

Music Mastery Kit

Dynamics Assessment Cards



This Kit Includes:

- Three Class sets of Dynamics Cards on sturdy cardstock:
- 24 PreK-1 Pointing Page • 24 sets of *f p* • 24 sets of dynamics symbols
 - Teaching Suggestions • Listening Activities
 - Reproducible Worksheets • Written Assessments
- CD with Orchestral, Piano and Pop Music Listening Examples

by Denise Gagné

Themes
&
Variations

Music Mastery Kits contain class sets of games and activities to teach musical skills and concepts. Each kit also includes reproducible worksheets and assessment activities. This is a valuable classroom resource!

Veronica Harper

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by **Denise Gagné**

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- *24 sets of dynamics symbols
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Themes and Variations

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How to Use Dynamics Assessment Cards

In this package are two different sets of dynamics assessment cards and written assessments for students of different ages from preK - Grade 8.

Set 1: Loud - Quiet Pointing Page for PreK - Grade 1

24 copies Loud - Quiet pointing page are provided on yellow cardstock. Cut the cards in half.

Set 2: Dynamic Symbols for Grades 2-6

24 sets of *pp p mp mf f ff*

24 sets of crescendo and decrescendo

These responders have the symbols on one side and the dynamic level on the other: pianissimo-very quiet, piano-quiet, mezzo piano-medium quiet, mezzo forte-medium loud, forte-loud, fortissimo-very loud. The teacher should cut these out on a paper cutter and place them in a ziplock bag or envelope. You can laminate the assessment cards before use if you wish. The cardstock is sturdy, so even if you don't laminate it, the cards will last for a long time. Cut the responders out along the guidelines that are shown. After cutting, put together sets of assessment cards into envelopes or clip together with a metal clip.

The assessment cards can be used for both formative and summative assessment, or assessment for learning AND assessment of learning.

Written Assessments

1. Is it loud, or quiet?

This assessment is a reproducible page that can be used as an individual written assessment in K-2. For this assessment use examples that are either quiet or loud with little ambiguity.

2. Is it loud, quiet or in between?

This assessment includes a line between quiet and loud. The student marks on the line if he thinks the music is quiet or loud or somewhere in between. You can use this assessment with students in K-3.

3. Identify the Dynamics Terms and Symbols

This is a knowledge level written assessment to determine if students know the terms and definitions indicating a variety of dynamic levels. This assessment is intended for Grade 3 and up.

4. Dynamics Grid - Listen for the Dynamics

This written assessment is for Grades 2-6 to use to assess how well students perceive dynamics, so this is an application level assessment. In this assessment, the teacher signals the students when they should write the dynamic level they hear in the box. The teacher must make a note of the dynamic level the teacher perceives at the same time that they signal the students. Discuss this with the students when you complete the piece, playing the piece of music another time. You may want to have the students compare their answers with a partner. Answers will vary for this activity. Teachers should allow some variance in the answers.

5. Dynamics Grid for Carmen Suite No. 1, Prelude, Act 1, by Georges Bizet and Swan Lake Suite, Op. 20 - I. Scene, by Pyotr Ilyich Tchaikovsky. Students listen and fill in a grid with the dynamics they hear.

6. Dynamics Grid for Symphony No 104 in D Major, III. Menuetto and Trio, by Joseph Haydn. As students listen they fill in a grid with the dynamics they hear.

7. Dynamics aural assessment. Using the CD provided, play examples and have the students choose the dynamic level that they hear.

Listening Examples Included in this Kit:

This is the list of recordings included in this kit.

The website below refers to a YouTube video of the performance.

There are two videos cited for Swan Lake - one with an orchestral performance and one with a ballet performance.

