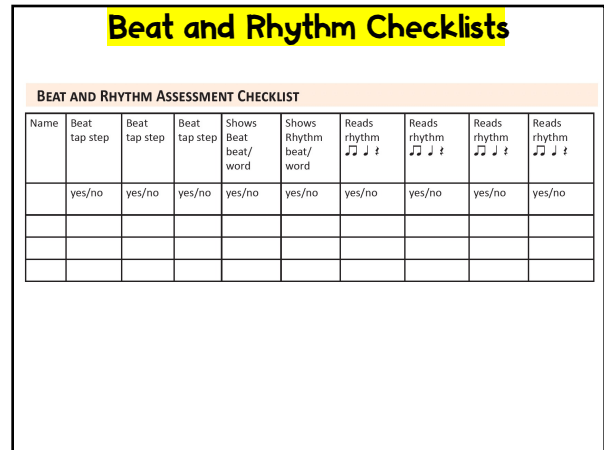
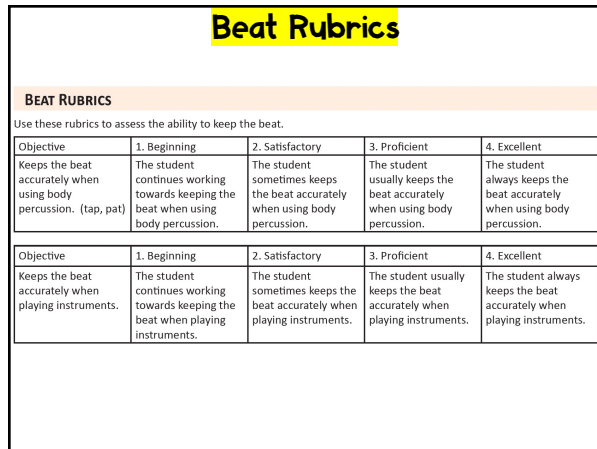




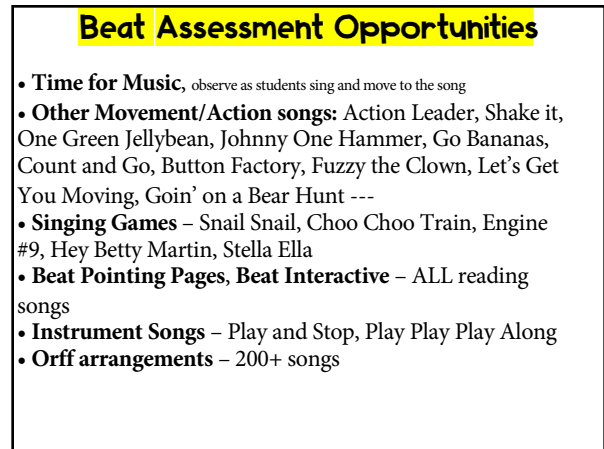
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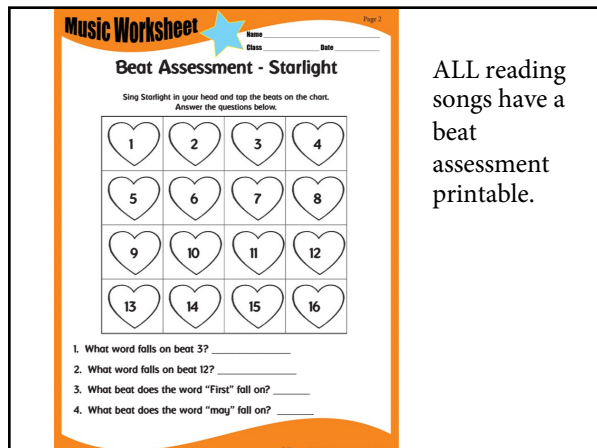
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3



4




ALL reading songs have a beat assessment printable.

5



6

- Copy Cat to Music by Handel
- Copycat
- Listening Resource Kit 1 #36 Gigue from *The Alchemist*, George Frederic Handel



7

### 34. Stella Ella Olla

*moderato*

Singing Game

Stel - la el - la ol - la clap, clap, clap. Sing - ing

es tee - ga, tee - ga, tee - ga, tee - ga, shack, shack.

Es tee - ga, tee - ga, va - lo, va - lo, va - lo, va - lo, va.

One two three four five!

