

Semester Assessment

This is the lesson where you will take the opportunity to individually assess each class member. The assessment will be valuable to you as a teacher to see what concepts have been absorbed, and also valuable to the parents who will receive feedback on their child.

For the semester assessment you will have up to seven stations set up (you will not need to set up the keyboards as you usually do). Each child will rotate through the stations with their parent. Begin class with a brief explanation of each station. Each time you finish assessing a student, have the class rotate to the next station. You will need to take 5-7 minutes with each student, so plan according to the number of students you have in your class. If you have a large class, you will not have time to do anything else but these stations. If you have fewer students, you may have time to begin class with 'Do is Home' and the 'Let's Play Music' song, then finish with a puppet show and a game.

Following are seven assessment day stations; if your class size does not require seven stations, you can determine which activities would be most useful for your students. Remember that you can have the students double up on stations as needed. This lesson is often the students' favorite, so prepare for a fun day then enjoy!

Assessment Day Stations

1 • assessment	2 • puppet show	3 • quiet keyboard
With teacher at piano, do assessment. Return any graded homework, check book, and give treat.	Perform each show. (Spring Bees / Hoedown)	Color the keyboard chords page with markers and a create R,B &Y chords with quiet keyboard with counters. (Primary chords poster taped to wall or table.)
4 • bug rhythms	5 • coloring station	6 • finger numbers
Choose an instrument out of the blue box, lay out bug rhythms and play.	Color C's red and F's blue, color chords on staff "Color Me!" and color the intervals worksheet! (Place station close to #3 so they can view Primary Chords poster.)	Cut out hand, color which finger plays chords and put finger numbers on it. (Have sample done and taped to table.)
7 • practice playing & parent evaluations		
On a keyboard with earphones, practice independently and warm up for Station #1. Parent fills out <i>Parent Evaluation</i> and places in folder when complete.		

Materials Needed:

1 • assessment	2 • puppet show	3 • quiet keyboard
<p>A. <i>Progress Reports</i> for each student, <i>Teacher Checklist</i>, clipboard & pencil.</p> <p>B. Magnetic staff board</p> <p>C. 6 bug cards</p> <p>D. Melodic pattern flash cards (all cards except SMD)</p> <p>E. 3 black notes (with middle C)</p> <p>F. Frosty the Snowman music (copy pg. 21 of songbook onto cardstock or use book.)</p> <p>G. Graded homework</p> <p>H. Treat</p>	<p>A. Spring Bee puppet show</p> <p>B. Hoedown puppet show</p> <p>C. CD Player</p> <p>D. Headphones</p> <p>E. Puppet show CD</p>	<p>A. Red, Yellow & Blue counters</p> <p>B. 1 Quiet Keyboard</p> <p>C. Keyboard chords coloring page (make one copy for each student, plus a few more, just in case.)</p> <p>D. Markers (Red, Blue, Yellow)</p> <p>E. Primary Chord Poster</p>
4 • bug rhythms	5 • coloring station	6 • finger numbers
<p>A. Blue instrument box</p> <p>B. Bug rhythm cards</p>	<p>A. Crayons</p> <p>B. Color Me Chords page</p> <p>C. C's and F's page</p> <p>D. Intervals Worksheet</p>	<p>A. Hand coloring page</p> <p>B. Scissors</p> <p>C. Red, blue, yellow markers</p>
7 • practice playing & parent evaluations		
<p>A. Keyboard</p> <p>B. Stool</p> <p>C. Headphones</p> <p>D. <i>Parent Evaluations</i> and folder to place once finished</p> <p>E. Clipboard & pencil</p>		

To Do:

1. Choose which stations you will use in your lesson from page 115. Gather the materials needed for each station from the list above and set up in stations.
2. Select the station instruction posters you will need from pages 25 – 37 in this manual. Some posters are double sided, so make sure you're using the correct side. The station posters are to be used each year, so you may want to either laminate them or put them in sheet protectors and hang them by each station on Assessment Day.
3. Get copies of the following for each child. These forms are available on the DownLow or in the appendix (page numbers listed):
 - station worksheets (pg 39-41)
 - *Progress Reports* (pg 23)
4. Make copies of the Parent Evaluation (pg. 45-46) for each parent to fill out.
5. Use the Teacher Checklist (pg. 117) at the piano as you assess each child.

