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

<table>
<thead>
<tr>
<th>Rhythm and Meter</th>
<th>Form and Design</th>
<th>Expressive Qualities</th>
<th>Pitch</th>
<th>Performing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Meters</td>
<td>A–B</td>
<td>Dynamics</td>
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<tr>
<td></td>
<td>A–B–A</td>
<td>Mezzo-Piano</td>
<td>Scale</td>
<td>Clear Tone</td>
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<tr>
<td></td>
<td>Rondo</td>
<td>mp</td>
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<tr>
<td>Syncopation</td>
<td>Two-Part Score</td>
<td>Fermata</td>
<td>Major/Minor</td>
<td></td>
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<tr>
<td>Compound Meters</td>
<td></td>
<td>Continue to apply and develop prior knowledge.</td>
<td>Instrument Exploration</td>
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</tbody>
</table>

- Continue to apply and develop prior knowledge, as well as distinguish between simple and compound meters.
### Expressive Qualities (Dynamics)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
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</table>
| **Group Responding Task:**
Students use the Student Worksheets to review dynamic vocabulary then listen to musical excerpts and move to demonstrate *pianissimo*, *piano*, *mezzo-piano*, *mezzo-forte*, *forte*, *fortissimo*, *crescendo*, or *decrescendo*, responding when dynamic changes are heard. |
| **Solo/Group Performing Task:**
Students sing a known song, following given dynamic markings or signals. Teacher gives feedback and students revise their performance. | **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. |

#### A

- **pianissimo** (*pp*)
- **piano** (*p*)
- **mezzo-piano** (*mp*)
- **mezzo-forte** (*mf*)

#### B

- **forte** (*f*)
- **fortissimo** (*ff*)
- **crescendo**
- **decrescendo**

#### C

**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.

**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.
## Expressive Qualities (Dynamics)

### Rubric

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

### Class: ________________

<table>
<thead>
<tr>
<th>Student Name</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Notes</th>
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Look at the dynamic symbols below. Write the symbols in the correct order from softest to loudest in the spaces below the crescendo.

Name: ______________________  Date: ______________  Class: ______________

Forte | f  
Pianissimo | pp  
Mezzo-Forte | mf  
Fortissimo | ff  
Piano | p  
Mezzo-Piano | mp  

_______  _______  _______  _______  _______  _______  _______  _______
Expressive Qualities
(Dynamics)

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

Name: ___________________  Date: _______________  Class: _______________
Name: ______________________  Date: _____________  Class: ________________

Circle the dynamic that you hear in each musical example.

1. Two instruments I heard were a ______________________ and a ______________________.

2. Two instruments I heard were a ______________________ and a ______________________.

3. Two instruments I heard were a ______________________ and a ______________________.