

Arts Assessment For Learning

MUSIC — 3RD GRADE

ACTION PLAN: IMPROVED RECORDER PERFORMANCE

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

3rd Grade recorder class

Inquiry question:

Will a performance rubric applied through self and peer assessment improve the recorder playing of third graders?

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

- Students will identify and produce a recorder tone that maintains a controlled and sustained breath (Criteria: Breathe control/Tone)
- Students will engage their tongues to produce clear and distinct notes while playing recorder and identify skillful execution (Criteria: Articulation)

What formative assessment strategy I will put into practice:

Group-to-group, peer and self-assessment

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

This tool and strategy will be used during a series of class lessons. Students first need a clear grasp of what is necessary to maintain a consistent tone with their breath as well as time to begin to develop coordination with their tongues. Two class periods will be needed to construct the rubric to outline markers in progress toward these goals. We will utilize the pieces in place at each stage of the rubric development.

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

This tool will be implemented in three stages:

1. Group-to-group feedback will be used initially as the class learns how to comment appropriately to one another as they apply the rubric.
2. As the rubric is completed, individual students will be asked to complete the first statement of the written reflection; “what I need to work on...”
3. Later, feedback will be given in pairs of students.

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Evidence of effectiveness of this assessment strategy:

- Produce the described sound
- Make adjustments independently to improve their sound and accuracy or clarity in performance
- Provide appropriate feedback with regard to a classmate's playing