

# Arts Assessment For Learning

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MUSIC — 3-5<sup>TH</sup> GRADES

## PROTOCOLS: RHYTHMIC COMPOSITION

### COMPLEMENTARY RHYTHMS WORKSHEET

I use this worksheet for students in small groups to come up with complementary rhythm parts after a demonstration in class. The students each come up with complementary rhythms over one main rhythm and use words to remember the rhythm. These words are called a “drum sentence,” and they sing it while playing the beat. Eventually, they say it along in their mind in order to avoid copying other rhythms around them.

**Complementary Rhythms**      **Class** \_\_\_\_\_ **Group** \_\_\_\_\_

Percussionist	Drum Sentence	Instrument

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I used this worksheet to help the students build ideas for an instrumental composition using percussion. They came up with a theme together (for example “trip to the amusement park”) and worked out a story, part by part, creating rhythms to represent that story. They had to include at least one union, one complementary and one dissonant rhythm in the piece.

Students filled out this worksheet in small groups and used this as a guide to their performance at the end of the project.

**PERCUSSION PIECE**    Class \_\_\_\_\_    Group \_\_\_\_\_

**THEME:** \_\_\_\_\_

THEME OF THIS SECTION – ACTION IN THE STORY	LENGTH	RHYTHM USED	NOTES

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## PERCUSSION PROJECT REFLECTION

The following is a reflection protocol to be completed after the project is completed

- How has my percussion playing improved through this project?
  
- A) What did you enjoy about composing your group piece?  
B) What were the challenges you and your group faced?  
C) What would you do differently next time?
  
- Where do you see your own group on the rubric and why do you feel that way?
  
- Where do you see yourself as a percussion player on the rubric? What did you do well and what are your next steps?
  
- If you were to teach this project to others, what changes would you make to the project?