CARNEGIE HALL

Weill Music Institute

Link Up

MUSIC SKILLS ASSESSMENT

A Program of Carnegie Hall's Weill Music Institute
for Students in Grades Three Through Five

Task 1: Performance

Task 2: Student Self- and Peer-Assessments (Performance)

Task 3: Music Notation

Task 4: Instrument Identification (Visual)

Task 5: Instrument Identification (Audio)

Task 6: Listening (Music Elements)

Task 7: Composition

Proctor/Teacher Manual and Tasks

Link Up

MUSIC SKILLS ASSESSMENT
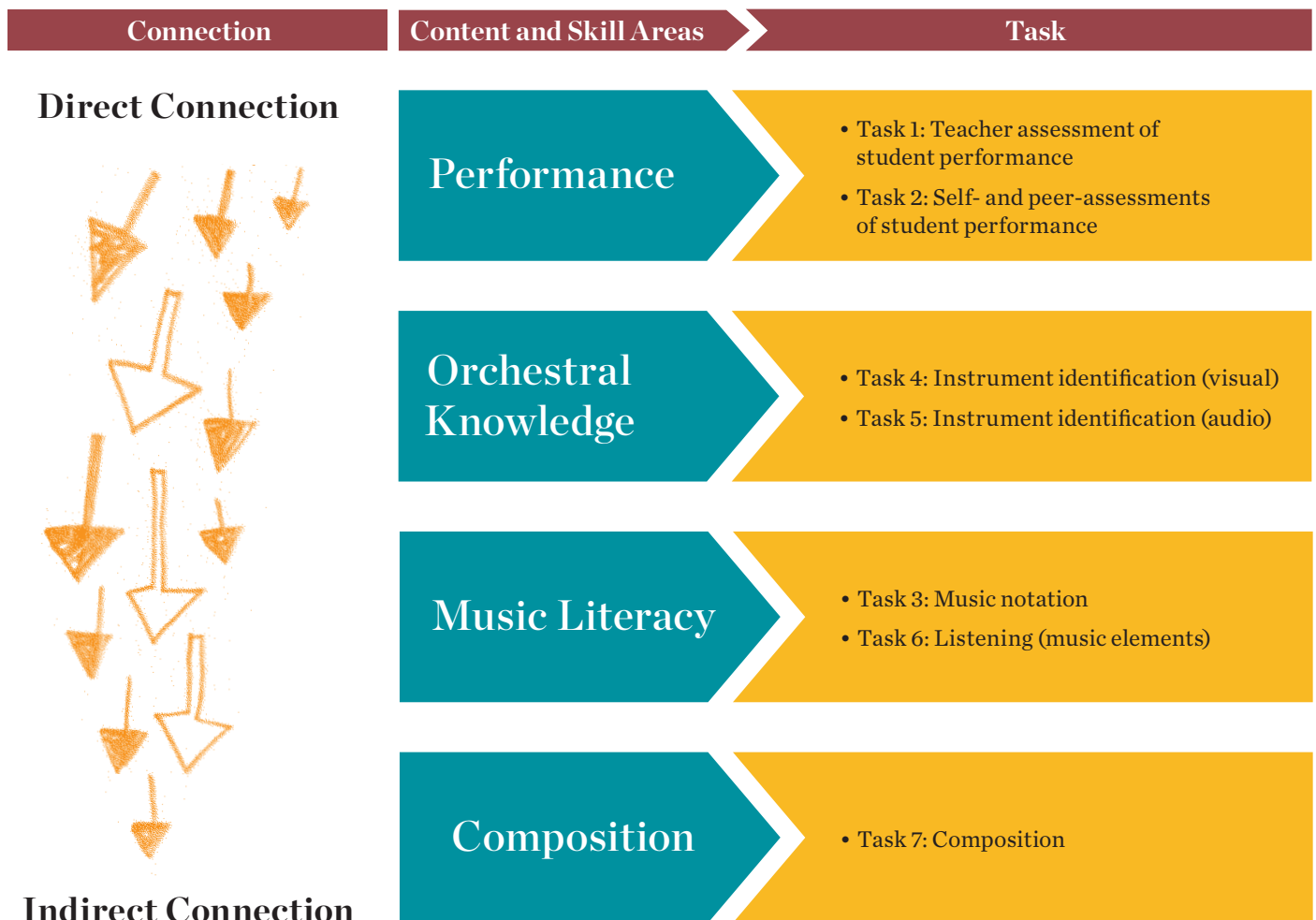
About the Link Up Music Skills Assessment

The Link Up Music Skills Assessment is the product of two years of conceptualization, research, and collaboration between 14 exemplary Link Up music teachers from 10 cities across the US, Link Up staff at Carnegie Hall's Weill Music Institute, and the program's independent research and evaluation partner (Metis Associates). The assessment comprises seven tasks that have been piloted at the 14 partnering schools. The tasks address music skills that are directly and indirectly associated with Link Up concert preparation. Below is an illustration of the music content and skill areas associated with this assessment, the specific tasks that fall under those areas, and the level of connection to Link Up concert preparation.
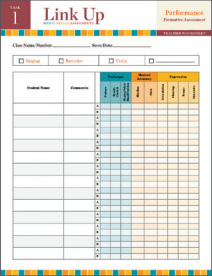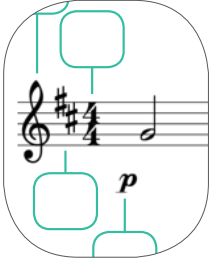
How to Use This Assessment

This assessment is divided into seven tasks. Each task begins with a task summary, materials and time required, and a set of instructions. Directives are bulleted, and scripted prompts appear in blue italics. Each task also includes Pathways for Teachers, which allow the assessment to be tailored to the level of your students. The icons that appear throughout the assessment are the same as those that appear in the Link Up teacher and student guides, to which you may refer for more information.

