

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

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
<p>Simple Meters</p> <p>C</p> <p>Syncopation</p>  <p>Compound Meters</p> <p><i>Continue to apply and develop prior knowledge, as well as distinguish between simple and compound meters.</i></p>	<p>A-B</p> <p>A-B-A</p> <p>Rondo</p> <p>Two-Part Score</p>	<p>Mezzo-Piano</p> <p><i>mp</i></p> <p>Mezzo-Forte</p> <p><i>mf</i></p>	<p>Fermata</p> 	<p><i>Continue to apply and develop prior knowledge.</i></p>	<p>Scale</p> <p>Major/Minor</p>	<p>Clear Tone</p> <p>Instrument Exploration</p>

Rhythm and Meter

Simple Meters $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$



Compound Meters $\frac{6}{8}$



A	B	C	Summative Assessment
Solo/Group Performing Task: Students clap, speak, or play given rhythmic patterns in 3/4, 4/4, or 6/8 meter. Students are then divided into two groups (or form pairs) and perform given rhythmic motifs in two parts, working to maintain their parts as well as a steady beat.	Group Performing Task: In pairs, students speak, clap, or play two measures of rhythm using a given two-part score.	Solo Creating and Performing Task: Students compose and perform two measures of rhythm while maintaining a steady beat.	Task 3 Sight-Read a Two-Part Score with a Partner In pairs, students sight-sing or play two measures of rhythm and two measures of melody using the two-part score on the Student Worksheet.
Group Responding Task: Students listen to melodies in simple and compound meters and identify the time signature (3/4, 4/4, or 6/8) by stepping to the steady beat and moving to the corresponding time signature posted in the classroom.	Solo/Group Responding Task: Students are given different melodic and/or rhythmic excerpts in standard notation. They then identify the time signature for each excerpt. Students compare answers in small groups and discuss how they arrived at their answers.	Group Creating and Performing Task: Students are given lyrics and divided into at least three groups. Each group is assigned a meter (3/4, 4/4, or 6/8). Each group works together to create and perform a matching rhythm for the lyrics in their given meter. A conductor for each group is optional.	Task 6 Compose a Melody with Lyrics Students identify pitches and compose a four-measure melody with lyrics using the Student Worksheet.
Solo Creating and Performing Task: Throughout the year, students take turns improvising lyrics on a given theme over four beats of a recorded piece and/or a rhythmic pattern, in simple and compound meters, demonstrating accurate phrase length, fluid rhythms, and a steady beat. Optional: Students may write down their lyrics and set them to a rhythm, matching each syllable to a sound.	Group Responding and Creating Task: Teacher performs a two-measure rhythmic pattern four times using known rhythms. Students listen and notate the rhythms they hear. Students then write lyrics to match the given rhythm. Students share rhythmic answers and lyrics in small groups, offering feedback and revising their work.	Solo Creating and Performing Task: Students are given lyrics or compose their own and then set those lyrics to rhythm. Students then exchange compositions with a partner. Partners offer feedback, composers revise their work, and then each student performs the revised composition.	Task 2 Improvise a Melody Students take turns improvising a short melodic phrase to demonstrate fluid rhythms, pitch sequence, and a steady beat in 4/4, 3/4, and/or 6/8 meters.

Rhythm and Meter

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Perform Rhythms with a Steady Beat	Performs all rhythms accurately.	Performs rhythms with some inaccuracies.	Performs rhythms inaccurately most of the time, but may be accurate occasionally.	Does not perform rhythms or is inaccurate.
Improvise Rhythms with a Steady Beat	Improvises and performs a fluid rhythm with a consistent, steady beat.	Improvises and performs a mostly fluid rhythm and maintains a steady beat, but with some inaccuracies.	Has difficulty improvising and performing a fluid rhythm and keeping the beat, but may be accurate occasionally.	Does not create fluid rhythms or maintain a steady beat.
Demonstrate Meter	Demonstrates correct meter.			Does not answer or demonstrates incorrect meter.
Composes Rhythms and Places Bar Lines	Composes rhythms and places bar lines accurately.	Composes rhythms and places bar lines with some inaccuracies.	Composes rhythms and places bar lines inaccurately most of the time, but may be accurate occasionally.	Does not compose, or all rhythms and bar lines are inaccurate.
Transcribe a Rhythm	Transcribes all rhythms accurately.	Transcribes rhythms with some inaccuracies.	Transcribes rhythms inaccurately most of the time, but may be accurate occasionally.	Does not transcribe rhythms or is inaccurate.
Add Lyrics	Rhythms and lyrics are accurately aligned.	Rhythms and lyrics mostly align, but with some inaccuracies.	Rhythms and lyrics are inaccurately aligned most of the time, but may be accurate occasionally.	Does not create lyrics or rhythm, and/or they are aligned inaccurately.

