

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># ♭</p> <p>Key Signatures</p> 	<p>Performing with Dynamics</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
<p>Solo Creating and Performing Task: Throughout the year, students take turns improvising lyrics on a given theme over one measure of a recorded piece and/or a rhythmic pattern, in simple and compound meters, demonstrating accurate phrase length, fluid rhythms, and a steady beat.</p> <p>Optional: Students may write down their lyrics and set them to a rhythm, matching each syllable to a sound.</p>	<p>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 out rhythmic answers and lyrics in small groups, offering feedback and revising their work.</p>	<p>Solo/Group 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 own work, and then each student performs the revised composition. Students may also collaborate with a partner or in small groups.</p>	<p>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 meter.</p>
<p>Solo/Group Performing Task: Students listen to melodies in simple and compound meters and identify the time signature (2/4, 3/4, 4/4, or 6/8) by stepping to the steady beat and moving to the corresponding time signature.</p>	<p>Group Performing Task: In pairs, students speak, clap, or play two measures of rhythm using a given two-part score.</p>	<p>Solo Creating and Performing Task: Students compose and perform two measures of rhythm while maintaining a steady beat.</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>

Rhythm and Meter

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



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



A	B	C	Summative Assessment
<p>Solo/Group Performing and Responding Task: Following given signals, students alternate between tapping the beat and chanting the rhythm of songs in different meters.</p>	<p>Group Responding Task: Teacher performs two-measure melodic motifs using known rhythms in different meters. Students respond to each by echoing back the corresponding rhythmic syllables.</p>	<p>Group Responding Task: Teacher performs a two-measure melodic pattern using known rhythms four times. Students listen quietly or echo, and then notate the rhythms they hear. Students check their notation on a fourth and final hearing, making sure to include bar and double bar lines.</p>	<p>Task 5 Transcribe a Rhythm and Melody Students listen to a two-measure melodic phrase and transcribe it using the Student Worksheet.</p>
<p>Group Responding Task: Students listen to melodies in simple and compound meters and identify the time signature (2/4, 3/4, 4/4, or 6/8) by stepping to the steady beat and showing the number of beats on their fingers or conducting the corresponding time signature.</p>	<p>Solo/Group Responding Task: Students are given different melodic and/or rhythmic excerpts in standard notation. They then label the time signature for each excerpt. Students compare answers in small groups and discuss how they arrived at their answers. Students then rewrite the excerpt in a different meter, provide peer assessment, and perform.</p>	<p>Solo/Group Creating and Performing Task: Students are all given the same lyrics and divided into at least three groups. Teacher assigns each group a meter (2/4, 3/4, 4/4, or 6/8). Each group works together to create and perform a four-bar melody for the lyrics in their given meter, and a two-bar rhythmic ostinato. A conductor for each group is optional.</p>	<p>Task 6 Compose a Melody and Rhythmic Ostinato Students compose a four-bar melody and a two-bar rhythmic ostinato using the Student Worksheet.</p>