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### Charlie the Monkeyman

From *Singing Games Children Love Vol. 4 (new)*  
Teaching purpose: review terms on word wall, ti ta ti

Belize Singing Game

Char - lie the mon - key - man was swing - ing from the trees.

What col - or but - ter - fly did he see?



9



10

### Gitsigakomim

**Gitsigakomim Na-a. Gitsigakomim Na-a.**  
**Gitsigakomim Na-a, Gitsigakomim.**  
**Way ya, hey ya, Way ya, hey ya,**  
**Way ya, hey ya, Gitsigakomim.**

Written by Connie Tailfeathers, from the Blackfoot nation. The recording on Musicplay is song by Olivia Tailfeathers her sister. The word gitsigakomim means "I honor you" And Na-a is "mother."

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### Beat and Rhythm Checklists

**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

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## Rhythm Rubric

**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 Practice Section** – 4 and 8 beat flashcard reading
  - video AND slides; Rhythm Dictation video/slides
  - or Print **Flashcards** from Rhythm Practice Section
- **Reading Songs** – Assess reading of rhythm of a phrase, worksheets to write 1, 2, 4 beat rhythms, Interactives to write 1-2 sounds on a beat or 2 beat rhythms
- Song Sort (all reading songs)

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### Rhythm Reading Assessment (4 beats)

**Videos**

**Rhythm Reading Assessment (4 beats)**  
 1. ♪ ♪ ♪ ♪

**Rhythm Reading Assessment (4 beats)**  
 2. ♪ ♪ ♪ ♪

**Rhythm Reading Assessment (4 beats)**  
 3. ♪ ♪ ♪ ♪

**Resources**

1. Rhythm Reading Flashcards (Quarter Rest) 4 beat
2. Rhythm Reading Flashcards (Quarter Rest) 4 beat

3. Rhythm Reading Flashcards (Quarter Rest) 4 beat

**Interactive**

1. Projectable Slides
2. Projectable Slides
3. Projectable Slides

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### Rhythm Dictation Assessment (4 beats)

**Videos**

**Rhythm Dictation Assessment**  
 1. ♪ ♪ ♪ ♪

**Rhythm Dictation Assessment**  
 2. ♪ ♪ ♪ ♪

**Rhythm Dictation Assessment**  
 3. ♪ ♪ ♪ ♪



**Resources**



Quarter Rest 4-Beat Rhythm Dictation Worksheet
1. Rhythm Dictation Flashcards (Quarter Rest) 4 beat



2. Rhythm Dictation Flashcards (Quarter Rest) 4 beat
3. Rhythm Dictation Flashcards (Quarter Rest) 4 beat



15

## Word Rhythm Assess

  
**Spider**  


  
**Bat**  


  
**Lizard**  


  
**rat**  


16

### Is it One Sound or Two? (Notes)

Star	light,	star	bright,
First	star l	see to-	night.
Wish l	may.	wish l	might,
Have the	wish l	wish to-	night.

♪

♪

17

### Starlight - Rhythm Sort

Star light	star bright	First star l	see to-right
Wish l may	wish l might,	Have the wish l	wish to-right

