

# THE MUSIC FACTORY LIVE 3-4

## PRETEST ASSESSMENT PART I: GRADE 3

### STUDENT WORKSHEET

Student's Name: \_\_\_\_\_  
First Last

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

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Please submit the student worksheets along with the teacher worksheet for the Pretest Assessment.

<b>Topic</b>		How the Arts are Organized	
<b>Benchmark FA.3.2.2</b>		Read the notes of a "C" major scale on a staff	
<b>Sample Performance Assessment (SPA)</b>		The student: Reads the notes of a "C" major scale.	
<b>Rubric</b>			
<b>Advanced (+7-8)</b>	<b>Proficient (+5-6)</b>	<b>Partially Proficient (+3-4)</b>	<b>Novice (+0-2)</b>
Read the notes of a "C" major scale on a staff, with ease and accuracy	Read the notes of a "C" major scale on a staff, with minimal difficulty and no significant errors	Read the notes of a "C" major scale on a staff, with difficulty and/or a few significant errors	Read the notes of a "C" major scale on a staff, with great difficulty and/or many significant errors

**Assessment Task:** Label the notes of the C Major scale below on the treble clef staff. Use the letters A, B, C, D, E, F, G.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_

<b>Topic</b>		How the Arts are Organized	
<b>Benchmark FA.3.2.3</b>		Identify simple musical forms and melodic or rhythmic ostinato (repeated) pattern	
<b>Sample Performance Assessment (SPA)</b>		The student: Identifies musical forms such as AB, ABA, AABA, AABB, and round, and sings or plays a melodic or rhythmic ostinato (repeated) pattern.	
<b>Rubric</b>			
<b>Advanced (+5)</b>	<b>Proficient (+3-4)</b>	<b>Partially Proficient (+2)</b>	<b>Novice (+0-1)</b>
Identify a variety of simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with accuracy	Identify a variety of simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with no significant errors	Identify a few simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with a few significant and/or many minor errors	Identify one or two simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with a few significant and/or many minor errors

**Musical Forms:**

AB (Binary)

ABA (Ternary)

ABACA (Rondo)

Ostinato (Repeating Pattern)

**Listen to the following selections. Name the type of musical form played.**

1. \_\_\_\_\_

2. \_\_\_\_\_





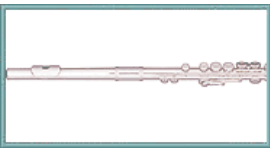



3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

<b>Topic</b>		How the Arts are Organized	
<b>Benchmark FA.3.2.4</b>		Identify the basic instruments of the orchestra by sight, sound, and category (e.g., brass, woodwind, percussion, strings)	
<b>Sample Performance Assessment (SPA)</b>		The student: Identifies an instrument or category by sight or sound.	
<b>Rubric</b>			
<b>Advanced (+7-8)</b>	<b>Proficient (+5-6)</b>	<b>Partially Proficient (+3-4)</b>	<b>Novice (+0-2)</b>
Identify the basic instruments of the orchestra by sight, sound, and category, with accuracy, i.e., when errors occur, they tend to occur with instruments that are distinctly similar in timbre and range	Identify the basic instruments of the orchestra by sight, sound, and category, with no significant errors, i.e., when errors occur, they occur with instruments that belong to the same families	Identify the basic instruments of the orchestra by sight, sound, and category, with a few significant and/or many minor errors, i.e., when errors occur, they occur with instruments or voices that belong to different families	Identify the basic instruments of the orchestra by sight, sound, and category, with many significant errors, i.e., when errors occur, they occur with instruments or voices that belong to different families

Identify the name and family of each instrument below. See the list below.

<p>1.</p>  <p>Harps, p. 984.</p> <p>Name: _____</p> <p>Family: _____</p>	<p>2.</p>  <p>Name: _____</p> <p>Family: _____</p>	<p>3.</p>  <p>Name: _____</p> <p>Family: _____</p>	<p>4.</p>  <p>Name: _____</p> <p>Family: _____</p>
<p>5.</p>  <p>Name: _____</p> <p>Family: _____</p>	<p>6.</p>  <p>Name: _____</p> <p>Family: _____</p>	<p>7.</p>  <p>Name: _____</p> <p>Family: _____</p>	<p>8.</p>  <p>Name: _____</p> <p>Family: _____</p>

(You may write the letters in the blanks above.)

Family Names:

- A. Brass
- B. Percussion
- C. String
- D. Woodwind

Instrument Names:

- A. Clarinet
- B. Flute
- C. Harp
- D. Timpani
- E. Trombone
- F. Trumpet
- G. Violin
- H. Xylophone

<b>Topic</b>		How the Arts are Organized	
<b>Benchmark FA.3.2.6</b>		Compare elements of music, such as form, pattern, or rhythm, to other art forms	
<b>Sample Performance Assessment (SPA)</b>		The student: Compares common elements such as form, pattern, or rhythm while studying a painting or a dance and listening to a musical piece.	
<b>Rubric</b>			
<b>Advanced (+5)</b>	<b>Proficient (+4)</b>	<b>Partially Proficient (+3)</b>	<b>Novice (+0-2)</b>
Compare an extensive variety of elements, such as form, pattern, or rhythm, to other art forms	Compare a variety of elements, such as form, pattern, or rhythm, to other art forms	Compare a few elements, such as form, pattern, or rhythm, to other art forms	Compare one or two elements, such as form, pattern, or rhythm, to other art forms

Title of Music: \_\_\_\_\_

Title of Visual Art: \_\_\_\_\_

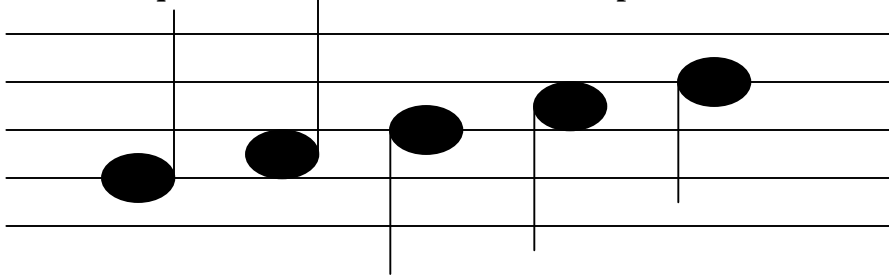
Compare the Music & Visual Art. Circle one answer for each number:

