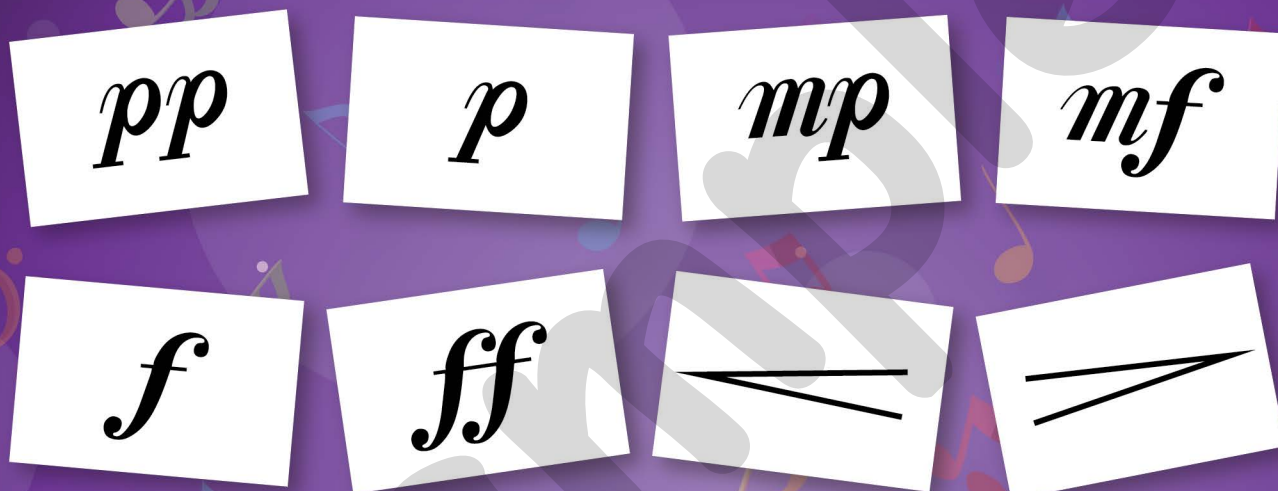


DYNAMICS

Assessment Cards



THIS KIT INCLUDES:

- Three Class Sets of Dynamics Cards on Sturdy Cardstock:
- 24 Prek-1 Pointing Pages
- Teaching Suggestions
- Reproducible Worksheets
- Audio With Orchestral, Piano and Pop Music Listening Examples
- 24 Sets of Dynamics Symbols
- Listening Activities
- Written Assessments

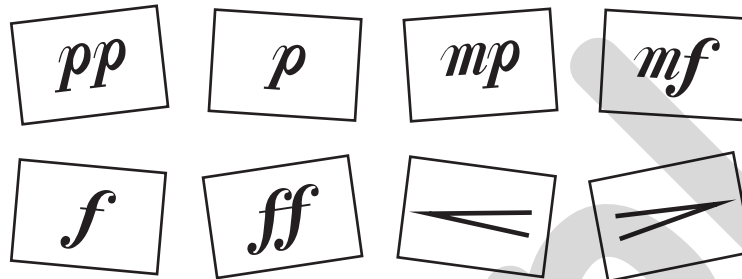
Music Mastery Kits contain class sets of games and activities to teach musical skills and concepts. Each kit also includes reproducible worksheets and assessment activities. This is a valuable classroom resource!

BY DENISE GAGNÉ

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To get your *Download Edition for Dynamics Assessment Cards*, visit <https://downloads.musicplay.ca/> and type in the download code below.

If the code is covered scratch the silver label below.

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1-888-562-4647 sales@musicplay.ca www.musicplay.ca
#3 4664 Riverside Drive - Red Deer, AB T4N 6Y5 - Canada

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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 6.

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

24 copies Loud - Quiet pointing page are provided on 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 (along the guidelines that are shown) and place them in a ziplock bag or envelope to keep them organized. 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.

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 audio 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.

1. Prelude in E minor,
by Frédéric Chopin quiet 2:01
<http://www.youtube.com/watch?v=iu5USR73COs>
2. Piano Concerto No. 21 in C major, K. 467: Andante,
by Wolfgang Amadeus Mozart quiet 5:38
<http://www.youtube.com/watch?v=PJsRv3HXSfE>
3. Cello Concerto, Third Movement (*no additional information is available*) quiet 2:17
4. Air, from Water Music Suite in F Major,
by George Frideric Handel quiet 1:03
<http://www.youtube.com/watch?v=zXgTzD5uTvw>
5. Rhapsody in G minor, Op. 79, No. 2,
by Johannes Brahms loud 1:39
<http://www.youtube.com/watch?v=SIMbiRCPM1Q> (13 year old Aaron Kurz)
6. The Four Seasons "Summer," Movement 3: Presto,
by Antonio Vivaldi loud 2:43
<http://www.youtube.com/watch?v=pe-MIDDfckw>
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
<http://www.youtube.com/watch?v=1Oxkmaq8iRu8>
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 varied 3:20
<http://www.youtube.com/watch?v=JKQoeUr1IGw>
12. The Four Seasons "Autumn," Movement 1: Allegro, by Antonio Vivaldi varied 5:05
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
Orchestral Performance: <http://www.youtube.com/watch?v=Kmil5GfqeFE>
15. Symphony No 104 in D Major, III. Menuetto and Trio,
by Joseph Haydn (excerpt) varied 5:58



Dynamics Assessment 2: Is it Quiet, Loud or in Between?

