# Summative Assessment

**Overview** ................................................................................................................. 2

**Recommended Assessment Schedule** ................................................................. 3

**Note to Teachers** ................................................................................................... 5

**Assessment Tasks** ................................................................................................. 6

**Record Sheet with Rubric** .................................................................................... 12

**Student Worksheets** .............................................................................................. 15

---

## Scope of Musical Concepts in the Grade 5 Summative Assessment

<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>
<tr>
<td></td>
<td></td>
<td>Continue to apply and develop prior knowledge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

This resource is part of Carnegie Hall’s Music Educators Toolbox (carnegiehall.org/toolbox). © 2014 The Carnegie Hall Corporation

Except where otherwise noted, this work is licensed under http://creativecommons.org/licenses/by-nc-sa/3.0/
## Overview

<table>
<thead>
<tr>
<th>Task</th>
<th>Musical Concept: Task</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 1    | Performing / Expressive Qualities (Dynamics): Sing in Tune with Dynamics | • Known Song  
• Record Sheet with Rubric |
| 2    | Pitch / Rhythm and Meter: Improvise a Melody | • Record Sheet with Rubric |
| 3    | Form and Design / Pitch / Rhythm and Meter: Sight-Read a Two-Part Score with a Partner | • Student Worksheet: Sight-Reading  
• Record Sheet with Rubric |
| 4    | Expressive Qualities / Pitch / Form and Design / Performing: Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation | • Short Musical Excerpts that Clearly Demonstrate the Following:  
• Tempo  
• Dynamics  
• Articulation  
• Mode (Major or Minor)  
• Form  
• Instrumentation  
• Student Worksheet: Listening |
| 5    | Pitch / Rhythm and Meter: Transcribe a Rhythm and Melody | • Student Worksheet: Transcribing a Melody |
| 6    | Pitch / Rhythm and Meter: Compose a Melody and Rhythmic Ostinato | • Student Worksheets: Composing in 4/4, 3/4, and 6/8 |
### Recommended Assessment Schedule

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1—Performing / Expressive Qualities (Dynamics): Sing in Tune with Dynamics</strong>&lt;br&gt;All students assessed in one class period</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Task 2—Pitch / Rhythm and Meter: Improvise a Melody</strong>&lt;br&gt;All students assessed in one class period</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Task 3—Form and Design / Pitch / Rhythm and Meter: Sight-Read a Two-Part Score with a Partner</strong>&lt;br&gt;Five to six students assessed per class over five class periods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Recommended Assessment Schedule

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
|       |       | **Task 4**—Expressive Qualities / Pitch / Form and Design / Performing: Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation  
All students assessed in one class period |       |       |       |
|       |       |       | **Task 5**—Pitch / Rhythm and Meter: Transcribe a Rhythm and Melody  
All students assessed in one class period |       |       |
|       |       |       |       | **Task 6**—Pitch / Rhythm and Meter: Transcribe a Rhythm and Melody  
All students assessed in one class period |
Note to Teachers

For each task, you are provided the following items:
- Task summary
- Estimated time required
- Materials list
- Repertoire (if any)
- Suggested procedures and prompts with a highlighted script

To administer this assessment, you need the following items:
- A pencil for each student
- A copy of the four Student Worksheets for each student (used for Tasks 3–6)
- A clipboard/writing surface for each student and teacher
- Copies of the Record Sheet with Rubric
- Listening selection(s) (or you may play/improvise on an instrument) that clearly demonstrates each of the following:
  - Tempo: *presto, andante, or largo*
  - Dynamics: *pianissimo, piano, mezzo-piano, mezzo-forte, forte, or fortissimo*
  - Articulation: *accent, staccato, or legato*
  - Mode: major and minor
  - Form: A–B, A–B–A, rondo, popular-song form, or theme and variations
  - Instrumentation

*Scripted text for teachers is treated in blue italics.*

Pre-Set Materials
- A clipboard with the needed Student Worksheets and pencil at each student’s assigned seat
- A CD player, media player, or instrument(s) ready to play musical excerpts for Task 4
- A clipboard with the Record Sheet with Rubric
Task 1
Performing / Expressive Qualities (Dynamics): Sing in Tune with Dynamics

Task Summary: Students take turns singing phrases of a known song with dynamic contrast to demonstrate dynamics and accurate intonation.