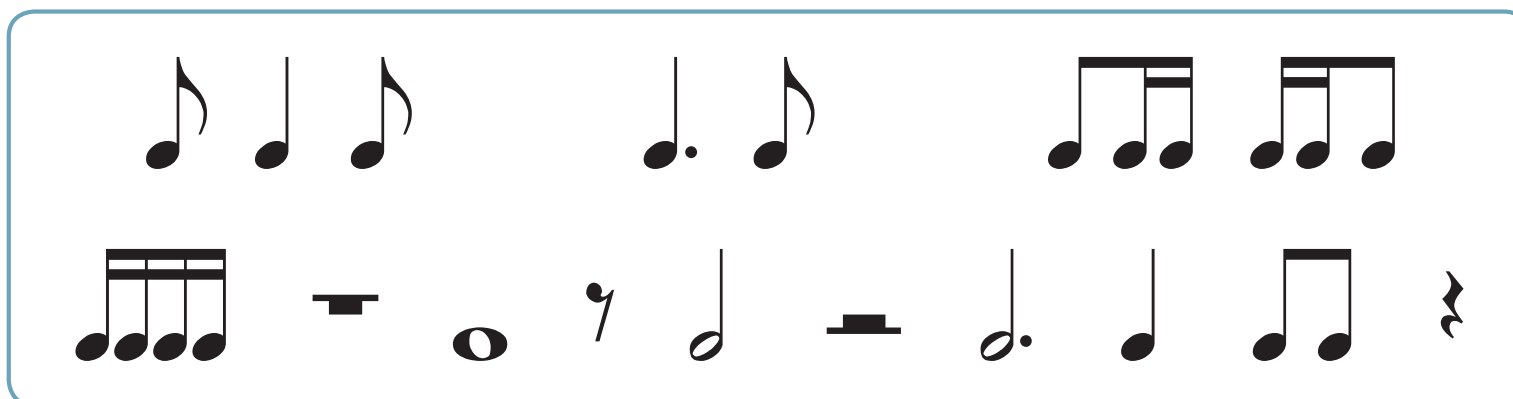
Class: _____ Student Name	A	B	C	Notes

Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose two measures in 4/4 using a variety of notes and rests from the box below.

Be sure to write in a bar line and double bar line!

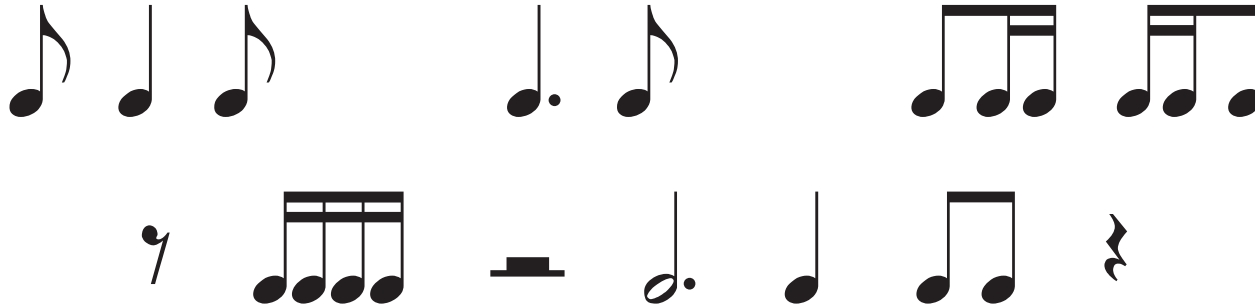


4
4

4 Formative Assessment

Student Worksheet

Be sure to write in a bar line and double bar line!



34

Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose two measures in 6/8 using a variety of notes and rests from the box below.

Be sure to write in a bar line and double bar line!



6
8

Form and Design

A–B

A–B–A

Rondo

Two-Part Score

A	B	C	Summative Assessment
<p>Group Performing Task: Students practice clapping or playing given rhythmic patterns in 3/4, 4/4, or 6/8 meter. In pairs, one student taps the steady beat while the other student claps or plays a rhythmic pattern. Students then switch parts.</p>	<p>Group Performing Task: Students practice clapping or playing given rhythmic patterns in 3/4, 4/4, or 6/8 meter. Then, in pairs, students perform different rhythmic patterns in two parts, working to maintain their part as well as a steady beat.</p>	<p>Group Performing Task: In pairs, students sight-sing or play two measures of rhythm and two measures of melody using a given two-part score. See examples on the Student Worksheet.</p>	<p>Task 3 Sight-Read a Two-Part Score with a Partner In pairs, students sight-sing or play two measures of rhythm and two measures of melody using the two-part score on the Student Worksheet.</p>
<p>Solo/Group Creating and Performing Task: Students are given rhythmic lines and arrange and perform them in A–B–A and/or rondo form. Students share work individually or in small groups. Performers and listeners evaluate performances together, listening for the order of rhythmic lines used and verifying that the piece matched the given form.</p>	<p>Solo/Group Creating and Responding Task: Students listen to and identify the form of a musical piece in one of the following ways:</p> <ol style="list-style-type: none"> 1. Students divide into groups (A, B, C, and D). The corresponding group moves when that section of the piece is heard. 2. Each student chooses several distinct movements, changing from one to another to correspond with different sections of a piece. 3. Students label the form after listening to a musical piece. 	<p>Solo/Group Creating and Performing Task: In small groups, students create and perform a piece in rondo form using voice, instruments, and/or movement.</p>	<p>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.</p>

