

## **1st Grade General Music Assessment**

Assessment and Evaluation – the curricular progress will be assessed and evaluated through:

1. Assessment
  - a. Individual class work, such as students’ “beat mats<sup>1</sup>” and individual staves<sup>2</sup> (felt or whiteboard), rhythm books<sup>3</sup>, and melody books<sup>4</sup>
  - b. Individual student echoes and solo songs
  - c. Tracking in-tune singing through seating charts<sup>5</sup>
  - d. Tracking participation and attitude (as well as attendance) through Class Dojo<sup>6</sup>
  - e. Informal observation of classroom activities
  - f. Questions related to musical concepts
2. Evaluation – Depending on the situation, the school may or may not provide an opportunity for
  - a. Students will receive music report cards every 9 weeks (middle of the semester and end of the semester)
    - Report cards will be adjusted to incorporate the grading system used by the school, but they will follow indications of progress such as:
      - E – Exceptional: student is easily accomplishing what is being asked. Examples: he/she participates fully, matches pitch the majority of the time, or has little to no difficulty meeting behavioral objectives.
      - G – Good: student struggles with a few areas. Examples: he/she participates most of the time but has had an occasional issue, sings in head voice but cannot match pitch most of the time, or has had difficulty with behavioral objectives in 1-2 areas.
      - S – Still working: student is struggling with some of the skills and concepts. Examples: he/she has trouble participating on occasion, sings and tries to follow contour but only in chest voice, or has difficulty with behavioral objectives in more than just 1-2 areas.
      - I – Needs improvement: student is struggling with most of the skills and concepts. Examples: he/she has trouble participating most of the time, sings only in chest voice and does not try to follow contour, or has difficulty with most behavioral objectives.
      - N – Not acceptable: student has significant issues, mainly attitude based. Examples: he/she refuses to participate/makes it difficult for others to do so, refuses to sing even in a group setting, or refuses to complete in-class activities
    - Progress will be reported in the following areas:
      - Participation/Attitude
      - In-tune singing
      - Musicianship (Musical behaviors)

- b. In addition, if a website is offered through the district server, the music website will display class “portfolios” with any class projects, arrangements, compositions, etc.

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<sup>1</sup> “Beat mats” are 11x17 laminated sheets with two rows of four outlined hearts. Rhythms are built inside the hearts using craft sticks, as seen in Jerry Jaccard’s Music 371 & 471 courses and the Provo School District elementary music classrooms.

<sup>2</sup>Individual staffs are either pieces of felt marked with two sets of five lines to indicate staffs and accompanied by circles of felt (as seen in Jerry Jaccard’s Music 371 & 471 courses) or purchased individual whiteboards marked with two sets of five lines to indicate staffs, which can be drawn on with a dry erase marker (as seen in the Provo School District elementary music classrooms and the Monroe County Community School Corporation elementary music classrooms).

<sup>3</sup>As observed in the elementary music classrooms of the Provo School District. Students record rhythms to known songs in them, giving them practice in writing notation. See accompanying example.

<sup>4</sup>While I have not observed these used, I envision them as a companion to the beat book. Beat books are used as a place for students to transfer the work they have done on their beat mats into notation. I would like the melody books to function similarly with the individual staffs. They would provide a place for students to practice drawing note heads in spaces or on lines, and also a place to record compositions later in the year.

<sup>5</sup>As observed in the Provo School District. See accompanying example.

<sup>6</sup>As observed in the music classroom at Grandview Elementary in the Monroe County Community School Corporation.