

# NYSSMA MUSIC VIEWS

Standards-Based Teaching & Learning Across the State



## Lesson Plan for NYSSMA Music Views

**Name:** Peggy Ho

**Title:** Peer-Evaluation During a Band Rehearsal

### Level

- Elementary
- Middle School
- High School

### Content Area

- Band
- Chorus
- Classroom
- Orchestra

### Objective

Students will be able to peer-evaluate the saxophone section's performance and analyze what they heard. Evaluating students will comment on the performance and make suggestions for peers on how they might practice areas that need improvement.

**The NYS Learning Standard(s)** this lesson will address...

- Creating, Performing and Participating in the Arts
  - Knowing and Using Arts Materials and Resources
  - Responding to and Analyzing Works of Art
- Understanding the Cultural Dimensions and Contributions of the Arts

**National Standards for Music Education** this lesson...

- Singing – alone and with others – a varied repertoire of music
  - Performing on instruments – alone and with others – a varied repertoire of music
  - Improvising melodies, variations and accompaniments
  - Composing and arranging music within specific guidelines
  - Reading and notating music
  - Listening to, analyzing and describing music
  - Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture

### Instructional Ideas

Peer-Evaluation during a band rehearsal. Effective rehearsal and conducting techniques.

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## Assessment

Students complete peer evaluation sheets that will be shared with the saxophone section after the teacher has viewed them for accuracy and appropriateness of peer feedback. Students are also encouraged to verbally share their feedback with the class.

## References/Resources

- Byo, J.L., & Brooks, R. (1994). A comparison of junior high musicians' and music educators' performance evaluations of instrumental music. *Contributions to Music Education*, 21 (), 26-38.
- Flowers, P. J. (2003). Student assessment and feedback: I taught it, but did they learn it?. *The American Music Teacher*, 53(2), 28-30.
- Formann, E., & Larremendy-Jorens, J., (1995) Learning in the context of peer collaboration: a pluralistic perspective on goals and expertise. *Cognition and Instruction*. 13(4), 549-564.
- Searby, M., & Ewers, T. (1997). An evaluation of the use of peer assessment in higher education: a case study in the school of music, Kingston University. *Assessment & Evaluation in Higher Education*, 22(4), 371-383.
- Saunders, T.E., & Holahan, J.M. (1997). Criteria-specific rating scales in the evaluation of high school instrumental performance. *Journal of Research in Music Education*, 45 (2), 259-272.
- Stevens, H.M. Jr. (2001). A teacher/action research study of student reflective thinking in the choral music rehearsal. *Dissertation Abstracts International*, 957, (03), A62. (UMI No. 3008454)
- Topping, K. (1998). Peer assessment between students in colleges and universities. *Journal of Educational Research*, 68(3), 249-276.
- Wells, R. (1998) The student's role in the assessment process. *Teaching Music*, 6(2), 32-33.

## Notes

The peer-evaluation sheets are based on self-evaluation sheets used in Saunders and Holahan's 1997 study (see references).