4 Formative Assessment

Teacher Worksheet

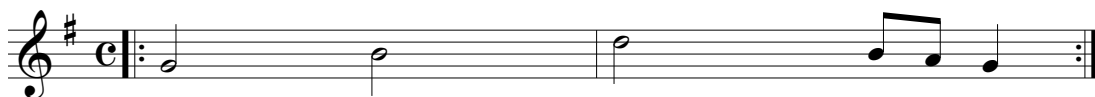
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Name: _____ Date: _____ Class: _____

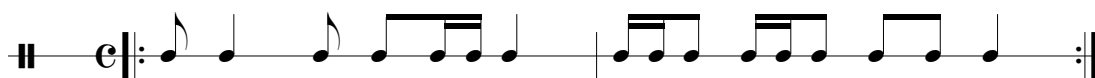
Sight Reading

1

1

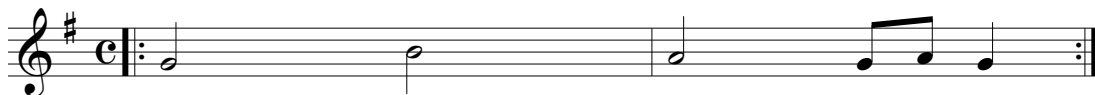


2



2

1



2



3

1



2



4

1

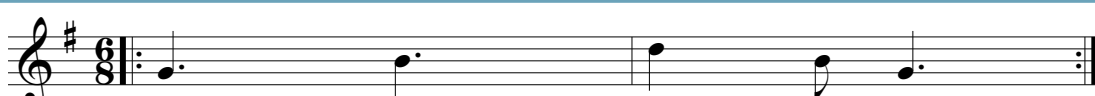


2



5

1

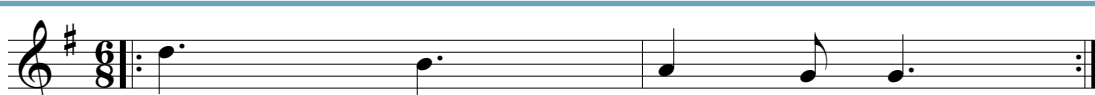


2



6

1



2



Expressive Qualities (Dynamics)

Pianissimo *pp*

Piano *p*

Mezzo-Piano *mp*

Mezzo-Forte *mf*

Forte *f*

Fortissimo *ff*

Crescendo



Decrescendo



A	B	C	Summative Assessment
<p>Group Responding Task: Students use the Student Worksheets to review dynamic vocabulary then listen to musical excerpts and move to demonstrate <i>pianissimo</i>, <i>piano</i>, <i>mezzo-piano</i>, <i>mezzo-forte</i>, <i>forte</i>, <i>fortissimo</i>, <i>crescendo</i>, or <i>decrescendo</i>, responding when dynamic changes are heard.</p> <p>Group Responding Task: Students listen to musical excerpts and circle the corresponding dynamic for each from the Student Worksheet.</p>	<p>Solo/Group Performing Task: Students sing a known song, following given dynamic markings or signals. Teacher gives feedback and students revise their performance.</p>	<p>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.</p>	<p>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.</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>Piano</i> <i>Mezzo-Piano</i> <i>Mezzo-Forte</i> <i>Forte</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 below. Write the symbols in the correct order from softest to loudest in the spaces below the *crescendo*.

