

## Examples of Easy Assessments

### 1. Outcome: Students keep a steady beat when moving to music.

Action Leader, Copycat, Stella Ella, Charlie the Monkeyman, Gitsagakomim

**To Assess:** Play the song **or game**. *Observe students and mark yes/no (they keep the beat) on checklist.*

Core Arts National Standards - in these activities, students are meeting all standards:

**Create**-movement, **Perform**-movement **Respond** - to Gigue (through movement, listening log)

**Connect** - questions/discussion ie. Did you like creating movement to the beat? With both examples?

### 2. Outcome: Students can read rhythm patterns and clap or play them.

I like the checklist, but if you prefer use a rubric.

Suggested activities - Read Flashcards, Write Rhythms (dictation) Poison Rhythm, Rhythm 4 Corners, Pass the Pumpkin, Rhythm Hunt

Use flashcards or digital version on Musicplayonline

Other Active Games for practice or assessment: Chair or hula hoop rhythms, rhythm race,

### 3. Outcome: Students can identify the tempo of the music

To Assess: Tempo – Chester (A) Tap it Here, Grand Old Duke, Tony Chestnut, Ham and Eggs

Quick Quiz – give paper, pencil, clipboards and ask 4-5 quick questions: 1- Developing:-few answers are correct 2-

Beginning-some answers are correct 3-Proficient-most answers are correct 4-Excellent-all answers are correct

### 4. Outcome: Students can match pitch

### 5. Outcome: Students can name solfa notes or pitch letter names

**Pitch** – Solfa in K-3, pitch letter names in Gr. 4-6 - recorder is great for teaching melody reading.

Match Melody game on MPO – instead of choosing answer, notate on staff,

### 5. Outcome: Students can identify voices (instruments, or instrument families by timbre.

**Timbre** – Types of Voices lesson in Musicplay Kindergarten #7 - with poem 1-2-3-4,

Mystery Box - put instruments in box, kids identify , Games to assess pitch matching: Doggie Doggie, Mr.

Potato Head (*Monsieur Patat*), Number Concentration (*Tu sais ton numero*), Concentration, Who's That (*French is in progress*), Categories, Little Tommy Tiddlemouse

### 6. Outcome: Students can identify and use dynamics (littles loud/quiet, Gr. 2-8 dynamics terms and symbols)

**Dynamics** – Sleepy Bunnies PK – loud/quiet

Closet Key (*Ou est la cle?*) and other finding games – crescendo/decrescendo, dynamic terms

In the Hall – movement, point to the dynamic you hear,

### 7. Outcome: Students can identify and use tempo

### 8. Outcome: Students can identify

- rondo – creating activities (use form cards to label) cup game Viennese Musical Clock, Trepak, Fossils
- Introduction - Carnival of Animals - Lion,
- ABA – Gr. 3 Glad I'm Back at School
- phrase form – Hot Cross Buns is aaba • Sectional Form – Ha Ha Thisaway is AB