

## Semester Assessment

This is the lesson where you will again take the opportunity to individually assess each class member. Fill out a Progress Report for each child. This 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.

You will need to take 7-8 minutes with each student, so plan according to the number of students you have in your class. Some of the stations are the same as from the Green Semester, but more have been added since the students now have more skills.

### Assessment Day Stations

1 • assessment	2 • puppet show	3 • alphabet magnets
With teacher at piano, do assessment. Return any graded homework, check book, and give treat.	Do each puppet show.  <i>*(Optional) lay out 3<sup>rd</sup> year materials: Songbooks, flashcards and workbooks.</i>	Make a super long alphabet snake starting on C. In the bass and treble clefs make RBY chords out of alphabet magnets. <i>(Have primary chord poster there for reference.)</i>
4 • bug rhythms	5 • coloring station	6 • keyboard flashcards
Choose an instrument out of the blue box, lay out bug rhythms and play.	Trace hand, number each finger, cut it out. Then color bass chords, then treble chords, then put colored dots on keyboard sheet.	Time yourself saying the keyboard notes. Try to get faster each time.
7 • practice playing & parent evaluations		
On a keyboard with earphones, practice independently and warm up for Station #1. Parent fills out <i>Year End Evaluation</i> .		

## Materials Needed:

1 • assessment	2 • puppet show	3 • alphabet magnets
A. <i>Progress Reports</i> for each student, <i>Teacher Checklist</i> , clipboard & pencil. B. Yellow Indian Songbook C. Bug cards (add rest, & dotted quarter & eighth note pattern) D. Melodic pattern flashcards E. Magnet board F. Clef Signs G. Black notes (include middle C and middle B notes) H. Homework to return I. Treat	A. Pirate puppet show B. Gnome puppet show C. CD Player D. Headphones E. Puppet show CD F. *Optional 3 <sup>rd</sup> year materials (Songbooks, workbooks and flashcards)	A. Red, Yellow & Blue alphabet <b>magnets</b> (Yes, you should have magnets on them.) B. Staff Board C. Clef Signs D. Primary Chord Poster
4 • bug rhythms	5 • coloring station	6 • keyboard flashcards
A. Blue instrument box B. Bug rhythm cards	A. Keyboard coloring page (make copies of quiet keyboard) B. Hands coloring page C. Bass & Treble Chords D. coloring page E. Scissors F. Crayons & markers	A. Keyboard Flashcards B. Timer
7 • practice playing & parent evaluations		
A. Keyboard B. Stool C. Headphones D. <i>Year End Evaluation</i> and folder for completed forms E. Clipboard & pencil		

### To do:

- Choose which stations you will use in your lesson from the list on pg. 187. Gather the materials needed for each station from the list above and set up in stations.
- Select the station instruction posters you will need from pages 25 – 37 in this manual. 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.
- 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. 42)
  - Progress Reports* (pg. 24)
- Make copies of the Year End Evaluation (pg. 44) for each parent to fill out.
- Use the Teacher Checklist (pg. 189) 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) Point to different keys on piano and ask student what the names are.	Knows key names	
B	2) Show me C position and play a major scale with RH then LH.		Plays Major Scale RH / LH
C	3) Flash all 8 bug cards, (add the rest & shoot the arrow rhythm,) and have them identify.	Recognized 'bug' rhythms	
D	4) Lay out 4 beats and have them clap it for you for you.		Performs 'bug' rhythms
E	5) 'Practice Every Day' (pg. 30) Ask them to identify 3 primary chords and then play whole song.	Identifies Primary Chords Bass Clef	Plays Primary Chords LH
F	6) 'Love Somebody' (pg. 5) Ask them to identify 3 primary chords and then play song starting at <b>*measure 5</b> to end of song.	Identifies Primary Chords Treble Clef	Plays Primary Chords RH
G	7) Using 'melodic flashcards' ask them what they see? "Can you sing and sign it?"	Identifies Melodic Patterns	Can sing & sign Melodic Patterns; (sol mi do, sol la ti do, etc.)
H	8) 'Melodic Patterns' (pg. 14) Ask them to play a few patterns.		Play Melodic Patterns
I	9) 'Caterpillar Song' (pg. 6-7) Have them play a portion of the song.		Plays contrasting motion
J	10) 'Hickory Dickory Dock' (pg. 16-17) Have them play a portion of the song		Plays parallel motion
Using the staff board, ask the following:			
K	11) Say, "Here are 2 clefs signs; can you tell me their names?" (Then place them on the staff board)	Identifies bass & treble clef signs	
L	12) Place intervals on the board and ask? "What interval is this? Can you play it?" Go through 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>	Identifies Intervals (2nds, 3rds, 4ths and 5 <sup>th</sup> from notation)	Plays Intervals
M	13) Put up the notes: bass & treble C; middle D,C, B Then ask them to name each	Identifies note names:	
N	14) Put up a sight reading line and ask the student to play it for you.		Sight-reads steps and skips on the keyboard