Assessment Station Teacher Checklist

+ Excellent ✓ Satisfactory -- Unsatisfactory



At station #1 you will need a clipboard with enough *Progress Reports* for each student. On top of the *Progress Reports* you will place this *Teacher Checklist* and ask each student the following questions. Once they have completed the concept or skill you will lift your paper and record the following marks on their *Progress Report* based on how they did. Do not take the time at the assessment to fill in notes or comments; you will not get through all your students if you do. Instead, jot down reminders and after class is over, take some time and write the appropriate notes and give back to students at lesson #15.

What you say.....		Concepts	Skills
A	1) Put middle C on staff board and ask, "What is this special note?" 2) Show me C position.	Identifies middle C on staff:	Places hand in C position (rounded fingers, thumb on middle C, one finger on each key)
B	3) Play the finger number I tell you. 4) Show me a SFMRD.	Knows finger numbers:	Plays each finger independently: SFMRD
C	5) Show the Primary Chords Poster and point to each triangle. Ask, "What chord is this?" Identify each chord. 6) Have them play last half of Frosty the Snowman (pg. 21).	Identifies Primary Chords: (red, yellow and blue from solfeg triangles)	Sings "Chords in Pieces" in the 2 inversions Plays Primary Chords:
D	7) Flash all 6 bug cards, have them identify. 8) Then lay out 2 beetles, 2 butterflies, have them clap.	Identifies 'bug' rhythms:	Claps 'bug' rhythms:
E	9) Play all the F's & C's. (Or say play me 3 C's and 4 F's etc.)	Identifies C and F on keyboard:	Plays C's and F's on piano
Using the staff board, ask the following:			
F	10) Where is this note? (2 nd line etc.) 11) What is this interval? 12) Can you play these intervals?	Identifies intervals: (2nds, 3rds, 4ths from notation)	Plays intervals:
G	13) Is this a step or a skip? 14) Can you play it?	Distinguishes steps from skips on staff:	Plays steps or skips from notation:
H	15) Using melodic flashcards ask them what they see. 16) Giving them a starting pitch and starting solfeg name, ask them to sing and sign the pattern.	Identifies melodic patterns: (MRD, SLTD, etc.)	Can sing & sign melodic patterns: (mi re do, sol la ti do, etc.)



Progress Report

+ Mastered ✓ Satisfactory - Keep Practicing

Concepts		Skills	
A	Identify middle C on staff: <input type="checkbox"/>	Place hand in C position: (Rounded fingers, thumb on C, one finger on each key.) <input type="checkbox"/>	
B	Knows finger numbers: 1 2 3 4 5 <input type="checkbox"/>	Play each finger independently: SFMRD <input type="checkbox"/>	
C	Identify Primary Chords from chord triangles and sing in 2 inversions: red yellow blue <input type="checkbox"/>	Play Primary Chords: red yellow blue <input type="checkbox"/>	
D	Identify 'bug' rhythms: beetle caterpillar bug grasshopper slug butterfly <input type="checkbox"/>	Clap 'bug' rhythms: beetle - beetle - butterfly - butterfly <input type="checkbox"/>	
E	Identify C's and F's on keyboard: C F <input type="checkbox"/>	Play C's & F's on piano: C F <input type="checkbox"/>	
F	Identify notes on staff (4 th space, 1 st line, etc.) <input type="checkbox"/>	Identify & play intervals from notation: 2 nd 3 rd 4 th <input type="checkbox"/>	
G	Distinguish steps from skips on staff: skips steps <input type="checkbox"/>	Play steps or skips from notation: skips steps <input type="checkbox"/>	
H	Identify Melodic Patterns: MRD SSD SLTD SFMRD <input type="checkbox"/>	Sing & sign Melodic Patterns: MRD SSD SLTD SFMRD <input type="checkbox"/>	

Teacher's Comments:

Behavior ☐ Practices Regularly /70 ☐ Theory Assignments /14 ☐ Attendance ☐

*This assessment was done on a piano without any stickers. Most of the children only needed a hint to get oriented. It is probably a good time to remove all stickers from your keyboard at home. (You may want to leave just the middle C sticker through the end of the semester.)