1. Prelude in E minor, by Frédéric Chopin http://www.youtube.com/watch?v=iu5USR73COs	quiet	2:01
2. Piano Concerto No. 21 in C major, K. 467: Andante, by Wolfgang Amadeus Mozart http://www.youtube.com/watch?v=PJsRv3HXSfE	quiet	5:38
3. Cello Concerto, Third Movement (<i>no additional information is available</i>)	quiet	2:17
4. Air, from Water Music Suite in F Major, by George Frideric Handel http://www.youtube.com/watch?v=zXgTzD5uTvw	quiet	1:03
5. Rhapsody in G minor, Op. 79, No. 2, by Johannes Brahms http://www.youtube.com/watch?v=SiMbiRCPM1Q (13 year old Aaron Furz)	loud	1:39
6. The Four Seasons “Summer,” Movement 3: Presto, by Antonio Vivaldi http://www.youtube.com/watch?v=pe-MIDDFckw	loud	2:43
7. Light Cavalry Overture, by Franz von Suppé http://www.youtube.com/watch?v=bzc6BFAVgRo	loud	6:52
8. Concerto for Mandolin in D (Lute RV 93) 1 st Movement, by Antonio Vivaldi http://www.youtube.com/watch?v=1Oxkmaq8iRc	loud	2:23
9. Texas Strut, composer unknown	medium loud	1:10
10. Challenge, composer unknown	loud	1:06
11. The Four Seasons “Spring,” Movement 1: Allegro by Antonio Vivaldi http://www.youtube.com/watch?v=JKQoeUr1IGw	varied	3:20
12. The Four Seasons “Autumn,” Movement 1: Allegro, by Antonio Vivaldi http://www.youtube.com/watch?v=1fOrGCZM38I	varied	5:05
13. Carmen Suite No. 1, Prelude, Act 1, by Georges Bizet http://www.youtube.com/watch?v=EwAvG2egAvs&feature=related	varied	2:09
14. Swan Lake Suite, Op. 20 - I. Scene, by Pyotr Ilyich Tchaikovsky Orchestral Performance: http://www.youtube.com/watch?v=Kmil5GfqeFE Ballet Performance: http://www.youtube.com/watch?v=Op_0Jf-WEJc&feature=related start at 2:35 minutes into the video	varied	2:58
15. Symphony No 104 in D Major, III. Menuetto and Trio, by Joseph Haydn (excerpt)	varied	5:58

Set 1: Loud-Quiet Pointing Page

Give pairs of students a loud-quiet pointing page, and give each child a pointer. Chopsticks work well for pointers. Play a piece of music and have each student point to how loud or quiet they think the music is. Try to find a piece of music that has good contrast, and play the music through speakers that will present the examples in a way that it is clear where it is loud and where it is quiet. If there is any ambiguity, turn the volume up for the loud examples and down for the quiet ones.

Music in This Kit:

Use examples 1-10 that are given in this kit, or use any example that begins quietly or loudly. Play the first 10-20 seconds of the example. (not the complete work)

1. Prelude in E minor, by Frédéric Chopin	quiet	2:01
2. Piano Concerto No. 21 in C major, K. 467: Andante, by Wolfgang Amadeus Mozart	quiet	5:38
3. Cello Concerto, Third Movement	quiet	2:17
4. Air, from Water Music Suite in F Major, by George Frideric Handel	quiet	1:03
5. Rhapsody in G minor, Op. 79, No. 2, by Johannes Brahms	loud	1:39
6. The Four Seasons “Summer,” Movement 3: Presto, by Antonio Vivaldi	loud	2:43
7. Light Cavalry Overture, by Franz von Suppé	loud	6:52
8. Concerto for Mandolin in D (Lute RV 93) 3. Movement, by Antonio Vivaldi	loud	2:23
9. Texas Strut, composer unknown	medium loud	1:10
10. Challenge, composer unknown	loud	1:06

Additional Musical Selections from “The Listening Resource Kits” 1-4 by Denise Gagné:

Play the first 10-20 seconds only of the example.

“Tortoises” from <i>Carnival of the Animals</i> (quiet)	Listening Resource Kit 1#9
“Cuckoo” from <i>Carnival of the Animals</i> (quiet)	Listening Resource Kit 1#14
“The Swan” from <i>Carnival of the Animals</i> (quiet)	Listening Resource Kit 1#18
Finale from <i>Carnival of the Animals</i> (loud)	Listening Resource Kit 1#19
Balletmusik from Les Petits Riens by Mozart (loud)	Listening Resource Kit 1#28
Balletmusik IX from Les Petits Riens by Mozart (loud)	Listening Resource Kit 1#30
“Fireworks,” by Debussy (quiet)	Listening Resource Kit 2 #12
“Fig Leaf Rag” by Scott Joplin (loud)	Listening Resource Kit 2 #13
III German Dance “Sleighride”	Listening Resource Kit 2 #14
“Claire de la lune,” by Debussy (quiet)	Listening Resource Kit 2 #22

More Complete Selections:

Contradance II, Mozart (good for <i>f p</i> and ribbons)	Listening Resource Kit 1 #29
Gigue from Watermusic by Handel (good for <i>f</i> and <i>p</i>)	Listening Resource Kit 1 #37
Overture from <i>The Alchemist</i> , by George Frideric Handel (Use :00 - :25)	Listening Resource Kit 2 #27
Contradance IV, K. 609 (good for <i>f</i> and <i>p</i>)	Listening Resource Kit 4 #22

The pointing page is best used for formative assessment. This activity should show you if the students are able to apply their knowledge, correctly perceiving if the music is loud or quiet, or if it is somewhere in between. Remember that music is subject to interpretation. You might think a selection is loud, but I might think the same selection is medium loud. You can use the same listening examples for the written assessment for Dynamic Assessment worksheets 1 and 2.

