

BEAT THE STRESS

EASY ASSESSMENT STRATEGIES FOR MUSIC CLASS

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[Link to Slides](#)

What We Will Learn:

- Align your curriculum outcomes with relevant activities on Musicplay Online.
- Identify and integrate assessment tools available on Musicplay Online into your teaching practice.
- Explore practical and accessible assessment strategies to implement in your classroom.

Questions to Consider:

1. What does your district curriculum specify to teach?
 - Choose expectations based on the curriculum's priorities.
2. What reporting will you do, and how many expectations can you assess each term?
 - Focus on the most important ones (e.g., steady beat, pitch matching, rhythm reading).
3. How much teaching time do you have?
 - Select what you can realistically teach within the available time.

Assessment Planning Tips:

K–6 music students typically have 30–60 minutes per week, so assessment time is limited!

1. Plan Assessments Ahead: Include assessments in your yearly plan.
2. Focus on One Concept per Term: Assess one musical concept per term (e.g., steady beat in term one) instead of trying to assess everything.
3. Align with School/District Requirements: Know what outcomes are required on the report card (e.g., only 3 outcomes to assess).
4. Don't Over-Assess: Keep the number of outcomes manageable.
5. Assess Both Skills and Concepts:
 - Skills: Singing, playing instruments, moving, listening, reading/writing, and creating.
 - Concepts: Beat/rhythm, pitch, expression (dynamics, tempo, articulation), tone color (timbre), and form.

Formative

- Ongoing evaluations used during the learning process to monitor student progress and provide feedback for improvement. It helps adjust teaching methods and support students' learning needs.

Summative

- A final evaluation, typically at the end of a unit or course, that measures student learning and achievement, often used for assigning grades or determining overall performance.

Concepts vs. Skills:

- Knowing the content doesn't necessarily mean students can effectively apply or perform that concept in their classroom music-making. Both understanding and practical ability are equally important, and it's crucial to consider both in your assessment practices to get a well-rounded view of student progress.

Evidence of Learning:

Performance Evidence:

- Recorded or live performances (singing, playing instruments, rhythm exercises) to assess melody, rhythm, and musical expression.

Written Evidence:

- Completed worksheets, rhythm writing, and music theory exercises to assess knowledge of musical notation, rhythms, and terms.

Observation:

- Teacher anecdotal notes and participation checklists to track student behavior, engagement, and musical skills during class activities.

Creative Projects:

- Student drawings, stories, or compositions that reflect their understanding of music concepts like mood, tempo, and dynamics.

Audio/Video Evidence:

- Audio or video recordings of performances, group activities, or student responses to show progress in musical skills and understanding.

Listening and Responding:

- Verbal or written responses to music, identifying elements like tempo, dynamics, and mood.

Group Collaboration:

- Evidence from ensemble activities, group performances, and collaborative projects.

Peer/Self-Assessment:

- Student reflections and peer feedback, where students assess their own or others' performance, offering insight into their self-awareness and growth.

Lesson Planning Section:

- Overview Section:
- Concert and Festivals Permissions
- Music Advocacy Posters (English and French)
- Equity and Diversity info
- Scope and Sequence
- What We Will Learn posters (English and French)
- Substitute Plans
- Year Plans
- Highlights – easy way to see John Jacobson content
- Curriculum Correlations
- I Can Statements!

I can use symbols to show my musical ideas.

MU.02.1.1b With limited guidance, use icons or standard notation and/or recording technology to document and organize personal musical ideas.

I can use suggestions to help me refine my musical ideas.

MU.02.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

What We Will Learn Posters:

WHAT WE LEARN IN GRADE 1 MUSIC

ELEMENTS OF MUSIC: PITCH

I can

- show high, medium or low sounds
- show how melodies go up, down or stay the same
- sing, read, and write these notes: mi so and la

ELEMENTS OF MUSIC: TIMBRE

I can identify and use

- speaking, whispering, calling, and singing voices.
- many classroom instruments when I see them or hear them.
- woods, metals, shakes/scraps, drums.

ELEMENTS OF MUSIC: EXPRESSION

I can identify and perform

- loud and quiet
- fast and slow
- smooth or separated

CREATE

I can

- create and play rhythm patterns.
- create and sing melodies.

PERFORM

I can

- sing, move, and play instruments.

As an Audience I can

- be a good listener.

ELEMENTS OF MUSIC: BEAT AND RHYTHM

I can

- tell when there's a beat and when there's no beat.
- move to and play a steady beat.
- tell when there is

one sound on a beat

two sounds on a beat

no sound on a beat

- read these rhythms: ♩ ♪ ♫

ELEMENTS OF MUSIC: FORM

I can

- show phrases with arm motions.
- tell if phrases are the same or different.
- move to show different sections of the music.

VOCABULARY

beat
rhythm
high/low
loud/quiet
fast/slow
smooth, separated

woods
metals
shakes/scraps
drums
solo
repeat

RESPOND

I can

- tell or show with movement how music makes me feel.

CONNECT

I can

- listen to music and sing songs and tell about the places they're from.

