

**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.**


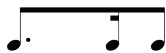

## Using the Formative Assessments

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>#    b</p> <p>Key Signatures</p> 	<p>Performing with Dynamics</p>

# Expressive Qualities (Tempo)

Accelerando Ritardando  
Andante Largo Presto

*Additional chosen tempo markings*

A	B	C	Summative Assessment
<p><b>Group Responding Task:</b> Students pat a given steady beat and watch leader for a tempo change. When the tempo changes, students use movement or conductor-based gestures to show if the beat got faster or slower.</p> <p><b>Group Responding Task:</b> Review music vocabulary for tempo. Have students listen to a musical excerpt and then complete the Student Worksheet.</p>	<p><b>Solo/Group Performing Task:</b> Students sing a known song following given tempo markings or signals.</p>	<p><b>Solo/Group Creating and Performing Task:</b> Students insert the five tempo markings into a known song and conduct, sing, or play accordingly.</p> <p><b>Optional:</b> Students provide rationale for musical choices.</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>

# Expressive Qualities (Tempo)

Rubric	<b>4 Standing Ovation</b>	<b>3 Stage Ready</b>	<b>2 Practice, Practice, Practice</b>	<b>1 Try Again</b>
Create, Respond to, or Perform Tempo: <i>Chosen tempo markings</i>	Creates, responds to, or performs tempo accurately and without hesitation.	Creates, responds to, or performs tempo with hesitation and some inaccuracies.	Creates, responds to, or performs tempo inaccurately most of the time, but may be accurate occasionally.	Does not create, respond to, or perform tempo.

Class: _____ Student Name	A	B	C	Notes

# Expressive Qualities (Tempo)

Review and practice any of the tempo vocabulary terms below, or others as desired. For assessment purposes, insert the desired terms into the blanks in the Student Worksheets in the Formative and Summative Assessments. An example has been provided for you on the following Teacher Worksheet.

Sample Music Vocabulary	Definition
<b>Accelerando</b>	Speed up
<b>Presto</b>	Very fast
<b>Largo</b>	Very slow
<b>Andante</b>	Walking speed
<b>Ritardando</b>	Slow down
<b>Meno mosso</b>	Less movement or slower
<b>Più mosso</b>	More movement or faster
<b>A tempo</b>	Return to the original tempo
<b>Rubato</b>	Freely adjust tempo for expression
<b>Vivace</b>	Lively and fast
<b>Allegro</b>	Quickly and brightly
<b>Adagio</b>	Slowly and stately
<b>Grave</b>	Slow and solemn

Add additional vocabulary as desired.

# Expressive Qualities (Tempo)

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

Draw a line to connect the words to their meanings.

## Italian Music Vocabulary

## Definitions

*Accelerando*

*Very Slow*

*Andante*

*Slow Down*

*Largo*

*Walking Speed*

*Presto*

*Speed Up*

*Ritardando*

*Very Fast*

Which word(s) describe this music?

*Adagio*

*Grave*

*Rubato*

Describe how this music makes you feel, and use music vocabulary for instruments, tempo, dynamics, or articulation to explain your answer.

This music makes me feel \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

# Expressive Qualities (Tempo)

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

Draw a line to connect the words to their meanings.

## Italian Music Vocabulary

## Definitions

Which word(s) describe this music?

Describe how this music makes you feel, and use music vocabulary for instruments, tempo, dynamics, or articulation to explain your answer.

This music makes me feel \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.