Time: 10–15 minutes

Materials: Record Sheet with Rubric

Repertoire: known song with a limited range from middle C to B

Warm-Up

- Have students review different dynamic markings using their voices.
- Have students review what it means to use a clear singing voice, to sing in tune, and to demonstrate healthy posture.
- Lead the class in performing vocal sirens and warm-ups using a range of dynamics.
- Ask the whole class to sing a known song with dynamic contrast together.

Task Instructions

- **Now we are going to sing a song together, and I am going to listen for your dynamics and clear, in-tune singing voice. I will assign a dynamic to each of you, and you will take turns singing one phrase of the song with the given dynamic.**

- Sing the first phrase in a neutral dynamic, then gesture to the first student to sing the next phrase. Sing the following phrase yourself, then gesture to the next student to continue. Repeat this pattern, alternating between teacher (singing in a neutral dynamic) and student (singing in assigned dynamic).

- As students perform, watch and assess each individual.

Note: If students are learning an instrument, you may choose to administer this task through singing and/or on an instrument.
Task Summary: Students take turns improvising a short melodic phrase to demonstrate fluid rhythms, pitch sequence, and a steady beat in 2/4, 3/4, 4/4, and/or 6/8 meter.

Time: 10 minutes

Materials: Record Sheet with Rubric

Repertoire: N/A

Warm-Up
- On the board, display the chosen meter and review the number of beats per measure.
- Have students echo a few short melodic phrases.
- Have students improvise a short melodic phrase in answer to a given phrase.

Task Instructions
- Let’s all maintain a steady beat.
- Now you are going to improvise your own two-measure melodic phrase. I’m going to listen for your rhythms and ease of performing.
- Let’s start with [name of student] and continue around the room until we end with [name of student].
- As students perform, watch and assess each individual.
**Task Summary:** 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.

**Time:** 10–15 minutes

**Materials:** Student Worksheet: Sight-Reading, Record Sheet with Rubric

**Repertoire:** N/A

---

**Warm-Up**

- Assign partners and sight-reading examples using the Student Worksheet.
- Review the repeat sign symbol and prepare students to switch parts on the repeat.
- Have students review, using the steady beat to stay together.

---

**Task Instructions**

- With your partner, look at your worksheet and find the example that you were assigned.
- One of you will perform the melody on Part 1, while the other will clap the rhythm on Part 2.
- When you come to the repeat sign, you will switch parts. If you were Part 1, you will then perform Part 2. If you were Part 2, you will then perform Part 1.
- You and your partner will have completed your performance when you have read through your example two times, switching parts at the repeat sign. You may now practice for five minutes.
- Allow students five minutes to practice on their own and with partners.
- Now you are going to take turns performing with a partner, while I will listen for the correct melody, rhythm, and steady beat as you each hold onto your part.
- As students perform, watch and assess each individual.

---

**Note:** You may choose to have the class play a game or work on Task 6 while you assess two to three sets of partners over the course of three to five days.
**Task Summary:** 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.

**Time:** 10–15 minutes

**Materials:** Teacher Worksheets, Student Worksheet: Listening

**Repertoire:** unknown musical selection in popular-song form or theme and variations

**Listening Suggestions**
- Popular-song form: Songs by The Beatles, John Lennon, Elvis Presley, etc.
- Theme and variations: Mozart’s “Twinkle, Twinkle Little Star”

**Warm-Up**
- Have students review and practice musical terms chosen by the instructor by performing agreed-upon movements and using corresponding voices to match each word:
  - Tempo: Chosen tempo markings (see Teacher Worksheet)
  - Dynamics: pianissimo, piano, mezzo-piano, mezzo-forte, forte, and fortissimo
  - Articulation: Chosen articulation markings (see Teacher Worksheet)