♪

♪

♪

♪

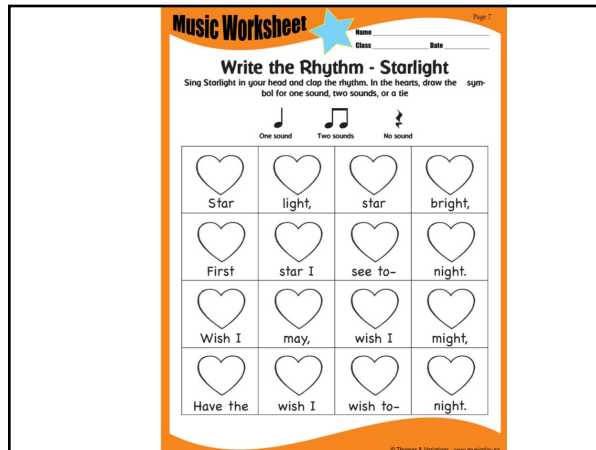
♪

♪

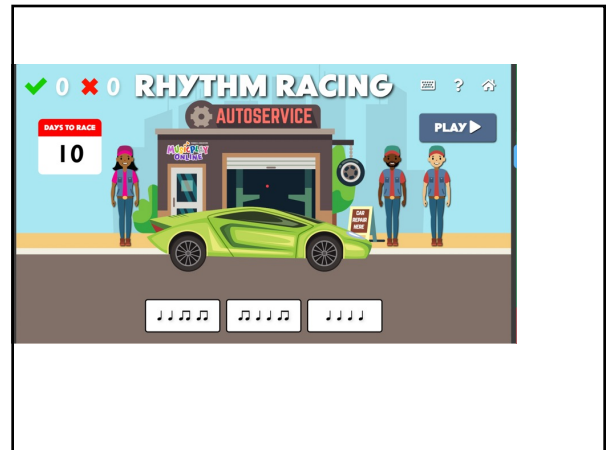
♪

♪

18



19



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Melodic Assessment Checklists									
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

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**Assess Melody Reading and Writing**

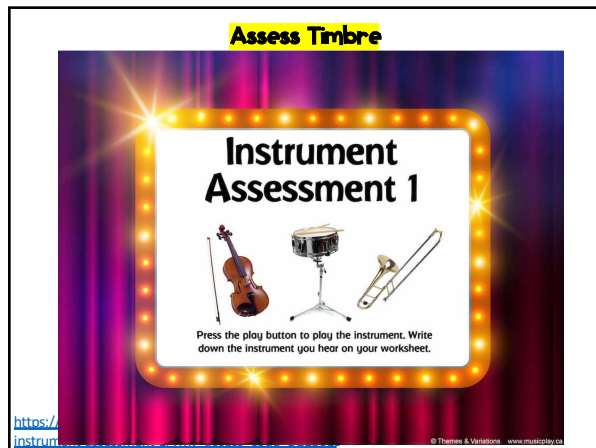
**READ**

- High-low: sing so-mi song with eyes closed (checklist)
- Choose solfa pattern teacher plays or sings
- **Solfa Practice- Prepare solfa** – same/different, high/low,
- Name solfa notes in an example (worksheets, digital)
- Complete a pattern
- Read melody flashcards (digital or print), melodic dictation

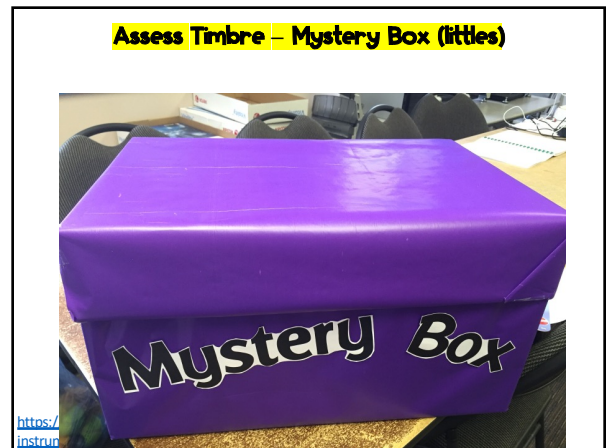
**WRITE:**

- Notate a known song (digital or print)
- Create a melody for poem or chant
- **Match Melody Game** – notate answer on staff
- **Assess Pitch Matching** – guessing games or "Hello" attendance
- **NEW!** Trace and Color notation for easy solfa songs

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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 Matches pitch accurately when singing.	1. Beginning The student continues working towards matching pitches accurately.	2. Satisfactory The student sometimes matches pitches accurately.	3. Proficient The student usually matches pitches accurately.	4. Excellent The student always matches pitches accurately.
Objective Sings with a light, clear tone	1. Beginning The student continues working towards singing with a light, clear tone.	2. Satisfactory The student sometimes sings with a light, clear tone.	3. Proficient The student usually sings with a light, clear tone.	4. Excellent The student always sings with a light, clear tone.
Objective Sings with expression.	1. Beginning The student continues working towards singing with a light, clear tone.	2. Satisfactory The student sometimes sings with expression.	3. Proficient The student usually sings with expression.	4. Excellent The student always sings with expression.
Objective The student uses good posture when singing.	1. Beginning The student seldom uses good posture. (needs many reminders)	2. Satisfactory The student sometimes uses good posture. (needs a few reminders)	3. Proficient The student usually uses good posture. (occasionally needs reminders)	4. Excellent The student consistently uses good posture when singing.
Objective Sings in tune with good tone, expression and diction.	1. Beginning The student seldom sings in tune, with good tone, expression, and diction.	2. Satisfactory The student sometimes sings in tune, with good tone, expression, and diction.	3. Proficient The student usually sings in tune, with good tone, expression, and diction.	4. Excellent The student consistently sings in tune, with good tone, expression, and diction.