THEMES & VARIATIONS
MUSICPLAY

[illegible]

MUSIC LESSON 2 GRADE 2 MUSIC

Lesson Objectives

Learn to:

- sing high, medium, low.
- draw lines indicating up, down or level.
- draw lines indicating up, down or level and then draw a line to show the pitch of the sound.



Learning Task 1: Musical Lines

Learn to identify and perform:

- a simple melody, using singing, clapping, clapping and tapping.
- a melody with a simple accompaniment. (Pencil tapping and clapping).
- a melody with a simple accompaniment. (Pencil tapping and clapping).



Learning Task 2: Musical Lines

Learn to identify and perform:

- a song or group of songs.
- a melody, using singing, clapping, clapping and tapping.
- a melody with a simple accompaniment. (Pencil tapping and clapping).



Lesson Objectives

Learn to:

- draw lines indicating up, down or level.
- draw lines indicating up, down or level and then draw a line to show the pitch of the sound.



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Learning Task 2: Musical Lines

Learn to identify and perform:

- a song or group of songs.
- a melody, using singing, clapping, clapping and tapping.
- a melody with a simple accompaniment. (Pencil tapping and clapping).





GRADE 3 MUSIC

TECHNIQUES OF MUSIC THEORY	TECHNIQUES OF MUSIC THEORY
<p>Goal:</p> <ul style="list-style-type: none"> • sing, read and write musical notes on a line, to be able to sing <p>Resources:</p>  <p>Activities:</p> <ul style="list-style-type: none"> • identify and explain clefs (soprano, alto, tenor, bass) • identify and explain time signatures (the 4/4, 3/4, 2/4, 3/8, 6/8, 9/8, 12/8) • identify and explain musical notes (the 8 notes, the 12 notes, the 16 notes, the 32 notes, the 64 notes, the 128 notes, the 256 notes, the 512 notes, the 1024 notes, the 2048 notes, the 4096 notes, the 8192 notes, the 16384 notes, the 32768 notes, the 65536 notes, the 131072 notes, the 262144 notes, the 524288 notes, the 1048576 notes, the 2097152 notes, the 4194304 notes, the 8388608 notes, the 16777216 notes, the 33554432 notes, the 67108864 notes, the 134217728 notes, the 268435456 notes, the 536870912 notes, the 1073741824 notes, the 2147483648 notes, the 4294967296 notes, the 8589934592 notes, the 17179869184 notes, the 34359738368 notes, the 68719476736 notes, the 137438953472 notes, the 274877906944 notes, the 549755813888 notes, the 1099511627776 notes, the 2199023255552 notes, the 4398046511104 notes, the 8796093022208 notes, the 17592186044416 notes, the 35184372088832 notes, the 70368744177664 notes, the 140737488355328 notes, the 281474976710656 notes, the 562949953421312 notes, the 1125899906842624 notes, the 2251799813685248 notes, the 4503599627370496 notes, the 9007199254740992 notes, the 18014398509481984 notes, the 36028797018963968 notes, the 72057594037927936 notes, the 144115188075855872 notes, the 288230376151711744 notes, the 576460752303423488 notes, the 1152921504606846976 notes, the 2305843009213693952 notes, the 4611686018427387904 notes, the 9223372036854775808 notes, the 18446744073709551616 notes, the 36893488147419103232 notes, the 73786976294838206464 notes, the 147573952589676412928 notes, the 295147905179352825856 notes, the 590295810358705651712 notes, the 1180591620717411303424 notes, the 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WHAT WE LEARN IN GRADE 4 MUSIC

LEARNING MUSIC: MUSIC

Music is a language that we can all understand and enjoy. It is a way of expressing our feelings and thoughts. Music is a part of our lives and it is something that we all love to do.

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LEARNING MUSIC: THEORY

Music theory is the study of the elements of music. It is a way of understanding how music works. Music theory is a part of music education and it is something that we all learn in school.

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LEARNING MUSIC: INSTRUMENTS

There are many different instruments that we can play. Some are stringed instruments, some are wind instruments, and some are percussion instruments. Each instrument has its own unique sound and it is something that we all love to play.

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LEARNING MUSIC: EXPRESSION

Music is a way of expressing our feelings and thoughts. It is a language that we can all understand and enjoy. Music is a part of our lives and it is something that we all love to do.

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CREATING

Creating music is a fun and creative activity. It is a way of expressing our feelings and thoughts. Music is a part of our lives and it is something that we all love to do.

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PERFORMING

Performing music is a way of sharing our music with others. It is a way of expressing our feelings and thoughts. Music is a part of our lives and it is something that we all love to do.

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RECORDING

Recording music is a way of capturing our music for later. It is a way of expressing our feelings and thoughts. Music is a part of our lives and it is something that we all love to do.

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CONNECT

Connecting with others through music is a way of building relationships. It is a way of expressing our feelings and thoughts. Music is a part of our lives and it is something that we all love to do.

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Assessment Planning Tools:

Beat and Rhythm Checklist & Rubrics

BEAT AND RHYTHM ASSESSMENT CHECKLIST GR. 1

Name	Beat taps steady beat on body	Beat taps steady beat on beat chart	Beat - moves to show steady beat	Beat - plays steady beat on instrument	Steps beat, claps rhythm (or plays)	Read (sings): 4 beat patterns 	Clap & Plays 	Reads rhythm of a song 	Moves to show accented beat 2/4 4/4
	yes/no	yes/no	yes/no	yes/no	rubric	rubric	yes/no	yes/no	yes/no

- Select Grade Level
- Find assessment tools under supporting resources.
- PDF – Includes rubrics and editable documents.

