Assessment

Every subject has its own unique challenges when it comes time to assess and report on learning, but the basics are the same: *keep a paper trail/written account of assessments; *use a variety of assessment methods; *assessment needs to be on-going, and students need to participate in the assessment process.

When reporting anedoctally to parents, phrases may be used directly from the curriculum expectations. Relate curriculum expectations to specific, concrete ways in which you have creatively provided opportunities for students to meet the expectations. Samples are on the next page.

Re: Assessing Primary Music

The over-all goal in teaching music is to foster a life-long enjoyment and interest in music. Music is often a group activity. A "mark" or "comment" on a child's participation in music class is important. Most classes will have at least one or two students who are taking piano lessons. Private music lessons are usually taught one on one. Encourage "piano" students to recognize the difference between the music which is being taught in school and the lessons they may be taking outside of school. Being able to play the piano does not always equate with doing well in music class.

Knowledge of the elements of music (e.g. names of instruments, identifying tempo, dynamics, etc.) and written composition work may be assessed using paper and pencil materials. Included with this curriculum are work pages that may be used as part of your assessment process.

However, expectations in music such as singing in tune, keeping the beat, playing a musical instrument, performance ---these need to be assessed by observation. The rubrics for the composition projects provide concrete things to look and listen for as students perform.

Music programs may also be assessed by the scope and variety of musical experiences offered to a class. The teacher's "report" card depends not only on how and what students learn, but to a large part on the ways in which music classes provide opportunities to enjoy and engage an interest in music. Meeting curriculum expectations is a beginning.

Reproducible student work pages are provided which may be marked and used to assess identification of, and ability to use the following:
* musical symbols and vocabulary
* "do, re, mi, so, la" on a musical staff
* names of percussion instruments
*time symbols and "do re mi's" in composition.

Beginning in Grade 2, lessons have opportunities for music dictation. Please continue to use these until the class achieves comfort and competency with the material. Keeping a record of student success with rhythm dictation will assess growth in internalizing the beat, hearing rhythms and being able to interpret them in written symbols.

Composition projects have a reproducible rubric providedto help in evaluating each of these. The rubrics, goals, student pages and plans are found in the weekly lesson pages. The rubrics assess student performance, creativity in composition and ability to use the elements of music.

Success of individual students in keeping the beat, playing an instrument, singing in tune, etc. are recorded during lesson time on the seating plan.

Assessment Tip

As most of Grade 1 music is done in large group time, ensuring every child has opportunities to do each activity is important. Students often are anxious to have "THEIR" turn at being conductor or playing an instrument.

I have found that it relieves some of student anxiety if I tell the class I am recording who has turns ---so that I can ensure everybody gets turns. I show my list if there are any shaky memories as the lessons progress. This list is also a paper-trai for learning assessment.

During the student's second turn make brief notes to use in assessment..
1. **Is the student able to maintain a steady beat?**
2. **Is the child being an active conductor?**

Assessment Tip ✓

Sing the game "I spy" or "I hear" provides many opportunities for students to sing alone and for teachers to hear student voices. The pitches in the sung version are primarily "so-mi" which is the easiest interval to sing. The game aspect to this singing encourages even reluctant singers to take part voluntarily. If needed, remind students the class standard is that all voices are accepted in music. After class, make a quick note of students who are still finding it a challenge to use their singing voices. As the year progresses, this game may be used to track students who are able to use their singing voices to sing in tune.

Solo Conducting/Performance

The composition "cut and paste" projects are now going to be used for reading practice, and to offer to each child an opportunity to perform and then conduct their own work. Model the steps shown below using a "cut and paste" project that you have made. Then choose a volunteer to do their work. (Once the first few performances have been done, the pace of presentation will increase.) After 3 or 4 students have presented their work, stop for a song or dance break. Collect the work after it has been performed for future use.

