

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.


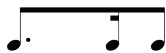


Using the Formative Assessments

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 5 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
<p>Simple Meters</p>  <p>Compound Meters</p>  <p><i>Continue to apply and develop prior knowledge.</i></p>	<p>Theme and Variations</p> <p>Popular-Song Form</p>	<p><i>Continue to apply and develop prior knowledge.</i></p>	<p><i>Continue to apply and develop prior knowledge and explore additional chosen tempo markings.</i></p>	<p><i>Continue to apply and develop prior knowledge and explore additional chosen articulation markings.</i></p>	<p>Sharps and Flats</p>  <p>Key Signatures</p> 	<p>Performing with Dynamics</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
Solo Creating and Performing Task: Throughout the year, students take turns improvising lyrics on a given theme over one measure of a recorded piece and/or a rhythmic pattern, in simple and compound meters, demonstrating accurate phrase length, fluid rhythms, and a steady beat. Optional: Students may write down their lyrics and set them to a rhythm, matching each syllable to a sound.	Group Responding and Creating Task: 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 out rhythmic answers and lyrics in small groups, offering feedback and revising their work.	Solo/Group Creating and Performing Task: 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 own work, and then each student performs the revised composition. Students may also collaborate with a partner or in small groups.	Task 2 Improvise a Melody 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 meter.
Solo/Group Performing Task: Students listen to melodies in simple and compound meters and identify the time signature (2/4, 3/4, 4/4, or 6/8) by stepping to the steady beat and moving to the corresponding time signature.	Group Performing Task: In pairs, students speak, clap, or play two measures of rhythm using a given two-part score.	Solo Creating and Performing Task: Students compose and perform two measures of rhythm while maintaining a steady beat.	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.

Rhythm and Meter

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



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



A	B	C	Summative Assessment
Solo/Group Performing and Responding Task: Following given signals, students alternate between tapping the beat and chanting the rhythm of songs in different meters.	Group Responding Task: Teacher performs two-measure melodic motifs using known rhythms in different meters. Students respond to each by echoing back the corresponding rhythmic syllables.	Group Responding Task: Teacher performs a two-measure melodic pattern using known rhythms four times. Students listen quietly or echo, and then notate the rhythms they hear. Students check their notation on a fourth and final hearing, making sure to include bar and double bar lines.	Task 5 Transcribe a Rhythm and Melody Students listen to a two-measure melodic phrase and transcribe it using the Student Worksheet.
Group Responding Task: Students listen to melodies in simple and compound meters and identify the time signature (2/4, 3/4, 4/4, or 6/8) by stepping to the steady beat and showing the number of beats on their fingers or conducting the corresponding time signature.	Solo/Group Responding Task: Students are given different melodic and/or rhythmic excerpts in standard notation. They then label the time signature for each excerpt. Students compare answers in small groups and discuss how they arrived at their answers. Students then rewrite the excerpt in a different meter, provide peer assessment, and perform.	Solo/Group Creating and Performing Task: Students are all given the same lyrics and divided into at least three groups. Teacher assigns each group a meter (2/4, 3/4, 4/4, or 6/8). Each group works together to create and perform a four-bar melody for the lyrics in their given meter, and a two-bar rhythmic ostinato. A conductor for each group is optional.	Task 6 Compose a Melody and Rhythmic Ostinato Students compose a four-bar melody and a two-bar rhythmic ostinato using the Student Worksheet.

Rhythm and Meter

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
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	Improvise and performs a fluid rhythm with a consistent, steady beat.	Improvise 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.
Identify Meter	Identifies correct meter.			Does not answer or identifies incorrect meter.
Compose Rhythms and Bar Lines	Composes rhythms and bar lines accurately.	Composes rhythms and bar lines with some inaccuracies	Composes rhythms and bar lines inaccurately most of the time, but may be accurate occasionally.	Does not compose, or all rhythms and/or 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.
Adding 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 and rhythm, and/or they are aligned inaccurately.

Class: _____ Student Name	A	B	C	Notes

5 Formative Assessment

Teacher Worksheet

[illegible]

Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose a two-measure ostinato 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!



5 Formative Assessment

Student Worksheet

Compose a two-measure ostinato in 3/4 using a variety of notes and rests from the box below.
Be sure to write in a bar line and double bar line!



Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose a two-measure ostinato 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!



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