Grade 2	Beat/Rhythm	Melody/Harmony	Expression/Multicultural	Instruments	Listening Form/Culture	Creating Movement	Themes/Songs
Sept	* beat ♩ ♪ Engine ♩ ♪ Obwisana J Hill	high - middle - low I Can Sing s-m Hill, Engine Engine Is m Bounce High	* fast/slow, loud/ soft Poor Little Bug, John Jacob, Obwisana - Africa	Orff Hill, Engine, Bounce	environmental sounds, beat, fast/ slow, high	* move to show high Listen #6 * move to drum in 2s and 3s	Names Welcome
Oct	* ♩ ♩ ♩ (Tony) * accent ♯ Icka J Falling Leaves	practice Is m prepare do Time to Play harmony: Round	fast-slow Tony	families fo u/p Time to Play * create effects Birds and Bats Orff - Time to Play	fast-slow LCD #8 Percussion family Listen #9, 10 Listen #12 - fireworks	create effects Birds and Bats (22) Dramatize Fossils	Fall Halloween
Nov	practice ♩ ♩ ♩ ♩ rhythm erase dictation	present do - Flea practice Is m: Starlight	Sing expressively Sing for Peace Make a Difference Napoleon	Orff - Starlight	Brass Family * show video Listen #13	* create movements This Way Thataway	Peace
Dec	♩ Who's That Pease Porridge present ♩	practice Is m d Holiday Round prepare re: #41	O Hanukkah	u/p - Ring the Bells u/p=unpitched perc Orff	Nutcracker Listen #15, 14 Sleighride, Mozart	Ice Sculptures	Holiday Fun - Hanukkah - Christmas
Jan	Practice ♩ ♩ ♩ ♩ ♩ ♩	practice Is m d	Japanese New Year Song	u/p I Like to Play Orff #	Bach - read and listen Listen #17-20 Video - Bach's Fight for Freedom	create u/p rondo I Like to Play create movement: Oliver Twist	Bach
Feb	Practice ♩ ♩ ♩ ♩ ♩ ♩	practice Is m d I See the Moon flashcards	Sing sea songs Gitsigakomim	u/p Gitsigakomim Orff - I see Moon	Woodwind Family	create fodo rondo create tone bar acc for I See the Moon	Going to Sea Valentine's Day
Mar	Practice ♩ ♩ ♩ ♩ ♩ ♩	practice Is m d prepare re	Lollipop Tree	Orff	Spring, Vivaldi Listen #25	create acc. for poem intro for #66 create rain program acc. for Cookie story	Rain Rain Go Away
Apr	Practice ♩ ♩ ♩ ♩ ♩ ♩ Present ♩	present re Hot Cross Buns Rabbits	dynamics Find the Easter Basket (75) Salish Hand Game (80)	Orff	loud-soft LCD #28 Butterfly, Grieg ABABAB Bunnyhop	create new words Rabbits (78) move - Bunnyhop	Earth Day Easter
May	Practice ♩ ♩ ♩ ♩ ♩ ♩ Present ♩	practice s mrd johnny Bought me a Cat	legato/staccato Sur le pont Jugemos Japanese Frog Song, Kagome	u/p Bought Me a Cat Orff #	staccato/legato move to show Listen #29, 30	u/p create effects Bought Me a Cat create acc. Johnny move - Sur le pont	Music Around the World
June	Practice ♩ ♩ ♩ ♩ ♩ ♩ Present ♩	Is mrd Bluebird, Down Johnny, Let Us Chase the Squirrel round - Row Row	Ooey Gooley poem	u/p with Ooey Gooley poem Orff #	Bluebird Tchaikovsky Listen #32	create effects - move Ooey Gooley create verses - picnic	Summer Fun

Assessment Examples – Steady Beat

To Assess:

- Play a song that involves students keeping a steady beat through activities like clapping, patting, tapping, or other movements.
- Observe and assess their ability to keep the beat while singing and moving to the song.
- Play a listening example and have the children find their own way to keep a beat.
- Observe and assess their ability to keep the beat while playing instruments.
- Track on a “Beat Chart”.

BEAT RUBRICS

Use these rubrics to assess the ability to keep the beat.

Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Keeps the beat accurately when using body percussion. (tap, pat)	The student continues working towards keeping the beat when using body percussion.	The student sometimes keeps the beat accurately when using body percussion.	The student usually keeps the beat accurately when using body percussion.	The student always keeps the beat accurately when using body percussion.
Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Keeps the beat accurately when playing instruments.	The student continues working towards keeping the beat when playing instruments.	The student sometimes keeps the beat accurately when playing instruments.	The student usually keeps the beat accurately when playing instruments.	The student always keeps the beat accurately when playing instruments.

