

Student Assessment Page 1

Bell Activity:

In this formative assessment, the teacher uses a checklist while observing each student's performance as follows:

1. Proper playing technique (good sound quality, use of wrist instead of arm, proper grip of mallet)
2. Excellent execution of notes(no more than 2 notes missed per song.)
3. Knowledge of where the beat is in order not to speed up or slow down. The student should focus on maintaining the steady beat while listening to one or more of the following the teacher will select:
 - A. A selection of a touch and play rhythm on a electronic keyboard
 - B. A standard metronome for reference.

Recorder Activity:

In this formative assessment, the teacher uses a checklist while observing each student's performance as follows:

1. Proper playing technique (good sound quality, embouchure, posture, placement of fingers.)
2. Excellent execution of notes(no more than 2 notes missed per song.)
3. Knowledge of where the beat is in order not to speed up or slow down. The student should focus on maintaining the steady beat while listening to one or more of the following the teacher will select:
 - A. A selection of a touch and play rhythm on a electronic keyboard
 - B. A standard metronome for reference.

Student Assessment Page 2

Percussion Activity:

In this formative assessment, the teacher uses a checklist while observing each student's performance as follows:

1. Proper instrument technique (good sound quality, use of wrist instead of arm, proper grip of instrument/mallet)
2. Excellent execution of notes(no more than 2 notes missed per song.)
3. Can emulate the teacher's rhythms.
4. Knowledge of where the beat is in order not to speed up or slow down. The student should focus on maintaining the steady beat while listening to one or more of the following the teacher will select:
 - A. A selection of a touch and play rhythm on a electronic keyboard
 - B. A standard metronome for reference.

These activities may be repeated on another day for reinforcement. Those students needing any further assistance in any of these activities will receive further reinforcement through repetition, peer groups, and/or teacher assistance privately.

Row, Row, Row Your Boat

(Duple Feel) Melodic Version

Cmaj

4/4

C C C D E | E D E F G | C C G G E E C C

Gmaj Cmaj

4/4

G F E D C

Note: Start on middle C (C4)
 ↑
 C = High C or (C5)

Row, Row, Row Your Boat
 (Duple Feel) Rhythmic Version

4/4 | x x x x x 3 | x x x x x 3 | x x x x x x x x |

4/4 | 1 1 1+ 1 1+ | 1+ 1+ 1 1+ | 1+ 1+ 1+ 1+ |

4/4 | x x x x x 3 | :||

4/4 | 1+ 1+ 1 1+ |

Note: Quarter note rests should be counted with a soft whispering voice.