Name:



with teacher

1. sit down @ the piano and show teacher your stuff!
2. relax and just do your best.
you're awesome!
3. let teacher check your book and return your homework.
4. nice work! get a treat and move to the next station.



assessment day stations

puppet shows

1. put headphones on if available.
2. choose a puppet show.
3. push play & perform the show!
 - Spring Bees CD #7
 - Hoedown CD #16



assessment day stations

quiet keyboards

1. put marker dots on paper keyboards
2. put colored counters on quiet keyboard (red, blue, then yellow).
3. play chords on quiet keyboard.



assessment day stations

bug rhythms

1. name all of the bug cards.
2. choose an instrument.
3. lay out a rhythm & play it.
4. repeat steps 1-3 until it's time to switch.



assessment day stations

coloring station

1. take one paper from each folder.
2. read directions on each individual paper and complete.
3. staple all your papers together, write your name on top and take them with you.



assessment day stations

finger numbers

1. write the finger numbers on each finger.
2. put red, blue, and yellow colored dots on the fingers that play each color chord.
3. cut out the hand with scissors if desired.



assessment day stations

practice playing

1. put headphones on (if available) or turn the volume down on the keyboard.
2. practice songs in the book.
3. warm up for station #1.
4. parents: fill out evaluation form. place in folder when complete!



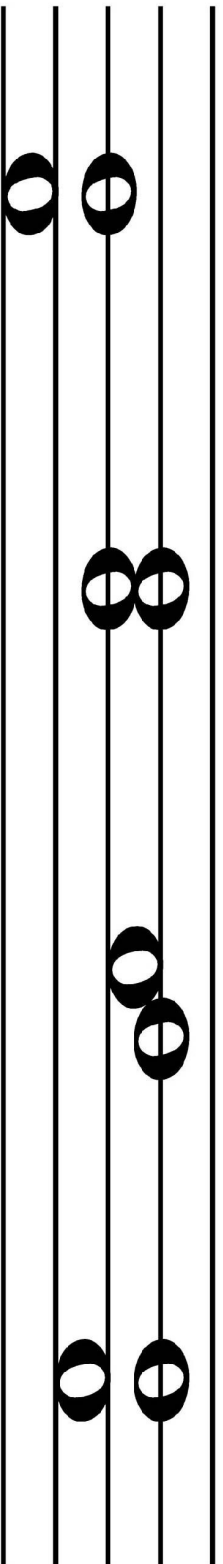
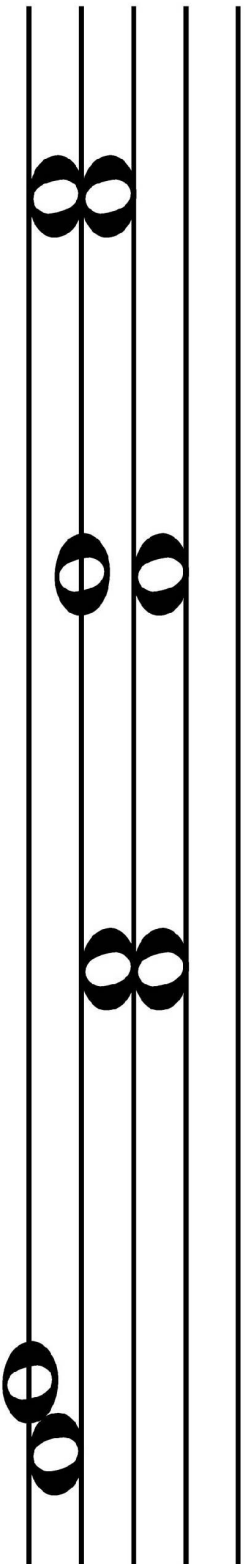
assessment day stations

name: _____

Intervals Are Turtle Shells!

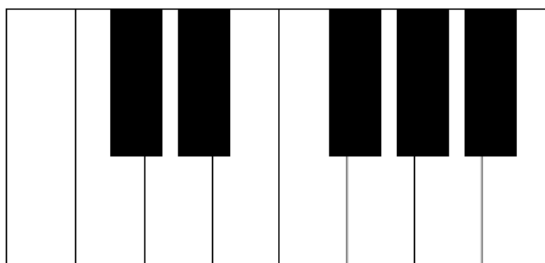


Color the 2nds green!
Color the 3rds purple!
Color the 4ths orange!



