

### Unit Assessment Blueprint for Multiple Methods

Note: Use this Blueprint for the assignment “All Assessments for One Unit”, you must have at least three types of assessments (triangulation) and include **ALL** Learning Targets. If a few are assessed with formative assessments only, indicate that.

Sample Size is the number of items or tasks and the number of points OR the level of mastery if you’re using Standards Referenced Grading

<b>Unit Outcome:</b> Students will <u>create</u> music by combining and <u>organizing</u> musical rhythms and <u>evaluate</u> different rhythms for their rhythmic value.				
<b>All Learning Targets:</b> Music Education/Grade 1/Unit 1/Learning Target	<b>Target Type</b> (knowledge, reasoning, performance skill, or product)	<b>Assessment Method</b> (selected response, written response, performance or personal communication)	<b>Percentage of Importance</b>	<b>Sample Size</b>
ME1.1.1 Move and demonstrate beat and tempo <i>Formatives</i>	Performance Skill	Performance	5%	5 Items (1 Point Each)
ME.1.1.2 Perform music by reading from notation <b>Performance / Product Summative</b>	Performance Skill	Performance / Product	40%	2 Items (12 Points Total)
ME.1.1.3 Play songs with different tempos <i>Formatives</i>	Performance Skill	Performance	5%	5 Items (1 Point Each)
ME.1.1.4 Create symbolic notation for long and shorter notation. (music vocab of staccato and tenuto) <b>Written Response</b>	Knowledge	Written Response	40%	4 Items (3 Points Each)
ME.1.1.5 Experiment and perform ways of singing and playing both fast and slow (music vocab of presto and largo) <b>Selected Response</b>	Knowledge and Performance	Selected Response	10%	11 Items (1 Point Each)

1st Grade Music

Points \_\_\_\_\_/12

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**High Achievement Unit Outcome:**

Students will create music by combining and organizing musical rhythms and evaluate different rhythms for their rhythmic value.

**Learning Target:**

ME1.1.2 *Perform* music by *reading* from notation

**Performance / Product Summative  
Musical Composition and Performance**

**Materials Required:**

Ipad (Seesaw, Flipgrid)	Pencil
Melody Template	Xylophone (Optional)

**Introduction:**

We are going to be creating a piece of music using rhythmic notation and then performing your melody. You will be doing this individually to show your rhythmic understanding. If you need assistance, please let me know.

**Getting started:**

1. *Creating* a melody using the template provided below. ME1.1.4 (3 Points)
  - a. *Creating* your rhythm.
  - b. *Evaluating* the pitches, you would like.
  - c. *Combining* them and *writing* them on a musical staff.



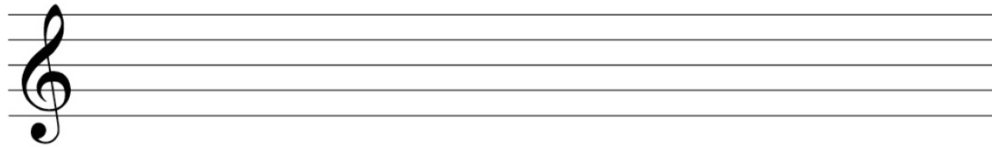
Rhythm:



Pitch:

Sol, Mi, La

Melody:



2. Performing your melody -ME1.1.1, ME1.1.2, ME1.1.3 (9 Points)

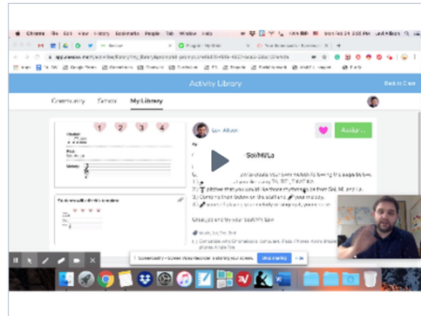
- a. To perform you have 2 options. You can either:
  - i. Take your iPad and scan the Flipgrid QR code and upload a video of yourself performing your melody either by playing the xylophone or singing.
  - ii. Or record yourself singing or playing your melody within the Seesaw Activity.
- b. Perform and record both a fast and slow version of your melody.
- c. Take your time and do your best work.

3. Turning in your work

- a. Go to Seesaw and post your Melody Template to the following activity.