Set 2: For Grades 1-6

24 sets of *pp p mp mf f ff*
24 sets of crescendo and decrescendo

These assessment cards have the symbols on one side and the dynamic level on the other: pianissimo-very quiet, piano-quiet, mezzo piano-medium quiet, mezzo forte-medium loud, forte-loud, fortissimo-very loud. Cut and package one of each symbol in a paper envelope or clip with a metal clip. If you wish, you can laminate them before cutting.

Initially, you may want to have the students working in pairs. When you want to do a more formal assessment, it's better to have them work individually.

Activity 1 - Arrange in Order

Hand out the responders to the students.

Ask them to arrange the dynamic symbols in order from quietest to loudest.

They should be arranged in this order: *pp p mp mf f ff*

Use a checklist to assess if the students correctly arrange the cards. (yes-no)

Activity 2 - What do the Symbols Mean?

Have students put the cards in front of them in random order, with the symbols side up.

Ask a series of questions (or give tasks) to assess if the students know what each of the symbols means.

1. Point to the card that means to play very quietly. *pp*
2. Point to the card that means to play or sing loudly. *f*
3. Point to the card that means medium loud. *mf*
4. Point to the card that means medium soft. *mp*
5. Point to the card that means to play or sing very loudly. *ff*
6. Point to the card that means to play or sing quietly. *p*

Activity 3 - What do the Symbols Mean?

Have the students put the cards in front of them, with the definition side up.

1. Point to the definition that tells what this symbol stands for. *f* *loud*
2. Point to the definition that tells what this symbol stands for. *pp* *very quiet*
3. Point to the definition that tells what this symbol stands for. *mp* *medium quiet*
4. Point to the definition that tells what this symbol stands for. *ff* *very loud*
5. Point to the definition that tells what this symbol stands for. *p* *quiet*
6. Point to the definition that tells what this symbol stands for. *f* *loud*

Set 2: Using Dynamics Symbols for Grades 2-6

24 sets of *pp p mp mf f ff*
24 sets of crescendo and decrescendo

These assessment cards have the symbols on one side and the dynamic level on the other: pianissimo-very quiet, piano-quiet, mezzo piano-medium quiet, mezzo forte-medium loud, forte-loud, fortissimo-very loud. Cut and package one of each symbol in a paper envelope or clip with a metal clip. If you wish, you can laminate them before cutting.

Initially, you may want to have the students working in pairs. When you want to do a more formal assessment, it's better to have them work individually.

Activity 4 - Which Dynamic Level do You Hear?

Have students put the cards in front of them in random order, with the symbols side up. Ask them to arrange the dynamic symbols in order from quietest to loudest.

They should be arranged in this order: *pp p mp mf f ff*

Play a selection of music with a wide range of dynamics.

Ask the students to listen to the selection and point to the dynamic level that they hear.

They are to change dynamic level when they hear a change.

Examples of music to use with lots of dynamic contrast in this kit:

The Four Seasons "Spring," Movement 1: Allegro by Antonio Vivaldi	3:20
The Four Seasons "Autumn," Movement 1: Allegro, by Antonio Vivaldi	5:05
Carmen Suite No. 1, Prelude, Act 1, by Georges Bizet	2:09
Swan Lake Suite, Op. 20 - I. Scene, by Pyotr Ilyich Tchaikovsky	2:58

Additional examples of music to use with lots of dynamic contrast can be found in these publications:

"In the Hall of the Mountain King" by Edvard Grieg	Listening Fun with Scarves and Tennis Balls
"Triumphal Entry of the Boyars," by Johan Halvorsen	Listening Resource Kit 3, #5
Bourrée, by George Frideric Handel	Listening Resource Kit 3, #10
"Turkish March," by Ludwig van Beethoven	Listening Resource Kit 3, #13
"Ode to Joy," by Ludwig van Beethoven	Listening Resource Kit 3, #14
Contradance, by Wolfgang Amadeus Mozart (good crescendos, short)	Listening Resource Kit 3, #29
Andante Spirituoso (The Enchanted Forest) by Francesco Geminiani	Listening Resource Kit 3, #30
"The Stars and Stripes Forever," by John Philip Sousa	Listening Resource Kit 4, #1
Concerto in Bb, Op. 4, No. 6 by George Frideric Handel	Listening Resource Kit 4, #4
Agitato, by Wolfgang Amadeus Mozart (short, good)	Listening Resource Kit 4, #8
Allegro Animato, Piano Concerto No 2 in A Major, Franz Liszt	Listening Resource Kit 4, #21
Contradance IV, K. 609 by Wolfgang Amadeus Mozart (Good for <i>f p</i>)	Listening Resource Kit 4, #22
"The Joust," by Don Gillis	Listening Resource Kit 5, #7
<i>The William Tell Overture</i> (finale), by Gioacchino Rossini	Listening Resource Kit 5, #13
"Radetzky March," by Johann Strauss, Sr.	Listening Resource Kit 5, #14
"The March of the Dwarfs," from the Lyric Suite, Op. 54 by Edvard Grieg	Listening Resource Kit 5, #19
"Les Toreadors," from <i>Carmen</i> by Georges Bizet	Listening Resource Kit 5, #21

