

**For each musical concept, there are three 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.**









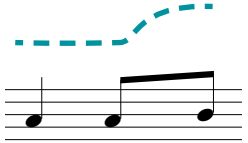

## Using the Formative Assessments

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 1 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
Rhythmic Patterns   Simple Meters 2 3 4 4 4 4	Melodic Phrases 	Forte   Piano 	Presto   Largo 	Legato   Staccato 	Contour 	Singing Voice 

# Expressive Qualities (Dynamics)

## Forte/Piano

A	B	C	Summative Assessment
<p><b>Group Responding Task:</b> Students listen to a given musical piece/excerpt and move to demonstrate <i>forte</i> or <i>piano</i>, responding when dynamic changes are heard.</p> <p><b>Group Responding Task:</b> Students listen to a musical excerpt and circle the corresponding dynamic in the graphic organizer on the Student Worksheet.</p>	<p><b>Solo/Group Performing Task:</b> Students sing a phrase of a known song, responding to the teacher's conducting and</p> <ul style="list-style-type: none"><li>• matching the given signals of <i>forte</i> or <i>piano</i>, or</li><li>• performing the opposite of the given signals.</li></ul> <p>Students then take turns leading the class as the conductor.</p> <p><b>Note:</b> Recommended signals are conductor-based gestures and/or labeled signs with musical terms and images.</p>	<p><b>Solo Creating and Performing Task:</b> Students sing the beginning of their favorite song <i>forte</i> or <i>piano</i>, while others guess and signal the dynamic.</p>	<p><b>Task 3</b> <b>Identify Dynamics, Tempo, and Articulation</b></p> <p>Students listen and move to a musical excerpt, then listen and select the corresponding dynamic, tempo, and articulation choices using the Student Worksheet.</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>Piano / Forte</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: \_\_\_\_\_

## Listening Activity

Is the music *forte* or *piano*? Circle the matching picture.

1

**Forte**



OR



**Piano**

2

**Forte**



OR



**Piano**

3

**Forte**



OR



**Piano**

4

**Forte**



OR



**Piano**

# Expressive Qualities (Dynamics)

# Forte



# Expressive Qualities (Dynamics)



# Piano