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CHAPTER

EVALUATING YOUR PROGRESS

You now have completed “The Bare Necessities.” You have developed the **concepts** and **skills** that comprise music content knowledge appropriate for classroom teachers. Through the experiences included in this section of the text, you have developed the essential music competencies necessary for providing music experiences for the students you will teach. You have developed the same concepts and skills as elementary children and you have participated in learning activities appropriate for the students. To be certain that you are ready to serve as a model and to guide your class’ activities, let’s evaluate your achievements. This chapter contains evaluation measures that your instructor might want to use for assessing your attainment.

THE EVALUATION

The evaluation directives are grouped according to musical component: rhythm, tone color, dynamics, pitch and form. There are 33 directives in the evaluation. Fourteen items will measure your performance ability to move and to vocally demonstrate conceptual understanding and to play common classroom instruments. Success in these items will indicate that you can model performances. Twelve will measure your concept development. If you have formed a concept, you will be able to aurally perceive the component in unfamiliar selections. In the evaluation, you will show that you are able to transfer your understanding to a new example(s) and therefore are ready to present the content to your class. Three will measure your ability to make the types of musical decisions necessary for presenting and guiding stylistically appropriate performances. The remaining four will measure knowledge you will use in your classroom.

In the classroom, self-sufficiency is crucial. As you respond to each directive, be honest with yourself. You might be amazed at your musical competence. On the other hand, get additional help now if you need it, then try again. Before leaving Section I of this text, be sure that you independently can respond accurately and confidently. Now, let’s evaluate your progress.

PERFORMANCE MEASURES

- A. The following will measure your achievement in **rhythm**.
1. Perform the beat to unknown moderate, fast and/or slow pieces using a gesture that spatially corresponds to the tempo.
 2. Choose a well-known song, state its name and then perform the beat while internalizing it.
 3. Perform the melodic rhythm to a known song that has not been practiced in class using a gesture that indicates the length of the tones. The gesture must be different from the one(s) used in items “1” and “2.”
 4. Choose a well-known song, state its name and then perform the melodic rhythm while internalizing it.
 5. Perform the metric accent to an unknown selection using a gesture appropriate for reflecting the feeling.
 6. Given an eight-beat score consisting of durations included in the chapter portion on notation, perform the rhythm using a medium of your choice.