

Rhythmic Improvisation Assessment Task Grade 2

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Connecticut Common Arts Assessment Initiative

Connecticut State Department of Education

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GRADE 2 RHYTHMIC IMPROVISATION ASSESSMENT TASK

Task Abstract

In this task students will independently create rhythmic responses to teacher prompts. Student performances will be collected through audio recordings. The student work will be measured using the rubric included in this task.

Students will be assessed on their ability to extemporaneously create responses that maintain a steady tempo, are rhythmically sensitive to the given prompts, and use appropriate vocal expression.

Connecticut Performance Standards (Grades K-4)

Students will:

MU4:3a. improvise "answers" in the same style to given rhythmic and melodic phrases

MU4:3c. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies

Task Objectives

Students will create two original 4-beat responses to two 4-beat prompts, maintaining a steady tempo, and demonstrating rhythmic sensitivity to the given prompts, and using appropriate vocal expression.

Enduring Understandings/Concepts/Big Ideas and Essential/Focus Questions

Enduring Understandings:

- The way musicians apply technical skills (accuracy of tempo and maintaining a steady beat) affects the quality of their improvisations.
- The ability to convey meaning in an improvisation requires musicians to have command of a variety of expressive devices.

Essential Questions:

- How can rhythm tell a musical story?
- How do composers and improvisers vary rhythm to make their music interesting to the listener?
- How can expression enhance my performance?

Task Description

Throughout the school year, second grade students will develop expanded musical vocabulary in the process of learning new songs, developing music literacy, and participating in creating tasks.

The culminating assessment will measure each student's ability to spontaneously create a rhythmic response to a rhythmic prompt provided by the teacher.

Prior Learning Required

Prior to this assessment students should engage in a variety of activities that will help them to:

- Maintain a steady tempo
- Use expressive vocal inflection
- Identify question and answer form
- Create rhythms using neutral syllables
- Employ a variety of rhythmic responses, including rhythmic answers

- Discriminate between same and different rhythmic patterns
- Be comfortable singing by themselves. Solo singing should be a regular part of instruction.
- Be comfortable singing into a recording device.

Possible Teaching Strategies

- Develop student's music literacy skills based on the district's curricular sequence
- Echo Songs:
 - "Oh My, No More Pie"
 - *Music Together: Fiddle Song Collection*, Publ. Center for Young Children
 - *The Book of Echo Songs: I'll Sing After You*, by John Feierabend, GIA Publications
 - <http://thestorieslatells.blogspot.com/2008/01/oh-my-no-more-pie.html>
 - "Oh My Aunt Came Back"
 - *The Book of Echo Songs: I'll Sing After You*, by John Feierabend, GIA Publications
 - <http://www.lyricszoo.com/twin-sisters/my-aunt-came-back/>
 - "The Littlest Worm"
 - *The Book of Echo Songs: I'll Sing After You*, by John Feierabend, GIA Publications
 - <http://www.kiddles.com/lyrics/1039.html>
 - <http://www.youtube.com/watch?v=11x0Z7HP35Y>
 - Down by the Bay
 - *Spotlight On Music*, McMillan/McGraw Hill, Grade 1 (*it is not sung as an echo song, but the melody is written out)
 - *The Book of Echo Songs: I'll Sing After You*, by John Feierabend, GIA Publications
 - <http://www.songsforteaching.com/folk/downbythebay.php>
- Call and response songs:
 - "Sea Lion"
 - *The Book of Call and Response Songs*, by John Feierabend, GIA Publications
 - "John the Rabbit"
 - *Music Together: Drum*, Publ. Center for Young Children
 - *Spotlight On Music*, Publ. McMillan/McGraw Hill, Grade 1
 - <http://kidsmusictown.com/childrensongslyrics/sillyandplayfulsongs/johntherabbit.htm>
 - "Funga Alafia"
 - *Music Together: Bongos*, Publ. Center for Young Children
 - *Spotlight On Music*, McMillan/McGraw Hill, Grade 5 (spelled "Fun Wa Ni Alaafia")
 - http://www.nwea-ec.org/files/Funga_Alafia.pdf
 - <http://www.youtube.com/watch?v=SmJfBJZURH4>
- Echoing rhythms on neutral syllables ("ba" is a good syllable to use, because it has a clear opening consonant but does not sound like any of the commonly used rhythm syllable systems)
- Same/Different: Teacher indicates whether students give the same response or create a varied response with some type of visual indicator.
- Poison Pattern: Students echo teacher patterns but may not echo when presented with the poison pattern.
- Borrowed Response: Student borrows the last two beats of the teachers prompt within a 4-beat context (on a neutral syllable) to create the first two beats of their 4-beat pattern.
- Free Group Response: Class collectively responds to the teacher's rhythmic pattern with varying rhythmic answers within a 4-beat context.

