

PPAT® Assessment

Library of Examples – Music

Task 3, Step 1, Textbox 3.1.1: Standards and Learning Goals

Below are two examples of written responses to Textbox 3.1.1 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Does Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your own work.

The work you submit as part of your response to each task must be yours and yours alone. Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

Guiding Prompt for Task 3, Textbox 3.1.1

- What learning theory/method will guide your planning process? Provide a brief description of the theory/method. How will you make use of it?
- What learning goal(s) and content standards, state and/or national standards, did you identify for the lesson? How will they guide the planned learning activities?
- What is the content focus of the lesson? What related content that the students have previously encountered will support the learning in this lesson?
- What are some difficulties students might encounter with the content? How will you address the difficulties?

Example 1: Met/Exceeded Standards Level

- The learning theory method guiding my planning for this lesson will be the Information Process Theory because this lesson involves the beginning steps of learning and remembering a new song. This theory approaches learning by how our memories organize, retain, and retrieve new information. The process begins with sensory memory. An interesting feature will be presented to trigger the motivation to learn and remember the piece. I will play a recording of the entire song so the girls can listen and be enthused to start learning it. Using their working memory, the students will listen to their parts played on the piano and practice singing them. Learning the rhythm and then adding the notes is a sequential process with rote repetition that will eventually store the song in the students' long-term memories. The more they repeat singing it correctly, the more it will be easier to retrieve later.
- The goal for my students in this lesson is to learn the notes and rhythms of the last page of a new piece. The national and state standards that this lesson covers are the following:

The Missouri Music GLE PP1A12: Develop and apply singing skills to perform and communicate through the arts, and demonstrate proper singing technique in note accuracy and rhythm; The Missouri Show-Me Content Standard FA1: Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts; and The National Association for Music Educators Standard MU:Pr5.3.E.IIIa: Evaluate and refine personal and ensemble performances, individually or in collaboration with others. The lesson's learning activities are guided by these standards since they are the techniques used to learn and practice the new song that they will be performing.

- c. The content of this lesson is the students' new piece, No. 7 Shestopsalmiye. Concert Choir is singing it for contest in March. Shestopsalmiye is the 7th movement of Rachmaninoff's All Night Vigil. There are 15 movements all together, and last semester the choir sang the previous movement, No. 6 Bogoroditse Devo. The students are familiar with this work's complex harmony, textual variety, and polyphony. They also sang William Byrd's Ave Verum Corpus last semester, so they have experience in singing a chant-like piece that was originally written without a common time signature and measures.
- d. A difficulty that my students might encounter with the content is that there are a couple of chromatics. When singing on solfege, the sopranos encounter "sol, si, la" on measure eighteen and the altos will sing "ti, te, la" on measure twenty. They can sing the chromatic solfege and know the hand signs, but seeing an accidental while sight-singing often causes problems. I'll address this difficulty by pointing it out to them before they start singing. They can write in their solfege for those measures before we start. I will also make it clear to them that while it is chromatic, it looks harder than it really is. The accidentals are just creating another baby step in the ascending line (for sopranos) and descending line (for the altos). Another difficulty that the students might encounter could be counting. There are eight beats per measure, but I can tell them to just think of it as two groups of four. It will be easier to count that way. I also will suggest physically tapping the quarter note on their person to better internalize the beat.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.1 and ask yourself:

What evidence does the candidate provide to show how the lesson plan has been guided by

- A learning theory/method
- State/national standards and learning goals
- Related content that students have previously encountered
- Ways to address the difficulties students may have with the learning

Why is the analysis of standards and learning goals thorough?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The constructivist learning theory/method to guide my planning process. Constructionist learning is inspired by the theory that individual learners construct mental models in order to understand the world around them. Students learn through participation in project-based learning where they make connections between different ideas and areas of knowledge facilitated by the teacher through coaching rather than using lectures or step-by-step guidance. I will make use of this when planning to ensure that activities are based on information the students will be familiar with to expand upon in the objective.

- b. The standards being addressed in my lesson plan are as follows:
- NAfME National Standards: MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
 - Common Core Language Standards: L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships
- These standards will guide the planned learning activities by encouraging interdisciplinary learning.
- c. The content focus of the lesson is the application of solfege syllables “sol” and “mi” to the song “I’ve a Pair of Fishes.” They have already been introduced to “sol” and “mi.”
- d. Students might have difficulty remembering the words to the song, as there are five verses, each with different words. I plan to address these difficulties by using pictures to aid in student memory and learning.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.1 and ask yourself:

What evidence does the candidate provide to show how the lesson plan has been guided by

- A learning theory/method
- State/national standards and learning goals
- Related content that students have previously encountered
- Ways to address the difficulties students may have with the learning

Why is the analysis of standards and learning goals uneven?

Suggestions for Using These Examples

After writing your own rough draft response to the guiding prompts, ask the question, “Which parts of these examples are closest to what I have written?” Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.