





A Celebration of Animals Level 3, Sample 1

A

STUDENT COMPOSITION

 <p>snake</p>	 <p>grizzly</p>	 <p>hissing</p>	 <p>bear</p>
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B



1. The animal I imagined was an elephant
 because the music
sounds like a
elephants foot

C

2. Use music words to tell about the music. The music
 was low like a
elephant It was
~~quiet~~ in some parts It was
~~loud~~ in others.

3. The music made me feel like there
was a elephant behind
 because I cud hear
the elephant stomping.

Teacher’s Notes

Understanding of Concepts

- The student demonstrates considerable understanding of the concepts of beat and rhythm. He differentiates between beat and rhythm in both the song and the word rhythm pattern, and pats and claps accurately (e.g., [V] in the song, he maintains the beat throughout, patting through the musical rests; he also identifies the changes of rhythm in lines 3 and 4).

Critical Analysis and Appreciation

- The student conveys thoughts and feelings about the music through language and illustration with considerable effectiveness. The choice of an elephant in the drawing is clearly explained in relation to both the quality of the music and the feelings the music evokes (e.g., [P] the student imagines an elephant because “the mucick souns like a elephants fut ... I cud hear the elephant stomping”).

Performance and Creative Work

- The student demonstrates the ability to keep a steady beat in a familiar song with considerable accuracy. He maintains the beat correctly throughout the song, patting through all the musical rests.
- The student performs a word rhythm pattern with considerable accuracy. He pats the beat and claps the rhythm correctly; however, he does not clap the rhythm with fluency (i.e., [V] a slight hesitancy when clapping the rhythm results in a less than fluid performance).

Communication

- The student communicates thoughts and feelings about the music, making considerable use of musical terminology. The student uses several musical terms in describing the music (e.g., [P] the music was “low like a elephant it was quiet in sum parts it was loud in others”).

Comments

In the video, the student performs both the beat and the rhythm in the familiar song and the word pattern with considerable accuracy, but he uses only one hand to pat the beat. In his written work, the student provides considerable evidence from the music to explain his choice of animal and to describe the feelings the music evokes.

Next Steps

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

- practise rhythm patterns in order to produce a more fluent performance;
- practise using both hands to pat the beat;
- check his written work and consult word charts, word banks, and a personal dictionary to correct misspellings.