<p>Music</p> <ol style="list-style-type: none"> <li>1. Texture <ol style="list-style-type: none"> <li>d. The texture is thin.</li> <li>e. The texture is medium.</li> <li>f. The texture is thick.</li> </ol> </li> <li>2. Color <ol style="list-style-type: none"> <li>a. There is little color.</li> <li>b. There are a few colors.</li> <li>c. There are many colors.</li> </ol> </li> <li>3. Line <ol style="list-style-type: none"> <li>a. I hear short lines. (staccato)</li> <li>b. I hear long lines. (legato)</li> <li>c. I hear short and long lines.</li> </ol> </li> <li>4. Dynamics <ol style="list-style-type: none"> <li>a. The music is soft.</li> <li>b. The music is moderately loud.</li> <li>c. The music is loud.</li> </ol> </li> <li>5. Form <ol style="list-style-type: none"> <li>a. There are no repeating patterns.</li> <li>b. There are a few repeating patterns.</li> <li>c. There are many repeating patterns.</li> </ol> </li> </ol>
--

<p>Visual Art</p> <ol style="list-style-type: none"> <li>1. Texture <ol style="list-style-type: none"> <li>d. The texture is thin.</li> <li>e. The texture is medium.</li> <li>f. The texture is thick.</li> </ol> </li> <li>2. Color <ol style="list-style-type: none"> <li>a. There is little color.</li> <li>b. There are a few colors.</li> <li>c. There are many colors.</li> </ol> </li> <li>3. Line <ol style="list-style-type: none"> <li>a. I see short lines.</li> <li>b. I see long lines.</li> <li>c. I see short and long lines.</li> </ol> </li> <li>4. Dynamics <ol style="list-style-type: none"> <li>a. The visual art is soft.</li> <li>b. The visual art is moderately loud.</li> <li>c. The visual art is loud.</li> </ol> </li> <li>5. Form <ol style="list-style-type: none"> <li>a. There are no repeating patterns.</li> <li>b. There are a few repeating patterns.</li> <li>c. There are many repeating patterns.</li> </ol> </li> </ol>
---

<b>Topic</b>		How the Arts are Organized	
<b>Benchmark FA.3.2.7</b>		Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff	
<b>Sample Performance Assessment (SPA)</b>		The student: Creates a short rhythmic and melodic phrase using two to four measure phrases and five different pitches on a staff.	
<b>Rubric</b>			
<b>Advanced (-0-1)</b>	<b>Proficient (-2-3)</b>	<b>Partially Proficient (-4-5)</b>	<b>Novice (-6-8)</b>
Create creative short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff, with phrases and pitches clearly identifiable	Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff, with most phrases and pitches clearly identifiable	Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff, with a few of the phrases and pitches not identifiable	Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff, with most of the phrases and pitches not identifiable

**Create your own composition on the staff below using five different pitches on the staff. Use quarter notes. Choose from these pitches:**



G      A      B      C      D

Write 4 quarter notes in each measure (box). Be sure to use G, A, B, C, & D at least once.


<b>Topic</b>		How the Arts Communicate	
<b>Benchmark FA.3.2.8</b>		Use specific musical terms to respond to elements of a musical performance	
<b>Sample Performance Assessment (SPA)</b>		The student: Responds to a musical performance using specific musical terms [e.g., dynamics (loud, soft), rhythm (short, long), tempo (fast, slow), and pitch (high, low)].	
<b>Rubric</b>			
<b>Advanced (+5)</b>	<b>Proficient (+4)</b>	<b>Partially Proficient (+3)</b>	<b>Novice (+0-2)</b>
Use a wide variety of specific musical terms to respond to three distinct, appealing elements of a musical performance, based on the expressive qualities of the music rather than extramusical associations	Use a variety of specific musical terms to respond to two elements of a musical performance, based on the expressive qualities of the music rather than extramusical associations	Use a few specific musical terms to respond to one element of a musical performance, based on the expressive qualities of the music rather than on extramusical associations	Use one or two specific musical terms to respond to one element of a musical performance, based on the expressive qualities of the music rather than on extramusical associations

TITLE OF THE LISTENING PIECE: \_\_\_\_\_

Circle to describe what you hear.

<p><b>1. Dynamics (Loudness). The music is: (circle all that apply)</b></p> <ul style="list-style-type: none"> <li>• Soft (piano)</li> <li>• Medium (mezzo)</li> <li>• Loud (forte)</li> </ul>
<p><b>2. Tempo (Speed). The music has this tempo: (circle all that apply)</b></p> <ul style="list-style-type: none"> <li>• Slow (Andante)</li> <li>• Moderato (Medium)</li> <li>• Fast (Allegro)</li> </ul>
<p><b>3. Timbre. Name the instrument families you hear: (circle all that apply)</b></p> <ul style="list-style-type: none"> <li>• Strings (Violin, viola, cello, bass, guitar, harp, etc.)</li> <li>• Woodwinds (Flute, clarinet, oboe, bassoon, saxophone, etc.)</li> <li>• Brass (Trumpet, French Horn, Trombone, Tuba)</li> <li>• Percussion (Drums, Xylophone, cymbals, woodblock, tambourine, etc.)</li> <li>• Voice (Female, male, child, chorus)</li> </ul>
<p><b>4. Pitch. Circle the types of pitches you hear: (circle all that apply)</b></p> <ul style="list-style-type: none"> <li>• High</li> <li>• Middle</li> <li>• Low</li> </ul>
<p><b>5. Rhythm. Circle the types of rhythms you hear: (circle all that apply)</b></p> <ul style="list-style-type: none"> <li>• Staccato (Short &amp; Separated)</li> <li>• Legato (Long &amp; smooth)</li> <li>• Slurred (Connected)</li> </ul>