Preparation for Assessment

- Prior to the assessment, teacher should prepare and test the digital recording equipment that will be used to record the students' performances.

Implementing the Assessment

1. Teacher will assess each student individually, and record the entire prompt and student performance.
2. Teacher will perform a 4-beat rhythmic prompt on a neutral syllable, chosen from the examples listed below. (Note: The expression in the teacher's performance will affect the quality of the student's performance.)
3. Student will respond with a 4-beat rhythmic answer.
(Students are allowed one opportunity to begin again at teacher discretion.)
4. Teacher immediately creates another 4-beat prompt sensitive to the student's answer (this prompt is not provided).
5. Student will respond to this new prompt with another 4-beat rhythmic answer.
6. Teacher will score student's performance using the scoring criteria listed below.

If Collecting Student Work for District-Wide Assessment

1. Score each of the students' performances using the attached Teacher Assessment Form.
2. Remove all student names or other personal identifying information from all student work, rubrics, and other material submitted. (Keep a copy of your class list including students' names and unique Student Code Number for your own reference, just in case.)
3. Record each student's singing performance digitally, assign it a 5-digit file name consisting of "2I" followed by the student's unique 3-digit Student Code Number (for example: "2I203"), and submit it either as an e-mail attachment or on a separate data CD labeled with the student's unique 5-digit Student Code Number. (Suggest submitting digital file in .mp3 format, whether attached to an e-mail or submitted on CD.)
4. Transfer all scores from the rubrics to the Rhythmic Improvisation Performance Data Recording Form. (If a student's parent(s) or legal guardian has returned a Permission Form indicating that s/he wants that child excluded from the project, do not include that work or the student's scores.)
5. Forward the data CD, the completed Data Recording Form, and copies of all Student Performance Self-Assessment Forms to the person designated by the district.

Resources Required

Digital recording device with microphone
 CD player with speakers
 Student Performance Teacher Assessment Forms (one for each student)

2nd Grade Rhythmic Improvisation

STUDENT PERFORMANCE TEACHER ASSESSMENT FORM

	2 BOTH responses	1 ONE response	0 NEITHER response
Tempo maintains steady tempo given by teacher			
Response Time begins on the appropriate beat			
Unity Response answers teacher's "question"			
Variety Unique (response differs from both teacher prompts and student's other response)			
Rhythmic Complexity beyond quarter notes ("ta" or "du") and paired eighth notes ("ti-ti" or "du-de")			
Expression uses vocal inflection, accents, and/or dynamics that support rhythmic statements			

Tempo: The student maintains a steady tempo very close to teacher's prompt (c.82 beats per minute).

Response Time: The student provides a response on the next beat without pause.

Unity: Student's response answers the rhythmic questions that the teacher posed in the prompt (inflection and rhythm). Student's response is compatible with the teacher's prompt. Responses should include some, but not all, of the prompt's rhythmic elements, and may also include some of the expression/inflection of the teacher's prompt.

Variety: Student's responses should differ from each other and not repeat either teacher prompt.

2: Both responses differ from teacher prompts and are differ from each other.

1: One student response is the same as the teacher's prompt.

0: Both student responses are copies of the teacher prompts **or** student uses the same response twice

Rhythmic Complexity: Student's rhythms include elements more complex than basic rhythms (beats/quarter notes and duple divisions of beats into pairs of eighth notes), such as half notes, quarter rests, sixteenth notes, and syncopation.

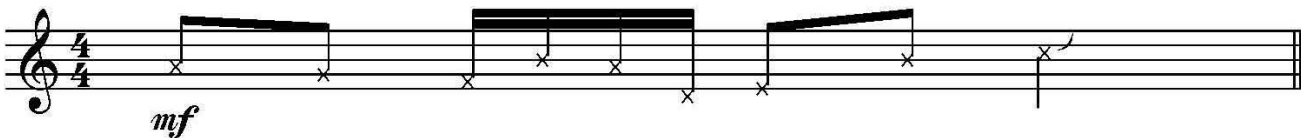
Expression: The student uses musical devices such as inflection, accents and dynamics to express his/her rhythmic thoughts effectively.