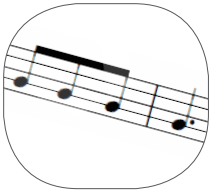| Connection	Content and Skill Areas	Task
Direct Connection	**Performance**	• Task 1: Teacher assessment of student performance • Task 2: Self- and peer-assessments of student performance
	Orchestral Knowledge	• Task 4: Instrument identification (visual) • Task 5: Instrument identification (audio)
	Music Literacy	• Task 3: Music notation • Task 6: Listening (music elements)
Indirect Connection	**Composition**	• Task 7: Composition

Link Up
MUSIC SKILLS ASSESSMENT

Task Descriptions

The table below provides a description of the assessment subtasks that together comprise the Link Up Music Skills Assessment.

Tasks	Description
	Task 1: **Performance** Students perform excerpts of the curriculum repertoire. Student performance is evaluated on nine music skill indicators using an accompanying scoring rubric.
	Task 2: **Student Self- and Peer-Assessments** Students self-assess their performances and assess their peers' performances.
	Task 3: **Music Notation** Students independently identify basic music symbols and notes.
	Task 4: **Instrument Identification (Visual)** Using a set of photos, students identify instruments, place them in instrument families, and describe in their own words what makes the instruments unique.

Link Up

Task Descriptions (continued)

Tasks	Description
	Task 5: **Instrument Identification (Audio)** Using audio samples, students indentify the instruments heard and the instrument families to which they belong.
	Task 6: **Listening (Music Elements)** Using audio samples, students differentiate between contrasting rhythms, tempos, and pitches.
	Task 7: **Composition** Students choose one of four provided characters or create their own, then compose up to four measures of music to represent their character.

Link Up
MUSIC SKILLS ASSESSMENT

Task Administration Guide

Below is a general guide for the administration of the various tasks. Specifically, the table indicates the different student groupings that are possible with each task, whether the task is considered a formative or summative task, whether the task is directly or indirectly associated with preparation for the Link Up concert experience, and a general sketch of the time needed to administer each task.

Task	Administration Format			Primary Assessment Type		Concert Connection		Time
	Individual	Small Group	Full Class	Formative	Summative	Direct	Indirect	
1	✔	✔		✔		✔		5 minutes per child or 40 minutes for whole class using small groups
2	✔	✔		✔		✔		20 minutes
3		✔	✔		✔		✔	10–15 minutes
4			✔		✔	✔		15–20 minutes
5			✔		✔	✔		10–15 minutes
6			✔		✔		✔	15–20 minutes
7		✔	✔	✔			✔	40–50 minutes

Note about pre- and post-test administration:

Only Tasks 3–6 are recommended for pre- and post-test administration. If the intent is to track student growth in a particular skill across two points in time, answer sheets should contain an identifier, such as the student's name or identification number.

If you have any questions about administering pre- and post-test assessments, please e-mail **linkup@carnegiehall.org**.

TASK 1

Link Up
MUSIC SKILLS ASSESSMENT

Performance
Formative Assessment

TEACHER WORKSHEET

Task Summary: Students perform excerpts from the curriculum repertoire. Student performance is evaluated on nine music skill indicators using an accompanying scoring rubric.

Materials: Link Up Student Guides, Vocal or Instrumental Performance Rubric, Score Sheet

Time: Approximately 40 minutes if small groups are used. Completion can take up to two full class periods if students are assessed individually or in pairs.

Instructions

- Prior to the day of the assessment, review the Performance Rubric with students so that they understand what will be expected of them on the day of the assessment.
  - *You are going to perform your Link Up repertoire for me. Here is what I will be looking and listening for …*
  - Describe appropriate singing/recorder technique, musical accuracy, and expression as listed on the Performance Rubric.
- On the day of the assessment, allow students to warm up and rehearse their selected excerpt(s).
- Ask students to perform an excerpt or selected excerpts from the Link Up repertoire individually or in pairs. Have the Performance Rubric and Score Sheet on hand to record a score immediately after their performance.
  - *You will perform your excerpt for me. I will set the tempo and you may begin when you are ready.*
- Using the Score Sheet, record each student's first performance in row A.
- This task may be repeated after the student(s) complete Task 2. Record the second performance for each student in row B.

TASK

1

Link Up

MUSIC SKILLS ASSESSMENT

Performance
Formative Assessment

TEACHER WORKSHEET

Pathways for Teachers

Some suggested excerpts for performance are included below, but you can select any excerpt from the curriculum that you think meets students at an easier or more challenging level. Please refer to your Link Up Teacher Guide for more information on performance repertoire pathways.

BASIC
(Less Challenging)

Link Up Theme Song
"Come to Play"

- Sing Part 2 (mm. 12–16)

The Orchestra Moves

- Play *The Blue Danube* (mm. 24–38)

The Orchestra Sings

- Play "New World" Symphony (mm. 8–11)
- Sing "Simple Gifts" (mm. 5–12)
- Sing "Ode to Joy" (mm. 5–8)

The Orchestra Rocks

- Sing "O Fortuna" (mm. 1–4 and/or 5–12)
- Play "Anvil Chorus" (mm. 3–6)

BASIC+
(At level)

Link Up Theme Song
"Come to Play"

- Play Part 2 (mm. 12–16)
- Sing Part 1 (mm. 45–49) or Part 3 (mm. 18–23)

The Orchestra Moves

- Play Nocturne (mm. 9–16)

The Orchestra Sings

- Play "Simple Gifts" (mm. 5–12)
- Play "Ode to Joy" (mm. 5–8)

The Orchestra Rocks

- Play "In the Field Stood a Birch Tree" (mm. 11–18)
- Play "O Fortuna" (mm. 1–4 and/or 5–12)

ADVANCED
(More challenging)

Link Up Theme Song
"Come to Play"

- Play Part 1 (mm. 45–49) or Part 3 (mm. 18–23)

The Orchestra Moves

- Play *The Blue Danube* (mm. 24–38)
- Play Nocturne (mm. 9–16)

The Orchestra Sings

- Play "Simple Gifts" (mm. 13–20)
- Play "Ode to Joy" (mm. 13–16)
- Play "New World" Symphony (mm. 12–18)

The Orchestra Rocks

- Play "Anvil Chorus" (mm. 3–10)
- Play "In the Field Stood a Birch Tree" (mm. 11–18)

