

Arts Assessment For Learning

MUSIC—4TH GRADE

REFLECTION: NOTE READING - IMPROVING MUSIC LITERACY

Without judgment, describe what you did. Just the facts: See HOW TO & TIPS

After a few weeks of studying jazz and the 12 bar blues, students started learning how to notate the root notes of each bar. This process ended up being 7 lessons over a 3 month period.

What went well?

At first, the students grumbled and were resistant to writing. As the weeks went on, students became more comfortable with the process. The drills, games and writing became less foreign and responses were faster and more accurate. The use of the checklist was the most valuable tool. Practice sheets became more accurate and clear to read. Peer feedback was based on the note reading checklist. Students referred to the checklist and rubric when giving feedback and when self-reflecting. We continued to work on these skills and students are taking ownership of their own work and progress.

What was so-so?

The depth of the feedback wasn't always what I expected. Students were able to refer to the checklist and rubric to give feedback but I would like to continue using these tools to get the quality of the feedback more musically rich. More modeling, encouragement and practice will be needed to give more meaningful feedback.

What was the most challenging part of trying this?

Scheduling disruptions and the lack of consistency made this process slow. So much time was spent reviewing and catching up. A 6 session goal ended up taking three months. Too much time had passed between sessions to maintain fluidity in using and gaining familiarity with the tools and the process. This as well made it difficult to keep track of the students' progress.

What was the impact of this strategy on student learning?

Students did show proof of improvement in their note reading, writing and performing skills. This is a big step in learning how to compose, perform and sight read. Students learned to

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make alphabetical connections within the lines and spaces of the staff. Students started seeing the difference between low and high notes.

**What new insights or understandings are forming as a result of this experience?
(share with group)**

I can clearly see that the students would benefit from writing and sight reading in class every session. I don't feel that we can possibly do these exercises during each class but I can certainly fit in a 3 minute sight reading drill to sharpen their skills.

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

- Student practice and worksheets
- Written comments from peers
- Self-reflection
- Student and teacher generated checklist
- Rubric
- Video comments and feedback sharing