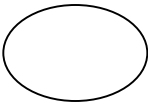




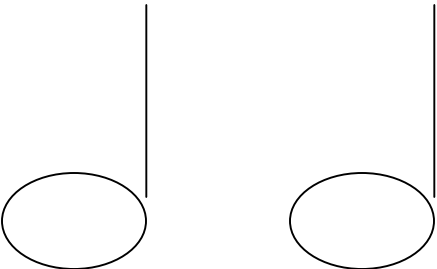


**THE MUSIC FACTORY LIVE 3-4**  
**GRADE 3 RHYTHM FLASHCARDS**

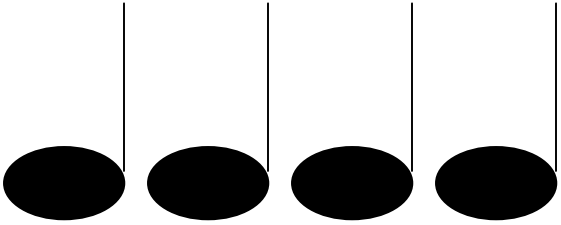
Rhythm Flashcard 1



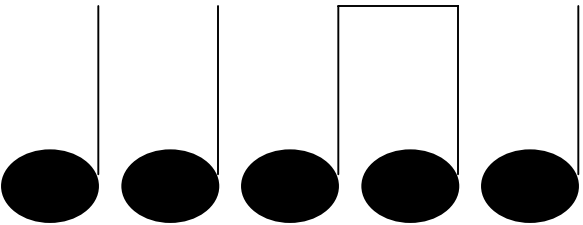
Rhythm Flashcard 2



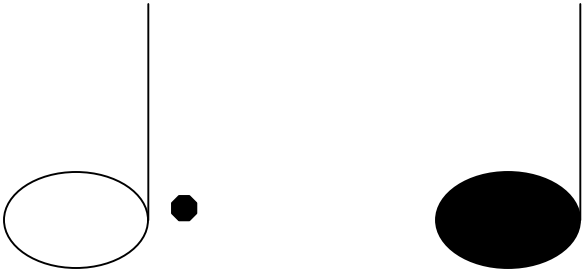
Rhythm Flashcard 3



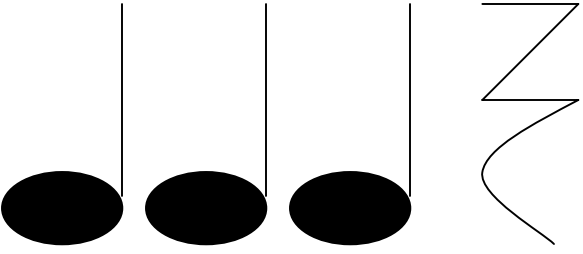
Rhythm Flashcard 4



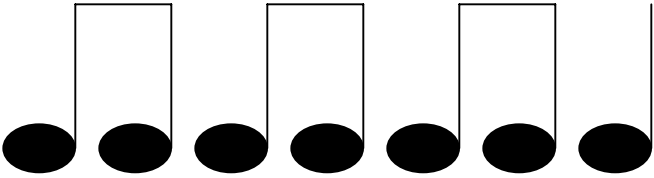
Rhythm Flashcard 5



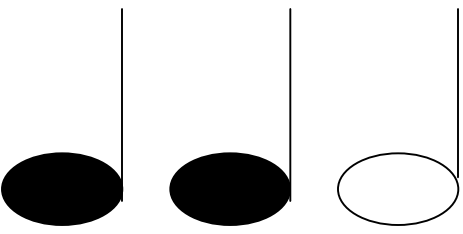
Rhythm Flashcard 6



Rhythm Flashcard 7



Rhythm Flashcard 8



# THE MUSIC FACTORY LIVE 3-4

## POSTTEST ASSESSMENT PART I: GRADE 3

### STUDENT WORKSHEET

Student's Name: \_\_\_\_\_  
First Last

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

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Please submit the student worksheets along with the teacher worksheet for the Posttest Assessment.

<b>Topic</b>		How the Arts are Organized	
<b>Benchmark FA.3.2.2</b>		Read the notes of a "C" major scale on a staff	
<b>Sample Performance Assessment (SPA)</b>		The student: Reads the notes of a "C" major scale.	
<b>Rubric</b>			
<b>Advanced (+7-8)</b>	<b>Proficient (+5-6)</b>	<b>Partially Proficient (+3-4)</b>	<b>Novice (+0-2)</b>
Read the notes of a "C" major scale on a staff, with ease and accuracy	Read the notes of a "C" major scale on a staff, with minimal difficulty and no significant errors	Read the notes of a "C" major scale on a staff, with difficulty and/or a few significant errors	Read the notes of a "C" major scale on a staff, with great difficulty and/or many significant errors

**Assessment Task:** Label the notes of the C Major scale below on the treble clef staff. Use the letters A, B, C, D, E, F, G.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_

<b>Topic</b>		How the Arts are Organized	
<b>Benchmark FA.3.2.3</b>		Identify simple musical forms and melodic or rhythmic ostinato (repeated) pattern	
<b>Sample Performance Assessment (SPA)</b>		The student: Identifies musical forms such as AB, ABA, AABA, AABB, and round, and sings or plays a melodic or rhythmic ostinato (repeated) pattern.	
<b>Rubric</b>			
<b>Advanced (+5)</b>	<b>Proficient (+3-4)</b>	<b>Partially Proficient (+2)</b>	<b>Novice (+0-1)</b>
Identify a variety of simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with accuracy	Identify a variety of simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with no significant errors	Identify a few simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with a few significant and/or many minor errors	Identify one or two simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with a few significant and/or many minor errors

**Musical Forms:**

AB (Binary)

ABA (Ternary)

ABACA (Rondo)

