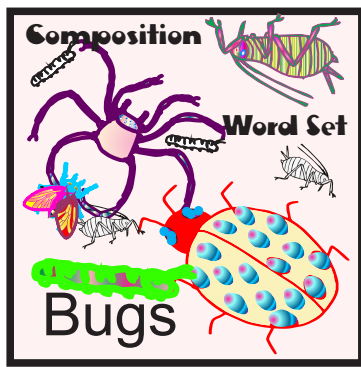
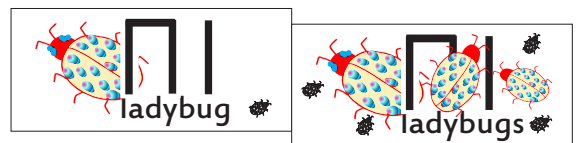
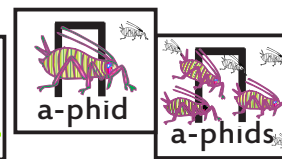
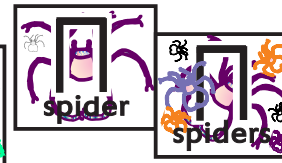
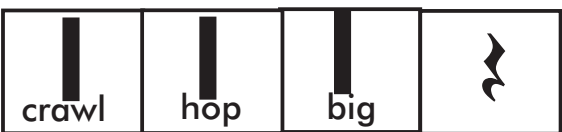
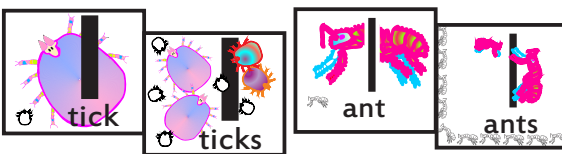
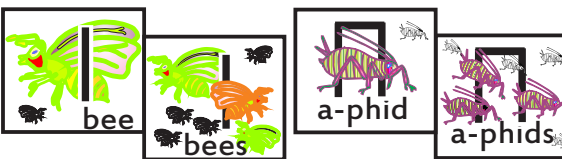
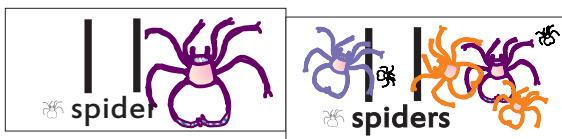
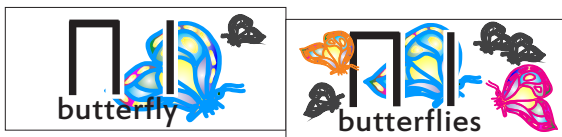
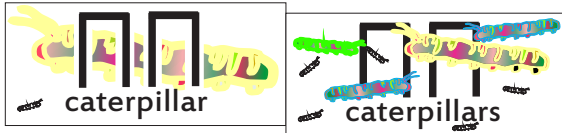
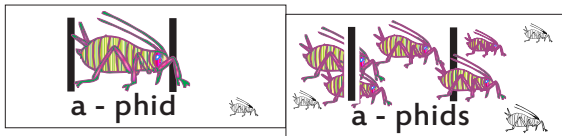
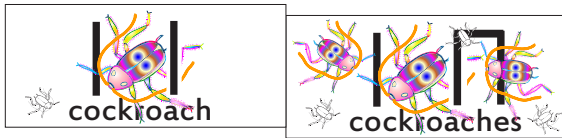


Bugs



Included

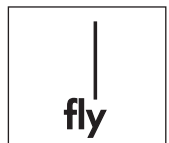
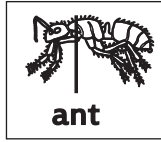
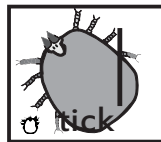
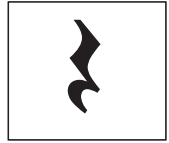
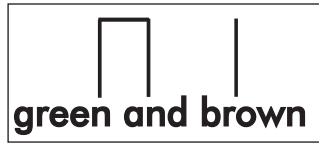
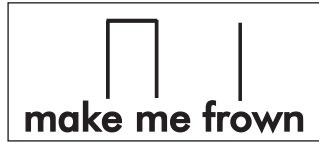
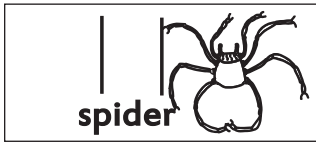
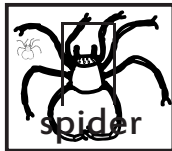
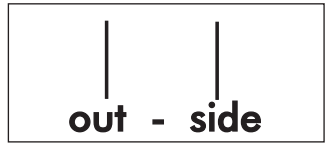
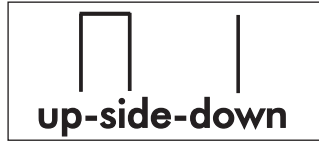
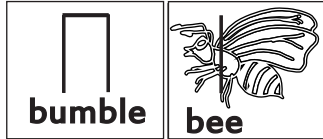
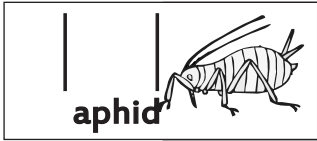
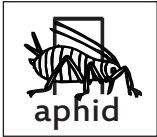
- *colour display flashcards
- *info page: the "whys" of bugs
- *workpage: beat and rhythm counting
- *colouring page: bugs
- *composition project
 - *expectations
 - lesson ideas
 - *student workpages
 - *rubric



Ideas for Songs

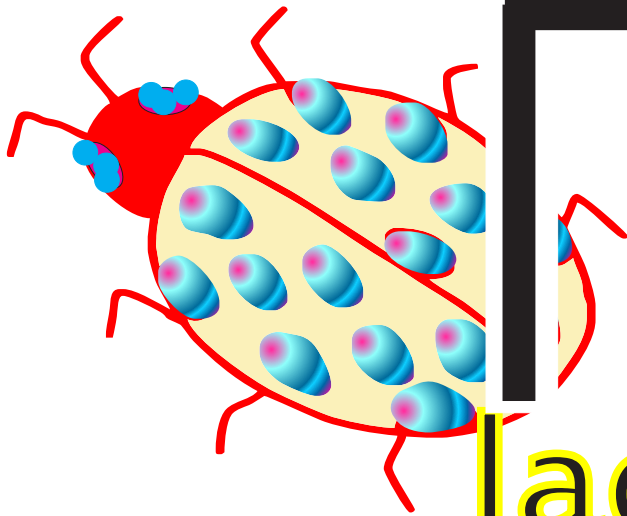
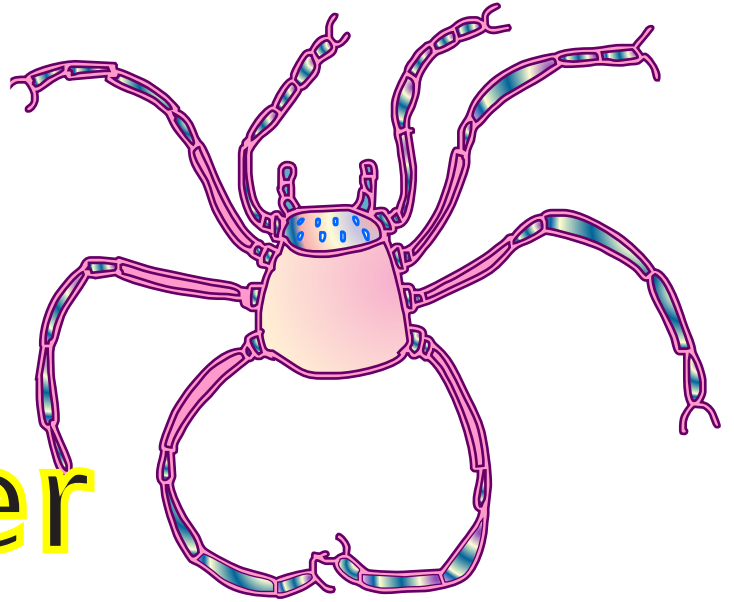
- Poor Little bug
- La Cucaracha
- Little Arabella
- Brown and Furry
- The Internetting Spider
- Bugs on the Ceiling
- The Ants Go Marching
- Ladybug Ladybug
- Flight of the Bumblebees
- Bee Bee BumbleBee

- I'm Bringing Home trad
- I'm Bringing Home re-vised

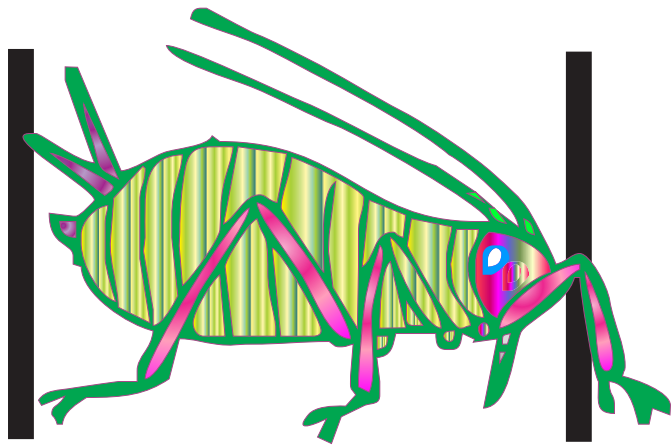




spider

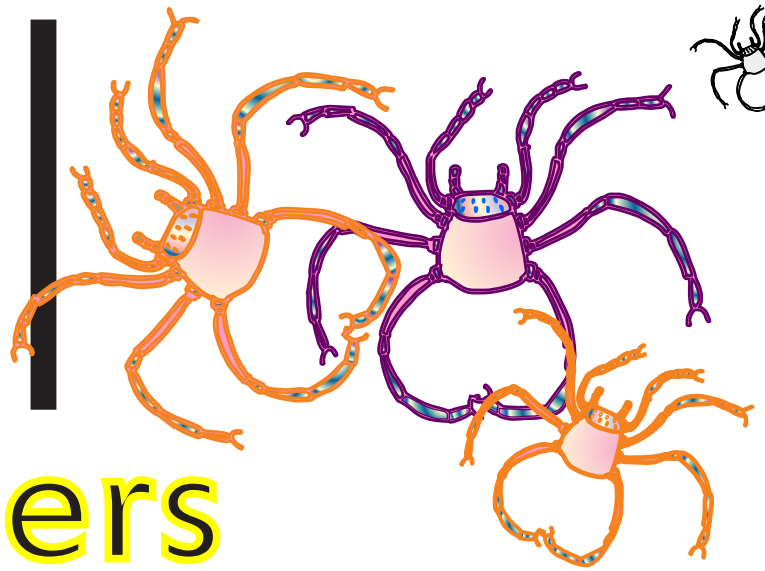
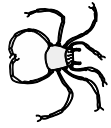
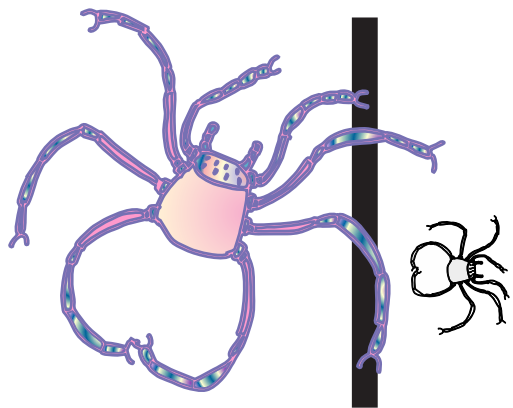


