

For each musical concept, there are several formative assessments, one corresponding rubric, and one teacher record sheet. Concepts addressed in the formative assessments include seven musical elements: rhythm and meter, form and design, dynamics, tempo, articulation, pitch, and performing. Select formative assessments also include Student Worksheets.



Using the Formative Assessments

The Formative Assessments have been designed so that each includes the following:

- Performing, responding, and creating tasks
- Solo, small-group, and whole-group work
- Varied modalities for different learning styles
- A scaffold of each musical concept to its Summative Assessment task

Please note: In order for these assessments to be formative, teachers should facilitate each task in a way that gives students both task performance feedback **and** the opportunity for revision.

Scope of Musical Concepts in the Grade 4 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
<p>Simple Meters</p> <p>C</p> <p>Syncopation</p>  <p>Compound Meters</p> <p><i>Continue to apply and develop prior knowledge, as well as distinguish between simple and compound meters.</i></p>	<p>A-B</p> <p>A-B-A</p> <p>Rondo</p> <p>Two-Part Score</p>	<p>Mezzo-Piano</p> <p><i>mp</i></p> <p>Mezzo-Forte</p> <p><i>mf</i></p>	<p>Fermata</p> 	<p><i>Continue to apply and develop prior knowledge.</i></p>	<p>Scale</p> <p>Major/Minor</p>	<p>Clear Tone</p> <p>Instrument Exploration</p>

Expressive Qualities (Dynamics)

Pianissimo *pp*

Piano *p*

Mezzo-Piano *mp*

Mezzo-Forte *mf*

Forte *f*

Fortissimo *ff*

Crescendo



Decrescendo



A	B	C	Summative Assessment
<p>Group Responding Task: Students use the Student Worksheets to review dynamic vocabulary then listen to musical excerpts and move to demonstrate <i>pianissimo</i>, <i>piano</i>, <i>mezzo-piano</i>, <i>mezzo-forte</i>, <i>forte</i>, <i>fortissimo</i>, <i>crescendo</i>, or <i>decrescendo</i>, responding when dynamic changes are heard.</p> <p>Group Responding Task: Students listen to musical excerpts and circle the corresponding dynamic for each from the Student Worksheet.</p>	<p>Solo/Group Performing Task: Students sing a known song, following given dynamic markings or signals. Teacher gives feedback and students revise their performance.</p>	<p>Solo/Group Creating and Performing Task: Students apply dynamic markings from the choices listed above into a known song and conduct accordingly. Students reflect on their choices and responses to dynamic changes.</p>	<p>Task 4 Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation Students listen to a musical excerpt and then use the Student Worksheet to select the corresponding tempo, dynamics, articulation, mode (major or minor), form, and instrumentation that they hear.</p>

Expressive Qualities (Dynamics)

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform Dynamics: <i>Pianissimo</i> <i>Piano</i> <i>Mezzo-Piano</i> <i>Mezzo-Forte</i> <i>Forte</i> <i>Fortissimo</i> <i>Crescendo</i> <i>Decrescendo</i>	Creates, responds to, or performs dynamics accurately and without hesitation.	Creates, responds to, or performs dynamics with hesitation and some inaccuracies.	Creates, responds to, or performs dynamics inaccurately most of the time, but may be accurate occasionally.	Does not create, respond to, or perform dynamics.

Class: _____ Student Name	A	B	C	Notes

Expressive Qualities

(Dynamics)

Name: _____ Date: _____ Class: _____

Look at the dynamic symbols below. Write the symbols in the correct order from softest to loudest in the spaces below the *crescendo*.

