

Music Progress Report- Fourth Grade

Name:

Teacher:

Class:

Assessment Description	Grade
<p>Instrument Performance Skills- perform instrumental pieces with multiple parts on recorder, xylophone, and glockenspiel; create body percussion routines and handclapping game to reflect the meter and form; sing and play contrasting parts simultaneously <i>Shape Shifting Song, Kokoleoko, Tis a Gift to Be Simple</i></p>	
<p>Written Theory Test- TIME SIGNATURES- identify time signatures of musical examples in 2, 3, and 4-4 time; demonstrate how to identify the meter of a piece of music; recognize time changes in music</p>	
<p>Rondo Form Composition- arrange and notate an instrumental percussion piece in Rondo Form (ABACA) with an improvised section and composed introductions; self-assess video of performances using rubric</p>	
<p>Native American Integration Unit- perform recorder, drum, barred percussion and vocal pieces from a variety of NE tribes; choreograph drum and ribbon movement piece based on form; create stick game variations and arrange for performance in elemental form; explore meaning and purpose behind musical culture; grade based on accuracy and participation/effort</p>	
<p>Recorder Karate Session 3- to earn a belt, a student must play selected musical pieces with less than 2 mistakes and demonstrate attention to musical details such as tempo, form, key, meter, dynamics, and tone quality: score of 4= student has earned 7 belts, 3= student has earned 5-6 belts, 2= student has earned 3-4 belts, 1=student has earned 2 or less belts</p>	
<p>Verbal Discussion and Conversation Effort- raise hand to ask clarifying questions, answer questions, participate in small group discussions, and willingly share opinions and ideas during weekly music classes</p>	
<p>Participation and Behavior- demonstrate willingness to learn and show respect for materials, rules, and procedures</p>	
<p>Comments:</p>	
<p>Scoring Rubric 4- Student consistently performs above grade level expectations. Student can accurately perform task independent of teacher. Student identifies and corrects mistakes independently. 3- Student consistently meets grade level expectations. Student can accurately perform task with minimal or occasional support from the teacher. 2- Student work is nearing but still below grade level expectations. Student requires frequent prompting and additional instruction from teacher to accurately complete task. 1- Student consistently performs below grade level expectations. Student is unable to perform task accurately, even with one-on-one teacher support.</p>	