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

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Totally Accurate</th>
<th>Partially Accurate</th>
<th>Not Accurate</th>
<th>Did not attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1.

2.

3.

4.

5.

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

________________________________________________________________________
________________________________________________________________________
### STEP 3 - Final Performance

**Performance Criteria**

<table>
<thead>
<tr>
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<th>Totally Accurate</th>
<th>Partially Accurate</th>
<th>Not Accurate</th>
<th>Did not attempt</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td></td>
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<td>3.</td>
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<tr>
<td>5.</td>
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### STEP 4 – Reflection
Did the group truly improve? How? Are you happy with your performance? Anything else?

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_____________________________________________________________________________
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**
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*

<table>
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<tr>
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<th>Not Accurate 2</th>
<th>Did not attempt 1</th>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dynamics</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Notes and Rhythm</td>
<td></td>
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STAGE 2: REVISION

Complete the below Self Reflection.

1. What you think you need to improve:

2. How you will make that improvement:

3. What you think the group needs to improve:

4. How we can make that improvement:

Interview with partner - Partner’s name:

1. What your partner thinks he/she needs to improve:

2. How he/she will do it:

3. What your partner thinks the group needs to improve:

4. How he/she thinks we can make that improvement:
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.

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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?
QUICK SELF & PEER ASSESSMENT

Goal: ____________________________

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

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- 
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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:
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?
### CLASS ASSESSMENT RUBRIC & REFLECTION

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

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

1. Based on our performance, do you think we are ready for the concert?

2. Why do you think that we are or are not ready?

3. What do we need to improve in order to be more prepared? List at least 2 ideas.

4. What strategies will you use to make each of those changes?

Part 3 - Use your answers from above to write a statement using because/but/so. Follow the example below or create your own.

*I feel our performance was:

_1_ because _2_, but we need to improve _3_, so we should _4_.

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