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<ul style="list-style-type: none"> <li>• <b>Longer Songs – 3 Second Listen</b></li> <li>• Line Class up in class list order and listen to each child</li> <li>• 3-5 seconds. Assess on class list</li> </ul>				
1-2-3-4				
Consistently sings on pitch, maintains own part				
Almost always sings on pitch, maintains own part				
Sometimes sings on pitch, distracted by other parts				
Rarely sings on pitch, cannot maintain own part				
Tool: Class List				
Student 1	c	or	x	or A or 1 or 4
Student 2	a	or	vg	or B or 2 3
Student 3	s	or	s	or C or 3 2
Student 4	r	or	ny	or 4 1

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Skills: Singing Assessment	
<ul style="list-style-type: none"> <li>• <b>Assess Pitch Matching</b> – guessing games or "Hello" attendance: Cuckoo, Doggie Doggie, Tommy Tiddlemouse, Who's That, Down Came Johnny, Who Has the Pencil, Fireman, Mr. Potato Head, Someone's Tapping, Concentration,</li> <li>• <b>3 Second Listen</b> – older kids may be shy. Line Class up in class list order and listen to each child 3-5 seconds. Assess on class list. Sing with a recording of a song that they know well. (longer song - This Little Light, O Canada, Star Spangled Banner)</li> <li>• <b>Self Assess</b> – show 1-2-3 fingers, written self-assessment</li> </ul>	

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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

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

RUBRIC D				
Use Rubric D when assessing how well students describe the mood of a piece or tells what the music makes them think of or how it makes them feel				
Objective: Describe the mood of a piece.	1. Beginning Description is incomplete or not completed	2. Satisfactory Description includes very little detail	3. Proficient Description includes some detail	4. Excellent Description is detailed, clearly describing what is asked for

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Movement Rubric				
RUBRIC FOR MOVEMENT				
Use this rubric when observing students expressing responses through movement.				
Objective Expressing responses through movement	1. Beginning Never appropriate	2. Satisfactory Sometimes appropriate	3. Proficient Usually appropriate	4. Excellent Always appropriate
<ul style="list-style-type: none"> <li>• <b>Observe and assess</b>– Copycat games (Listen 1 #36)</li> <li>• <b>Video groups</b> – Rocky Mountain – verse 1-2-3 – 3 groups</li> <li>• <b>Ribbons/Scarves in Listening.</b> – Do the choreographed demo as a model – then invite students to create their own. Snowflakes are Falling, Strauss Emperor Waltz</li> </ul>				

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Music Self Assessment			
Name: _____	Class: _____	Date: _____	
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?			

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### Concert Self Assessment

- I sang with my very best singing voice.  
Always \_\_\_ Almost always \_\_\_ Sometimes \_\_\_ Seldom \_\_\_
- I used my eyes and face to express the words of the song.  
Always \_\_\_ Almost always \_\_\_ Sometimes \_\_\_ Seldom \_\_\_
- I used good posture while singing.  
Always \_\_\_ Almost always \_\_\_ Sometimes \_\_\_ Seldom \_\_\_
- My eyes were focused on the conductor during the performance.  
Always \_\_\_ Usually \_\_\_ Sometimes \_\_\_ Seldom \_\_\_
- I remember all (or most) of the words to the songs.  
Always \_\_\_ Usually \_\_\_ Sometimes \_\_\_ Seldom \_\_\_
- I was a good audience member for the other performers.  
Always \_\_\_ Usually \_\_\_ Sometimes \_\_\_ Seldom \_\_\_

31

### Evaluate a Performance

Discuss the performance. Think about some of these questions.

- Did the class have good diction?
- What could the class do to help the audience hear our words more clearly?
- Did the class all breathe in the same places?
- Did the class sing the phrases the same way?
- Did the class start and end phrases together?
- Did the class match pitch?
- Did the voices sound nicely blended, or could you hear individual voices?
- Were the vowels pure and easy to identify?
- Was the tone pleasant, open and resonant, or was it sometimes harsh?
- Did the class maintain a steady beat and perform rhythms accurately?
- Could you hear the dynamic contrast during or at the end of the song?