Ostinato (Repeating Pattern)

**Listen to the following selections. Name the type of musical form played.**

1. \_\_\_\_\_

2. \_\_\_\_\_





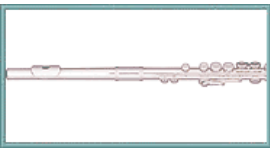



3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

<b>Topic</b>		How the Arts are Organized	
<b>Benchmark FA.3.2.4</b>		Identify the basic instruments of the orchestra by sight, sound, and category (e.g., brass, woodwind, percussion, strings)	
<b>Sample Performance Assessment (SPA)</b>		The student: Identifies an instrument or category by sight or sound.	
<b>Rubric</b>			
<b>Advanced (+7-8)</b>	<b>Proficient (+5-6)</b>	<b>Partially Proficient (+3-4)</b>	<b>Novice (+0-2)</b>
Identify the basic instruments of the orchestra by sight, sound, and category, with accuracy, i.e., when errors occur, they tend to occur with instruments that are distinctly similar in timbre and range	Identify the basic instruments of the orchestra by sight, sound, and category, with no significant errors, i.e., when errors occur, they occur with instruments that belong to the same families	Identify the basic instruments of the orchestra by sight, sound, and category, with a few significant and/or many minor errors, i.e., when errors occur, they occur with instruments or voices that belong to different families	Identify the basic instruments of the orchestra by sight, sound, and category, with many significant errors, i.e., when errors occur, they occur with instruments or voices that belong to different families

Identify the name and family of each instrument below. See the list below.

<p>1.</p>  <p>Harps, p. 984.</p> <p>Name: _____</p> <p>Family: _____</p>	<p>2.</p>  <p>Name: _____</p> <p>Family: _____</p>	<p>3.</p>  <p>Name: _____</p> <p>Family: _____</p>	<p>4.</p>  <p>Name: _____</p> <p>Family: _____</p>
<p>5.</p>  <p>Name: _____</p> <p>Family: _____</p>	<p>6.</p>  <p>Name: _____</p> <p>Family: _____</p>	<p>7.</p>  <p>Name: _____</p> <p>Family: _____</p>	<p>8.</p>  <p>Name: _____</p> <p>Family: _____</p>

(You may write the letters in the blanks above.)

Family Names:

- A. Brass
- B. Percussion
- C. String
- D. Woodwind

Instrument Names:

- A. Clarinet
- B. Flute
- C. Harp
- D. Timpani
- E. Trombone
- F. Trumpet
- G. Violin
- H. Xylophone

<b>Topic</b>		How the Arts are Organized	
<b>Benchmark FA.3.2.6</b>		Compare elements of music, such as form, pattern, or rhythm, to other art forms	
<b>Sample Performance Assessment (SPA)</b>		The student: Compares common elements such as form, pattern, or rhythm while studying a painting or a dance and listening to a musical piece.	
<b>Rubric</b>			
<b>Advanced (+5)</b>	<b>Proficient (+4)</b>	<b>Partially Proficient (+3)</b>	<b>Novice (+0-2)</b>
Compare an extensive variety of elements, such as form, pattern, or rhythm, to other art forms	Compare a variety of elements, such as form, pattern, or rhythm, to other art forms	Compare a few elements, such as form, pattern, or rhythm, to other art forms	Compare one or two elements, such as form, pattern, or rhythm, to other art forms

Title of Music: \_\_\_\_\_

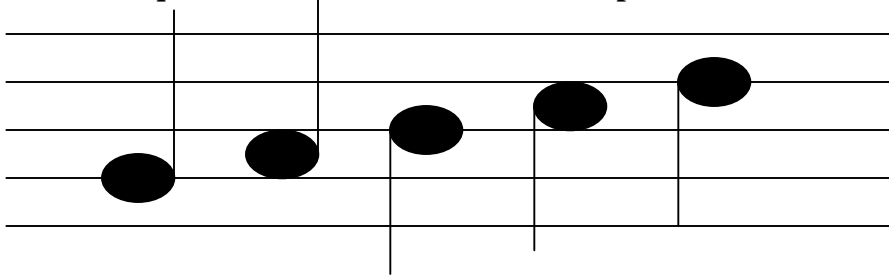
Title of Visual Art: \_\_\_\_\_

Compare the Music & Visual Art. Circle one answer for each number:

<p>Music</p> <ol style="list-style-type: none"> <li>1. Texture             <ol style="list-style-type: none"> <li>a. The texture is thin.</li> <li>b. The texture is medium.</li> <li>c. The texture is thick.</li> </ol> </li> <li>2. Color             <ol style="list-style-type: none"> <li>a. There is little color.</li> <li>b. There are a few colors.</li> <li>c. There are many colors.</li> </ol> </li> <li>3. Line             <ol style="list-style-type: none"> <li>a. I hear short lines.</li> <li>b. I hear long lines.</li> <li>c. I hear short and long lines.</li> </ol> </li> <li>4. Dynamics             <ol style="list-style-type: none"> <li>a. The music is soft.</li> <li>b. The music is moderately loud.</li> <li>c. The music is loud.</li> </ol> </li> <li>5. Form             <ol style="list-style-type: none"> <li>a. There are no repeating patterns.</li> <li>b. There are a few repeating patterns.</li> <li>c. There are many repeating patterns.</li> </ol> </li> </ol>	<p>Visual Art</p> <ol style="list-style-type: none"> <li>1. Texture             <ol style="list-style-type: none"> <li>a. The texture is thin.</li> <li>b. The texture is medium.</li> <li>c. The texture is thick.</li> </ol> </li> <li>2. Color             <ol style="list-style-type: none"> <li>a. There is little color.</li> <li>b. There are a few colors.</li> <li>c. There are many colors.</li> </ol> </li> <li>3. Line             <ol style="list-style-type: none"> <li>a. I see short lines.</li> <li>b. I see long lines.</li> <li>c. I see short and long lines.</li> </ol> </li> <li>4. Dynamics             <ol style="list-style-type: none"> <li>a. The visual art is soft.</li> <li>b. The visual art is moderately loud.</li> <li>c. The visual art is loud.</li> </ol> </li> <li>5. Form             <ol style="list-style-type: none"> <li>a. There are no repeating patterns.</li> <li>b. There are a few repeating patterns.</li> <li>c. There are many repeating patterns.</li> </ol> </li> </ol>
--	---

