



## **How to Make Year-End Assessments Fun Assess Without Stress!**

**Free Webinar with Denise Gagne**

**Wednesday, May 10th, 2023 at 4:30-5:30pm MST** ([check my timezone](#))

We have to do them but how do we make it fun and easy for us and for the students?

Denise will share some handy tricks and activities she uses to assess without stress.

<https://workshops.musicplay.ca/courses/how-to-make-year-end-assessments-fun-webinar-with-denise-gagne/>

## **EASY ASSESSMENT**

Teachers are talking on Facebook about grading and their end of year assessments. If you teach all the children in a school that is a lot of report cards to find grades for and to write comments for. It's one of the jobs that I really don't miss now that I am a guest teacher and I'm not under contract.

THE END OF YEAR ASSESSMENTS REALLY BEGIN BEFORE THE SCHOOL YEAR HAS EVEN STARTED. YOU NEED TO KNOW WHAT YOU WANT TO ACCOMPLISH WITH EACH GRADE YOU TEACH. MAKE A SHORT LIST OF WHAT YOU FEEL IS REALLY IMPORTANT TO COVER IN EACH GRADE. HERE IS AN EXAMPLE:

### **In PreK the students will be able to**

- show beat/no beat, keep a steady beat when tapping, moving, playing
- the students will match pitch
- the students will recognize and classify classroom instruments
- The students will identify and perform fast/slow, loud/quiet, high/low, smooth/separated

- identify same/different phrases, move to show different sections of the music (same/different)
- create, perform, respond and connect

I really love the posters that are found on [musicplayonline.com](http://musicplayonline.com) in the lesson planning section that show what we learned in each grade level. This is a very simple way to illustrate for students, parents, admin, and ourselves what we hope to accomplish in the school year.

Teachers are amazing, and they can do anything. However even teachers can't do everything. If you only have music for 30 minutes once a week you can't do everything that's in the curriculum. Even if you have music twice a week for 30 minutes, when you have challenging classes with difficult behaviours it is often not possible for you to teach everything in the curriculum. Teachers are spending more time creating beautiful humans and socializing our children then they actually spend teaching.

The first steps in planning for assessment is to find out what your district and school expectations for reporting are. If there is only space on the report card for one concept, then you should only plan to assess that one concept formally. Of course you will assess many concepts informally, and you may even want to record the students progress in those other concepts. But at most, you should consider reporting on 2 to 3 concepts per term. Don't overload yourself!



### WHAT WE LEARN IN GRADE 1 MUSIC

<b>ELEMENTS OF MUSIC: Pitch</b> I can: • show high, medium or low sounds • show how melodies go up, down or stay the same • sing, read, and write these notes:	<b>ELEMENTS OF MUSIC: Rhythm</b> I can: • tell where there's a beat and where there's no beat • name to and play a steady beat • tell where there is one sound on a beat • two sounds on a beat • no sound on a beat • read three rhythms:
<b>ELEMENTS OF MUSIC: Timbre</b> I can identify and use: • speaking, whispering, calling, and singing voices • many classroom instruments when I use them or hear them • music, vocals, singing/speaking, drums	<b>ELEMENTS OF MUSIC: Form</b> I can: • show phrases with art motions • tell if phrases are the same or different • learn to draw different sections of the music
<b>ELEMENTS OF MUSIC: Expression</b> I can identify and perform: • loud and quiet • fast and slow • smooth or separated	<b>VOCABULARY</b> beat rhythm high/low loud/quiet fast/slow smooth/separated melody melody/separated note repeat
<b>CREATE</b> I can: • create and play rhythm patterns • create and sing melodies	<b>PERFORM</b> I can: • sing, move, and play instruments • be an audience
<b>REHEARSE</b> I can: • sing, move, and play instruments • be an audience	<b>CONNECT</b> I can: • tell or show with movement how music makes me feel • learn to make and sing songs and tell about the places they're from

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### WHAT WE LEARN IN GRADE 2 MUSIC

