

# O. Unit Test and Modified Unit Test

## Fourth Grade Music

### *Unit Singing Test*

Directions:

1. Sing through the treble clef lines on a 'la' syllable.
2. Be sure to follow all dynamic markings.
3. Be able to clap or sing out the rhythm in measures 11-14.
4. As you sing be sure to show proper posture and breathing.

## Jingle Bells

arr. Pat Stevens

The first system of musical notation for 'Jingle Bells' consists of two staves. The top staff is in treble clef with a 4/4 time signature. It contains five measures of music with notes on the treble clef lines. Above the staff, the chords C, C, F, and C are indicated. Below the staff, the word '3RD' is written under the first measure. The bottom staff is in bass clef and contains five measures of chords: a whole chord in the first measure, a whole rest in the second, a whole chord in the third, a whole chord in the fourth, and a whole rest in the fifth.

The second system of musical notation for 'Jingle Bells' consists of two staves. The top staff is in treble clef with a 4/4 time signature. It contains five measures of music with notes on the treble clef lines. Above the staff, the chords D, C, and C are indicated. The bottom staff is in bass clef and contains five measures of chords: a whole chord in the first, a whole chord in the second, a whole chord in the third, a whole rest in the fourth, and a whole rest in the fifth.

The third system of musical notation for 'Jingle Bells' consists of two staves. The top staff is in treble clef with a 4/4 time signature. It contains four measures of music with notes on the treble clef lines. Above the staff, the chords F, C, G7, and C are indicated. The bottom staff is in bass clef and contains four measures of chords: a whole chord in the first, a whole chord in the second, a whole chord in the third, and a whole chord in the fourth.

(Received from <http://gardenofpraise.com/key21f.htm>.)





# Fourth Grade Music

## Unit Singing Test

Directions:

1. Sing through the first two or the last two treble clef lines on a 'la' syllable.
2. Be sure to follow the *piano* (*p*) and *forte* (*f*) dynamic markings.
3. Be able to clap or sing out the rhythm in measures 1-4.
4. As you sing be sure to show proper posture and breathing.

### Jingle Bells

arr. Pat Stevens

The first system of musical notation for 'Jingle Bells' consists of two staves. The top staff is in treble clef with a 4/4 time signature. It contains five measures of music with notes and rests. Above the staff, the chords C, C, F, and C are indicated above the first, second, fourth, and fifth measures respectively. The bottom staff is in bass clef and contains five measures of accompaniment, primarily using chords and rests. A '3RD' marking is placed above the first measure of the bass staff.

The second system of musical notation for 'Jingle Bells' consists of two staves. The top staff is in treble clef with a 4/4 time signature. It contains five measures of music with notes and rests. Above the staff, the chords D, C, and C are indicated above the first, third, and fifth measures respectively. The bottom staff is in bass clef and contains five measures of accompaniment, primarily using chords and rests.

The third system of musical notation for 'Jingle Bells' consists of two staves. The top staff is in treble clef with a 4/4 time signature. It contains four measures of music with notes and rests. Above the staff, the chords F, C, G7, and C are indicated above the first, second, third, and fourth measures respectively. The bottom staff is in bass clef and contains four measures of accompaniment, primarily using chords and rests.

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**Modification Explanation:**

This test is modified in a couple different ways for a Learning Disabled student. This biggest modification is less work for them to do. The test consists of an oral performance and a written reflection. For the oral performance the student is given less items to think about and perform. This decreases their stress and load they have to worry about when faced with the test on test day. For example, instead of catching all of the dynamic markings, they will only have to worry about the two major markings. If it helps the student, you can also circle or color in the dynamic markings they need to focus on for this test. Also, their rhythm assessment is reduced to an easier four measures rather than four complex rhythms. I also modified the reflection. Instead of giving three reasons in their reflection, they only have to give two. I also eliminated an additional higher-level question that I gave to the other students. Giving them less to think about will hopefully eliminate their stress and give them plenty of time to answer the other questions to the best of their ability.

Other modifications can also be made on test day including moving students to the front, back, or out of the classroom. You can also give a student more time, if needed, by setting up a separate time to take the test. It could also be arranged for a student would to do the reflection portion as an oral exam.