Forte | *f*

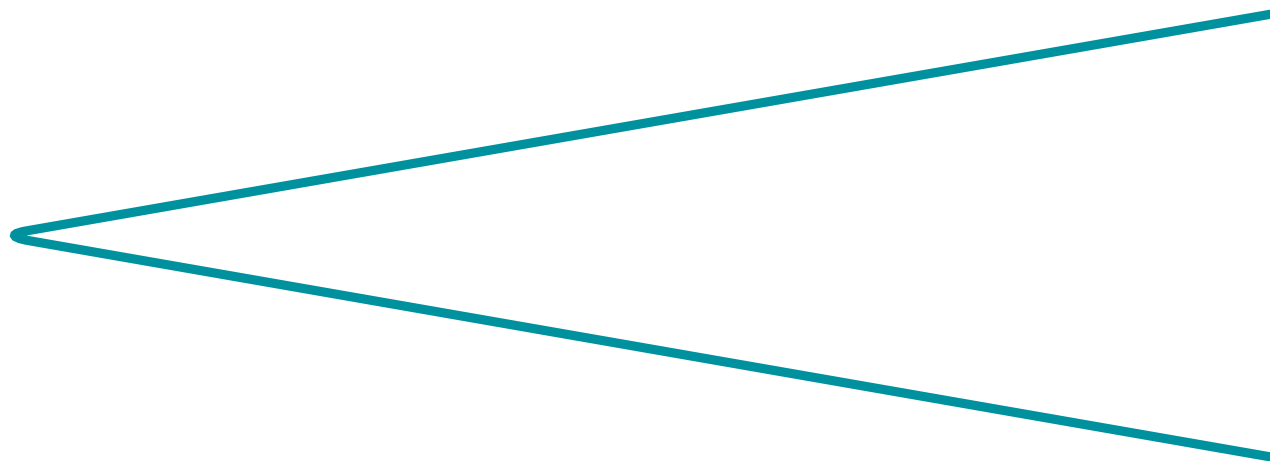
Pianissimo | *pp*

Mezzo-Forte | *mf*

Fortissimo | *ff*

Piano | *p*

Mezzo-Piano | *mp*



Expressive Qualities

(Dynamics)

Name: _____ Date: _____ Class: _____

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*

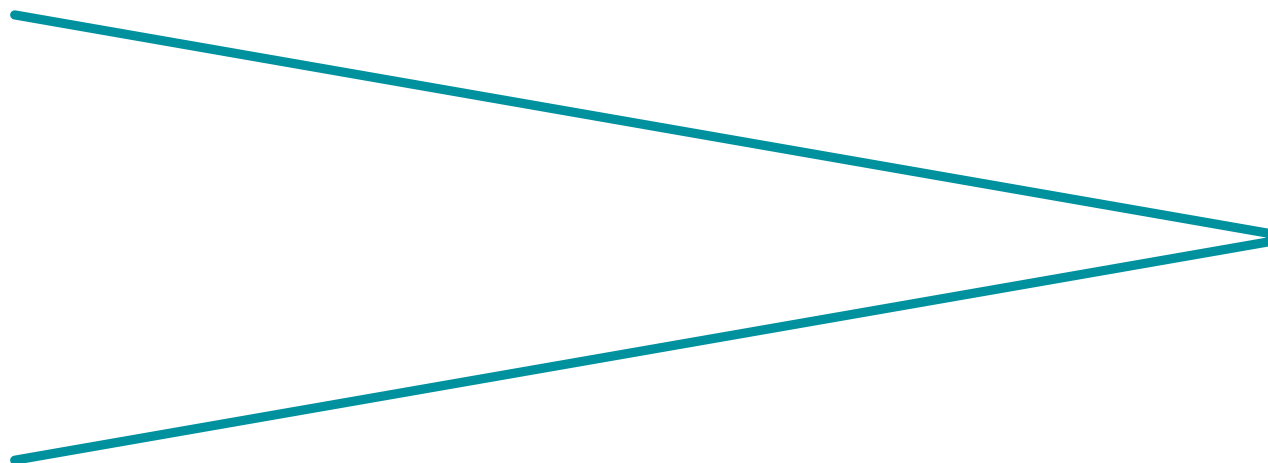
Pianissimo | *pp*

Mezzo-Forte | *mf*

Fortissimo | *ff*

Piano | *p*

Mezzo-Piano | *mp*



Expressive Qualities

(Dynamics)

Name: _____ Date: _____ Class: _____

Circle the dynamic that you hear in each musical example.

1

Pianissimo <i>pp</i>	OR	Piano <i>p</i>	OR	Mezzo-Piano <i>mp</i>	OR	Mezzo-Forte <i>mf</i>	OR	Forte <i>f</i>	OR	Fortissimo <i>ff</i>
--------------------------------	----	--------------------------	----	---------------------------------	----	---------------------------------	----	--------------------------	----	--------------------------------

Two instruments I heard were a _____ and a _____.

2

Pianissimo <i>pp</i>	OR	Piano <i>p</i>	OR	Mezzo-Piano <i>mp</i>	OR	Mezzo-Forte <i>mf</i>	OR	Forte <i>f</i>	OR	Fortissimo <i>ff</i>
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Two instruments I heard were a _____ and a _____.

3

Pianissimo <i>pp</i>	OR	Piano <i>p</i>	OR	Mezzo-Piano <i>mp</i>	OR	Mezzo-Forte <i>mf</i>	OR	Forte <i>f</i>	OR	Fortissimo <i>ff</i>
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Two instruments I heard were a _____ and a _____.

Expressive Qualities (Tempo)

Accelerando

Ritardando

Andante

Largo

Presto

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

Expressive Qualities (Tempo)

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform Tempo: <i>Accelerando/ Ritardando</i> <i>Largo/Andante/Presto</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)

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

Circle the words that go with this music.

Andante

Largo

Presto

Ritardando

Accelerando

Two instruments I heard were a _____ and a _____.