<b>ELEMENTS OF MUSIC: Pitch</b> I can: • show high, medium, low • show how melodies go up, down or same • sing, read and write songs that use these notes:	<b>ELEMENTS OF MUSIC: Rhythm</b> I can: • show phrase forms and tell if the phrases are the same or different • identify these forms:
<b>ELEMENTS OF MUSIC: Timbre</b> I can: • use and identify speaking, whispering, calling, and singing voices, adult and children's voices • identify classroom instruments, body percussion • name and identify, recording, tape, percussion, string families	<b>ELEMENTS OF MUSIC: Form</b> I can: • use and identify speaking, whispering, calling, and singing voices, adult and children's voices • identify classroom instruments, body percussion • name and identify, recording, tape, percussion, string families
<b>ELEMENTS OF MUSIC: Expression</b> I can identify and perform: • up to up of 1/2 • adagio, moderato, allegro, presto, prestissimo • smoothly, separated • I can talk about the mood of music and how eye motion helps the listener to know what it's about	<b>VOCABULARY</b> high/low loud/quiet fast/slow smooth/separated note repeat
<b>CREATE</b> I can improvise, create and play: • rhythm patterns, melodies, new voices, and accompaniment for songs	<b>PERFORM</b> I can: • sing, move, and play instruments • be an audience
<b>REHEARSE</b> I can: • sing, move, and play instruments • be an audience	<b>CONNECT</b> I can: • tell or show with movement how music makes me feel • learn to make and sing songs and tell about the places they're from

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### WHAT WE LEARN IN GRADE 3 MUSIC

<b>ELEMENTS OF MUSIC: Pitch</b> I can: • sing, read and write these notes:	<b>ELEMENTS OF MUSIC: Rhythm</b> I can: • read these rhythms:
<b>ELEMENTS OF MUSIC: Timbre</b> I can: • identify and classify classroom instruments by sight and sound • describe the families of instruments in the orchestra: woodwinds, brass, strings, percussion	<b>ELEMENTS OF MUSIC: Form</b> I can: • describe phrase form • define and use repeat signs, 1st and 2nd endings • describe ABA, AABB, round, theme and variations, waltz, minuet
<b>ELEMENTS OF MUSIC: Expression</b> I can identify, define and perform: • up to up of 1/2 • crescendo, decrescendo • adagio, moderato, allegro, presto, prestissimo, fermata • smooth, legato and staccato	<b>VOCABULARY</b> beat, rhythm high/low loud/quiet fast/slow smooth/separated melody melody/separated note repeat
<b>CREATE</b> I can improvise, create and play: • rhythm patterns, melodies, new voices, and accompaniment for songs	<b>PERFORM</b> I can: • sing, move, and play instruments • be an audience
<b>REHEARSE</b> I can: • sing, move, and play instruments • be an audience	<b>CONNECT</b> I can: • tell or show with movement how music makes me feel • learn to make and sing songs and tell about the places they're from

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### WHAT WE LEARN IN GRADE 4 MUSIC

<b>ELEMENTS OF MUSIC: Pitch</b> I can: • sing, read and write these notes:	<b>ELEMENTS OF MUSIC: Rhythm</b> I can: • read and write these notes:
<b>ELEMENTS OF MUSIC: Timbre</b> I can: • identify and classify classroom and outdoor instruments • identify 10th instruments: SA, AL, BL, etc. • identify and play instruments that are available in my program: recorder, guitar, ukulele, banjo, drums, body percussion	<b>ELEMENTS OF MUSIC: Form</b> I can: • do first and last repeat signs, 1st and 2nd endings, 1st and 2nd endings, coda, D.S., D.C., etc. • describe ABA, AABB, round, theme and variations, waltz, minuet, etc. • use and create rhythmic and melodic motifs
<b>ELEMENTS OF MUSIC: Expression</b> I can identify, define and perform: • up to up of 1/2 • crescendo, decrescendo • largo, adagio, andante, moderato, allegro, presto, prestissimo, fermata • smooth, legato and staccato	<b>VOCABULARY</b> beat, rhythm high/low loud/quiet fast/slow smooth/separated melody melody/separated note repeat
<b>CREATE</b> I can improvise, create and play: • rhythm patterns, melodies, new voices, and accompaniment for songs	<b>PERFORM</b> I can: • sing, move, and play instruments • be an audience
<b>REHEARSE</b> I can: • sing, move, and play instruments • be an audience	<b>CONNECT</b> I can: • tell or show with movement how music makes me feel • learn to make and sing songs and tell about the places they're from

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### WHAT WE LEARN IN GRADE 5 MUSIC