Action Leader – Musicplay Kindergarten – General Songs

Susie Davies-Splitter and Phil Splitter

Verse

Be an ac - tion lead - er. I'm sure that you can. (Clap)

Be an ac - tion lead - er, the best one in the land. (Clap)

Chorus

Make up actions :

Lai lai lai lai lai lai lai lai lai lai

Lai lai lai lai lai lai lai lai lai lai

Sam the Robot Man – Musicplay 1 – Song #5

D. Gagne

I'm Sam, the ro - bot man, I'm do - ing the best I can.

Pow - er on - to low. Are all sys - tems go?

I can keep the beat, I can keep it in my feet. Move my feet to the mu - sic's beat.

eve - ry - where I go. I can reach up high, I can reach down low. Move my feet to the mu - sic's beat.

eve - ry - where I go. I can turn a - round, I can touch the ground.

Move my feet to the mu - sic's beat. eve - ry - where I go.

Move my feet to the mu - sic's beat. eve - ry - where I go.

Copycat Game:

Listen Kit 1 #36 Gigue, by Handel

- Copycat is great.
- Choose 4 leaders
- Or do body percussion animated playalong on MPO

Listen as I Play the Beat – Musicplay Kindergarten – Song #4

Listen as I play the beat.

Gee this drum sounds really neat!

1 – 2 – 3 – 4 – 5 – 6 – 7 – 8

Teaching Suggestions: Use this chant to practice keeping a steady beat as students are introduced to many different unpitched percussion instruments and their classification. Use the chant for students to practice taking turns and passing an instrument to the next student in the circle.

Beat Tag – Games and Centers Unit

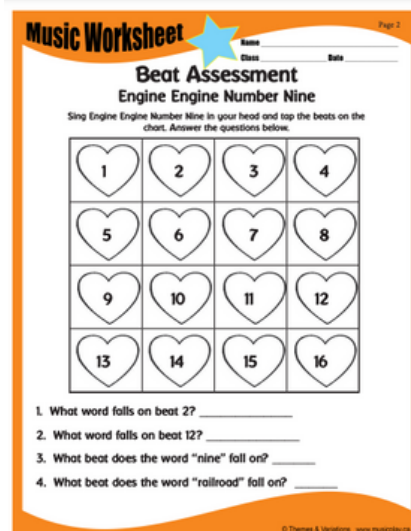
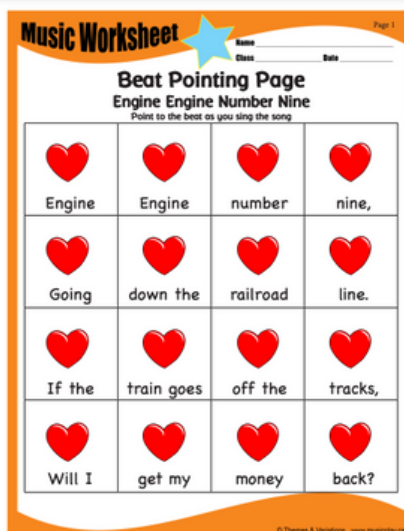
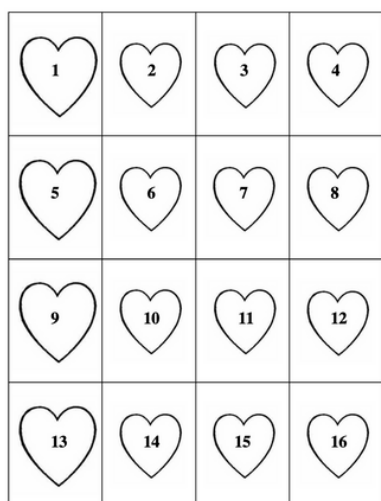
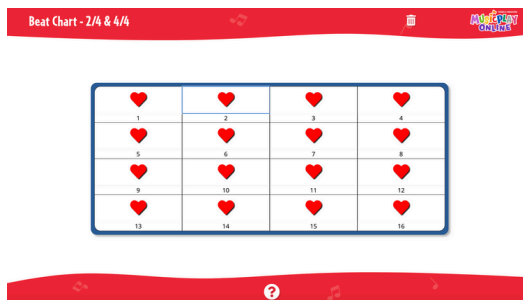
Game Instructions: Start with students patting strong beats and clapping weak beats on a drum. Stand up and have students step only on strong beats. Select 2 students as "It"; they also step on strong beats but can tag anyone they reach.

Out students can sit or move to a designated spot. Decide if students stay put at the start or have time to move away from "It." Students can count how many "outs" they get per round. Use the game to practice different meters like 2/4, 3/4, 4/4, and 6/8.

Beat Charts:

To Assess:

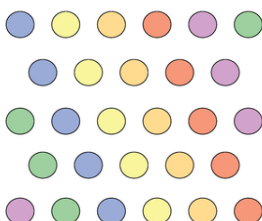
- Sing a short, familiar simple 16 beat reading song or chant such as "Engine, Engine #9."
- While they sing, have the children tap the beat on a beat chart.
- Download a beat chart for the songs listed above or a generic version from musicplayonline.com – documents.
- Observe and assess as they sing and tap the beat.



ASSESSMENT TIP #1

How to be efficient when doing whole class observations.