[https://app.seesaw.me/pages/shared\\_activity?share\\_token=z9wzRyaZTMKXsaif4TR41g&prompt\\_id=prompt.c4ef9d70-f8f9-4807-bca5-58bc137e4cfa](https://app.seesaw.me/pages/shared_activity?share_token=z9wzRyaZTMKXsaif4TR41g&prompt_id=prompt.c4ef9d70-f8f9-4807-bca5-58bc137e4cfa)

- b. Reflect on why you choose the rhythms and pitches you did and what was difficult during this process.
- c. After reviewing your work, hit submit.



Levi Allison



Assign...

#### Student Instructions

### Grade 1 Melody - Sol/Mi/La

High Achievement Unit Outcome:

Students will create music by combining and organizing musical rhythms and evaluate different rhythms for their rhythmic value.

Learning Target:

ME1.1.1 Move and demonstrate beat and tempo

ME1.1.2 Perform music by reading from notation

ME1.1.3 Play songs with different tempos

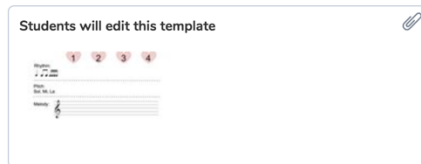
ME1.1.4 Create symbolic notation for long and shorter notation. (music vocab of staccato and tenuto)

Hey team,

Use the template below to create your own melody following the steps below.

- 1.) 🎧 a rhythm that you like using TA, TITI, TIKATIKA.
- 2.) 🎵 pitches that you would like those rhythms to be from Sol, Mi, and La.
- 3.) Combine them below on the staff and 🎧 your melody.
- 4.) 🎧 yourself playing your melody or singing it, your choice.

Great job and try your best! Mr. Levi



**Learning Target Rubric:**

<b>Learning Targets</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
<b>ME1.1.1</b>	Demonstrates steady beat with few if any errors while performing.	Performs with steady beat with a couple of errors but is able to finish the song.	Struggles to finish the song with steady beat. Major errors
<b>ME1.1.2</b>	Performs their melody by reading left to right with fluency.	Performs their melody but with few mistakes while stopping.	Performs their melody but skips section of their song. Does not finish.
<b>ME1.1.3</b>	Both versions are significantly different speeds, while maintaining a steady beat with both.	Both versions are similar speeds with a consistent steady beat.	Both versions are the same speed. Both songs are struggled to keep a steady beat.
<b>ME1.1.4</b>	Melody has various rhythms including short and long notes.	Melody has primarily the same long or short rhythm repeated throughout.	Melody is the same long or short rhythm repeated.

**Other Feedback:**

<b>Approaches To Learning</b>	<b>Specific Feedback</b>
<b>Self-Management</b>	
<b>Critical Thinking</b>	
<b>Communication</b>	

1st Grade Music

Points \_\_\_\_\_/12

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**High Achievement Unit Outcome:**

Students will create music by combining and organizing musical rhythms and evaluate different rhythms for their rhythmic value.

**Learning Target :**

ME1.1.4 Create symbolic notation for long and shorter notation. (music vocab of staccato and tenuto)

**Short Written Response**

In the following questions, please *Define* the music vocabulary staccato and tenuto and *create* rhythmic examples. Please check your work with the rubric at the end.

**Question 1:**

In a couple of sentences, *define* the music vocabulary staccato and tenuto using your own words

(3 Points) - ME1.1.4

<b>Staccato</b>	
<b>Tenuto</b>	

**Question 2:**

Create 2 rhythmic examples of both staccato and tenuto rhythms.  
(3 Points) - ME1.1.4

Staccato	Tenuto
1.	1.
2.	2.

**Question 3:**

Analyze and list 3 characteristics of the rhythm below. (3 Points) - ME1.1.4



- 1.
- 2.
- 3.

**Question 4:**

Analyze and list 3 characteristics of the rhythm below. (3 Points) - ME1.1.4



- 1.
- 2.
- 3.



## Rubrics:

### Question 1

3 Points	<ul style="list-style-type: none"><li>• Uses in class examples to help explain both words.</li><li>• Summarizes in-depth understanding with no errors for both vocabulary words</li></ul>
2 Points	<ul style="list-style-type: none"><li>• Recalls limited understanding with minor errors for either vocabulary word.</li><li>• Used 1 example for either word in explanation.</li></ul>
1 Point	<ul style="list-style-type: none"><li>• Explains with a developing understanding with significant errors.</li><li>• Wasn't able to use examples.</li></ul>
0 Points	NA – We do not give 0 points due to the stigma associated. We give NA and try and work with students to get at least a point.

