

David Anderson

MUSI 660: Assessment in Music Education

Dr. Charles Ciorba

October 23, 2020

Final Cognitive Assessment

LINK to FINAL EXAM: <https://forms.gle/nGAnezkvDuH6kkwA6>

Elements of Music Exam - Blueprint

Criteria	Levels of Taxonomy					Total	Percentage
	Remember	Understand	Apply	Analyze	Evaluate		
Pitch Definitions	2	4				6	9%
Pitch Analysis				2	2	4	6%
Rhythm Definitions	2	4				6	9%
Rhythm Analysis				2	2	4	6%
Tempo Definitions	2	2				4	6%
Tempo Analysis				2	2	4	6%
Dynamic Definitions	2	3				5	8%
Dynamic Analysis				2	2	4	6%
Timbre Definitions	2	4				6	9%
Timbre Analysis				2	2	4	6%
Texture Definitions	2	4				6	9%
Texture Analysis				2	2	4	6%
Structure Definitions	2	2				4	6%
Structure Analysis				2	2	4	6%
Total	14	23		14	14	65	~100%

As you can see in the exam, it begins with definitions. These definitions fall under the “remember” level of taxonomy, and are awarded one point for the definition, and one point for any term they can name under each category. In the next section, students will listen to a piece of music (with the score) and answer questions in the “understand” level of taxonomy – applying terms to music in real-time. Finally, students will analyze and evaluate the music in an essay response, weighted double of previous questions. These responses will be graded loosely, but should both analyze and evaluate each of the 7 elements of music.

Description of Assessment:

This *summative* assessment will measure the ability for students to construct a written argument based on standard music terminology. Students will use their knowledge from previous unit lessons on the elements of music (pitch, harmony, rhythm, tempo, dynamics, texture, timbre, structure) and critical thinking skills to form a logical and descriptive personal response to any work of music. Weekly lessons leading up to this final assessment will delve deeply into each element, breaking down vocabulary terms using aural training.

Formative assessments will include simple worksheets matching vocabulary terms to their definitions. After students have mastered definitions, aural examples will be provided and described, categorizing and defining each separate element of music heard in real time.

For the final summative assessment, the instructor will play a list of preselected works of music from a vast range of genre and style, each under 4 minutes. Students will be given a pencil-and-paper exam with multiple choice selections and space to write for each selection. Each question will be formatted in the same way, with 5 total questions. Students will have multiple-choice bubbles for each element of music, filling in which terms apply to a given work. An essay portion follows, where students will construct a fluid argument, using specific elements of the music to describe and critique what they just heard.

Instructional Objectives:

By the end of the year, all of my 8th grade band students will be able to form an educated opinion on music. Students will formulate and justify a written argument using music terminology, personal criteria used for evaluation, to determine the quality of a work of music.

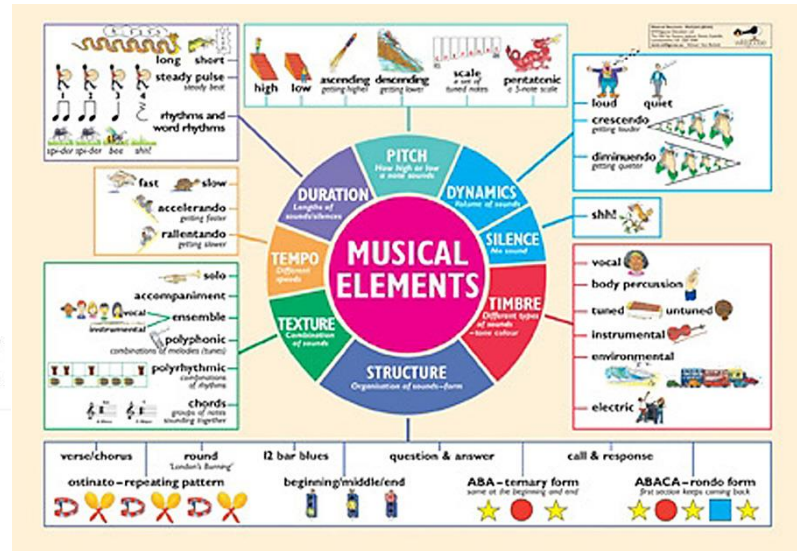
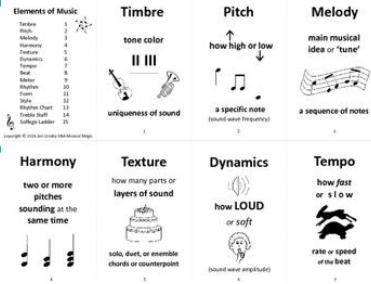
MIAD.3 – The student will analyze, interpret and evaluate music.