<b>Topic</b>		How the Arts are Organized	
<b>Benchmark FA.3.2.7</b>		Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff	
<b>Sample Performance Assessment (SPA)</b>		The student: Creates a short rhythmic and melodic phrase using two to four measure phrases and five different pitches on a staff.	
<b>Rubric</b>			
<b>Advanced (-0-1)</b>	<b>Proficient (-2-3)</b>	<b>Partially Proficient (-4-5)</b>	<b>Novice (-6-8)</b>
Create creative short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff, with phrases and pitches clearly identifiable	Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff, with most phrases and pitches clearly identifiable	Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff, with a few of the phrases and pitches not identifiable	Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff, with most of the phrases and pitches not identifiable

**Create your own composition on the staff below using five different pitches on the staff. Use quarter notes. Choose from these pitches:**



G            A            B            C            D

Write 4 quarter notes in each measure (box). Be sure to use G, A, B, C, & D at least once.


<b>Topic</b>		How the Arts Communicate	
<b>Benchmark FA.3.2.8</b>		Use specific musical terms to respond to elements of a musical performance	
<b>Sample Performance Assessment (SPA)</b>		The student: Responds to a musical performance using specific musical terms [e.g., dynamics (loud, soft), rhythm (short, long), tempo (fast, slow), and pitch (high, low)].	
<b>Rubric</b>			
<b>Advanced (+5)</b>	<b>Proficient (+4)</b>	<b>Partially Proficient (+3)</b>	<b>Novice (+0-2)</b>
Use a wide variety of specific musical terms to respond to three distinct, appealing elements of a musical performance, based on the expressive qualities of the music rather than extramusical associations	Use a variety of specific musical terms to respond to two elements of a musical performance, based on the expressive qualities of the music rather than extramusical associations	Use a few specific musical terms to respond to one element of a musical performance, based on the expressive qualities of the music rather than on extramusical associations	Use one or two specific musical terms to respond to one element of a musical performance, based on the expressive qualities of the music rather than on extramusical associations

TITLE OF THE LISTENING PIECE: \_\_\_\_\_

Circle to describe what you hear.

<p><b>1. Dynamics (Loudness). The music is: (circle all that apply)</b></p> <ul style="list-style-type: none"> <li>a. Soft (piano)</li> <li>b. Medium (mezzo)</li> <li>c. Loud (forte)</li> </ul>
<p><b>2. Tempo (Speed). The music has this tempo: (circle all that apply)</b></p> <ul style="list-style-type: none"> <li>a. Slow (Andante)</li> <li>b. Moderato (Medium)</li> <li>c. Fast (Allegro)</li> </ul>
<p><b>3. Timbre. Name the instrument families you hear: (circle all that apply)</b></p> <ul style="list-style-type: none"> <li>a. Strings (Violin, viola, cello, bass, guitar, harp, etc.)</li> <li>b. Woodwinds (Flute, clarinet, oboe, bassoon, saxophone, etc.)</li> <li>c. Brass (Trumpet, French Horn, Trombone, Tuba)</li> <li>d. Percussion (Drums, Xylophone, cymbals, woodblock, tambourine, etc.)</li> <li>e. Voice (Female, male, child, chorus)</li> </ul>
<p><b>4. Pitch. Circle the types of pitches you hear: (circle all that apply)</b></p> <ul style="list-style-type: none"> <li>a. High</li> <li>b. Middle</li> <li>c. Low</li> </ul>
<p><b>5. Rhythm. Circle the types of rhythms you hear: (circle all that apply)</b></p> <ul style="list-style-type: none"> <li>a. Staccato (Short &amp; Separated)</li> <li>b. Legato (Long &amp; smooth)</li> <li>c. Slurred (Connected)</li> </ul>



