

Arts Assessment For Learning

MUSIC — 9TH GRADE

PROTOCOL: DEVELOPING INDEPENDENT CHORAL SINGERS

SELF ASSESSMENT AND REFLECTION PROTOCOL

Instructions: From the list we created as a class, choose 5 aspects of a “good performance” and write them in the Performance Criteria column of the rubrics. Then...

Sing > Complete STEP 1 > Answer STEP 2 > Sing again > Complete STEP 3 > Answer Step 4

STEP 1 - 1st Performance Attempt

Performance Criteria	Totally Accurate 4	Partially Accurate 3	Not Accurate 2	Did not attempt 1
1.				
2.				
3.				
4.				
5.				

STEP 2 – Revision: Describe at least 2 improvements that you will make for a better final performance.

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STEP 3 - Final Performance

Performance Criteria	Totally Accurate 4	Partially Accurate 3	Not Accurate 2	Did not attempt 1
1.				
2.				
3.				
4.				
5.				

STEP 4 – Reflection: Did the group truly improve? How? Are you happy with your performance? Anything else?

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CLASS/PEER ASSESSMENT PROTOCOL

*In groups of 4, students completed the following peer feedback protocol. They completed a **Pre-Sing Analysis** so that they had a clear understanding of terms and what was required from the work they were singing. They next, did a class first sing-through and assessed the performance according to a rubric. After this, the group reflected on the performance and determined where improvements were needed. Also in this stage, students were asked to “interview” another student within the group. After this stage, students had a final class sing-through which they assessed with a rubric, and then answered some reflective and synthesizing prompts.*

PRE-SING ANALYSIS

Fill out the questions on this page in order to review the song and establish clear performance criteria outcomes.

CRITERION #1 - TONE COLOR

- a) What is tone color

- b) What should the vocal tone color be for Bonse Aba?

- c) How do you physically produce this tone with your body and voice?

CRITERION #2 – DYNAMICS

- a) What are dynamics?

- b) What are the dynamics for each part of the song?
 - Bonse Aba (part 2 calls) _____
 - Kuba Bana (part 1 calls) _____
 - Bonse Aba (part 1 calls) _____
 - Muyayaya (part 2 calls) _____
 - Ending _____

c) How do you physically produce a *p* dynamic?

d) How do you physically produce a *f* dynamic?

CRITERION #3 - NOTES AND RHYTHM

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a) Notes: What is the key of the song?

b) Rhythm: What is the time signature?

c) How do you know you are singing the correct notes and rhythm?

STAGE 1: FIRST SING

Sing Bonse Aba. Then, using the criteria you established in the pre-sing analysis, check the box that best fits the group's performance

Performance Criteria (1st sing through)	Totally Accurate 4	Partially Accurate 3	Not Accurate 2	Did not attempt 1
Tone Color				
Dynamics				
Notes and Rhythm				

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STAGE 3: FINAL SING

Sing Bonse Aba. Then, using the criteria you established in the pre-sing analysis, check the box that best fits the group's performance.

Performance Criteria (1st sing through)	Totally Accurate 4	Partially Accurate 3	Not Accurate 2	Did not attempt 1
Tone Color				
Dynamics				
Notes and Rhythm				

STAGE 4: CONCLUSION

Self Reflection: Did the group improve between the first and final sing-throughs? How? What other thoughts do you have about the final sing through?

Interview with Partner: What conclusions did your partner have about the final sing through?

Synthesize: What improvements can we make in the next few weeks in preparation for the concert?

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QUICK SELF & PEER ASSESSMENT

Goal: _____

What do you need to do in order to reach this goal?

-
-
-
-
-

Assessment

Partner 1: _____

Write 1 success:

Write 1 suggestion:

Partner 2: _____

Write 1 success:

Write 1 suggestion:

Partner 3: _____

Write 1 success:

Write 1 suggestion:

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Yourself:

Write 1 success:

Write 1 suggestion:

Reflection – Did you make the suggested improvements? What else does the group still need to do to reach the goal?

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CLASS ASSESSMENT RUBRIC & REFLECTION

Part 1: Sing, then circle the appropriate box in each row based on the class's performance.

Performance Criteria	Exemplary 4	Proficient 3	Developing 2	Not Evident 1
Melody, Pitch, and Pitch Direction	Confidently sings in tune; uses proper breath control enhances phrasing; matches pitch reliably	Sings mostly in tune; uses proper breath control for specific phrases; matches most pitches	Sings simple phrases but struggles with complex phrases; has adequate breath control; matches pitches with few errors	Developing toward singing in tune; limited breath control; pitch is uncertain
Rhythm	Maintains appropriate tempo/rhythm	Maintains mostly consistent tempo/rhythm	Sings with inconsistent tempo/rhythm	Sings with uncertain or irregular tempo/rhythm
Dynamics	Uses dynamics appropriate for different aspects of the song; reflects the notation and/or the director's intent	Uses generally appropriate dynamics consistently that are balanced within the song	Sings with dynamic levels that are inconsistent, but developing toward appropriate	Sings with dynamics that are overpowering and loud, and/or so soft the song cannot be heard
Expression/ Phrasing	Sings with expression that enhances performance by adding appropriate depth and emotional range	Sings with expression that is generally appropriate; phrases add some depth and emotion	Sings with expression that is sometimes appropriate but may be inconsistent	Sings with expression that is inappropriate and does not add to the song's impact
Focus	Has confident command of musical changes and responds sensitively to direction given by conductor	Developing sensitivity to musical changes and sometimes responds to direction given by conductor	Occasionally responds to direction given by conductor	Does not show sensitivity to direction given by conductor or ignores direction

