

Arts Assessment For Learning

MUSIC—3-5TH GRADES

REFLECTION: RHYTHMIC COMPOSITION

Without judgment, describe what you did:

See HOW TO & TIPS

What went well?

- Students became more active composers and less vocal student became more involved in their own groups.
- Percussion performance improved and pieces were sounding more interesting in the areas of tone, form and rhythm.
- Feedback also improved over time as students referred to a body of evidence (live performance and class video) to back up their assessments

What was so-so?

At first, the feedback students gave to other groups was inconsistent with the original rubric. After we revised the rubric, student feedback improved. It was more focused and students were able to address all areas of percussion playing in their feedback. Students were also more perceptive as a critical audience.

What was the most challenging part of trying this?

Timing, planning and preparation - I did not anticipate how long the unit would go (2-3 months).

What was the impact of this strategy on student learning?

I have seen vast improvement in many areas. First, the students are learning how to compose and how to create parts that work well with each other, yet maintain individuality. I also noticed that students are aware of how to keep to the form of a song, with or without words and signals. Group communication and participation increased. Students noticed that the groups who shared ideas and listened to each other were often the ones that performed higher on the rubric.

Most importantly, I noticed that when students were playing percussion together (in other settings and with other pieces we are working on outside of this project), they were more engaged in creating complementary parts.

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How do the results of your action plan inform your inquiry question?

I realized that I needed to revise the rubric I was using to inspire more specific feedback from the students. This helped close the gap in their knowledge.

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

Video and written feedback