

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

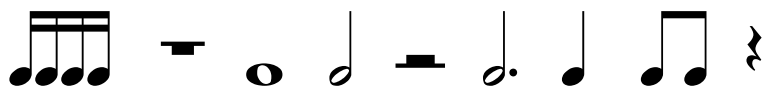
Please note: In order for these assessments to be formative, teachers should facilitate each task in a way that gives students both task performance feedback **and** the opportunity for revision.

Scope of Musical Concepts in the Grade 3 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
Simple Meters $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{4}{4}$ $\frac{4}{4}$    Compound Meters $\frac{6}{8}$ $\frac{8}{8}$ 	Repeat Sign  First and Second Endings 	Pianissimo <i>pp</i> Fortissimo <i>ff</i>	Andante	<i>Continue to apply and develop prior knowledge.</i>	Steps/Leaps Notes on Treble Staff Treble/Bass Clef 	Posture Intonation

Rhythm and Meter

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



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



A	B	C	Summative Assessment
<p>Solo/Group Performing Task: Students improvise a four-beat rhythmic answer in response to teacher's question, demonstrating accurate phrase length, fluid rhythms, and a steady beat.</p>	<p>Solo/Group Performing Task: Throughout the year, students improvise rhythms over four beats of a recorded piece and/or a backbeat.</p>	<p>Solo Creating and Performing Task: Students compose and perform a four-beat rhythmic ostinato to a known song.</p>	<p>Task 2 Improvise a Rhythm Students take turns improvising a one-measure rhythm to demonstrate phrase length, fluid rhythms, and a steady beat.</p>
<p>Solo/Group Performing and Responding Task: Following given signals, students alternate between tapping the beat and clapping the rhythm of songs from the board in different meters.</p>	<p>Group Responding Task: Teacher performs one-measure rhythmic motifs using known rhythms in different meters. Students respond to each by echoing back the corresponding rhythm syllables.</p>	<p>Group Responding Task: Teacher performs a two-measure rhythmic 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.</p>	<p>Task 5 Transcribe a Rhythm Students listen to a two-measure rhythmic phrase and transcribe it using the Student Worksheet.</p>
<p>Group Responding Task: Students listen to melodies in simple and compound meters, find and demonstrate the steady beat, and identify it as being in simple or compound meter.</p>	<p>Solo Creating and Performing Task: Students compose rhythmic motifs in simple and compound meters and then exchange compositions with a partner. Partners offer feedback, composers revise their own work, and then each student performs the revised composition.</p>	<p>Solo/Group Creating and Performing Task: Each student notates a rhythmic motif using standard notation. In groups of four, students compose then perform a group composition by arranging and notating their four individual motifs, complete with bar lines.</p>	<p>Task 6 Compose a Melody Students identify pitches and compose a two-measure melody using the Student Worksheet.</p>