ladybug

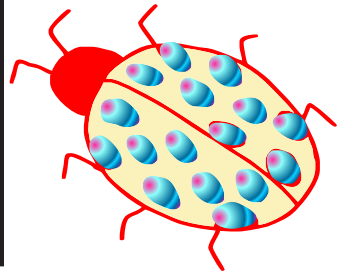
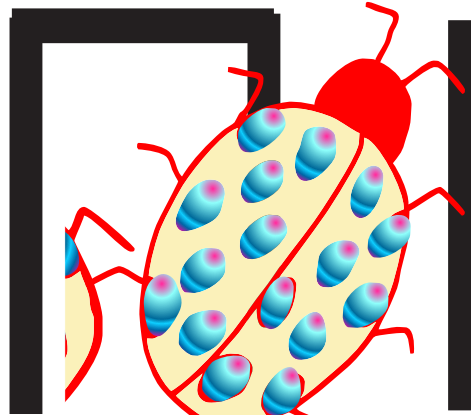
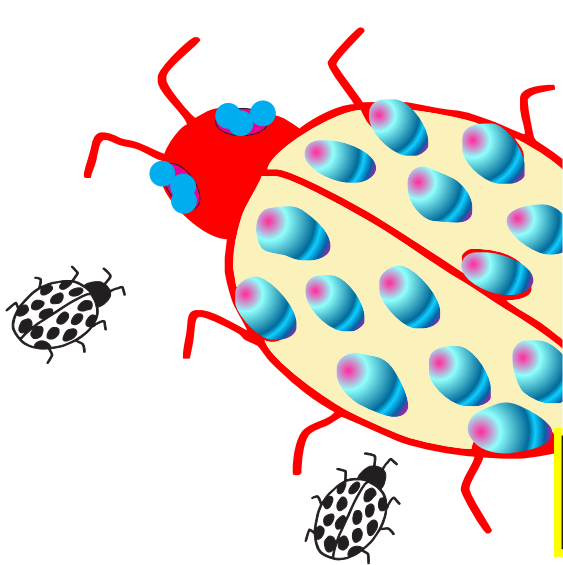


a - phid

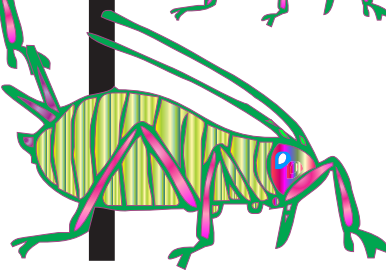
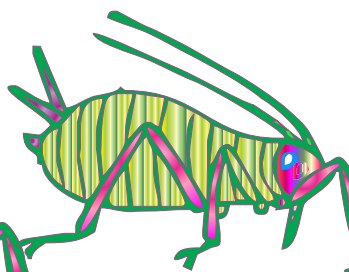
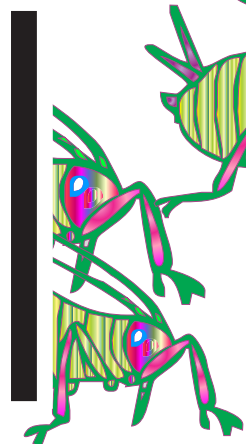
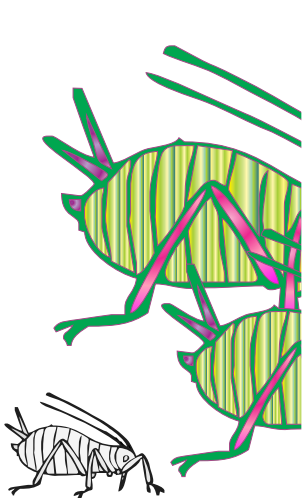




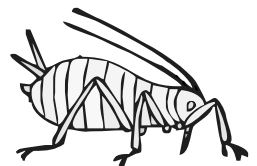
spiders



ladybugs

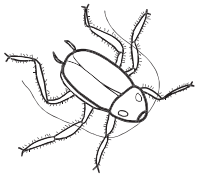
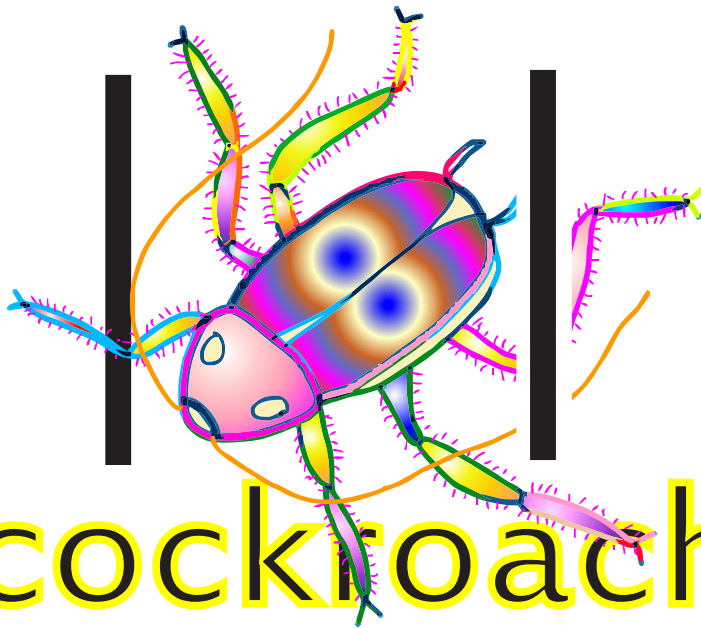


