STUDENT WORK: RHYTHMIC COMPOSITION

Below are some samples of the reflections that the students wrote after watching the video of their final performances.

Name: Gregory Sanchez

Class: 5-6

1) How has my percussion playing improved through this project?
   My percussion playing improved because before I didn't know how to play low and high tones but then I improved and used both my low and high tone. I also improved my form because I improved my starting and stopping time.

   Excellent

2) What do you feel about your percussion composition? What did you enjoy about composing your group piece and what would you do differently next time?
   What I enjoyed about composing my group piece is the rhythm because my group played in unison, complementary and in dissonant in all the three pieces we made and played. What I would do different next time is practice more on my group's high and low tones.

   Good next step
3) Where do you see your own group on the rubric and why do you feel that way?
   I see my group in a 4 in sound, we used high and low tones. We used right and left hand movement. In form, I think we get a 3 because we start together but we don't have a clear ending. In rhythm, we get a 3 because my group can create unison, complementary, and dissonant. But our complementary is not clear. The audience didn't understand it.
   (so explicit - great)

4) Where do you see yourself as a percussion player on the rubric? What did you do well and what are your next steps?
   I see my self as a percussion player in 4 in sound, 3.3 in form, and 4 in rhythm. For sound, I can play high & low tones on the maracas. I didn't stop with the rest of the group. And I can play unison, complementary, and dissonant.

5) If you were to teach this project to others, what changes would you make to the project?
   The changes I would make are work on the music piece longer so the groups are perfect.
"Percussion Project Reflection"

1) How has my percussion playing improved through this project? My percussion playing improved through this project by the sounds at first my percussion with the instruments were low sounds and when I improved to making high and low sounds and using my right & left hand movement

2) What do you feel about your percussion composition? What did you enjoy about composing your group piece and what would you do differently next time? I feel about our percussion composition put together on a & because on the rhythm we created complementary and dissonant rhythms.
3) Where do you see your own group on the rubric and why do you feel that way?

I see my group at a 3.75. I feel that way because in sound we had high and low tone and right and left hand movement. In form we all started together and end with a clear ending, but in rhythm we only played mison and did not match.

4) Where do you see yourself as a percussion player on the rubric? What did you do well and what are your next steps?

I see my self at a 3. The thing I did well was playing high and low tones and left and right hand movement and in form I had always started and stop together. My next step is to ask more question about rhythm.

5) If you were to teach this project to others, what changes would you make to the project?

The change I would make is to explain more about dissonant, somewhat, and mison. Piece, also I would made them hold more about the piece and I would be little bit more deaf and not a little.
3) Where do you see your own group on the rubric and why do you feel that way?
I would put my group on a 4 because we all did high and low tones, we can change together.

4) Where do you see yourself as a percussion player on the rubric? What did you do well and what are your next steps?
I see myself as a percussion player on the rubric because I didn’t have a lot of hand movement by right and left. I think that to reach a 4 I have to work on the tempos and remember what unison, complementary

5) If you were to teach this project to others, what changes would you make to the project?
I think we should have had more time to learn the songs, also explain more what diatonic, unison, complementary mean.
Name: Tiahonna Edwards  Class: 5-10-16

*Percussion Project Reflection*

1) How has my percussion playing improved through this project?

   My percussion playing has improved a lot. It has improved because in the start of the project I didn’t really understand how to do the high or low sound, I was now improved.

2) What do you feel about your percussion composition? What did you enjoy about composing your group piece and what would you do differently next time?

   I feel like the piece was really good. It went with all the things we learned in music. The only thing it was missing was the complementary. The drum was good and the sound and our piece was clear. I enjoyed working with people that I didn’t really know and I learned how to create a piece. My next step is to ask more questions about the piece instead of saying...
3) Where do you see your own group on the rubric and why do you feel that way?
   Where I see myself on the rubric is a 3.75 because we did use low and high tones and we did start and stop at the same time. We need to work on playing more complementary rhythms because we mostly played unison and dissonant rhythms.

4) Where do you see yourself as a percussion player on the rubric? What did you do well and what are your next steps?
   Where I see myself on the rubric is a 3.75 because I play low and high tones but I didn't exactly stop at the same time my group did. I also used unison and complementary rhythms.

5) If you were to teach this project to others, what changes would you make to the project?
   What I would change to the project is the form because in the rhythm some kids didn't play all three complimentary, dissonant, and unison they usually only play 2 of them. We need to improve the rhythm.