Rhythm and Meter

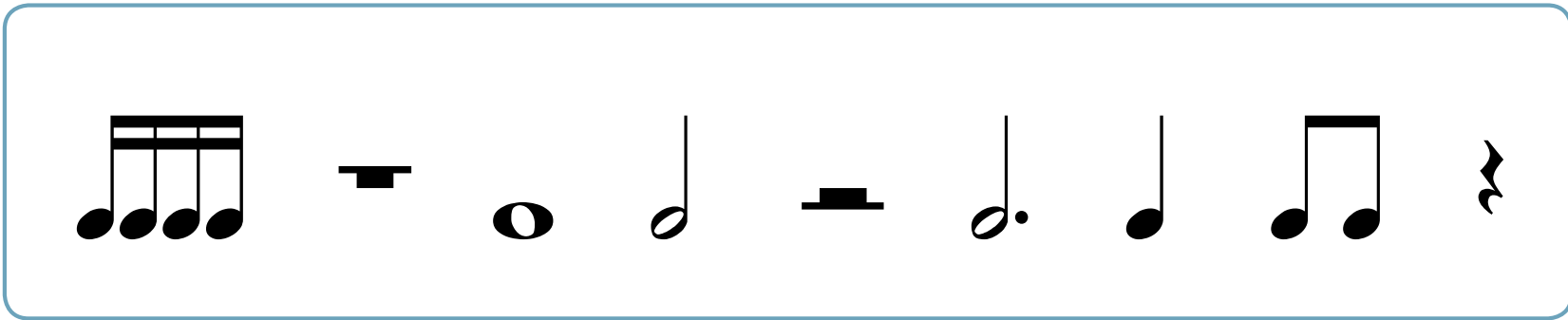
Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Perform a One-Measure Phrase (Task B)	Performs accurate phrase length.			Does not perform or phrase length is inaccurate.
Create or Perform Fluidly with a Steady Beat (Tasks A, B, and C)	Improvises and performs fluid rhythms with a consistent, steady beat.	Improvises and performs with mostly fluid rhythms and maintains a steady beat, but with some inaccuracies.	Has difficulty performing rhythms with fluidity and keeping the beat, but may be accurate occasionally.	Does not create or perform rhythm with fluidity or steady beat.
Transcribe a Rhythm (Task C)	Transcribes 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.
Compose Rhythms (Tasks B and C)	Composes rhythms accurately.	Composes rhythms with some inaccuracies.	Composes rhythms inaccurately most of the time, but may be accurate occasionally.	Does not compose or all rhythms are inaccurate.

Class: _____	A	B	C	Notes
Student Name				

Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose two measures using the notes and rests below.



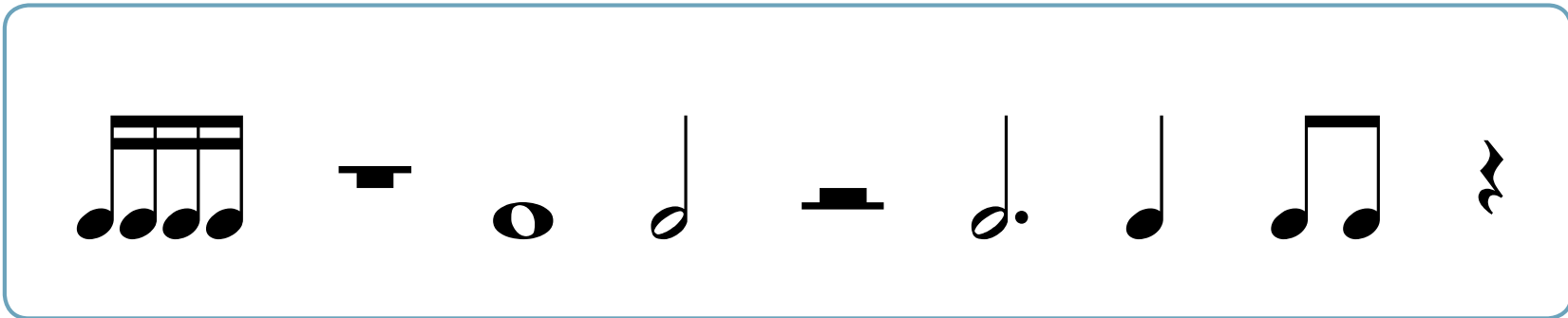
4
4



Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose two measures using the notes and rests below. Be sure to write in bar and double bar lines!