TASK

1

Link Up
MUSIC SKILLS ASSESSMENT

Performance
Formative Assessment

TEACHER WORKSHEET

Vocal Performance Rubric

Skill		4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Technique	Posture	Demonstrates correct posture with neck and shoulders relaxed, back straight, chest open, and feet flat on the floor	Demonstrates mostly proper posture but with some inconsistencies	Demonstrates some aspects of proper posture but with significant need for refinement	Does not demonstrate correct posture
	Breath Control	Demonstrates low and deep breath that supports even and appropriate flow of air (no shoulder movements)	Demonstrates ability to breathe deeply and control air flow but is sometimes inconsistent (some shoulder movements)	Demonstrates basic breath and air control but is often inconsistent (visible shoulder movements, audible breath sounds)	Does not demonstrate appropriate breathing (shallow breaths, large shoulder movements, loud breath sounds)
	Singing Voice	Demonstrates consistent use of the head voice with a clear tone	Demonstrates ability to sing in head voice but with occasional breathy tone or overuse of chest voice	Occasionally demonstrates ability to sing in head voice but with frequently breathy tone or overuse of chest voice	Does not demonstrate proper singing technique (sings only in chest voice, yells, speaks, and produces breathy tone)
Musical Accuracy	Rhythm	Performs all rhythms correctly, with correct duration, and with a consistent steady tempo	Performs with a steady tempo but has some errors with rhythm and duration	Performs with a tempo that is sometimes steady but has frequent errors with rhythm and duration	Does not perform with steady tempo, correct rhythms or duration
	Pitch	Performs all pitches accurately	Performs the majority of pitches accurately but has some errors	Some pitches are accurate, but there are frequent and/or repeated errors	Does not perform with accurate pitch

TASK

1

Link Up

MUSIC SKILLS ASSESSMENT

Performance
Formative Assessment

TEACHER WORKSHEET

Vocal Performance Rubric (continued)

Skill		4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Expression	Diction	Sings with crisp, clear consonants and vowels are open and shaped appropriately	Diction is mostly clear (vowels not open consistently and consonants need precision)	Diction is inconsistent (vowels are frequently closed and consonants are imprecise)	Diction is not understandable
	Phrasing	Performs all phrasing accurately and musically, and appropriate to song text	Demonstrates understanding of musical phrasing, with some inconsistencies in song text emphasis	Demonstrates a limited understanding of phrasing, breathing at inappropriate times within the song text	Does not demonstrate understanding of appropriate phrasing
	Tempo	Performs all tempos accurately	Demonstrates a basic understanding of tempo but is sometimes inconsistent	Demonstrates a limited understanding of tempo and is frequently inconsistent	Does not demonstrate understanding of appropriate tempo
	Dynamics	Performs all dynamic variations accurately as directed by the score	Demonstrates some variations in dynamic qualities as directed by the score	Demonstrates few variations in dynamic qualities as directed by the score	Does not demonstrate understanding of appropriate dynamics

TASK

1

Performance
Formative Assessment

TEACHER WORKSHEET

Link Up
MUSIC SKILLS ASSESSMENT

Instrumental Performance Rubric

	Skill	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Technique	Posture	Demonstrates correct posture with neck and shoulders relaxed, back straight, chest open, and feet flat on the floor	Demonstrates mostly proper posture but with some inconsistencies	Demonstrates some aspects of proper posture but with significant need for refinement	Does not demonstrate correct posture
Technique	Breath Control	Demonstrates low and deep breath that supports even and appropriate flow of air, with no shoulder movement	Demonstrates ability to breathe deeply and control air flow, but steady air is sometimes inconsistent	Demonstrates inconsistent air stream, occasionally overblowing, with some shoulder movement	Has difficulty demonstrating appropriate breathing for successful playing—large shoulder movement, loud breath sounds, and overblowing
Technique	Hand Position	Consistently fingers the notes correctly and shows ease of dexterity; displays correct hand position	Demonstrates adequate dexterity with mostly consistent hand position and fingerings	Demonstrates basic knowledge of fingerings but with limited dexterity and inconsistent hand position	Does not demonstrate proper instrumental technique (e.g., incorrect hand on top, holes not covered, limited dexterity)
Musical Accuracy	Rhythm	Performs all rhythms correctly, with correct duration, and with a consistent steady tempo	Performs with a steady tempo and the majority of rhythms with accuracy but with some mistakes	Performs with occasionally steady tempo but numerous rhythmic mistakes	Does not consistently perform with steady tempo or correct rhythms
Musical Accuracy	Pitch	Performs all pitches accurately	Performs the majority of pitches accurately but with some mistakes	Performs with numerous pitch mistakes	Does not consistently perform accurate pitches

Link Up
MUSIC SKILLS ASSESSMENT

Instrumental Performance Rubric (continued)

Skill		4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Expression	Articulation	Demonstrates appropriate articulation of notes through tonguing or bowing	Often demonstrates appropriate articulation of notes through tonguing or bowing	Inconsistently demonstrates appropriate articulation of notes through tonguing or bowing	Does not demonstrate understanding of proper articulation
	Phrasing	Performs all phrasing accurately and musically	Demonstrates understanding of musical phrasing but with some inconsistencies	Demonstrates a limited understanding of phrasing, breathing at inappropriate points	Does not demonstrate understanding of appropriate phrasing
	Tempo	Performs all tempos accurately	Demonstrates a basic understanding of tempo but is sometimes inconsistent	Demonstrates a limited understanding of tempo and is frequently inconsistent	Does not demonstrate understanding of appropriate tempo
	Dynamics	Performs all dynamic variations accurately as directed by the score	Demonstrates some variations in dynamic qualities as directed by the score	Demonstrates few variations in dynamic qualities as directed by the score	Does not demonstrate understanding of appropriate dynamics

TASK
1

Link Up
MUSIC SKILLS ASSESSMENT

Performance
Formative Assessment

TEACHER WORKSHEET

Score Sheet

Class Name/Number: _____ Score Date: _____

☐ Singing	☐ Recorder	☐ Violin	☐ _____

Student Name	Comments	Performance	Technique			Musical Accuracy		Expression			
			Posture	Breath Control	Singing Voice/ Hand Position	Rhythm	Pitch	Diction/ Articulation	Phrasing	Tempo	Dynamics
		A									
		B									
		A									
		B									
		A									
		B									
		A									
		B									
		A									
		B									
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		B									
		A									
		B									
		A									
		B									
		A									
		B									

TASK

2

Link Up

MUSIC SKILLS ASSESSMENT

Student Self- and
Peer-Assessments
Formative Assessment

TEACHER WORKSHEET

Task Summary: Students self-assess their performances and assess their peers' performances. This works best with pairs of students.