**Task Instructions**
- Look at your worksheet. Find number one and the tempo words next to it.
- I am going to play the chorus section of the song. Circle the word that best describes the tempo. Here is number one.
- Play the chorus section to demonstrate the tempo.
- Now circle the word that best describes the tempo you hear in the music. You may choose to repeat the same listening selection or play new listening selections that clearly demonstrate each musical concept.
- Repeat this same process with dynamics, articulation, and mode.
- Find number five on your worksheet and the form words next to it.
- I am now going to play the whole piece. Listen for the different sections in the piece. Circle the words that best describe the form.
- Play the chosen song to demonstrate popular song form.
- Now circle the words that best describe the form.
- Find number six and the blank spaces next to it.
- Listen as I play the chorus section of the song again and write in two instruments that you hear.
- Play the chorus section again.
- Now write down two instruments that you heard using the blank spaces.

**Note:** If using theme and variations, go through the task steps using the theme or a variation.
**Task Summary:** Students listen to a two-measure melodic phrase and transcribe it using the Student Worksheet.

**Time:** 10–15 minutes

**Materials:** Student Worksheet: Transcribing a Melody

**Repertoire:** suggested melodic phrases

![Melodic Phrases](attachment:melodic_phrases.png)

**Warm-Up**
- Improvise a two-measure melodic phrase and have the students perform it back using solfège and/or rhythm syllables.

**Task Instructions**
- Give students the time signature and starting pitch of the melodic phrase you will be performing.
- I will perform a two-measure melody. Using your worksheet, listen for the rhythm the first time and write it in the top box. You will then hear the phrase three more times. Once you have the rhythm, add the pitches to the staff below. You will now hear the phrase for the first time.
- Perform the melodic phrase while students listen and write.
- Wait 30 seconds then perform the phrase again.
- This is the second time. Wait 30 seconds.
- This is the third time. Wait 30 seconds.
- Listen one last time and check your answer.

**Note:** It is at the teacher’s discretion to request how students should transcribe the notes (i.e., using standard notation, scale degrees, solfège, etc.).
Task 6
Pitch / Rhythm and Meter: Compose a Melody and Rhythmic Ostinato

Task Summary: Students compose a four-bar melody and a two-bar rhythmic ostinato using the Student Worksheet.

Time: 20–45 minutes

Materials: Student Worksheets: Composing in 4/4, 3/4, and 6/8

Repertoire: N/A

Warm-Up
On the board, display and review these known note values:

Task Instructions
• Determine if students will complete the composition task in 4/4, 3/4, or 6/8 meter and give out the appropriate worksheet.
• Compose your own four-measure melody and two-measure rhythmic ostinato.
• Be sure to complete all of the elements, using the checklist as your guide.
• As students complete each step of the task, remind them of the next steps and the remaining time.
### Record Sheet with Rubric