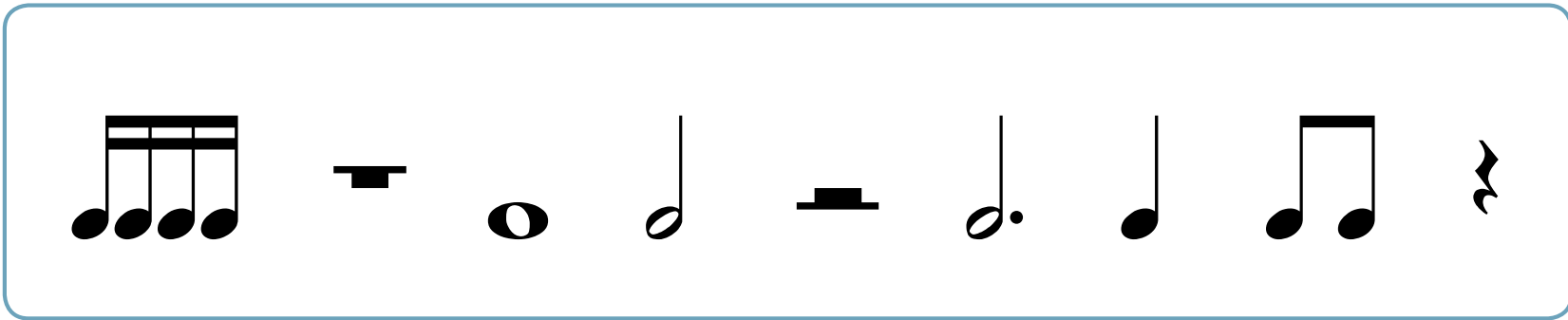


4
4

Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose two measures using the notes and rests below.




3
4



Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose two measures using the notes and rests below. Be sure to write in bar and double bar lines!

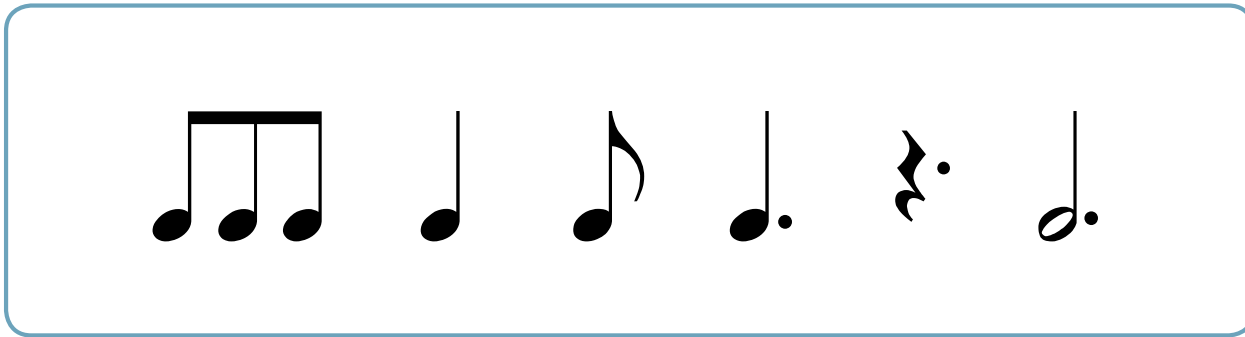


3
4

Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose two measures using the notes and rest below.



6
8



Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose two measures using the notes and rest below. Be sure to write in bar and double bar lines!



6
8

Repeat Sign



First and Second Endings



A	B	C	Summative Assessment
<p>Solo/Group Responding Task: Play “Hot Cross Buns” for students using the Teacher Worksheet. Have students practice drawing a repeat sign and then mark the repeat in the music on the Student Worksheet.</p> <p>Solo/Group Responding Task: Students listen to four phrases of an unknown song and label the form. Students discover which phrases repeat and practice replacing a repeated measure with a beginning and ending repeat sign.</p>	<p>Solo/Group Performing Task: Students sight sing or play four measures with first and second endings.</p> <p>Solo/Group Responding Task: Using the Student Worksheet, students look at the given score and count the measure numbers. Then, by following the musical signs, they fill in the order of measure numbers as they are to be played.</p>	<p>Solo Creating and Performing Task: Students compose and perform four measures and mark in the first ending, repeat sign, and second ending.</p>	<p>Task 3 Sight Read a Melody Students sight sing or play four measures with first and second endings using the Student Worksheet.</p>

Form and Design

Draw a repeat sign here:



Listen to “Hot Cross Buns” as you look at the music below. You will hear that one measure is repeated.

Write in a repeat sign where it is needed in the music score.



