

# Assessment

Every subject has its own unique challenges when it comes time to assess and report on learning, but the basics are the same: \*keep a paper trail/written account of assessments; \*use a variety of assessment methods; \*assessment needs to be on-going, and students need to participate in the assessment process.

When reporting anecdotally to parents, phrases may be used directly from the curriculum expectations. Relate curriculum expectations to specific, concrete ways in which you have creatively provided opportunities for students to meet the expectations. Samples are on the next page.

## Re: Assessing Primary Music

The over-all goal in teaching music is to foster a life-long enjoyment and interest in music. Music is often a group activity. A "mark" or "comment" on a child's participation in music class is important. Most classes will have at least one or two students who are taking piano lessons. Private music lessons are usually taught one on one. Encourage "piano" students to recognize the difference between the music which is being taught in school and the lessons they may be taking outside of school. Being able to play the piano does not always equate with doing well in music class.

Knowledge of the elements of music (e.g. names of instruments, identifying tempo, dynamics, etc.) and written composition work may be assessed using paper and pencil materials. Included with this curriculum are work pages that may be used as part of your assessment process.

However, expectations in music such as singing in tune, keeping the beat, playing a musical instrument, performance ---these need to be assessed by observation. The rubrics for the composition projects provide concrete things to look and listen for as students perform.

Music programs may also be assessed by the scope and variety of musical experiences offered to a class. The teacher's "report" card depends not only on how and what students learn, but to a large part on the ways in which music classes provide opportunities to enjoy and engage an interest in music. Meeting curriculum expectations is a beginning.

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Reproducible student work pages are provided which may be marked and used to assess identification of, and ability to use the following:

- \* musical symbols and vocabulary
- \* "do, re, mi, so, la" on a musical staff
- \* names of percussion instruments
- \* time symbols and "do re mi's" in composition.

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Beginning in Grade 2, lessons have opportunities for music dictation. Please continue to use these until the class achieves comfort and competency with the material. Keeping a record of student success with rhythm dictation will assess growth in internalizing the beat, hearing rhythms and being able to interpret them in written symbols.

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Composition projects have a reproducible rubric provided to help in evaluating each of these. The rubrics, goals, student pages and plans are found in the weekly lesson pages. The rubrics assess student performance, creativity in composition and ability to use the elements of music.

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Success of individual students in keeping the beat, playing an instrument, singing in tune, etc. are recorded during lesson time on the seating plan.

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# Assessment

## Assessment Tip

As most of Grade 1 music is done in large group time, ensuring every child has opportunities to do each activity is important. Students often are anxious to have "THEIR" turn at being conductor or playing an instrument.

I have found that it relieves some of student anxiety if I tell the class I am recording who has turns ---so that I can ensure everybody gets turns. I show my list if there are any shaky memories as the lessons progress. This list is also a paper-trail for learning assessment.

During the student's second turn make brief notes to use in assessment..

- 1. Is the student able to maintain a steady beat?**
- 2. Is the child being an active conductor?**

## Assessment Tip

Playing the game "I spy" or "I hear" provides many opportunities for students to sing alone and for teachers to hear student voices. The pitches in the sung version are primarily "so-mi" which is the easiest interval to sing. The game aspect to this singing encourages even reluctant singers to take part voluntarily. If needed, remind students the class standard is that all voices are accepted in music. After class, make a quick note of students who are still finding it a challenge to use their singing voices. As the year progresses, this game may be used to track students who are able to use their singing voices to sing in tune.

# Assessment

## from Ontario's Music Curriculum underpinnings of music assessment

A specific “qualifier” is used to define each of the four levels of achievement – that is, limited for level 1, some for level 2, considerable for level 3, and a high degree or thorough for level 4.

**C1. Creating and Performing:** apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;

**C2. Reflecting, Responding, and Analysing:** apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

**C3. Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

The categories of knowledge and skills are described as follows:

**Knowledge and Understanding.** Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding).

**Thinking.** The use of critical and creative thinking skills and/or processes.

**Communication.** The conveying of meaning through various forms.

**Application.** The use of knowledge and skills to make connections within and between various contexts.

# Teaching Information on Assessment

## Grade One Music

There are many expectations and goals laid out in various provincial curriculae.

There are numerous activities that may be done in music.