a - phids





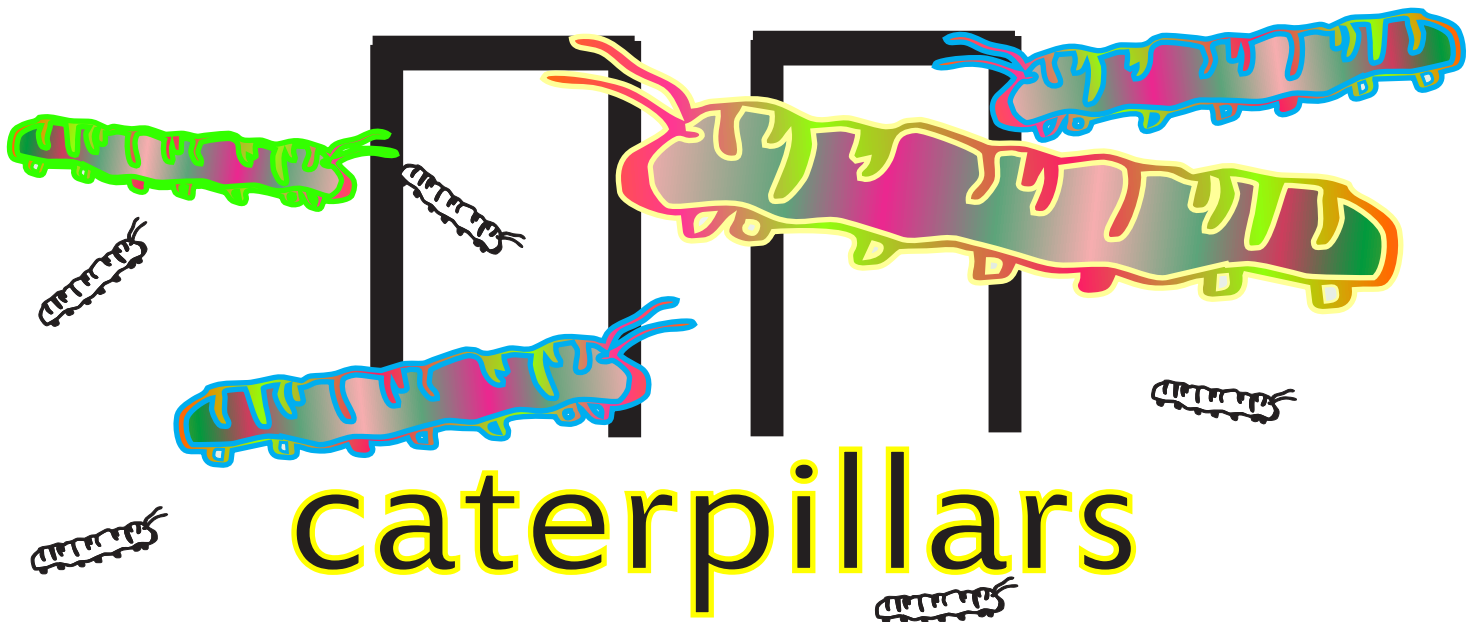
caterpillar



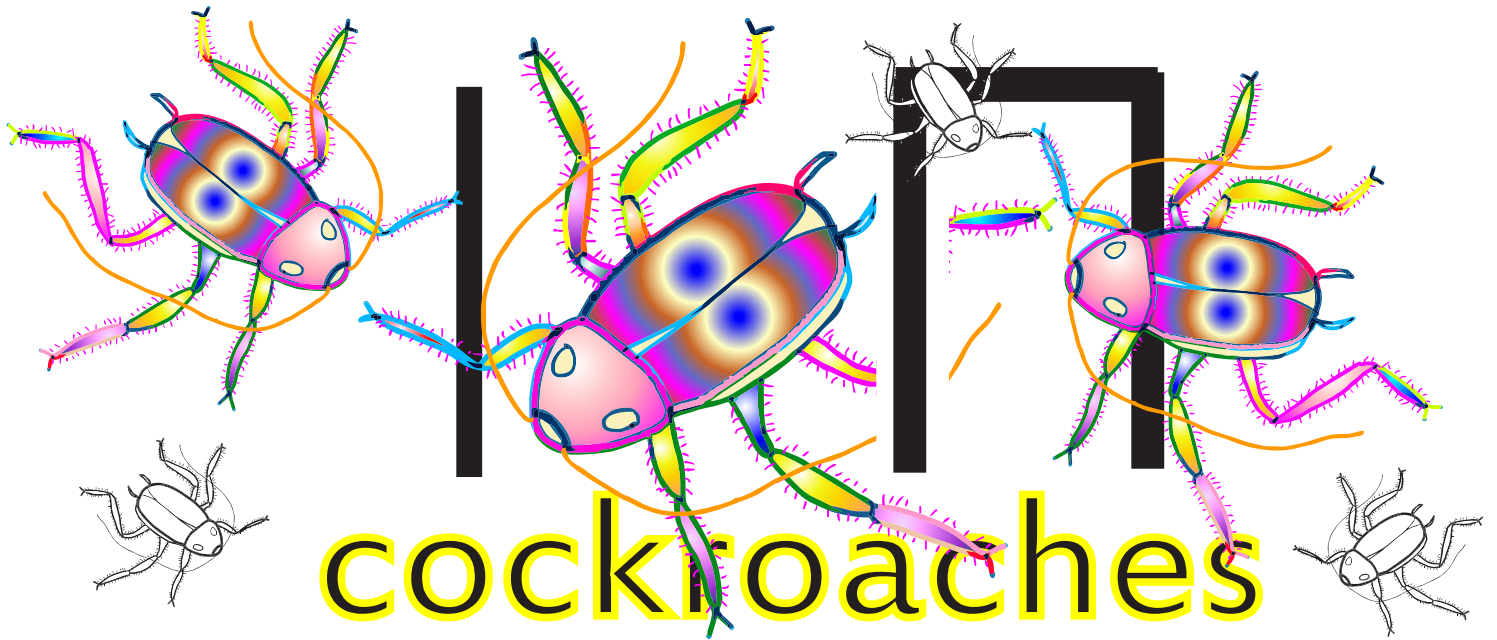
cockroach



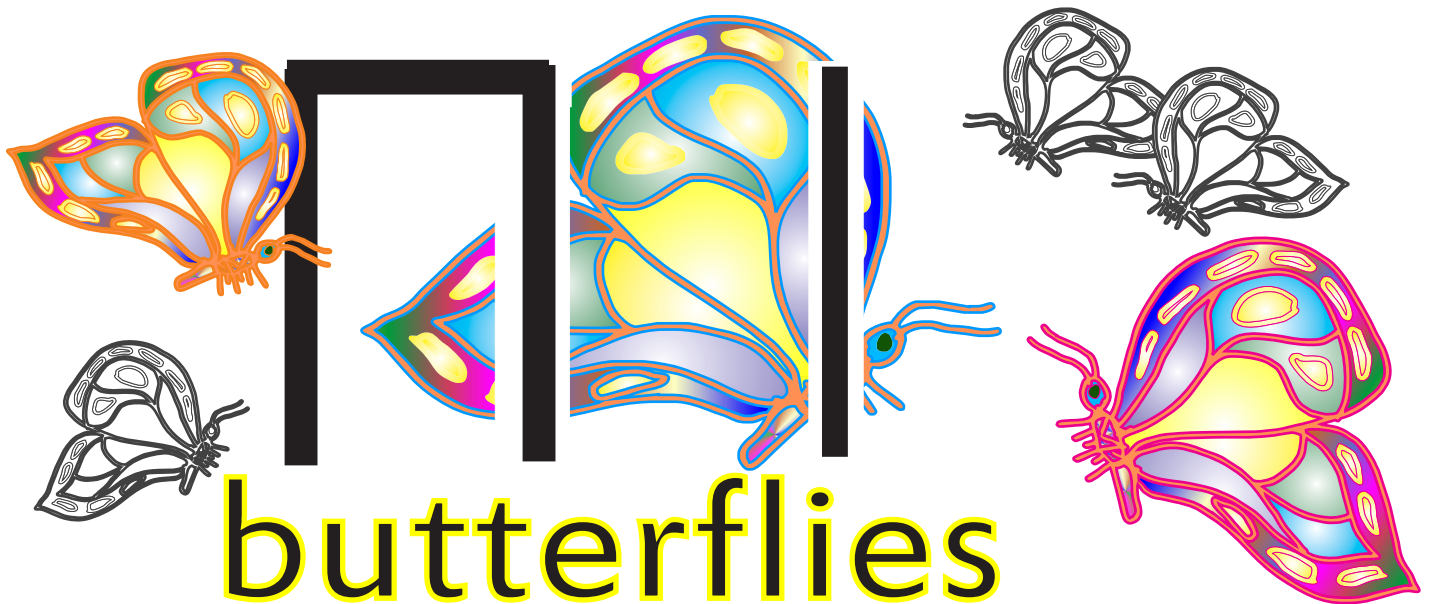
butterfly



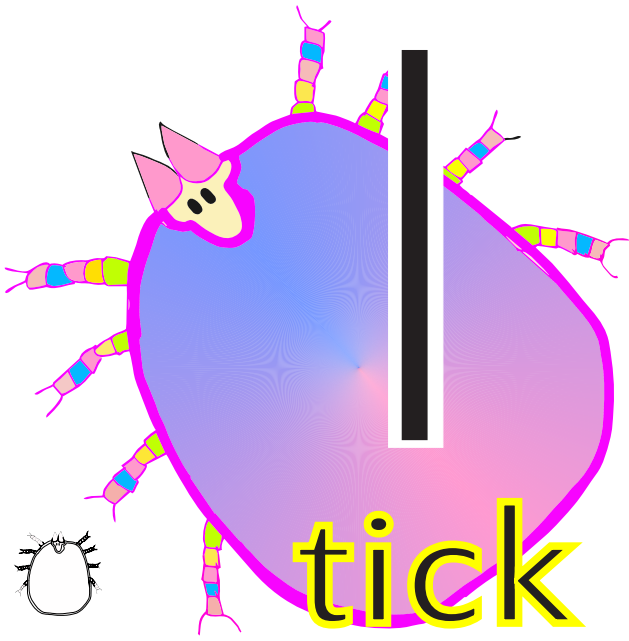
caterpillars



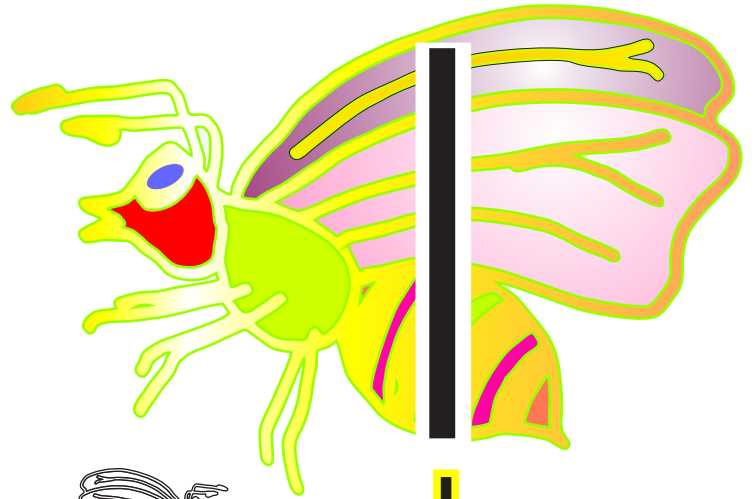
cockroaches



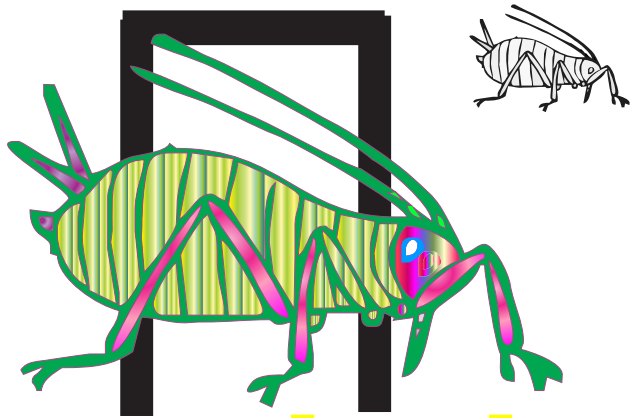
butterflies



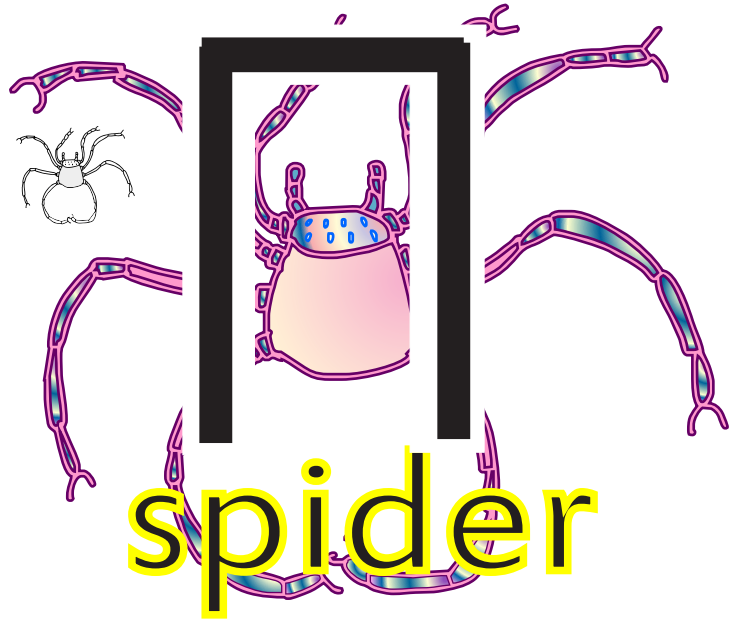
tick



bee



a-
phid



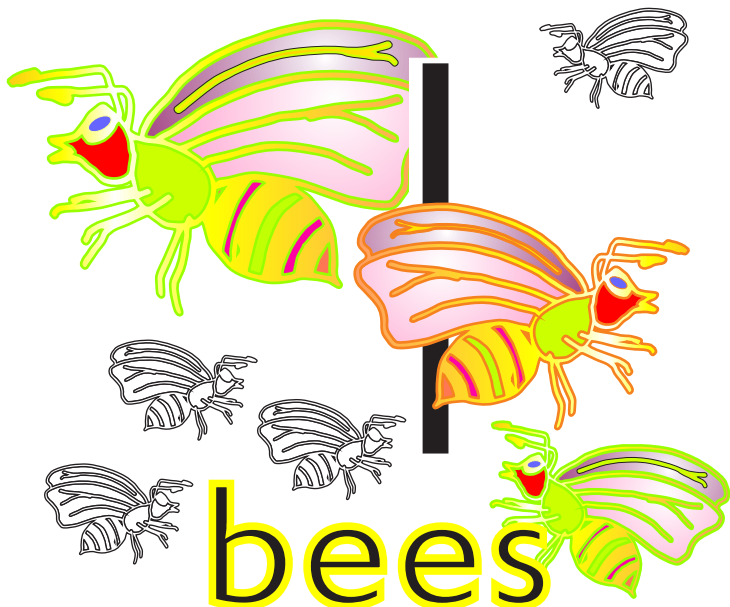
s-
pider



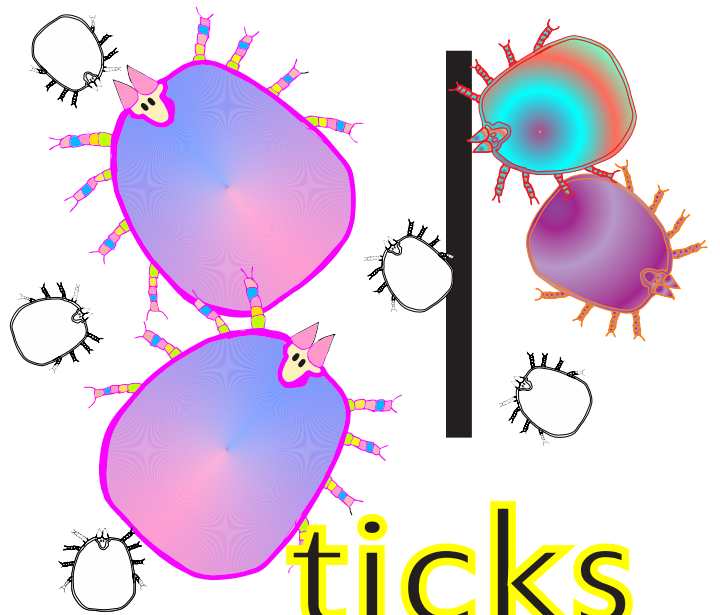
ant



fly



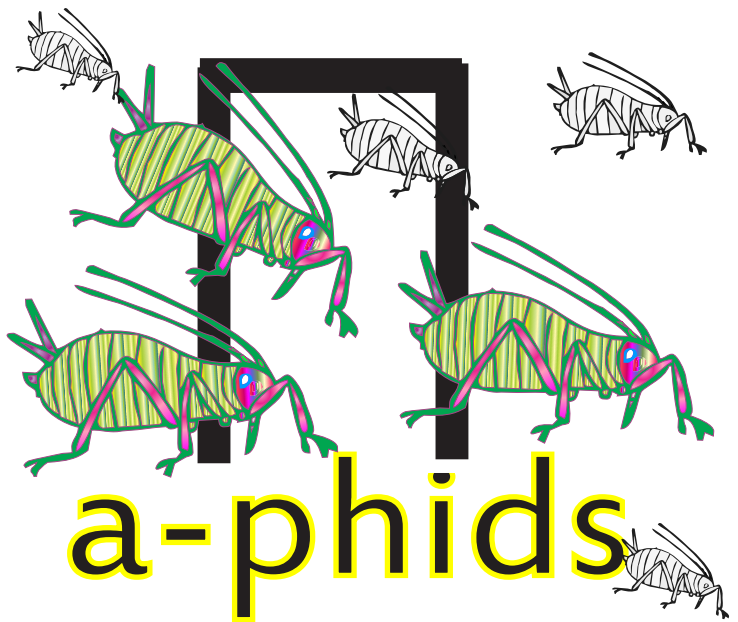
bees



ticks



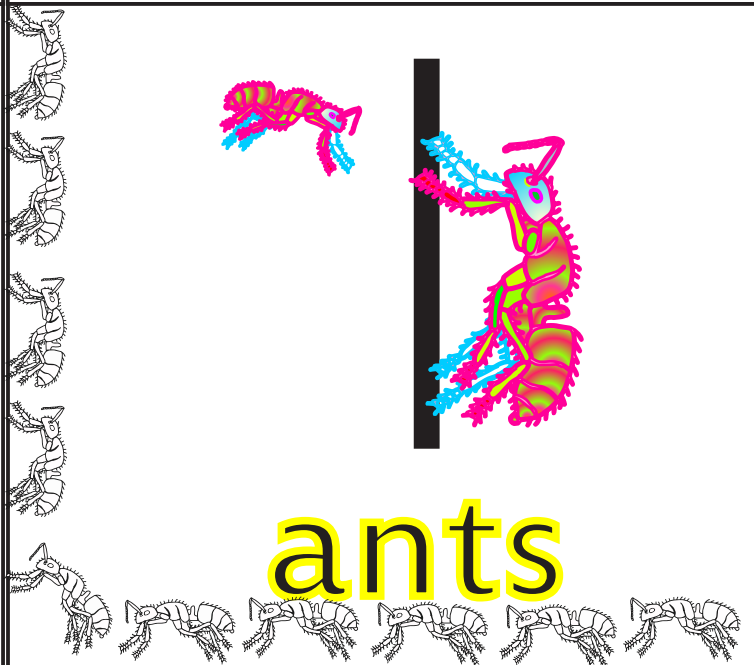
spiders



a-
phids



flies



ants

