

# Arts Assessment For Learning

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MUSIC—5<sup>TH</sup> GRADE

## REFLECTION: COMPOSITION IN PERCUSSION

**Without judgment, describe what you did:**

### **Week 1**

Learning Objective: I can play the conga drum with good posture and hand technique by sitting straight at the edge of my seat and alternating right and left hands.

### **Week 2**

Learning Objective: I can play my part securely and consistently while other parts are played by keeping a steady tempo and focusing on my rhythmic pattern.

### **Week 3**

Learning Objective: I can improvise complementary rhythms to the lead drummer's part.

### **Week 4**

Learning Objective: I can improvise complementary rhythms with my small ensemble.

Develop the rubric: Establish clear criteria by making a list of what each ensemble member should do individually and what they should do as a group. What compositional elements, such as beginnings, entrances and endings could be used to enhance the ensemble piece?

### **Week 5**

Learning Objective: I can create a piece of music with my ensemble by layering our complementary rhythms.

Develop the Draft Rubric

### **Week 6**

Learning Objective: I can improve the piece of music that my ensemble created by using the rubric we developed.

Discuss and utilize: The Revised Rubric

### **Week 7**

Learning Objective: I can explain how African drum ensembles work by reflecting on my experiences playing and composing. Share the video clips from Rhythm Complements and reflect.

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## **What went well?**

Students were engaged in the activities. They built strength and coordination that improved their drum technique. They enjoyed working in small groups and readily shared their pieces. They often used the rubric to give feedback to their peers.

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

The complementary rhythm parts were sometimes not evident in their pieces. Sometimes the groups decided on one rhythm and played it together, in unison, again and again. The instruments parts should be played simultaneously but should complement or complete each other.

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

Setting up the space for each session was challenging. I need to find ways to have students assist in the set-up and clean up more effectively.

## **What was the impact of this strategy on student learning?**

Students were able to plan and articulate what they were doing. They used their creativity to make unique, original compositions. No two pieces were alike. They gave feedback that was useful and based on the rubric.

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

I am currently experimenting with ways to connect composition with literature. The small groups may choose a picture book, short story or poem as their inspiration for an original musical composition. They may compose a musical setting for a poem.