<table>
<thead>
<tr>
<th>Task</th>
<th>Musical Concept: Assessment Task</th>
<th>4 Standing Ovation</th>
<th>3 Stage Ready</th>
<th>2 Practice, Practice, Practice</th>
<th>1 Try Again</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Performing / Expressive Qualities (Dynamics): Sing in Tune with Dynamics</td>
<td><strong>Dynamics</strong>&lt;br&gt;Performs correct dynamics.</td>
<td>Performs mostly correct dynamics.</td>
<td>Performs dynamics inaccurately most of the time, but may be accurate occasionally.</td>
<td>Does not perform dynamics or is inaccurate.</td>
</tr>
<tr>
<td></td>
<td><strong>Intonation</strong>&lt;br&gt;Performs correct pitches using a singing voice that is consistently in tune.</td>
<td>Performs mostly correct pitches using a singing voice that is mostly in tune.</td>
<td>Performs some of the correct pitches but does not consistently use a singing voice or is not in tune.</td>
<td>Does not perform.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pitch / Rhythm and Meter: Improvise a Melody</td>
<td><strong>Pitch</strong>&lt;br&gt;Improvises using many pitches quickly and without hesitation.</td>
<td>Improvises using a few pitches with some hesitation.</td>
<td>Improvises only one or two pitches and with great hesitation.</td>
<td>Does not perform or uses no pitches.</td>
</tr>
<tr>
<td></td>
<td><strong>Fluid Rhythms and Steady Beat</strong>&lt;br&gt;Improvises and performs a fluid rhythm with a consistent, steady beat.</td>
<td>Improvises and performs a mostly fluid rhythm and maintains a steady beat, but with some inaccuracies.</td>
<td>Has difficulty improvising and performing a fluid rhythm and keeping the beat, but may be accurate occasionally.</td>
<td>Does not create fluid rhythms or maintain a steady beat.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Form and Design / Pitch / Rhythm and Meter: Sight-Read a Two-Part Score with a Partner</td>
<td><strong>Two-Part Score</strong>&lt;br&gt;Accurately follows a two-part score and maintains part while performing in pairs.</td>
<td>Follows a two-part score but performs part with some inaccuracies.</td>
<td>Has difficulty following a two-part score, but performs individual part with occasional accuracies.</td>
<td>Does not perform or follows part inaccurately.</td>
</tr>
<tr>
<td></td>
<td><strong>Pitch</strong>&lt;br&gt;Performs all pitches accurately.</td>
<td>Performs pitches with some inaccuracies.</td>
<td>Performs pitches inaccurately most of the time, but may be accurate occasionally.</td>
<td>Does not perform pitches or is inaccurate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rhythm and Steady Beat</strong>&lt;br&gt;Performs all rhythms accurately.</td>
<td>Performs rhythms with some inaccuracies.</td>
<td>Performs rhythms inaccurately most of the time, but may be accurate occasionally.</td>
<td>Does not perform rhythms or is inaccurate.</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Musical Concept: Assessment Task</td>
<td>4 Standing Ovation</td>
<td>3 Stage Ready</td>
<td>2 Practice, Practice, Practice</td>
<td>1 Try Again</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------</td>
<td>-------------------</td>
<td>--------------</td>
<td>-----------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>4</td>
<td><strong>Expressive Qualities / Pitch / Form and Design / Performing:</strong> Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation</td>
<td>Tempo</td>
<td>Circles correct tempo.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dynamics</td>
<td>Circles correct dynamic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Articulation</td>
<td>Circles correct articulation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mode (Major/Minor)</td>
<td>Circles correct mode (major or minor).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Form</td>
<td>Circles correct form.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instrumentation</td>
<td>Names two correct instruments.</td>
<td>Names at least one correct instrument.</td>
<td>Names instruments, but answer is incorrect.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Pitch / Rhythm and Meter:</strong> Transcribe a Rhythm and Melody</td>
<td>Rhythm</td>
<td>Transcribes rhythms and bar lines accurately.</td>
<td>Transcribes rhythms and bar lines with some inaccuracies.</td>
<td>Transcribes rhythms and bar lines inaccurately most of the time, but may be accurate occasionally.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pitch</td>
<td>Transcribes all pitches accurately.</td>
<td>Transcribes pitches with some inaccuracies.</td>
<td>Transcribes pitches inaccurately most of the time, but may be accurate occasionally.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Pitch / Rhythm and Meter:</strong> Compose a Melody and Rhythmic Ostinato</td>
<td>Pitch</td>
<td>Notates all pitches accurately.</td>
<td>Notates pitches with some inaccuracies.</td>
<td>Notates pitches inaccurately most of the time, but may be accurate occasionally.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rhythm and Bar Lines</td>
<td>Composes rhythms and bar lines accurately.</td>
<td>Composes rhythms and bar lines with some inaccuracies.</td>
<td>Composes rhythms and bar lines inaccurately most of the time, but may be accurate occasionally.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional: Lyrics</td>
<td>Rhythms and lyrics are accurately aligned.</td>
<td>Rhythms and lyrics mostly align, but with some inaccuracies.</td>
<td>Rhythms and lyrics are inaccurately aligned most of the time, but may be accurate occasionally.</td>
</tr>
</tbody>
</table>
### Record Sheet with Rubric

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

Indicates that the task is a performance, assessed in the moment.

