

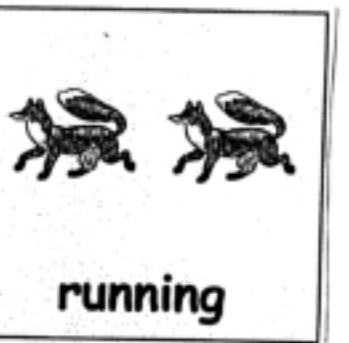
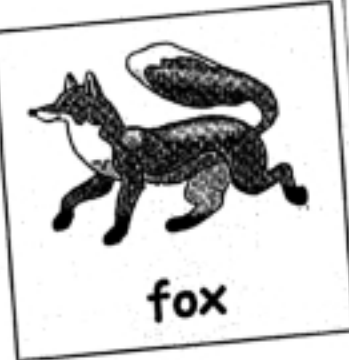


A Celebration of Animals Level 2, Sample 1

A

STUDENT COMPOSITION

 <p>grizzly</p>	 <p>bear</p>	 <p>running</p>	 <p>fox</p>
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B



1. The animal I imagined was an elephant
 because it sounds like stamping

C

2. Use music words to tell about the music. The music
 was something low sometimes
it can sound like.

3. The music made me feel it makes me want to dance
 because I like to dance to songs

Teacher’s Notes

Understanding of Concepts

- The student demonstrates some understanding of the concepts of beat and rhythm. She differentiates to some extent between patting (beat) and clapping (rhythm), but sometimes she confuses them (e.g., [V] in the word rhythm pattern, she pats and claps the rhythm and does not pat the beat). The student’s performance of beat and rhythm are not always accurate (e.g., [V] she does not pat the musical rests in all of the lines, and when clapping the rhythm, omits the eighth notes in lines 1 and 2 of the song).

Critical Analysis and Appreciation

- The student conveys thoughts and feelings about the music through language and illustration with some effectiveness. She makes a simple connection between her drawing of an elephant and the music (i.e., [P] because “it [the music] soundid lick stomping”), and explains that the music “macks Me want to dans” because “I Licke to dans to sloe songs”.

Performance and Creative Work

- The student demonstrates the ability to keep a steady beat in a familiar song with some accuracy. She starts off by patting the rhythm, but corrects herself and completes the song by patting the beat; however, the beat is uneven at times.
- The student performs a word rhythm pattern with some accuracy. She is able to clap the rhythm, but she rushes through the two-syllable words, thus producing a less fluid and less accurate presentation.

Communication

- The student communicates thoughts and feelings about the music, making some use of musical terminology. She is able to identify pitch in the music (i.e., [P] the music was “sounding Low sumtims it can sound hie”), and refers to “sloe songs” in explaining how the music made her feel.

Comments

In the video, the student is able to differentiate between beat and rhythm but does not do so consistently. Her beat is sometimes uneven, and she makes some errors in clapping the rhythm. The student lacks confidence and looks for cues from others in the group. In her written work, the student is able to relate the music to personal experience, but not all her ideas are clearly connected.

Next Steps

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

- practise using both hands to pat the beat;
- practise keeping the beat in songs and nursery rhymes;
- practise patting the beat and clapping the rhythm;
- add detail to her written work;
- refer to classroom resources such as word lists, word charts, and a personal dictionary to correct spelling errors.