





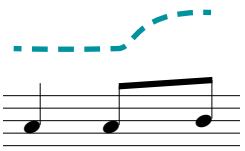



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Scope of Musical Concepts in the Grade 2 Summative Assessments

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 

Task	Musical Concept: Task	Materials
1	Performing: Demonstrate Singing in Tune	<ul style="list-style-type: none"> • Known Song • Record Sheet with Rubric
2	Pitch: Identify Melodic Contour Using a Pentatonic Scale	<ul style="list-style-type: none"> • Phrases from Known Pentatonic Songs • Student Worksheet: Pitch
3	Expressive Qualities: Identify Dynamics, Tempo, and Articulation	<ul style="list-style-type: none"> • Short Musical Excerpts Demonstrating: <ul style="list-style-type: none"> • <i>Crescendo/Decrescendo</i> • <i>Accelerando/Ritardando</i> • Accent / No Accent • <i>Legato/Staccato</i> • Student Worksheet: Expressive Qualities
4	Form and Design: Identify Phrases Within a Form	<ul style="list-style-type: none"> • Teacher Worksheet: Form and Design • Student Worksheet: Form and Design
5	Rhythm and Meter: Create and Perform Two Measures in 4/4 or 6/8 Meter	<ul style="list-style-type: none"> • Student Worksheet: Rhythmic Composition in Simple and Compound Meters • Record Sheet with Rubric
6	Rhythm and Meter: Arrange and Perform a Rhythmic Composition in Small Groups	<ul style="list-style-type: none"> • Student Worksheet: Rhythmic Composition in Simple and Compound Meters • Record Sheet with Rubric

Recommended Assessment Schedule

Day 1	Day 2	Day 3
<p>Task 1—Performing: Demonstrate Singing in Tune All students assessed in one class period</p>		
<p>Task 2—Pitch: Identify Melodic Contour Using a Pentatonic Scale All students assessed in one class period</p>		
<p>Task 3—Expressive Qualities: Identify Dynamics, Tempo, and Articulation All students assessed in one class period</p>		
	<p>Task 4—Form and Design: Identify Phrases Within a Form All students assessed in one class period</p>	
	<p>Task 5—Rhythm and Meter: Create and Perform Two Measures in 4/4 or 6/8 Meter All students assessed in one class period</p>	
		<p>Task 6—Rhythm and Meter: Arrange and Perform a Rhythmic Composition in Small Groups All students assessed in one class period</p>



For each task, you are provided the following items:

- Task summary
- Estimated time
- Materials list
- Repertoire (if any)
- Suggested procedures and prompts with a highlighted script

To administer this assessment, you need the following items:

- A pencil for each student
- Copies of the five student worksheets for each student (used for Tasks 2–6)
- A clipboard/writing surface for each student and teacher
- Copies of the Record Sheet with Rubric
- Five listening selections (or you may play/improvise five pieces on an instrument) that demonstrate the following distinctions:
 - *crescendo/decrescendo*
 - *accelerando/ritardando*
 - accent / no accent
 - *legato/staccato*
 - A-B or A-B-A form

Scripted text for teachers is treated in blue italics.

Pre-Set Materials

- A clipboard with the needed Student Worksheets and pencil at each student’s assigned seat
- A clipboard with the Record Sheet with Rubric

Task 1

Performing: Demonstrate Singing in Tune

Task Summary: Students take turns singing phrases of a known song *a cappella* to demonstrate singing voices and intonation.

Time: 10 minutes

Materials: Record Sheet with Rubric

Repertoire: known song with a limited range between middle C to B, such as an echo song or game song with solos

Warm-Up

- Lead the class in performing vocal sirens.
- Have students review what it means to use your singing voice and to sing in tune.
- Ask the whole class to sing a known song together.

Task Instructions

- *Now we are going to sing a song together, and I'm going to listen for your in-tune singing voice. Each of you will take turns singing one phrase of the song.*
- Sing the first phrase, then gesture to the first student to sing the next phrase, and to the next student to continue. Stop the sequence when the students understand the turn taking process.
- *Now we are going to start with [name of student] and continue around the room until we end with [name of student].*
- As students perform, watch and assess each individual.