Class: _____
Notes: _____



- Line students up in alphabetical order before you begin, then use class list to track observations.
- Make a seating chart template. List outcome and/or rubric at the top, then track observations.
- Video in class, then look over after. This works great and can allow you to be more present in class, but can be time consuming to watch afterwards.

Assessment Examples – Rhythm Reading and Writing:

To Assess:

- Flashcard assessment.
- Embed with singing games.
- Rhythmic dictation – notate grade level rhythm patterns you hear.
- Beat/rhythm printable and interactives.
- Create and play with word rhythms.
- Interactive games.

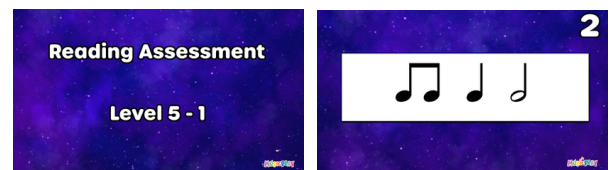
RHYTHM RUBRIC

Use these rubrics to assess the ability to read (say or clap) rhythms. Fill in the rhythm to be assessed under “objective.”

Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Accurately reads (says or claps) the rhythm	The student is not able to read the rhythm.	The student is sometimes able to read the rhythm.	The student usually reads the rhythm.	The student consistently reads the rhythm.

Rhythm Reading Assessments:

- You can find these in the “Rhythm Practice”.
- Select the rhythms you want to assess. (25 Levels!)
- 4 and 8 beat options.
- Choice of video, flashcard, or interactive.
- Go down your class list, having each child read one or two flashcards.



Rhythm Reading – Embed with Singing Games:



Musicplay Grade 2 – Song #16

- Select 4 flashcards with rhythms you want to target for a “B” section.
- Set students up in rows (in alphabetical order!) with instrument of choice.
- Sing the song, then first group plays the 4 rhythm cards.
- Track your observations based on the rhythm reading rubric.
- Change up the cards with each new group.

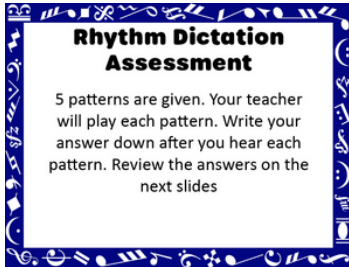


Musicplay Grade 4 – Song #26

- Print and cut Rhythm Flashcards (choose rhythms students can read).
- Place the flashcards in a pumpkin.
- As students sing, pass the pumpkin around.
- At the end of the song, or on a signal, the student with the pumpkin pulls a rhythm and claps it. The class echoes.
- The student who clapped becomes the first in a rhythm chain.
- The second student claps their rhythm, then both turn away so the class remembers both rhythms.
- If successful, keep adding to the chain. How many rhythms can your students remember?

Rhythmic Dictation:

- Print out copies of the “Rhythm Dictation Worksheet”.
- Select 5 rhythms for students to write. (Options are provided in assessment worksheets).
- I clap a pattern – they clap it back, I clap again – they clap it back, then write it down. Students can raise hands if they need to hear it again.
- I mark this based on accuracy on each beat and if they are writing the rhythms correctly. (Total mark out of 20).



Beat and Rhythm Interactives and Worksheets:



Beat/Rhythm Interactives and Worksheets for Every Reading Song on Musicplay Online.

ASSESSMENT TIP #2

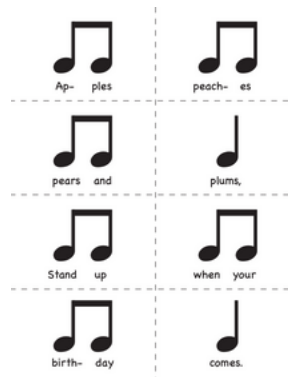
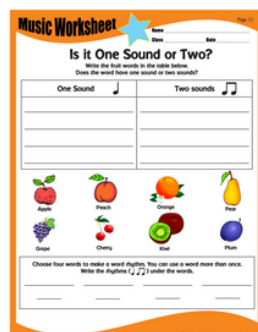
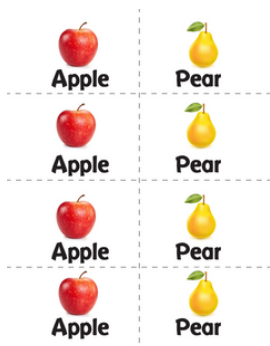
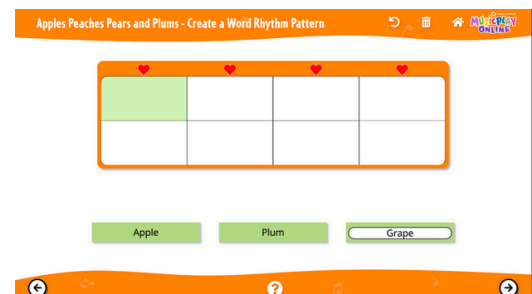
Consider the assessment method or tool you are using.

- Is it age appropriate?
- Does it accurately reflect what students know?
- Is it fair?

