

# Arts Assessment For Learning

---

MUSIC — 6<sup>TH</sup> GRADE

## HOW TO & TIPS: AABA RHYTHMIC COMPOSITION

### **Step 1: Review space and line notes on the staff**

On the board, review/practice line and space notes. Practice note reading by identifying various notes written on board. Play note identification games, flash cards. (approx. 15 minutes)

### **Step 2: Write/notate on staff**

Hand out worksheets. Students practice accurately notating line and space notes. (approx. 5 minutes)

### **Step 3: Learn to play the A section**

On xylophones, the A section was taught by rote. Partners were to watch each other and then switch, helping each other play accurately. When the majority of the class felt comfortable playing the A section, we performed the AABA form, playing all of the A sections and singing the B section. (20 minutes)

### **Step 4: Create a checklist of composition requirements**

Teacher demonstrates various examples of 5 note tags on xylophones. After listening/watching class discussed musical elements they observed. (5 notes, even rhythm, end on G, not the same as the recording, etc.) Students then filled in their worksheets with this checklist (10 minutes)

### **Step 5: Improvise a new tag ending**

On xylophones with a partner, students took turns improvising 5 notes, referring to the checklist. (10 min)

### **Step 6: Notate tag ending and perform**

Partners notated their 5 note endings and performed for their partners on xylophones. (5 min)

### **Step 7: Feedback, revision, self-reflection**

Partners performed for each other and gave each other feedback on written work and xylophone performance. Students then self-reflect on this task. (10 min)

*\*Steps 1-7 took two 45 minute class sessions*

### **Step 8: Learn a rhythm to an A section**

# Arts Assessment For Learning

---

After reviewing the form of “I got rhythm” and the process for composing a tag ending, I provided the class with a 4 measure rhythm. (see worksheet for A section) I demonstrated and pointed to rhythm on board. We vocalized, clapped, internalized. I played D minor 9 chords on piano while they clapped the rhythm. (5 min)

## **Step 9: Compose an A section with given rhythm**

Hand out worksheet to partners on composing an A section. Review line and space notes, write them in new worksheet to refer to when needed. On xylophones, experiment with notes that fit the given rhythm. Partners should discuss/agree on what to write. Teacher walks around giving feedback, checking accuracy. (20 min)

## **Step 10: Perform new A sections**

Partners take turns practicing/performing their new written A sections while I play background chords D minor. (10 min)

## **Step 11: Partner Reflection**

Class discussion, partners write reflection on what they would do differently next time. (5 min)

## **Step 12: Practice accuracy of A section**

Students were partnered with the same person and needed time to look over their work from the previous session and make corrections. They also had trouble performing their A sections accurately, so practice time was needed to tighten their A sections. Individuals demonstrated. (10 min)

## **Step 13: Perform A section with revision and accuracy**

Partners took turns performing A sections with many repetitions, helping each other, pointing to music and xylophone notes. Volunteers demonstrate. (10 min)

## **Step 14: Learn a rhythm to a B section**

Same process as A section: Teach the rhythm on board. (see B section worksheet)  
Students vocalize, clap, internalize while I play E major 9 chords in background. (10 min)

**Steps 15 -21:** Same A section procedure: Compose/notate given B section rhythm, Perform, Reflect, Revise, Perform with revisions. (2 full class sessions)

## **Step 22: Combine A and B Sections**

Partners put both A and B section worksheets together. As a class, we clapped/vocalized A and B sections. (5 min) Then we clapped/vocalized the AABA form. (5 min)

# Arts Assessment For Learning

---

## **Step 23: Practice playing entire AABA form**

As a class we played (slowly) the entire form. Practice several times, with partner feedback in between. Revise, improve, practice again. (30 minutes)

## **Step 24: Perform new AABA songs**

The class performed their new songs while partners assisted, then switched roles. Individuals demonstrated. (20-30 min)

## **Step 25: Reflection**      *\*Steps 22-25 took 2 full class sessions.*

Partners reflected on the process and wrote about how they would do this differently next time. Volunteers shared their reflections out loud. (15 min)