

Arts Assessment For Learning

MUSIC — 1ST GRADE

HOW TO & TIPS: KEYBOARD FLUENCY

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.

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.