

Formative Assessment Plan

Grade/ Subject: 6 th grade - Beginning Band			
OBJECTIVE: (6.ML.1) Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.			
Learning Target	Criteria for Success	Collecting Evidence	Documenting Evidence
I can produce a steady tone when performing on my instrument.	I will produce a steady characteristic tone on my instrument.	Listen and provide feedback to the students as they produce a steady characteristic tone.	The teacher will record and provide feedback to ensure students reach the specified guidelines.
I can use proper embouchure, playing position and posture when playing my instrument.	I will sit or stand holding my instrument correctly and use correct embouchure.	Observe the posture, embouchure, and playing position of the students providing appropriate feedback.	
I can identify dynamics, the sounds of different instruments, and how to blend within my ensemble.	I will play using different levels of volume so that my sound doesn't stick out above the ensemble.	Observe and provide feedback for the dynamic level and balance of the individuals within the ensemble.	
	I will identify the sounds of different instruments.	Observe that students will be able to identify different instrument sounds based on improved aural skills.	
<ol style="list-style-type: none"> What misconceptions do you think students might have? Students may not know what a good characteristic tone sounds like. They may not understand how to create that characteristic tone. Students may have problems interpreting blend. What will you do to address the misconceptions to move learning forward? Students will listen to many examples of professionals on their instruments. Provide recordings and teacher demonstrations of characteristic tone, playing position, embouchure, and posture for each instrument. 			

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OBJECTIVE: (6.ML.2) Interpret the sound and symbol systems of music.			
Learning Target	Criteria for Success	Collecting Evidence	Documenting Evidence
<p>I can identify basic rhythms and meters when reading music.</p> <p>I can read the music I am playing on my instrument.</p> <p>I can read standard musical symbols.</p>	<p>I will know what a whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, and 4/4 meters.</p> <p>I will be able to identify standard pitch notation.</p> <p>I will be able to identify common musical symbols such as dynamics, accidentals, etc.</p>	<p>Students will perform on their instrument rhythms using whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, and 4/4 meters.</p> <p>Students will be able to perform the pitch as notated on the staff.</p> <p>Students will perform a musical selection which incorporates all standard musical notation.</p>	<p>Clapping and counting in time</p> <p>Written tests on musical notation and symbols.</p> <p>Sight-reading music at an (appropriate level).</p> <p>Music Rehearsals and Performances</p>
<p>1. What misconceptions do you think students might have? Some students play familiar melodies how they think it should go rather than how it is notated. Some students play by what they hear rather than what they read. Some students might get confused by the notation.</p> <p>2. What will you do to address the misconceptions to move learning forward? The teacher will use games and technology to allow students to practice reading musical notation without the instrument. The teacher will reinforce appropriate sight-reading skills to help ensure musical literacy of all students.</p>			

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Grade/ Subject: 6 th grade - Beginning Band			
OBJECTIVE: (6.ML.3) Create music using a variety of sound and notational sources			
Learning Target	Criteria for Success	Collecting Evidence	Documenting Evidence
I can improvise short rhythms using traditional and non-traditional instruments.	I will create an original rhythm pattern to be performed on instruments.	Students will perform their own original rhythm pattern on their traditional instrument and on a non-traditional instruments (buckets, body, brooms, etc.)	Recorded performances
I can arrange simple pieces of music.	I will arrange a piece of music to be played by at least two people.	Students will choose a partner to perform their music arrangement.	Step Team Stomp Project Arranging project
<p>1. What misconceptions do you think students might have? Students may have trouble getting past the fact that in improvisation there is no “wrong” idea. Students may have trouble understanding how to arrange music so that other instruments can play it (concert pitch).</p> <p>2. What will you do to address the misconceptions to move learning forward? The teacher should provide many examples of improvisation to demonstrate that there can be many interpretations of a musical idea. The students can use available software to create their arrangements.</p>			

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OBJECTIVE: (6.MR.1) Understand the interacting elements to respond to music and music performances.			
Learning Target	Criteria for Success	Collecting Evidence	Documenting Evidence
I can move to answer questions about, and describe aural examples of music of various styles and cultures.	I will demonstrate my understanding of different cultural music by answering questions and describing the music.	Students will develop essays, prezi, PowerPoint, etc. and compile the information they have collected.	Concert review Use of rubrics to evaluate performance
I can describe and evaluate aural examples of music in appropriate musical terms.	I will analyze aural examples of music by using appropriate musical terms.	Students will keep a journal of evaluated performances to reflect upon.	Allow students to reflect on performances using recordings Use technology to compile reviews of musical performances to establish a dynamic portfolio.
I can review performances, compositions, and musical ideas and use the information gained to improve my own performance.	I will evaluate performances, compositions, and musical ideas within given criteria.	Students will create their own rubrics for performance evaluation.	
<p>1. What misconceptions do you think students might have? Popular music is the only good music. Students seem to think if they do not know a song it is not going to be good. If a piece of music is difficult to perform it is hard. Students will have a difficult time having an open mind about new and unexplored music.</p> <p>2. What will you do to address the misconceptions to move learning forward? Expose students to music they would not have heard had they not been enrolled in your class. Demonstrate to students that music is a universal language. Teach students the satisfaction attained from working diligently on a piece of music in order to perform it successfully.</p>			

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Grade/ Subject: 6th grade - Beginning Band OBJECTIVE: (6.CR.1) Understand global, interdisciplinary, and 21st century connections with music.			
Learning Target	Criteria for Success	Collecting Evidence	Documenting Evidence
I can understand music is relationship to geography, history, and culture. I can make connections between music content and content from other subjects. I can understand health and wellness issues for musicians.	I will comprehend relationships between music, geography, history, and culture of world civilizations. I will understand relationships between music and concepts from other areas. I will understand the health and wellness risks for musicians.	Collect examples of music from different countries and cultures globally. Show how music relates to math, sciences, and social studies. Collect examples of healthy vs. unhealthy lifestyles and show the effect.	Student presentations Decibel chart of noise level in band room Implementation of sanitation practices while using instruments Use technology to research and present findings on other musical cultures.
<ol style="list-style-type: none"> 1. What misconceptions do you think students might have? The louder the music is the better. I do not have to worry about my hearing because I am young. Students will not understand differences in music, culture, history, and geography throughout various parts of the world. They think the music they listen to is the same music people listen to everywhere else. 2. What will you do to address the misconceptions to move learning forward? Show data about noise induced hearing loss. Introduce new musical cultures, histories, and geographies using a variety of technological and traditional resources. 			