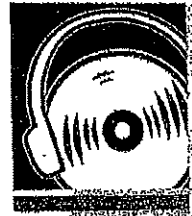


# Fourth Grade Common Assessments

1.1.B.1, 1.3.B.1, 1.3.B.2

# What Do You Hear ? - 1



## Tempo

You will hear four sets of pieces. In each set, one piece is in a slow tempo. The other is in a fast tempo. Listen to both pieces, decide which is slow and which is fast, then circle your answers on your worksheet.

- |    |              |      |      |
|----|--------------|------|------|
| 1. | First piece  | SLOW | FAST |
|    | Second piece | SLOW | FAST |
| 2. | First piece  | SLOW | FAST |
|    | Second piece | SLOW | FAST |
| 3. | First piece  | SLOW | FAST |
|    | Second piece | SLOW | FAST |
| 4. | First piece  | SLOW | FAST |
|    | Second piece | SLOW | FAST |



What Do You Hear?



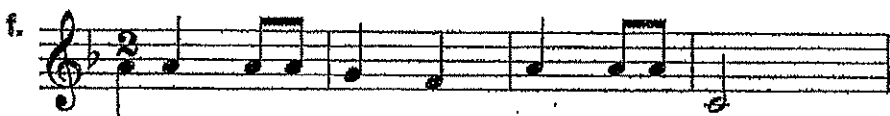
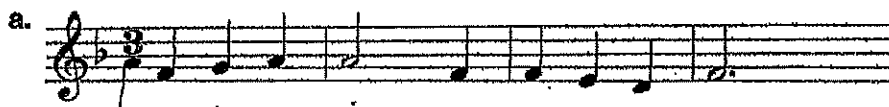
# Assessment - 1

## Meter

For each meter, find three correct musical examples below.

1. Meter in 2 \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

2. Meter in 3 \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_



## Assessment - 6



### Expressive Qualities

A. In music, certain symbols are used to tell a performer how loud or how soft to sing and play. Draw a line between each symbol in the left column and its definition in the right column.

- |              |                 |
|--------------|-----------------|
| 1. <i>p</i>  | getting louder  |
| 2. <i>mf</i> | loud            |
| 3. <i>mp</i> | getting softer  |
| 4. <i>f</i>  | moderately soft |
| 5. $<$       | soft            |
| 6. $>$       | moderately loud |

B. The words in each of the following lists suggest an appropriate style of performance for some songs in your book. Look through the songs listed below and decide which list suits the style of each song. Write the letter A or B in the blank. Use the song index in your book to find the page number of each song.

A  
lively  
vigorously  
briskly

B  
calmly  
smoothly  
leisurely

1. "Music, Music, Music" \_\_\_\_\_
2. "Lovely Evening" \_\_\_\_\_
3. "Don't Count Your Chickens" \_\_\_\_\_
4. "Bamboo Flute" \_\_\_\_\_
5. "Sakura" \_\_\_\_\_
6. "I've Been Working on the Railroad" \_\_\_\_\_

## Assessment - 14



### Instrument Families

A. Write the name of each instrument in the correct family.

|             |          |             |         |
|-------------|----------|-------------|---------|
| violin      | flute    | trombone    | bassoon |
| claves      | viola    | cymbals     | maracas |
| trumpet     | clarinet | oboe        | tuba    |
| string bass | cello    | French horn | drum    |

#### String

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### Woodwinds

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### Brass

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### Percussion

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

B. Read the sentences below. Write *T* if the sentence is true. Write *F* if the sentence is false.

1. String instruments are usually played with a bow. \_\_\_\_\_
2. Woodwind and brass instruments are played by blowing. \_\_\_\_\_
3. The instrument of the brass family that plays the lowest tones is the trumpet. \_\_\_\_\_
4. A tambourine can be played by striking and shaking. \_\_\_\_\_



Assessment



## What Do You Hear ? - 10

### Mood

You will hear six musical examples. When a number is called, decide which list of words suggests the mood, or feeling, of the music. Listen, then circle your answer.

- |    |                                 |                          |
|----|---------------------------------|--------------------------|
| 1. | bright<br>vigorous<br>marchlike | calm<br>quiet<br>flowing |
| 2. | bright<br>vigorous<br>marchlike | calm<br>quiet<br>flowing |
| 3. | bright<br>vigorous<br>marchlike | calm<br>quiet<br>flowing |
| 4. | bright<br>vigorous<br>marchlike | calm<br>quiet<br>flowing |
| 5. | bright<br>vigorous<br>marchlike | calm<br>quiet<br>flowing |
| 6. | bright<br>vigorous<br>marchlike | calm<br>quiet<br>flowing |