Hot cross buns. One a pen-ny, two a pen-ny, hot cross buns.

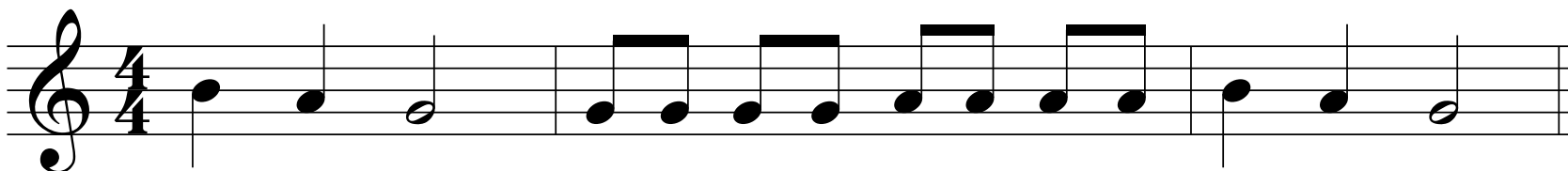
Form and Design

Name: _____ Date: _____ Class: _____

Draw a repeat sign here:

Listen to “Hot Cross Buns” as you look at the music below. You will hear that one measure is repeated.

Write in a repeat sign where it is needed in the music score.



Hot cross buns. One a pen-ny, two a pen-ny, hot cross buns.

Form and Design

Name: _____ Date: _____ Class: _____

Using the measure numbers, follow the musical signs and fill in the order that they will be played below.

1 2 3 4 5 6

1. 2.

START on measure: _____	Next measure: _____	Next measure: _____	Next measure: _____	Next measure: _____	Next measure: _____	Next measure: _____	FINISH on measure: _____
--------------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------	---------------------------------------

Expressive Qualities (Dynamics)

Pianissimo *pp*

Fortissimo *ff*

Crescendo 

Decrescendo 

A	B	C	Summative Assessment
<p>Group Responding Task: Students use the Student Worksheets to review dynamic vocabulary, then listen to musical excerpts and create movements to demonstrate <i>pianissimo</i>, <i>fortissimo</i>, <i>crescendo</i>, or <i>decrescendo</i>, responding when dynamic changes are heard.</p> <p>Group Responding Task: Students listen to musical excerpts and circle the corresponding dynamic for each on the Student Worksheet.</p>	<p>Solo/Group Performing Task: Students sing a known song, following given dynamic markings or signals.</p>	<p>Solo/Group Creating and Performing Task: Students apply dynamic markings (from choices listed above) into a known song and conduct accordingly.</p> <p>Students reflect on their choices and responses to dynamic changes.</p>	<p>Task 4 Identify Dynamics, Tempo, and Articulation Students listen and move to musical excerpts, then use the Student Worksheet to select the corresponding dynamic, tempo, and articulation choices that they hear.</p>

Expressive Qualities (Dynamics)

Name: _____ Date: _____ Class: _____

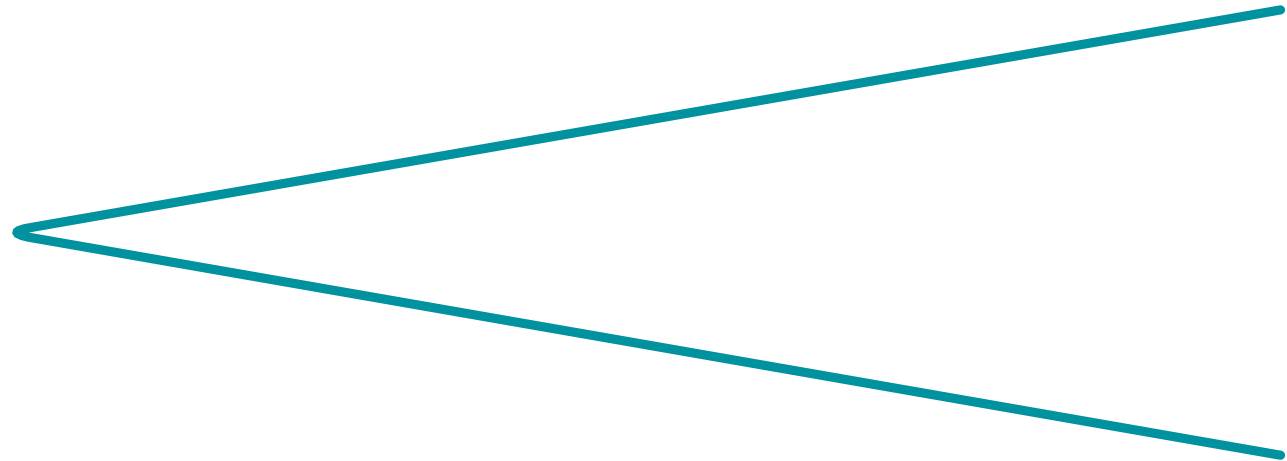
Look at the dynamic symbols in the box to the left. Write the symbols in the correct order from softest to loudest in the spaces below the crescendo.