# Lesson 15

We have learned so much this semester! This page is a condensed version of everything we have learned so that you can look at it and do a quick check to see if your child has grasped the concepts and skills. Continue playing through the songbook and listening to your CD! Next year—PURPLE MAGIC!

## Semester Review

### Concepts

Melodic patterns (mi-re-do, sol-sol-do, sol-la-ti-do, sol-fa-mi-re-do, and sol-mi-do)	pg. 37
Treble and bass clef chord recognition	pg. 41
Intervals 2nd, 3rd, 4th, 5th	pg. 42
Note Names	pg. 43
Key names	pg. 44
Middle C position and C position	pg. 45
New rhythms (dotted and the rest)	pg. 47

### Skills

Play a major scale with each hand: <i>Scale In and Out, Bug Scale, Do Re Mi</i>
Play a cadence with each hand: <i>Primary Cadence, Chords in Pieces</i>
Read from staff and play steps and skips: <i>Echo Edna</i>
Play various accompaniment styles: <i>Lullaby, Tinga Layo, Oh When the Saints</i>
Play contrary motion: <i>Caterpillar Song, Scale In and Out</i>
Play parallel motion: <i>Hickory Dickory</i>
Play hands together—independent motion: <i>How to Skip, Practice Every Day, I'm an Indian</i>



# Progress Report

+ Mastered    ✓ Satisfactory    — Needs Improvement

Concepts		Skills	
A	Knows piano key names: <input type="checkbox"/>	B	Plays <i>Major Scale</i> up & down: <input type="checkbox"/> RH <input type="checkbox"/> LH
C	Recognized 'bug' rhythms: <input type="checkbox"/>	D	Performs 'bug' rhythms: <input type="checkbox"/>
E	Identifies Primary Chords: BASS CLEF (Red, yellow & blue from notation) <input type="checkbox"/>	E	Plays Primary Chords: LEFT HAND <input type="checkbox"/>
F	Identifies Primary Chords: TREBLE CLEF (Red, yellow & blue from notation) <input type="checkbox"/>	F	Plays Primary Chords: RIGHT HAND <input type="checkbox"/>
G	Identifies Melodic Patterns: (sol mi do, sol la ti do etc.) <input type="checkbox"/>	G	Can sing & sign Melodic Patterns: (mi re do, sol la ti do, etc.) <input type="checkbox"/>
H	Plays Melodic Patterns: (sol mi do, sol la ti do etc.) <input type="checkbox"/>	I	Plays contrasting motion: <input type="checkbox"/>
J	Plays parallel motion: <input type="checkbox"/>	K	Identifies bass and treble clef signs: <input type="checkbox"/>
L	Identifies Intervals: (2nds, 3rds, 4ths and 5ths from notation) <input type="checkbox"/>	L	Plays Intervals: (2nds, 3rds, 4ths and 5ths) <input type="checkbox"/>
M	Identifies note names: (Bass & treble C, middle D,C and B) <input type="checkbox"/>	N	Sight-reads steps & skips on keyboard <input type="checkbox"/>

## Teacher's Comments:

Behavior in Class ☐

Practices Regularly

/70 ☐

Turns in theory assignments

/14 ☐

Attends regularly ☐

\*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 #6
  - Hoedown      CD #18



assessment day stations

# puppet shows

1. put headphones on if available.

