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

<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>Theme and Variations</td>
<td>Continue to apply and develop prior knowledge.</td>
<td>Sharps and Flats</td>
<td>Performing with Dynamics</td>
</tr>
<tr>
<td>Compound Meters</td>
<td>Popular-Song Form</td>
<td>Continue to apply and develop prior knowledge and explore additional chosen tempo markings.</td>
<td>Key Signatures</td>
<td></td>
</tr>
</tbody>
</table>

- **Rhythm and Meter**
  - Simple Meters
  - Compound Meters

- **Form and Design**
  - Theme and Variations
  - Popular-Song Form

- **Expressive Qualities**
  - Dynamics
  - Tempo
  - Articulation

- **Pitch**
  - Sharps and Flats

- **Performing**
  - Performing with Dynamics
### Expressive Qualities (Dynamics)

<table>
<thead>
<tr>
<th>Pianissimo ( pp )</th>
<th>Piano ( p )</th>
<th>Mezzo-Piano ( mp )</th>
<th>Mezzo-Forte ( mf )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forte ( f )</td>
<td>Fortissimo ( ff )</td>
<td>Crescendo</td>
<td>Decrescendo</td>
</tr>
</tbody>
</table>

#### 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.

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**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.

**Group Responding Task:**
Students listen to musical excerpts and complete the Student Worksheet with the dynamic(s) and instruments that they hear.

**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, sing, or play accordingly. Students reflect on their choices and responses to dynamic changes.
### Expressive Qualities (Dynamics)

#### Rubric

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standing Ovation</td>
<td>Stage Ready</td>
<td>Practice, Practice, Practice</td>
<td>Try Again</td>
</tr>
</tbody>
</table>

Create, Respond to, or Perform Dynamics:
- Pianissimo
- Piano
- Mezzo-Piano
- Mezzo-Forte
- Forte
- Fortissimo
- Crescendo
- Decrescendo

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<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>
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</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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<tbody>
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</tbody>
</table>
Look at the dynamic vocabulary words and symbols below. Write the words and 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

_______  _______  _______  _______  _______  _______  _______  _______
Look at the dynamic vocabulary words and symbols below. Write the words and 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 | \( mp \)
As you listen to the musical excerpts, complete the following sentences to describe the instruments and dynamics that you hear.

1. I heard a(n) __________________________ play __________________________

   INSTRUMENT DYNAMIC

   and a(n) __________________________ play __________________________.

   INSTRUMENT DYNAMIC

2. I heard a(n) __________________________ play __________________________

   INSTRUMENT DYNAMIC

   and a(n) __________________________ play __________________________.

   INSTRUMENT DYNAMIC

3. I heard a(n) __________________________ play __________________________

   INSTRUMENT DYNAMIC

   and a(n) __________________________ play __________________________.

   INSTRUMENT DYNAMIC