f

pp

ff

p



Expressive Qualities (Dynamics)

Name: _____ Date: _____ Class: _____

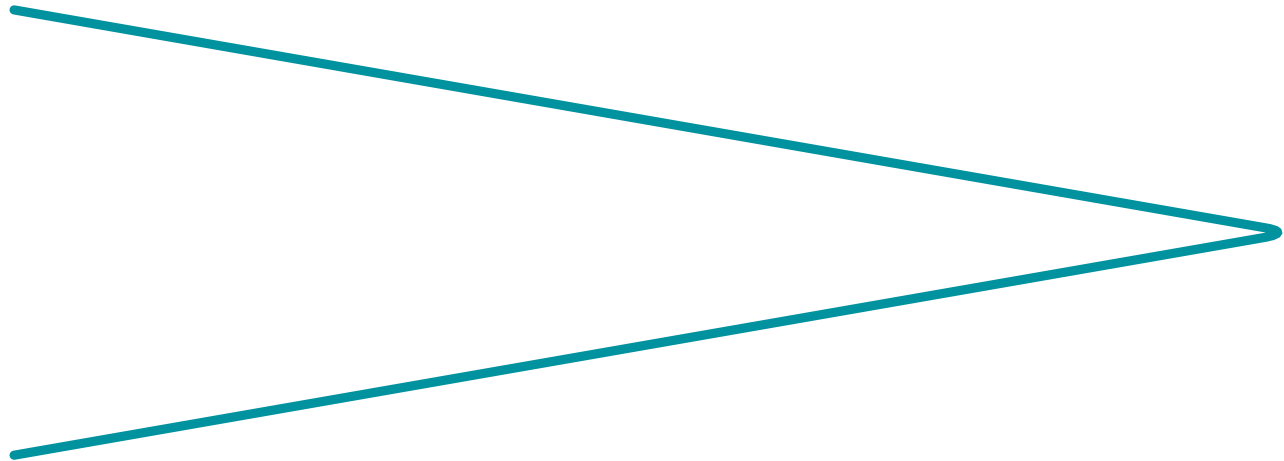
Look at the dynamic symbols in the box to the left. Write the symbol s in the correct order from loudest to softest in the spaces below the decrescendo.

f

pp

ff

p



Expressive Qualities (Dynamics)

Name: _____ Date: _____ Class: _____

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

1

Pianissimo

pp

OR

Fortissimo

ff

One instrument I heard was a _____.

2

Pianissimo

pp

OR

Fortissimo

ff

One instrument I heard was a _____.

3

Pianissimo

pp

OR

Fortissimo

ff

One instrument I heard was a _____.

