

DDSD Kindergarten Elements Assessment Faeries and Giants

Objective:

Students will demonstrate the ability to distinguish between high and low sounds.

Process:

1. Have students listen to the instrumental piece Faeries and Giants and identify the high and low sections.
2. While sitting, have the students image the faeries and giants as they hear each section; crouching low for the giants and putting hand in the air for faeries.
3. Then have students find a place in the room for their bodies. Assign movements (ex: tip toes for faeries, low and slow movements for giants) for each section and perform first guided by the teacher and then independently.
4. Visually assess individual students as the group participates in this activity.

This procedure is stretched over at least two class sessions.

DDSD FIRST GRADE ELEMENTS ASSESSMENT
Royal March of the Lions from
Carnival of the Animals by Saint-Saens

Objective:

Students will demonstrate aural recognition of the contrasting nature of the AB form.

Process:

1. Discuss and demonstrate AB form in a variety of contexts.
2. After discussing AB form with students and singing songs in AB form, tell them you will play a piece of music that has two contrasting parts. One section of the music is a Royal March. Talk about the way a king or queen might walk (standing tall, walking slowly). Then talk about how a lion might roar (loud, starting low in pitch, going higher then going lower).
3. Explain to the students that a composer wrote a piece of music called "Royal March of the Lions." Since the lion is called the king of the animals, imagine a lion walking around and then roaring. Tell students that one part of the music is like the roaring of lions and when they hear it, they should show they're roaring without making a sound.
4. The other part of the music is the lions marching in their royal parade. Have students march like kings/queens when they hear that part of the music. Play the recording of Saint-Saens' "Royal March of the Lions" from Carnival of the Animals.
5. Visually assess individual students' response to the AB form as the group participates in this activity.

DDSD SECOND GRADE ELEMENTS ASSESSMENT

Bourree from Royal Fireworks by Handel

Objective:

Students will demonstrate aural recognition of the dynamics forte and piano.

Process:

1. After discussing the meanings of forte and piano (loud and soft), and practicing recognizing these contrasting changes in music, tell students that they will show you how well they can recognize forte (loud) and piano (soft) in a piece of music.

2. Play the recording of Bourree from Royal Fireworks Music by Handel and have students identify the forte sections and the piano sections. To observe student responses to the dynamic changes, use any of the following methods or one of your own choosing:

1. Give students two cards, one with piano/soft printed on it and one with forte/loud printed on it. Have students hold up the card that correctly identifies the dynamic they hear.
2. Ask students to put their hands up in the air for the forte/loud parts and hands on laps for the piano/soft parts.
3. Ask students to stand for the forte/loud parts and sit or even lay down for the piano/soft parts.
4. Ask students to “conduct” the dynamic changes they hear, waving their arms high and wide for forte/loud and low and close to their bodies for piano/soft.
5. Give students a classroom percussion instrument such as rhythm sticks and ask them to play along with the music, changing their playing to match the dynamic levels they hear.

Spotlight Listening Map: Gr. 1, Listening Master 17