Rhythm and Meter

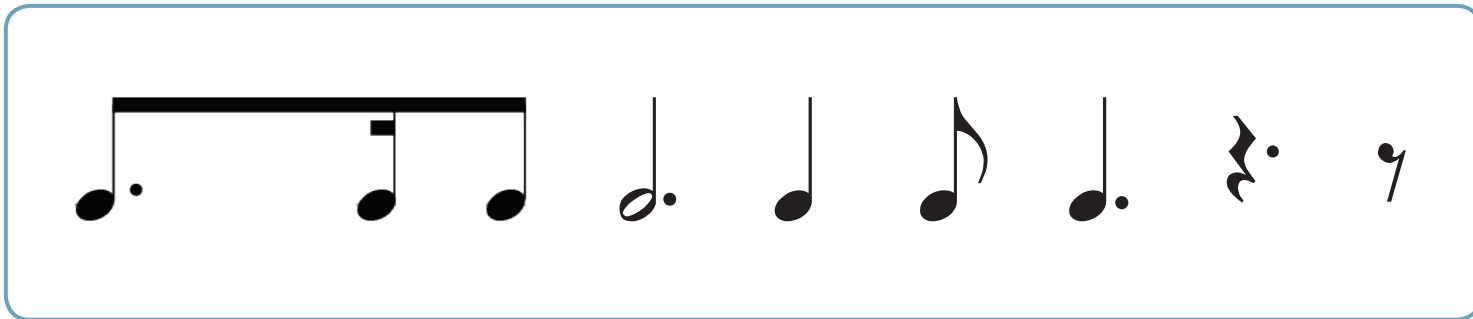
Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Perform Rhythms with a Steady Beat	Performs all rhythms accurately.	Performs rhythms with some inaccuracies.	Performs rhythms inaccurately most of the time, but may be accurate occasionally.	Does not perform rhythms or is inaccurate.
Improvise Rhythms with a Steady Beat	Improvise and performs a fluid rhythm with a consistent, steady beat.	Improvise 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.
Identify Meter	Identifies correct meter.			Does not answer or identifies incorrect meter.
Compose Rhythms and Bar Lines	Composes rhythms and bar lines accurately.	Composes rhythms and bar lines with some inaccuracies	Composes rhythms and bar lines inaccurately most of the time, but may be accurate occasionally.	Does not compose, or all rhythms and/or 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.
Adding 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 and rhythm, and/or they are aligned inaccurately.

Class: _____ Student Name	A	B	C	Notes

Rhythm and Meter

Name: _____ Date: _____ Class: _____

Compose a two-measure ostinato 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!



Theme and Variations

Popular-Song Form

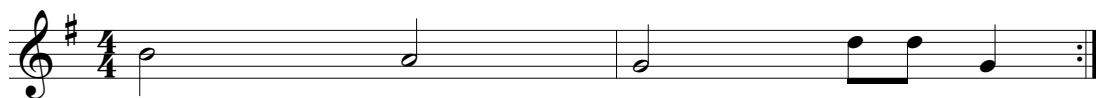
A	B	C	Summative Assessment
<p>Group Performing Task: Students practice clapping or playing given rhythmic patterns in 3/4, 4/4, or 6/8 meter. In pairs, one student taps the steady beat, while the other student claps or plays a rhythmic pattern, then students switch parts.</p> <p>Optional: Ask students to perform both parts by themselves. Students may tap or step the beat while speaking or clapping the rhythm at the same time.</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 parts 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 lyrics and a recording of a known pop song, then asked to label the elements of popular-song form (Intro, Verse, Chorus, and Bridge). Students discuss how the arrangement uses the elements of popular-song form. Working in groups, students rearrange each element in a different order and perform their arrangement for the class.</p>	<p>Solo/Group Creating and Responding Task: Students listen 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 (Theme, Variation 1, Variation 2). 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 popular-song form or theme and variations, 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>

