

Formative Assessment Plan

Grade/ Subject: 7th grade - Intermediate Band OBJECTIVE: (7.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
<p>I can continue to improve my tone while learning to change pitches while performing on my instrument.</p> <p>I can use proper breathing, playing position hand position , and stick control when playing my instrument.</p> <p>I can use musical elements (such as accents, attacks, releases, and interpret) to change the way I perform music.</p>	<p>I will continue to develop a characteristic tone and pitch accuracy on my instrument.</p> <p>I will use fundamental techniques while playing my instrument correctly.</p> <p>I will demonstrate through my performance the musical elements included in the music.</p>	<p>Listen and provide feedback to the students as they produce a characteristic tone using a variety of pitches.</p> <p>Observe and provide feedback concerning the physical elements necessary to produce appropriate musical sounds.</p> <p>Listen and provide feedback concerning the use of expressive elements by individuals within the ensemble.</p>	<p>The teacher will record and provide feedback to ensure students reach the specified guidelines.</p>
<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. 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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Grade/ Subject: 7 th grade - Intermediate Band			
OBJECTIVE: (7.ML.2) Interpret the sound and symbol systems of music.			
Learning Target	Criteria for Success	Collecting Evidence	Documenting Evidence
I can interpret standard rhythms and meters when reading music.	I will know a whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, 4/4, and 6/8 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 meter signatures.	Clapping and counting in time
I can interpret standard notation while playing my instrument.	I will be able to identify standard pitch notation in the appropriate clef for my instrument.	Students will be able to perform the pitch as notated on the staff.	Written and applied performance tests on musical notation and symbols.
I can classify standard musical symbols into various categories.	I will be able to identify common musical symbols such as dynamics, accidentals, clef signs, etc.	Students will perform a musical selection which incorporates all standard musical notation.	Sight-reading music at an appropriate level. Recordings of music rehearsals and performances.
<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: 7 th grade - Intermediate Band			
OBJECTIVE: (7.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 melodies.	I will improvise a short melody to be performed on instruments.	Students will perform an example of melodic improvisation on their instrument.	Record student performances
I can create examples of various styles of music or forms using traditional and non-traditional instruments.	I will identify forms and create simple examples of musical styles using a variety of traditional and non-traditional sources.	Students will perform the examples of musical styles and form on traditional and non-traditional instruments.	Diagram forms of repertoire being performed in class. Perform music from a variety of different genres.
<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 get confused by the various forms of music. Musical styles can sometimes confuse students.</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 technology research and report on various musical styles and forms.</p>			

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Grade/ Subject: 7 th grade - Intermediate Band			
OBJECTIVE: (7.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 respond to specific gestures of a conductor.</p> <p>I can describe musical examples using correct terminology.</p> <p>I can critique music by applying specific criteria appropriate for the style of the music.</p>	<p>I will respond to specific gestures of a conductor in response to various elements of music.</p> <p>I will analyze aural examples of music by using appropriate musical terms.</p> <p>I will evaluate performances, compositions, and musical ideas within given criteria.</p>	<p>Students will demonstrate through performance elements such as dynamic contrast, phrasing, etc.</p> <p>Students will create a journal of their findings using appropriate musical terms.</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</p> <p>Use technology to compile reviews of musical performances to establish a dynamic portfolio.</p>
<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.</p> <p>2. What will you do to address the misconceptions to move learning forward? Do exercises 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.</p>			

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Grade/ Subject: 7 th grade - Intermediate Band			
OBJECTIVE: (7.CR.1) Understand global, interdisciplinary, and 21st century connections with music.			
Learning Target	Criteria for Success	Collecting Evidence	Documenting Evidence
I can understand music in relationship to the geography, history, and culture of modern societies from 1450 to the present.	I will understand relationships between music, geography, history, and culture of world civilizations.	Collect examples of music from different countries and cultures globally.	Student presentations of musical examples from various cultures and countries.
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 math, sciences, and social studies.	Projects connecting music to different curriculum content areas
I can determine the roles of music and musicians in different places.	I will understand the various uses of music, roles of musicians, and different performance venues.	Students will describe uses of music and various locations for performances.	Use technology to research and present findings on the application of music and musicians to society.
<p>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 world. 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.</p> <p>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.</p>			