

**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><b>C</b></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>

# Rhythm and Meter

## Simple Meters $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$



## Compound Meters $\frac{6}{8}$



A	B	C	Summative Assessment
<b>Solo/Group Performing Task:</b> Students clap, speak, or play given rhythmic patterns in 3/4, 4/4, or 6/8 meter. Students are then divided into two groups (or form pairs) and perform given rhythmic motifs in two parts, working to maintain their parts as well as a steady beat.	<b>Group Performing Task:</b> In pairs, students speak, clap, or play two measures of rhythm using a given two-part score.	<b>Solo Creating and Performing Task:</b> Students compose and perform two measures of rhythm while maintaining a steady beat.	<b>Task 3</b> <b>Sight-Read a Two-Part Score with a Partner</b> 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.
<b>Group Responding Task:</b> Students listen to melodies in simple and compound meters and identify the time signature (3/4, 4/4, or 6/8) by stepping to the steady beat and moving to the corresponding time signature posted in the classroom.	<b>Solo/Group Responding Task:</b> Students are given different melodic and/or rhythmic excerpts in standard notation. They then identify the time signature for each excerpt. Students compare answers in small groups and discuss how they arrived at their answers.	<b>Group Creating and Performing Task:</b> Students are given lyrics and divided into at least three groups. Each group is assigned a meter (3/4, 4/4, or 6/8). Each group works together to create and perform a matching rhythm for the lyrics in their given meter. A conductor for each group is optional.	<b>Task 6</b> <b>Compose a Melody with Lyrics</b> Students identify pitches and compose a four-measure melody with lyrics using the Student Worksheet.
<b>Solo Creating and Performing Task:</b> Throughout the year, students take turns improvising lyrics on a given theme over four beats of a recorded piece and/or a rhythmic pattern, in simple and compound meters, demonstrating accurate phrase length, fluid rhythms, and a steady beat.  <b>Optional:</b> Students may write down their lyrics and set them to a rhythm, matching each syllable to a sound.	<b>Group Responding and Creating Task:</b> Teacher performs a two-measure rhythmic pattern four times using known rhythms. Students listen and notate the rhythms they hear. Students then write lyrics to match the given rhythm. Students share rhythmic answers and lyrics in small groups, offering feedback and revising their work.	<b>Solo Creating and Performing Task:</b> Students are given lyrics or compose their own and then set those lyrics to rhythm. Students then exchange compositions with a partner. Partners offer feedback, composers revise their work, and then each student performs the revised composition.	<b>Task 2</b> <b>Improvise a Melody</b> Students take turns improvising a short melodic phrase to demonstrate fluid rhythms, pitch sequence, and a steady beat in 4/4, 3/4, and/or 6/8 meters.

# Rhythm and Meter

Rubric	<b>4 Standing Ovation</b>	<b>3 Stage Ready</b>	<b>2 Practice, Practice, Practice</b>	<b>1 Try Again</b>
Perform Rhythms with a Steady Beat	Performs all rhythms accurately.	Performs rhythms with some inaccuracies.	Performs rhythms inaccurately most of the time, but may be accurate occasionally.	Does not perform rhythms or is inaccurate.
Improvise Rhythms with a Steady Beat	Improvises and performs a fluid rhythm with a consistent, steady beat.	Improvises and performs a mostly fluid rhythm and maintains a steady beat, but with some inaccuracies.	Has difficulty improvising and performing a fluid rhythm and keeping the beat, but may be accurate occasionally.	Does not create fluid rhythms or maintain a steady beat.
Demonstrate Meter	Demonstrates correct meter.			Does not answer or demonstrates incorrect meter.
Composes Rhythms and Places Bar Lines	Composes rhythms and places bar lines accurately.	Composes rhythms and places bar lines with some inaccuracies.	Composes rhythms and places bar lines inaccurately most of the time, but may be accurate occasionally.	Does not compose, or all rhythms and bar lines are inaccurate.
Transcribe a Rhythm	Transcribes all rhythms accurately.	Transcribes rhythms with some inaccuracies.	Transcribes rhythms inaccurately most of the time, but may be accurate occasionally.	Does not transcribe rhythms or is inaccurate.
Add Lyrics	Rhythms and lyrics are accurately aligned.	Rhythms and lyrics mostly align, but with some inaccuracies.	Rhythms and lyrics are inaccurately aligned most of the time, but may be accurate occasionally.	Does not create lyrics or rhythm, and/or they are aligned inaccurately.