### Question 2

3 Points	<ul style="list-style-type: none"><li>• Creates all 4 rhythms using both staccato and tenuto markings.</li><li>• Rhythms are different using various rhythmic notation.</li></ul>
2 Points	<ul style="list-style-type: none"><li>• Creates 2-3 rhythms using both staccato and tenuto markings correctly.</li><li>• Rhythms are repeated multiple times.</li></ul>
1 Point	<ul style="list-style-type: none"><li>• Creates 1 rhythm using either staccato or tenuto markings correctly.</li><li>• Only one rhythm created and repeated for each example.</li></ul>
0 Points	NA – We do not give 0 points due to the stigma associated. We give NA and try and work with students to get at least a point.

### Question 3 & 4

3 Points	<ul style="list-style-type: none"><li>• Lists 3 diverse characteristics for each rhythm pattern.</li><li>• Describes the long and short notes in each rhythm.</li></ul>
2 Points	<ul style="list-style-type: none"><li>• Lists 2 characteristics for each rhythm pattern.</li><li>• Describes long and short notes in one of the patterns.</li></ul>
1 Point	<ul style="list-style-type: none"><li>• Lists only 1 characteristic for each pattern with limited understanding.</li><li>• Describes long and short notes with major errors of understanding.</li></ul>
0 Points	NA – We do not give 0 points due to the stigma associated. We give NA and try and work with students to get at least a point.

**High Achievement Unit Outcome:**

Students will create music by combining and organizing musical rhythms and evaluate different rhythms for their rhythmic value.

Components for Selected Response:

ME1.1.5 Experiment and perform ways of singing and playing both fast and slow- music vocab of presto and largo: Question 9-12, 13-15

**Selected Response**

**Unit 1 Quiz – Google Form**

Answer Key: Unit 1: Check – In Test

Multiple Choice

1. Titi-Titi-Rest-Titi
2. Ta-Titi-Rest-Ta
3. Titi-Titi-Titi-Rest

True and False

4. False
5. False
6. True

Matching

7. Fast
8. Short
9. Long

Fill in the blank

10. 1
11. 1

Levels of Understanding based on this 1 assessment. We do not have an Advanced or Exemplary category for cultural reasons. If we did it would be 11 points and finding new resources for the student to explore to continue their musical learning journey.

Beginning $\approx$ 5	Developing- 5-8 Points	Proficient – 8-11 Points
Less than 5 points shows a student is struggling to understand and requires 1-1 support and differentiation.	5-8 points shows the student is developing their rhythm understanding and requires continued assessment to show growth and not plateau.	8-11 Points shows the student's understanding proficient in the concept of rhythm.

## Formative Assessments

### High Achievement Unit Outcome:

Students will create music by combining and manipulating musical rhythms and evaluate different rhythms for their rhythmic value.

<b>List All Learning Targets/Components for One High Achievement Unit Outcome</b>	<b>Target Type</b> Indicate whether each Learning Target is Knowledge, Reasoning, Skill, or Product	<b>Formative Assessment Selected</b>
ME.1.1.1 Move and demonstrate beat and tempo	Performance Skill	<ul style="list-style-type: none"> <li>• Discussion and anecdotal notes on demonstration</li> </ul>
ME.1.1.2 Perform music by reading from notation	Performance Skill	<ul style="list-style-type: none"> <li>• Visible Thinking Routine “Think, Pair, Share”</li> <li>• Observation and Flipgrid Exit Tickets</li> </ul>
ME.1.1.3 Play songs with different tempos	Performance Skill	<ul style="list-style-type: none"> <li>• Discussion and anecdotal notes</li> <li>• Observation of demonstration during class activities</li> </ul>
ME.1.1.4 Create symbolic notation for long and shorter notation. (music vocab of staccato and tenuto)	Knowledge	<ul style="list-style-type: none"> <li>• Individual Whiteboards</li> <li>• Exit Tickets – Google Forms</li> <li>• Seesaw Activities</li> </ul>
ME.1.1.5 Experiment and perform ways of singing and playing both fast and slow (music vocab of presto and largo)	Knowledge and Performance	<ul style="list-style-type: none"> <li>• Creating Melody Template</li> <li>• Self and Peer Assessment</li> </ul>