

Music Progress Report- Fifth Grade

Name:

Teacher:

Class:

Assessment Description	Grade
<p>Group Improvisation Project- create an elemental form that features the melody from one of our Jazz pieces; include an improvised section on recorder, xylophone or glockenspiel <i>BAG's Groove, Honey Bun</i></p>	
<p>Esperanza Rising Movie Score Project- compose and arrange instrumental accompaniment for 4-5 scenes from the novel Esperanza Rising taking into account the emotions, setting, sound effects, and characters in each scene; grade based on individual contribution to the composition process</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>Instrument Performance Skills- perform several instrumental pieces on xylophone, metallophone, glockenspiel, and hand percussion; sing and play contrasting parts simultaneously, demonstrate ensemble skills while playing; learn pieces from notation and imitation <i>Bubble Said the Kettle, WORMS!</i></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</p> <p>4- Student consistently performs above grade level expectations. Student can accurately perform task independent of teacher. Student identifies and corrects mistakes independently.</p> <p>3- Student consistently meets grade level expectations. Student can accurately perform task with minimal or occasional support from the teacher.</p> <p>2- Student work is nearing but still below grade level expectations. Student requires frequent prompting and additional instruction from teacher to accurately complete task.</p> <p>1- Student consistently performs below grade level expectations. Student is unable to perform task accurately, even with one-on-one teacher support.</p>	