

# Arts Assessment For Learning

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MUSIC—1<sup>ST</sup> GRADE

## **ACTION PLAN: KEYBOARD FLUENCY**

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

1<sup>st</sup> grade students learning the keyboard.

### **Inquiry question:**

Will a criteria checklist improve the fluency of keyboard playing with first grade students?

### **Student learning goals:**

Students will be able to play two-hand keyboard arrangements of short, familiar songs.

Students will play the keyboard with attention to the elements of pitch, beat and rhythm.

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

Students will be able to play two-hand keyboard arrangements of short, familiar songs.

Students will play the keyboard with attention to the elements of pitch, beat and rhythm.

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

Peer assessment followed by self- assessment to differentiate instruction for those are advancing in recognizing their need based on the checklist.

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

This strategy will allow my students to visually see and follow criteria on a checklist to maintain their focus during practice.

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

**CLASS 1:** The students brainstorm various descriptors to answer the question, “What do I have to do at the keyboard to make what is on the page sound like the song we sing?”

**CLASS 2:** I will write descriptors on cards for the children to arrange under the following three headings. PITCH has been defined as what goes high/low or up/down. BEAT is the inside “tick-tock” that should stay the same to the end. RHYTHM is the arrangement of short and long sounds. This will get posted for reference.

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**CLASS 3:** With the use of recorded exemplars, the class will reference the chart to note what the performer did well and what the performer might need to work on more. After practicing through a piece, students state which criteria they felt they had the most problems.

**CLASS 4:** After practicing through a piece, students place their name-card on the criteria checklist pocket chart under the criteria (pitch or rhythm) with which they felt they had the most difficulty.

**CLASS 5:** With a small reflection booklet, students check the criteria (pitch or rhythm) with which they are having the most difficulty on a page designating the page of the piece on which they are working. After repeating the piece, students now script the particular aspect of the criteria with which they are struggling drawing from the descriptors on the checklist.

**CLASS 6:** Students work in partners. Each pair has a small replica of the large criteria checklist. They take turns verbally commenting on the performance of their partner while referencing the checklist.

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

This strategy will be introduced after approximately 4-5 weeks.

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

- Students will be able to make adjustments independently to improve their sound and accuracy or clarity in performance