Task 2

Pitch: Identify Melodic Contour Using the Pentatonic Scale

Task Summary: Students actively listen to a musical phrase, and then circle the matching shape (melodic contour) using the student worksheet.

Time: 10 minutes

Materials: Student Worksheet: Pitch

Repertoire:

“Rain, Rain, Go Away” (first phrase)



“Rocky Mountain” (second phrase)



Warm-Up

- Have students echo sing a few pentatonic phrases. As they sing, use hand signs or trace the shape of the melody in the air.
- Show two different four-beat melodic pentatonic phrases on the board.
- *We are going to play a matching game. I'll sing a phrase, and then you sing it back to me. Then show me which melody shape you heard, one (hold up one finger) or two (hold up two fingers).*
- Sing the first phrase using hand signs or tracing the melody in the air and listen as students echo.
- *Which shape matches that melody, one or two?*
- Point to choices on the board and watch students signal with their fingers.
- Demonstrate circling the notation and check their answers by comparing the notated shape to the singing and movement or hand signs to show whether or not it is a match.

Task Instructions

- *Look at your worksheet. Find phrase one and the two melodic shapes next to it.*
- *You are going to listen and show me when the music is higher or lower by tracing the melody in the air with your finger. When the music stops, circle the shape that shows how the music moved. We will listen to the phrase twice. Here's phrase one.*
- Play or sing the first melodic phrase while students trace the melody in the air.
- *Circle the shape that shows how the music moved for phrase one. (Wait 30 seconds.) Listen again, and check your answer.*
- Repeat these same steps for phrase two.

Optional assessment

Ask students to identify the steps and leaps, and/or Solfege or scale degrees of each melody.

Task 3

Expressive Qualities: Identify Dynamics, Tempo, and Articulation

Task Summary: Students listen and move to unknown musical excerpts, then use the Student Worksheet to select the corresponding dynamic, tempo, and articulation choices.

Time: 10–15 minutes

Materials: Student Worksheet: Expressive Qualities

Repertoire: known song or improvised musical excerpts

Warm-Up

- *Look at the words for musical expression on your Student Worksheet. As we speak each of these words, show me with your body what it would look like.*
- Have students review and practice the following musical terms by performing agreed-upon movements as they speak the words:
 - *Show me crescendo.* (Model hands moving close together.)
 - *Decrescendo* (Model sweeping hands from far apart to close together.)
 - *Accelerando* (Model feet movement speeding up.)
 - *Ritardando* (Model feet movement slowing up.)
 - *Accent* (Model arms moving out in a quick jerky movement.)
 - *Staccato* (Model hands moving in jerky, short motions.)
 - *Legato* (Model hands moving smoothly in long lines.)

Task Instructions

- *Look at your worksheet. Find number one and the words crescendo and decrescendo next to it.*
- *I am going to play a short musical excerpt. You are going to listen and move like the music. When the music stops, circle the word that best describes the music. Here's number one.*
- Sing a known song or improvise on an instrument to demonstrate *crescendo* or *decrescendo* (e.g., play a short rhythmic pattern on a drum getting louder with each phrase).
- *Now circle the shape that shows how the music moved for number one.*
- Repeat this same process with numbers two through four:
 2. *accelerando/ritardando*
 3. *accent / no accent*
 4. *legato/staccato*

Task 4

Form and Design: Identify Phrases Within a Form

Task Summary: Students listen and move to a short musical excerpt, then use the Student Worksheet to label the form A-B or A-B-A.

Time: 10 minutes

Materials: Student Worksheet: Form and Design, Teacher Worksheet: Form and Design

Repertoire: suggested songs include “Yankee Doodle” and “Twinkle, Twinkle Little Star”

Warm-Up

- Ask students to play a game in which they use their eyes to figure out the form you are showing, and invite them to move or draw as they watch if that helps them.
- Choose two sets of motions and repeat each set four times, e.g., touching your nose followed by touching your head. Help students review and label the form of what they saw (A-B).
- Repeat the exercise, demonstrating A-B-A form.

Task Instructions

- *Now you are going to use your ears to figure out the form. You may draw or move like the music as you listen. When the music stops, circle the form on your worksheet that best describes the music, A-B or A-B-A.*
- Play an A-B and/or A-B-A excerpt. You may also choose to improvise on an instrument.
- *Circle the form on your worksheet that best describes the music, A-B or A-B-A.*
- *Listen again, and check your answer.*
- **Optional:** You may wish to repeat this task with multiple excerpts.