Name: _____ Date: _____ Class: _____

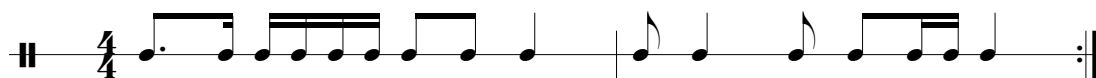
Sight-Reading

1

1



2



2

1



2



3

1

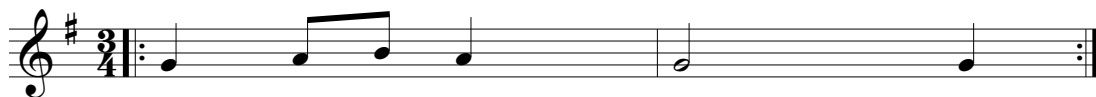


2



4

1

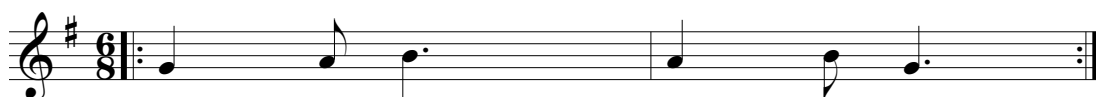


2

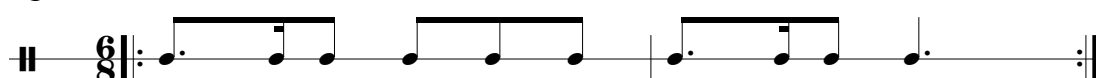


5

1

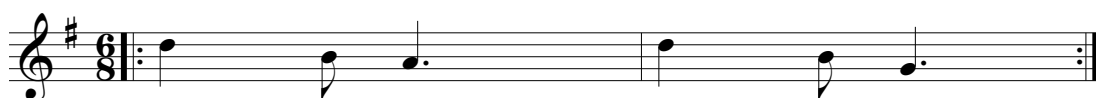


2

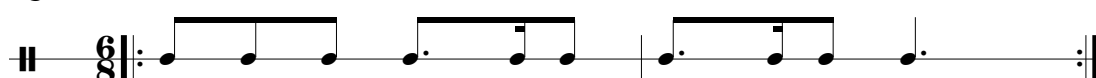


6

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 complete the Student Worksheet with the dynamic(s) and instruments that they hear.</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, sing, or play 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)

Name: _____ Date: _____ Class: _____

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*.

Forte | *f*

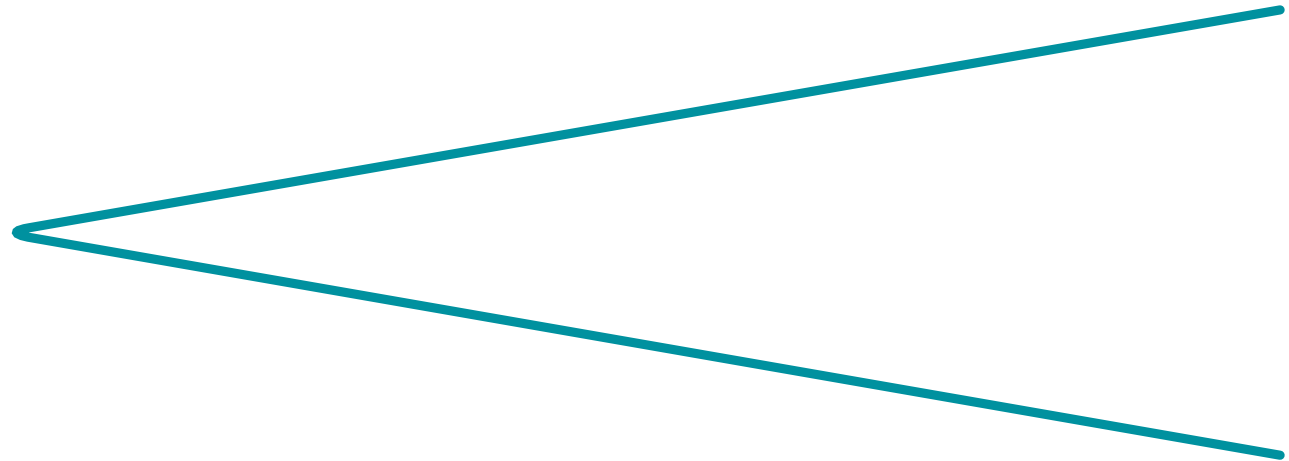
Pianissimo | *pp*

Mezzo-Forte | *mf*

Fortissimo | *ff*

Piano | *p*

Mezzo-Piano | *mp*



Expressive Qualities (Dynamics)