Yes, they are all important, but my top 3 for Grade One students are:

- \*finding and using a singing voice
- \*feeling, understanding and using "beat"
- \*experiencing excitement and joy in music

## Grade One Suggested Order for Assessment

Student Participation	<b>1st Assessment</b> student participation performance with composition activity finding a singing voice
keeping the beat playing instruments	<b>2nd Assessment</b> student participation --changes noted keeping the beat playing instruments with the rhythm
finding singing voice singing in tune	<b>3rd Assessment</b> (songs used meets multi-cultural goal) student participation --end of year summary finding a singing voice singing in tune respond to music in a variety of ways reading rhythms using rhythm names (ti-ti, ta, sh)

Some students will struggle with "singing in tune", or even with "finding their singing voice". Leaving this assessment until the 3rd Semester gives students longer to acquire skills.

The specific examples here are based on the Ontario Curriculum documents. Please adapt them to your provincial or state standards.

### First Reporting Time

#### C1.1 sing unison songs

Sam sings both with the class, and alone  
occasionally/often/usually/eagerly

#### C1.3 created simple compositions

Sam has participated in creating a simple composition

#### C1.4 uses good musical performing techniques

(performance record)

During the performance Sam (name appropriate choices)  
focused on the conductor/sang using expression/used good musical posture.

#### C2.3 identify and give examples of strengths/need for growth in their own performance skills

#### Add the appropriate qualifier

Level 1: limited

Level 2: some

Level 3: considerable

Level 4: high degree

### Second Reporting Time

**Elements:** beat (observation record)

#### GradeComment

Sam is able to keep the beat to "Follow the Leader" while singing,  
and walking or clapping.

#### C1.1 play simple instrumental accompaniments

Sam can play an instrument on the rhythm in songs.

#### C2.2selecting musical elements for a purpose (observation record)

Sam is able to orally describe and/or select elements of music to create a mood  
appropriate for a lullaby (Hush Little Baby).

### Third Reporting Time

#### C1.1sing unison songs in tune(participation and observation record)

Sam uses a singing voice and sings in tune. (add qualifiers)

#### C1.5 demonstrate knowledge that symbols may be used to represent sounds

Sam reads flashcards showing rhythm symbols with accuracy.  
(is beginning to/often/usually/always)

#### C2.1expresses response to music in a variety of ways

by moving (participating in the "The Wild Horseman")  
by identifying mood in music ("Poor Little Bug")  
by dancing ("Rig a Jig Jig")

#### C3.2 identify a variety of music from different cultures

Sam can name and sing several songs from different cultures.

In the first assessment period of Grade One, attention was paid to student participation --including performing during the composition project, and to each student's developing ability to find their own singing voice.

For the second assessment period, focus on beat and rhythm. (This gives more time for development of singing voices before reporting in the third assessment period.)

## Solo Conducting/Performance

The composition "cut and paste" projects are now going to be used for reading practice, and to offer to each child an opportunity to perform and then conduct their own work. Model the forms shown below using a "cut and paste" project that you have made. Then choose a volunteer to do their work. (Once the first few performances have been done, the pace of presentation will increase.) After 3 or 4 students have presented their work, stop for a song or dance break. Collect the work after it has been performed for future use.

**1** Student work is "copied" onto the classroom pocket chart, using the class flashcards so that it may easily be seen.

**2** Student explains the form chosen e.g. AABA...

Use the large "A" "B" cards so that the form is clearly seen by the class.

**3** Student does the count-in and performs/read the chant.  
Teacher notes:

**Does the child keep a steady beat?**

**Does the child follow the form she/he has chosen?**

**Does the child's performance go smoothly?**

**Is the child an active**

**and willing participant in music class?**

**Is the child's voice audible?**

**4** Congratulate the performer, make a positive comment about either the work or the performance.

**5** Now the student conducts the class in reading the chant.

**6** Class is invited to name 3 things they liked about the work.  
Then the student/conductor is asked:

"If you were going to write another chant, or conduct another time what would you change? (I wish I had practised more. I'd use some rests.) What did you like about your composition?"

sample cut/paste project

ABA B A

ABA AABA ABB ABBB

I like red Yum! Yum!

Lesson Plan for 11b ends here.

## Time to Reflect on Class Learning

Use this assessment opportunity to reflect on overall class learning. Do you need to spend more time doing activities with a "beat" focus? Are students all interested in participating in music class? What changes could be made in music to encourage participation? Notes made on individual students may be used as a reference point when assessment on performance is repeated in the Spring for reporting purposes.