Task 5

Rhythm and Meter: Create and Perform Two Measures in 4/4 or 6/8 Meter


Task Summary: Students compose their own two-measure pieces in 4/4 or 6/8 meter. Students then perform their compositions using body percussion or classroom instruments.

Time: 15–20 minutes

Materials: Student Worksheets: Rhythmic Composition in Simple and Compound Meters

Repertoire: N/A

Warm-Up

- On the board, display the following notes and rest: 
- Improvise two-measure rhythmic phrases for the students to speak/clap/tap by following your pointing to the different rhythms on the board.

Task Instructions

- *Now create your own eight-beat rhythmic piece in the blank space on your Student Worksheet, using all the rhythms in the box: quarter-note, eighth-notes, quarter-note rest, and half-note. Be able to (teacher's choice) clap/tap/speak the rhythmic syllables that you write.*
- *When you are finished, you may give your piece a title at the top of the page. If you have time, please fill in the box at the bottom by answering the question, "What tempo, dynamics, or articulation would you use to play this piece?"*
- As students complete each step of the task, remind them of the next steps and the remaining time.
- *Be ready to (teacher's choice) clap/tap/speak the rhythmic syllables for your piece, starting with [name of student], going this way, taking turns. Ready, begin.*
- As students perform, watch and assess each individual.



Task 6

Rhythm and Meter: Arrange and Perform a Rhythmic Composition in Small Groups

Task Summary: Students will create and perform a rhythmic composition in small groups, using their individual compositions from Task 5 written on the student worksheet.

Time: 20–45 minutes

Materials: Student Worksheets: Rhythmic Composition in Simple and Compound Meters (completed from Task 5)

Repertoire: N/A

Warm-Up

- Have students form small groups of three or four.
- Have each student perform his or her rhythmic phrase for the other students in his or her group.

Task Instructions

- In small groups, have students decide what order the phrases should go in to make a new piece.
- **Optional:** Ask students to add dynamics (*forte*, *piano*, *crescendo*, *decrescendo*), tempo (*presto* or *largo*), articulation (*legato*, *staccato*, *accent*), movements, and/or pitch(es) to the piece.
- Allow sufficient time for students to practice performing the composition.
- Have small groups take turns performing for the rest of the class.
- After each group performs, have students describe the musical choices made.



Record Sheet with Rubric

Task	Musical Concept: Assessment Task	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
1	Performing: Demonstrate Singing in Tune	Performs using singing voice that is clear and in tune.	Performs using singing voice that is mostly clear and/or in tune.	Performs melody but does not use a singing voice or is not in tune.	Does not perform.
2	Pitch: Identify Melodic Contour Using the Pentatonic Scale	Responds to melodic contour accurately both times.	Responds to melodic contour accurately one time.	Responds to melodic contour inaccurately.	Does not respond to melodic contour.
3	Expressive Qualities: Identify Dynamics, Tempo, and Articulation	Dynamics Circles correct dynamic (<i>crescendo</i> or <i>decrescendo</i>).			Does not answer or circles incorrect dynamic.
		Tempo Circles correct tempo (<i>accelerando</i> or <i>ritardando</i>).			Does not answer or circles incorrect tempo.
		Articulation Circles correct articulation (<i>legato</i> or <i>staccato</i>).			Does not answer or circles incorrect articulation.
		Articulation Circles correct articulation (accent or no accent).			Does not answer or circles incorrect articulation.
4	Form and Design: Identify Phrases Within a Form	Responds to the form accurately.			Does not respond or is inaccurate.
5	Rhythm and Meter: Create and Perform Two Measures in 4/4 or 6/8 Meter	Creates and performs rhythmic composition accurately and with a steady beat.	Creates and performs rhythmic composition with some inaccuracies and/or erratic beat pattern.	Creates and performs rhythmic composition inaccurately most of the time, but may be accurate occasionally.	Does not create or perform rhythmic composition or is inaccurate.
6	Rhythm and Meter: Arrange and Perform a Rhythmic Composition in Small Groups	Arranges, performs, and explains musical choices accurately.	Arranges, performs, and explains musical choices with some inaccuracies.	Arranges, performs, and explains musical choices inaccurately most of the time, but may be accurate occasionally.	Does not arrange, perform, or explain musical choices or is inaccurate.

