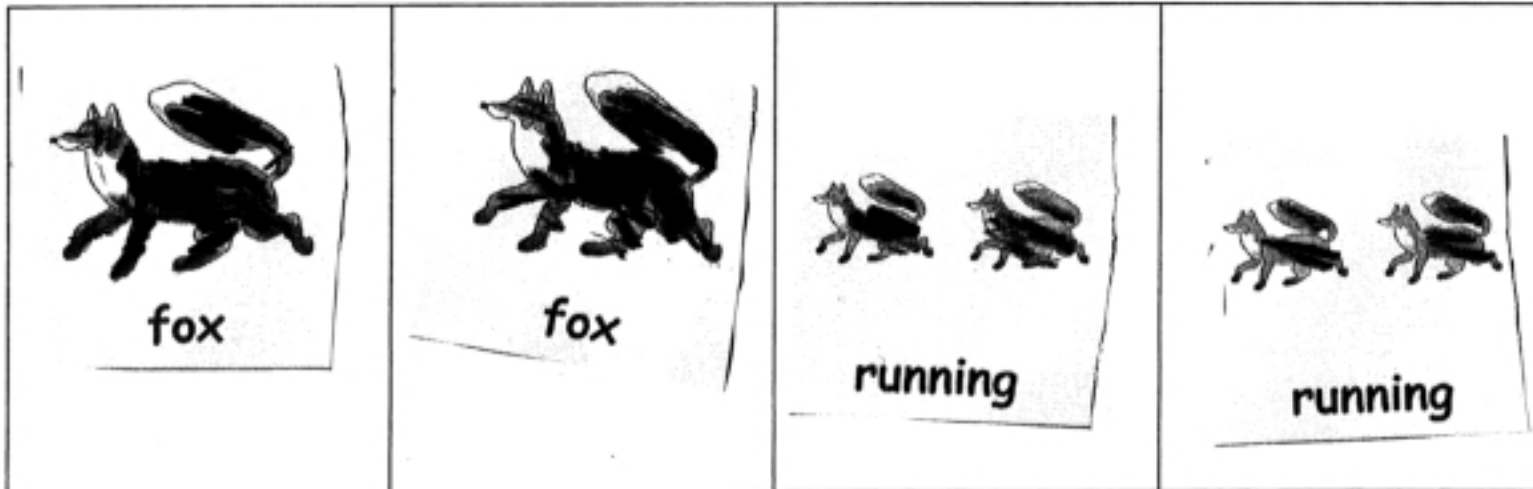


**A Celebration of Animals Level 1, Sample 1**

**A**

**STUDENT COMPOSITION**



B



1. The animal I imagined was cheetah  
 because she is fast and glen  
 \_\_\_\_\_  
 \_\_\_\_\_

C

2. Use music words to tell about the music. The music was fast. slow.  
bcuz it is nig  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. The music made me feel like  
 \_\_\_\_\_  
 because ru ne  
 \_\_\_\_\_  
 \_\_\_\_\_

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates limited understanding of the concepts of beat and rhythm. She does not distinguish between beat and rhythm (e.g., [V] when clapping, she claps the beat instead of the rhythm), so her patting and clapping are very similar. The student is late coming in on the beat at the start of the song and does not pat through the musical rests.

### Critical Analysis and Appreciation

- The student conveys thoughts and feelings about the music through language and illustration with limited effectiveness. She expresses ideas about the music, but they lack detail and clarity (i.e., [P] there is a basic connection between the drawing of the “chedu” [cheetah] and the music: both are “fast”; but the explanation “bcus it is nis” is not related to the music’s tempo, and the student gives no reason why she feels “like rune” [like running]).

### Performance and Creative Work

- The student demonstrates the ability to keep a steady beat in a familiar song with limited accuracy. She is able to pat the beat accurately at times, but does not maintain it steadily (i.e., [V] she does not pat through the musical rests, thus creating a break in the beat).
- The student performs a word rhythm pattern with limited accuracy. She maintains the beat in the rhythm pattern, but does not perform the rhythm (i.e., [V] she does not clap the eighth notes – “running, running” – in the word rhythm pattern, but simply claps the beat).

### Communication

- The student communicates thoughts and feelings about the music, making limited use of musical terminology. She is able to identify the tempo as “fast” and “slow”, but the writing is brief and provides no detail.

## Comments

In the video, the student appears focused and is concentrating on the task. She shows that she can pat the beat when performing the song and the word rhythm pattern, but she does not understand how to clap the rhythm. In her written work, the student makes only a minimal connection between her feelings, the animal she imagines, and the music. The writing is limited in scope and lacks detail.

## Next Steps

In order to improve her performance, the student needs to:

- recognize, identify, and experiment with rhythms (e.g., by listening to musical selections and participating in rhythm games in partner and group work, echo clapping, clapping games);
- listen to and experience a variety of musical selections and describe the personal feelings that the music evokes (e.g., through movement, drama, art, writing);
- refer to classroom resources such as word charts and word lists to increase her knowledge of musical terminology;
- refer to classroom resources such as word lists, word charts, and a personal dictionary to correct spelling errors.