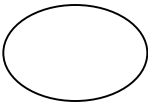




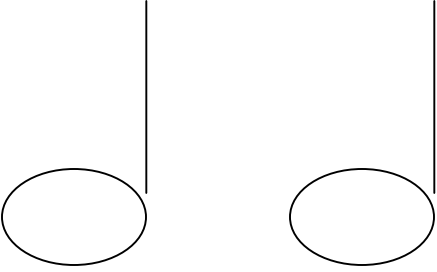


**THE MUSIC FACTORY LIVE 3-4**  
**GRADE 3 RHYTHM FLASHCARDS**

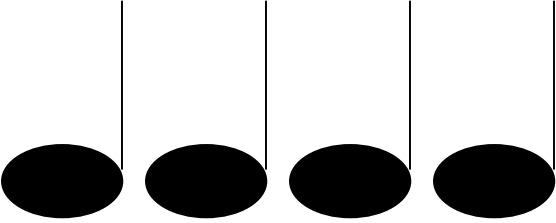
Rhythm Flashcard 1



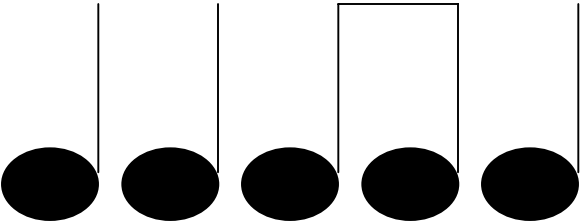
Rhythm Flashcard 2



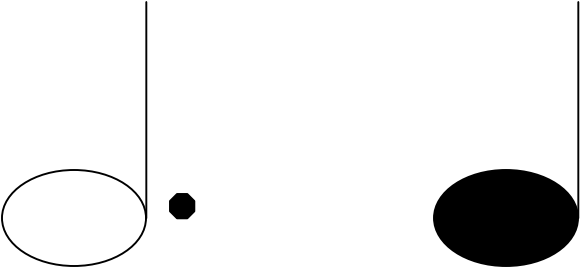
Rhythm Flashcard 3



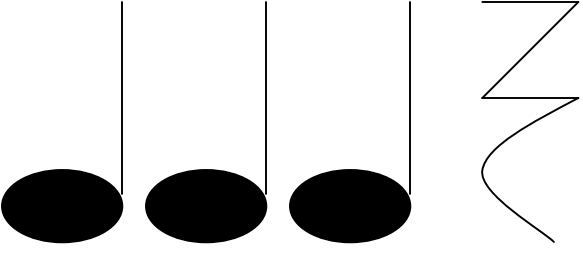
Rhythm Flashcard 4



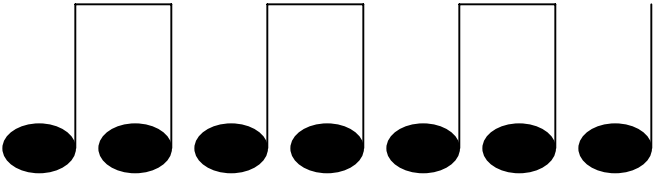
Rhythm Flashcard 5



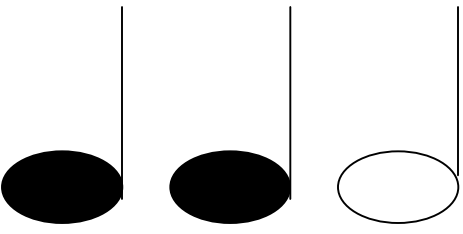
Rhythm Flashcard 6



Rhythm Flashcard 7



Rhythm Flashcard 8



# THE MUSIC FACTORY LIVE 3-4 PRETEST ASSESSMENT PART II: GRADE 4 STUDENT WORKSHEET

Student's Name: \_\_\_\_\_  
First Last

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

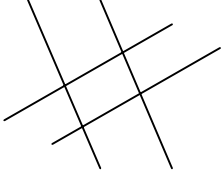



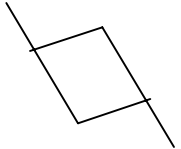

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Please submit the student worksheets along with the teacher worksheet for the Pretest Assessment.

<b>Topic</b>		How the Arts are Organized	
<b>Benchmark FA.4.2.1</b>		Read simple staff notation (e.g., key signature, time signature, clef)	
<b>Sample Performance Assessment (SPA)</b>		The student: Identifies the number of beats per measure and key signature in a musical piece.	
<b>Rubric</b>			
<b>Advanced (+9-10)</b>	<b>Proficient (+6-8)</b>	<b>Partially Proficient (+3-5)</b>	<b>Novice (+0-2)</b>
Read simple staff notation, with ease and accuracy	Read simple staff notation, with minimal difficulty and no significant errors	Read simple staff notation, with difficulty and/or a few significant errors	Read simple staff notation, with great difficulty and/or many significant errors

**Assessment Task:** Label each part of the parts of the staff below. Choose from:

1. Key Signature
2. Time Signature
3. Clef

<p>1. _____</p> 	<p>2. _____</p> 
<p>3. _____</p> 	<p>4. _____</p> <p>3 4</p>
<p>5. _____</p> <p>6 8</p>	<p>6. _____</p> 
<p>7. _____</p> <p>2 4</p>	<p>8. _____</p> 
<p>9. _____</p> 	<p>10. _____</p> <p>4 4</p>

<b>Topic</b>		How the Arts are Organized	
<b>Benchmark FA.4.2.4</b>		Identify musical forms (e.g., rondos), theme, and variations	
<b>Sample Performance Assessment (SPA)</b>		The student: Describes musical forms such as rondo (ABACA coda).	
<b>Rubric</b>			
<b>Advanced (+9-10)</b>	<b>Proficient (+6-8)</b>	<b>Partially Proficient (+3-5)</b>	<b>Novice (+0-2)</b>
Identify musical forms, theme, and variations, with accuracy	Identify musical forms, theme, and variations, with no significant errors	Identify musical forms, theme, and variations, with accuracy	Identify musical forms, theme, and variations, with significant errors

**Musical Forms:**

AB (Binary)

ABA (Ternary)

ABACA (Rondo)

THEME AND VARIATIONS

**Listen to the following selections. Name the type of musical form played.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

<b>Topic</b>		How the Arts Communicate	
<b>Benchmark FA.4.2.5</b>		Develop criteria used to analyze a musical performance	
<b>Sample Performance Assessment (SPA)</b>		The student: Participates in creating a class rubric with which to analyze a musical performance.	
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Develop criteria used to analyze a musical performance, including references to how good technically the performance was, how musical it was, at least one other valid criterion, and consistently using the equivalent musical terminology rather than general vocabulary terms	Develop criteria used to analyze a musical performance, including references to how good technically the performance was, how musical it was, and usually using the equivalent musical terminology more often than general vocabulary terms	Develop criteria used to analyze a musical performance, including references to how good technically the performance was, or how musical it was, and using the equivalent musical terminology about as often as general vocabulary terms	Develop criteria used to analyze a musical performance, with few references to how good technically the performance was, or how musical it was, is coherent but incomplete, and uses general vocabulary more often than the equivalent musical terminology

**Assessment Task:** Develop criteria to analyze a musical performance. You should include technical criteria, musical criteria, and one other valid criterion using musical terminology and not every day language as much as possible. Include at least 4 different criteria in your rubrics.

**Select from this list the correct criteria (not all of these are correct—you must choose):** Pitch, Rhythm, Tone Quality, Phrasing, Technique, Expression, How nice the instrument looks, Tempo, Intonation, What the performer is wearing, Articulation, The age of the performer, The clothes of the performer, Music Stand, Time of the Day, Beat, Blend, Style, Diction, Breath Control, highness and lowness of notes, How the beats sound, The sound of the instrument, How smooth the notes sound, How it makes me feel, or other.