Bugs, bugs

out - side

in - side



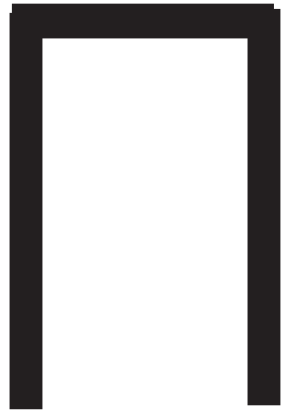
green and brown



make me frown



in my town



all a - round



up-side-down



big



lit-tle



bum-ble



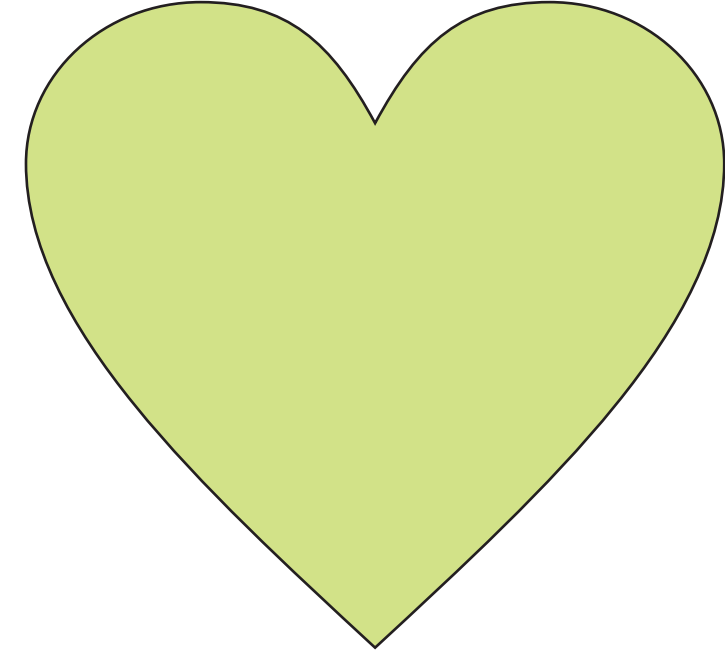
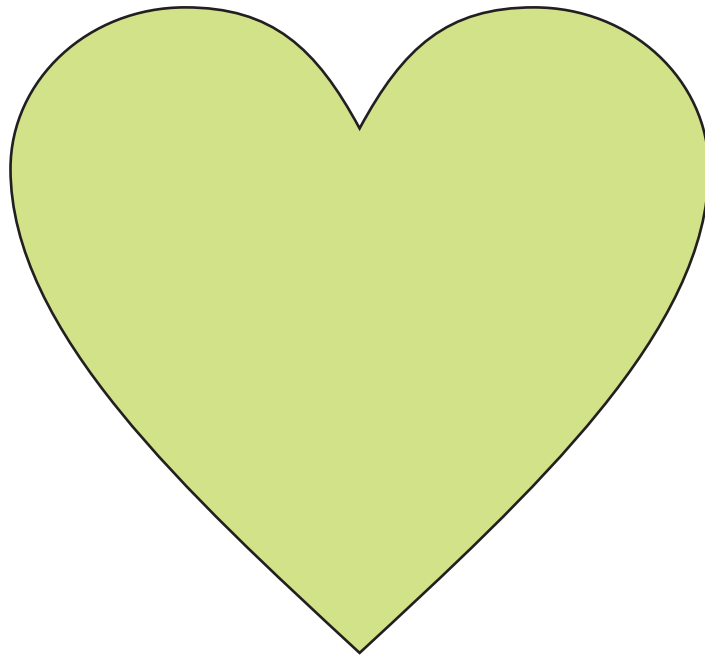
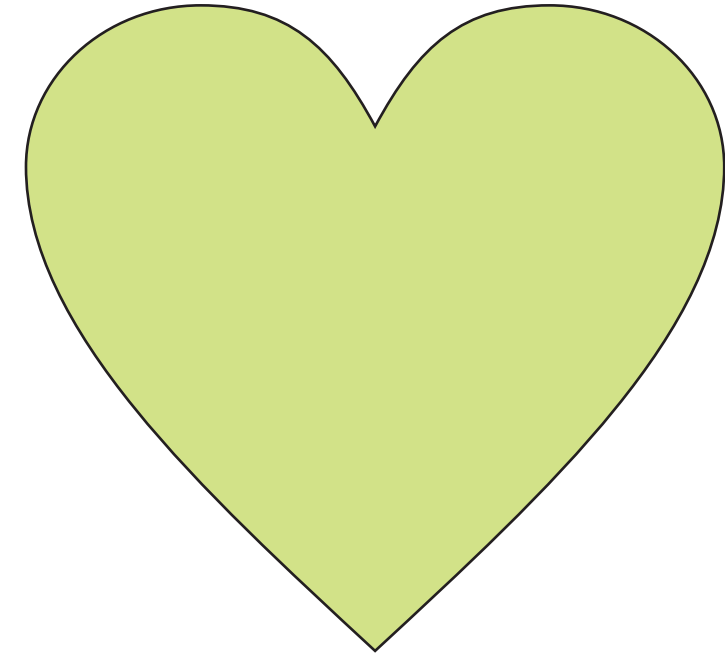
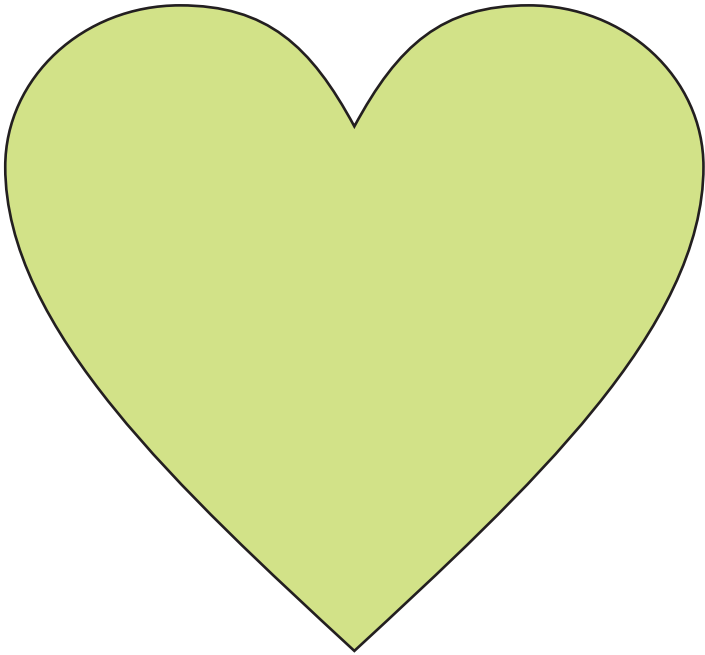
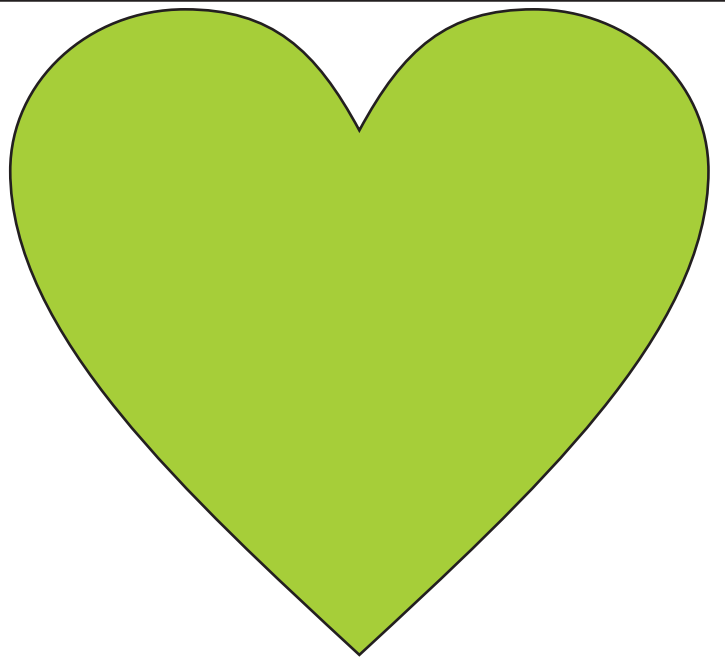
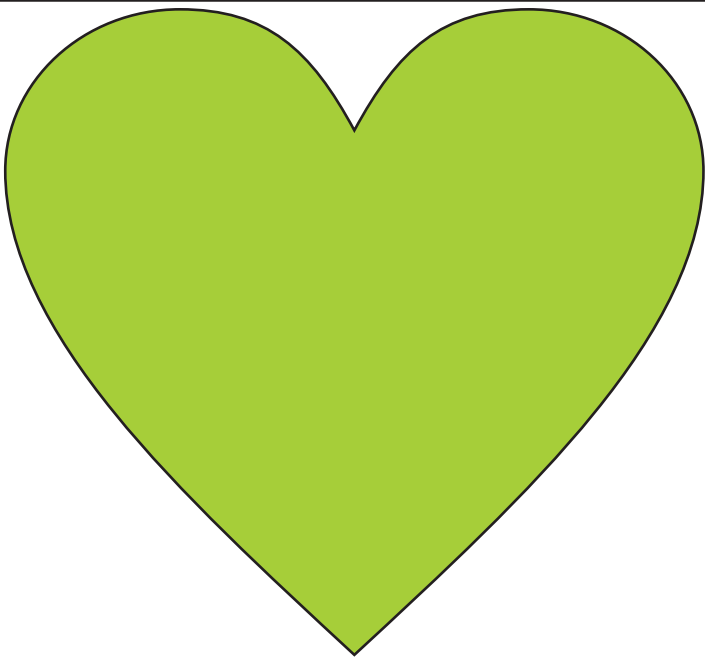
↓
walk

↓
fly

↓
crawl

↓
hop





The "Whys" of Bugs

Bugs



Bugs on the ceiling, bugs on the wall,
Bugs on the floor I don't like at all,
BUT
Bugs in the garden, bugs in the sky
Are there for a reason, do you know why?



