

**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.**


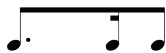


## Using the Formative Assessments

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 5 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
<p>Simple Meters</p>  <p>Compound Meters</p>  <p><i>Continue to apply and develop prior knowledge.</i></p>	<p>Theme and Variations</p> <p>Popular-Song Form</p>	<p><i>Continue to apply and develop prior knowledge.</i></p>	<p><i>Continue to apply and develop prior knowledge and explore additional chosen tempo markings.</i></p>	<p><i>Continue to apply and develop prior knowledge and explore additional chosen articulation markings.</i></p>	<p>Sharps and Flats</p>  <p>Key Signatures</p> 	<p>Performing with Dynamics</p>

## Clear Tone and Intonation

## Instrument Exploration

### Performing with Dynamics

A	B	C	Summative Assessment
<p><b>Group Performing Task:</b> Students take turns singing phrases of a known song to demonstrate dynamics and accurate intonation. Students practice being part of a musical community by engaging in group decision-making, ensemble work, and cooperative and respectful behavior.</p> <p>Students self-evaluate their progress and revise their performance.</p>	<p><b>Duet Responding and Performing Task:</b> Students demonstrate correct intonation and dynamics by singing and/or playing with a partner in unison or two-parts.</p> <p>Students choose a dynamic level at which to sing and evaluate their progress and revise their performance to reach the desired dynamics.</p>	<p><b>Solo Performing Task:</b> Students demonstrate correct intonation and dynamics by taking turns singing or playing embedded solos within a known song.</p> <p>Students self-evaluate their progress and revise their performance.</p>	<p><b>Task 1</b> <b>Sing in Tune with Dynamics</b> Students take turns singing phrases of a known song with dynamic contrast to demonstrate dynamics and accurate intonation.</p>
<p><b>Group Responding Task:</b> As a class, have students list instruments they know. Choose three different instruments and describe them in more detail (e.g., shape and size, materials used, how a sound is produced, etc.).</p>	<p><b>Solo/Group Responding Task:</b> Show students pictures of a variety of instruments and listen to an excerpt of that instrument playing solo. Have them name each instrument and describe how it functions.</p>	<p><b>Solo/Group Responding Task:</b> Play short musical excerpts that feature a range of instruments. Students write down the instruments that they hear. Then, in pairs, students share their answers and check their work.</p>	<p><b>Task 4</b> <b>Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation</b> 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>

## 5 Formative Assessment

### Teacher Worksheet

[illegible]

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

## Dynamics Experiment

1 Decide with your partner which dynamic level to sing and/or play. Write your desired dynamic symbol here: \_\_\_\_\_

### Rate Your Partner's Performance:

Draw a circle around the dynamic that you heard from your partner.

*pp* - - - - *p* - - - - *mp* - - - - *mf* - - - - *f* - - - - *ff*

### Rate Your Performance:

Draw a circle around the dynamic level that you think you performed.

*pp* - - - - *p* - - - - *mp* - - - - *mf* - - - - *f* - - - - *ff*

Compare notes. Do you agree or disagree?

If you disagree, circle the words below that match what you think you (and only you!) need to do to reach your desired dynamic level:

- I need to perform more quietly.
- I need to perform more loudly.



# Performing

2 Now try again, making the change from number 1.

**Rate Your Partner's Second Performance:**

Draw a circle around the dynamic that you heard from your partner.

*pp* - - - - *p* - - - - *mp* - - - - *mf* - - - - *f* - - - - *ff*

**Rate Your Second Performance:**

Draw a circle around the dynamic level that you think you performed.

*pp* - - - - *p* - - - - *mp* - - - - *mf* - - - - *f* - - - - *ff*

**Has the sound changed from when you first started?**

**Yes**      **OR**      **No**