### Grade Two Music

There are many expectations and goals laid out in various provincial curriculae.  
There are numerous activities that may be done in music.  
Yes, they are all important, but my top 3 for Grade Two students are:

- \*becoming confident in ability to hear/see pitch and sing in tune  
(includes knowledge of orchestral instruments)**
- \*participating in activities that combine simplified reading music  
with singing/playing music**
- \*experiencing excitement and joy in music**

### Grade Two Suggested Order for Assessment

singing  
participating

pitch re  
\*reading  
\*instruments

understanding  
& using  
beat and rhythm

#### 1st Assessment

student participation in composing/conducting  
singing in tune

#### 2nd Assessment

student participation --changes noted  
keeping the beat  
playing instruments with the rhythm  
identifying orchestral instruments  
by listening, by seeing

#### 3rd Assessment

(songs used meet multi-cultural goal)  
understanding & using beat and rhythm  
-aurally and visually

Some students will struggle with "singing in tune", or even with "finding their singing voice".  
Leaving this assessment until the 3rd Semester gives students longer to acquire skills.



The specific examples here are based on the Ontario Curriculum documents. Please adapt them to your provincial or state standards.

### First Reporting Time

#### **C1.1 singing in tune** (participation and observation record)

Grade	Comment
C	Sam is working on singing a wide variety of songs in tune.
B	Sam can sing a wide variety of songs in tune.
A	Sam confidently sings a wide variety of songs in tune.

#### **C2.1 expresses response to music in a variety of ways**

by moving (participating in the "Fossil Frolic")

by identifying her/his emotions ("Sometimes We Like To Sing")

by creating art (project with The Nutcracker)

#### **Add the appropriate qualifier**

Level 1: limited

Level 2: some

Level 3: considerable

Level 4: high degree

### Second Reporting Time

#### **C2.3 identifying strengths and growing areas as a performer**

(performance record)

Sam has recorded his/her reflections on himself/herself as a performer.

She/he can name three strengths and one area to work on (name them).

#### **Elements: understanding pitch aurally & visually**

Sam is able to use her/his hand to show the direction of pitch while singing "name the song." (observation record)

#### **Element: timbre**

While listening to recordings of musical instruments, she/he is able to identify the way in which each is played --ie. by being bowed or plucked(strings), by tapping (percussion) or by having air blown (brass, woodwind). (worksheets used in lessons)

#### **Element: rhythm**

Sam is able to read a rhythm to play an instrument

### Third Reporting Time

#### **C2.2 selecting musical elements for a purpose** (worksheet marked)

Sam is able to select elements of music to create a mood appropriate for a lullaby or a march.

#### **Elements: dynamics and rhythm**

In Sam's composition project he/she was able to choose and perform a specific tempo and volume. (composition rubric)

She/he is able to listen to a four-beat phrase and notate the rhythm (dictation).

Sam's composition project shows an understanding and ability to use beat and rhythm

**Assessment Tip:** Keep a class list handy. The hope is that students will be able to keep a beat while clapping or walking to a song (Gr. 1 learning), however ... track on the class list when students are able to

1. keep a beat while walking to song with others
2. keep a beat while playing an instrument with others
3. keep a beat while playing an instrument alone.

## Performance Standards

Periodically, music class needs to include time to polish a piece for performance. In Grade Two, students should be able to begin and end singing together, keep their eyes mostly on the conductor, and enunciate carefully. Posture for performance singing is standing, feet slightly apart, knees loose, chins and shoulders down/relaxed with a straight back.

### Singing Voice:

sings pitch accurately  
sings pitch sometimes  
uses a singing voice  
still finding a singing voice

### Participation in Group Music:

pays attention and participates eagerly  
pays attention and participates timidly  
sometimes pays attention and participates  
working at group participation

## Work Page/Assessment for Music Vocabulary

Use this work page as is, or enlarge it so that it be done cut and paste.

Try it now, and then use it again in March to track improvement.

I can do music in Lesson 11 . My name is \_\_\_\_\_

Print each word on the line where you think it belongs.

speed	_____	allegro
lively	_____	andante
loudly	_____	beat
repeated words	_____	chorus
softly	_____	conductor
quickly	_____	forte
changing words	_____	legato
list of songs	_____	piano
hopping	_____	presto
stately	_____	rhythm
music leader	_____	staccato
steady pulse	_____	tempo
way the words go	_____	verse
smoothly	_____	

Point to one of the special music words and Ask me to explain it.