Expressive Qualities (Articulation)

Legato

Staccato

Accent

A	B	C	Summative Assessment
<p>Group Responding Task: Students listen to a given musical excerpt and move to demonstrate accents, <i>legato</i>, and <i>staccato</i>, responding when articulation changes are heard.</p> <p>Group Responding Task: Review accent, <i>legato</i>, and <i>staccato</i>. Have students listen to a musical excerpt and complete the Student Worksheet.</p>	<p>Solo/Group Performing Task: Students sing a known song, following given articulation markings or signals.</p>	<p>Solo/Group Creating and Performing Task: Students sing, play, conduct, compose, and/or move to a known song using accents, <i>legato</i>, and <i>staccato</i>. Students perform or conduct for each other in small groups and describe their articulation choices.</p>	<p>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.</p>

Expressive Qualities (Articulation)

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

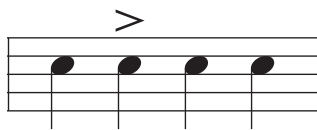
Class: _____ Student Name	A	B	C	Notes

Expressive Qualities (Articulation)

Name: _____ Date: _____ Class: _____

Circle the articulation words that describe this music.

Accent



Staccato



No Accent



Legato



Two instruments I heard were a _____ and a _____.

When I hear this music I think about ...

This music makes me feel ...

Scale

Major/Minor

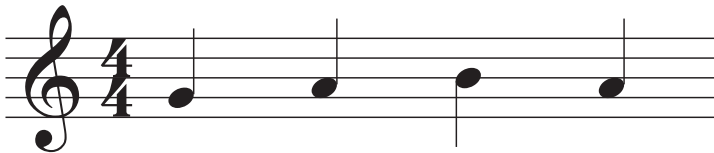

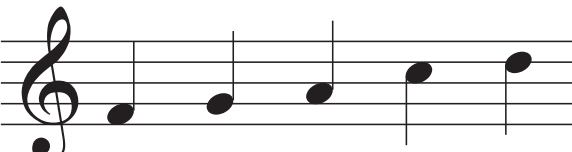
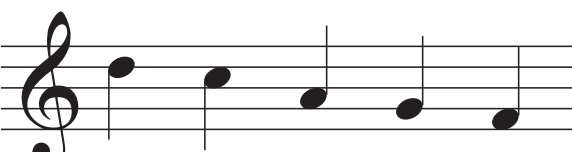
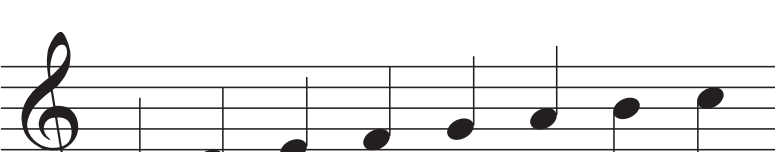
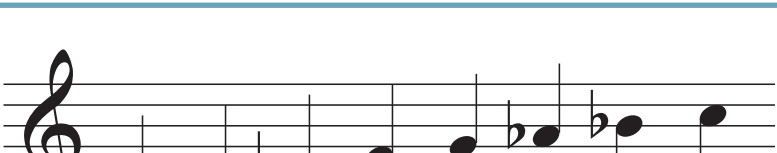
A	B	C	Summative Assessment
Solo/Group Creating and Performing Task: Students improvise a short melodic answer phrase in major and minor modes in response to the teacher's melodic question, using many pitches quickly and confidently and with a fluid rhythm and a steady beat.	Solo/Group Creating and Performing Task: Throughout the year, students improvise major and minor melodies over a recorded piece and/or a rhythmic pattern.	Group Creating and Performing Task: In pairs or small groups, students improvise short major and minor pieces using A-B-A-B and other forms.	Task 2 Improvise a Melody Students take turns improvising short melodic phrases to demonstrate fluid rhythms, pitch sequences, and steady beat in 4/4, 3/4, and/or 6/8 meters.
Solo/Group Performing Task: <ol style="list-style-type: none"> Students sight-read common scales and musical patterns (e.g., major/minor, steps/leaps, pentatonic, etc.). Students sight-read given motifs and songs then name the tune. Students sight-read simple canons while keeping a steady beat. 	Solo/Group Performing Task: In pairs or small groups, students sight-read two-part musical excerpts. Students learn to isolate and practice their own parts, then revise their performance. Note: Musical excerpts should range over time from simple to more complex forms and include tempo, dynamic, and articulation markings.	Solo/Group Creating and Performing Task: In pairs or small groups, students create and perform two measures of rhythm and two measures of melody, then repeat and switch parts.	Task 3 Sight-Read a Two-Part Score with a Partner In pairs, students sight-sing or play two measures of rhythm and two measures of melody using the two-part score on the Student Worksheet.
Solo/Group Responding Task: Teacher plays or performs a melody, and students: <ol style="list-style-type: none"> Signal to show if it is in a major or minor mode, or Circle the matching choice from a selection of examples 	Group Responding Task: Teacher performs short melodic motifs on a neutral syllable. Given a starting pitch and a visual aid to guide them, students echo the melodic motif on corresponding solfège/notes/scale degrees.	Group Responding Task: Given a rhythm, students listen to a short melodic pattern four times. Using the given rhythm, students notate the pitches they hear, including bar and double bar lines, and check their work on a fourth and final hearing.	Task 5 Transcribe a Melody (Pitches Only) Given a rhythm, students listen to a two-measure melodic phrase and transcribe it using the Student Worksheet.
Solo/Group Responding and Creating Task: Students identify and notate given pitches on the treble staff and compose melodic fragments to fill in two blank measures in a given piece.	Solo/Group Creating and Performing Task: Students compose and perform a one-measure melodic ostinato to a known song. Students share work with a partner and perform the songs.	Solo/Group Creating Task: Students compose a four-measure melody or short song with lyrics. Compositions should include bar lines, double bar lines, one repeat sign, and one fermata. Students then label the form of the piece.	Task 6 Compose a Melody with Lyrics Students identify pitches and compose a four-measure melody with lyrics using the Student Worksheet.