Using Set 2 with PreK - Grade 2

Give each student just the forte and piano cards from set 2. Use the same musical examples for these assessment cards as you would use with the Loud-Quiet pointing page.

Play the piece of music and observe if the students hold up the correct card as the music changes dynamic level. If you watch to see if the majority of students are doing this correctly, it is a formative assessment. If you record on a checklist or on your class list if the students are successful (yes-no), then it becomes a summative assessment. If you plan to use this assessment as a summative assessment, have them sit in class list order so you can quickly record. To be certain that you are correct in your assessment and to give you additional documentation, you might want to record this by videotaping with a digital camera.

Music in This Kit:

Use examples 1-10 that are given in this kit, or use any example that begins quietly or loudly.

Play the first 10-20 seconds only of the example.

1. Prelude in E minor, by Frédéric Chopin	quiet	2:01
2. Piano Concerto No. 21 in C major, K. 467: Andante, by Wolfgang Amadeus Mozart	quiet	5:38
3. Cello Concerto Movt 3	quiet	2:17
4. Air, from Water Music Suite in F Major, by George Frideric Handel	quiet	1:03
5. Rhapsody in G minor, Op. 79, No. 2, by Johannes Brahms	loud	1:39
6. The Four Seasons “Summer,” Movement 3: Presto, by Antonio Vivaldi	loud	2:43
7. Light Cavalry Overture, by Franz von Suppé	loud	6:52
8. Concerto for Mandolin in D (Lute RV 93) 3. Movement, by Antonio Vivaldi	loud	2:23
9. Texas Strut, composer unknown	medium loud	1:10
10. Challenge, composer unknown	loud	1:06
11. The Four Seasons “Spring,” Movement 1: Allegro (use the first 30 seconds)	varied	3:20
12. The Four Seasons “Autumn,” Movement 1: Allegro, by Antonio Vivaldi (60 seconds)	varied	5:05
15. Symphony No 104 in D Major, III. Menuetto and Trio, by Joseph Haydn	varied	5:58

(use the first 2 minutes of this selection)

Additional Musical Selections From “The Listening Resource Kits” 1-4 by Denise Gagné:

Play the first 10-20 seconds only of the example.

“Tortoises” from <i>Carnival of the Animals</i> (quiet)	Listening Resource Kit 1#9
“Cuckoo” from <i>Carnival of the Animals</i> (quiet)	Listening Resource Kit 1#14
“The Swan” from <i>Carnival of the Animals</i> (quiet)	Listening Resource Kit 1#18
Finale from <i>Carnival of the Animals</i> (loud)	Listening Resource Kit 1#19
Balletmusik from Les Petits Riens by Mozart (loud)	Listening Resource Kit 1#28
Balletmusik IX from Les Petits Riens by Mozart (loud)	Listening Resource Kit 1#30
“Fireworks,” by Debussy (quiet)	Listening Resource Kit 2 #12
“Fig Leaf Rag,” by Scott Joplin (loud)	Listening Resource Kit 2 #13
III German Dance “Sleighride”	Listening Resource Kit 2 #14
“Claire de la lune,” by Debussy (quiet)	Listening Resource Kit 2 #22

The loud-quiet assessment cards are best used for formative assessment. This activity should show you if the students are able to apply their knowledge, correctly perceiving if the music is loud or quiet, or if it is somewhere in between. Remember that music is subject to interpretation. You might think a selection is loud, but I might think the same selection is medium loud. You can use the same listening examples for the written assessment for Dynamic Assessment worksheets 1 and 2.



Dynamics Assessment 1: Is it Quiet or Loud?

Name: _____

Class: _____

Circle if the music is quiet or loud.