Record Sheet with Rubric

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
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Indicates that the task is a performance, assessed in the moment.

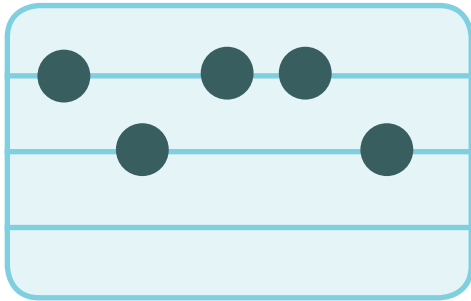
Class: _____	★ 1	2	3				4	5	★ 6
	Performing	Pitch	Dynamics	Tempo	Articulation	Articulation	Form and Design	Rhythm and Meter	Rhythm and Meter
Student Name									

Pitch

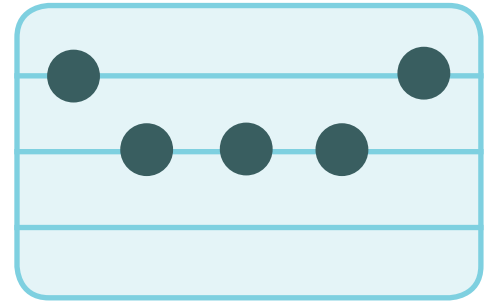
Name: _____ Date: _____ Class: _____

Circle the picture that shows the phrase you heard.

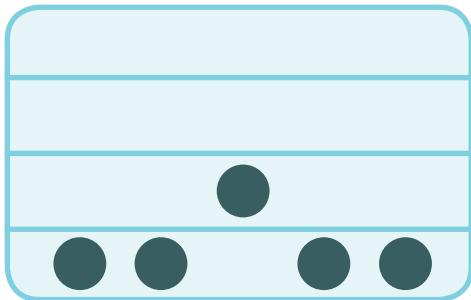
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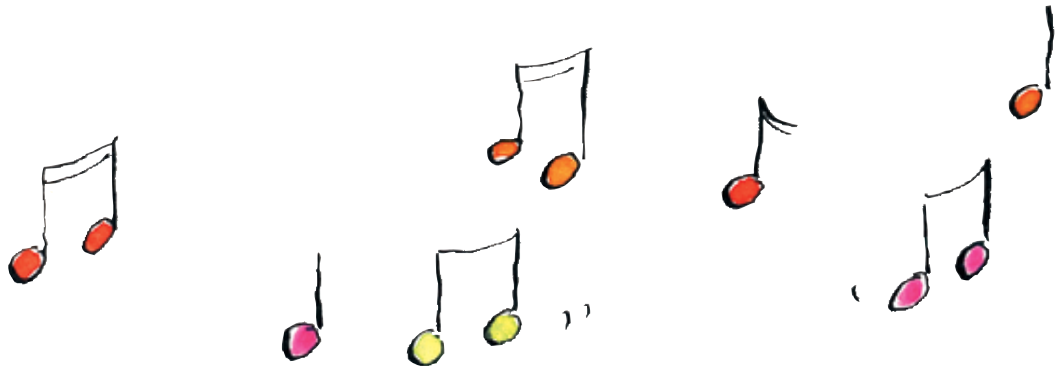
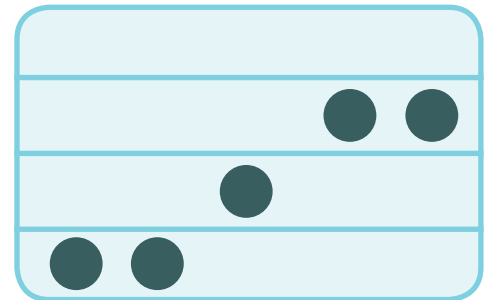
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2



OR



Expressive Qualities

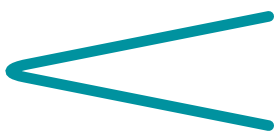
(Dynamics, Tempo, and Articulation)

Name: _____ Date: _____ Class: _____

Circle the expressive quality that you hear in each musical example.