1 Student work is "copied" onto the classroom pocket chart, using the class flashcards so that it may easily be seen.

2 Student explains the form chosen e.g. AABA ...

> Use the large "A" "B" cards so that the form is clearly seen by the class.

3 Student does the count-in and performs/read the chant. Teacher notes:

> **Does the child keep a steady beat?**
> **Does the child follow the form she/he has chosen?**
> **Does the child's performance go smoothly?**
> **Is the child an active**
>   **and willing participant in music class?**
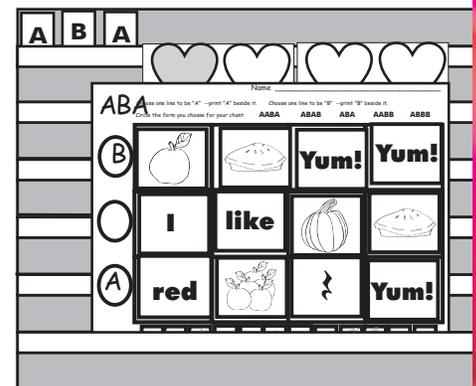> **Is the child's voice audible?**

sample cut/paste project

4 Congratulate the performer, make a positive comment about either the work or the performance.

5 Now the student conducts the class in reading the chant.

6 Class is invited to name 3 things they liked about the work. Then the student/conductor is asked:

> "If you were going to write another chant, or conduct another time what would you change? (I wish I had practised more. I'd use some rests.) What did you like about your composition?

Lesson Plan for 11b ends here.

Time to Reflect on Class Learning

Teacher Reflection

Use this assessment opportunity to reflect on overall class learning. Do you need to spend more time doing activities with a "beat" focus? Are students all interested in participating in music class? What changes could be made in music to encourage participation? Notes made on individual students may be used as a reference point when assessment on performance is repeated in the Spring for reporting purposes.

Teaching Information on Assessment

In the first assessment period of Grade One, attention was paid to student participation --including performing during the composition project, and to each student's developing ability to find their own singing voice.

For the second assessment period, focus on beat and rhythm. (This gives more time for development of singing voices before reporting in the third assessment period.)

1st Assessment
> student participation
> performance with composition activity
> finding a singing voice

2nd Assessment
> student participation --changes noted
> keeping the beat
> playing instruments with the rhythm
> identifying instruments by listening

3rd Assessment
> (songs used meets multi-cultural goal)
> student participation --end of year summary
> finding a singing voice
> singing in tune
> hearing and demonstrating changes in pitch
> > (melody mapping, or hand movement)
> reading rhythms using rhythm names (ti-ti, ta, sh)

2nd Assessment Samples

C2.1 express responses to music performance in a variety of ways
> *by miming actions suggested by music (Peter and the Wolf, character role music)
> *by choosing favourite music songs (analysing the repertoire)
> *by creating art (choice from repertoire)

C1.2 apply elements (beat/rhythm) of music when singing, playing, moving
> Sam is working at keeping the beat when walking to a song/music.
> Sam is able to keep the beat while playing percussion instruments.
> Sam is able to give a clear count-in and maintain the beat
> > while conducting a rhythmic composition.

Element: timbre
> While listening to music, Sam is able to identify changes in instrumentation.
> While listening to music, Sam is able to name which instrument is playing.
> > (from list of flute, strings, timpani/drum, French horn, oboe)
> Sam is able to name a reason when choosing an instrument to accompany a song.
> Sam is able to name ways in which sound is produced from percussion instruments.

Planning Ahead for End of Year Assessment

The two most important goals for Grade One music are for students to develop or sustain an interest and enjoyment of music   AND   find their singing voices.   The expectation that all students be able to sing in tune and keep the beat in a variety of ways at the end of Grade One is probably unrealistic as they are both developmental abilities.   It is, however, expected that all students have found a range of ways to use their voices, including a singing voice   AND   be able to keep the beat while walking with others in a line or circle   (the presence of others walking the beat makes the goal simpler).

