

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>

Pitch

Scale

Major/Minor

A	B	C	Summative Assessment
Solo/Group Creating and Performing Task: Students improvise a short melodic answer phrase in major and minor modes in response to the teacher's melodic question, using many pitches quickly and confidently and with a fluid rhythm and a steady beat.	Solo/Group Creating and Performing Task: Throughout the year, students improvise major and minor melodies over a recorded piece and/or a rhythmic pattern.	Group Creating and Performing Task: In pairs or small groups, students improvise short major and minor pieces using A-B-A-B and other forms.	Task 2 Improvise a Melody Students take turns improvising short melodic phrases to demonstrate fluid rhythms, pitch sequences, and steady beat in 4/4, 3/4, and/or 6/8 meters.
Solo/Group Performing Task: <ol style="list-style-type: none"> Students sight-read common scales and musical patterns (e.g., major/minor, steps/leaps, pentatonic, etc.). Students sight-read given motifs and songs then name the tune. Students sight-read simple canons while keeping a steady beat. 	Solo/Group Performing Task: In pairs or small groups, students sight-read two-part musical excerpts. Students learn to isolate and practice their own parts, then revise their performance. Note: Musical excerpts should range over time from simple to more complex forms and include tempo, dynamic, and articulation markings.	Solo/Group Creating and Performing Task: In pairs or small groups, students create and perform two measures of rhythm and two measures of melody, then repeat and switch parts.	Task 3 Sight-Read a Two-Part Score with a Partner In pairs, students sight-sing or play two measures of rhythm and two measures of melody using the two-part score on the Student Worksheet.
Solo/Group Responding Task: Teacher plays or performs a melody, and students: <ol style="list-style-type: none"> Signal to show if it is in a major or minor mode, or Circle the matching choice from a selection of examples 	Group Responding Task: Teacher performs short melodic motifs on a neutral syllable. Given a starting pitch and a visual aid to guide them, students echo the melodic motif on corresponding solfège/notes/scale degrees.	Group Responding Task: Given a rhythm, students listen to a short melodic pattern four times. Using the given rhythm, students notate the pitches they hear, including bar and double bar lines, and check their work on a fourth and final hearing.	Task 5 Transcribe a Melody (Pitches Only) Given a rhythm, students listen to a two-measure melodic phrase and transcribe it using the Student Worksheet.
Solo/Group Responding and Creating Task: Students identify and notate given pitches on the treble staff and compose melodic fragments to fill in two blank measures in a given piece.	Solo/Group Creating and Performing Task: Students compose and perform a one-measure melodic ostinato to a known song. Students share work with a partner and perform the songs.	Solo/Group Creating Task: Students compose a four-measure melody or short song with lyrics. Compositions should include bar lines, double bar lines, one repeat sign, and one fermata. Students then label the form of the piece.	Task 6 Compose a Melody with Lyrics Students identify pitches and compose a four-measure melody with lyrics using the Student Worksheet.



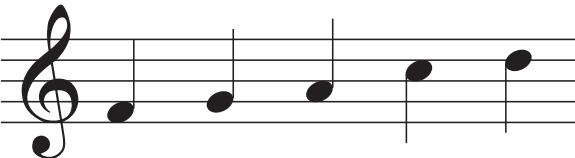
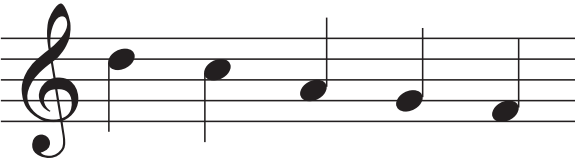
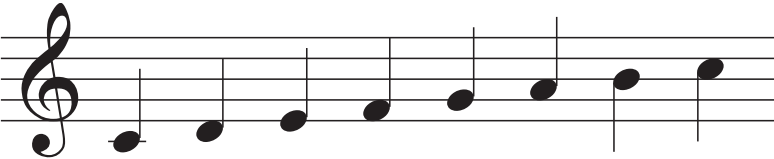
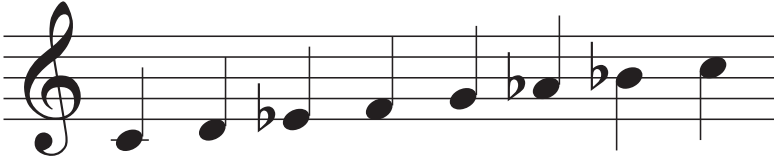
Pitch

