

A

STUDENT COMPOSITION



grizzly



snake



hissing



bear

B



1. The animal I imagined was Jed
 because Wiu MY ANML iz
A Jed decuv
it zAz Lis it iz znecep
itz pnu

C

2. Use music words to tell about the music. The music was The muozick was
big. The muozick was
Loud. The muozick was
smooth. and The muozick
wuz nuf a litldit.
The Muozick was
LOP. The Muozick
znece. The muozick was
 3. The music made me feel a litlbit sad.

because it zaid Lic My anml
was snecep ug no itz
qrau and win the
anml
it zaid got cot then
a litlbit sad

Teacher's Notes

Understanding of Concepts

- The student demonstrates thorough understanding of the concepts of beat and rhythm. She pats the beat and claps the rhythm accurately for both the song and the rhythm pattern. The beat is steady and the rhythm clear and precise throughout both performances.

Critical Analysis and Appreciation

- The student conveys thoughts and feelings about the music through language and illustration with a high degree of effectiveness. She establishes a common theme, linking the music, the drawing, and the feelings that the music evokes (e.g., [P] she imagines a cheetah (“Jed”) “ꞥnecen itꞥ prAu” [sneaking up on its prey], and the music makes her feel “a LitLbit ꞥad ... win [when] the anmL got cot”).

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 maintains a steady beat using a confident and deliberate motion, patting through the rests.
- The student performs a word rhythm pattern with a high degree of accuracy. She performs her rhythm pattern fluidly, maintaining the same tempo while patting the beat and clapping the rhythm.

Communication

- The student communicates thoughts and feelings about the music, making extensive use of musical terminology. She provides a detailed description of the music and the feelings it evokes (e.g., [P] she describes the music as “Loud”, “smooth”, “Loe”, and “ꞥnece [sneaky]”, and comments that at one point it “ꞥadid [sounded] a LitLbit ꞥad”).

Comments

In the video, the student remains on task and focused throughout the performances. She demonstrates a very clear distinction between beat and rhythm. She accurately and confidently pats the beat and claps the rhythm to both the song and her individual composition. In her written work, the student creates a story based on the music in which a cheetah stalks and kills its prey. She is confident and effective when writing about her thoughts and feelings.

Next Steps

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

- check her written work and consult word charts, word banks, and a personal dictionary to correct misspellings.