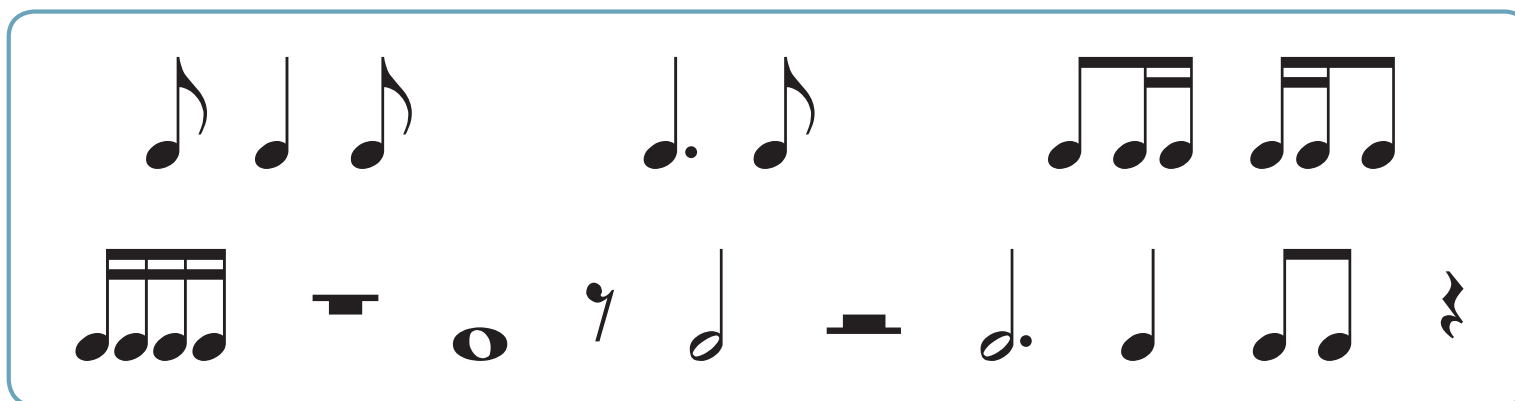
Class: _____ Student Name	A	B	C	Notes

# Rhythm and Meter

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

Compose two measures in 4/4 using a variety of notes and rests from the box below.

Be sure to write in a bar line and double bar line!



4  
4

# 4 Formative Assessment

## Student Worksheet

Be sure to write in a bar line and double bar line!

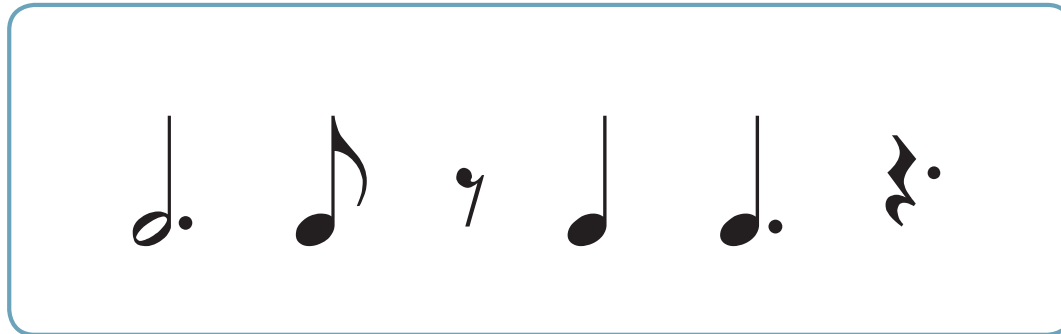


# Rhythm and Meter

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

Compose two measures in 6/8 using a variety of notes and rests from the box below.

Be sure to write in a bar line and double bar line!



6  
8