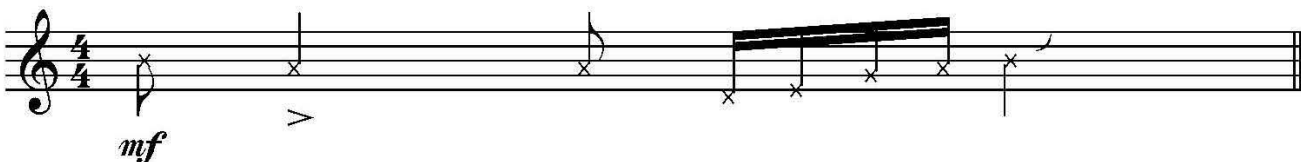
2nd Grade Rhythmic Improvisation Prompts

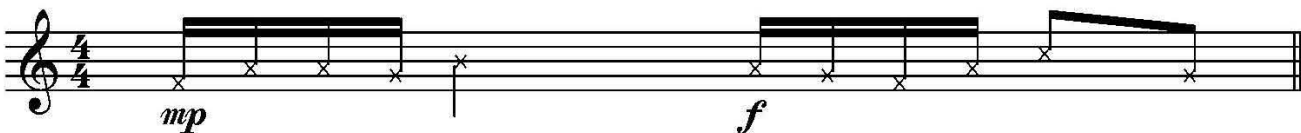
The expression markings are used as suggestions.

The notes are only for a guide to inflection they are not meant to be used for exact pitch.

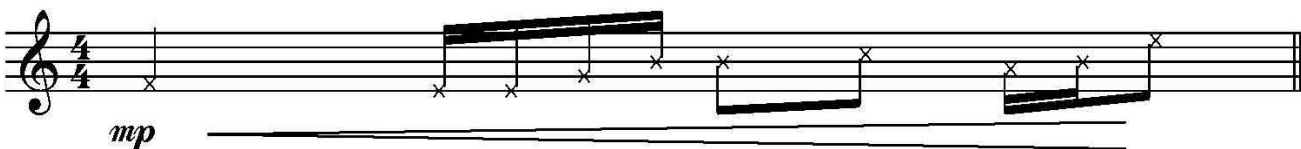
Quarter note = 82

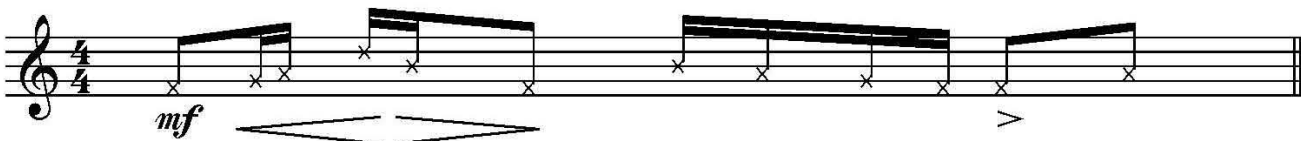
1.  Musical staff 1: Treble clef, 4/4 time signature. Four measures of music with rhythmic patterns and slurs. Dynamic marking: *mf*.

2.  Musical staff 2: Treble clef, 4/4 time signature. Four measures of music with rhythmic patterns and slurs. Dynamic marking: *mf*.

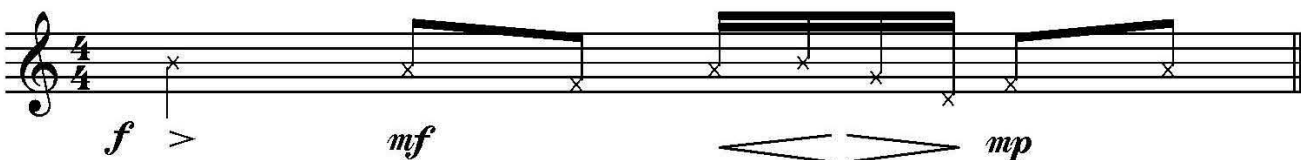
3.  Musical staff 3: Treble clef, 4/4 time signature. Four measures of music with rhythmic patterns and slurs. Dynamic markings: *mp* and *f*.

4.  Musical staff 4: Treble clef, 4/4 time signature. Four measures of music with rhythmic patterns and slurs. Dynamic marking: *mf*.

5.  Musical staff 5: Treble clef, 4/4 time signature. Four measures of music with rhythmic patterns and slurs. Dynamic marking: *mp*.

6.  Musical staff 6: Treble clef, 4/4 time signature. Four measures of music with rhythmic patterns and slurs. Dynamic marking: *mf*.

7.  Musical staff 7: Treble clef, 4/4 time signature. Four measures of music with rhythmic patterns and slurs. Dynamic marking: *mf*.

8.  Musical staff 8: Treble clef, 4/4 time signature. Four measures of music with rhythmic patterns and slurs. Dynamic markings: *f*, *mf*, and *mp*.

CONNECTICUT COMMON ASSESSMENT
GRADE 2 RHYTHMIC IMPROVISATION STUDENT ASSESSMENT
Rhythmic Improvisation Performance Data Reporting Form
In-Class Version

Student ID 2 I - - -	Tempo			Response Time			Unity			Variety			Rhythmic Complexity			Expression			Over-All (Holistic) Score
	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	