Materials: Link Up Student Guides, Student Self- and Peer-Assessments

Time: 10 minutes for each assessment

Instructions

- Review the assessment forms with the class.
- *What should you be looking and listening for during your peer's performance?*
- Ask students to complete the top portion of the page, filling out their name, selected excerpt, and method of performance.
- Divide the students into pairs to administer the peer evaluation.
- Using check marks, the evaluators should check one box for each row of the Performance Goals based on their peers' performances. Encourage students to use complete thoughts in the open-ended questions.
- Have the pairs discuss the peer assessment.
- *What did you agree with? What were you surprised by?*
- Afterwards, ask students to perform their own self-assessments.

Note:
Task 2 can be used formatively as a self- and peer-assessment exercise with any piece of music.

TASK
2

Link Up
MUSIC SKILLS ASSESSMENT

Student Self- and
Peer-Assessments
Formative Assessment

TEACHER WORKSHEET

Pathways for Teachers

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BASIC
(Less Challenging)

Link Up Theme Song
"Come to Play"

- Sing Part 2 (mm. 12–16)

The Orchestra Moves

- Play *The Blue Danube* (mm. 24–38)

The Orchestra Sings

- Play "New World" Symphony (mm. 8–11)
- Sing "Simple Gifts" (mm. 5–12)
- Sing "Ode to Joy" (mm. 5–8)

The Orchestra Rocks

- Sing "O Fortuna" (mm. 1–4 and/or 5–12)
- Play "Anvil Chorus" (mm. 3–6)

BASIC+
(At level)

Link Up Theme Song
"Come to Play"

- Play Part 2 (mm. 12–16)
- Sing Part 1 (mm. 45–49) or Part 3 (mm. 18–23)

The Orchestra Moves

- Play Nocturne (mm. 9–16)

The Orchestra Sings

- Play "Simple Gifts" (mm. 5–12)
- Play "Ode to Joy" (mm. 5–8)

The Orchestra Rocks

- Play "In the Field Stood a Birch Tree" (mm. 11–18)
- Play "O Fortuna" (mm. 1–4 and/or 5–12)

ADVANCED
(More challenging)

Link Up Theme Song
"Come to Play"

- Play Part 1 (mm. 45–49) or Part 3 (mm. 18–23)

The Orchestra Moves

- Play *The Blue Danube* (mm. 24–38)
- Play Nocturne (mm. 9–16)

The Orchestra Sings

- Play "Simple Gifts" (mm. 13–20)
- Play "Ode to Joy" (mm. 13–16)
- Play "New World" Symphony (mm. 12–18)

The Orchestra Rocks

- Play "Anvil Chorus" (mm. 3–10)
- Play "In the Field Stood a Birch Tree" (mm. 11–18)

TASK
2

Link Up
MUSIC SKILLS ASSESSMENT

Performance
Peer-Assessment

STUDENT WORKSHEET

Name/ID: _____

Date: _____ Today, I observed my classmate: _____ (Name)

My classmate performed: _____ (Work Title)

By: _____ (Composer)

My classmate performed by (check one):

☐ Singing	☐ Playing the recorder	☐ Playing the violin	☐ _____

My Performance Goals	Standing Ovation	Stage Ready	Practice, Practice, Practice	Try Again
My classmate performed with correct posture.				
My classmate took low, deep breaths.				
My classmate performed all of the correct notes.				
My classmate performed all of the correct rhythms.				
My classmate performed with expression and paid attention to the dynamics, tempo, and phrasing symbols.				

I like the way my classmate …

One thing that my classmate can improve is …

What are some things your classmate can do to make the improvement?

1. _____   2. _____   3. _____

TASK 2

Link Up
MUSIC SKILLS ASSESSMENT

Performance
Self-Assesssment

STUDENT WORKSHEET

Name/ID: _____ Date: _____

Today I am performing: _____ (Work Title)

By: _____ (Composer)

Today I am (check one):

| ☐ Singing | ☐ Playing the recorder | ☐ Playing the violin | ☐ _____ |

My Performance Goals	Standing Ovation	Stage Ready	Practice, Practice, Practice	Try Again
I performed with correct posture.				
I took low, deep breaths.				
I performed all of the correct notes.				
I performed all of the correct rhythms.				
I performed with expression and paid attention to the dynamics, tempo, and phrasing symbols.				

In my performance today, I am proud of the way I ...

One thing I would like to change or improve is ...

What are some things you can do to make the improvement?

1. _____ 2. _____ 3. _____

Link Up
MUSIC SKILLS ASSESSMENT

Task Summary: Students independently identify basic music symbols and notes. For the first portion of this task, students match numbered vocabulary in a Word Wall to the appropriate symbols in a musical excerpt. For the second portion, students identify notes on the staff. This task should serve as a summative assessment of basic music symbols and notes, and scores should be calculated as items answered correctly out of the total number of items available. The task can be administered to a whole class or small independent groups of students.

Materials: Music Notation Student Worksheet

Time: 10–15 minutes

Instructions

Section A

- *We are going to identify music symbols and notes. Notice that the first example is completed for you. Fill in the numbers that correspond to the correct terms in the word bank, and start with the boxes above the music staff.*
  - For Basic+ version: *We are going to identify music symbols and notes, and write the correct musical vocabulary for each example. Notice that all the boxes have numbers written in; write in the corresponding musical symbol name in the boxes below. Start with the numbers above the music staff.*

Section B

- *Identify the notes in the measures on the bottom of the worksheet. Write the corresponding letter names on the lines below the notes.*

Pathways for Teachers

BASIC
(Less challenging)

- Section A: Students identify musical terms and symbols from a word bank. Be sure to use the Student Worksheet labeled Basic, which lists the words in the Word Wall.