Bugs



Ladybugs eat the **aphids** that eat farmer's crops.



Cockroaches also eat dead animals and so aid decomposition.



Bees make honey.

Bumblebees do not make honey, but they do eat flower nectar. Their large "bums" rub against flower pollen and so they are vital in pollination.



Spiders are arthropods (not insects). **Spiders** make silk and eat many smaller insects, helping to control those populations e.g. mosquitos.














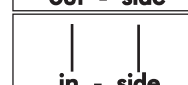



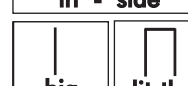













Fly larvae are **maggots** which have many purposes in medicine and ecology.



Ants come in many kinds, and have just as many uses and variations including pollination, seed distribution and being a food source.



Caterpillars and **butterflies** are part of the same life cycle. The presence of either is an indication of a healthy ecosystem as their life cycle requires stable conditions to thrive.

I can do music in Lesson XX . My name is _____



Beat Count
(How many hearts/beats?)

Rhythm Count
(How many claps?)



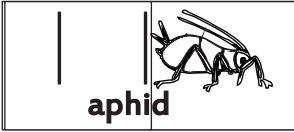
What's My Name?



ladybug

1 or 2





aphid

1 or 2





fly

1 or 2





caterpillar

1 or 2

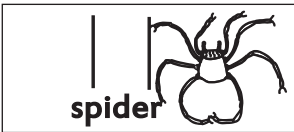




butterfly

1 or 2

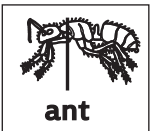




spider

1 or 2





ant

1 or 2

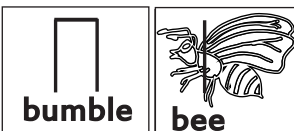




cockroach

1 or 2





bumble

bee

1 or 2



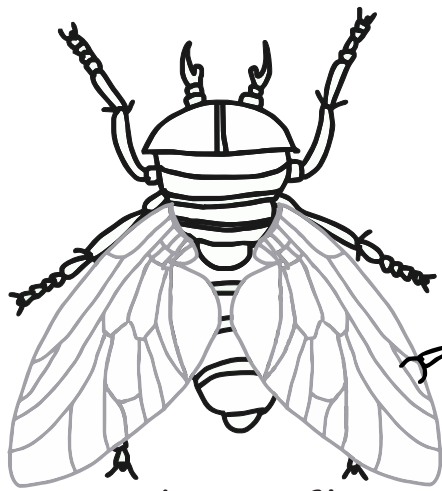


flies

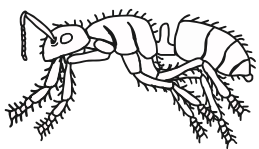
1 or 2



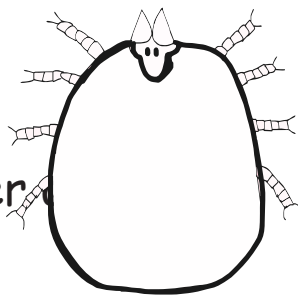
Ask me to tell you about the bugs.



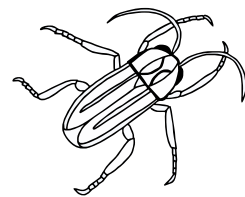
horse fly



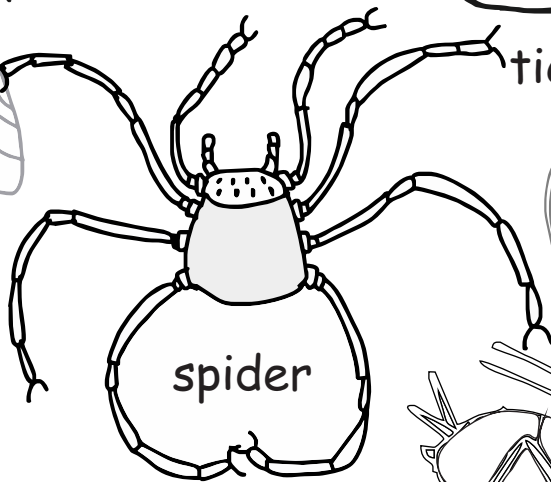
black carpenter



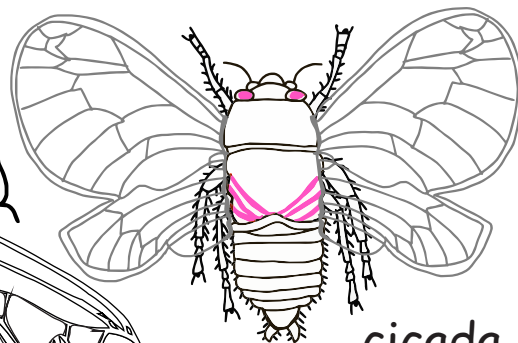
tick



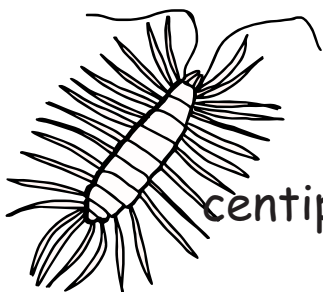
firefly



spider



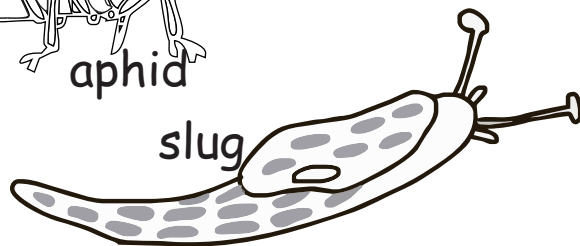
cicada



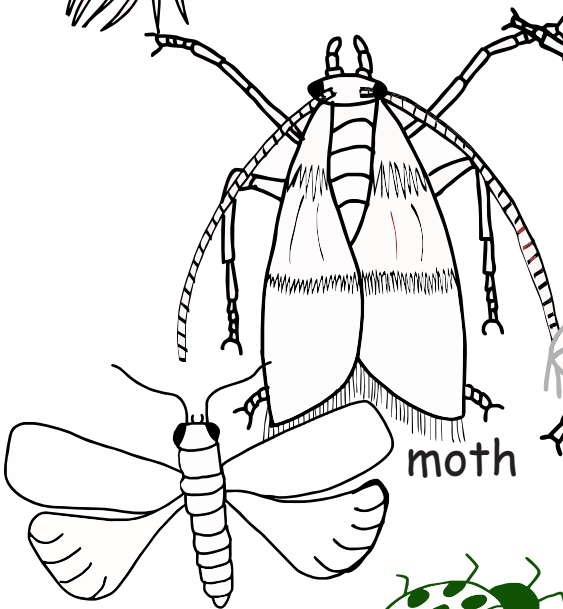
centipede



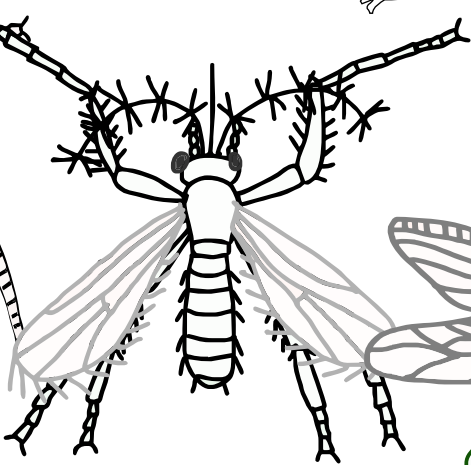
aphid



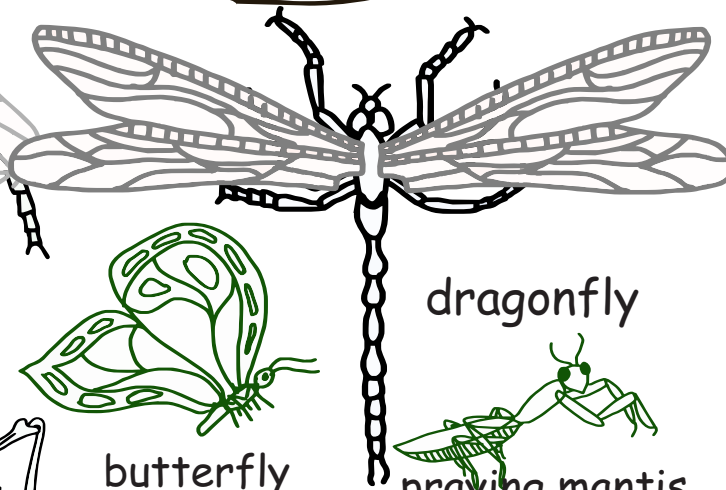
slug



moth



mosquito



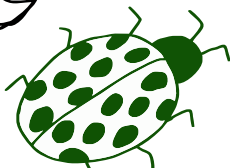
dragonfly



butterfly



praying mantis



ladybug



grasshopper

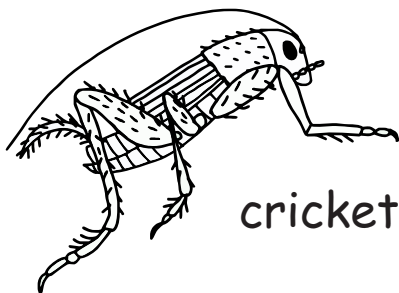


honeybee

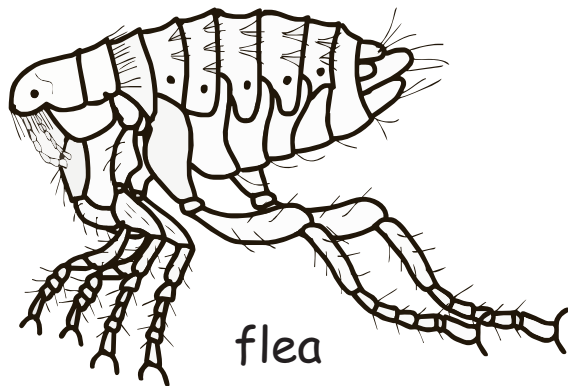
bumblebee



caterpillar



cricket



flea

Composition Project

The examples of the composition project may be printed from the pdf files, or used as a guide and made on the pocket chart using the "Bug Flashcard Set."



The composition project is an opportunity for students to use many of the concepts they have been practising this year. Then, once finished, the projects will be used during the "Practice and Review" time. The Composer/student sees their work being performed by the class and the class has multiple sources with which to practice their reading skills.