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Improvise a Melody	Improvises using many pitches quickly and without hesitation.	Improvises using a few pitches with some hesitation.	Improvises only one or two pitches and with great hesitation.	Does not perform or uses no pitches.
Sight-Read a Melody	Sight-reads and performs all pitches accurately.	Sight-reads and performs pitches with some inaccuracies.	Sight-reads and performs pitches inaccurately most of the time, but may be accurate occasionally.	Does not perform pitches or is inaccurate.
Perform a Two-Part Score	Accurately follows a two-part score and maintains part while performing in pairs.	Follows a two-part score with some inaccuracies.	Has difficulty following a two-part score, but performs part with occasional accuracies.	Does not perform or follows part inaccurately.
Identify Mode (Major/Minor)	Circles correct mode (major or minor).			Does not answer or circles incorrect mode.
Transcribe a Melody	Transcribes all pitches accurately.	Transcribes pitches with some inaccuracies.	Transcribes pitches inaccurately most of the time, but may be accurate occasionally.	Does not transcribe pitches or is inaccurate.

Class: _____ Student Name	A	B	C	Notes

Name: _____ Date: _____ Class: _____

Sight-Reading Examples

Steps	
Leaps	
Ascending Pentatonic Scale	
Descending Pentatonic Scale	
Major Scale	
Minor Scale	

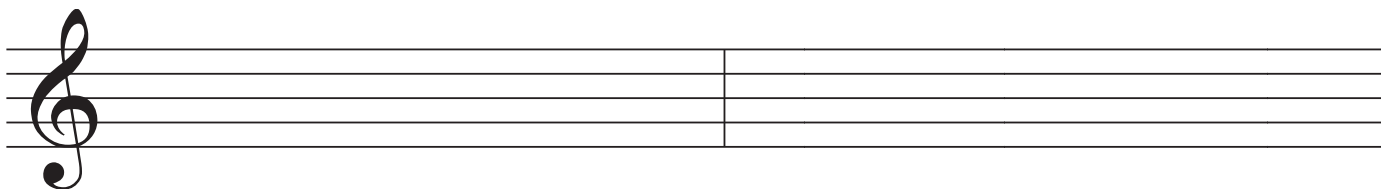
Name: _____ Date: _____ Class: _____

Transcribing a Melody

Directions:

1. Write the rhythm that you are given in the box below. Use this as a guide as you transcribe the melody.

2. On the score below, write in the time signature and starting pitch you are given.
3. Listen carefully and write down the notes that you hear, using the rhythms in the box above.
4. Listen again and check your work.




Name: _____ Date: _____ Class: _____

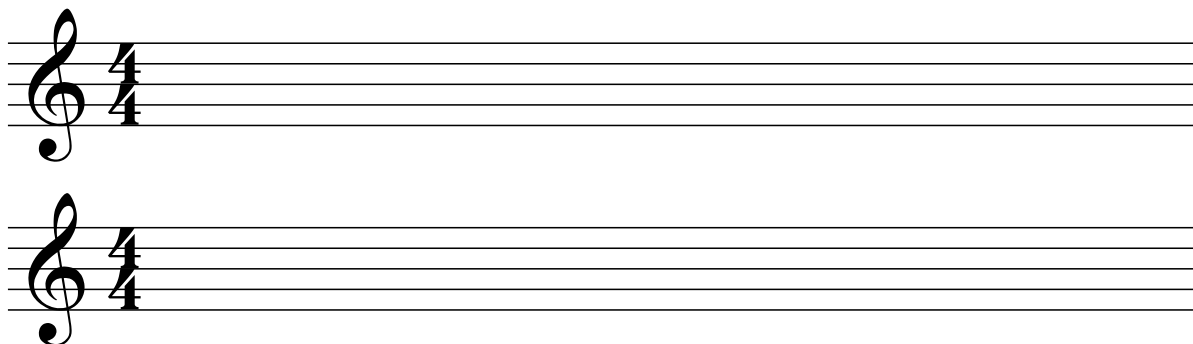
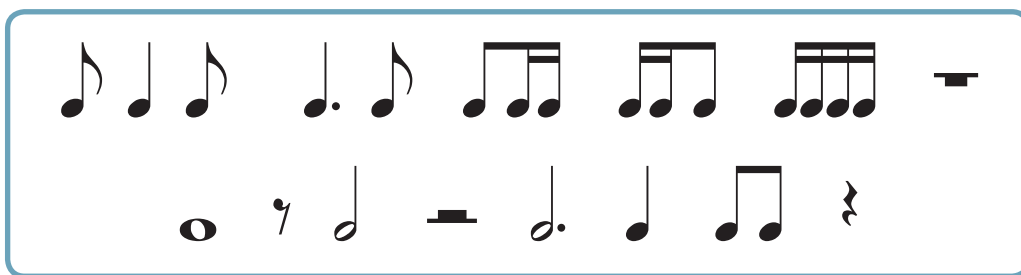
Composing in 4/4