Name: _____ Date: _____ Class: _____

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*

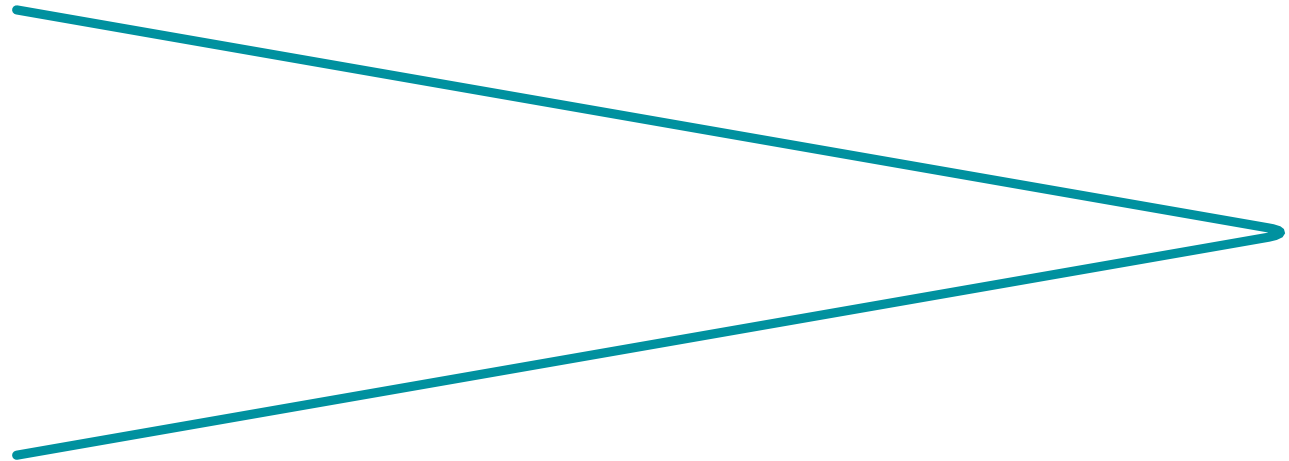
Pianissimo | *pp*

Mezzo-Forte | *mf*

Fortissimo | *ff*

Piano | *p*

Mezzo-Piano | *mp*



Expressive Qualities (Dynamics)

Name: _____ Date: _____ Class: _____

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

Expressive Qualities (Tempo)

Accelerando

Ritardando

Andante

Largo

Presto

Additional chosen tempo markings

A	B	C	Summative Assessment
<p>Group Responding Task: Students pat a given steady beat and watch leader for a tempo change. When the tempo changes, students use movement or conductor-based gestures to show if the beat got faster or slower.</p> <p>Group Responding Task: Review music vocabulary for tempo. Have students listen to a musical excerpt and then complete 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 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)

Review and practice any of the tempo vocabulary terms below, or others as desired. For assessment purposes, insert the desired terms into the blanks in the Student Worksheets in the Formative and Summative Assessments. An example has been provided for you on the following Teacher Worksheet.

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

Add additional vocabulary as desired.

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

Which word(s) describe this music?

Adagio

Grave

Rubato

Describe how this music makes you feel, and use music vocabulary for instruments, tempo, dynamics, or articulation to explain your answer.

This music makes me feel _____ because _____

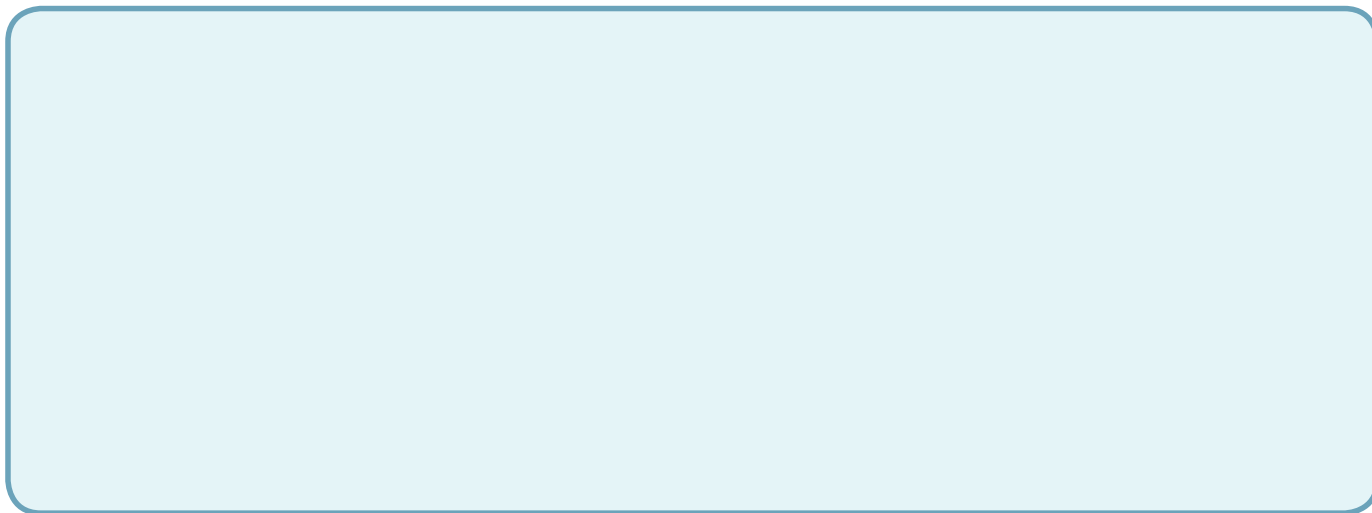
Expressive Qualities (Tempo)

