|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Rhythm** | There are more than 4 rhythmic mistakes  | There are 3-4 rhythmic mistakes | There are 1-2 rhythmic mistakes | No rhythmic mistakes are made |
| **Pitch** | There are more than 4 pitch mistakes | There are 3-4 pitch mistakes | There are 1-2 pitch mistakes | No pitch mistakes are made |
| **Tone** | Tone is pinched and thin. Student is blowing too hard | Tone is adequate. More improvement can be made. | Tone is appropriate. Small adjustments can still be made, but sound is of good quality | Tone is exemplar. Student understands quality sound on the recorder |
| **Improvisation Rhythm** | Student uses no defined rhythm | Student occasionally uses defined rhythms, though they seem confused | Student uses half notes, quarter notes, and eighth notes, but lacks steady beat | Student uses half notes, quarter notes, and eighth notes accurately |
| **Improvisation Pitch** | Student does not use pitches “A” and “B” properly | Student rarely uses “A” and “B” properly, but shows shallow understanding of the concept | Student uses “A” and “B” but shows confusion in pitch and fingering | Student uses “A” and “B” properly.  |

In alignment with Artifact 5, students will be assessed playing recorder to the tune of “Tall Tale.” Use Ternary form ABA and use the B section as the open improvisation assessment.

In order to listen to everyone, break students up into groups of 3 to play the song. This will allow for more repetition and make it easier for you to listen in to specific students. Repeat song as many times as necessary to listen to each student or split the activity up over two days if activity becomes tiresome. Also since the A section comes back after the solo section, listen to a different group to save time.