- a) Compare and contrast the style, cultural influences, and historical contexts of music literature being studied.
- b) Examine ways in which personal experiences influence critical judgment about works of music and musical performances.
- c) Apply accepted criteria for analyzing, evaluating, and critiquing works of music.

MIAD.4 – The student will formulate and justify personal responses to music.

- a) Analyze personal responses to works of music using music terminology.
- b) Identify personal criteria used for evaluating works of music.
- c) Apply criteria for determining the quality of a work or importance of a musical style.

7 Elements of Music



The Elements of Music

The Ontario Music Educators' Association

Musical Elements

- Timbre** *Sound quality*
- Pitch** *High or low sounds*
- Texture** *How many sounds?*
- Tempo** *Fast or slow?*
- Duration** *Long or short?*
- Structure** *The musical plan*
- Dynamics** *Loud or quiet?*

Duration

The element of music relating to time. Major aspects include beat or rhythm (the pulse), metre (grouping of beats into a time signature), and tempo (the speed of the piece).

Dynamics

The element of music relating to the varying degree of volume. Some fundamental concepts related to this element are:

- crescendo (— gradually louder)
- decrescendo (— gradually softer)
- forte (*f* — loud)
- fortissimo (*ff* — very loud)
- mezzo forte (*mf* — moderately loud)
- piano (*p* — soft)
- pianissimo (*pp* — very soft)
- mezzo piano (*mp* — moderately soft)

Form

Form is the element of music relating to the structure of musical works or pieces. This includes binary form (AB), rondo (ABACADA), ternary form (ABA) theme and variations, twelve-bar blues, sonata allegro, fugue, concerto, symphony, minuet & trio, strophic form, mass and serialism.

Pitch

Pitch is the element of music relating to the highness or lowness of a tone. Melody is an aspect of pitch. It refers to a succession of sounds (pitches) and silences moving through time. Melodies can be thought of as movement in sound by repetition of a pitch, by step, and by skip, or as movement by a series of intervals (unison, step, skip, leap).

Timbre

The element of music relating to the unique quality of sounds that allows us to distinguish between them (e.g., the characteristic sound of a trumpet versus a clarinet, or a male versus a female voice). Also called tone colour.

Texture & Harmony

Texture is the relationship between the "horizontal" aspect of music (i.e., a single line such as a melody) and the "vertical" (i.e., some type of accompaniment such as harmony). For example, texture that is mainly vertical is homophonic (i.e., it consists of a melody with chordal accompaniment), and texture that is mainly horizontal is polyphonic (i.e., it consists of two or more melodies sung or played together).

Harmony is the simultaneous sounding of two or more notes, or pitches.

The 7 Elements of Music - Unit IV Final Exam

8th Grade Music - Mr. David Anderson

* Required

1. Email address *

2. User email id

DEFINITIONS (Short Answer)
(30")

In a sentence or two, define and describe each of the terms below.

3. Define "pitch." What are 3 terms associated with pitch?

2 points

4. Define "rhythm." What are 3 terms associated with rhythm?

2 points

5. Define "tempo." What are 3 terms associated with tempo? 2 points

6. Define "dynamics." What are 3 terms associated with dynamics? 2 points

7. Define "timbre" (or "color") in music. What are 2 terms associated with timbre? 2 points

8. Define "texture" in music. What is 1 term associated with texture? 2 points

9. Define "structure" (or "form") in music. What are 3 terms associated with structure? 2 points

LISTENING PORTION -
Piece #1 (30")

Using the score video, analyze the music you hear and see. Apply musical terminology to each selection.

Piece #1 - The Tempest (Robert W. Smith)



<http://youtube.com/watch?v=6PL-6dvBb6s>

10. PITCH - Is this piece mostly in a MAJOR or MINOR key? 1 point

Mark only one oval.

Major

Minor

11. PITCH - What is the tonic of this piece? (concert pitch)

1 point

Mark only one oval.

C

G

F

E

12. RHYTHM - What is the time signature?

1 point

Mark only one oval.

2/4

3/4

4/4

5/4

13. RHYTHM - Using our counting system, how would you count the repetitive rhythm at measure 18?

1 point

Mark only one oval.