2. choose a puppet show.

3. push play & perform the show!

- Pirate Ship CD #6
- March of the Gnomes CD #18



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

# alphabet magnets

1. make a super long alphabet snake starting on C.
2. sing the 'Piano Alphabet' song (CDEFGAB repeated over & over) while pointing to snake.
3. using the alphabet magnets, make red, blue & yellow chords (in treble & bass clefs) on the staff board.



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

# keyboard flashcards

1. go through the flashcards as fast as you can to warm up.
2. now grab the timer and time yourself!
3. repeat over and over, trying to beat your best time.



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!



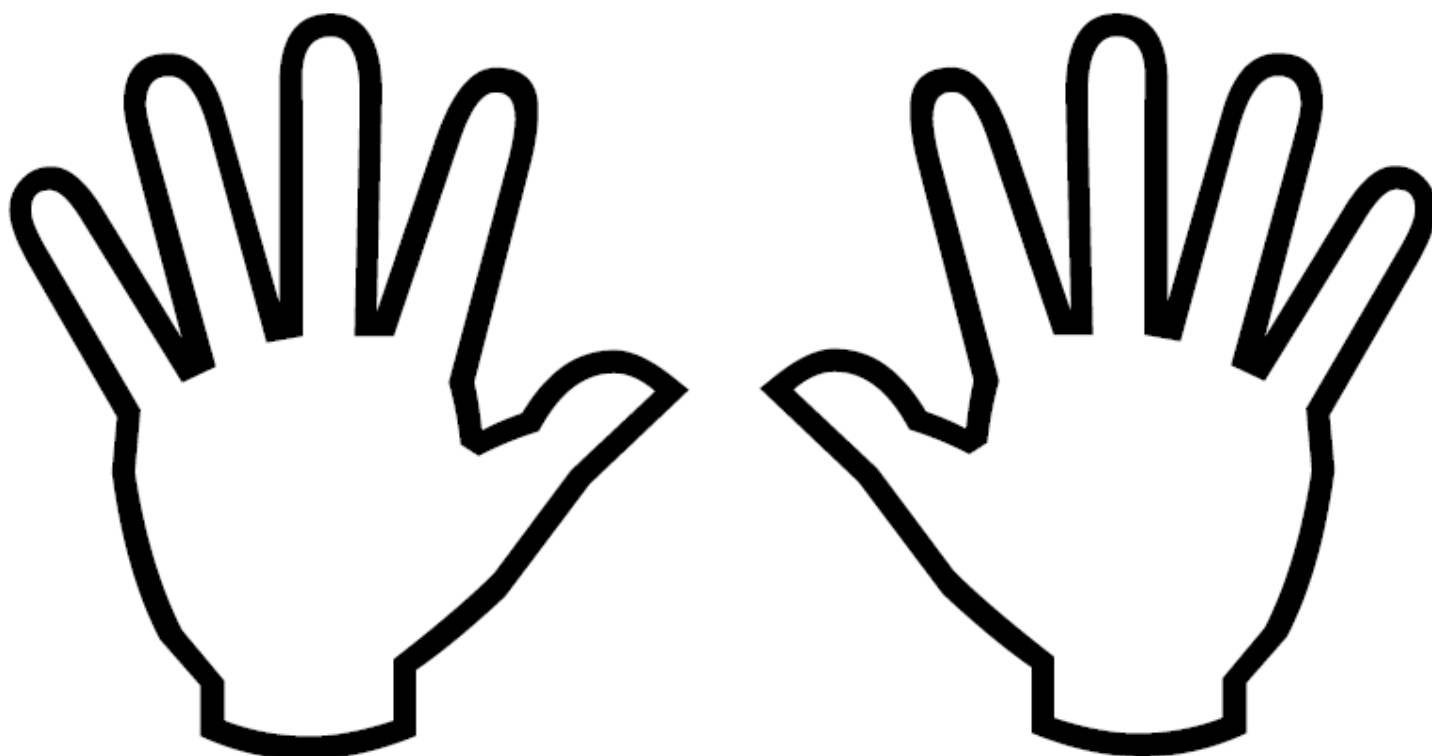
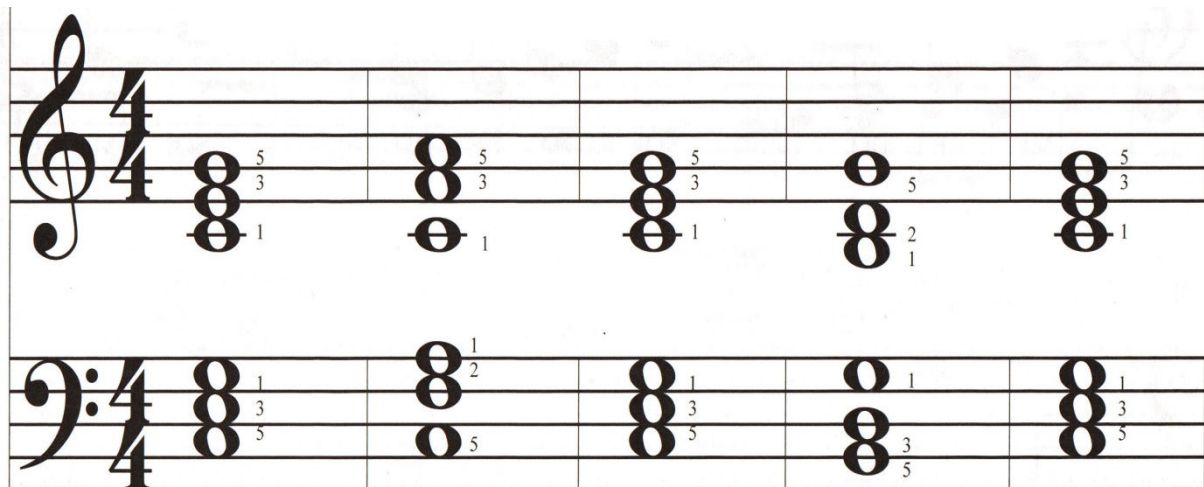
assessment day stations