Name: _____ Date: _____ Class: _____

Draw a line to connect the words to their meanings.

Italian Music Vocabulary

Definitions



Which word(s) describe this music?

Describe how this music makes you feel, and use music vocabulary for instruments, tempo, dynamics, or articulation to explain your answer.

This music makes me feel _____ because _____

Expressive Qualities (Articulation)

Legato

Staccato


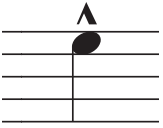

Accent

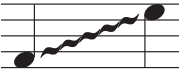
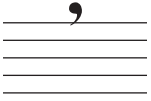
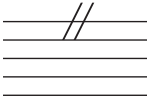

Additional chosen tempo markings

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)

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

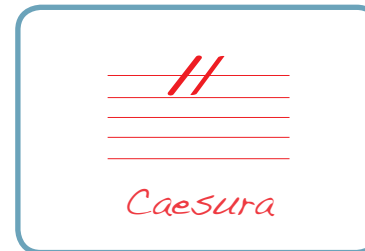
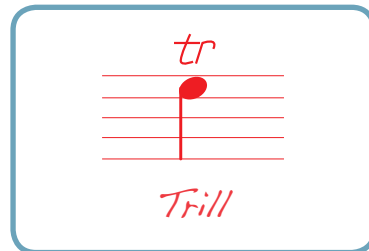
Symbol and Term	Definition
Glissando 	Slide between notes
Breath Mark 	Place to take a quick breath; bow lift (strings)
Caesura 	Pause; momentary interruption
Sforzando 	A powerful accent on a single sound

Additional symbols as desired.

Expressive Qualities (Articulation)

Name: _____ Date: _____ Class: _____

Circle the articulation words that you hear in this excerpt.



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 _____

Sharps and Flats

Key Signatures

A	B	C	Summative Assessment
<p>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, with a fluid rhythm and a steady beat.</p>	<p>Solo/Group Creating and Performing Task: Throughout the year, students improvise major and minor melodies over a recorded piece and/or a rhythmic pattern.</p>	<p>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.</p>	<p>Task 2 Improvise a Melody 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.</p>
<p>Solo/Group Performing Task:</p> <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. 	<p>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.</p>	<p>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.</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 Responding Task: Teacher plays or performs a melody, and students:</p> <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 	<p>Group Responding Task: Teacher performs short melodic motifs on a neutral syllable. Students respond to each by echoing back the corresponding solfège/notes/scale degrees.</p>	<p>Group Responding Task: Given a rhythm, students listen to a short melodic pattern four times. Using the given rhythm and a given starting pitch, have students notate the pitches they hear, including bar and double bar lines, and check their work on a fourth and final hearing.</p>	<p>Task 5 Transcribe a Rhythm and Melody Students listen to a two-measure melodic phrase and transcribe it using the Student Worksheet.</p>
<p>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.</p>	<p>Solo/Group Creating and Performing Task: Students compose and perform a two-measure melodic ostinato. Students share work with a partner and perform the melodies.</p>	<p>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.</p>	<p>Task 6 Compose a Melody and Rhythmic Ostinato Students compose a four-bar melody and a two-bar rhythmic ostinato using the Student Worksheet.</p>




