

**A**

**STUDENT COMPOSITION**



**B**



1. The animal I imagined was a swan  
because the music sounds  
like a swan. I sounds like

**C**

2. Use music words to tell about the music. The music  
was soft and I sounded  
very rich and happy and  
good

3. The music made me feel surprised

because the end was loud

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates some understanding of the concepts of beat and rhythm. He understands the difference between beat and rhythm but sometimes confuses them (e.g., [V] in performing the song, he begins by patting the rhythm instead of the beat, looks for cues, corrects himself in line 3, but reverts to patting the rhythm in line 4). The student does not pat through the musical rests and is sometimes hesitant in clapping the rhythm.

### Critical Analysis and Appreciation

- The student conveys thoughts and feelings about the music through language and illustration with some effectiveness. He explains why the music made him feel surprised (i.e., [P] because “the end was loud”), but his choice of a swan is only vaguely connected with the quality of the music (i.e., [P] “the moosic sounds like a swan. I souns nis”).

### Performance and Creative Work

- The student demonstrates the ability to keep a steady beat in a familiar song with some accuracy. He is able to pat the beat accurately in line 3 of the song, but has difficulty maintaining a steady beat throughout.
- The student performs a word rhythm pattern with some accuracy. He is able to follow the animal symbols to pat the beat and clap the rhythm, but his performance is hesitant.

### Communication

- The student communicates thoughts and feelings about the music, making some use of musical terminology. He is able to identify dynamics in the music (i.e., [P] “soft” and “loud”). However, the explanations generally are lacking in detail.

## Comments

In the video, the student's performance is uneven: he looks for cues from others in the group and is more confident clapping the rhythm than patting the beat. When patting, he uses only one hand. The rhythm and beat in the word pattern are completed accurately, though hesitantly. In his written work, the student is able to explain his reaction to the music, but otherwise offers little evidence from the music to support his ideas.

## Next Steps

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

- practise using both hands to pat the beat;
- practise performing both the beat and the rhythm in a variety of musical selections and poems;
- listen and respond to selections of music and describe the personal thoughts and feelings that the music evokes;
- practise expressing thoughts and feelings in written form;
- develop a musical vocabulary to write about different elements of music;
- refer to classroom resources such as word lists, word charts, and a personal dictionary to correct spelling errors.