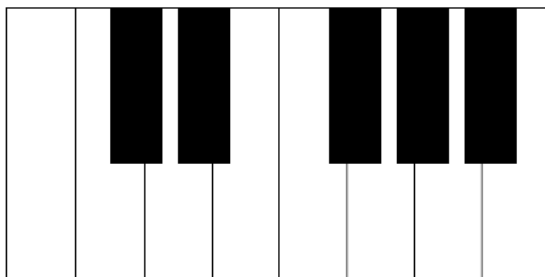


name: _____

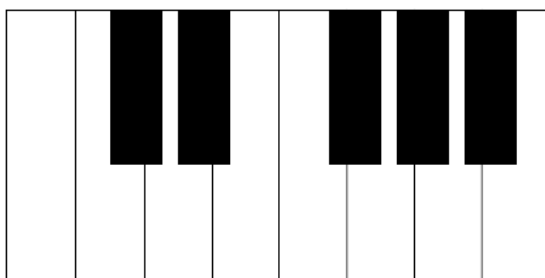


Color the keys you play for each chord the corresponding color!

RED

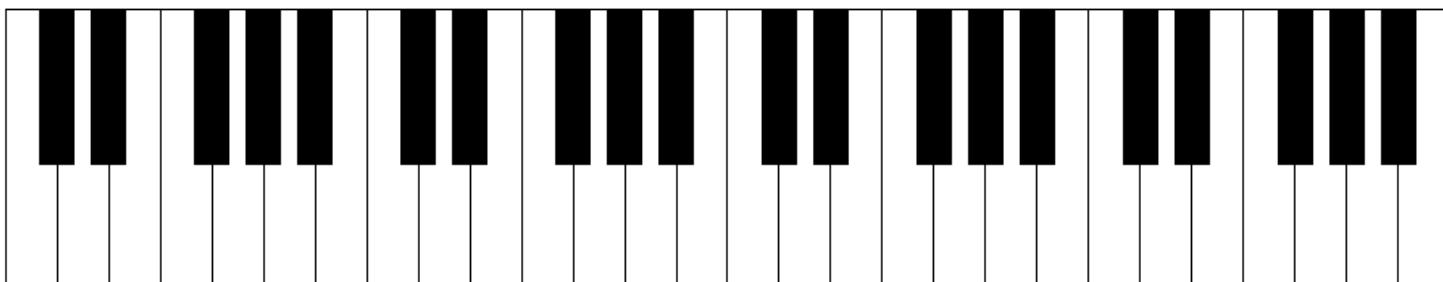


BLUE



YELLOW

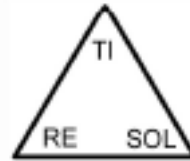
Color the C's RED and the F's BLUE





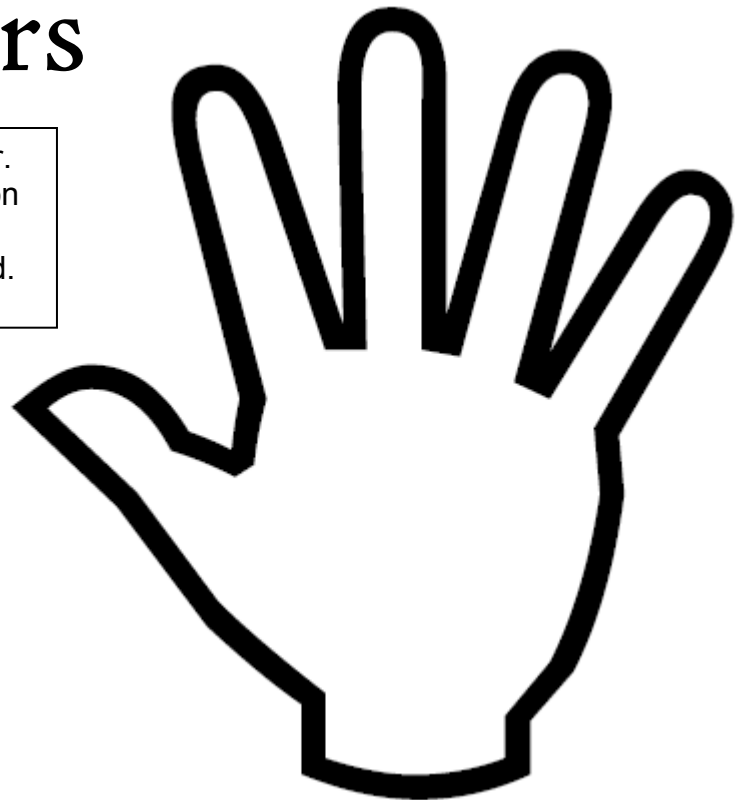
Name _____

Color Me!



finger numbers

1. Write the finger numbers on each finger.
2. Put red, yellow, and blue colored dots on the fingers that play each color chord.
3. Cut out the hand with scissors if desired.





let'splaymusic

Parent Evaluation

Please take a moment to give an honest evaluation of your experience with Let's Play Music!