**Write your Criteria here:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

<b>Topic</b>		How the Arts Shape and Reflect Culture	
<b>Benchmark FA.4.2.6</b>		Compare and contrast musical styles from two or more cultures	
<b>Sample Performance Assessment (SPA)</b>		The student: Compares Hawaiian music to music from one or more cultures.	
<b>Rubric</b>			
<b>Advanced (+7-8)</b>	<b>Proficient (+5-6)</b>	<b>Partially Proficient (+3-4)</b>	<b>Novice (+0-2)</b>
Compare and contrast musical styles from two or more cultures, in great detail	Compare and contrast musical styles from two or more cultures, in detail	Compare and contrast musical styles from two or more cultures, in some detail	Compare and contrast musical styles from two or more cultures, in minimal detail

**Assessment Task:** Compare and contrast the two different examples of musical styles from two different cultures that the teacher will play. Compare the following areas: Texture, Meter, Tempo, & Instrumentation.

Compare the Music from two different cultures. Circle your choices for each criteria (as many as applies if more than one occurs):

Culture #1: \_\_\_\_\_

1. Texture
  - Thin
  - Medium
  - Thick
2. Rhythm Style
  - Staccato (short & separated)
  - Legato (long & smooth)
  - Slurred (connected)
3. Tempo
  - Andante (slow speed)
  - Moderato (medium speed)
  - Allegro (fast speed)
4. Dynamics
  - Soft
  - Moderate
  - Loud
5. Instrumentation
  - Strings
  - Woodwinds
  - Brass
  - Percussion
  - Voice
  - Electronic

Culture #2: \_\_\_\_\_

1. Texture
  - Thin
  - Medium
  - Thick
2. Rhythm Style
  - Staccato (short & separated)
  - Legato (long & smooth)
  - Slurred (connected)
3. Tempo
  - Andante (slow speed)
  - Moderato (medium speed)
  - Allegro (fast speed)
4. Dynamics
  - Soft
  - Moderate
  - Loud
5. Instrumentation
  - Strings
  - Woodwinds
  - Brass
  - Percussion
  - Voice
  - Electronic





# GRADE 4 RHYTHM FLASHCARDS

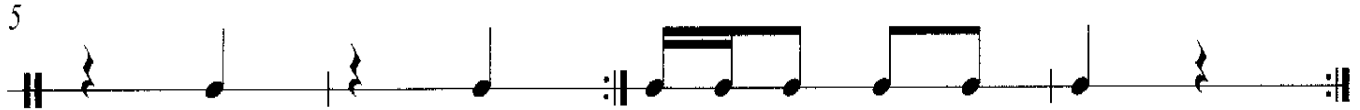
Rhythm Flashcard 1

Rhythm Flashcard 2



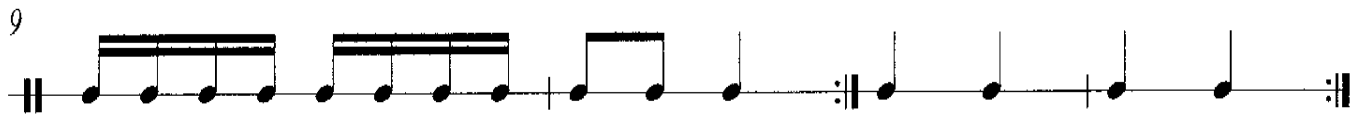
Rhythm Flashcard 3

Rhythm Flashcard 4



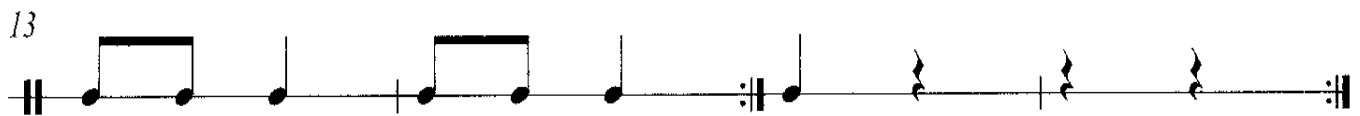
Rhythm Flashcard 5

Rhythm Flashcard 6



Rhythm Flashcard 7

Rhythm Flashcard 8



**THE MUSIC FACTORY LIVE 3-4  
POSTTEST ASSESSMENT PART II: GRADE 4  
STUDENT WORKSHEET**

Student's Name: \_\_\_\_\_  
First Last

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

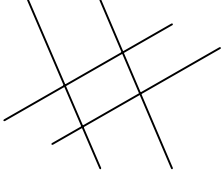



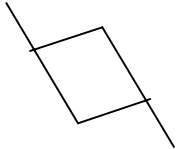

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Please submit the student worksheets along with the teacher worksheet for the Posttest Assessment.

<b>Topic</b>		How the Arts are Organized	
<b>Benchmark FA.4.2.1</b>		Read simple staff notation (e.g., key signature, time signature, clef)	
<b>Sample Performance Assessment (SPA)</b>		The student: Identifies the number of beats per measure and key signature in a musical piece.	
<b>Rubric</b>			
<b>Advanced (+9-10)</b>	<b>Proficient (+6-8)</b>	<b>Partially Proficient (+3-5)</b>	<b>Novice (+0-2)</b>
Read simple staff notation, with ease and accuracy	Read simple staff notation, with minimal difficulty and no significant errors	Read simple staff notation, with difficulty and/or a few significant errors	Read simple staff notation, with great difficulty and/or many significant errors

**Assessment Task:** Label each part of the parts of the staff below. Choose from:

1. Key Signature
2. Time Signature
3. Clef

<p>1. _____</p> 	<p>2. _____</p> 
<p>3. _____</p> 	<p>4. _____</p> <p>3 4</p>
<p>5. _____</p> <p>6 8</p>	<p>6. _____</p> 
<p>7. _____</p> <p>2 4</p>	<p>8. _____</p> 
<p>9. _____</p> 	<p>10. _____</p> <p>4 4</p>