**Assessment Note:** Begin now to listen for student ability to keep the tune while singing. Note that the curriculum goal doesn't state that every student needs to be able to sing in tune while singing alone ---this is much harder than keeping the tune while singing with others (and thus might rank higher).

The simplest way to assess student's pitch keeping is to decide before class to focus on 3 students. Ask the class to stand, arm's length from each other, while singing a familiar song. Walk around the class and "overhear" the three students you have in mind. Record your findings. By the middle of May you will have assessed all students, and have time to reassess students who are having difficulty with tune keeping.

Some students may relish the opportunity to sing alone ---however, with the spotlight on them, it may or may not be an accurate example of their ability to keep a tune. To assess individual ability, use a game-song such as "I hear" or make a song into a game by having different students sing the last line of each verse. NB: It is important for students being assessed to have an opportunity to sing following the class as a whole, or another student who is able to sing in tune. Sometimes, unconsciously, students will echo errors in pitch. The "name game" i.e. leader makes up a tune to the student name and the student echoes it, is another way to assess individual ability to echo pitch.

**Assessment Tip:** Keep a class list handy. The hope is that students will be able to keep a beat while clapping or walking to a song (Gr. 1 learning), however ... track on the class list when students are able to

1. keep a beat while walking to song with others
2. keep a beat while playing an instrument with others
3. keep a beat while playing an instrument alone.

**Beat**  
*Music and Dance*  
*are*  
*intricately intertwined.*

Beat is the steady pulse of a song ---think of a heart beat, or the movement of window wipers, or the tick of a clock (when clocks had ticks) or feet marching. Babies and toddlers who experience being rocked are learning beat. As young children, they will be developmentally ready for quickly learning to name "beat" as an experience. As with all developmental tasks, readiness will vary from child to child according to both their physical growth(genetics and nurture) and their upbringing(socialization and nurture). Giving students exposure to "beat" experiences that include body movement will eventually lead to success in being able to "keep the beat".

### Grade Three Music

There are many expectations and goals laid out in various provincial curriculae. There are numerous activities that may be done in music. Yes, they are all important, but my top 3 for Grade Three students are:

- \* **singing basic harmony**
- \* **showing understanding of the use of a 5-line staff**  
by naming lines/spaces, and placing G,  
and reading a scale, step by step, up and down  
(pre-literacy prep for Grade 4)
- \* **experiencing excitement and joy in music**

### Grade 3 Suggested Order for Assessment

\*competency in  
Grade 1,2 & 3  
basic concepts  
-includes  
identifying names  
and uses

\*singing solfa  
for a major scale,  
\*understanding  
basic use of  
5-line staff

\*singing simple  
harmony  
(rounds/  
partner songs)

\*composition  
project using  
Grade 3 concepts

\*identifying  
enjoyment of  
specific parts  
of music class

#### 1st Assessment

Sam is able to name and use music concepts  
from Grades 1 and 2.  
Sam participates in music class.

#### Add the appropriate qualifier

Level 1: limited  
Level 2: some  
Level 3: considerable  
Level 4: high degree

#### 2nd Assessment

Sam is able to sing solfa for a major scale.  
(ascending and descending)  
Sam is able to name and  
explain basic uses of a 5-line staff

#### 3rd Assessment

(songs used meet multi-cultural goal)  
Sam is able to sing harmony.  
Sam completed a composition project  
using concepts from Grades 1,2 and 3.  
Sam can discuss parts of music class she/he enjoys.

Some students will struggle with "singing in tune", or even with "finding their singing voice". Leaving this assessment until the 3rd Semester gives students longer to acquire skills.

## Individual Work/Paper Work

Discerning information from written music was reviewed while the Inuit Lullaby was taught.

Musician's Name \_\_\_\_\_ 15

**Fais Do-Do**

Key D, first note F#(mi)  
a couple counts in 1,2,3,Fais...  
*Andante*

France  
Lullaby  
arr: and English words, Li Clare

1 The title of this song is \_\_\_\_\_

2 The tempo of this song is \_\_\_\_\_

3 The country this song comes from is \_\_\_\_\_

4 The time signature for this song is \_\_\_\_\_

5 The genre of the song is \_\_\_\_\_

Fill in the missing solfa.

Fais do - do, Co - lin mon p'tit frè - re.

**Assessment for learning in Grade Three** music includes being familiar with written music i.e. being able to find information on the written music and basic ability to track pitch on staff lines. This work page may be used for a written assessment of individual ability to find information on music (time signature, tempo) and track pitch changes with descending and ascending notes.

