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| **PERFORMANCE MEASURE**  **TASK FRAMEWORK TEMPLATE**  This template is used to organize performance tasks used in the SLO process. |

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| **Performance Measure** | | | | | |
| **a.** | **Performance Measure Name** | #1 Call and Response Task  #2 Identifying Beat Task  #3 Rhythmic Patterns Task  #4 Moving to Music Task  #5 Singing Task  #6 Improvising with the Voice Task  #7 Improvising with Instruments Task | | | |
| **SLO Alignment** | | | | | |
| **b.** | **Class/Course Title** | General Music | **c.** | **Grade(s)/ Level** | K |
| **d.** | **PA Standards** | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser#22254?cf=y), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser#22255?cf=y) | | | |
| **e.** | **Performance Measure Purpose** | #1 Call and Response Task  Measure student ability to duplicate a respond to a musical call.  #2 Identifying Beat Task  Measure student ability to listen and reproduce a beat.  #3 Rhythmic Patterns Task  Measure student ability to recognize and repeat rhythm and pattern with instruments.  #4 Moving to Music Task  Measure student ability to recreate rhythm and pattern through movement.  #5 Singing Task  Measure student ability to sing simple melodies.  #6 Improvising with the Voice Task  Measure student ability to improvise vocal music.  #7 Improvising with Instruments Task  Measure student ability to improvise music with instruments. | | | |

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| 1. **Administration (Teacher)** | | |
| **1a.** | **Administration Frequency** | Each of the tasks is administered once per marking period. |
| **1b.** | **Unique Task Adaptations/**  **Accommodations** | N/A |
| **1c.** | **Resources/**  **Equipment** | Classroom instruments, music recordings. |

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| 1. **Process (Student)** | | |
| **2a.** | **Task Scenarios** | #1 Call and Response Task  **DOK:** Use voice appropriate to the purpose and audience. Level Three  **Scenario:** Students use their shouting, speaking, whispering, or singing voice in a call and response, learning to reproduce an example response to a call.  #2 Identifying Beat Task  **DOK:** Organize, represent, and interpret data. Level Two  **Scenario:** Students use instruments to accompany a poem or story, expressing sound and silence and keeping the beat.  #3 Rhythmic Patterns Task  **DOK:** Recall, recite, repeat, memorize, recognize. Level One  **Scenario:** Students use instruments to recreate works of others.  #4 Moving to Music Task  **DOK:** Organize, represent, and interpret data. Level Tw  **Scenario:** Students listen and respond to music with movement; expressing patterns of sound and silence.  #5 Singing Task  **DOK:** Recall, recite, repeat, memorize, recognize. Level One  **Scenario:** Students use their shouting, speaking, whispering, or singing voice to sing simple melodies, recreating the works of others.  #6 Improvising with the Voice Task  **DOK:** Create, design, apply. Level Four  **Scenario:** Students use their shouting, speaking, whispering, or singing voice in a call and response, improvising a response.    #7 Improvising with Instruments Task  **DOK:** Create, design, apply. Level Four  **Scenario:** Students use instruments to improvise or compose |
| **2b.** | Process Steps | **#1 Call and Response Task**   1. Students listen to an example of call and response. 2. Students practice the example call with their teacher, reproducing inflection and phrasing. 3. Students practice the example response with their teacher; reproducing inflection and phrasing. 4. Students reproduce the sample call when prompted. . . 5. Student soloists reproduce the sample response to the call, with accuracy, inflection and phrasing.   **#2** **Identifying Beat Task**   1. Students listen to a poem or story to identify the beat. 2. Students use instruments to accompany the story, recreating the beat.   **#3 Rhythmic Patterns Task**   1. Students listen to a recording of instrumental music to identify rhythmic patterns. 2. Students play simple instruments to accompany the recording, repeating the rhythmic patterns.   **#4 Moving to Music Task**   1. Students listen to music to identify a rhythmic patterns and the use of sound and silence. 2. Students watch a demonstration of moving to music to express a rhythmic pattern and respond to sound and silence. 3. Students reproduce the demonstrated movements. 4. Students move to music, creating their own patterns of movement and stillness. (sound and silence).   **#5 Singing Task**   1. Students listen to a recording of a simple melody. 2. Students sing the melody along with the recording.   **#6 Improvising with the Voice Task**   1. Students listen to an example call and response. 2. Students identify and practice the example call with their teacher. 3. Students listen to a sample improvised response. 4. Students respond to the sample call with an improvised response. 5. Student soloists create an original improvised response when hearing the group perform the call.   **#7 Improvising with Instruments Task**   1. Student listens to an example instrument played expressively with a steady tempo and varied dynamics. 2. Student improvises with instruments, playing independently. |
| **2c.** | **Requirements** | Class participation is the only “requirement.” |
| **2d.** | **Products** | Video and audio recording samples will be collected. |