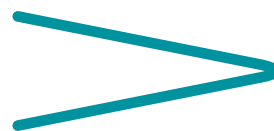
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Crescendo



OR

Decrescendo



2

Accelerando



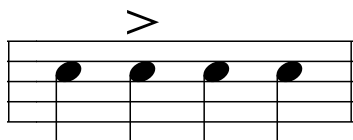
OR

Ritardando



3

Accent



OR

No Accent



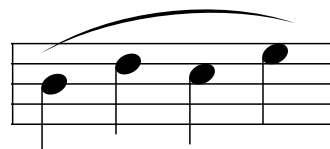
4

Staccato



OR

Legato



Name: _____ Date: _____ Class: _____

Listen to the musical excerpts. Listen carefully for the number of phrases you hear and circle in the boxes below if the song is in A-B or A-B-A form.

1

A-B

OR

A-B-A

2

A-B

OR

A-B-A

Twinkle, Twinkle - ABA Form

Traditional



Twin-kle, twin-kle, lit - tle star, how I won-der what you are.



Up a - bove the world so high, like a dia-mond in the sky.



Twin-kle, twin-kle, lit - tle star, how I won-der what you are.

Yankee Doodle - AB Form

Traditional



Yan - kee Doo - dle went to town, a - rid-ing on a pon - y.



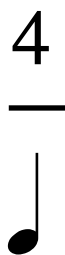
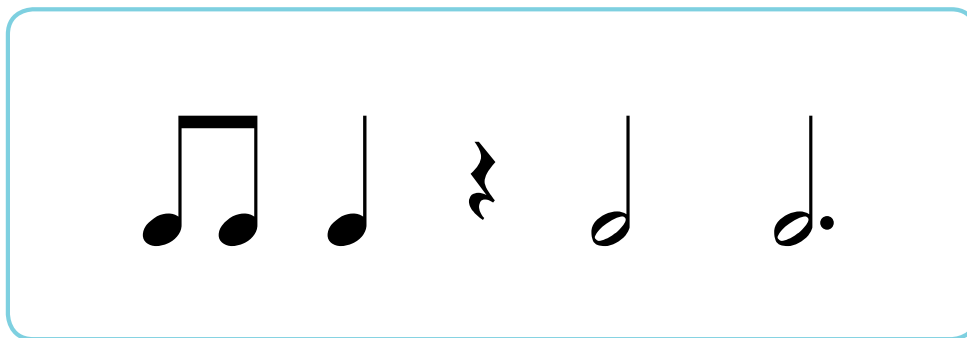
Stuck a feath - er in his cap and called it "Mac - a - ron - i".

Rhythm and Meter

Name: _____ Date: _____ Class: _____

Rhythmic Composition in a Simple Meter

Compose a pattern using these notes and rest:

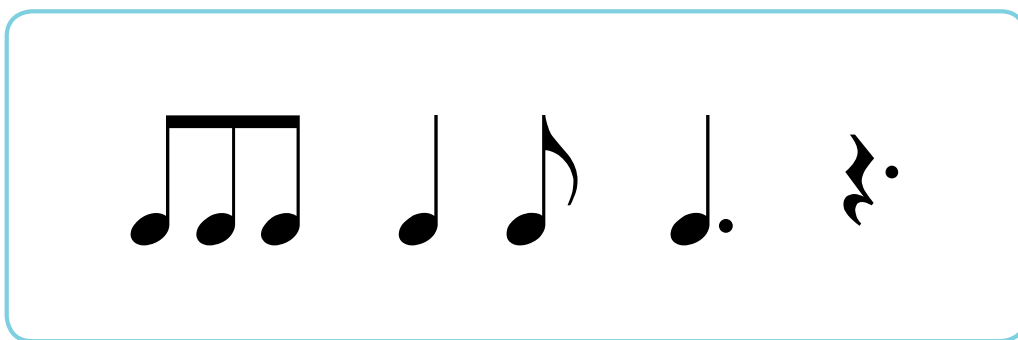


What tempo, dynamics, and articulation would you use to play this song?

Name: _____ Date: _____ Class: _____

Rhythmic Composition in a Compound Meter

Compose a pattern using these notes and rest:



What tempo, dynamics, and articulation would you use to play this song?