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Improvise a Melody	Improvises using many pitches quickly and without hesitation.	Improvises using a few pitches with some hesitation.	Improvises only one or two pitches and with great hesitation.	Does not perform or uses no pitches.
Sight-Read a Melody	Sight-reads and performs all pitches accurately.	Sight-reads and performs pitches with some inaccuracies.	Sight-reads and performs pitches inaccurately most of the time, but may be accurate occasionally.	Does not perform pitches or is inaccurate.
Perform a Two-Part Score	Accurately follows a two-part score and maintains part while performing in pairs.	Follows a two-part score with some inaccuracies.	Has difficulty following a two-part score, but performs part with occasional accuracies.	Does not perform or follows part inaccurately.
Identify Mode (Major/Minor)	Circles correct mode (major or minor).			Does not answer or circles incorrect mode.
Transcribe a Melody	Transcribes all pitches accurately.	Transcribes pitches with some inaccuracies.	Transcribes pitches inaccurately most of the time, but may be accurate occasionally.	Does not transcribe pitches or is inaccurate.

Class: _____ Student Name	A	B	C	Notes

Name: _____ Date: _____ Class: _____

Sight-Reading Examples

Steps	
Leaps	
Ascending Pentatonic Scale	
Descending Pentatonic Scale	
Major Scale	
Minor Scale	

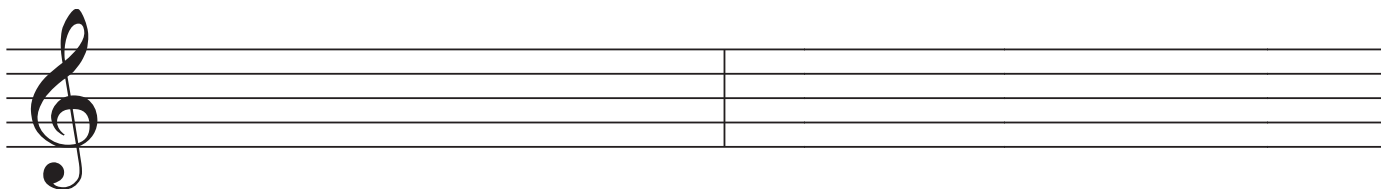
Name: _____ Date: _____ Class: _____

Transcribing a Melody

Directions:

1. Write the rhythm that you are given in the box below. Use this as a guide as you transcribe the melody.

2. On the score below, write in the time signature and starting pitch you are given.
3. Listen carefully and write down the notes that you hear, using the rhythms in the box above.
4. Listen again and check your work.




