

**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 3 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
Simple Meters $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{4}{4}$ $\frac{4}{4}$    Compound Meters $\frac{6}{8}$ $\frac{8}{8}$ 	Repeat Sign   First and Second Endings 	Pianissimo <i>pp</i>  Fortissimo <i>ff</i>	Andante	<i>Continue to apply and develop prior knowledge.</i>	Steps/Leaps Notes on Treble Staff Treble/Bass Clef 	Posture Intonation

# Expressive Qualities (Dynamics)

Pianissimo *pp*

Fortissimo *ff*

Crescendo 

Decrescendo 

A	B	C	Summative Assessment
<p><b>Group Responding Task:</b> Students use the Student Worksheets to review dynamic vocabulary, then listen to musical excerpts and create movements to demonstrate <i>pianissimo</i>, <i>fortissimo</i>, <i>crescendo</i>, or <i>decrescendo</i>, responding when dynamic changes are heard.</p> <p><b>Group Responding Task:</b> Students listen to musical excerpts and circle the corresponding dynamic for each on the Student Worksheet.</p>	<p><b>Solo/Group Performing Task:</b> Students sing a known song, following given dynamic markings or signals.</p>	<p><b>Solo/Group Creating and Performing Task:</b> Students apply dynamic markings (from choices listed above) into a known song and conduct accordingly.</p> <p>Students reflect on their choices and responses to dynamic changes.</p>	<p><b>Task 4</b> <b>Identify Dynamics, Tempo, and Articulation</b> Students listen and move to musical excerpts, then use the Student Worksheet to select the corresponding dynamic, tempo, and articulation choices 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>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.

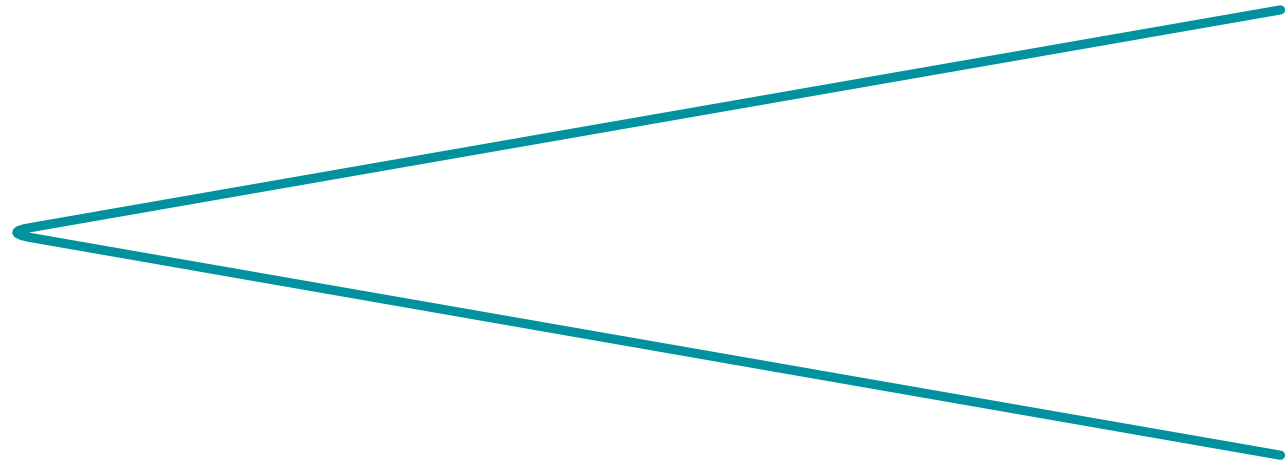
Class: _____ Student Name	A	B	C	Notes

# Expressive Qualities (Dynamics)

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

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

*f*  
*pp*  
*ff*  
*p*



\_\_\_\_\_

# Expressive Qualities (Dynamics)

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

Look at the dynamic symbols in the box to the left. Write the symbol s in the correct order from loudest to softest in the spaces below the decrescendo.

*f*  
*pp*  
*ff*  
*p*

\_\_\_\_\_

# Expressive Qualities (Dynamics)

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

Circle the expressive quality that you hear in each musical example.

1

**Pianissimo**

*pp*

OR

**Fortissimo**

*ff*

One instrument I heard was a \_\_\_\_\_.

2

**Pianissimo**

*pp*

OR

**Fortissimo**

*ff*

One instrument I heard was a \_\_\_\_\_.

3

**Pianissimo**

*pp*

OR

**Fortissimo**

*ff*

One instrument I heard was a \_\_\_\_\_.