





A

STUDENT COMPOSITION

 <p>snake</p>	 <p>snake</p>	 <p>hissing</p>	 <p>hissing</p>
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B



1. The animal I imagined was alien
because is square

C

2. Use music words to tell about the music. The music
was it was low I like
the song bcuz I shot
it was by teal.

3. The music made me feel surprised
because it was hape.

Teacher's Notes

Understanding of Concepts

- The student demonstrates limited understanding of the concepts of beat and rhythm. He is able to perform the rhythm but does not perform the beat as required (i.e., [V] he pats and claps the rhythm rather than differentiating between beat and rhythm). When clapping the rhythm, the student adds extra claps for the eighth notes – “hissing, hissing”.

Critical Analysis and Appreciation

- The student conveys thoughts and feelings about the music through language and illustration with limited effectiveness. His comments about the music are not clearly connected or explained (i.e., [P] there is no connection between the drawing of the “scare [scary] lion” and the description of the music as “low” and “hape” [happy], and it is not clear why the happiness of the music made the student feel “surprised”).

Performance and Creative Work

- The student demonstrates the ability to keep a steady beat in a familiar song with limited accuracy. Although the student appears focused, he is unable to maintain a steady beat (i.e., [V] he pats the rhythm instead of the beat).
- The student performs a word rhythm pattern with limited accuracy. He does not perform the beat in the word rhythm pattern and when clapping the rhythm makes a number of errors (e.g., [V] he has difficulty with the eighth notes).

Communication

- The student communicates thoughts and feelings about the music, making limited use of musical terminology. He refers to the music as “low” in his written work, and explains that he likes it because “it was bytefl [beautiful]”. However, the writing is brief and contains little detail.

Comments

In the video, the student is focused on the task, but he hesitates and looks for cues from others, suggesting a lack of confidence, which detracts from the performance. When performing both the familiar song and the word rhythm pattern, the student makes no distinction between beat and rhythm, patting and clapping the rhythm only. In his written work, the student makes little connection between his feelings, the animal he imagines, and the music. The student attempts to describe his feelings about the music, but provides little detail.

Next Steps

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

- practise patting a variety of beats, individually and in a group, to identify the difference between beat and rhythm;
- listen to and experience a variety of musical selections, and describe the personal feelings that the music evokes;
- refer to classroom resources such as word charts and word lists to increase his knowledge of musical terminology;
- refer to classroom resources such as word lists, word charts, and a personal dictionary to correct spelling errors.