

# Arts Assessment For Learning

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MUSIC—5<sup>TH</sup> GRADE

## **ACTION PLAN: COMPOSITION IN PERCUSSION**

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

5<sup>th</sup> grade

**Inquiry question:**

Does peer feedback using a rubric help students compose an original percussion piece that incorporates complementary rhythms?

**Student learning goals:**

- To compose and perform in an ensemble focusing on layering sounds.
- To become aware of themselves as musicians through performance, improvisation and composition.
- To play in an ensemble
- To improvise rhythmic patterns
- To compose complementary parts for drum ensembles
- To perform compositions in small groups
- To learn about West African drumming and music traditions

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

Students will be able to:

- Play various percussion instruments with proper technique
- Play with steady and consistent rhythm
- Perform rhythmic patterns alone, in unison with others and with complementary layered patterns
- Improvise rhythmic patterns
- Work collaboratively to compose 4-part drum ensembles that feature complementary layered rhythmic patterns
- Explore the music and culture of West Africa

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**What formative assessment strategy I will put into practice:**

I will implement the use of rubrics. (teacher and student generated)

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

The Unit and lessons I will implement this strategy in are:

- Basic drum technique
- Echo rhythmic patterns (increasingly complex- student leaders eventually)
- Question and answer technique - spoken only, spoken and drum, drum only
- Ensemble 1 - WMD - low drum, high drum, bell, double bell, shekere, medium drum (6 parts)
- Learn about West African culture, resources, music and instruments
- Organize small groups for collaborative composition and ensemble playing
- Create drum ensemble piece which utilizes complementary rhythms
- Share small group compositions.

**Evidence of effectiveness of this assessment strategy:**

Students are able to discuss and monitor their progress using the teacher and student generated rubric as well as improve their percussion performance and composition.