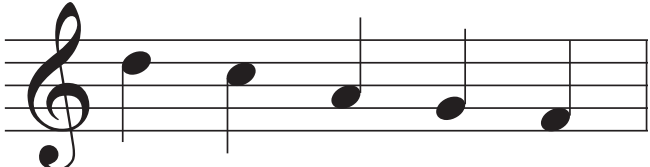
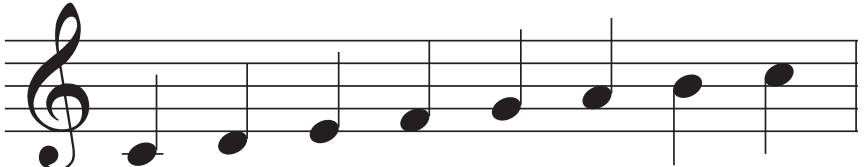
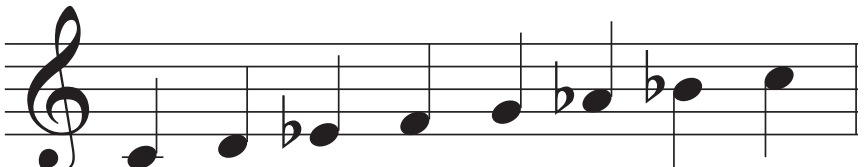
Pitch

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, but 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 but performs part with some inaccuracies.	Has difficulty following a two-part score, but performs individual 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

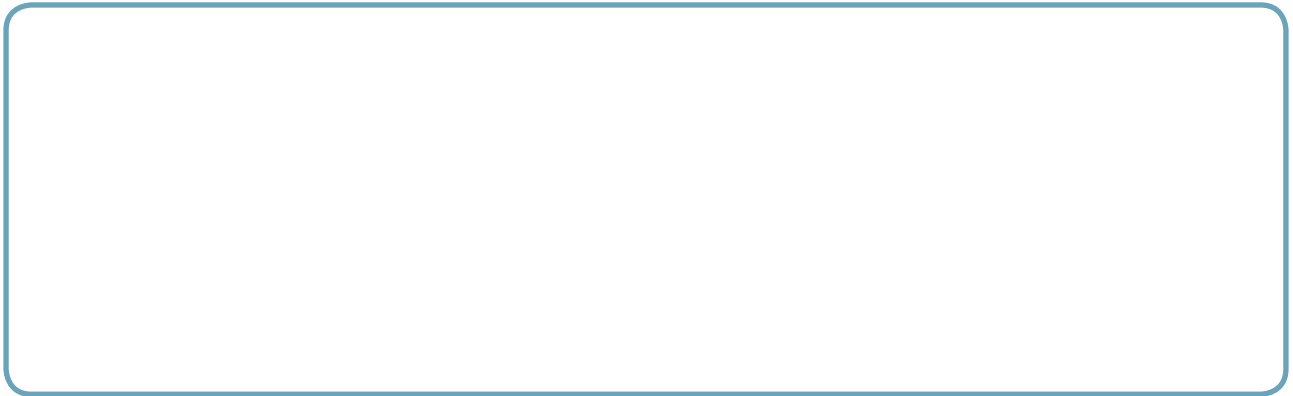
Steps	
Leaps	
Ascending Pentatonic Scale	
Descending Pentatonic Scale	
Major Scale	
Minor Scale	

Name: _____ Date: _____ Class: _____

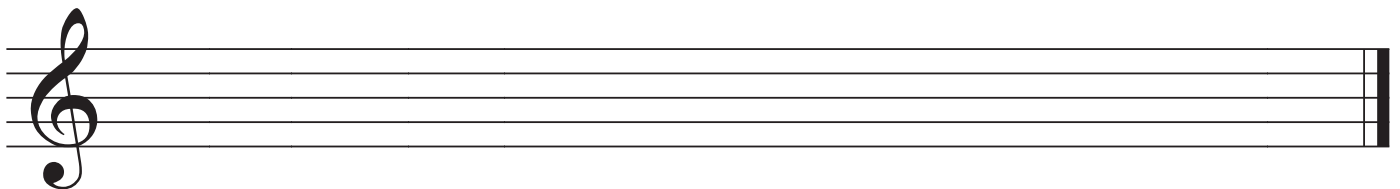
Transcribing a Melody

Directions:

