1st Grade Music   Points _____/12

Name:_____   **Date:**_____

High Achievement Unit Outcome:

Students will <u>create</u> music by combining and <u>organizing</u> musical rhythms and <u>evaluate</u> different rhythms for their rhythmic value.

Learning Target:

ME1.1.1   *Move* and *demonstrate* beat and tempo
ME1.1.2   *Perform* music by *reading* from notation
ME1.1.3   *Play* songs with different tempos
ME1.1.4   *Create* symbolic notation for long and shorter notation. (music vocab of staccato and tenuto)

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Performance / Product Summative
Musical Composition and Performance
</div>

Materials Required:

Ipad (Seesaw, Flipgrid)	Pencil
Melody Template	Xylophone (Optional)

Introduction:

We are going to be creating a piece of music using rhythmic notation and then performing your melody. You will be doing this individually to show your rhythmic understanding. If you need assistance, please let me know.

Getting started:

1. *Creating* a melody using the template provided below. ME1.1.4 (3 Points)
    a. *Creating* your rhythm.
    b. *Evaluating* the pitches, you would like.
    c. *Combining* them and *writing* them on a musical staff.

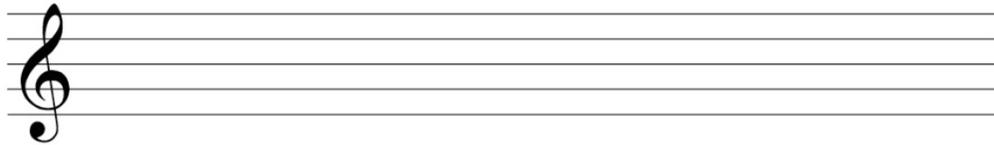Rhythm:

Pitch:
Sol, Mi, La

Melody:

2. Performing your melody -ME1.1.1, ME1.1.2, ME1.1.3 (9 Points)
   a. To perform you have 2 options. You can either:
      i. Take your iPad and scan the Flipgrid QR code and upload a video of yourself performing your melody either by playing the xylophone or singing.
      ii. Or record yourself singing or playing your melody within the Seesaw Activity.
   b. Perform and record both a fast and slow version of your melody.
   c. Take your time and do your best work.

3. Turning in your work
   a. Go to Seesaw and post your Melody Template to the following activity.

      https://app.seesaw.me/pages/shared_activity?share_token=z9wzRyaZTMKXsaif4TR41g&prompt_id=prompt.c4ef9d70-f8f9-4807-bca5-58bc137e4cfa

   b. Reflect on why you choose the rhythms and pitches you did and what was difficult during this process.
   c. After reviewing your work, hit submit.

Levi Allison
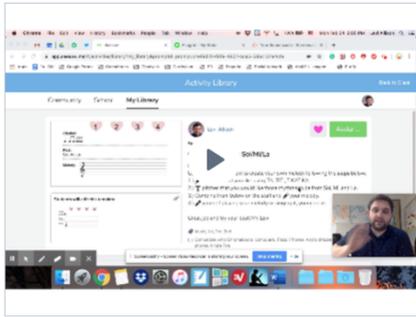
Student Instructions

Grade 1 Melody - Sol/Mi/La

High Achievement Unit Outcome:
Students will create music by combining and organizing musical rhythms and evaluate different rhythms for their rhythmic value.

Learning Target:
ME1.1.1 Move and demonstrate beat and tempo
ME1.1.2 Perform music by reading from notation
ME1.1.3 Play songs with different tempos
ME1.1.4 Create symbolic notation for long and shorter notation. (music vocab of staccato and tenuto)

Hey team,
Use the template below to create your own melody following the steps below.
1.) 🖍 a rhythm that you like using TA, TITI, TIKATIKA.
2.) T pitches that you would like those rhythms to be from Sol, Mi, and La.
3.) Combine them below on the staff and 🖍 your melody.
4.) 🖍 yourself playing your melody or singing it, your choice.

Great job and try your best! Mr. Levi

Learning Target Rubric:

Learning Targets	3 Points	2 Points	1 Point
ME1.1.1	Demonstrates steady beat with few if any errors while performing.	Performs with steady beat with a couple of errors but is able to finish the song.	Struggles to finish the song with steady beat. Major errors
ME1.1.2	Performs their melody by reading left to right with fluency.	Performs their melody but with few mistakes while stopping.	Performs their melody but skips section of their song. Does not finish.
ME1.1.3	Both versions are significantly different speeds, whiling maintaining a steady beat with both.	Both versions are similar speeds with a consistent steady beat.	Both versions are the same speed. Both songs are struggled to keep a steady beat.
ME1.1.4	Melody has various rhythms including short and long notes.	Melody has primarily the same long or short rhythm repeated throughout.	Melody is the same long or short rhythm repeated.

Other Feedback:

Approaches To Learning	Specific Feedback
Self-Management	
Critical Thinking	
Communication	

Summary- Strengths/Weakness:

This is a summative that I have done this year for these exact learning targets. It was a huge success and I was very proud of it. I was able to see exactly what aspects my students were strong and which they were weak in. I am thrilled to get specific feedback on what I can do to make this summative better. My biggest take away is I would not give this assignment as is to my 1ˢᵗ graders. It is way too much text and steps for them to follow. I would, however, assign them the Seesaw Activity to follow and submit their performance on Flipgrid or record within Seesaw itself. But this is a great exercise for me to walk through the process and make sure all learning targets are assessed. This is a larger activity that would take 2 lessons. One of the strengths for this summative is it is very student driven. They are in charge of what melody they would like to create and perform. One of the weaknesses though is that there is a lot of steps involved. So to help that specific problem, I created the template above to help students. We also practice creating melodies using this template by creating class melodies so when they do it by themselves, this is not the first time they see it.

We would do paper and pencil and then when they were ready to submit, then they would take a picture. This way I keep their summative and it is not done by an outside source. **ME1.1.4** learning target is being used here for the sole purpose of assessing their ability to create and compose with specific skills, writing specific notation and melodic notation. While **1.1, 1.2,** and **1.3** are being used to assess their ability to perform with specific skills, reading, steady beat and so forth. The majority of the summative would be done through Seesaw as an activity. The link is above in 3a.