Name: _____ Grade: _____

To do: Mark on the line to show if the music is quiet, loud or somewhere in between.

1.



quiet



loud

2.



quiet



loud

3.



quiet



loud

4.



quiet



loud



Dynamics Assessment 4: Listen for the Dynamics

Name: _____ Grade: _____

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 in the audio.

- | | | |
|-----------------------------------------------------------------------------------|--------|------|
| 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 6: Dynamics Grid

Name: _____ Grade: _____

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.

Symphony No 104 in D Major, II. Menuetto and Trio, by Joseph Haydn (excerpt)

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

	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
<i>ff</i>														
<i>f</i>														
<i>mf</i>														
<i>mp</i>														
<i>p</i>														
<i>pp</i>														

	4:00	4:10	4:20	4:30	4:40	4:50	5:00	5:10	5:20	5:30	5:40	5:50	6:00	
<i>ff</i>														
<i>f</i>														
<i>mf</i>														
<i>mp</i>														
<i>p</i>														
<i>pp</i>														

Dynamics Pointing Page



Quiet



Loud

Dynamics Pointing Page



Quiet



Loud

pp

p

mp

mf

f

ff

piano
quiet

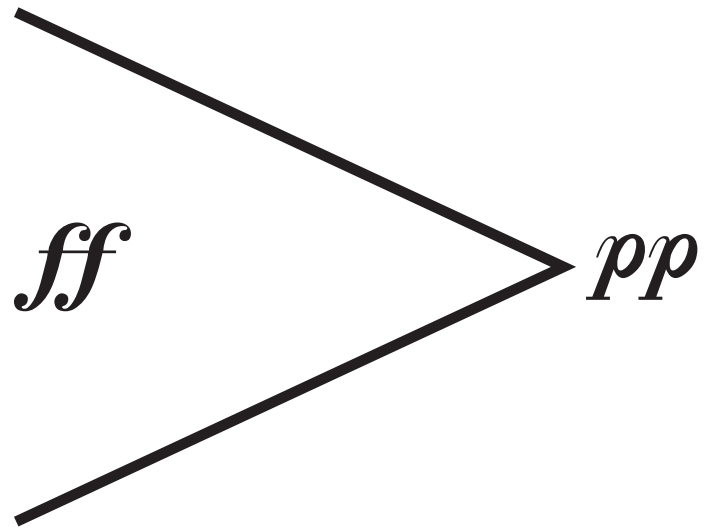
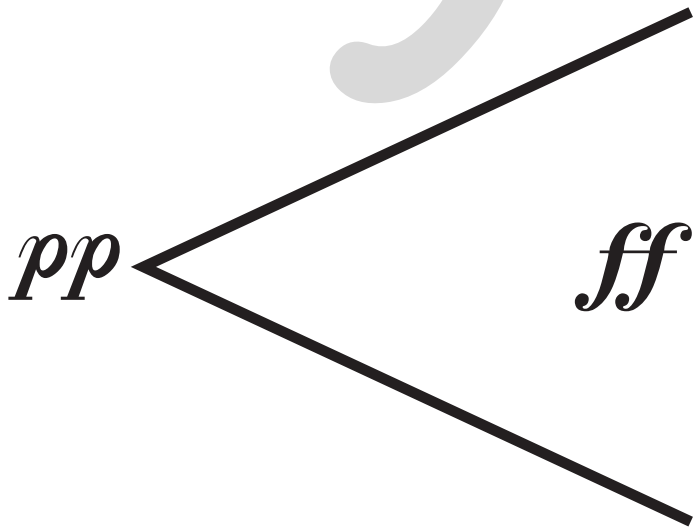
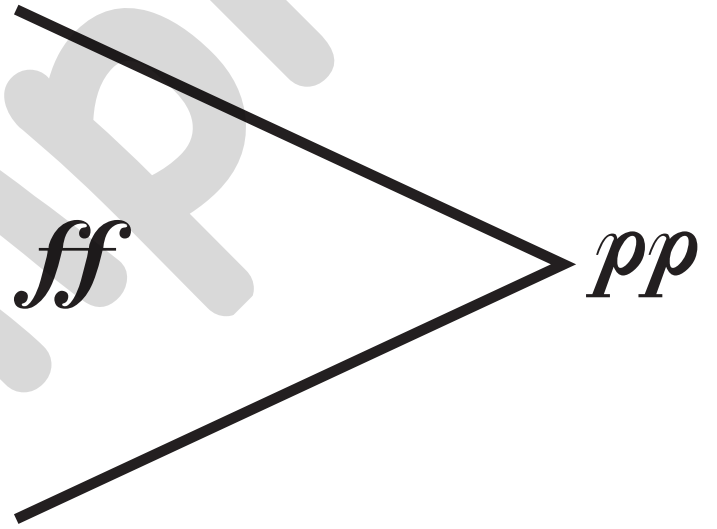
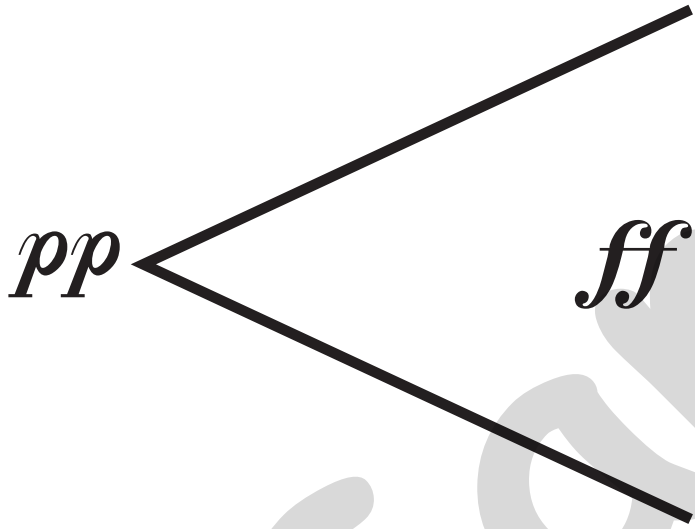
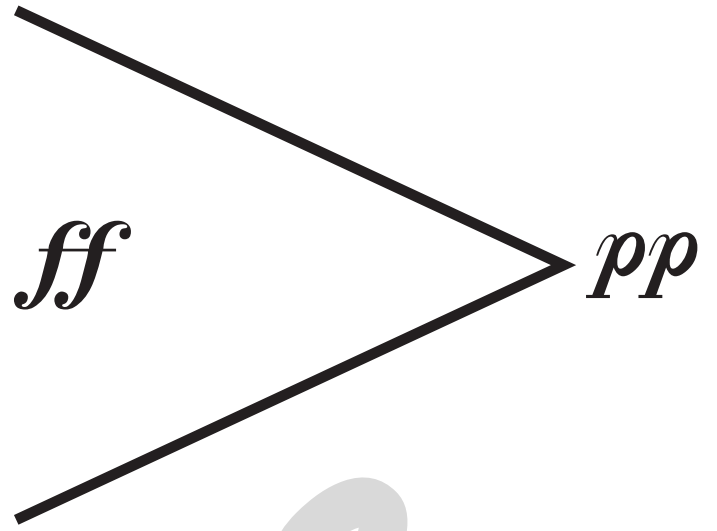
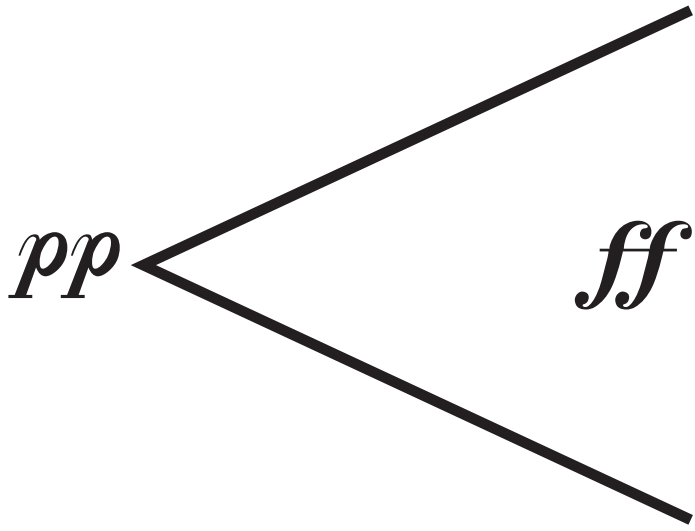
pianissimo
very quiet

mezzo forte
medium loud

mezzo piano
medium quiet

fortissimo
very loud

forte
loud



**decrescendo or
diminuendo**
gradually softer

crescendo
gradually louder

**decrescendo or
diminuendo**
gradually softer

crescendo
gradually louder

**decrescendo or
diminuendo**
gradually softer

crescendo
gradually louder