

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.


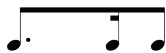


Using the Formative Assessments

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

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
<p>Simple Meters</p>  <p>Compound Meters</p>  <p><i>Continue to apply and develop prior knowledge.</i></p>	<p>Theme and Variations</p> <p>Popular-Song Form</p>	<p><i>Continue to apply and develop prior knowledge.</i></p>	<p><i>Continue to apply and develop prior knowledge and explore additional chosen tempo markings.</i></p>	<p><i>Continue to apply and develop prior knowledge and explore additional chosen articulation markings.</i></p>	<p>Sharps and Flats</p>  <p>Key Signatures</p> 	<p>Performing with Dynamics</p>

Expressive Qualities (Articulation)

Legato

Staccato

Accent

Additional chosen tempo markings

A	B	C	Summative Assessment
<p>Group Responding Task: Students listen to a given musical excerpt and move to demonstrate given articulation markings, responding when articulation changes are heard.</p> <p>Group Responding Task: Review given articulation markings. 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 given articulation markings. 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>



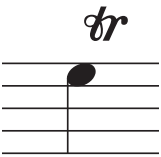
Expressive Qualities (Articulation)

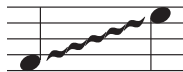
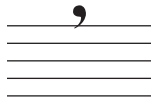


Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform Articulation: <i>Chosen articulation markings</i>	Creates, responds to, or performs articulation accurately and without hesitation.	Creates, responds to, or performs articulation with hesitation 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)

Review and practice any of the 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. An example has been provided to you on the following Teacher Worksheet.

Symbol and Term	Definition
Tenuto 	Hold note for full length
Marcato 	Add stress; draw attention to
Trill 	Fast alternation between the main note and the one above it

Symbol and Term	Definition
Glissando 	Slide between notes
Breath Mark 	Place to take a quick breath; bow lift (strings)
Caesura 	Pause; momentary interruption
Sforzando 	A powerful accent on a single sound

Additional symbols as desired.

Expressive Qualities (Articulation)

Name: _____ Date: _____ Class: _____

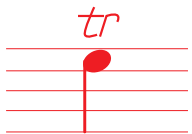
Circle the articulation words that you hear in this excerpt.



Glissando



Sforzando



Trill



Caesura

Describe how the articulation you hear in this piece creates a mood or emotion.

This music makes me feel _____ because _____

_____.

Expressive Qualities

(Articulation)

Name: _____ Date: _____ Class: _____

Circle the articulation words that you hear in this excerpt.

Describe how the articulation you hear in this piece creates a mood or emotion.

This music makes me feel _____ because _____

_____ .