

Arts Assessment For Learning

MUSIC – 6TH – 8TH GRADES

ACTION PLAN: GUITAR ENSEMBLE

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

I would like the students to be able

- to play well in a guitar ensemble
- Cooperate with other musicians - performing, making decisions on individual responsibilities within the ensemble, playing/singing well

Inquiry question:

Does peer assessment improve students' achievement in ensemble performance?

Student learning goals:

To make musical choices that incorporate knowledge of instrumental styles and genres; to express themselves as musicians; to assume various roles in music performance, presentation and ensemble

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

- Students will make musical choices that incorporate knowledge of musical styles and genres
- Students will assume various roles in music performances, presentations and collaborations

What formative assessment strategy I will put into practice:

Peer feedback; teacher feedback.

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

It will help them to reflect on what they have performed.

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

- Identifying clear learning targets.
- Giving and receiving feedback.
- Providing opportunities for further practice and revision.

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

Unit: Learning and Playing Folk Music of Various Artists

- Step 1 – Students review proper playing position, string names, parts of guitar, finger numbers, chords (D,A,E,G,C). Students practice chord progressions, creating patterns in different keys. Key of G – G,C,D. Key of D – D,G,A. Key of A – A,D,E. Partners assess progress. Teacher listens to selected groups and assesses progress.
- Step 2 – Listening: students listen to 3 selections by Pete Seeger: “This Land Is Your Land”, “This Little Light of Mine”, “We Shall Overcome”. Class discussion re: guitar playing style, chords, singing style.
- Step 3 – Students practice chord progressions found in each of the songs. Goal – fluidness in playing. (Students transpose from original keys as necessary). Partners assess.
- Step 4 – Students form groups. Each group selects one song on which to concentrate. Practice in groups, making all “ensemble decisions”. (2 or 3 classes may be necessary). Written reflection from individuals monitoring progress.
- Step 5 – Student groups perform for class.

Note: The students/teacher assessment is on-going and “as needed”

Evidence of effectiveness of this assessment strategy:

The individual groups can perform a song in completion for their peers.