1.



quiet



loud

2.



quiet



loud

3.



quiet



loud

4.



quiet



loud



Dynamics Assessment 3: Identify the Symbol

Name: _____

Class: _____

Choose the word that each symbol stands for.
Tell what the symbol and word mean.

pp

stands for _____
which means _____.

p

stands for _____
which means _____.

mp

stands for _____
which means _____.

mf

stands for _____
which means _____.

f

stands for _____
which means _____.

ff

stands for _____
which means _____.

forte

pianissimo

fortissimo

piano

mezzo piano

mezzo forte



Dynamics Assessment 4: Listen for the Dynamics

Name: _____

Class: _____

Listen for the Dynamic Level: When your teacher signals (the teacher puts a hand up or plays a triangle or finger cymbal) write the symbol for the dynamic level that you hear in the box. (You may not use all of the boxes.) After you have listened to the piece, compare your answers to your teacher's or think~pair~share with a partner and discuss your observations.

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.

pp

p

mp

mf

f

ff

Try this activity with these selections on the CD.

- | | | |
|---|--------|------|
| 13. Carmen Suite No. 1, Prelude, Act 1, by Georges Bizet | varied | 2:09 |
| 14. Swan Lake Suite, Op. 20 - I. Scene, by Pyotr Ilyich Tchaikovsky | varied | 2:58 |
| 15. Symphony No 104 in D Major, III. Menuetto and Trio, by Joseph Haydn (excerpt) | varied | 5:58 |



Dynamics Assessment 5A and 5B: Dynamics Grid

Name: _____

Class: _____

Listen for the Dynamic Level: When your teacher signals (the teacher puts a hand up or plays a triangle or finger cymbal) write the symbol for the dynamic level that you hear in the box. After you have listened to the piece, compare your answers to your teacher's or think~pair~share with a partner and discuss your observations.

5A. Carmen Suite No. 1, Prelude, Act 1, by Georges Bizet

	:0	:10	:20	:30	:40	:50	1:00	1:10	1:20	1:30	1:40	1:50	1:60	1:70	1:80	1:90	2:00	
ff																		
f																		
mf																		
mp																		
p																		
pp																		

5B. Swan Lake Suite Op. 20 - 1. Scene, by Pyotr Ilyich Tchaikovsky

	:0	:10	:20	:30	:40	:50	1:00	1:10	1:20	1:30	1:40	1:50	1:60	1:70
ff														
f														
mf														
mp														
p														
pp														

	1:80	1:90	2:00	2:10	2:20	2:30	2:40	2:50	3:00	3:10	3:20	3:30	3:40	3:50
ff														
f														
mf														
mp														
p														
pp														



Dynamics Assessment 7

Name: _____

Class: _____

Circle the dynamic level that you hear. Choose the best answer.

1. *p* *mf* *f*
 2. *mp* *f* *pp*
 3. *pp* *f* *p*
 4. *f* *ff* *pp*
 5. *mf* *p* *f*
-

Quiz 1 Answer Key:

To the teacher: Play the first 10-15 seconds of the following selections from the CD. Play it again if the students cannot decide. This will be your answer key for Quiz 1.

1. Track 1: Prelude in E minor *p*
 2. Track 8: Lute Concerto *f*
 3. Track 7: Light Cavalry Overture *f*
 4. Track 2: Piano Concerto No. 21 *pp*
 5. Track 13: Carmen Suite *f*
-

Quiz 2 Answer Key:

To the teacher: Play the first 10-15 seconds of the following selections from the CD. Play it again if the students cannot decide. This will be your answer key for Quiz 2.

1. Track 10: Challenge *f*
2. Track 6: Four Seasons Summer, Mvt 3 *f*
3. Track 2: Piano Concerto No. 21 *pp*
4. Track 5: Rhapsody #2 *f*
5. Track 4: Air, from Water Music Suite in F Major *p*

Dynamics Pointing Page



quiet



loud

SAMPLE

Dynamics Pointing Page



quiet



loud

p

p

p

p

SAMPLE

p

p

piano
quiet

piano
quiet

piano
quiet

piano
quiet

piano
quiet

piano
quiet

SAMPLE

pp

p

mp m f

SAMPLE

f

ff

piano
quiet

pianissimo
very quiet

mezzo forte
medium loud

mezzo piano
medium quiet

fortissimo
very loud

forte
loud

SAMPLE

pp

ff

ff

pp

pp

ff

ff

pp

pp

ff

ff

pp

SAMPLE

decrescendo or
diminuendo
gradually softer

crescendo
gradually louder

decrescendo or
diminuendo
gradually softer

crescendo
gradually louder

decrescendo or
diminuendo
gradually softer

crescendo
gradually louder

SAMPLE