

# Arts Assessment For Learning

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MUSIC — 9<sup>TH</sup> GRADE

## REFLECTION: DEVELOPING INDEPENDENT CHORAL SINGERS

### **Without judgment, describe what you did. Just the facts:**

I led the students through a process of self-assessment using writing, speaking, and singing. They had to sing, assess themselves, revise their performance, and reflect on their performances.

### **What went well?**

The students were much more aware of what musical problems they needed to fix, and they were more aware of little details in their vocal production and music.

### **What was so-so?**

Even though they did the assessment, I am not sure that their singing improved because that really comes with practice, no matter how high their awareness of different concepts.

### **What was the most challenging part of trying this?**

It was challenging organizing a large group of singers and making sure that each one was able to give a high quality assessment.

### **What was the impact of this strategy on student learning? (specific examples)**

The students were able to pick specific parts of the music that they struggled with and improve them – for example, after listening to a recording of their performance, they were able to hear that they were sliding between notes, so they brainstormed and carried out strategies on how to fix it.

### **What new insights or understandings are forming as a result of this experience?**

I found that the more advanced students were able to recognize and fix problems in their music with and without the self-assessment process I had them go through. I feel that the self-assessment process I had students do was more beneficial for less advanced students.

### **How do the results of your action plan inform your inquiry question?**

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I changed my tools used in my inquiry question from using mainly rubrics to using a process of formative assessment with peer discussion, writing, rubrics.

**Documentation to bring (student work, photos, writing, teacher journal, etc.):**

Completed tools, videos, and reflections