

Music Assessment Appendix 2024-2025

Formative Assessments

- K-W-L (Know, Want to Know, Learned) Chart
 - S use a K-W-L Chart to consider Tchaikovsky as a composer in the late 1800's, ETA Hoffman's The Nutcracker in the early 1800's, life and cultural practices in the 1800's.
- S compare and contrast: Author, Illustrator, Composer, Choreographer and Photographer
- Thumbs Up, Thumbs Down
 - S use Thumbs up/down as their classmates answer questions about music vocabulary.
 - Italian Terminology:
 - Dynamics
 - Forte, piano, crescendo, decrescendo
 - Tempo
 - Metronome, Accelerando, ritardando, largo, andante, allegro and presto
 - Accompaniment
 - Orff, Bordun, Ostinato, xylophone, round
- Game Activities
 - S use singing games to sing in a solo voice focusing on matching pitch
 - Doggie, Doggie Where's Your Bone, Lucy Locket, A Tisket A Tasket, Ghost of John
- 3-2-1 Strategy to reflect on learning and to assess material
 - 3 Things they learned, 2 Things they found interesting and 1 Question they still have
 - STEAM
 - How sound travels, Sound affected by space, Sound affected by elements

Summative Assessments

- Prerequisite skills taken at the beginning of a unit
 - Jazz Music
 - Terminology related to Jazz topics taken before and after unit
 - Improvise, Blues, Riff, Axe, Standard, Head, Swing, Arranger, Scat, Jazz, Composer, Big Band,
- End of Unit assessments
 - S are tested using Google Forms to assess understanding/comprehension of the story of The Firebird.
 - S are encouraged to write using full sentence structure and not an informal conversational sentence when answering questions about the story of The Firebird.

Extension Activities

- At the end of a musical selection, have students pause to reflect in silence to consider three questions they have about the musical selection. Have them ask their partner the questions to see if their partner can answer their questions.
 - Follow up with: ‘My partner said,’ activity.