Name: _____ Date: _____ Class: _____

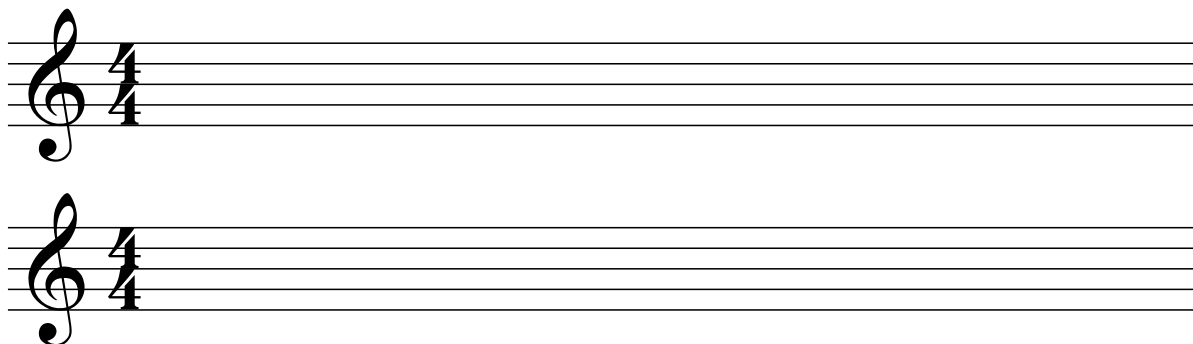
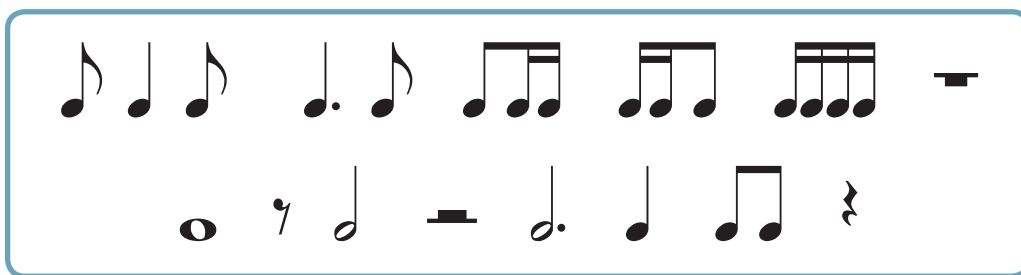
Composing in 4/4

On the staff below, use a quarter note to draw each pitch above the letter names.



Now compose your own four-measure melody with lyrics, using this checklist:

- ☐ Create lyrics that fit the rhythm (each syllable should have its own note).
You might use your name, a sentence, or words from a poem.
- ☐ Use at least three different rhythms (look at the box below).
- ☐ Add one fermata. 
- ☐ Draw in bar lines and a double bar line, and check your musical math.




Name: _____ Date: _____ Class: _____

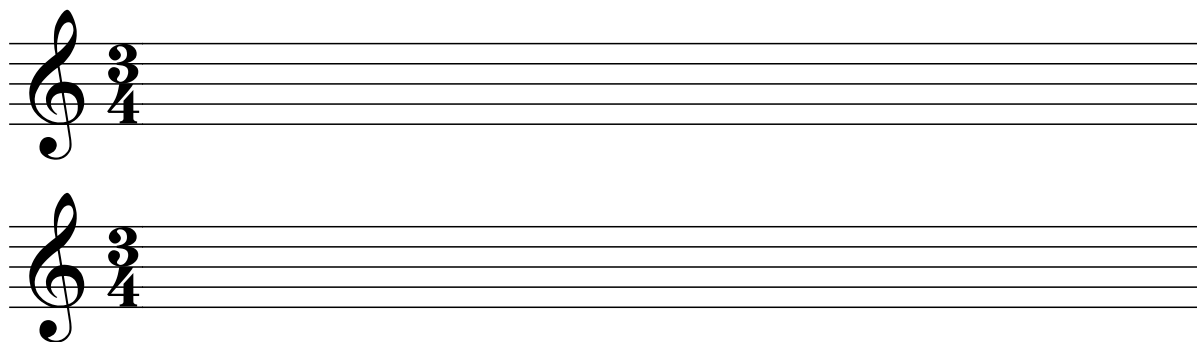
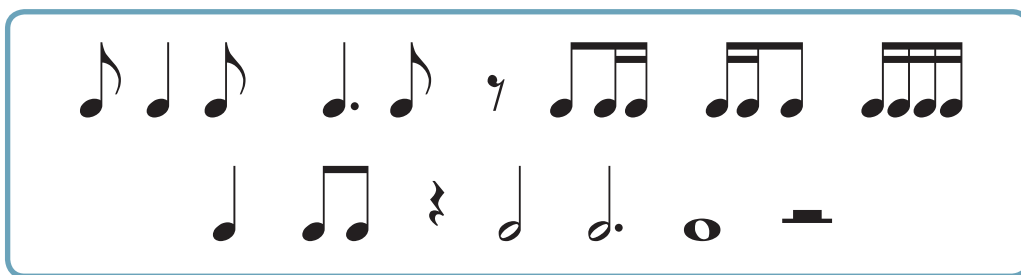
Composing in 3/4

On the staff below, use a quarter note to draw each pitch above the letter names.



Now compose your own four-measure melody with lyrics, using this checklist:

- ☐ Create lyrics that fit the rhythm (each syllable should have its own note). You might use your name, a sentence, or words from a poem.
- ☐ Use at least three different rhythms (look at the box below).
- ☐ Add one fermata. 
- ☐ Draw in bar lines and a double bar line, and check your musical math.




