

PPAT® Assessment

Library of Examples – Music

Task 4, Step 1, Textbox 4.1.3: Lesson Activity(ies)

Below are two examples of written responses to Textbox 4.1.3 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 Prompts for Task 4, Textbox 4.1.3

- Describe the activity or activities that is (are) the main focus of the lesson plan. Explain how you designed the activity(ies) to anticipate **and** address student learning needs.
- Describe how you will monitor student learning during the course of the lesson.
- What student work samples will you require the students to submit as part of your assessment of student learning resulting from the lesson? (The work can be created either during or after the lesson.) How will these responses be integrated into the lesson plan? Provide a rationale for your choice of student work samples.

Example 1: Met/Exceeded Standards Level

- For the whole group portion of the lesson, I will be explaining to the class how you form a major scale when given a specific letter name note, such as "D" which would correspond to the D major scale. I will direct the students to follow along as I put examples on the board and have them either call out as a group or raise thier hands to answer specific questions or complete one of the assignments on the board. I will model how to create a major scale on the board and after a couple of examples, I will complete part of the example and then stop. I will then prompt the students to tell me which step comes next in completing the scale and I will conduct the majority of the lesson in that manner. I designed this lesson to be more of an open discussion type of lesson with some board work to try to address some of the learning needs in the classroom. I wanted to use the board for both the visual learners who will see the work done and the tactile/kinesthetic who will get the opportunity to complete the work at the board. I also always encouraged note taking for the read-write types of learners in the class.

- b. I will do my best to encourage the students to participate and contribute to the class discussion as much as possible. I will also encourage them to come to the board so that I can see them complete their work step-by-step. I will monitor the students' learning by listening to their responses to questions and by assessing their board work and providing feedback as needed. I will also review the music vocabulary assignment as a whole group as well as the writing major scales on the staff assignment. My teaching style involves asking a lot of questions and having the students come up to the board or use manipulatives such as short worksheets in order to learn the concepts of the lesson. I like to get my students up and moving and keep them involved in the lesson in some manner instead of just lecturing to them.
- c. I will require my students to show me their chapter five notes which is the music vocabulary worksheet based on information they will need to know from chapter five. I will also require them to show me their completed major scales worksheet as well as a completed circle of 5ths chart which all tie into the lesson. These assignments will help the students better understand the relationship between the major scales and the key signatures. I will review these assignments in class for the students who aren't really grasping the concept. I will go over the vocab and model a circle of fifths on the board as well as the steps needed to complete the circle of fifths. I will also model another example of how to create a major scale for the students who are still having a little trouble grasping the concept. This is all to help the students better understand scales and their relationship to the key signatures and to music as a whole.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.3 and ask yourself:

- Where does the candidate explain how the activity anticipates and addresses student learning needs?
- Where does the candidate describe how he or she will monitor the students' learning?
- Where is the rationale for the choice of student work for assessment of student learning from the lesson?
- Why are the responses appropriate?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The main focus of this lesson is the portion where a new musical selection from their Traditions of Excellence book is introduced to the students. This happens after the warm up portion where the students are constantly reminded to listen to the sounds they are creating and determine whether or not they are quality sounds. Introducing new music adds a new layer of responsibility, because the students must be engaged in the learning of the new music while still assessing the sounds they are making.
- b. I will monitor student learning by closely listening to every sound produced, pausing frequently to address issues before they become habits. This models one of the practice strategies the students are taught in the class as a tool to accept nothing less than excellence.
- c. The student work samples I will require are rubrics assessing their performance before and after the lesson, with the differentiation from previous lessons being that the students will be asked to score themselves. This promotes acute listening responsibilities and requires the students to understand and identify every aspect of their playing.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.3 and ask yourself:

- Where does the candidate explain how the activity anticipates and addresses student learning needs?
- Where does the candidate describe how he or she will monitor the students' learning?
- Where is the rationale for the choice of student work for assessment of student learning from the lesson?
- Why are the responses vague?

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.

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