive Qualities

Name: _____ Date: _____ Class: _____

Circle the words that go with each song.

1 Is this song *forte* or *piano*?

Forte



OR



Piano

2 Is this song *presto* or *largo*?

Presto



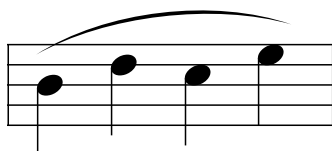
OR



Largo

3 Is this song *legato* or *staccato*?

Legato



OR

Staccato



When I hear this music I think about ...

This music makes me feel ...

Sample Song

Closet Key

Traditional

I have lost the closet key in my lady's garden.

I have lost the closet key in my lady's garden.