Continue to use a class list to make notes about student ability to sing pitch, and use their hands to show changes in pitch.   Some of the work pages now being used may be kept to show developing ability to use rhythm symbols and discern changes in pitch through melody mapping.

The specific examples here are based on the Ontario Curriculum documents.   Please adapt them to your provincial or state standards.

First Reporting Time

C1.1   finding and using own singing voice(participation and observation record)

Grade	Comment
C	Sam is working on finding a singing voice while (eagerly/sometimes)actively participating in performing songs.
B	Sam usually uses a singing voice while participating in performing songs.
A	Sam confidently sings a wide variety of songs with a singing voice.

Elements: beat   (observation record)

Grade	Comment
B	Sam is able to keep the beat to "Follow the Leader" while singing, and walking or clapping.

Second Reporting Time

C1.4   uses good musical performing techniques

(performance record)

Sam has participated in a class performance of " (name of song).
During the performance Sam (name appropriate choices)
focused on the conductor/sang using expression/used good musical posture.

C2.2selecting musical elements for a purpose (observation record)

Sam is able to orally describe and/or select elements of music to create a mood appropriate for a lullaby (Hush Little Baby).

C1.1finding and using own singing voice(participation and observation record)

Repeat assessment of this expectation if student is still trying to find singing voice.

Third Reporting Time

C1.3   creating simple compositions (rubric for composition projects, worksheets)

Grade	Comment
C	Sam is working on creating ...
B	Sam is able to create simple compositions. (Light Up the Holidays, Bugs)
A	Sam makes simple compositions creatively and confidently.

Elements: dynamics and rhythm

In Sam's composition project he/she was able to choose and perform
a specific tempo and volume.   (composition rubric)

C2.1expresses response to music in a variety of ways

by moving (participating in the "The Wild Horseman")
by identifying mood in music ("Poor Little Bug")
by dancing ("Rig a Jig Jig")

The specific examples here are based on the Ontario Curriculum documents. Please adapt them to your provincial or state standards.

First Reporting Time

C1.1 singing in tune (participation and observation record)

Grade	Comment
C	Sam is working on singing a wide variety of songs in tune.
B	Sam can sing a wide variety of songs in tune.
A	Sam confidently sings a wide variety of songs in tune.

Elements: beat (observation record) **and rhythm** (observation record)

Grade	Comment
B	Sam is able to keep the beat to "This Old Man" while singing, playing an instrument and moving. She/he is able to read and clap the rhythm from four-beat phrases on flashcards.

Second Reporting Time

C2.3 identifying strengths and growing areas as a performer (performance record)

Sam has recorded his/her reflections on himself/herself as a performer.
She/he can name three strengths and one area to work on (name them).

C2.1 expresses response to music in a variety of ways

by moving (participating in the "Fossil Frolic")
by identifying her/his emotions ("The I Don't Wanna Blues")
by creating art (project with The Nutcracker)

Elements: pitch and timbre

Sam is able to use her/his hand to show the direction of pitch while singing "name the song." (observation record)
While listening to recordings of musical instruments, she/he is able to identify the way in which each is played --ie. by being bowed or plucked(strings), by tapping (percussion) or by having air blown (brass, woodwind).

Third Reporting Time

C2.2 selecting musical elements for a purpose (worksheet marked)

Sam is able to select elements of music to create a mood appropriate for a lullaby or a march.

C1.3 creating simple compositions (rubric for composition projects, worksheets)

Grade	Comment
C	Sam is working on creating …
B	Sam is able to create simple compositions. (Hockey Cheer, Dreidel Zipper Song, tune for a poem)
A	Sam makes simple compositions creatively and confidently.

Elements: dynamics and rhythm

In Sam's composition project he/she was able to choose and perform a specific tempo and volume. (composition rubric)
She/he is able to listen to a four-beat phrase and notate the rhythm (dictation).

Sample Rubric for Composition Projects
(composition rubrics are found with their projects)

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