

# Arts Assessment For Learning

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MUSIC — 4<sup>TH</sup> GRADE

## **ACTION PLAN: NOTE READING - IMPROVING MUSIC LITERACY**

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

4<sup>th</sup> Grade general music

### **Inquiry question:**

Does a process of peer and self-assessment improve students' music note reading, writing and performance skills?

### **Student learning goals:**

- Students will be able to apply understanding of notation
- Students will be able to recognize, identify, and notate pitches of the treble clef from low F to high F.
- Students will be able to sing and perform solo and ensemble music on their own
- Students will be able to critique individual and group performances verbally and in writing
- Students will learn to give and receive quality feedback
- Students will improve their note reading skills to become better performers and sight-readers
- Students will self-reflect and revise written and performance work

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

- Students will be able to apply understanding of notation
- Students will be able to recognize, identify, and notate pitches of the treble clef from low F to high F.
- Students will be able to sing and perform solo and ensemble music on their own
- Students will be able to critique individual and group performances verbally and in writing
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## **What formative assessment strategy I will put into practice:**

Peer assessment, checklists, and rubrics

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

Since the students lack the ability to accurately draw notes on a staff, recognize notes on a staff and perform the notes they read, my hope is that as the students gain the ability to articulate their strengths and weaknesses, they will be able to guide their peers in improving this fundamental musicianship.

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

I plan to implement this assessment strategy by:

- Identifying clear learning targets
- Giving and receiving feedback (teacher, student peer and self)
- Providing opportunities for revision

## **The Unit and lessons I will implement this strategy in are:**

I will implement this strategy in the middle of our jazz unit, after learning about and practicing the blues; Over 6-8 class sessions.

Provide a clear and detailed plan that addresses these points and shows how these strategies are integrated in a unit plan:

Step 1: Introduce the lines (EGBDF) and spaces (FACE) of the music staff.

Students practiced notating accurately. They repeated this process 4 times, while labeling each note with the correct letters. Teacher feedback was provided, as well as opportunities for revision.

Step 2: Practice drawing treble clefs. (at least 15 times) Teacher and peer feedback.

Step 3: Introduce alphabetical order of alternating lines and spaces.

Students practiced notating from low F to high F (F4-F5), alternating between space and line notes. This was practiced several times. At this point, students understood that notes went in alphabetical order on the way up the treble clef.

Step 4: Notation writing games:

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Game 1: On the staff board, I drew several bar lines. Underneath each measure I wrote various notes, such as Low F, G, high E, etc. Students were to notate accurately. Answers were discussed.

Game 2: I drew notes in the staff and students were to write the letter names underneath each note.

Game 3: I wrote words under measures, such as BAG, FED, ADD, BAGGAGE. Students notated on the staff, and were allowed to choose low or high notes, as long as they were accurate.

Game 4: I notated various "words" on the staff, such as DEAF, AGE, CAB, and CABBAGE. Students wrote the actual words under the notes.

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

The strategy will be implemented in the middle of the jazz unit, after learning about and practicing the blues over 6-8 sessions