Slide is from Musicplay 3 – Song 1 – I Like Singin'  
Search "Evaluate Performance"

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### Self Assessment Orff Ensemble - skill

- I maintained a steady beat                      always    sometimes    seldom
- I played my own part accurately            always    sometimes    seldom
- I used good mallet technique            always    sometimes    seldom
- My eyes were focused on the conductor    always    sometimes    seldom
- I can sing the song while I play.            always    sometimes    seldom



I wish \_\_\_\_\_

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### Orff Ensemble - skill

Orff Ensemble Performance	Level 1	Level 2	Level 3	Level 4
maintains a steady beat	rarely maintains a steady beat	occasionally maintains a steady beat	usually maintains a steady beat	always maintains a steady beat
uses proper mallet technique	rarely uses proper mallet technique	occasionally uses proper mallet technique	usually uses proper mallet technique	always uses proper mallet technique
plays patterns correctly	rarely plays patterns correctly	occasionally plays patterns correctly	usually plays patterns correctly	always plays patterns correctly
stays with the ensemble while playing	rarely stays with the ensemble while playing	occasionally stays with the ensemble while playing	usually stays with the ensemble while playing	always stays with the ensemble while playing
can maintain an independent part	rarely can maintain an independent part	occasionally can maintain an independent part	usually can maintain an independent part	always can maintain an independent part

3+ Has mastered the skill and demonstrates this consistently each time he performs.  
(I can do it all the time, and can add to it!)

3 Has mastered the skill and usually performs well.  
(I can do it!)

2 Is making steady progress towards mastery of the skill.  
(I'm getting better.)

1 Is making little progress towards mastery of the skill.  
(I don't have it yet, but I'm still trying to learn.)

0 Negatively influences others in their mastery of the skill.  
(I'm not trying to learn.)

34

### Assessing Recorder Performance - Recorder Karate

- Try **Recorder Karate** using any songs in sequence from the recorder songs you teach.
- how to make belts
- Consider reducing the number of belts to 4 so there is less testing.
- Test pieces in **Learn and Play Recorder App!**
- White – Hot Cross Buns (BAG)
- Yellow – Skin and Bones (BAG E)
- Green – Hush Little Baby (GABC)
- Black – Ode to Joy or Funga Alafia(low C)

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### Rubric sample

- Rubric for assessing student playing:
- 1 - Plays correct notes and rhythms, with excellent tone, legato tonguing, breath control, and posture
- 2 - Plays correct notes but is missing one or more of the following: accurate rhythms, excellent tone, tonguing
- 3 - Plays most of the notes correctly but is missing two or more of the following: accurate rhythms, excellent tone, tonguing
- 4 - Plays few of the notes and rhythms correctly

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### Form

When you create the rondo, label the form

Song – theme	A
Student Composition 1	B
Song – theme	A
Student Composition 2	C
Song – theme	A

Assess – As you listen to the Viennese Musical Clock, hold up the form card as you listen. (need class set of cards) on MPO in Units-Theory-form

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### Viennese Musical Clock Cup Game

- Kodály, Viennese Musical Clock
- A B A C A D A
- Cup passing during A section:  
Ta ta titi ta, ta pick pass

Variations - play copycat

Assess – 1<sup>st</sup> time, play game. 2<sup>nd</sup> time - listen to the Viennese Musical Clock, hold up the form card as you listen. (need class set of cards) on MPO in Units-Theory-form. To model, use form tool in Toolbox.

Intro	Intro	A	A	B	B	A	A	C	A	D	A	A	A
Coda	Coda	A	A	B	B	A	A	C	A	D	A	A	A
Ending	Ending	A	A	B	B	A	A	C	A	D	A	A	A

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### Chester

Camp Song

Oh, Ches-ter have you heard a-bout Har-ry, just got back from the ar-my? I

hear he knows how to wear his clothes, Hip hip hoo-ray for the ar-my!

In Artie Almeida's new resource  
Singing Fun and Games!

40

#### Adagio

Adagio,  
Adagio,  
Adagio means slow...

#### Moderato

Moderato,  
Moderato,  
Moderato, medium...

