

Formative Assessment Plan

<p>Grade/ Subject: 8th grade - Advanced Band OBJECTIVE: (8.ML.1) Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.</p>			
Learning Target	Criteria for Success	Collecting Evidence	Documenting Evidence
I can use characteristic tone and consistent pitch when performing alone and in groups.	I will continue to develop a characteristic tone and pitch accuracy on my instrument when I am playing by myself and with others.	Listen and provide feedback to the students as they produce a characteristic tone and accurate pitch when performing individually and within an ensemble.	The teacher will record and provide feedback to ensure students reach the specified guidelines.
I can integrate the fundamental techniques necessary to play an instrument.	I will use fundamental techniques while playing my instrument correctly.	Observe and provide feedback concerning techniques required to properly play an instrument.	
I can interpret expressive elements (dynamics, timbre, blending, accent, attacks, releases, and phrasing) to change the way I perform a variety of music with technical accuracy.	Using a variety of repertoire, I will demonstrate by performing expressive musical elements and techniques.	Listen and provide feedback concerning the use of expressive elements and techniques by individuals within the ensemble.	
<ol style="list-style-type: none"> What misconceptions do you think students might have? Students may not know what a mature characteristic tone sounds like. They may not understand how to create a characteristic tone. Students may have problems interpreting blend. As long as the students are playing the correct notes and rhythms they think they are playing the music correctly. 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. The teacher needs to stress to the students that music is more than just notes and rhythms. 			

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OBJECTIVE: (8.ML.2) Interpret the sound and symbol systems of music.			
Learning Target	Criteria for Success	Collecting Evidence	Documenting Evidence
I can interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest of durations in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.	I will execute rhythms using whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.	Students will perform on their instrument rhythms using whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.	Clapping and counting in time
I can interpret, through instrument and/or voice, standard notation symbols in two different clefs, using extended staves (ledger lines).	I will be able to play and/or sing standard pitch notation in two different clefs, using extended staves (ledger lines).	Students will be able to perform music as notated on the staff.	Written and applied performance tests on musical notation and symbols.
I can use standard symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas.	I will be able to use standard musical symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate music.	Students will perform a musical selection which incorporates all standard musical notation.	Sight-reading music at an appropriate level.
<p>Recordings of 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. Students may think a particular note type receives a particular duration regardless of meter.</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. Ensure students understand how meter effects the duration of notes.</p>			

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Grade/ Subject: 8 th grade - Advanced Band			
OBJECTIVE: (8.ML.3) Create music using a variety of sound and notational sources			
Learning Target	Criteria for Success	Collecting Evidence	Documenting Evidence
<p>I can improvise rhythmic and melodic pieces.</p> <p>I can compose short pieces within specified guidelines.</p>	<p>I will use the major, pentatonic and/or blues scales to improvise short pieces.</p> <p>I will compose short pieces within specific guidelines (i.e. style, form, instrumentation, or compositional technique) using traditional and non-traditional sources.</p>	<p>Students will perform an example of rhythmic and melodic improvisation incorporating pentatonic/blues melodies and/or melodies in major keys.</p> <p>Students will perform the compositions of other students.</p> <p>Students will evaluate the compositions of their peers.</p>	<p>Record student performances</p> <p>Diagram forms of repertoire being performed in class.</p> <p>Perform music from a variety of different genres.</p>
<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. Composing music is difficult.</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. Show students how composing music does not have to be nearly as difficult as it may initially seem.</p>			

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OBJECTIVE: (8.MR.1) Understand the interacting elements to respond to music and music performances.

Learning Target	Criteria for Success	Collecting Evidence	Documenting Evidence
<p>I can interpret the gestures of a conductor when singing or playing an instrument.</p> <p>I can interpret advanced musical terminology and apply to my music.</p> <p>I can evaluate performances, compositions, and musical ideas using a specified set of criteria .</p>	<p>I will interpret specific gestures of a conductor in response to various elements of music.</p> <p>I will perform music which incorporates advanced musical terminology.</p> <p>I will evaluate performances, compositions, and musical ideas within given criteria, such as tone quality, intonation, blend/balance, technique, musical effect. interpretation, and diction.</p>	<p>Students will respond to the specific gestures of the conductor through musical performance.</p> <p>Students will create a digital recording of music which uses advanced terminology.</p> <p>Students will perform increasingly complex music.</p> <p>Students will create their own rubrics for performance evaluation.</p>	<p>Student response to non-verbal cues</p> <p>Concert review</p> <p>Use of rubrics to evaluate performance</p> <p>Allow students to reflect on performances using recordings and create a journal of their reflections.</p> <p>Use technology to compile reviews of musical performances to establish a dynamic portfolio.</p>

- 1. What misconceptions do you think students might have?** The conductor/teacher only beats time while conducting. How the students think they sound while playing often is not how it sounds to the audience. Some students will have trouble evaluating others' performances in an objective manner.
- 2. What will you do to address the misconceptions to move learning forward?** Do exercises in which the students music change how they play in response to the gestures of the conductor. Use recording technology to allow students to evaluate their performance. Teachers will demonstrate how to evaluate a performance in an objective manner.

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Grade/ Subject: 8th grade - Advanced Band

OBJECTIVE: (8.CR.1) Understand global, interdisciplinary, and 21st century connections with music.

Learning Target	Criteria for Success	Collecting Evidence	Documenting Evidence
I can understand the role of music in North Carolina and the United States in relation to history and geography.	I will understand relationships between music, geography, history as it relates to North Carolina and the United States.	Collect examples of music from different areas of North Carolina (mountains, Sandhills, coastal plains) and the United States.	Student presentations of musical examples from various parts of North Carolina and the United States.
I can understand the relationships between music and concepts from other areas.	I will understand relationships between music and other content areas.	Show how music relates to reading, math, sciences, and social studies.	Projects connecting music to different curriculum content areas
I can understand laws regarding the proper access, use, and protection of music.	I will understand copyright laws.	Students will know the copyright laws pertaining to music.	Use technology to research and present findings on laws concerning proper access, use, and protection of music.

- 1. What misconceptions do you think students might have?** Students will not understand differences in music, culture, history, and geography throughout various parts of the country. They think the music they listen to is the same music people listen to everywhere else. Students do not initially recognize the connections between music and other content areas. Students think they can do whatever they want with their music.
- 2. What will you do to address the misconceptions to move learning forward?** Introduce new musical cultures, histories, and geographies using a variety of technological and traditional resources. Teachers will demonstrate the connections between music and other content areas by relating those content areas to the elements of music. Explain to students the various copyright laws that apply to music.