name: \_\_\_\_\_

# Color Me!



1. Color the primary chords the correct color.
2. Then play them on the quiet keyboard.



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 hands with scissors if desired.



# Year End 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. **I would recommend this class to (circle all that apply):**

- A. family
- B. friends & neighbors
- C. I like it, but wouldn't recommend it to anyone else

3. **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

4. **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: \_\_\_\_\_

5. **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: \_\_\_\_\_

6. **After completing this year, I feel my child:**

- A. Is ready to progress to the next level.
- B. Is not quite ready to continue on, but I will work with them over the summer.
- C. Definitely needs some extra help from someone other than myself before next year.
- D. Needs to repeat this year.

7. **If there were something I would like to see changed it would be:**

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8. **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

9. **The teacher has been (circle all that apply):**

- A. fairly consistent and organized
- B. occasionally unorganized and scattered
- C. animated and effective in teaching the curriculum
- D. occasionally inefficient at keeping the kids attention or teaching curriculum.

10. **The teacher's classroom management style has been (circle all that apply):**

- A. effective and overall balanced
- B. hard to predict and a little inconsistent
- C. somewhat effective but at times a little inconsistent
- D. completely unpredictable and non-existent
- E. too strict and unenjoyable for kids



(Cut above the stars and separate from evaluation.)

If you know of anyone who would benefit from the Let's Play Music program, please write contact information below. If one of your contacts registers for next year, your registration fee will be waived.

Parent's Name: \_\_\_\_\_ Child's Name: \_\_\_\_\_ Phone # \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Child's Name: \_\_\_\_\_ Phone # \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Child's Name: \_\_\_\_\_ Phone # \_\_\_\_\_