BASIC+
(At level)

- Section A: Students recall musical symbol names and identify items on a music staff by writing in vocabulary. Be sure to use the Student Worksheet labeled Basic+, which has a blank Word Wall.

ADVANCED
(More challenging)

- There is no Advanced Pathway for this task.

Note:

Task 3 can be administered as a summative assessment of knowledge of basic music symbols and notes, either after the concert or at the end of the school year.

Link Up

Name/ID: _____ Date: _____

A Each arrow points to a musical symbol. Write the name of the musical symbol next to the corresponding number in the chart below.

Word Wall					
1	piano/soft	**5**	key signature	**9**	forte/loud
2	time signature	**6**	clef	**10**	repeat sign
3	bar line	**7**	crescendo	**11**	measure
4	fermata/hold	**8**	rest		

B Look at the notes on the staff. Write the letter name of each note on the line below.

BASIC

Name/ID: _____ Date: _____

A Each arrow points to a musical symbol. Write the name of the musical symbol next to the corresponding number in the chart below.

Musical Symbol Names					
1		**5**		**9**	
2		**6**		**10**	
3		**7**		**11**	
4		**8**			

B Look at the notes on the staff. Write the letter name of each note on the line below.

BASIC+

Answer Key

A Each arrow points to a musical symbol. Write the name of the musical symbol next to the corresponding number in the chart below.

	Word Wall					
1	piano/soft	5	key signature	9	forte/loud
2	time signature	6	clef	10	repeat sign
3	bar line	7	crescendo	11	measure
4	fermata/hold	8	rest		

B Look at the notes on the staff. Write the letter name of each note on the line below.

G   C   E   B   A

C   D   G   F   E

BASIC

BASIC+

TASK

4

Link Up
MUSIC SKILLS ASSESSMENT

Instrument
Identification (Visual)
Summative Assessment

TEACHER WORKSHEET

Task Summary: Using a set of photos, students identify instruments, place them in instrument families, and describe in their own words what makes the instruments unique. Students should complete the worksheet without auditory clues from their teacher.

Materials: Instrument Identification (Visual) Student Worksheet

Time: 15–20 minutes

Instructions

- If conducting this task as a group activity, create groups of four or fewer students.
- *We are going to identify instruments in the orchestra. Fill in the boxes next to each image.*
  - For Basic+ and Advanced: *Also, write in one musical fact about each instrument. Notice that the first example is completed for you.*
  - When listing musical facts about each instrument, encourage students to focus on how the instrument produces a sound, a unique physical feature of the instrument, an ensemble-related fact about how it accompanies other instruments, or a fact regarding its timbre and pitch.

Pathways for Teachers

BASIC
(Less Challenging)

- Students identify instrument name and family using the Basic Word Walls.

BASIC+
(At level)

- Students identify instrument name and family using the Basic+ Word Wall, as well as one musical fact.

ADVANCED
(More challenging)

- Students identify instrument name, family, and more than one musical fact without using a Word Wall.

Note:

Task 4 can be administered as a summative assessment of knowledge of orchestral knowledge, either after the concert or at the end of the school year.

TASK
4

Link Up
MUSIC SKILLS ASSESSMENT

Instrument
Identification (Visual)

STUDENT WORKSHEET

Name/ID: _____ Date: _____

Look at the pictures below and write each instrument's name and family. In the last column, list one musical fact about the instrument. An example is given for you below.

	Instrument Name	Instrument Family	Musical Fact
	clarinet	*woodwind*	*Makes sound by blowing on a single reed*

	Instrument Name	Instrument Family	Musical Fact

TASK 4

Link Up
MUSIC SKILLS ASSESSMENT

Instrument
Identification (Visual)

STUDENT WORKSHEET

Instrument Word Wall

bass drum	piccolo
bass	snare drum
bassoon	timpani
cello	triangle
clarinet	trombone
flute	trumpet
French horn	tuba
harp	viola
oboe	violin
piano	xylophone

Instrument Family Word Wall

brass
percussion
string
woodwind

BASIC
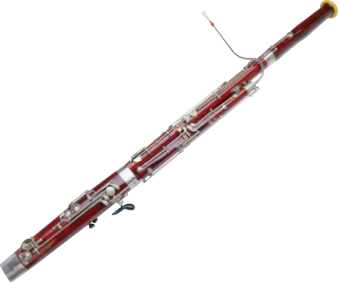
Word Wall		
bass drum	harp	trombone
bass	oboe	trumpet
bassoon	percussion	tuba
brass	piano	viola
cello	piccolo	violin
clarinet	snare drum	woodwind
flute	string	xylophone
French horn	timpani	

BASIC+

TASK
4

Link Up
MUSIC SKILLS ASSESSMENT

Instrument
Identification (Visual)
Formative Assessment

TEACHER WORKSHEET

Answer Key

Look at the pictures below and write each instrument's name and family. In the last column, list one musical fact about the instrument. An example is given for you below.

	Instrument Name	Instrument Family	Musical Fact
	clarinet	woodwind	Makes sound by blowing on a single reed
	trombone	brass	Changes pitch when you move the slide
	bassoon	woodwind	One of the largest and lowest members of the woodwind family
	violin	string	Plays the highest notes of the string family

TASK
4

Link Up
MUSIC SKILLS ASSESSMENT

Instrument
Identification (Visual)
Summative Assessment

TEACHER WORKSHEET

	Instrument Name	Instrument Family	Musical Fact
	viola	string	Slightly larger than the violin and plays lower notes
	cello	string	Second largest of the string instruments and is usually played by a musician sitting in a chair
	French horn	brass	Made with more than 12 feet of coiled brass tubing
	timpani	percussion	Also called kettledrums and are played with mallets
	bass	string	Largest instrument of the string family and plays the lowest notes

TASK

5

Link Up

MUSIC SKILLS ASSESSMENT

Instrument
Identification (Audio)
Summative Assessment

TEACHER WORKSHEET

Task Summary: Using audio samples, students identify the instruments heard and the instrument families to which they belong. Students may refer to Word Walls for instrument names and instrument families.