On the staff below, use a quarter note to draw each pitch above the letter names.



Now compose your own four-measure melody with lyrics, using this checklist:

- ☐ Create lyrics that fit the rhythm (each syllable should have its own note).
You might use your name, a sentence, or words from a poem.
- ☐ Use at least three different rhythms (look at the box below).
- ☐ Add one fermata. 
- ☐ Draw in bar lines and a double bar line, and check your musical math.



Name: _____ Date: _____ Class: _____

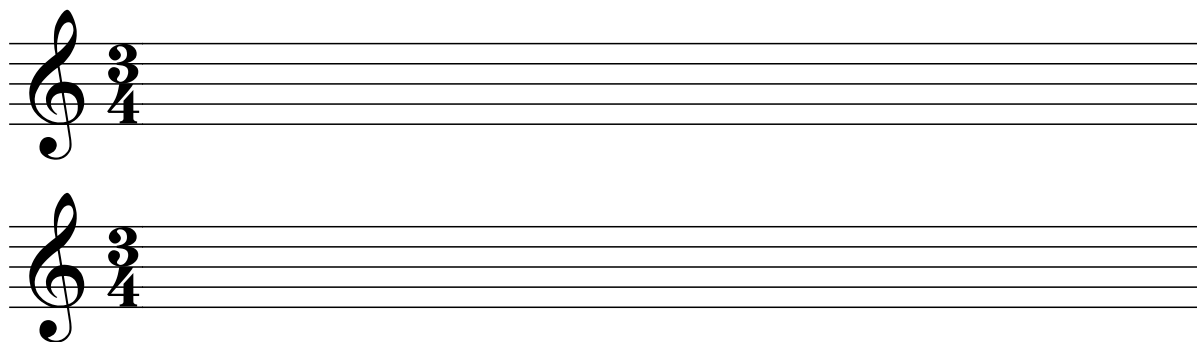
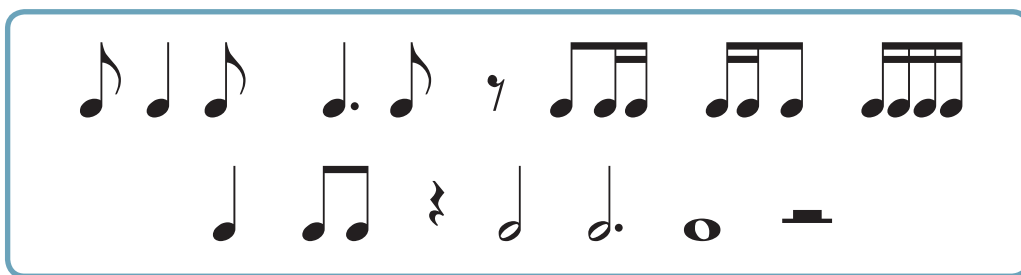
Composing in 3/4

On the staff below, use a quarter note to draw each pitch above the letter names.



Now compose your own four-measure melody with lyrics, using this checklist:

- ☐ Create lyrics that fit the rhythm (each syllable should have its own note).
You might use your name, a sentence, or words from a poem.
- ☐ Use at least three different rhythms (look at the box below).
- ☐ Add one fermata.
- ☐ Draw in bar lines and a double bar line, and check your musical math.




Name: _____ Date: _____ Class: _____

Composing in 6/8

On the staff below, use a quarter note to draw each pitch above the letter names.



Now compose your own four-measure melody with lyrics, using this checklist:

- ☐ Create lyrics that fit the rhythm (each syllable should have its own note).
You might use your name, a sentence, or words from a poem.
- ☐ Use at least three different rhythms (look at the box below).
- ☐ Add one fermata. 
- ☐ Draw in bar lines and a double bar line, and check your musical math.

