

Cooperative Learning in the Performance-Based Classroom:

*A Method for Meeting the New National
Standards while Improving Performance*

National Association for Music Education

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Name: _____
 Date: _____

Instrument: _____
 Part: _____

Band and Section Performance Assessment

Tone	Poor	Fair	Average	Good	Excellent	N/A
Comments:						
Intonation	Poor	Fair	Average	Good	Excellent	N/A
Comments:						
Blend/Balance	Poor	Fair	Average	Good	Excellent	N/A
Comments:						
Phrasing/Expression	Poor	Fair	Average	Good	Excellent	N/A
Comments:						
Dynamics	Poor	Fair	Average	Good	Excellent	N/A
Comments:						
Tempo	Poor	Fair	Average	Good	Excellent	N/A
Comments:						
Rhythmic Accuracy	Poor	Fair	Average	Good	Excellent	N/A
Comments:						
Pitch Accuracy	Poor	Fair	Average	Good	Excellent	N/A
Comments:						
Articulation	Poor	Fair	Average	Good	Excellent	N/A
Comments:						
OVERALL SECTION PERFORMANCE				I	II	III
					IV	

Date: _____

Name: _____

Section: _____

Cooperative Performance Assessment Tool

Step 1: As you listen to the recording of the band's performance, mark on your music areas that need to be worked on and parts that were played well. Be sure to write a comment about what musical element you noticed. Some of them to consider are:

Pitch	Rhythm	Dynamics
Articulation	Tempo	Tone Quality
Intonation	Phrasing	Blend/Balance

Step 2: List three or four areas that you think need the most work. (The boxes are for step 3.)

1. Measures: _____

Element/Problem: _____

2. Measures: _____

Element/Problem: _____

3. Measures: _____

Element/Problem: _____

4. Measures: _____

Element/Problem: _____

Step 3: Discussion your list with the members of your section. If someone else listed the same issue, put a checkmark in the correct box. If many people listed the same thing listed, put the number of people who listed them.

Assess-Compare-Share

- Review terminology
- Assess
 - Listen to recording
 - Make notes on music
 - Fill out assessment form
- Compare
 - Discuss with section members the major areas of weakness.
 - Develop goals for improvement
- Share
 - Discuss as a band



Cooperative Learning Structure

- Break into sectionals
- Students assign jobs/roles
- Students work toward goals together
- Students track progress
- In final sectional, students create list of areas to work on in full band

Formats

- Quick assessment (within context of rehearsal)
- Mini cycle
- Formal cycle
- Cooperative Performance Preparation (CPP)
 - 2-4 Cycles
 - Combine sections based on scoring and student discussion
 - Provide a copy of the score (contact publisher for permission)
 - Choose a focus group
 - Formal evaluation at end



Date: _____

Section: _____

Goals, Progress, and Rehearsal Planning

PART I – GOALS

Directions: Based on your section’s discussion of your performance, identify the most important goals for improvement. Elements to consider are: pitch, rhythm, dynamics, articulation, intonation, phrasing, tone quality, blend/balance, and tempo. Be as specific as possible.

1. Measures: _____ Element/Problem: _____

2. Measures: _____ Element/Problem: _____

3. Measures: _____ Element/Problem: _____

4. Measures: _____ Element/Problem: _____

PART II – PROGRESS

Directions: Each day that you work in groups to fix performance issues, summarize what you accomplished and how.

<p>Date: _____</p> <p>Which goal(s) did you work on today? 1 2 3 4 Other: _____</p> <p>Circle the phrase that best describes your progress toward the goal(s)?</p> <p>We <u>all</u> accomplished 1 goal Some of us accomplished 1 goal We need help</p> <p>We <u>all</u> accomplished 2 goals Some of us accomplished 2 goals We accomplished more than 2 goals</p>
<p>Date: _____</p> <p>Which goal(s) did you work on today? 1 2 3 4 Other: _____</p> <p>Circle the phrase that best describes your progress toward the goal(s)?</p> <p>We <u>all</u> accomplished 1 goal Some of us accomplished 1 goal We need help</p> <p>We <u>all</u> accomplished 2 goals Some of us accomplished 2 goals We accomplished more than 2 goals</p>

PART III – REHEARSAL PLANNING

Directions: In the space below, list the items needing to be worked on during full band rehearsal. Provide the measure numbers, musical elements, other instruments (if any), and priority (**H**igh, **M**edium, **L**ow). Elements to consider are: pitch, rhythm, dynamics, articulation, intonation, phrasing, tone quality, blend/balance, and tempo. Fill out the information completely and provide any other important information in the comments section.

Example:

Measures: 40-56 Element: Rhythm: 16th notes Other instruments: Flutes/Clarinets Priority: H

Measures: _____ Element: _____ Other instruments: _____ Priority: _____

Measures: _____ Element: _____ Other instruments: _____ Priority: _____

Measures: _____ Element: _____ Other instruments: _____ Priority: _____

Measures: _____ Element: _____ Other instruments: _____ Priority: _____

Comments:

Obstacles and Challenges

- Mentality
 - Director and students
 - Use of time
- Expectations and classroom management
- Weaker students and sections
- Hot shots

Tips for Success

- Discuss cooperative learning with students
- Unify terminology and understanding
- Maintain activity structure
- Limit group sizes for initial sectionals
- Select an appropriately challenging piece
- Study the score carefully
- PLAN the activities, don't wing it
- Provide opportunities for advanced players
- Don't give up; change it up!



Benefits

- Opportunities for higher level musical thinking.
- Physically and cognitively engaged.
- Learn and use musical language.
- Weaker students see modeling and get help.
- Positive effect on performance.
- Long-term positive effects.
- Effective use of time.
- Student by-in to the product they are preparing.
- Develop a broader understanding of the music making process.
- Immediate feedback.
- Transfer of learning to other musical experiences.
- Ongoing performance evaluation.
- Reveals student weaknesses.
- Allows the director to focus on more advanced concepts during regular rehearsals.