Create with Rhythms:

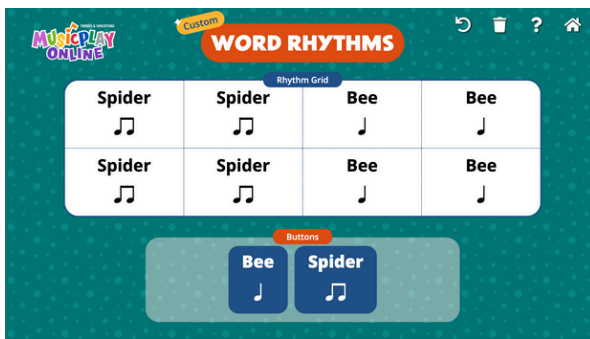
You can assess rhythm reading, writing, playing and creating in ONE assessment!

- Rhythm sort and create with a reading song.
- Word rhythms:
 - Song Sort Printable (Beat/Rhythm Worksheets).
 - Custom Word Rhythm Generator
 - Create a B Section for song using word rhythms.
 - Rhythm Composition Tool

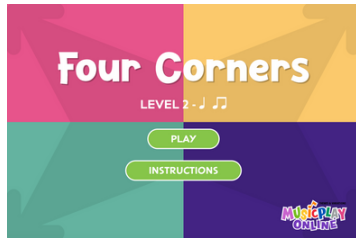


Song Sort:

- Print onto cardstock and cut out.
- Store in ziplock bags.
- Students sort the song.
- Students decide how to play the rhythm of the song on body percussion or instruments.



Interactive Games:



Assessment Examples – Pitch Matching (In-Tune Singing)

To Assess:

- Solo singing and improvisation opportunities.
- Embed into singing games.
- Tuning Fork
- 3 second listen

SINGING WITH EXPRESSION OR SINGING PART SONGS IN TUNE

Use the three second listen strategy to do this assessment. Have the students sing a song that they are working on for a performance. Have them stand in alphabetical order while they sing so you can mark easily on your class list as you walk down the row. Listen to each child for three seconds and assess what you hear. You may need to have the students sing the song twice to assess your entire class.

Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Sings with expression.	The student continues working towards singing with a light, clear tone.	The student sometimes sings with expression.	The student usually sings with expression	The student always sings with expression.
Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
The student stays in tune on his own part when singing in two parts.	The student seldom stays in tune on his own part when singing in two parts.	The student sometimes stays in tune on his own part when singing in two parts.	The student usually stays in tune on his own part when singing in two parts.	The student consistently stays in tune on his own part when singing in two parts.
Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Sings in tune with good tone, expression and diction.	The students seldom sings in tune, with good tone, expression, and diction.	The students sometimes sings in tune, with good tone, expression, and diction.	The students usually sings in tune, with good tone, expression, and diction.	The students consistently sings in tune, with good tone, expression, and diction.

PITCH MATCHING (IN-TUNE SINGING) RUBRICS

Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Matches pitch accurately when singing.	The student continues working towards matching pitches accurately.	The student sometimes matches pitches accurately	The student usually matches pitches accurately.	The student always matches pitches accurately.
Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Sings with a light, clear tone	The student continues working towards singing with a light, clear tone.	The student sometimes sings with a light, clear tone.	The student usually sings with a light, clear tone.	The student always sings with a light, clear tone.

Solo Singing and Improvisation:

Hello Attendance:

- Hello Charlie, Hello Mrs. Werner

Improvise Question/Answer:

- Use a pretend microphone.
- What's your favourite ice cream flavor?

Melody the Elephant:

- Ask Melody to do tricks! (She only understands a singing voice)

Brown Bear Story:

- Try with final page of story
- Try with stuffies in a circle after reading the story.

Singing Games with Solo Singing:

Doggie, Doggie

Dog - gie dog - gie, where's your bone? Some-one stole it
from your home. Who has my bone? I have the bone.

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Musicplay Grade 2 - Song #32

Other Guessing Games on Musicplay Online:

- Cuckoo
- Tommy Tiddlemouse
- Mr. Potato Head
- Who's That?
- Down Came Johnny

Call/Response Songs:

Charlie Over the Ocean

Char - lie o - ver the o - cean. (Char - lie o - ver the o - cean.)
Char - lie o - ver the sea. (Char - lie o - ver the sea.)
Char - lie caught a black - bird. (Char - lie caught a black - bird.)
Can't catch me. (Can't catch me.)

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Musicplay Grade 1 - Song #104

Other Call/Response Songs on Musicplay Online:

- I'm the Fastest Turkey
- John the Rabbit
- The Other Day
- Haul on the Bowlin'
- Going on a Bear Hunt

Pitch Matching:

Tuning Fork:

- Use class list order.
- Strike tuning fork and hold up to students' ear.
- Student sings the note they hear.

3 Second Listen:

- Use for large groups or quick assessments.
- Have the class line up in alphabetical order.
- Students sing as a group, often with a recording.
- Listen to each student for about 3 seconds.
- Record each student's grade on the class list.

ASSESSMENT TIP #3

Consider Social Influences

- We never want to put students in a situation where they feel uncomfortable or embarrassed.
- Create a classroom culture where students feel safe.
- A student won't provide an accurate reflection of their progress if they feel uncomfortable or nervous.
- A great work around for this is centers!

