

Arts Assessment For Learning

MUSIC- 3-5TH GRADES

ACTION PLAN: FORMATIVE ASSESSMENT IN THE KODALY CLASSROOM

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

3-5th Grade Kodaly-based general music classes

Inquiry question:

Will a checklist and rubric improve students' abilities to sing and play a wide variety of Kodaly-based exercises based on repertoire?

Student learning goals:

I am implementing a Kodaly-based music program where students learn about melody, harmony, rhythm, dynamics, tempo, timbre, texture and form through singing, playing, listening, moving, reading, writing and creating by using the tools of solfa and letter names, hand signs and rhythm syllables. For the past five years I have created a sequence of repertoire and a reasonable timeline for musical learning.

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

- Students will sing in tune a varied repertoire of song in duple and triple meter and perform on the recorder in duple and triple meters.
- Students will sing and perform on the recorder rhythmic patterns with accuracy: whole, half, quarter, eighth, sixteenth and dotted rhythms.
- Students sing and play expressively using dynamics, rhythm, and articulation.
- Students will produce a secure tone hear and adjust intonation.
- Students refine basic instrumental technique and posture.
- Students refine basic vocal technique and posture.
- Students perform rhythmic and technical exercises based on repertoire.
- Students apply understanding of notation.
- Students distinguish between duple and triple meters.
- Students respond to repeat signs.
- Students recognize that there is an intervallic relationship between pitches in a melody.
- Students perform rhythmic and technical exercises based on repertoire.

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What formative assessment strategy I will put into practice:

Students will use teacher, peer and self-assessment strategies to improve the following skills:

1. Learn and sing 10 benchmark pieces from the North American folk repertoire.
2. Memorize and play 3 or more pieces of recorder music.
3. Sing tonal patterns from repertoire accurately for pitch, rhythm and expression.
4. Chant, clap or play rhythm patterns accurately. Play rhythm patterns accurately.
5. Read music notation for singing and playing performances.
6. Read music notation for singing and playing performances.
7. Rhythmic and melodic improvisation.
8. Aural and visual analysis.

Why this strategy will help my students achieve or improve the above goals:

I expect students to demonstrate a greater success rate than has been possible for similar third and 5th grade classes because of the formative assessment strategies being implemented. Assessment is ongoing through the end of this school calendar year.

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

The checklist is kept in the student's individual folder and is completed as the year develops. The grading guide is part of a student's record-keeping recorder checklist and is kept in his/her folder. The *rubrics* are posted above the board in the front of the classroom and in the back of the classroom where students and teacher can easily see them and refer to them. Students complete assignments focusing on 8 specific skills.

When I plan to implement this strategy (at which point in the teaching/learning cycle or unit plan):

This work is on-going throughout the year. 5th graders complete the 10 recorder benchmarks and students complete 10 singing benchmarks each year.

Evidence of effectiveness of this assessment strategy:

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Class 5-407 appears in a finished video using the checklists and teacher, peer to peer and self-assessment strategies. Checklists are being filled in and completed.