<b>Topic</b>		How the Arts are Organized	
<b>Benchmark FA.4.2.4</b>		Identify musical forms (e.g., rondos), theme, and variations	
<b>Sample Performance Assessment (SPA)</b>		The student: Describes musical forms such as rondo (ABACA coda).	
<b>Rubric</b>			
<b>Advanced (+9-10)</b>	<b>Proficient (+6-8)</b>	<b>Partially Proficient (+3-5)</b>	<b>Novice (+0-2)</b>
Identify musical forms, theme, and variations, with accuracy	Identify musical forms, theme, and variations, with no significant errors	Identify musical forms, theme, and variations, with accuracy	Identify musical forms, theme, and variations, with significant errors

**Musical Forms:**

AB (Binary)

ABA (Ternary)

ABACA (Rondo)

THEME AND VARIATIONS

**Listen to the following selections. Name the type of musical form played.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

<b>Topic</b>		How the Arts Communicate	
<b>Benchmark FA.4.2.5</b>		Develop criteria used to analyze a musical performance	
<b>Sample Performance Assessment (SPA)</b>		The student: Participates in creating a class rubric with which to analyze a musical performance.	
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Develop criteria used to analyze a musical performance, including references to how good technically the performance was, how musical it was, at least one other valid criterion, and consistently using the equivalent musical terminology rather than general vocabulary terms	Develop criteria used to analyze a musical performance, including references to how good technically the performance was, how musical it was, and usually using the equivalent musical terminology more often than general vocabulary terms	Develop criteria used to analyze a musical performance, including references to how good technically the performance was, or how musical it was, and using the equivalent musical terminology about as often as general vocabulary terms	Develop criteria used to analyze a musical performance, with few references to how good technically the performance was, or how musical it was, is coherent but incomplete, and uses general vocabulary more often than the equivalent musical terminology

**Assessment Task:** Develop criteria to analyze a musical performance. You should include technical criteria, musical criteria, and one other valid criterion using musical terminology and not every day language as much as possible. Include at least 4 different criteria in your rubrics.

**Select from this list the correct criteria (not all of these are correct—you must choose):** Pitch, Rhythm, Tone Quality, Phrasing, Technique, Expression, How nice the instrument looks, Tempo, Intonation, What the performer is wearing, Articulation, The age of the performer, The clothes of the performer, Music Stand, Time of the Day, Beat, Blend, Style, Diction, Breath Control, highness and lowness of notes, How the beats sound, The sound of the instrument, How smooth the notes sound, How it makes me feel, or other.

**Write your Criteria here:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

<b>Topic</b>		How the Arts Shape and Reflect Culture	
<b>Benchmark FA.4.2.6</b>		Compare and contrast musical styles from two or more cultures	
<b>Sample Performance Assessment (SPA)</b>		The student: Compares Hawaiian music to music from one or more cultures.	
<b>Rubric</b>			
<b>Advanced (+7-8)</b>	<b>Proficient (+5-6)</b>	<b>Partially Proficient (+3-4)</b>	<b>Novice (+0-2)</b>
Compare and contrast musical styles from two or more cultures, in great detail	Compare and contrast musical styles from two or more cultures, in detail	Compare and contrast musical styles from two or more cultures, in some detail	Compare and contrast musical styles from two or more cultures, in minimal detail

**Assessment Task:** Compare and contrast the two different examples of musical styles from two different cultures that the teacher will play. Compare the following areas: Texture, Meter, Tempo, & Instrumentation.

Compare the Music from two different cultures. Circle your choices for each criteria (as many as applies if more than one occurs):

Culture #1: \_\_\_\_\_

1. Texture
  - Thin
  - Medium
  - Thick
2. Rhythm Style
  - Staccato (short & separated)
  - Legato (long & smooth)
  - Slurred (connected)
3. Tempo
  - Andante (slow speed)
  - Moderato (medium speed)
  - Allegro (fast speed)
4. Dynamics
  - Soft
  - Moderate
  - Loud
5. Instrumentation
  - Strings
  - Woodwinds
  - Brass
  - Percussion
  - Voice
  - Electronic

Culture #2: \_\_\_\_\_

1. Texture
  - Thin
  - Medium
  - Thick
2. Rhythm Style
  - Staccato (short & separated)
  - Legato (long & smooth)
  - Slurred (connected)
3. Tempo
  - Andante (slow speed)
  - Moderato (medium speed)
  - Allegro (fast speed)
4. Dynamics
  - Soft
  - Moderate
  - Loud
5. Instrumentation
  - Strings
  - Woodwinds
  - Brass
  - Percussion
  - Voice
  - Electronic





# GRADE 4 RHYTHM FLASHCARDS

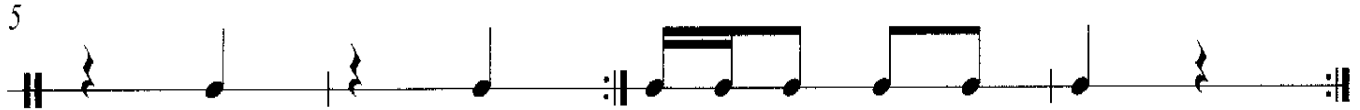
Rhythm Flashcard 1

Rhythm Flashcard 2



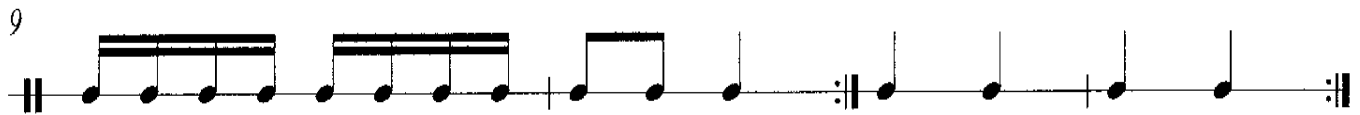
Rhythm Flashcard 3

Rhythm Flashcard 4



Rhythm Flashcard 5

Rhythm Flashcard 6



Rhythm Flashcard 7

Rhythm Flashcard 8