Forte | *f*

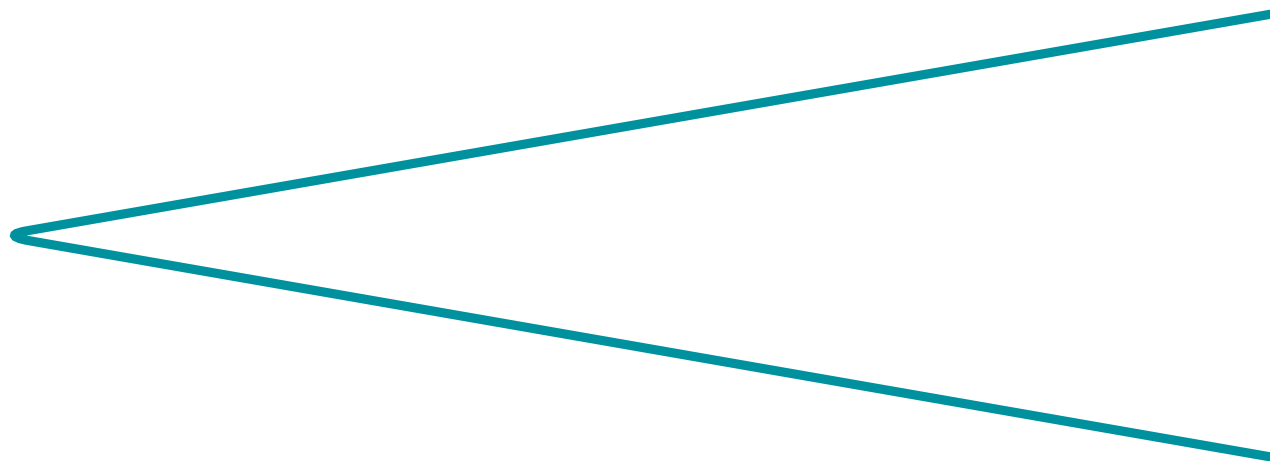
Pianissimo | *pp*

Mezzo-Forte | *mf*

Fortissimo | *ff*

Piano | *p*

Mezzo-Piano | *mp*



Expressive Qualities

(Dynamics)

Name: _____ Date: _____ Class: _____

Look at the dynamic symbols below. Write the symbols in the correct order from loudest to softest in the spaces below the *decrescendo*.

Forte | *f*

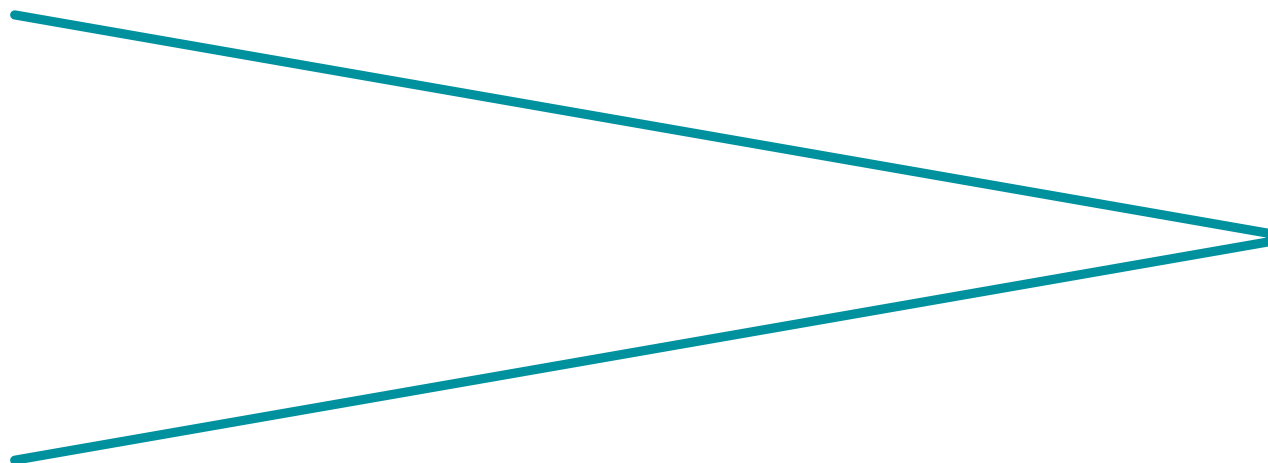
Pianissimo | *pp*

Mezzo-Forte | *mf*

Fortissimo | *ff*

Piano | *p*

Mezzo-Piano | *mp*



Expressive Qualities

(Dynamics)

Name: _____ Date: _____ Class: _____

Circle the dynamic that you hear in each musical example.

1

Pianissimo <i>pp</i>	OR	Piano <i>p</i>	OR	Mezzo-Piano <i>mp</i>	OR	Mezzo-Forte <i>mf</i>	OR	Forte <i>f</i>	OR	Fortissimo <i>ff</i>
--------------------------------	----	--------------------------	----	---------------------------------	----	---------------------------------	----	--------------------------	----	--------------------------------

Two instruments I heard were a _____ and a _____.

2

Pianissimo <i>pp</i>	OR	Piano <i>p</i>	OR	Mezzo-Piano <i>mp</i>	OR	Mezzo-Forte <i>mf</i>	OR	Forte <i>f</i>	OR	Fortissimo <i>ff</i>
--------------------------------	----	--------------------------	----	---------------------------------	----	---------------------------------	----	--------------------------	----	--------------------------------

Two instruments I heard were a _____ and a _____.

3

Pianissimo <i>pp</i>	OR	Piano <i>p</i>	OR	Mezzo-Piano <i>mp</i>	OR	Mezzo-Forte <i>mf</i>	OR	Forte <i>f</i>	OR	Fortissimo <i>ff</i>
--------------------------------	----	--------------------------	----	---------------------------------	----	---------------------------------	----	--------------------------	----	--------------------------------

Two instruments I heard were a _____ and a _____.