Assessment Examples – Melody Reading and Writing:

To Assess:

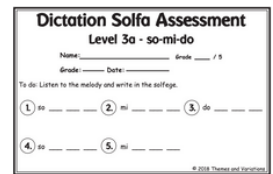
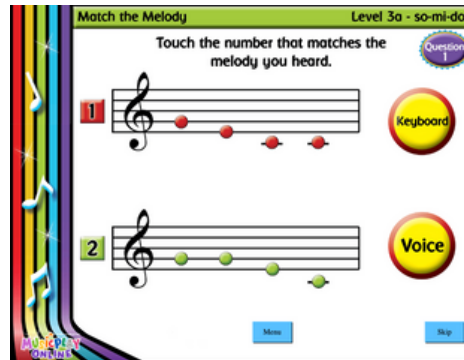
- Flashcard Assessments
- Match the Melody
- Melodic Dictation
- Melody Playback Game
- Solfa interactive and printable worksheets.
- Melody Composition Tool



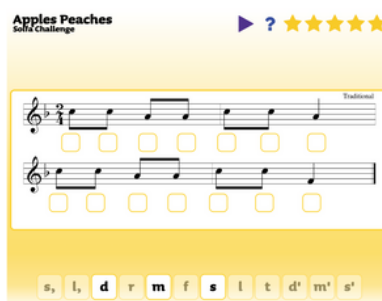
Solfa Practice Section:

- Flashcards
- Melody Hunt Game
- Echo Sing Videos
- Poison Solfa
- Read Handsigns
- Read Notation
- Listen and Sing
- Reading Assessments
- Dictation Assessments

Match the Melody:



Solfa or Note Worksheets and Interactives:



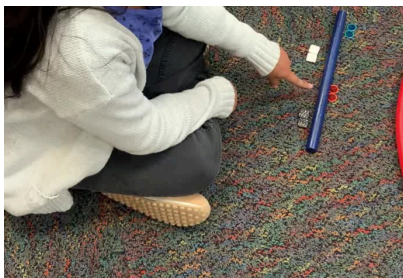
Melody Playback Game:



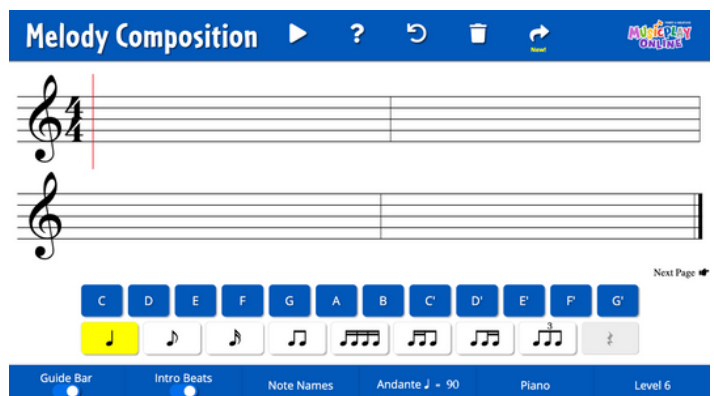
Includes 33 tone sets and gives options for solfa, note names, and scale degrees.

These are included with all reading songs!

Melody Composition Ideas:



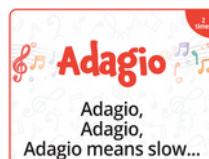
Melody Composition Tool:



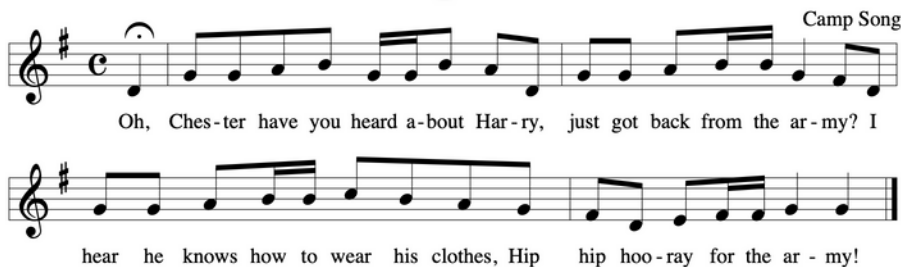
Assessment Examples – Expressive Elements:

To Assess:

- Whole Class Visuals (Signals or Cards)
- Exit Cards
- Worksheets
- Listening Logs

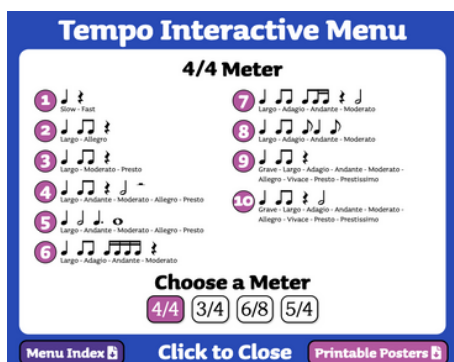
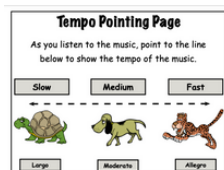
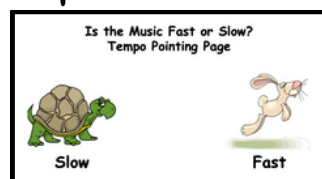


Chester – Singing Fun and Games (Artie Almeida)



- Teach the motions.
 - Try it at a variety of tempos.
- Chester is in Artie Almeida's new resource, Singing Fun and Games.

