

Arts Assessment For Learning

MUSIC — 2ND GRADE

ACTION PLAN: KEYBOARDS

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

School/Grade/Class: 2nd grade

Inquiry question:

Does using a process of peer and self-assessment improve students' accuracy and fluency in the performance of short piano pieces?

What gap in students' knowledge or skills will you address?

Students lack accuracy and fluency when playing short pieces on the piano.

Student learning goals:

- Students will focus will focus on musical symbols that help to play the piece correctly
- Students will perform the piano piece using the correct hand
- Students will perform the piano piece using the correct fingers
- Students will perform the piano piece using the correct rhythm
- Students will maintain a steady beat and demonstrate fluency in reading the music on the staff or the switch of hands

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

- Perform music with repetitive or contrasting patterns
- Explore melodic contour through singing, moving and labeled pitches
- Perform in duple and triple meter
- Perform in solo or group settings with attention to feeling and interpretation
- Follow musical cues while singing or playing
- Develop physical awareness of instrumental playing

What formative assessment strategy I will put into practice:

Self-assessment

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Why I will use formative assessment strategy;

Goal #1:

- Through this process the piano performer receiving "stars" (compliments) will gain, not only confidence in their musicality, but also know the correct behavior or techniques to repeat.
- The benefit for the listener, (the conductor/ the student giving the compliments) will be a greater chance to use music vocabulary, see good piano playing, have a "voice" in the class, stay focused while others are performing and get the chance to possibly see techniques and ways they can improve their own playing.

Goal #2:

- My intent is that by students receiving "wishes," (goals), the piano performer will have something to focus on the next time they practice the piece.
- By giving the performer only one thing at a time to work on and improve, they are more likely to succeed. They will not be overwhelmed with many things to fix.
- If the wish does not improve the next time they practice, it will remain their goal for improvement.
- The benefit of students phrasing something they want their partner to improve on as a wish is that it becomes a helpful suggestion to become better instead of a negative thing the performer did or didn't do.
- The benefit for the listener who is providing the feedback is that they will be constantly staying focused, they will feel empowered by being able to share their knowledge of what good piano players would do or their knowledge in the music literacy aspect of the piece. While noting what their partner should work on, they are also tasked with suggesting strategies for achieving that goal.

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

- **See HOW TO**

Prior Knowledge: The majority of these 2nd grade students already had music with me in the first grade. They have had a year experience using materials from *the Music and the Brain* curriculum. However, I feel that there are careless mistakes being made when transferring knowledge from the mini lesson (using the rhythm cards, percussive instruments and practice piano cards) to the actual keyboard. In order to have, both the pianist and the listener (the conductor) stay focused and gain knowledge, I tasked them with giving each other compliments ("stars") and goals ("wishes") to help improve their

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piano playing. The listener (the conductor) will be focusing so intently on the performer that they will be able to positively reinforce their partner for things they did correctly. These compliments will be called stars. In addition, they will also be listening for something to help their partner improve. This goal that the performer will work on will be called a wish.

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

At the beginning of their keyboard instruction

Evidence of effectiveness of this assessment strategy:

Through documented answers, videos, student reflection sheets, completed stars and wishes forms along with teacher observation, students will demonstrate their ability to correctly and fluently perform different pieces on the keyboard. These pieces will have improved with the help of a peer guiding them through a series of compliments along with goals to improve.