<b>ELEMENTS OF MUSIC: Pitch</b> I can: • sing, read and write these notes:	<b>ELEMENTS OF MUSIC: Rhythm</b> I can: • read these rhythms:
<b>ELEMENTS OF MUSIC: Timbre</b> I can: • identify and classify classroom and outdoor instruments • identify 10th instruments: SA, AL, BL, etc. • identify and play instruments that are available in my program: recorder, guitar, ukulele, banjo, drums, body percussion	<b>ELEMENTS OF MUSIC: Form</b> I can: • define and use phrase form, repeat signs, 1st and 2nd endings, coda, D.S., D.C., etc. • describe ABA, AABB, round, theme and variations, waltz, minuet, etc. • use and create rhythmic and melodic motifs
<b>ELEMENTS OF MUSIC: Expression</b> I can identify, define and perform: • up to up of 1/2 • crescendo, decrescendo • largo, adagio, andante, moderato, allegro, presto, prestissimo, fermata • smooth, legato and staccato	<b>VOCABULARY</b> beat, rhythm high/low loud/quiet fast/slow smooth/separated melody melody/separated note repeat
<b>CREATE</b> I can improvise, create and play: • rhythm patterns, melodies, new voices, and accompaniment for songs	<b>PERFORM</b> I can: • sing, move, and play instruments • be an audience
<b>REHEARSE</b> I can: • sing, move, and play instruments • be an audience	<b>CONNECT</b> I can: • tell or show with movement how music makes me feel • learn to make and sing songs and tell about the places they're from

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### WHAT WE LEARN IN MIDDLE SCHOOL MUSIC

<b>ELEMENTS OF MUSIC: Pitch</b> I can: • sing, read and write these notes:	<b>ELEMENTS OF MUSIC: Rhythm</b> I can: • read music in 1 1 1 1 • explain pickup notes and read rhythms:
<b>ELEMENTS OF MUSIC: Timbre</b> I can: • identify and classify classroom and outdoor instruments • identify 10th instruments: SA, AL, BL, etc. • identify and play instruments that are available in my program: recorder, guitar, ukulele, banjo, drums, body percussion	<b>ELEMENTS OF MUSIC: Form</b> I can: • define and use phrase form, repeat signs, 1st and 2nd endings, coda, D.S., D.C., etc. • describe ABA, AABB, round, theme and variations, waltz, minuet, etc. • use and create rhythmic and melodic motifs
<b>ELEMENTS OF MUSIC: Expression</b> I can identify, define and perform: • up to up of 1/2 • crescendo, decrescendo • largo, adagio, andante, moderato, allegro, presto, prestissimo, fermata • smooth, legato and staccato	<b>VOCABULARY</b> beat, rhythm high/low loud/quiet fast/slow smooth/separated melody melody/separated note repeat
<b>CREATE</b> I can improvise, create and play: • rhythm patterns, melodies, new voices, and accompaniment for songs	<b>PERFORM</b> I can: • sing, move, and play instruments • be an audience
<b>REHEARSE</b> I can: • sing, move, and play instruments • be an audience	<b>CONNECT</b> I can: • tell or show with movement how music makes me feel • learn to make and sing songs and tell about the places they're from

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## Checklists or rubrics? (Grade 2)

In music checklists can be a very valuable tool and perhaps quicker for the teacher to use. Whether you prefer checklists to rubrics or the other way around there are many samples of assessments in the lesson planning section-lesson plans-planning resources. The planning resources button is yellow and it's currently small but when you select this button there is a wealth of material for you to use.

I like this checklist. I've used it or similar ones for many many years. I don't pre-fail the expectations. Rather, as I assess each of those ideas a note what I'm assessing and the date and then it's check yes or check no for most students. Most students will be a check yes you'll be identifying more the ones who can't keep a steady beat than the ones who can. So if I'm going to assess beat, I'll write it on my class list or in my gradebook, and I'll add what I'm using to assess that. It may be play instruments. It may be tap a beat on legs, hand, head. Each of these beat activities is a little different so I may assess more than one each term. But by assessing several times I'll have a good idea who has it and who doesn't.