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| 1. **Scoring (Teacher)** | | |
| **3a.** | **Scoring Tools** |  |
| #1 Call and Response Rubric   |  |  |  |  | | --- | --- | --- | --- | | **Performance Scoring** | **Moves toward Expectation = 1** | **Meets Expectation = 2** | **Exceeds Expectation= 3** | | **Reproduce a Musical Phrase** | Little to no inflection and phrasing accuracy | Adequate inflection, phrasing accuracy | Superior inflection, phrasing, & accuracy |   #2 Identifying Beat Rubric   |  |  |  |  | | --- | --- | --- | --- | | **Performance Scoring** | **Moves toward Expectation = 1** | **Meets Expectation = 2** | **Exceeds Expectation= 3** | | Reproduces Beat | Occasionally identifies or reproduces the beat with prompting. | Identifies and accurately reproduces the beat with some prompting | Identifies and accurately reproduces the beat without prompting. |   #3 Rhythmic Patterns Rubric   |  |  |  |  | | --- | --- | --- | --- | | **Performance Scoring** | **Moves toward Expectation = 1** | **Meets Expectation = 2** | **Exceeds Expectation= 3** | | Accurately Reproduces Rhythm | Rarely performs accurately | Inconsistently performs accurately | Consistently performs accurately |   #4 Moving to Music Rubric   |  |  |  |  | | --- | --- | --- | --- | | **Performance Scoring** | **Moves toward Expectation = 1** | **Meets Expectation = 2** | **Exceeds Expectation= 3**  . | | **Reproduces Movement** | Rarely reproduces a movement example without guidance. | Accurately reproduces a movement example with some prompting. | Accurately reproduces a movement example without prompting. | | **Creates Original Movement** | Rarely creates original movement patterns and/or moves to the beat of the music without prompting. | Creates original movement patterns and moves to the beat of the music, some of the time without prompting. | Independently creates original movement patterns and moves to the beat of the music without prompting. |   #5 Singing Rubric   |  |  |  |  | | --- | --- | --- | --- | | **Performance Scoring** | **Moves toward Expectation = 1** | **Meets Expectation = 2** | **Exceeds Expectation= 3** | | **Performs with Accurate Pitch and Rhythm** | Rarely performs with accurate pitch & rhythm | Inconsistently performs with accurate pitch & rhythm | Consistently performs with accurate pitch & rhythm | | | |

#6 Improvising with the Voice Rubric

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| **Performance Scoring** | **Moves toward Expectation = 1** | **Meets Expectation = 2** | **Exceeds Expectation= 3** |
| **Improvises** | Create with Lyrics | Create with Melody | Create with Lyrics and Melody |

#7 Improvising with Instruments Rubric

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| **Performance Scoring** | **Moves Toward Expectations** = 1 | **Meets Expectations = 2** | **Exceeds Expectations = 3** |
| **Improvising** | Rarely plays independently with a steady tempo and appropriate dynamics. | Plays expressively; mostly with a steady tempo and appropriate dynamics with some prompting. | Independently plays expressively with a steady tempo and varied dynamics. |

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| **3b.** | **Scoring Guidelines** | The scoring tools offer coherent sets of criteria and descriptions of levels of performance for those criteria, assessing a wide variety of kindergarten age-appropriate tasks. Certified kindergarten music teachers should be able to use the tool with reliability. |
| **3c.** | **Score/Performance Reporting** | Student achievement will be reported to parents through use of a standards-based school district report card. A summary list of student achievement will be provided for purposes of completing the SLO. |