Materials: Instrument Identification (Audio) Student Worksheets, Task 5 Audio Clips (available for streaming or download at 🔴 **carnegiehall.org/LinkUp**)

Time: 10–15 minutes

Instructions

- *We are going to carefully listen to audio clips of instruments and identify the instruments' names and families on our worksheets. I will play each example twice.*

  - If students request an additional replay of the audio, you may do so at your discretion. Reinforce that students must remain quiet while completing this activity to ensure that everyone is able to clearly hear the instruments.

Pathways for Teachers

BASIC
(Less Challenging)

- Students listen to the audio clips and identify the instrument names with the aid of the Word Walls. Be sure to use the Student Worksheet for the Basic and Basic+ Pathways.

BASIC+
(At level)

- Students listen to the audio clips and identify the instrument names and families with the aid of the Word Walls. Be sure to use the Student Worksheet for the Basic and Basic+ Pathways.

ADVANCED
(More challenging)

- Students listen to the audio clips and identify the instrument names and families without the aid of the Word Walls. Be sure to use the Student Worksheet for the Advanced Pathway.

Note:

Task 5 can be administered summatively as an assessment of knowledge of orchestral knowledge, either after the concert or at the end of the school year.

TASK 5

Link Up
MUSIC SKILLS ASSESSMENT

Instrument
Identification (Audio)

STUDENT WORKSHEET

Name/ID: _____ Date: _____

Listen carefully to each instrument example. Write the name and family of the instrument that you hear. You may use the Word Walls below for clues.

	Instrument Name	Instrument Family
1		
2		
3		
4		
5		
6		
7		
8		

Instrument Word Wall

bass	French horn	trumpet
bassoon	harp	tuba
cello	oboe	viola
clarinet	timpani	violin
flute	trombone	xylophone

Instrument Family Word Wall

brass
percussion
string
woodwind

BASIC

BASIC+

TASK
5

Link Up
MUSIC SKILLS ASSESSMENT

Instrument
Identification (Audio)

STUDENT WORKSHEET

Name/ID: _____ Date: _____

Listen carefully to each instrument example. Write the name and family of the instrument that you hear.

	Instrument Name	Instrument Family
1		
2		
3		
4		
5		
6		
7		
8		

ADVANCED

TASK 5

Link Up
MUSIC SKILLS ASSESSMENT

**Instrument
Identification (Audio)**
Summative Assessment

TEACHER WORKSHEET

Answer Key

Listen carefully to each instrument example. Write the name and family of the instrument that you hear. You may use the Word Walls below for clues.

	Instrument Name	Instrument Family
1	trumpet	brass
2	flute	woodwind
3	xylophone	percussion
4	harp	string
5	bass	string
6	oboe	woodwind
7	tuba	brass
8	violin	string

Instrument Word Wall		
bass	French horn	trumpet
bassoon	harp	tuba
cello	oboe	viola
clarinet	timpani	violin
flute	trombone	xylophone

Instrument Family Word Wall
brass
percussion
string
woodwind

TASK
6

Link Up
MUSIC SKILLS ASSESSMENT

Listening
(Music Elements)
Summative Assessment

TEACHER WORKSHEET

Task Summary: Using audio clips, students differentiate between different rhythms, tempos, and pitches.

Materials: Listening (Musical Elements) Student Worksheet, pencils, Task 6 Audio Clips (available for streaming or download at ▭ **carnegiehall.org/LinkUp**)

Time: 15–20 minutes

Instructions

- Test your audio equipment prior to task administration.

- This task should be administered to students in as quiet an environment as possible.

- Each student should receive the Listening (Musical Elements) Student Worksheet and be asked to circle the correct response for each question.

- Be sure to ask students to fill in their names and the date at the top of the worksheet.

- The audio clip clearly announces each test section and question number. Be sure to allow adequate listening and response time between each question. You may pause the audio clip between questions to allow time for response. Each test question / audio example is repeated twice.

- In lieu of using the audio clips, Sections A and B may be performed by the proctor by clapping or using a percussion instrument, and Sections C and D may be performed by the proctor on the piano. The proctor should perform each example twice.

- Scores should be calculated as the number of items answered correctly out of the total number of items available.

- Proctor prompts are provided above each section, and the answer is provided under each musical example.

- To ensure consistency in reporting across all students, please read the proctor prompts (*in blue italics*) exactly as written.

TASK
6

Link Up

MUSIC SKILLS ASSESSMENT

**Listening
(Music Elements)**
Summative Assessment

TEACHER WORKSHEET

Instructions (continued)

Section A: Rhythm

- *You will be listening to and thinking about music. You will listen to some music examples and write your answers on the worksheets in front of you.*
- *We're going to listen to two short rhythmic patterns. If you think the patterns are the same, circle the word* **same**. *If you think the patterns are different, circle the word* **different**. *Each pair of patterns will be played twice.*
- Proctor may write the words *same* and *different* on the board for reference.
- *Are there any questions? Let's start with Question 1.*
- Proctor plays the following rhythms from audio clips or by clapping or playing a percussion instrument.
- As each pattern is played, proctor supports students with:
  - *Think quietly to yourself: Were the patterns the same or different? Circle your answer.*
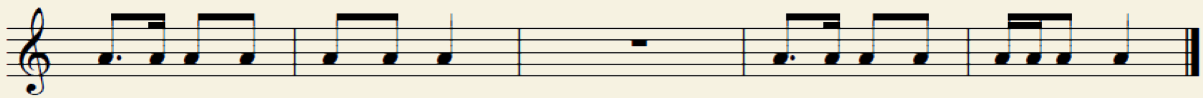
Question 1 (Track 1)
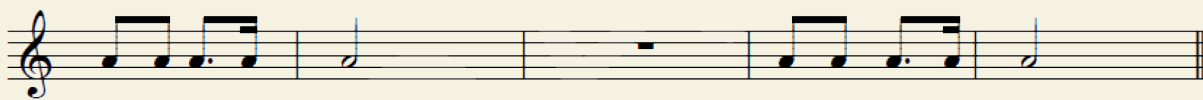
Same Rhythm