1+2 3+4

1 2 3+4

1 2 3 4+

1+2+3+4+

14. TEMPO - Which term best describes the tempo of this piece?

1 point

Mark only one oval.

- Largo
- Andante
- Allegro
- Grave

15. DYNAMICS - What is the definition of the dynamic symbol at the beginning of this piece?

1 point

Mark only one oval.

- pianissimo
- piano
- mezzo piano
- mezzo forte
- forte
- fortissimo

16. DYNAMICS - What dynamic effect is indicated in measures 7&8?

1 point

Mark only one oval.

- Sforzando
- Diminuendo
- Crescendo
- Allargando

17. TIMBRE - Check each descriptor that applies to the very first phrase of the piece (measures 1-4) (PICK TWO). 2 points

Check all that apply.

- Dark, Heavy, Legato
 Light, Bouncy, Staccato
 with Vibrato
 without Vibrato

18. TEXTURE - At measure 18, which instruments have the melody? 1 point

Mark only one oval.

- Flutes, Clarinets, and Percussion
 Saxophones and Horns
 Oboe and Trumpet
 Timpani and Tuba

19. TEXTURE - At measure 18, which instruments have the accompaniment (rhythmic ostinato)? 1 point

Mark only one oval.

- Flutes, Clarinets, and Percussion
 Saxophones and Horns
 Oboe and Trumpet
 Timpani and Tuba

20. STRUCTURE - What is the structure of this music? (Possible terms: Intro, A, B, A', B', Transition, Coda) 1 point

21. Using all 7 Elements of Music, ANALYZE and EVALUATE the music you just heard. Compare and contrast with music you already know. Provide more specifics about what you notice in the music. Feel free to include personal judgment, as long as you back your argument with musical facts! 14 points

22.

23.

LISTENING PORTION -
Piece #2 (30")

Using the score video, analyze the music you hear and see. Apply musical terminology to each selection.

Piece #2 - Theme from Rocky (Bill Conti)



<http://youtube.com/watch?v=h2Z0VT0E2UA>

24. PITCH - What is the highest note written in the voice part?

1 point

Mark only one oval.

- C
- A
- F
- E

25. PITCH - What chord do the trumpets outline in measures 1-2?

1 point

Mark only one oval.

- F minor
- G Major
- E minor
- C Major

26. RHYTHM - What is the time signature?

1 point

Mark only one oval.

2/4

3/4

4/4

5/4

27. RHYTHM - Using our counting system, how would you count the trumpet melody at measure 5 (including the pickup/anacrusis)?

1 point

Mark only one oval.

4e 1 4e 1

4 + 1 4 + 1

4 1 4 1

4 a1 4 a1

28. TEMPO - Which term best describes the tempo of this piece?

1 point

Mark only one oval.

Largo

Andante

Prestissimo

Grave

29. DYNAMICS - Which dynamic marking describes MOST of the music? 1 point

Mark only one oval.

piano

forte

30. TIMBRE - Check each descriptor that applies to the very first phrase of the piece (~ measure 55 to the end) (PICK TWO). 2 points

Check all that apply.

Mysterious, Brooding, Creepy

Thick, Bright, Brassy

Heroic, Energetic, Rhythmic

Breathy, Mellow, Calm

31. TEXTURE - In measures 49-55, which instrument or family/group of instruments has the melody? 1 point

Mark only one oval.

Strings

Brass

Piano

Drums

32. TEXTURE - What measure does the electric guitar solo begin? 1 point

Mark only one oval.

Measure 4

Measure 21

Measure 27

Measure 43

33. STRUCTURE - What is the structure of this music? (Possible terms: Intro, A, B, A', B', Transition, Coda) 1 point

34. Using all 7 Elements of Music, ANALYZE and EVALUATE the music you just heard. Compare and contrast with music you already know. Provide more specifics about what you notice in the music. Feel free to include personal judgment, as long as you back your argument with musical facts! 14 points

35.

36.

The 7 Elements of Music - Unit IV Final Exam

Total points 21/65 ?

10th Grade Music - Mr. David Anderson

Email address *

dander26@gmu.edu

0 of 0 points

User email id

dander26@gmu.edu

DEFINITIONS (Short Answer) (30")

0 of 14 points

In a sentence or two, define and describe each of the terms below.

✗ Define "pitch." What are some terms associated with pitch?

.../2

Feedback

Pitch is a perceptual property of sounds that allows their ordering on a frequency-related scale, or more commonly, pitch is the quality that makes it possible to judge sounds as "higher" and "lower" in the sense associated with musical melodies. Some associated terms: melody, harmony, tuning, chord.