<table>
<thead>
<tr>
<th>Class: __________________________</th>
<th>Sing in Tune and with Dynamics</th>
<th>Improvise a Melody</th>
<th>Sight-Read a Two-Part Score with a Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>Intonation</td>
<td>Dynamics</td>
<td>Pitch</td>
</tr>
<tr>
<td>----------------</td>
<td>------------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This resource is part of Carnegie Hall’s Music Educators Toolbox (carnegiehall.org/toolbox). © 2014 The Carnegie Hall Corporation

Except where otherwise noted, this work is licensed under http://creativecommons.org/licenses/by-nc-sa/3.0/
Teacher Worksheet

Summative Assessment

Music Educators Toolbox

Class: ____________________________

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation</th>
<th>Transcribe a Rhythm and Melody</th>
<th>Compose a Melody and Rhythmic Ostinato</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tempo</td>
<td>Dynamics</td>
<td>Articulation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rubric

4 Standing Ovation

3 Stage Ready

2 Practice, Practice, Practice

1 Try Again

Indicates that the task is a performance, assessed in the moment.
Name: ______________________ Date: ______________ Class: ___________

**Sight-Reading**

1

2

3

4

5

6
Review and practice any of the tempo and articulation terms and symbols below, or others as desired. For assessment purposes, insert the desired symbols into the blanks in the Student Worksheets in the Formative and Summative Assessments.

<table>
<thead>
<tr>
<th>Sample Music Vocabulary</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerando</td>
<td>Speed up</td>
</tr>
<tr>
<td>Presto</td>
<td>Very fast</td>
</tr>
<tr>
<td>Largo</td>
<td>Very slow</td>
</tr>
<tr>
<td>Andante</td>
<td>Walking speed</td>
</tr>
<tr>
<td>Ritardando</td>
<td>Slow down</td>
</tr>
<tr>
<td>Meno mosso</td>
<td>Less movement or slower</td>
</tr>
<tr>
<td>Più mosso</td>
<td>More movement or faster</td>
</tr>
<tr>
<td>A tempo</td>
<td>Return to the original tempo</td>
</tr>
<tr>
<td>Rubato</td>
<td>Freely adjust tempo for expression</td>
</tr>
<tr>
<td>Vivace</td>
<td>Lively and fast</td>
</tr>
<tr>
<td>Allegro</td>
<td>Quickly and brightly</td>
</tr>
<tr>
<td>Adagio</td>
<td>Slowly and stately</td>
</tr>
<tr>
<td>Grave</td>
<td>Slow and solemn</td>
</tr>
</tbody>
</table>

Add additional vocabulary as desired.

<table>
<thead>
<tr>
<th>Symbol and Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenuto</td>
<td>Hold note for full length</td>
</tr>
<tr>
<td>Marcato</td>
<td>Add stress; draw attention to</td>
</tr>
<tr>
<td>Trill</td>
<td>Fast alternation between the main note and the one above it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Symbol and Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glissando</td>
<td>Slide between notes</td>
</tr>
<tr>
<td>Breath Mark</td>
<td>Place to take a quick breath; bow lift (strings)</td>
</tr>
<tr>
<td>Caesura</td>
<td>Pause; momentary interruption</td>
</tr>
<tr>
<td>Sforzando</td>
<td>A powerful accent on a single sound</td>
</tr>
</tbody>
</table>

Add additional vocabulary as desired.
Name: ___________________________ Date: _____________ Class: ____________

Circle what you hear.