Question 2 (Track 2)

Different Rhythm

Question 3 (Track 3)

Different Rhythm

Question 4 (Track 4)

Same Rhythm

TASK
6

Link Up
MUSIC SKILLS ASSESSMENT

Listening
(Music Elements)
Summative Assessment

TEACHER WORKSHEET

### Section B: Tempo

- *The next four questions are going to focus on the speed of music. You'll hear the same rhythmic pattern twice. If you think the second pattern moves faster, circle the word **faster** under Question 1. If you think it moves slower, circle the word **slower**. Finally, if you think that patterns move at the same speed, circle the word **same**. Each pair of patterns will be played twice. Are there any questions?*
- *Let's start with Question 1.*
- Proctor plays the following rhythms from audio clips or by clapping or playing a percussion instrument.

Question 1 (Track 5)

Play Andante: approximately ♩ = 88
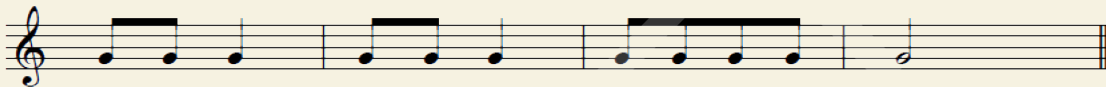
Same Tempo

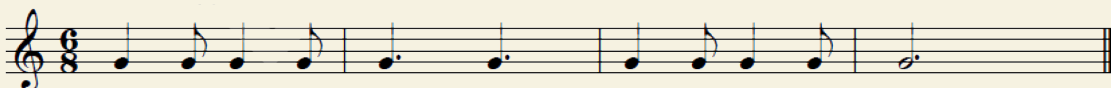**Question 2 (Track 6)**

Play Moderato: approximately ♩ = 108

Repeat at slower tempo: Adagio, approximately ♩ = 68

Slower Tempo

Question 3 (Track 7)

Play Allegro: approximately ♩ = 126

Same Tempo

Question 4 (Track 8)

Play Largo: approximately ♩ = 50
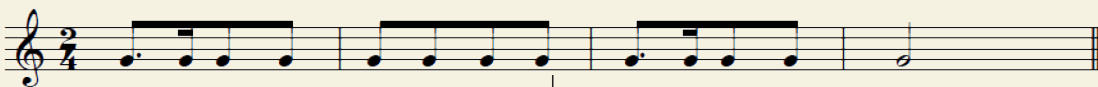
Repeat at faster tempo: Adagio, approximately ♩ = 88

Faster Tempo

TASK
6

Link Up
MUSIC SKILLS ASSESSMENT

Listening
(Music Elements)
Summative Assessment

TEACHER WORKSHEET

Section C: Pitch, Part I

- *For this section, we're going hear two notes and think about how they sound. If you think the notes sound the same, circle the word* **same**. *If you think the notes are different, circle the word* **different**. *Each pair of notes will be played twice.*

- *Are there any questions? Let's start with Question 1.*

- Proctor plays the following notes from audio clips or on a piano.

Question 1 (Track 9)
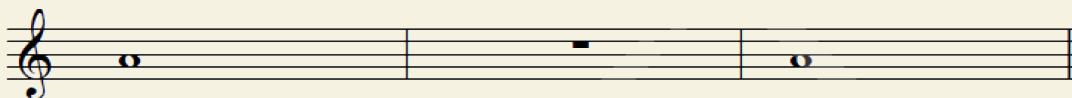
Same Pitch

Question 2 (Track 10)
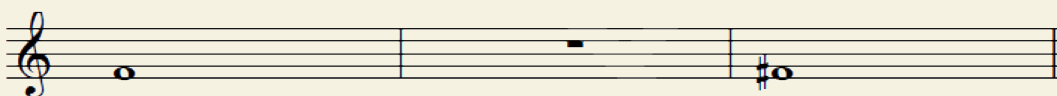
Different Pitch

Question 3 (Track 11)

Different Pitch

TASK
6

Link Up
MUSIC SKILLS ASSESSMENT

Listening
(Music Elements)
Summative Assessment

TEACHER WORKSHEET
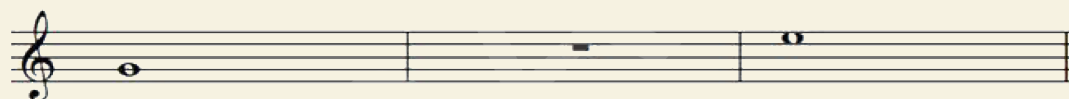
Section D: Pitch, Part II

- *For the next three questions, we're going hear two notes again. This time, if the second note is higher, circle the word* **higher**. *If the second note is lower, circle the word* **lower**. *Each pair of notes will be played twice.*

- *Are there any questions? Let's start with Question 1.*

- Proctor plays the following notes from audio clips or on a piano.

Question 1 (Track 12)
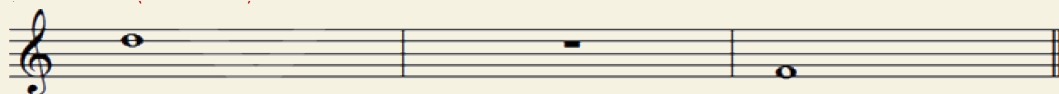
Lower Pitch

Question 2 (Track 13)
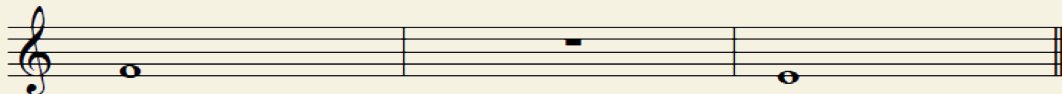
Lower Pitch

Question 3 (Track 14)
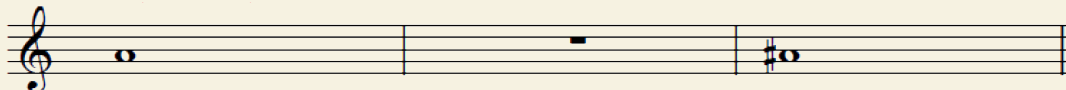
Higher Pitch

Pathways for Teachers

This task uses specific musical excerpts and cannot be tiered by level. Additionally, this task is a measure of aptitude and can be used with beginner and advanced students alike.

