

For each musical concept, there are three 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.







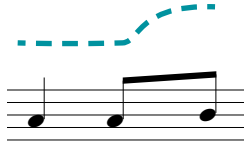

Using the Formative Assessments

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.

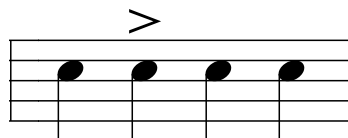
Scope of Musical Concepts in the Grade 2 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
Simple Meters (2/4, 3/4, 4/4)  Compound Meters (6/8) 	Phrases and Patterns Bar Lines and Double Bar Lines 	Crescendo  Decrescendo 	Accelerando Ritardando	Accent 	Melodic Contour 	Singing in Tune 

Expressive Qualities

(Articulation)

Accent



A	B	C	Summative Assessment
<p>Group Responding Task: Have students listen to a given musical excerpt and use movement to demonstrate accents, responding to articulation changes.</p> <p>Group Responding Task: Review accent, <i>legato</i>, and <i>staccato</i>. Have students listen to a musical excerpt and circle the corresponding articulation from a graphic organizer and finish one of the following sentences:</p> <ol style="list-style-type: none"> 1. When I hear this music I think about ... 2. This music makes me feel ... 	<p>Solo/Group Performing Task: Students sing a known song following given articulation markings or signals.</p>	<p>Solo/Group Creating and Performing Task: Students sing, play, conduct, and/or move to a known song using accents, <i>staccato</i>, and <i>legato</i>. Students perform or conduct for each other in small groups and describe the articulation choices.</p>	<p>Task 3 Identify Dynamics, Tempo, and Articulation Students listen and move to unknown musical excerpts, then use the Student Worksheet to select the corresponding dynamic, tempo, and articulation choices.</p>

Expressive Qualities

(Articulation)




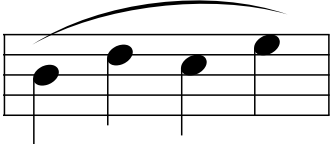
Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform Articulation: <i>Legato / Staccato</i> Accent	Creates, responds to, or performs articulation accurately and without hesitation.	Creates, responds to, or performs articulation with hesitation and some inaccuracies.	Creates, responds to, or performs articulation inaccurately most of the time, but may be accurate occasionally.	Does not create, respond to, or perform articulation.

Class: _____ Student Name	A	B	C	Notes

Expressive Qualities (Articulation)

Name: _____ Date: _____ Class: _____

Circle the articulation words that describe this music.

<p>Accent</p> 	<p>No Accent</p> 
<p>Staccato</p> 	<p>Legato</p> 

When I hear this music I think about ...

This music makes me feel ...