Expressive Qualities (Tempo)

Accelerando

Ritardando

Andante

Largo

Presto

A	B	C	Summative Assessment
<p>Group Responding Task: Students pat a given steady beat and listen for a tempo change. When the tempo changes, students use movement or conductor-based gestures to show if the beat got faster or slower.</p> <p>Group Responding Task: Students listen to a musical excerpt and circle the corresponding tempo from the Student Worksheet.</p>	<p>Solo/Group Performing Task: Students sing a known song, following given tempo markings or signals.</p>	<p>Solo/Group Creating and Performing Task: Students insert the five tempo markings shown above into a known song and conduct, sing, or play accordingly.</p> <p>Optional: Students provide rationale for musical choices.</p>	<p>Task 4 Identify Dynamics, Tempo, and Articulation Students listen and move to musical excerpts, then use the Student Worksheet to select the corresponding dynamic, tempo, and articulation choices that they hear.</p>

Expressive Qualities

(Tempo)

Name: _____ Date: _____ Class: _____

Draw a line to connect the words to their meanings.

Italian Music Vocabulary

Definitions

Accelerando

Speed Up

Andante

Slow Down

Largo

Walking Speed

Presto

Very Slow

Ritardando

Very Fast

Circle the tempo words below that describe this music.

Andante

Largo

Presto

Ritardando

Accelerando

One instrument I heard was a _____ .

Expressive Qualities (Articulation)

Legato

Staccato

Accent

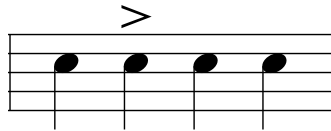
A	B	C	Summative Assessment
<p>Group Responding Task: Students listen to a given musical excerpt and move to demonstrate accents, <i>legato</i>, and <i>staccato</i>, responding when articulation changes are heard.</p> <p>Group Responding Task: Review accent, <i>legato</i>, and <i>staccato</i>. Have students listen to a musical excerpt and, using the Student Worksheet, circle the corresponding articulation and finish one of the following sentences:</p> <ol style="list-style-type: none"> When I hear this music I think about ... 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 4 Identify Dynamics, Tempo, and Articulation Students listen and move to musical excerpts, then use the Student Worksheet to select the corresponding dynamic, tempo, and articulation choices that they hear.</p>

Expressive Qualities (Articulation)

Name: _____ Date: _____ Class: _____

Circle the articulation words that describe this music.

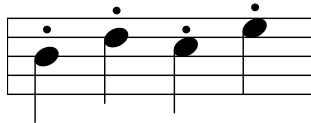
Accent



No Accent



Staccato



Legato



One instrument I heard was a _____.

When I hear this music I think about ...

This music makes me feel ...

Steps and Leaps

Notes on Treble Staff

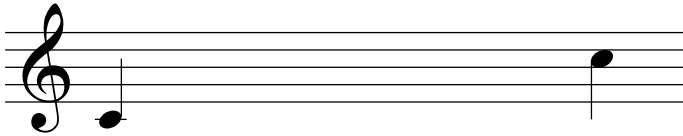
Treble and Bass Clef

A	B	C	Summative Assessment
<p>Solo/Group Responding Task: Students listen to and use agreed-upon signals to identify patterns of ascending and descending steps and leaps.</p>	<p>Group Responding Task–Worksheet: Students listen to a melody and circle the shape (melodic contour) heard from given choices.</p>	<p>Solo/Group Performing Task: Students:</p> <ol style="list-style-type: none"> 1. Sight-sing given motifs/song, then name that tune. 2. Improvise four-beat melodic phrases with a partner, then share with the class. 	<p>Task 3 Sight Read a Melody Students sight sing or play four measures with first and second endings using the Student Worksheet.</p>
<p>Solo Responding Task: Students identify and notate given pitch names on the treble staff. Students may identify pitches using solfege, scale degrees, absolute pitches, and/or graphic or standard notation.</p>	<p>Group Creating Task: With partners or in small groups, students use the notes B, A, and G to improvise and/or compose a short piece in A–B–A–B form.</p>	<p>Solo Creating Task: Students compose melodic fragments to fill in two blank measures in a given piece. Students draw in bar lines, double bar lines, and one repeat sign. Students then label the form of the piece.</p>	<p>Task 6 Compose a Melody Students identify pitches and compose a two-measure melody using the Student Worksheet.</p>

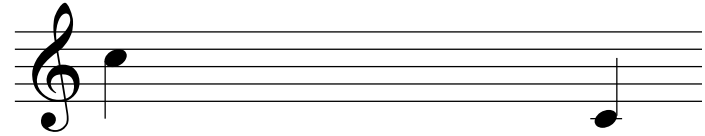
Name: _____ Date: _____ Class: _____

Steps and Leaps

Write in notes that step up from middle C to C.