Plan Ahead

The basic project is to compose, using cut and paste, a four line chant choosing tempo and mood for performance.

If your class has two music times a week there are two possibilities for enrichment --either one stands alone, or they could both be done.

Enrichment A Musical Arrangement/Adding Instruments

Enrichment B, Composing a Tune - Adding Solfa

Theme Music

Poor Little bug

La Cucaracha

Little Arabella

Brown and Furry

The Internetting Spider

Bugs on the Ceiling

The Ants Go Marching

Ladybug Ladybug

Flight of the Bumblebees

Bee Bee BumbleBee

I'm Bringing Home trad

I'm Bringing Home re-vised

Composition and Performance Project

Bugs, Bugs

In November, the composition project encompassed creation of musical word phrases, form, tempo and performance. The composition project in this term builds on those skills, adding the possibility of rhyming phrases, instrumentation and solfa.

Expectations

Completion of this project gives students an opportunity to demonstrate levels of achievement in meeting the following goals:

- *ability to set and keep a steady beat
while performing a rhythm chant
(using a count-in; rhythm symbols for ta, ti-ti, sh)
- *creation and writing of a musical chant
(four "4-beat" lines relating to a bug theme)
*adding a melody using solfa: so-mi-do (enrichment option)
- *choosing and using percussion instruments (enrichment option)
- *expressing knowledge of musical terminology
in composition and performance
(tempo, articulation, percussion instruments)
- *communicating ideas in writing and performance of music
- *giving reasons for musical choices and
reflecting on their own projects

Composition Project Bugs

Step One Review the "Learning Steps"

- 1 Place one of the example projects on the pocket chart.
- 2 Engage students in learning it by using the first four "Steps."
- 3 With the class, make choices for tempo, articulation and mood. Encourage students to give reasons for their choices e.g. "sad" because it says the bugs make me frown. Say the chant again, using the choices.
- 4 Who composed this chant? Point to the information on the example.
Composer's Name _____
- 5 If you think your class will need help reading the word choice flashcards, take time now to place them on the pocket chart and review.

1. Introduce
2. Rhythm
3. Explore Words
4. Read Words in Rhythm
5. Sing Solfa
6. Sing Words in Rhythm

Circle your choices.

Tempo: Andante Presto Allegro
Articulation: Legato Staccato
Mood: happy sad tired surprised

Circle your choices.
Tempo: Andante Presto Allegro
Articulation: Legato Staccato
Mood: happy sad tired surprised

Composer's Name _____

ta or ti-ti ta or ti-ti

count-in: one two ready read

Bugs, bugs all

Circle your choices.
Tempo: Andante Presto Allegro
Articulation: Legato Staccato
Mood: happy sad tired surprised

Composer's Name _____

ta or ti-ti ta or ti-ti

count-in: one two ready read

bugs

Circle your choices.
Tempo: Andante Presto Allegro
Articulation: Legato Staccato
Mood: happy sad tired surprised

Composer's Name _____

ta or ti-ti ta or ti-ti

count-in: one two ready read

big bugs

Bugs, bugs u

Bugs, bugs n

Circle your choices.
Tempo: Andante Presto Allegro
Articulation: Legato Staccato
Mood: happy sad tired surprised

Composer's Name _____

ta or ti-ti ta or ti-ti

count-in: one two ready read

Bugs, bugs in my town

Bugs, bugs all a - round

Example Compositions

Page size copies are found at the end of this lesson. Recreate with flashcards on the pocket chart for class use.

Step Two **Optional** Make a Class Composition on the Pocketchart

If your class has two music periods a week, then they may be well versed in the process. If so, skip this step to leave more time for individual work.

Step Three Show Student Working Papers

Show and explain the student pages for the composition project. Explain that cutting is done only along flashcard edges. Let students know where they may get extra pages if more flashcards are needed for repeats.

Often cut and paste projects have "right and wrong" answers. Encourage students to understand this project as creative. "Right" is a project that is musical. "Wrong" is a project done carelessly or unfinished.

Step Four Student Working Time






Tip: After students have begun cutting out word cards, then go around and hand out the "paste to" page, reminding students NOT to cut it.

Students who finish early may "decorate" their projects with colour and/or more illustrations.

Composition Project Handouts



I can do music in Lesson XX. My name is _____

Student Composition Size

 caterpillar		
 spider		
 ladybug		
 butterfly		
 cockroach		




I can do music in Lesson XX. My name is _____

Student Composition Size

















all a - round	bugs, bugs
up-side-down	out - side
in my town	in - side
make me frown	big lit-tle
green and brown	 
walk	crawl
fly	hop

Circle your choices. Composer's Name _____

Tempo: Andante Presto Allegro
Articulation: Legato Staccato
Mood: happy sad tired surprised

		
---	---	---

count-in:
one two ready read

Re-create on the pocket chart with flashcards for classroom use.

Circle your choices.

Tempo: Andante Presto Allegro
Articulation: Legato Staccato
Mood: happy sad tired surprised

Composer's Name _____



spoons

ta or ti-ti



rhythm sticks

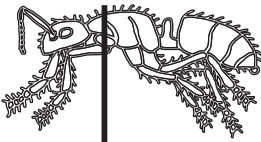



ta or ti-ti




count-in: one

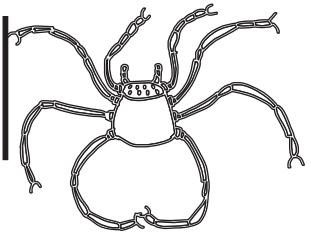

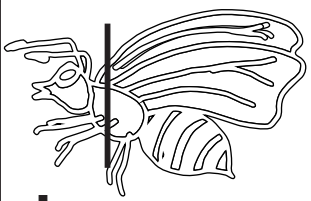
two




ready

read

 ant		 fly	
---	---	--	---

 bugs		 inside
---	--	---

 spider	 bumble	 bee
--	--	---

 hop	 fly	 outside
---	---	--

Re-create on the pocket chart with flashcards for classroom use.

Circle your choices.

Tempo: **Andante** Presto **Allegro**
Articulation: Legato **Staccato**
Mood: happy sad tired surprised

Composer's Name _____



ta or ti-ti



ta or ti-ti

count-in: one

two

ready

read

Bugs, bugs up and down

big

bugs

little

bugs

Bugs, bugs up and down

Bugs, bugs make me frown

Re-create on the pocket chart with flashcards for classroom use.

Circle your choices.

Tempo: Andante Presto Allegro
Articulation: Legato Staccato
Mood: happy sad tired surprised

Composer's Name _____



spoons

ta or ti-ti



rhythm sticks

ta or ti-ti

count-in: one

two

ready

read

caterpillars

butterflies

Bugs, bugs

in my town

ants

bees

Bugs, bugs

all a - round

Re-create on the pocket chart with flashcards for classroom use.

Circle your choices.

Tempo: Andante Presto Allegro
Articulation: Legato Staccato
Mood: happy sad tired surprised

Composer's Name _____



ta or ti-ti



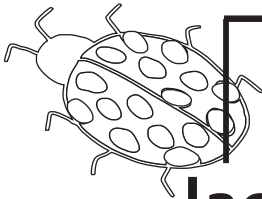

ta or ti-ti

count-in: one

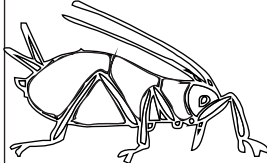

two

ready

read

ladybug

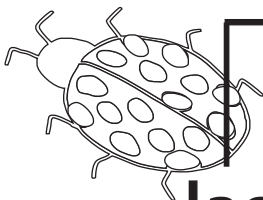

aphid



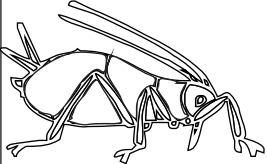

Bugs, bugs




all a - round


ladybug


aphid



Bugs, bugs



in my



town

The 3 student pages are sized to work together --if you enlarge one, enlarge all the same.

Circle your choices.

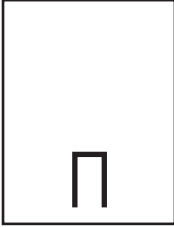

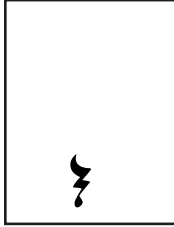
Composer's Name _____

Tempo: Andante Presto Allegro

Articulation: Legato Staccato

Mood: happy sad tired surprised

musical instrument

		
--	---	---

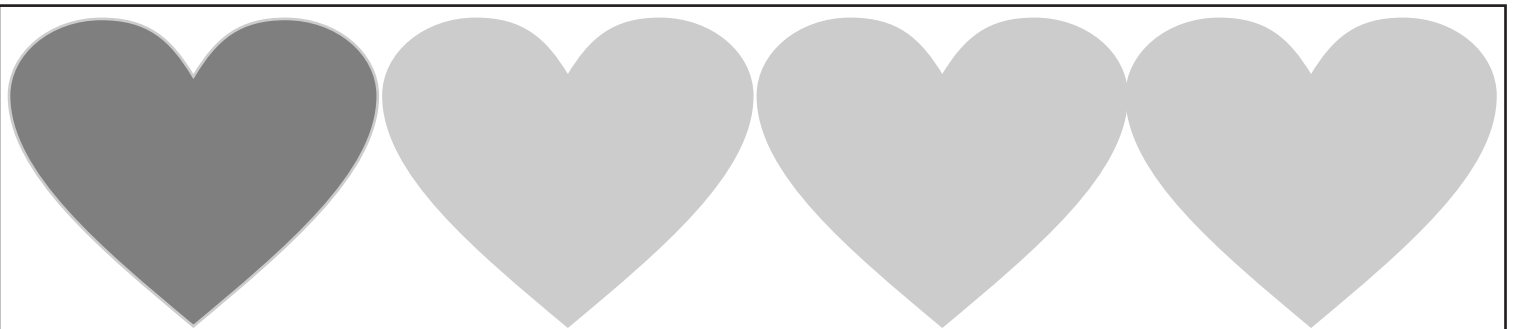
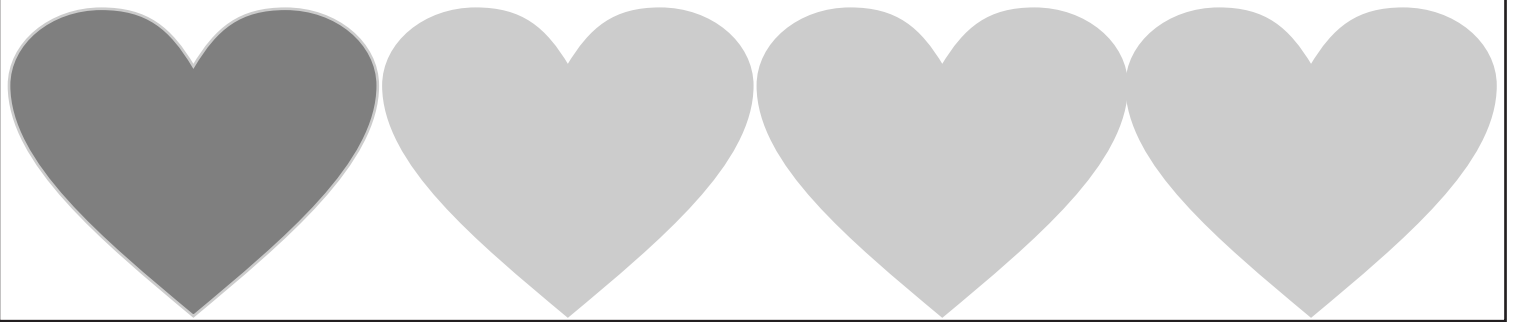
count-in:

