

# Arts Assessment For Learning

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MUSIC — 2<sup>ND</sup> GRADE

## RESOURCES: KEYBOARDS: LESSON PLAN

### ***TWO STARS & A WISH BOOKLET***

The following is one of the lessons in which formative assessment strategies are integrated.

#### **Motivation:**

- While students are entering the classroom, have them get a pair of rhythm sticks. Once most of them are seated engage the students in echoing four beat rhythms. The rhythms they will be echoing will come from the piece, Pentatonic Wave.
- Keep the dynamics soft when using the sticks. (Quarter notes will be played as a tap and the half notes will be played as a scrape, lasting two beats). A rain stick can even be used.
- Following that, have the students read the rhythms from the rhythm cards. Keep them as close to the order of the piece as possible.

#### **Teach:**

- Show the students the piece. Let the students be aware that the rhythms are similar to *Duerme Pronto* and *Twinkle, Twinkle Little Star*, which they've just finished playing.
- Have them play the piece using their rhythm sticks. With the sticks still in their hands, have them think about musical jobs that would be needed for this piece.
- To engage them in the conversation, state how you see them holding instruments other than the one in which this piece was assigned to. So you are thinking that this piece needs instrumentalists.
- Elicit other responses from the students such as, a composer, a singer, a pianist or a conductor. After they recognize that this piece has lyrics, invite them to read the lyrics with you once all the way through.
- With their partners, invite the students to make a prediction about what they think they will hear in the piece or what they think it will sound like. They only need to make one prediction but music accompany it with text evidence to support their prediction.

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- Start the flow of the conversation by sharing one of these predictions: I think I will hear smooth sounds because waves are smooth, I think I might hear short sounds because I see quarter notes, I think I am going to hear high pitches and low pitches because there are notes on the treble staff and the bass staff.
- To keep students focused during the transitions of the lesson, while asking some students to collect the rhythm sticks and having other students hand out the practice piano keyboards, have students listen to the recording provided by *Music and The Brain*.
- Discuss what the students heard in the music as well as more things they noticed about the music. Play the music one more time and invite the students a few minutes to move freely to the music while you imitate their movements for the class to follow. This allows the students to freely express themselves to the music and possibly engages their body in the melodic contour or the mood of the piece.
- While playing the piece very softly, invite the students to notice any last observations about the piece. At this time they may sing the song using finger numbers or the words left and right depending on which staff the note is written on. This is also the time to point out any new musical symbols they may see in the music or sing through the lyrics with the students.
- While the students are engaged in using their practice keyboards to rehearse the music, invite a few students to try it for the class. This is the time when you might let the students know that since we used the checklist last year (SEE RESOURCES that follow) they are really great at getting their hands ready to play and looking at the music.
- We are going to explain why we would like that wish to come true. Even our "stars" could be more specific. Using the volunteer students, model giving more in depth feedback to the students.
- Invite the students to take a pencil on their way to their pianos, put back their piano keyboards and walk to their piano with their partner.
- They will each play the piece three times. Remind the students that after playing the piece the first time, the partner will share stars and a wish and start writing them in their booklets while they continue to practice.

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- The performer may ask questions to the listener such as "why do you want me to play slower?" This will hopefully give the pianist more specific goals to improve their playing.
- They will play the piece two more times focusing on their goal. The partner will notate if the goal was achieved or more practice is needed. The partners will then switch roles and begin practicing.

## **Closing:**

- Bring the students back to the meeting area and have the same pianists who performed earlier share the stars and wishes they received and play the piece again focusing on what their partner suggested.

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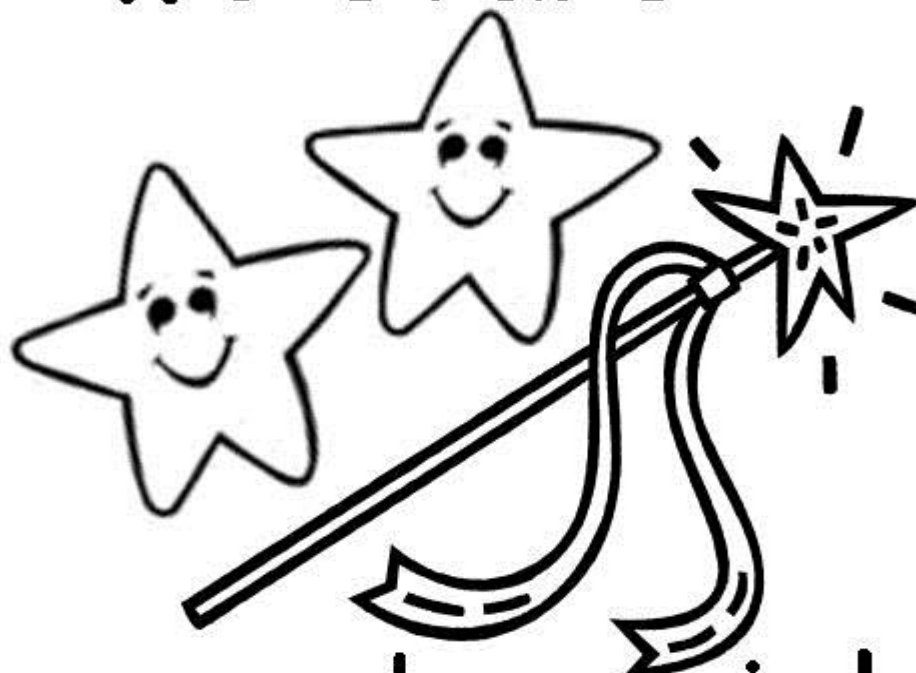
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MUSIC – 2<sup>nd</sup> Grade

**TWO STARS & A WISH BOOKLET: KEYBOARDS**

**COVER PAGE**

# Two stars



# and a wish.

**MUSICIAN:** \_\_\_\_\_

**CLASS:**















\_\_\_\_\_



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## Stars Compliments

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## Wishes to Improve

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## Stars with a Wish Inside

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 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____
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## CHECKLIST: KEYBOARDS

### Reaching for the STARS

	I listen/ pay attention during the mini lesson
	I work cooperatively with my classmates
	I try to answer questions
	I participate in various activities: rhythmic, singing, movement, describing or reading music
	I understand & can talk about the piece of music being learned; either about the history of the piece, the composers intent, interesting facts about the culture of the piece or facts about the composer

	I use the correct hand
	My hand is in the correct position
	I start with the correct finger
	I start with the correct note
	I play the piece using the correct fingers
	I play the piece using the correct notes
	I play the piece using the correct rhythm
	I keep a steady tempo
** **	I have the ability to self-correct mistakes when they are pointed out
** **	I follow the music