Write in notes that step down from C to middle C.



Write if the interval is a step or a leap in the space below each pair of notes.









Pitch

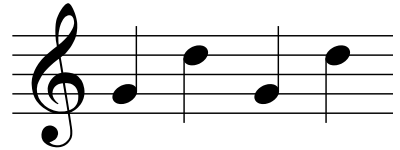
Name: _____ Date: _____ Class: _____

Circle the shape that best fits the melody you hear.

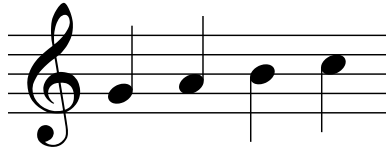
1



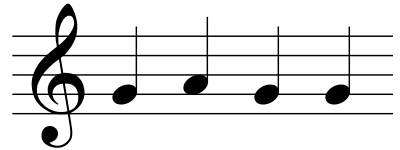
OR



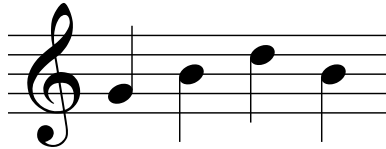
2



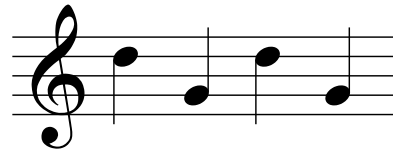
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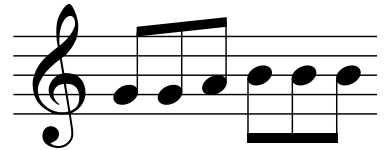
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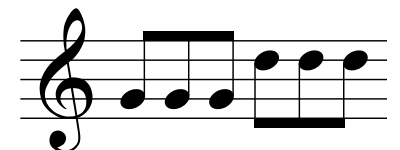
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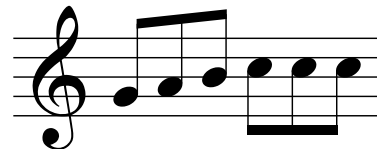
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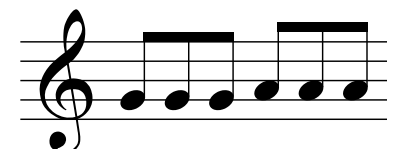
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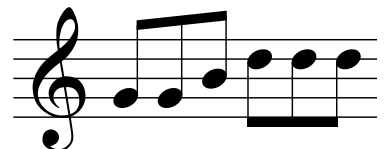
5



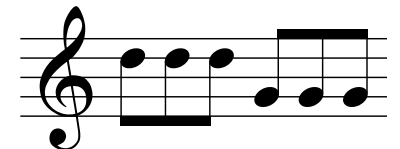
OR



6

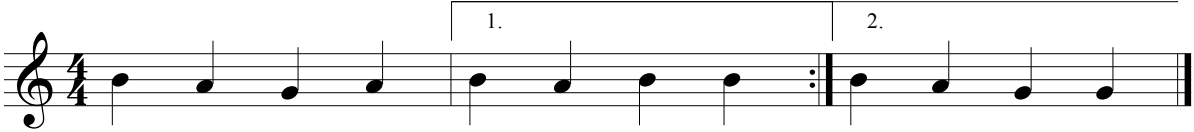


OR



Name: _____ Date: _____ Class: _____

Sight Reading


1. 

2. 

3. 

4. 