#### Allegro

Allegro,  
Allegro,  
Allegro is fast...

#### Presto

Presto,  
presto,  
very fast!

Graphics included in Artie Almeida's new resource!

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### Tempo - Assessment

Tools: informal - discuss, formal- worksheet, or quick quiz - # paper 1-4.

#1: Write down the tempo word that means slow.

#2 Write down the tempo word that means fast....

1 - developing	few answers are correct
2 - beginning	some answers are correct
3 - proficient	most answers are correct
4 - excellent	all answers are correct

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## Tap It Here, Tap It There

Moderato ~ Largo ~ Allegro ~ Presto

Denise Gagné

Tap it here. Tap it there. Toss it way up in the air.

Tap it here. Tap it there. Pass it to a friend.

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## 1. John Jacob Jingleheimer Schmidt

Traditional

John Ja - cob Jin - gle - hei - mer Schmidt,

That's my name too. When -

ev - er I go out, The peo - ple al - ways shout, "There goes

John Ja - cob Jin - gle - hei - mer Schmidt. Tra - la - la - la - la - la."

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## Dynamics - Assessment

Tools: informal - Do they sing at dynamic indicated?  
formal- worksheet, or quick quiz - # paper 1-4.

#1: Write down the word that means quiet.  
#2 Write down the word that means loud.  
#3 Write down the symbol for ....

1 - developing    few answers are correct  
2 - beginning    some answers are correct  
3 - proficient    most answers are correct  
4 - excellent    all answers are correct

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## Detailed Rubric

### Recorder Solo Assessment Rubric

Students Name: \_\_\_\_\_ Solo: \_\_\_\_\_  
Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Skill	Descriptor	Always 3 points	Mostly 2 points	Somewhat 1 point	Not Yet 0 points
<b>Tone</b>	Plays with a sweet, beautiful tone				
<b>Tonguing</b>	Starts the note with 'too'				
<b>Legato</b>	Connects notes				
<b>Fingerings</b>	Uses correct fingerings				
<b>Finger position</b>	Covers holes completely, uses fingertips				
<b>Rhythms</b>	Plays rhythms accurately				
<b>Fluency</b>	Plays complete example on the first attempt				
<b>Difficulty</b>	This is a difficult solo				
<b>Rehearsal Skills</b>	Student quietly waits turn to play				
	27 Possible Points	Students Point Total			

\* Include a copy of this rubric and a tape of student performance in his/her portfolio

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## Peer Recorder Review

Name of the Recorder Player: \_\_\_\_\_  
Name of the Peer Reviewer: \_\_\_\_\_  
Date of the test: \_\_\_\_\_  
Classroom Teacher's name/grade: \_\_\_\_\_  
Song played: \_\_\_\_\_

	Perfect (3 points)	Pretty good (2 points)	Sometimes correct (1 point)	Not yet (0)
Rhythms				
Notes/fingerings				
Tone quality				
Articulation (tonguing/slurring)				

Add up the numbers: \_\_\_\_\_  
If you have scored 8-12 you've earned a belt. Bring this to your teacher to receive your belt. If your score is below 8, you need to keep working on this piece.

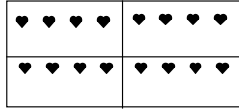
I agree with the peer reviewers assessment: Yes \_\_\_\_\_ No \_\_\_\_\_ (\*sign)  
Name of the Recorder Player: \_\_\_\_\_

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## Recorder Composition Center

- create 16 beat rhythm compositions.
- Use just BAG (then BAG E) to compose a piece. If using BAG, end piece on G. If using BAG E you can end on E or G.

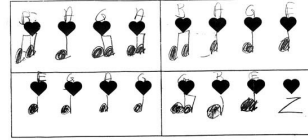


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## Fourth Grade Student Composition

Recorder Composition

By: \_\_\_\_\_



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## Rhythm Composition Assessment

Skill	Descriptor	Outstanding 3 points	Proficient 2 points	Developing 1 point	Not Yet 0 point
Rhythm	4 measure rhythm pattern is accurate				
	Uses complex rhythms as well as simple				
Notation	Notation on the staff is legible and accurate				
Performance	Performance of the composition is accurate				
	12 possible points	Student Point Total:			

\*Include student composition in his/her portfolio

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