Name: _____ Date: _____ Class: _____

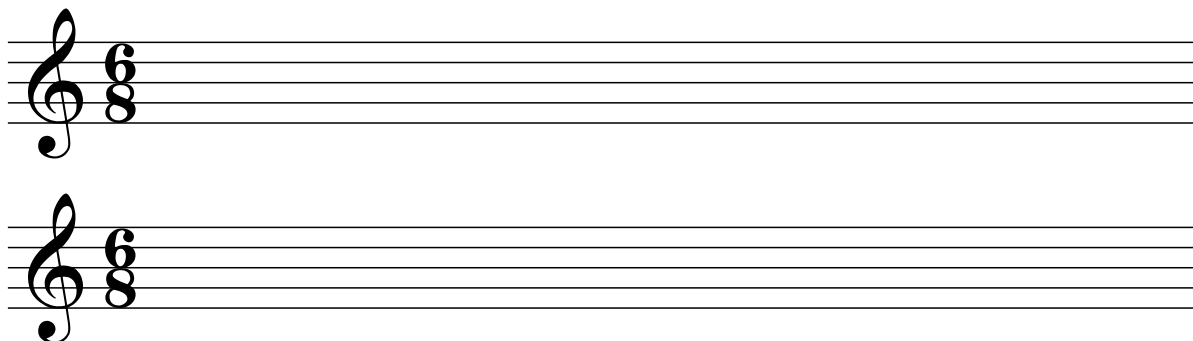
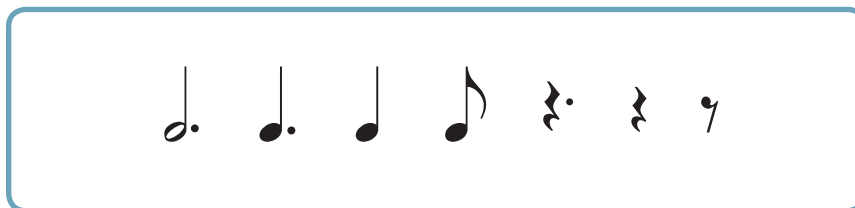
Composing in 6/8

On the staff below, use a quarter note to draw each pitch above the letter names.



Now compose your own four-measure melody with lyrics, using this checklist:

- ☐ Create lyrics that fit the rhythm (each syllable should have its own note).
You might use your name, a sentence, or words from a poem.
- ☐ Use at least three different rhythms (look at the box below).
- ☐ Add one fermata. 
- ☐ Draw in bar lines and a double bar line, and check your musical math.



Clear Tone and Intonation

Instrument Exploration

A	B	C	Summative Assessment
<p>Group Performing Task: Students demonstrate clear tone and correct intonation by singing or playing a known song.</p> <p>Students self-evaluate their progress and revise their performance.</p>	<p>Duet Responding and Performing Task: With a partner and using the Student Worksheet, students participate in a clear sound experiment. Students listen to themselves and each other, providing feedback.</p> <p>Students self-evaluate their progress and revise their performance.</p>	<p>Solo Performing Task: Students demonstrate a clear tone and correct intonation 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>Task 1 Sing in Tune with a Clear Tone Students take turns singing phrases of a known song to demonstrate intonation and a clear tone.</p>
<p>Group Responding Task: 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>Solo/Group Responding Task: Show students pictures of a variety of instruments. Have them name each instrument and describe how it functions.</p>	<p>Solo/Group Responding Task: 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>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.</p>

4 Formative Assessment

Teacher Worksheet

[illegible]

Name: _____ Date: _____ Class: _____

Clear Sound Experiment

1 Do your best to make a clear sound using your voice or instrument while your partner listens.

- Does it sound free and clear like a bell?
- Does it sound pressed or strained?
- Is it breathy, like there's extra noise around it?

Rate Your Performance:

Draw an **X** below to describe how you think you performed.

Strained — — — — — — — — — — Clear — — — — — — — — — — Breathy

Rate Your Partner's Performance:

Draw an **X** below to describe what you heard from your partner.

Strained — — — — — — — — — — Clear — — — — — — — — — — Breathy

Name: _____ Date: _____ Class: _____

Clear Sound Experiment

2

Now let's experiment with different sounds. Mark an **X** on the scale for each step of the experiment.

What does it sound like when you make a sound and

- use more air? **Strained** - - - - - **Clear** - - - - - **Breathy**
- use less air? **Strained** - - - - - **Clear** - - - - - **Breathy**
- relax/open your throat?
(like a yawn) **Strained** - - - - - **Clear** - - - - - **Breathy**
- tighten/close your throat?
(like a grunt) **Strained** - - - - - **Clear** - - - - - **Breathy**

Circle the words below that match what you think you (and only you!) need to do to make a clear sound.

- To make a clear sound, I think I need to use **less air** **the same amount of air** **more air**
- To make a clear sound, I think I need to **relax my throat** **tighten my throat**

Performing

Name: _____ Date: _____ Class: _____

Clear Sound Experiment

3

Now test your theory and do your best to make a clear sound again.

Rate Your Second Performance:

Draw an **X** below to describe how you think you performed.

Strained — — — — — **Clear** — — — — — **Breathy**

Rate Your Partner's Second Performance:

Draw an **X** below to describe what you heard from your partner.

Strained — — — — — **Clear** — — — — — **Breathy**

Has the sound changed from when you first started?

Yes

OR

No