

Arts Assessment For Learning

MUSIC— 2ND GRADE

REFLECTION: KEYBOARDS

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

See RESOURCES - Lesson Plan: *Music and the Brain*. Pentatonic Wave

What went well?

I was happy that the students were receptive to the feedback. They were giving feedback and staying on task, for the most part.

I liked that the students were improving their goals.

Their accuracy and fluency improved.

What was so-so?

For some students, the feedback that they provided was very basic. Because of that, it was difficult pairing up students. It involved a lot of changes back and forth between partners. For all students to get valuable feedback students sometimes have different partners in one class period.

What was the most challenging part of trying this?

It takes students a very long time to write down the *Stars and Wishes*. Even though I had a page for them to copy from, it is time consuming.

Finding partners for each student was challenging. In order for all students to receive useful feedback, students not only needed to have different partners, they also had to be seated close to them to help make transitions fluid.

What was the impact of this strategy on student learning?

I feel that these young musicians are clearer about correct and incorrect techniques than my other classes. They are more articulate and use music vocabulary regularly. At the piano, both students are not staying more focused and engaged.

Although the process takes a long time to model and practice time is taken away due to the writing and charting responses, these students are playing more accurately. Some students are now able to self-assess.

What questions were raised for you as you implemented the assessment practice?

- Are the groups staying engaged when they are alone at the pianos?
- If I pair the groups heterogeneously, how will I ensure that both students are receiving useful and accurate feedback?

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- Are my assessments correct of the students' ability?
- Are all students comfortable with their partner?
- Am I modeling and scaffolding enough or too much?

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

- Students are honest when you explain why and how you are creating a process of feedback.
- Students like when you model and give concrete examples.
- Entrusting the students to monitor their progress leaves me more time to assess individually and more accurately.
- Students seem to like taking ownership of their learning.
- Getting use to student-directed lessons took some getting used to but worked out.

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

This process of using peer assessment to improve students' accuracy and fluency in the piano worked very well. I was pleased to see such musicianship from these young 2nd graders. Through modeling and scaffolding, the students really grasped onto the vocabulary and used it correctly to help their peers. Their evaluations were always genuine and true. However, it would have taken longer to get most of the students to the next level.

My hope is to start this process sooner and be able to have more students be able to not only state a wish but explain why. As in, how was their partners' playing effected by the incorrect performance and how they can fix the problem? Strategies for improving performance were general instead of specific to the individual performer.

Stars and Wishes seemed seamless for the students to engage in and because much time was applied to the "set up" of the lesson as well as the modeling portion, I feel that the younger grades will meet this with equal but grade appropriate success. This will open up the opportunity to expand on the idea of peer assessment and give more time for self-assessment. I will also provide time for them to identify strategies for helping to make the wish come true.

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

- Teacher notes and comments embedded in the video
- Student work which is imbedded in the video