one

two

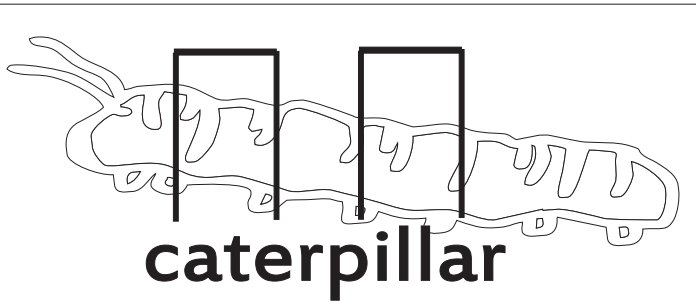
ready

read

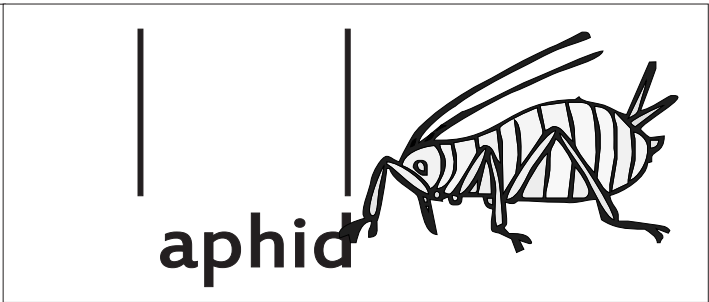


Student Composition Size

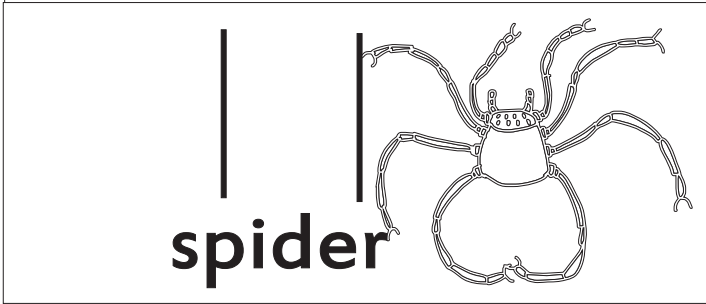
The 3 student pages are sized to work together --if you enlarge one, enlarge all the same.



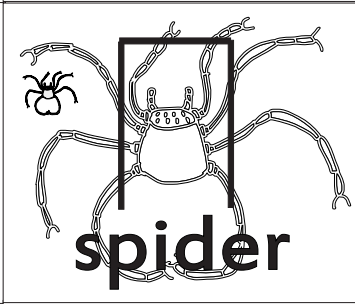
caterpillar



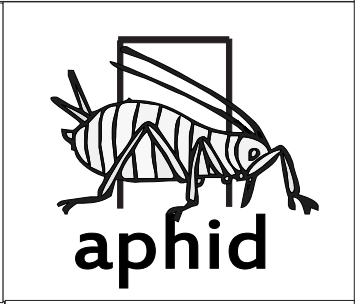
aphid



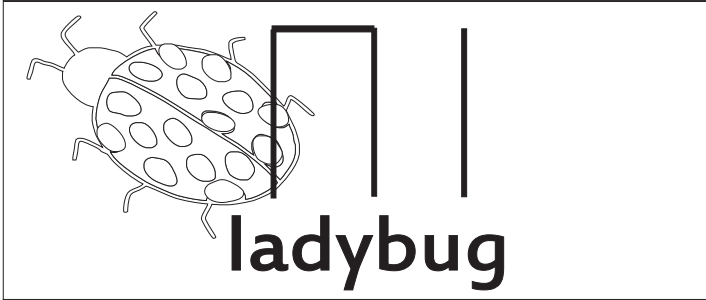
spider




spider



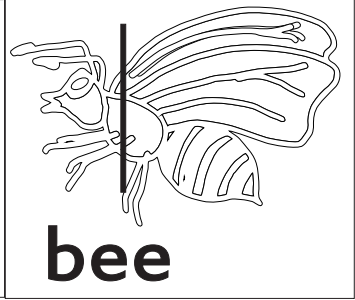
aphid



ladybug



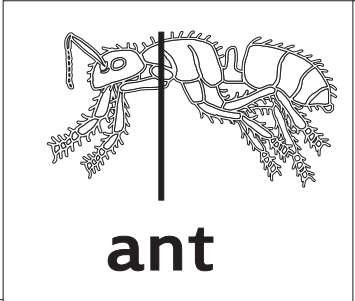
bumble



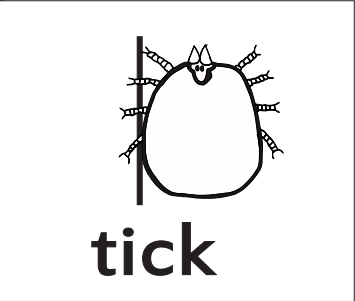
bee



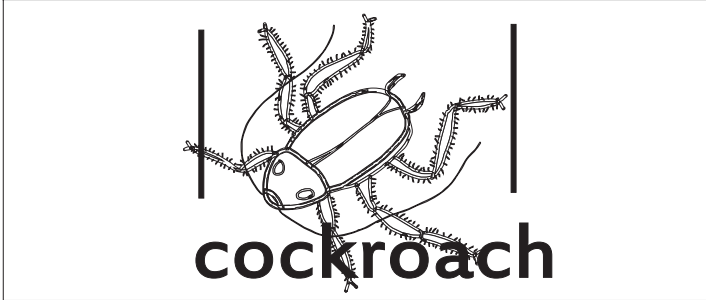
butterfly



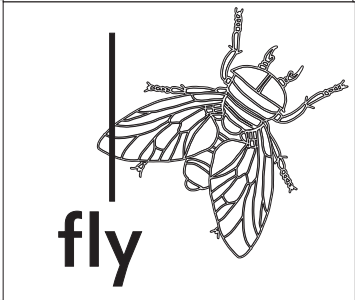
ant



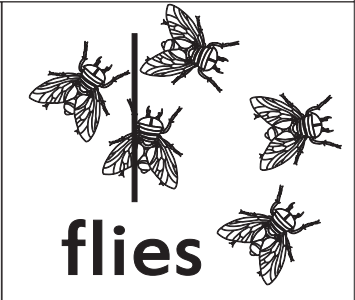
tick



cockroach



fly



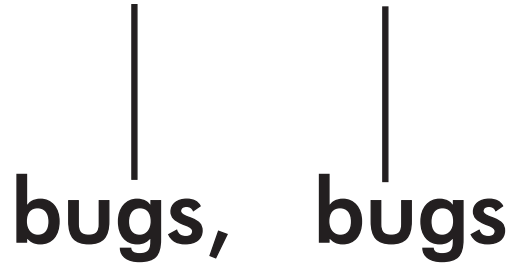
flies

Student Composition Size

The 3 student pages are sized to work together --if you enlarge one, enlarge all the same.



all a - round



bugs, bugs



up-side-down



out - side



in my town



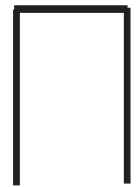
in - side



make me frown



big



lit-tle



green and brown



fly



hop



walk



crawl



fly



hop





Composition Assessment for Learning

Bugs, Bugs

Both written and presentation work is tracked on this page.
 Circle standards that are met in each category.
 Use this page as a reference in completing the student record.

Student Name _____

Date _____

	level one 	level two 	level three 	level four 
UNDERSTANDING -choose words to make musical phrases -uses musical dynamics -chooses tempo -chooses articulation	- phrases made --chooses tempo	- phrases made showing some variety -uses dynamics once --chooses tempo and articulation	- phrases made showing wide variety -dynamics used throughout --chooses tempo and articulation uses while counting in	- interesting phrases varied & showing experimentation -dynamics used creatively -tempo & articulation chosen and used in composition
CRITICAL ANALYSIS -be able to give reasons for choices of tempo and articulation -self assesses by choosing an "ice-cream" reward	-reasons are given, but generic e.g. I like it. -chooses a level for project	-reasons are given that are specific to articulation and then to tempo -chooses a level for project that is appropriate	-reasons are given that are specific to tempo and articulation AND that use musical terminology -relates choice of level to the project	-choices are clearly reasoned using musical terminology, e.g. "Bugs are small, and hop I wanted my composition to reflect this with the staccato choice." -examples given as reasons for choice of level
COMMUNICATION -cut and paste project is done neatly and clearly -shows choices of tempo and articulation	-project is completed	-most of the project is neat and clean -shows choices of tempo and articulation -composer's name is clear	-project is neat and clean, showing choices of tempo and articulation -composer's name is clear -some illustration is done	-project is neat and clean, clearly showing tempo, articulation and composer name -page is attractively and appropriately illustrated
PERFORMANCE -stands in front of class -gives firm count-in with a steady beat -helps class to keep the beat steady -speaks clearly to the class	-stands for presentation -gives count-in -voice soft and hard to hear	-stands in front of class -gives firm count-in -speaks loud enough to be heard	-stands in a conducting position -gives firm and steady count-in -helps class to keep the beat steady -speaks clearly	-shows conducting hand skills and position -waits til class is attentive, then gives firm and steady count-in -easily maintains a steady beat and helps class follow it -uses a voice that calls attention to the tasks

Dance(A) & Drama(B)

Music(C)

Glance ahead through April lessons to see the “Bug Connection.” Consider linking music to other subjects e.g. science; visual arts (symmetry); etc.

Warm-Ups(3 minutes)

Focus: Listening Game

Practice and Review

Rhythm and Beat Counting
with the Bug Word Set

Music & Movement/Dance

Cha-cha-cha to “La Cucaracha”
Marching to “The Ants Go Marching”

Optional Ideas

- A** Composition Project Enrichment A
--- Musical Arrangement Adding Instruments
(caution: noisy activity choice)
- B** Composition Project Enrichment B
--- Composition a Melody Adding Solfa
- C** Composition Project
Additional Working Time
on basic project

1 In preparation, remind students that sometimes they have added instruments to a song or chant by playing them on rhythm symbols. Spend a few minutes naming percussion instruments (including body percussion).

2 Display one of the example composition projects. Choose one instrument sound for “ta,” one for “ti-ti” and one for any rests used (“sh”). Assign students to instrument sounds and play them while one of the sample projects is read. Now try the instruments switching their parts. Which way did students prefer and WHY? Specific choice of instrument and articulation of reasons is an important part of this enrichment.

3 Students look at their own composition projects.

1. Choose an instrument to play on “ti-ti”. Print its name in the first box.
2. Continue through selecting the first set.

4 Choose a student to re-create their composition on the class pocketchart (using large word set). Read the composition with the class, following the “Learning Steps”. Then, have the class try out the student’s choice of instruments. Invite comments.












5 Give students time to work in pairs or small groups, trying out their percussion choices.

6 Guide students through reflecting on their first set of instrument choices. Give time for students to make 2nd choices or final decisions for instruments.

Students will have time to hear their final choices of instruments during the performance phase of the project.

I can do music in Lesson 29 . My name is _____

First Set			Second Set		
▭	▭	▭	▭	▭	▭
▮		?	▮		?