Name/ID: _____ Date: _____

Listen carefully to the teacher's instructions. Circle the appropriate answer under each question below.

Section A: Rhythm

Question 1	Question 2	Question 3	Question 4
Same Different	Same Different	Same Different	Same Different

Section B: Tempo

Question 1	Question 2	Question 3	Question 4
Faster Slower Same	Faster Slower Same	Faster Slower Same	Faster Slower Same

Section C: Pitch, Part I

Question 1	Question 2	Question 3
Same Different	Same Different	Same Different

Section D: Pitch, Part II

Question 1	Question 2	Question 3
Higher Lower	Higher Lower	Higher Lower

TASK

7

Link Up
MUSIC SKILLS ASSESSMENT

Composition
Formative Assessment

TEACHER WORKSHEET

Task Summary: Students conceptualize and compose a "theme song." Students choose from four characters shown on the Student Worksheet or create their own, then compose up to four measures of music to represent their character. Compositions are in 4/4 time, using a set of note values provided on the worksheet. Students then explain and justify their musical choices through a set of open-ended questions about the title of their composition, the mood of the piece, and what instruments, tempo, and dynamics would best suit their music. The task also includes an optional Creative Extension in which students can write a story about their character, giving deeper context for their composition. The task can be completed individually or by small groups of students working collaboratively.

Materials: Student Worksheets

Time: 40–50 minutes (at least one class period, but sections may be spread across multiple class periods)

Instructions

Section A

- *We are going to compose a theme song for a character. First (individually or as a group), choose a character from the list in number one on your Student Worksheet.*
- Depending on time availability, students may alternatively create and draw their own characters.

Section B

- *Before creating your composition, take a minute to think about the questions listed in number two on your Student Worksheet:*
    1. *What is the character like, and what is he or she doing?*
    2. *What instruments would you use to create a sound that fits your character?*
    3. *What rhythm should represent this character?*
    4. *What should the tempo be—fast or slow?*
    5. *What should the dynamic be—loud or soft?*

Section C

- Ask students to compose a two- or four-measure rhythmic pattern or ostinato to represent their chosen character.
- *Use notes, rests, and dynamic symbols from the suggestion boxes and Word Walls in number three on your Student Worksheet, or you may use other symbols you have learned.*
- *Pay attention to the 4/4 time signature, and check your musical math in each measure.*

Section D

- Direct students to number four on their Student Worksheets and ask them to describe their themes.
- *As you answer these questions, you may use words from the Word Wall or other music vocabulary you know.*

Note:

Task 7 can be administered at any time as a creative extension of the work conducted through the curriculum, but is best administered after the concert date.

Creative Extension

Ask students to write narratives about their characters, providing additional context for their musical compositions.

Pathways for Teachers

BASIC
(Less Challenging)

- Section A: Students choose a character from the four provided images.

- Section B: Students consider only questions 1–3.

- Section C: Students complete one or two measures, and use only items from the first box (notation and rest values, no dynamic markings).

- Section D: Students complete only the "Answer" column.

BASIC+
(At level)

- Section A: Students choose a character from the four provided images.

- Section B: Students consider questions 1–5.

- Section C: Students complete four measures using any of the available items from either box (notation and rest values and dynamic markings).

- Section D: Students complete both columns.

ADVANCED
(More challenging)

- Section A: Students create their own characters rather than choosing from the four provided images.

- Section B: Students consider questions 1–5.

- Section C: Students draw the five staff lines in their measures and create a melodic composition. They may use their recorder to assist them in finding each pitch.

- Section D: Students complete both columns, providing at least two reasons for each decision in the second column.

Link Up

Writing a Theme Song

Name/ID: _____ Date: _____

A You are going to describe and write a theme song for a character of your choice. Please choose one of the four characters below or create your own character in the empty space.
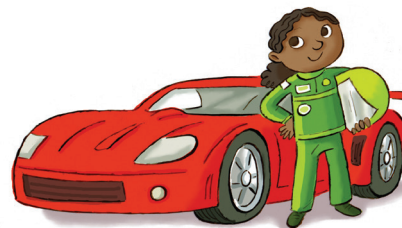
My Character

B Take a minute to think about the following questions before creating your composition in the next section:

1. What is the character like, and what is he or she doing?
2. What instruments would you use to create a sound that fits your character?
3. What rhythm should represent this character?
4. What should the tempo be—fast or slow?
5. Would should the dynamic be—loud or soft?

C Compose a two- or four-measure rhythmic pattern or ostinato to represent your character. Use notes, rests, and dynamic symbols from the suggestion boxes and word walls below or use other symbols you have learned. Pay attention to the 4/4 time signature, and check your musical math in each measure.

$\frac{4}{4}$
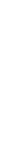
$\frac{4}{4}$

Tempo Word Wall	
andante	vivace
largo	moderato
allegro	presto

Dynamic Word Wall		
p (piano)	*mp* (mezzo-piano)	crescendo
mf (mezzo-forte)	*ff* (fortissimo)	diminuendo
f (forte)	loud	soft

D Answer the following questions to describe your theme and provide explanations for your decisions. You may use words from the Word Walls below, or other music vocabulary you know.

	Answer	Explanation: Why did you make this choice?
What is the **title** of your theme song?		
What **instruments** did you use in your composition?		
What is the **tempo** of your composition?		
What are the **dynamics** used in your composition?		
What is the **mood** of your composition?		

Tempo Word Wall	
andante	vivace
largo	moderato
allegro	presto

Dynamic Word Wall		
p (piano)	*mp* (mezzo-piano)	crescendo
mf (mezzo-forte)	*ff* (fortissimo)	diminuendo
f (forte)	loud	soft

Creative Extension

Write a short story about your character and theme song.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____