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



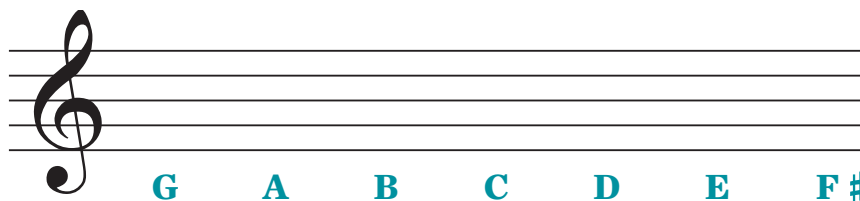
2. On the score below, write in the time signature and starting pitch you are given.
3. Listen carefully and write down the notes that you hear, using the rhythms in the box above.
4. Listen again and check your work.




Name: _____ Date: _____ Class: _____

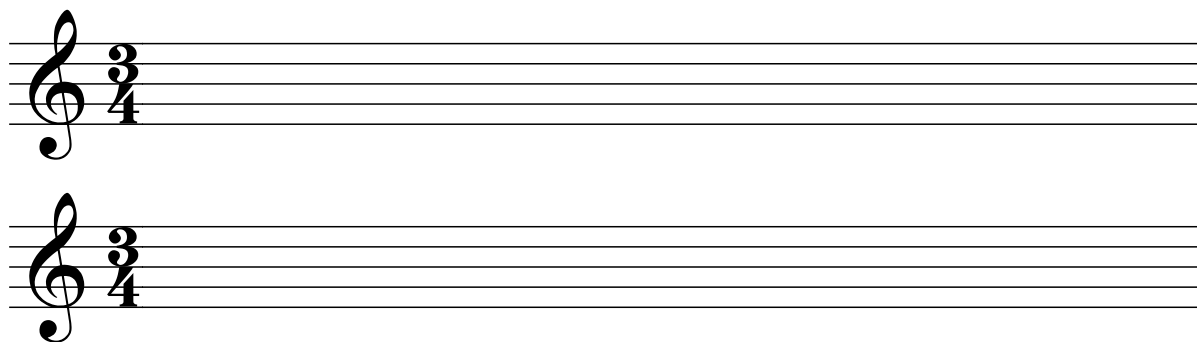
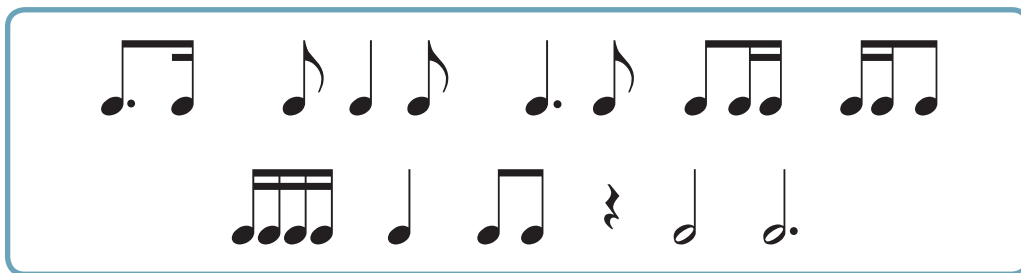
Composing in 3/4

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



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

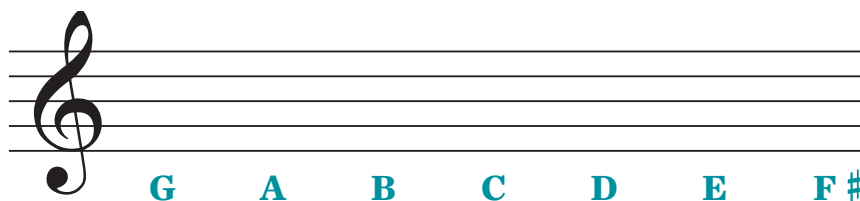
- Create lyrics that fit the rhythm (each syllable should have its own note). You might use your name, a sentence, or words from a poem.
- Use at least three different rhythms (look at the box below).
- Add one fermata. 
- Draw in bar lines and a double bar line, and check your musical math.