Body Percussion	Orchestra Percussion
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">pat knees</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">clap hands</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">click fingers</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">tap toes</div> <div style="border: 1px solid black; padding: 5px;">make a sound</div>	<p>spoons </p> <p>tambourine </p> <p>finger cymbals </p> <p>cow bell </p> <p>tick tock block </p> <p>triangle </p> <p>claves </p> <p>maracas </p> <p>hand drum </p> <p>bells </p> <p>rhythm sticks </p>

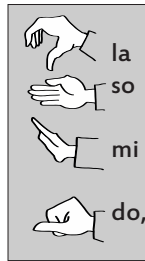
Ask me to tell you the names of the percussion instruments.

B

Composition Project Enrichment B --- Composition a Melody Adding Solfa

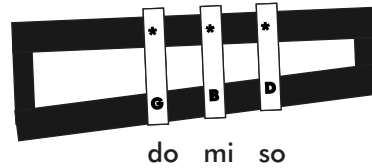
Tip: If you have not used this method for melody creation thus far, choose a different option.

1. Warm up in the Key of G using only "so-mi-do" combinations.



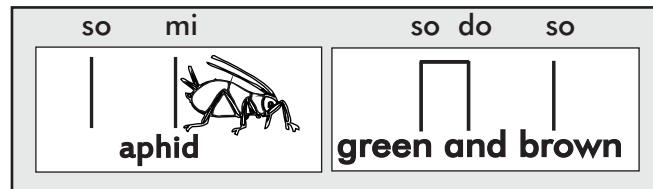
Key G

E
D
B
G



The easiest solfa to sing in sequence are "so-mi-do." There is a mathematical reason for this --in music it's called "thirds" and singing them in sequence or together is pleasing to the ear. Students are familiar with "la," however adding it into the mix makes for the need to be able to sing intervals that are challenging i.e. from "mi to la", and "do to la." In order to make this project as singable as possible, restrict the choices of solfa to "so - mi - do," in any order. If you have access to a class set of glockenspiels, these are easy to play, and if you are needing to sing the compositions with only one class glockenspiel, they are simple to sing.

2. Place one line from a sample project on the pocket chart. Begin all lines with a "so".



Every downward stroke needs a solfa choice, e.g. ti-ti gets two solfa choices, ta gets one, sh gets nothing as it is a rest. Using pencil, take "so-mi-do" suggestions from students for each syllable in the line. Go back to the beginning, and using handsigns, sing the line to "so-mi-do." Now try the words. If you're not yet feeling confident of the handsigns, even moving your whole hand down for lowering the pitch and vice versa helps the singing.

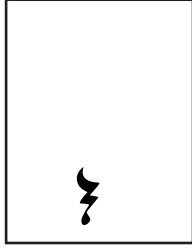
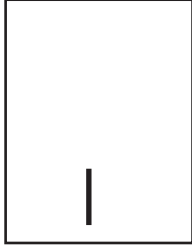
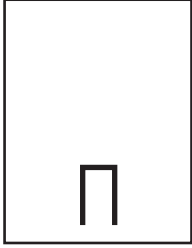
As teacher/composer, suggest and make at least one change in the solfa. Sing the tune again. Ability to listen and make changes is important in music. Once the final version has been decided, take a marker and make the solfa more visible.

3. Students will repeat this process working at their own compositions. Break the working time every 5 minutes to do another warm-up reminder for the sounds of "so-mi-do."

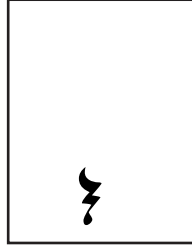
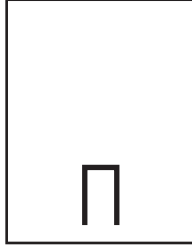
Students will have time to hear their final choices of melody during the performance phase of the project.

I can do music in Lesson 29 . My name is _____

First Set



Second Set



Body Percussion

pat
knees

clap
hands

click
fingers

tap
toes

make
a
sound

spoons

tambourine

finger cymbals

cow bell

tick tock block

triangle

claves

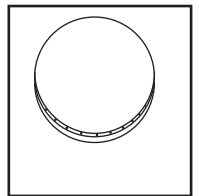
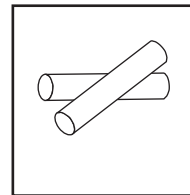
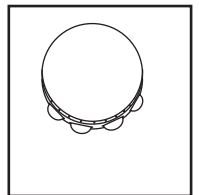
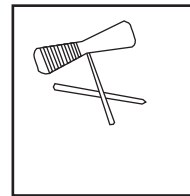
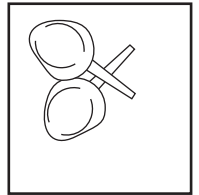
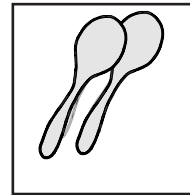
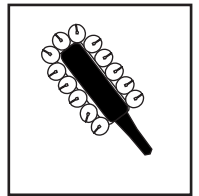
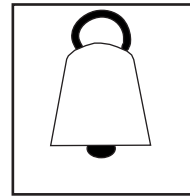
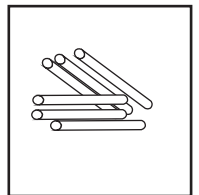
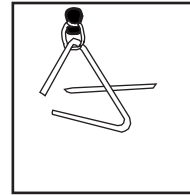
maracas

hand drum

bells

rhythm sticks

Orchestra Percussion



Ask me to tell you the names of the percussion instruments.

Dance(A) & Drama(B)



A1.1 use movement in a variety of ways

Music(C)

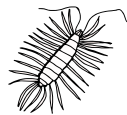


C1.4 demonstrate understanding symbols may represent sounds
C3.2 identify music from different cultures
"The Flight of the Bumblebee"

Warm-Ups(3 minutes)

1 Song: Poor Little Bug

Key D, first note so(A)
count-in: 1 2 3 4 Poor...



"Poor Little Bug" is in the Key of D. Use this Key to pitch match and it tunes the voice and ear for singing.

so	mi	so	mi	do
so	la	so	mi	do
so	do	mi	so	la
so	so	mi	do	mi
so	la	so	do	do



Key D
B
A
F#
D

Student composition projects will be presented over the next month. Each student will help the class to learn her/his composition using the "Steps." Presentation time may be used to assess learning in composition, performance (as conductor), keeping a beat and reading rhythm patterns. See the rubric on page .

Presenting the compositions provides an opportunity for assessment, BUT, just as important is the opportunity every student will have to be a part of their work used for learning by the entire class.

Composition Presentation (and practice reading rhythm)

Today is a demonstration of the method each student will use to present their project. If you have time to create your own composition, use it as the demo!

1 Place one of the sample compositions on the pocket chart by replicating it using the large word card set.

OR
Use a document reader to display the sample composition.

OR, if you are able to scan student work, use the pdf of the sample composition to project.

2 Teach the composition using the "Steps." Post and refer to them as a reminder to students of the process.

1. Introduce
2. Rhythm
3. Explore Words
4. Read Words in Rhythm
5. Sing Solfa
6. Sing Words in Rhythm


3 If your class has done one of the enrichment activities from Lesson 29b (adding instruments or melody to the project), continue with the demonstration using the add-on.

4 Place the "ice cream rewards" on the pocket chart. Ask: What reward would you give to the composition and why?

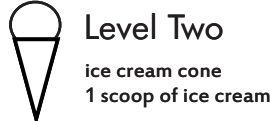
Include the following in the discussion of "Why."

1. *the project is finished or not
(none of the samples have choices circled)
2. *the work is done neatly
3. *repetition is included in the composition
4. *there are interesting ideas in the composition
5. *the composition is coloured in
6. *rests are used

5 If more time is needed to work on the composition projects -- give the time now. Students who have completed their projects may either work at colouring it in OR use the time for practising their own composition and/or teaching their composition to a friend.




Level One
ice cream cone
little ice cream



Level Two
ice cream cone
1 scoop of ice cream



Level Three
ice cream cone
2 scoops of ice cream



Level Four
ice cream cone
2 scoops of ice cream
& a cookie

Composition Presentation / Assessment (and practice reading rhythm)

There are five weeks set aside for composition presentations. Plan ahead so that students who are likely to have high performance anxiety, present early in the month. Talking about something is a way of gaining power over it. It may be helpful to mention that even great musicians experience "butterflies in the tummy" syndrome. Many performers say that some performance anxiety helps performance to be at its peak.

Follow the pattern for presentations already established in the Steps for Learning.

1 Teacher has the completed composition, pre-use checking for legibility.
Teacher places the composition on the pocket chart.
(OR, for to make larger, makes the composition using the display set of "Bugs.")

2 Student conductor stands beside the pocket chart.
Student conductor introduces the composition.
Student conductor names choices for **mood, tempo, and articulation.**

4 Students Each Lesson

1	_____
2	_____
3	_____
4	_____

Steps to Teaching/Learning a Chant

- 1** introduce the song
- 2** read and clap the rhythm symbols (ta, ti-ti)
- 3** explore the words to see if any are new
- 4** read the words to the rhythm

- 3** Student-conductor gives a clear count-in, and leads in the reading. If needed, the reading is repeated.

As the student presents, make notes for assessment on the rubric.

1. *the project is finished or not
2. *the work is done neatly
3. *repetition is included in the composition
4. *there are interesting ideas in the composition
5. *the composition is coloured in
6. *rests are used
7. *the composition reads musically - pleasing to ear

- 4** Composer/Conductor says:
 --what he/she did well
 --what could have gone better.

- 5** Class gives two comments re:
 --what they liked in the composition.

- 6** Composer/Conductor chooses an ice-cream reward symbol and explains her/his choice.

- 7** After class is over, teacher meets with student
 --gives summary of assessment
 --looks at steps for future learning needs

Level One
ice cream cone
little ice cream

Level Two
ice cream cone
1 scoop of ice cream

Level Three
ice cream cone
2 scoops of ice cream

Level Four
ice cream cone
2 scoops of ice cream & a cookie

Either a copy of the rubric found on page 1xx, or the chart below, may be used to record the evaluation for each student.

Bug Composition

Composition completed in class time allotted: **Yes**

Written work done in student's best printing: **Yes** **Sometimes**

Composition showed musical ideas **Yes** **No**
 e.g. repetition, rhyming, interesting word choices.

Conducting showed the composer had practised the piece. **Yes** **No**

Conducting showed:
 (circle choices)
 clear count-in
 effective voice use
 benefits of practice
 a smile
 good breathing

Level One
ice cream cone
little ice cream
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ice cream cone
1 scoop of ice cream
 Level Three
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2 scoops of ice cream
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ice cream cone
2 scoops of ice cream & a cookie

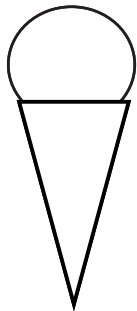
Comments:

Next Steps:



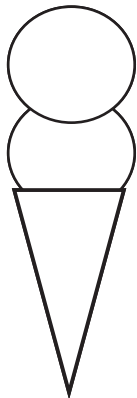
Level One

ice cream cone
little ice cream



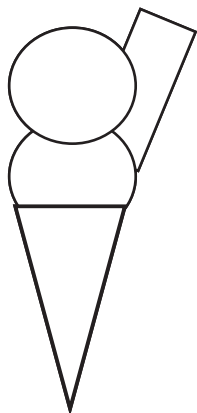
Level Two

ice cream cone
1 scoop of ice cream



Level Three

ice cream cone
2 scoops of ice cream



Level Four

ice cream cone
2 scoops of ice cream
& a cookie