

# Arts Assessment For Learning

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MUSIC — 5<sup>TH</sup> GRADE

## **ACTION PLAN: IMPROVING SCALE PERFORMANCE**

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

I will focus on 5<sup>th</sup> Grade Advanced Beginner Instrumental Students during Wednesday after school band.

### **Inquiry question:**

Does peer feedback improve students' achievement in instrumental solo performance?

### **Student learning goals:**

1. Students will learn to correctly play three, one octave, major scales on their instrument.
2. Students will explore music in elements, notation and vocabulary: they will be able to make the connection between sounds and symbols, describe a musical experience using appropriate vocabulary, identify and use comparatives

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

1. Making Music – Instrumental Technique
2. Music Literacy (2<sup>nd</sup> Strand)

### **What formative assessment strategy I will put into practice:**

Peer feedback utilizing a checklist and a simple grading scale.

### **Why this strategy will help my students achieve or improve the above goals:**

Giving students a visual aid will help guide their development and their ability to assess.

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

1. Students will be taught through group instruction how to play a major scale.
2. Students will be divided into groups of two.
3. First one partner will play and then the other.
4. Students will be given a checklist to use with their partner. The checklist simply identifies the correct pitches needed to play a scale.

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5. During a rehearsal or lesson time, student A will be asked to play three scales for his/her partner, student B. When available student B will be given a tuner to help them identify pitches. Student A will slowly play their scales (whole notes) for Student B. Student B will circle any missed note and when possible identify why it was incorrect. After all three scales have been played, Student B will show Student A the checklist and discuss errors that were made. Together the partners will decide what needs to be done to correct the problem. The playing partner will then be allowed time to practice and make necessary corrections. After a few minutes, the scales will be played again to see if improvement has been made. Partners will switch roles. With the use of a checklist to guide them, each student will be able to give and receive feedback by their peers.
6. Students will be given time (if necessary) to practice their scales as warm-up exercises before band and lessons.
7. My instruction will be planned and adjusted based on peer feedback. I will be able to see the student checklists and talk to the partners to discuss their findings. I can then review material and /or reteach as necessary until three separate scales are mastered at a proficiency level.
8. This strategy will be used during lessons and/or band and/or afterschool band.

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

I will use this strategy during weekly scheduled classes at least one a week.

Unit plan: Each level of instruction needs to be mastered at a proficiency level before going on to the next level. Students may be at different levels focusing on different criteria as they are able. The levels may overlap each other and many times students will be working on more than one level.

1. Build students playing range. Clarinet players will need to focus on crossing over the “break”.
2. Ear Training: major scale.
3. Solfege: introduce singing a major scale with movable “do”.
4. Teach the major scale pattern, use keyboard to visualize (WWHWWWH).
5. Have students develop a simple grading scale identifying a proficiency level of performance.

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## **Evidence of effectiveness of this assessment strategy:**

Students will have achieved their learning goals when they can play three major scales on their instrument (using correct posture, breath support and fingerings).

Students will keep their checklists of partner feedback to demonstrate their work and learning. Teacher will ask student what feedback they received from partner. Teacher will review/collect assessment and adjust instruction. Video's and pictures of the student's work will be taken during classes (before assessment, during assessment and after assessment) visually demonstrating their work.