Name: _____ Date: _____ Class: _____

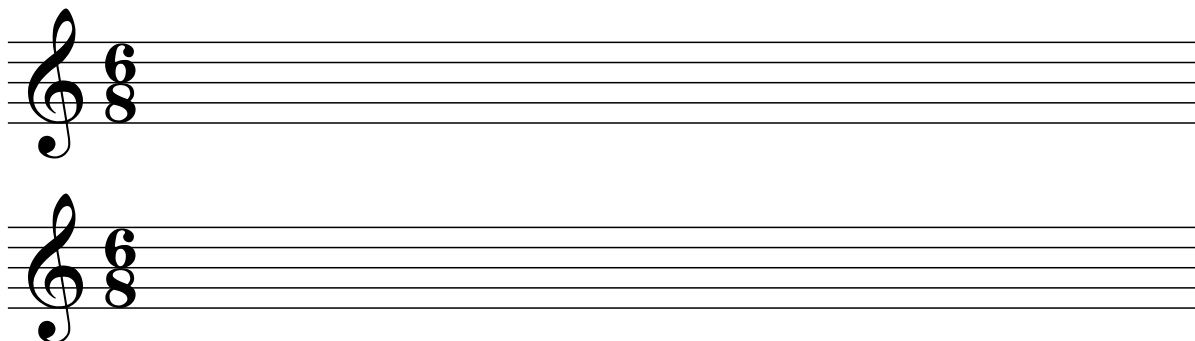
Composing in 6/8

On this staff, 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

Performing with Dynamics

A	B	C	Summative Assessment
<p>Group Performing Task: Students take turns singing phrases of a known song to demonstrate dynamics and accurate intonation. Students practice being part of a musical community by engaging in group decision-making, ensemble work, and cooperative and respectful behavior.</p> <p>Students self-evaluate their progress and revise their performance.</p>	<p>Duet Responding and Performing Task: Students demonstrate correct intonation and dynamics by singing and/or playing with a partner in unison or two-parts.</p> <p>Students choose a dynamic level at which to sing and evaluate their progress and revise their performance to reach the desired dynamics.</p>	<p>Solo Performing Task: Students demonstrate correct intonation and dynamics 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 Dynamics Students take turns singing phrases of a known song with dynamic contrast to demonstrate dynamics and accurate intonation.</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 and listen to an excerpt of that instrument playing solo. 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>

Name: _____ Date: _____ Class: _____

Dynamics Experiment

1 Decide with your partner which dynamic level to sing and/or play. Write your desired dynamic symbol here: _____

Rate Your Partner's Performance:

Draw a circle around the dynamic that you heard from your partner.

pp - - - - *p* - - - - *mp* - - - - *mf* - - - - *f* - - - - *ff*

Rate Your Performance:

Draw a circle around the dynamic level that you think you performed.

pp - - - - *p* - - - - *mp* - - - - *mf* - - - - *f* - - - - *ff*

Compare notes. Do you agree or disagree?

If you disagree, circle the words below that match what you think you (and only you!) need to do to reach your desired dynamic level:

- I need to perform more quietly.
- I need to perform more loudly.



2 Now try again, making the change from number 1.

Rate Your Partner's Second Performance:

Draw a circle around the dynamic that you heard from your partner.

pp - - - - *p* - - - - *mp* - - - - *mf* - - - - *f* - - - - *ff*

Rate Your Second Performance:

Draw a circle around the dynamic level that you think you performed.

pp - - - - *p* - - - - *mp* - - - - *mf* - - - - *f* - - - - *ff*

Has the sound changed from when you first started?

Yes **OR** **No**