✗ Define "rhythm." What are some terms associated with rhythm?

.../2

Feedback



Rhythm is a strong, regular, repeated pattern of movement or sound. Some terms associated: note lengths (sixteenth, eighth, quarter, etc.), beat, meter, time signature, duration, pulse, periodicity, pattern.

✗ Define "tempo." What are some terms associated with tempo? .../2

Feedback

Tempo is the speed at which a passage of music is or should be played. Some associated terms are grave, largo, lento, adagio, andante, moderato, allegretto, allegro, vivace, presto, molto, poco, subito, accelerando, ritardando, rallentando, rubato.

✗ Define "dynamics." What are some terms associated with dynamics? .../2

Feedback

In music, the dynamics of a piece is the variation in loudness between notes or phrases. Some associated terms: pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo, diminuendo, hairpun, sforzando, fortepiano.

✗ Define "timbre" (or "color") in music. What are some terms associated with timbre? .../2

Feedback

In music, timbre, also known as tone color or tone quality (from psychoacoustics), is the perceived sound quality of a musical note, sound or tone. Timbre distinguishes different types of sound production, such as choir voices - and musical instruments; such as string instruments, wind instruments, and percussion instruments. It also enables listeners to distinguish different instruments in the same category. Some associated terms: any descriptor of sound!

✗ Define "texture" in music. What are some terms associated with texture? .../2

Feedback

In music, texture is how the tempo, melodic, and harmonic materials are combined in a



composition, thus determining the overall quality of the sound in a piece. Texture is often described in regard to the density, or thickness, and range, or width, between lowest and highest pitches, in relative terms as well as more specifically distinguished according to the number of voices, or parts, and the relationship between these voices. Some associated terms: monophonic, polyphonic, homophonic.

✗ Define "structure" (or "form") in music. What are some terms associated with structure? .../2

Feedback

In music, structure, or form, refers to the structure of a musical composition or performance. Some associated terms: introduction, A, B, C, (etc.), transition, coda, repeat, first and second endings, section, binary, ternary, rondo, sonata-allegro, verse, refrain, pre-chorus, chorus, bridge.

LISTENING PORTION - Piece #1 (30")

11 of 26 points

Using the score video, analyze the music you hear and see. Apply musical terminology to each selection.

Piece #1 - The Tempest (Robert W. Smith)

The Tempest, by Robert W. S...



✓ PITCH - Is this piece mostly in a MAJOR or MINOR key? 1/1

Major

Minor



✓ PITCH - What is the tonic of this piece? (concert pitch) 1/1

C

G

F



- C
- E

✓ RHYTHM - What is the time signature?

1/1

- 2/4
- 3/4
- 4/4
- 5/4



✓ RHYTHM - Using our counting system, how would you count the repetitive rhythm at measure 18?

1/1

- 1+2 3+4
- 1 2 3+4
- 1 2 3 4+
- 1+2+3+4+



✓ What TEMPO best describes this piece?

1/1

- Largo
- Andante
- Allegro
- Grave



✓ DYNAMICS - What dynamic marking is used for the very first note of the piece?

1/1

- pianissimo
- piano
- mezzo piano
- mezzo forte



- mezzo forte
- forte
- fortissimo

✓ DYNAMICS - What does the composer do with dynamics in measures 7 and 8? 1/1

- Sforzando
- Diminuendo
- Crescendo
- Allargando



✓ TIMBRE - Check each descriptor that applies to the very first phrase of the piece (measures 1-4) (PICK TWO). 2/2

- Dark, Heavy, Legato
- Light, Bouncy, Staccato
- with Vibrato
- without Vibrato



✓ TEXTURE - At measure 18, which instruments have the melody? 1/1

- Flutes, Clarinets, and Percussion
- Saxophones and Horns
- Oboe and Trumpet
- Timpani and Tuba



✓ TEXTURE - At measure 18, which instruments have the accompaniment (rhythmic ostinato)? 1/1

- Flutes, Clarinets, and Percussion
- Saxophones and Horns
- Oboe and Trumpet



Timpani and Tuba

✗ **STRUCTURE** - What is the structure of this music? (Possible terms: Intro, .../1
A, B, A', B', Transition, Coda)

✗

Correct answer

Answers can vary and will be manually checked.