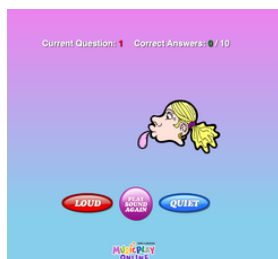
Tempo Assessment Ideas:



Tempo Unit

- Includes resource list of songs, games, learning modules, and music listening examples.
- Tempo Interactive – multi-level options to try rhythm playalongs at different tempos.
- Games and interactives.
- More flashcards and worksheet assessments in the unit.

Dynamic Assessment Ideas:



Dynamics Unit

- Includes resource list of songs, games, learning modules, and music listening examples.
- Playalongs – select loud or quiet with rhythms or poems.
- Loud/Quiet Game – use visual cues for student answers while playing the game.
- Pop Quiz Game
- More flashcards and worksheet assessments in the unit.

Listening Logs:

Name: _____ Grade: _____

Listening Kit 2 Listening Log

Directions: As you listen, think about the music and try to answer as many of the questions as you can. When the selection ends, discuss your answers.

- What instrument families do you hear? _____
Strings _____ Brass _____ Woodwind _____ Percussion _____
- What instruments do you hear? _____
- How fast is the music? (tempo) _____
slow _____ very fast _____
large _____ andante _____ allegro _____ presto _____
- Is the music quiet or loud? (dynamics) _____
very quiet _____ very loud _____
pp _____ p _____ f _____ ff _____
- Is the music smooth or separated? _____
smooth _____ separated _____
- What does this music make you think of? _____
- How does this music make you feel? _____

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Name: _____ Grade: _____

Listening Kit 5 Listening Log

Directions: As you listen, think about the music and try to answer as many of the questions as you can. When the selection ends, discuss your answers.

- What instrument families do you hear? Name some of the instruments. _____
Strings _____ Brass _____ Woodwind _____ Percussion _____ Voices _____
- Describe the tempo of the music. How does the use of tempo make you feel? _____
- Describe the dynamics in this music. How does the use of dynamics make you feel? _____
- Is the music in a major or minor key? _____
- How are the beats grouped? (two, three, four, other) _____
- Describe the mood of the piece. How did the composer create the mood? _____
- What style or era is this piece from? Why do you think that? _____
- How does this music make you feel? _____

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Name: _____ Class: _____

Critical Analysis Worksheet

Name of the Listening Selection: _____ Composed by: _____

- What do you hear? _____
What do you think? _____
What do you feel? _____
What do you wonder? _____
- Describe what you heard in the music. _____
rhythm _____ melody _____ texture _____ harmony _____
- What do you think the composer wanted to say or to picture in this piece? _____
Do you think the composer succeeded in saying or picturing something? _____
Did you like the piece? Why or why not? Explain using musical words: _____
- Cultural Context _____
What time or place do you think this piece came from? _____
What do you think it was written for? _____

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Listening selections for grades 1 to 5 are included in the listening section. You can search for selections to move with plates, cups, ribbons, scarves, rhythm play along, or buy composer.

Self-Assessments:

Name: _____ Grade: _____

1. Evaluate a Performance

Listen to your performance and answer the questions:

- Did you use good diction? YES _____ No _____ Sometimes _____
- What could you do to help the audience hear your words more clearly? _____
- Did your class match pitch? YES _____ No _____ Sometimes _____
- Did the class all breathe in the same places? YES _____ No _____ Sometimes _____
- Did the class sing the phrases the same way? YES _____ No _____ Sometimes _____
- Did the class start and end phrases together? YES _____ No _____ Sometimes _____
- Did the voices sound nicely blended, or were there individual voices that you could hear? YES _____ No _____ Sometimes _____
- Were the vowels all the same? YES _____ No _____ Sometimes _____
- Was the tone beautiful or was it sometimes "shouty"? Describe it. _____
- Did the class maintain a steady beat and perform rhythms accurately? YES _____ No _____ Sometimes _____
- Could you hear the dynamic contrast at the end of the song? _____

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Name: _____ Class: _____ Date: _____

Music Self Assessment

Color a smiley face to show how you are doing in music class.

I always sing with a beautiful singing voice.			
I play instruments gently.			
I wait to start playing until I'm supposed to.			
I play with a steady beat.			
I try my best in music class.			
What could I do better?			

Name: _____ Class: _____

CONCERT SELF-EVALUATION

I sang with my BEST singing voice.

NEVER SOME of the time MOST of the time ALWAYS

I remember all (or most) of the words.

NEVER SOME of the time MOST of the time ALWAYS

I used my eyes and face to express the words of the song.

NEVER SOME of the time MOST of the time ALWAYS

I used good posture while singing.

NEVER SOME of the time MOST of the time ALWAYS

My eyes were focused on the conductor.

NEVER SOME of the time MOST of the time ALWAYS

Questions?

- Wednesday Webinars
- Musicplay Newsletter
- Musicplay Teachers Facebook
- Musicplay YouTube
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