Assessment for learning in music includes the way in which students participate individually and as a part of a group (often the group is the whole class). Make notes as the year progresses to track these things.

### Participation in Group Music:

pays attention and participates eagerly  
pays attention and participates timidly  
sometimes pays attention and participates  
working at group participation

Enjoy the Repertoire Student Choice of Song or Dance


## Individual Work/Paper Work

Discerning information from written music was reviewed while the Inuit Lullaby was taught.

Musician's Name \_\_\_\_\_ 15

**Fais Do-Do** France  
Lullaby

Key D, first note F (find a capital letter 1,2,3,Fais...)  
Andante arr. and English words U. Chene



Fais do - do, Co - lin, mon p'tit frè - re. Fais do - do, l'au - ras du la - la.

Fais do - do, Co - lin mon p'tit frè - re. Fais do - do, l'au - ras du la - la. Mo -

-nan est en haut, qui fait du gâ - heau. Pa - pa est en bas, qui fait du cho - co - lat.

Fais do - do, Co - lin mon p'tit frè - re. Fais do - do, l'au - ras du la - la.

1 The title of this song is \_\_\_\_\_

2 The tempo of this song is \_\_\_\_\_


3 The country this song comes from is \_\_\_\_\_

4 The time signature for this song is \_\_\_\_\_

5 The genre of the song is \_\_\_\_\_

Fill in the missing solfa.

mi \_ \_ do re \_ \_ \_ re



Fais do - do, Co - lin mon p'tit frè - re.

**Assessment for learning in Grade Three** music includes being familiar with written music i.e. being able to find information on the written music and basic ability to track pitch on staff lines. This work page may be used for a written assessment of individual ability to find information on music (time signature, tempo) and track pitch changes with descending and ascending notes.

Assessment for learning in music includes the way in which students participate individually and as a part of a group (often the group is the whole class). Make notes as the year progresses to track these things.

### Participation in Group Music:

pays attention and participates eagerly  
pays attention and participates timidly  
sometimes pays attention and participates  
working at group participation

**Enjoy the Repertoire** Student Choice of Song or Dance

# Sample Rubric for Composition Projects

(composition rubrics are found with their projects)



## Composition Assessment for Learning

## Bugs, Bugs

Both written and presentation work is tracked on this page.  
Circle standards that are met in each category.  
Use this page as a reference in completing the student record.

Student Name \_\_\_\_\_

Date \_\_\_\_\_

	level one 	level two 	level three 	level four 
<b>UNDERSTANDING</b> -choose words to make musical phrases -uses musical dynamics -chooses tempo -chooses articulation	- phrases made --chooses tempo	- phrases made showing some variety -uses dynamics once --chooses tempo and articulation	- phrases made showing wide variety -dynamics used throughout --chooses tempo and articulation uses while counting in	- interesting phrases varied & showing experimentation -dynamics used creatively -tempo & articulation chosen and used in composition
<b>CRITICAL ANALYSIS</b> -be able to give reasons for choices of tempo and articulation -self assesses by choosing an "ice-cream" reward	-reasons are given, but generic e.g. I like it. -chooses a level for project	-reasons are given that are specific to articulation and then to tempo -chooses a level for project that is appropriate	-reasons are given that are specific to tempo and articulation AND that use musical terminology -relates choice of level to the project	-choices are clearly reasoned using musical terminology, e.g. "Bugs are small, and hop I wanted my composition to reflect this with the staccato choice." -examples given as reasons for choice of level
<b>COMMUNICATION</b> -cut and paste project is done neatly and clearly -shows choices of tempo and articulation	-project is completed	-most of the project is neat and clean -shows choices of tempo and articulation -composer's name is clear	-project is neat and clean, showing choices of tempo and articulation -composer's name is clear -some illustration is done	-project is neat and clean, clearly showing tempo, articulation and composer name -page is attractively and appropriately illustrated
<b>PERFORMANCE</b> -stands in front of class -gives firm count-in with a steady beat -helps class to keep the beat steady -speaks clearly to the class	-stands for presentation -gives count-in -voice soft and hard to hear	-stands in front of class -gives firm count-in -speaks loud enough to be heard	-stands in a conducting position -gives firm and steady count-in -helps class to keep the beat steady -speaks clearly	-shows conducting hand skills and position -waits til class is attentive, then gives firm and steady count-in -easily maintains a steady beat and helps class follow it -uses a voice that calls attention to the tasks