✗ Using all 7 Elements of Music, **ANALYZE** and **EVALUATE** the music you .../14
just heard. Compare and contrast with music you already know. Provide
more specifics about what you notice in the music. Feel free to include
personal judgment, as long as you back your argument with musical
facts!

LISTENING PORTION - Piece #2 (30")

10 of 25 points

Using the score video, analyze the music you hear and see. Apply musical terminology to each selection.

Piece #2 - Theme from Rocky (Bill Conti)

Transcription of GONNA FLY ...



✓ **PITCH** - What is the highest note written in the voice part?

1/1

C

A

F

E

✓



✓ PITCH - What chord do the trumpets outline in measures 1-2? 1/1

- F minor
- G Major
- E minor
- C Major



✓ RHYTHM - What is the time signature? 1/1

- 2/4
- 3/4
- 4/4
- 5/4



✓ RHYTHM - Using our counting system, how would you count the trumpet 1/1 melody at measure 5 (including the pickup/anacrusis)?

- 4e 1 4e 1
- 4 + 1 4 + 1
- 4 1 4 1
- 4 a1 4 a1



✓ What TEMPO best describes this piece? 1/1

- Largo
- Andante
- Prestissimo
- Grave



✓ DYNAMICS - Which dynamic marking describes MOST of the music? 1/1

piano

forte



✓ TIMBRE - Check each descriptor that applies to the very first phrase of the piece (~ measure 55 to the end) (PICK TWO). 2/2

Mysterious, Brooding, Creepy

Thick, Bright, Brassy



Heroic, Energetic, Rhythmic



Breathy, Mellow, Calm

✓ TEXTURE - In measures 49-55, which instrument has the melody? 1/1

Strings



Brass

Piano

Drums

✓ TEXTURE - What measure does the electric guitar solo begin? 1/1

Measure 4

Measure 21

Measure 27



Measure 43



✘ STRUCTURE - What is the structure of this music? (Possible terms: Intro, .../1
A, B, A', B', Transition, Coda)



Correct answer

Answers can vary and will be manually checked.

✘ Using all 7 Elements of Music, ANALYZE and EVALUATE the music you .../14
just heard. Compare and contrast with music you already know. Provide
more specifics about what you notice in the music. Feel free to include
personal judgment, as long as you back your argument with musical
facts!

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Google Forms



High School Music Program - Student Climate Survey (2nd Semester)

Affective Assessment - David Anderson - 11/15/2020 - MUSI 660 - Dr. Charles Ciorba

1. GENDER:

Mark only one oval.

- Male
- Female
- Nonbinary
- Other: _____

2. ACADEMIC RANK:

Mark only one oval.

- Freshman
- Sophomore
- Junior
- Senior

3. MAJOR AREA OF INTEREST:

Mark only one oval.

- Band
- Choir
- Orchestra

Part
1

Please select the response that best expresses your feelings about the following statements, from 1 to 4:

4. I feel safe and welcomed in my music classroom.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

5. I feel respected and valued for my musical contributions during class.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

6. I have made and strengthened friendships with my peers through music.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

7. I feel anxiety from the pressure of music class.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

8. My parents support my musical interests at home.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. I am comfortable reading sheet music.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

10. I enjoy the music that is programmed for every concert we play.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

11. I look forward coming to school - just for music class.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

12. Music comes very naturally to me; I often find myself bored in class.

Mark only one oval.

1 2 3 4

Strongly Disagree Strongly Agree

13. I am comfortable performing in front of big crowds.

Mark only one oval.

1 2 3 4

Strongly Disagree Strongly Agree

Part
2

Please select the response that best expresses your feelings about the following statements, from 1 to 4:

14. I would be interested in auditioning for the All-County/All-District Band, Orchestra, or Choir.

Mark only one oval.

1 2 3 4

Strongly Disagree Strongly Agree

15. I would be interested in auditioning for the Senior Regional Orchestra.

Mark only one oval.

1 2 3 4

Strongly Disagree Strongly Agree

16. I would be interested in performing in the school musical, with after-school rehearsals running through Spring.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

17. I would be interested in joining the marching band next year.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

18. I would be interested in attending a Spring Trip to Orlando.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

19. I would be interested in auditioning for the after-school Acapella Club.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

20. I would be interested in taking AP Music Theory next year.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

21. I am interested in pursuing music professionally after high school.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

22. I would be interested in applying for a music scholarship. (Juniors/Seniors Only)

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

23. I would be interested in summer music camp opportunities.

Mark only one oval.

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree
