

A

STUDENT COMPOSITION



snake



hissing



fox



running

B



1. The animal I imagined was an elephant
because it sounded like an
elephant because it was low

C

2. Use music words to tell about the music. The music
was romantic because it sounded
heavy and light. The music was
jumpy because it started
with a low note and
jump to a high note.

3. The music made me feel loving and romantic

because the rhythm was slow and
the beat was happy.

Teacher's Notes

Understanding of Concepts

- The student demonstrates considerable understanding of the concepts of beat and rhythm. She differentiates between beat and rhythm with ease; she pats the beat and claps the rhythm correctly, although, in the song, her beat is very slightly slower than the tempo.

Critical Analysis and Appreciation

- The student conveys thoughts and feelings about the music through language and illustration with considerable effectiveness. She makes relevant connections between the music and the thoughts and feelings it evokes (e.g., [P] commenting on her illustration, she says that she imagines an elephant because the music “sounded like an elephant because it was low”).

Performance and Creative Work

- The student demonstrates the ability to keep a steady beat in a familiar song with considerable accuracy. Her patting of the beat is steady throughout the song, even though it is very slightly slower than the tempo of the music.
- The student performs a word rhythm pattern with considerable accuracy. She confidently pats the beat and claps the rhythm without any errors.

Communication

- The student communicates thoughts and feelings about the music, making considerable use of musical terminology. She refers to various elements of music, such as beat, rhythm, and pitch, in describing the music and her response to it (e.g., [P] “The music was jumpy because it started with a low note and jump to a high note.”).

Comments

In the video, the student pats the beat and claps the rhythm for both the song and her word pattern with confidence and with considerable accuracy. When patting, she uses one hand and raises it higher than necessary, which may contribute to her patting the beat slowly. In her written work, the student uses a range of musical terms and effectively connects her thoughts and feelings to the music she hears.

Next Steps

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

- use two hands when patting the beat, using a less exaggerated arm motion;
- use more musical terminology to describe the feelings that the music evokes;
- check her written work and consult word charts, word banks, and a personal dictionary to correct misspellings.