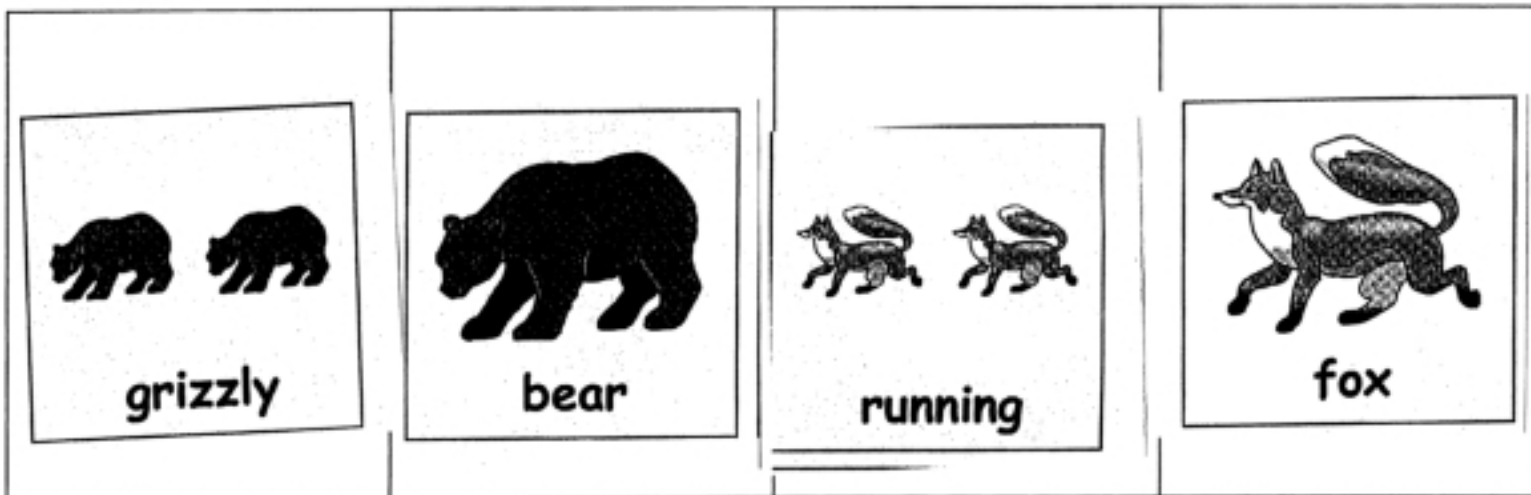


A Celebration of Animals Level 4, Sample 1

A

STUDENT COMPOSITION



B



1. The animal I imagined was a swan
because it was soft
or quiet sad and
light.

C

2. Use music words to tell about the music. The music was low and it had a good
rhythm. It was jumpy and
romantic. It soared.

3. The music made me feel like dancing.
I that I was on a floor
because of the rythem was
good it was scary
because it was scary at
the end.

Teacher's Notes

Understanding of Concepts

- The student demonstrates thorough understanding of the concepts of beat and rhythm. In both the song and the rhythm pattern, the student demonstrates a clear difference between beat and rhythm, and pats the beat and claps the rhythm accurately (e.g., [V] she maintains a steady beat throughout the song, and she responds correctly and without hesitation to the changes in rhythm in lines 3 and 4 of the song).

Critical Analysis and Appreciation

- The student conveys thoughts and feelings about the music through language and illustration with a high degree of effectiveness. The student shows insight in her analysis of the song and the feelings that the music evokes (e.g., [P] she writes that the music reminds her of a swan because it is “soft” and “light”, and adds that it makes her feel like dancing because “the rythem was good”).

Performance and Creative Work

- The student demonstrates the ability to keep a steady beat in a familiar song with a high degree of accuracy. She accurately pats the beat throughout the “Elephant Song” (e.g., [V] using one hand and maintaining focus, she pats an introduction and maintains a steady beat that includes the rests at the end of each line).
- The student performs a word rhythm pattern with a high degree of accuracy. The student pats the beat and claps her rhythm pattern confidently and accurately.

Communication

- The student communicates thoughts and feelings about the music, making extensive use of musical terminology. She describes the music and explains how it makes her feel, using appropriate musical terms (e.g., [P] the music “had a good rhythm. It was jumpy and romantic. It soars.”).

Comments

In the video, the student confidently pats a steady beat, using one hand, and accurately claps the rhythms for both the song and the rhythm pattern. The word rhythm pattern is quite musical and ends on a final point. The student is able to maintain her focus throughout the performance despite the incorrect performances of the other students. In her written work, the student clearly connects her drawing and her description of the music with the feelings that the music evokes.

Next Steps

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

- practise using both hands to pat the beat;
- check her written work and consult word charts, word banks, and a personal dictionary to correct misspellings.