BEAT AND RHYTHM ASSESSMENT CHECKLIST									
Name	Beat tap step	Beat tap step	Beat tap step	Shows Beat beat/ word	Shows Rhythm beat/ word	Reads rhythm ♪ ♪ ♪	Reads rhythm ♪ ♪ ♪	Reads rhythm ♪ ♪ ♪	Reads rhythm ♪ ♪ ♪
	yes/no	yes/no	yes/no	yes/no	yes/no	yes/no	yes/no	yes/no	yes/no

If you prefer to use a rubric you might use the rubrics that are given below. And instead of a check mark or an ex you raven the number 1,2, 3 or 4. Either way he will choose the activity, assess, and then record in your class list or in your gradebook program. When I am assessing beat I do it simply by observation and I look for the ones who can't do it because most of the children will be competent. To assess beat I would put on a favourite movement activity and then watch the students. Examples might include the song Action Leader, or Skateboard Rider, or Shake It, Go Bananas, Elephants Have Wrinkles, Jig Jig Jiggles or any of your favourite movement songs.

If I want to assess steady beat when they're playing an instrument I might use the song play and stop, or any of the instrument songs. You will find some new ones on Musicplayonline in instruments -unpitched.

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## 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.

## 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.

## MELODIC ASSESSMENT CHECKLIST

Name:	Shows high/low	Shows high/low	Shows high/low	Singing within class	Singing within class	Singing "hello" attendance	Singing "hello" attendance	Singing solo in game	Singing solo in game
accurate/not accurate (close)	yes/no	yes/no	mark	yes/no	yes/no	yes/no	yes/no	yes/no	yes/no



## RUBRICS TO ASSESS SINGING

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
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.

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 uses good posture when singing.	The student seldom uses good posture. (needs many reminders)	The student sometimes uses good posture. (needs a few reminders)	The student usually uses good posture. (occasionally needs reminders)	The student consistently uses good posture when singing.

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.

## RUBRIC C

Use Rubric C when assessing students' ability to create patterns, to create movement, to create short pieces

Objective:	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Create patterns/ movement/short pieces.	Creation does not include details or the elements of music requested, or no work produced	Creation includes a little detail and a few of the elements of music requested	Creation includes some detail and uses most of the elements of music that were requested	Creation is detailed and complete, using all of the elements of music that were requested

## RUBRIC FOR MOVEMENT

Use this rubric when observing students expressing responses through movement.

Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Expressing responses through movement	Never appropriate	Sometimes appropriate	Usually appropriate	Always appropriate

## FORM, CREATING, RESPONSES TO MUSIC ASSESSMENT CHECKLIST

Name	Identifies dynamics tap beats	Identifies tempo mark/4	Identifies instrument families mark/4	Response to music of other cultures	Creates patterns (Rubric C)	Creates movement (Rubric C)	Creates short pieces (Rubric C)	Explains moods (Rubric D)	Tells thoughts & feelings (Rubric D)
	yes/no	mark/4	mark/4	4-3-2-1	4-3-2-1	4-3-2-1	4-3-2-1	4-3-2-1	4-3-2-1

# Artie and Denise Summer Symposium 2023

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**With special guest Mr. Frank on Bucket Drumming!**

**Washington, DC July 10-11**

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**Virtual Only - July 20-21**

**More information and Registration:** [www.workshops.musicplay.ca](http://www.workshops.musicplay.ca)

Teachers from 17 states have already registered for live or virtual.

This is going to be an amazing PD - a guaranteed good time!

**UNIVERSITY CREDIT IS AVAILABLE - LESS THAN \$100**

**Denise will be doing a session on Planning for Assessment - LIVE!**

## MARITIME MUSIC SCHOOL CONCERTS FOR Alberta Teachers:

Donna and Andy are doing a road trip and will be in Alberta May 29-June 2nd. They are a really talented duo - EAST COAST MUSIC AWARD WINNERS - and will be available for school concerts. THEY ARE AT ST. ELIZABETH SETON SCHOOL IN RED DEER, FRIDAY JUNE 2. MORE INFO: <https://donnaandandy.com/donna-and-andy-on-tour-2/>

**Want more ideas and practical, FUN ways to assess?**

## How to Make Year-End Assessments Fun Webinar with Denise Gagne

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1. On our **Workshops.Musicplay.ca** site. [LINK](#)
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3. On our new **podcast** - Musicplay Minutes. [LINK to PODCASTS](#)

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## How to Contact Themes & Variations

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### Contact Info

**Canadian Office: Themes & Variations - creators of Musicplay.**

#3-4664 Riverside Drive Red Deer, AB T4N 6Y5

[sales@musicplay.ca](mailto:sales@musicplay.ca)

1-888-562-4647

[support@musicplayonline.com](mailto:support@musicplayonline.com)

Musicplay • #3-4664 Riverside Drive • Red Deer, Alberta T4N 6Y5  
<https://musicplay.ca>

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