

Arts Assessment For Learning

MUSIC — 3RD GRADE

ACTION PLAN: BEGINNER RECORDER SKILLS

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

Third Grade Beginning Recorder Students

Inquiry question:

Will the use of a peer feedback process that uses a hybrid rubric-checklist improve students' ability to play up to three notes on the recorder?

Student learning goals:

Read music from a five-line staff.

Play notes B, A, and G on the recorder.

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

- Develop physical awareness of instrumental playing
- Students apply instrumental technique - refining basic instrumental technique and posture.

What formative assessment strategy I will put into practice:

Peer feedback using a hybrid rubric-checklist (filled out by their partners).

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

The rubric-checklist provides clear criteria for success, while the peer feedback gives them on the spot compliments and/or constructive criticism phrased from the rubric/checklist.

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

This third grade class had music with me in both grades one and two. They have had success in playing rhythms from simplified notation using sticks, and tonguing on the recorder. They need to learn how to play the notes while recognizing the symbols using classic five-line notation.

I will ask the students to join their partners and play a short example for each other. While partner 1 is playing, Partner 2 is listening and recording where the player scores on the rubric. They have a conversation regarding where the player ranked, and some suggestions for next steps are offered. Then the same students get to try

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it again for revision. Next, they switch roles and repeat the process. After the partner giving feedback (Partner 2) shares their findings, the playing partner (Partner 1) gets to try it again following the suggestions of the partner or teacher if help is needed.

I will use the student's feedback and progress in their application of their partner's feedback to drive my instruction and in planning for the following class sessions. I will also choose a student pair and study their partner's responses on the rubrics in their folders on a weekly basis. During weekly music class time, students will review their rubric-checklist, how to finger each note, and their practice triangle before attempting to play the piece in question. Then students will follow the steps on the practice triangle in order to help them to learn the piece. After they reach step 5, each partner will play for each other and follow the classroom feedback protocol. Feedback is given in the form of one compliment and one wish.

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

This strategy was introduced midway through unit 1 and fully implemented during units 2 and 3 throughout the remainder of the school year.

Evidence of effectiveness of this assessment strategy:

I am using my iPad mini to capture video footage of the students in the beginning getting used to using a rubric for recorder, as well as their revision processes, and footage of the students toward the end of the process with their well-developed revision processes. I also have a progression of student work (filled out rubrics), and written next steps.