

Arts Assessment For Learning

MUSIC — 3RD GRADE

PROTOCOL: IMPROVED RECORDER PERFORMANCE

RECORDER SELF & PEER REFLECTION PROTOCOL (W/ RUBRIC)

CRITERIA/ LEVELS	STANDING OVATION	SMILES & NODS	POLITE APPLAUSE	GETTING STARTED
BREATHE CONTROL (TONE)	<ul style="list-style-type: none"> - steady string of air, even and connected - pleasant to ear 	<ul style="list-style-type: none"> - gentle beginning, but gradually gets heavier toward the end of a line 	<ul style="list-style-type: none"> - air continues through short patterns only heavy beginnings - uneven or shrill sounding throughout 	<ul style="list-style-type: none"> - “puffy” playing, basically one note at a time frequent squeaks painfully ear piercing
ARTICULATION	<ul style="list-style-type: none"> - the tongue taps lightly against the teeth for each note 	<ul style="list-style-type: none"> - the tongue is used to begin each note, but the attacks increase in weight throughout the line resulting in the occasional whistle 	<ul style="list-style-type: none"> - tongue is used to start each phrase but does not continue - it is thick and heavy against the teeth resulting in whistle-like attacks 	<ul style="list-style-type: none"> - tongue does not move notes are separated by individual breathes that sound like “hoo-hoo-hoo”

What I need to work on: _____

Date _____

Partner's name _____

Partner's comments:

Date _____

Response to partner's comments: _____

Next steps:

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