1. **Tempo** (insert desired vocabulary in Student Worksheet)
   - Grave
   - Allegro
   - Rubato

2. **Dynamics**
   - Pianissimo pp
   - Piano p
   - Mezzo-Piano mp
   - Mezzo-Forte mf
   - Forte f
   - Fortissimo ff

3. **Articulation** (insert desired symbols in Student Worksheet)
   - Sforzando
   - Glissando
   - Trill

4. **Mode**
   - Major
   - Minor

5. **Form**
   - Popular-Song Form
   - Theme and Variations

6. **Instrumentation**

   Two instruments I heard were a ___________________________ and a ___________________________.

This resource is part of Carnegie Hall's Music Educators Toolbox (carnegiehall.org/toolbox). © 2014 The Carnegie Hall Corporation

Except where otherwise noted, this work is licensed under http://creativecommons.org/licenses/by-nc-sa/3.0/
Name: ________________________  Date: _______________  Class: _______________

Circle what you hear.

1. **Tempo**
   - OR

2. **Dynamics**
   - Pianissimo: pp
   - Piano: p
   - Mezzo-Piano: mp
   - Mezzo-Forte: mf
   - Forte: f
   - Fortissimo: ff
   - OR

3. **Articulation**
   - OR
   - OR

4. **Mode**
   - Major
   - OR
   - Minor

5. **Form**
   - OR
   - OR

6. **Instrumentation**
   - Two instruments I heard were a __________________ and a __________________.
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**

Compose your own four-measure melody and rhythmic ostinato, using this checklist:

- On the first line of your score, create a four-measure melody using a variety of pitches and rhythms.
- On the second line, create a two-measure rhythmic ostinato to accompany your melody.
- Use a variety of rhythms in your melody and ostinato (look at the box below for ideas).
- Draw in bar lines and a double bar line, and check your musical math.
- **Optional:** Add lyrics to your melody.

![Melody and Ostinato Example](image)

**Melody**

```
\( \text{\textcopyright}\) 4 
```

**Ostinato**

```
\( \text{\textcopyright}\) 4 
```
Name: ___________________________ Date: _____________ Class: ________________

**Composing in 3/4**

Compose your own four-measure melody and rhythmic ostinato, using this checklist:

- On the first line of your score, create a four-measure melody using a variety of pitches and rhythms.
- On the second line, create a two-measure rhythmic ostinato to accompany your melody.
- Use a variety of rhythms in your melody and ostinato (look at the box below for ideas).
- Draw in bar lines and a double bar line, and check your musical math.
- **Optional:** Add lyrics to your melody.

### Melody

\[
\begin{array}{c}
\text{Soprano} \\
\text{Snare Drum}
\end{array}
\]

\[
\begin{array}{cccc}
\cdot & \cdot & \cdot & \cdot \\
\cdot & \cdot & \cdot & \cdot
\end{array}
\]

### Ostinato

\[
\begin{array}{c}
\text{Soprano} \\
\text{Snare Drum}
\end{array}
\]

\[
\begin{array}{cccc}
\cdot & \cdot & \cdot & \cdot \\
\cdot & \cdot & \cdot & \cdot
\end{array}
\]
Name: ____________________  Date: _____________  Class: _____________

**Composing in 6/8**

Compose your own four-measure melody and rhythmic ostinato, using this checklist:

- On the first line of your score, create a four-measure melody using a variety of pitches and rhythms.
- On the second line, create a two-measure rhythmic ostinato to accompany your melody.
- Use a variety of rhythms in your melody and ostinato (look at the box below for ideas).
- Draw in bar lines and a double bar line, and check your musical math.
- Optional: Add lyrics to your melody.

**Melody**

```
\underline{\text{\textsc{soprano}}}
\begin{align*}
\text{\textsc{snare drum}}
\end{align*}
```

**Ostinato**

```
\underline{\text{\textsc{soprano}}}
\begin{align*}
\text{\textsc{snare drum}}
\end{align*}
```