1. Our general experience has been (circle all that apply):
 - A. better than I expected
 - B. not as good as I expected
 - C. fun, but not instructive
 - D. instructive, but not fun
 - E. both fun and instructive
2. Class periods are:
 - A. too long
 - B. not long enough
 - C. just about right
3. The children in class seem to be:
 - A. over-stimulated
 - B. bored
 - C. challenged
4. Requiring parents to attend class once a month is (circle all that apply):
 - A. wonderful – I love coming
 - B. difficult, but I see why I must be here
 - C. not necessary – I don't see my purpose here
 - D. not enough – parents should attend more often
 - E. other: _____
5. The student manual lesson guide is:
 - A. helpful and informative
 - B. too much reading
 - C. too sketchy – not enough information
 - D. I never read them
6. The theory assignments are (circle all that apply):
 - A. too difficult
 - B. lacking in purpose – just busy work
 - C. difficult to keep track of
 - D. too detailed
 - E. fun and meaningful
 - F. other: _____
7. The home study CD is (circle all that apply):
 - A. fun to listen to
 - B. difficult to follow
 - C. helpful in home study time
 - D. too confusing or annoying to use regularly
 - E. other: _____
8. I feel my child is progressing at a/an:
 - A. *Below average level:*
Does not understand crucial skills & concepts and practicing, at times, seems unbearable.
 - B. *Average level:*
Seems to be grasping the information, but has to do lots of practice to cement the concepts.
 - C. *Above average level:*
Comprehends the information and doesn't have to spend too much time practicing to stay on top.
 - D. *Exceptional level:*
Breezes through practice; aces the songs, chords and theory concepts being taught.
9. I feel that my child has:
 - A. learned valuable foundation skills
 - B. not learned anything he/she didn't already know
 - C. learned things that I don't see any value in
 - D. not mastered skills yet, but I believe it will come
10. My child has:
 - A. enjoyed class periods, but not home study time
 - B. enjoyed home study time, but not class periods
 - C. enjoyed both home study time and class periods
 - D. not enjoyed home study time or class periods
11. What best describes your at home practice?
 - A. We consistently practice 5 days in a row.
 - B. We intend to practice but occasionally have to double up in order to get all 5 practices in.
 - C. We consistently practice all that is outlined, but my child still isn't grasping all the concepts & skills.
 - D. I want to help my child with practice but seldom get to it. He/she tends to do it on his/her own.
 - E. I have a hard time helping my child at home because I don't understand the songbook practices and/or theory assignments. I'm unsure how to help.
12. The weekly email between teacher and parent is: (Circle all that apply)
 - A. a great tool that I use weekly to help keep me on course.
 - B. an educational, informative link between parent & teacher.
 - C. too much information – I don't have time to read it.
 - D. nice, but still doesn't answer my questions.
 - F. other: _____
13. The homework & practice incentives your teacher provides:
 - A. are a motivation to my child
 - B. has shown no impact

14. If I were to change something about the incentives it would be:

16. Please mark one box for each of the statements below.

15. Rank your musical background:

piano playing (none) 1 2 3 4 5 6 7 8 9 10 (proficient)
theory (none) 1 2 3 4 5 6 7 8 9 10 (proficient)
singing (none) 1 2 3 4 5 6 7 8 9 10 (proficient)

The teacher of our class is:

- A. fun, holds class' attention
- B. knowledgeable
- C. well prepared
- D. informative to the parents

Disagree	Agree	Strongly Agree

17. If I were to improve something about class periods, it would be:

18. If I were to change anything about the student materials, it would be:

19. Any comments or suggestions pertaining to the following would be GREATLY appreciated!!!

- general curriculum ●class periods ●teaching style ●theory assignments
- home study CD ●parent/teacher communication ●general improvements

20. Add your testimonial of LPM. It could be used on the website, blog or promotional pamphlets.

Thank you so much for your opinions!

We appreciate your helping us continue to improve the Let's Play Music program.