

Arts Assessment For Learning

MUSIC — 6TH GRADE

ACTION PLAN: AABA RHYTHMIC COMPOSITION

Who (the class or group I will focus on):

6th grade general music class: Class meets twice a week 45-minute classes

Inquiry question:

Does the use of checklists and peer feedback improve composition skills in 6th grade general music class?

Identify indicators from the *Blueprint* aligned with the student learning goals:

- Students will be able to create/compose an original AABA form song
- Students will be able to accurately notate their A and B sections on the staff
- Students will be able to turn their improvisations into compositions
- Students will improvise within given boundaries of length, rhythm and scales

What formative assessment strategy I will put into practice:

Checklists, verbal and written peer feedback, feedback protocol guide

Why this strategy will help my students achieve or improve the above goals:

These strategies will give my students skills and confidence in their first attempt at composing a simple AABA form composition. Students will be able to compose, accurately notate and perform an original AABA song on xylophones with a partner.

How I plan to implement this assessment strategy in my practice and/or lessons:

This research will take place over 8-10 class sessions. Students will have been studying jazz artists and composers (Benny Goodman, George and Ira Gershwin, Ella Fitzgerald, Nat King Cole, Miles Davis) styles (big band, swing, bebop, cool) and forms (blues and AABA). Note reading and writing exercises, worksheets, games, powerpoint, informational read-a-louds, instrumentation listening and writing exercises, listening analyzation and playing xylophones/hand percussion will be experienced in this unit.

When I plan to implement this strategy (at which point in the teaching/learning cycle or unit plan):

These strategies will be utilized during the last 6 weeks of a jazz unit May-June.

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Evidence of effectiveness of this assessment strategy:

Various worksheets with verbal feedback from teacher and peers, video of performance practice, feedback sessions, revisions (written and performed on instruments), individual performances, final revised performance