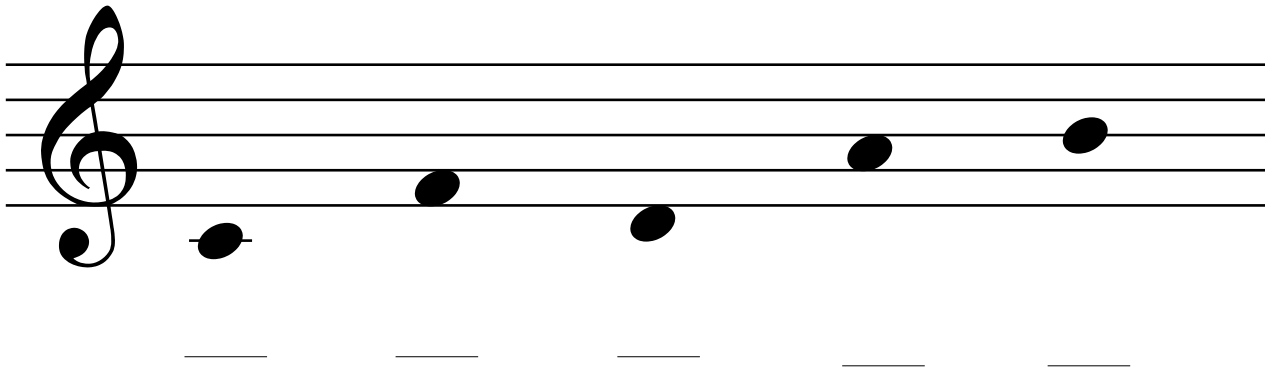
5. 

6. 

Name: _____ Date: _____ Class: _____

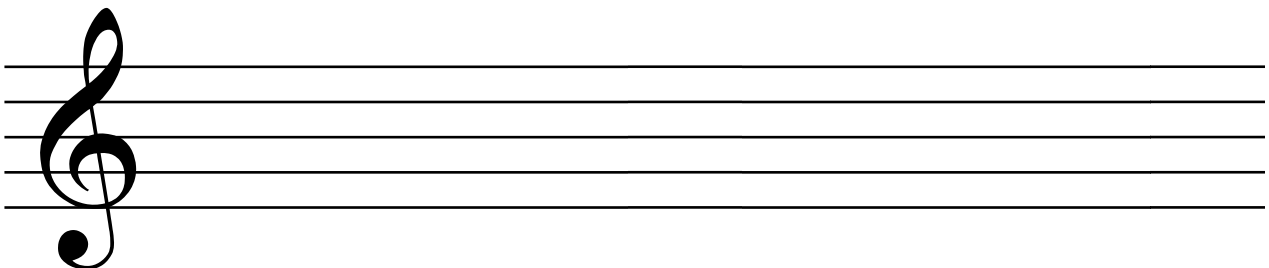
Name that Note

Name these notes:



A musical staff in treble clef with five notes. The notes are positioned on the following lines and spaces from left to right: the first space (F), the second line (G), the second space (A), the third line (B), and the third space (C). Below each note is a horizontal line for labeling.

Draw these notes:



A musical staff in treble clef with five blank lines for drawing notes.

G

B

D

A

E

Posture and Intonation

A	B	C	Summative Assessment
<p>Group Performing Task: Students demonstrate healthy posture and intonation by singing or playing a known song, while being a part of a musical community (group decision-making, ensemble work, cooperative and respectful behavior).</p> <p>Students self-evaluate their progress and revise their performance.</p>	<p>Duet Performing Task: Students demonstrate healthy posture and intonation by singing or playing with a partner in unison or two parts.</p> <p>Students self-evaluate their progress and revise their performance.</p>	<p>Solo Performing Task: Students demonstrate healthy posture and intonation by taking turns singing or playing embedded solos within a known song.</p> <p>Students self-evaluate their progress and revise their performance.</p>	<p>Task 1 Sing in Tune with Healthy Posture Students take turns singing phrases of a known song to demonstrate intonation and healthy posture.</p>

