

# Arts Assessment For Learning

---

MUSIC — 6<sup>TH</sup> GRADE

## **ACTION PLAN: SIGHT-SINGING PROTOCOL**

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

6<sup>th</sup> Grade Chorus

### **Inquiry question:**

Does a sight-reading protocol to guide self-assessment and peer feedback improve students' accuracy in sight-singing?

### **Student learning goals:**

Students will be able to decode basic musical symbols, rendering them completely reliant upon learning music by rote.

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

Students will improve their Music Literacy skills, in order to be able to successfully sight-read at a NYSSMA level III.

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

Self-Assessment, Sight-reading Protocol, Peer feedback

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

- Identifying clear learning targets
- Giving and receiving feedback (teacher, student peer and self)
- Providing opportunities for revision

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

I plan to implement this strategy in the sight-reading unit.

This unit will include the following components:

1. Musical Goal-setting
2. Pre-Assessment of sight-reading skills
3. Time Signature

# Arts Assessment For Learning

---

4. Rhythm
5. Identify Clef
6. Key Signatures
7. Pitches
8. TRICK PREP Protocol
9. Post-Assessment

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

Students will sight-read an 8-12 measure musical excerpt accurately and independently.