

Rehearsal Journal

Perform: Track improvement and next steps leading up to a performance.

Considerations for Effective Use (Student pages 7-8)
<ul style="list-style-type: none"> ◆ This page is effectively used when students are preparing music for a performance. Two copies of this page are provided. ◆ As they practice outside of class, or at the end of a rehearsal, have students write about the progress they made that day, and what pieces, measures, or skills they plan to work on next. ◆ Students may be more thoughtful and detailed in their notes if you model an expected response. ◆ One way to document work on this task is with the Sample Grading Rubric.

Sample Grading Rubric for this Task

Competent	Getting there...	Not Yet...
Reflection includes evidence and details; music vocabulary is used accurately	Reflection includes some detail; some music vocabulary is used accurately	Reflection is stated without detail; music vocabulary is not used or is used inaccurately

I Contribute to Our Ensemble's Performance

Perform: I am prepared, organized, attentive, persistent, supportive.

Considerations for Effective Use (Student pages 9-12)
<ul style="list-style-type: none"> ◆ Consider using this half-page task a couple of times per concert set or marking period, up to eight times. ◆ This chart is an effective tool for helping students think about their contribution to ensemble rehearsals. ◆ Collect journals, clipped open to the appropriate page. Note students' assessment of their own work and add your own 3, 2, or 1. Comment as needed and return journals. ◆ If you have concerns about a student's contribution to music-making in the larger ensemble, this tool can open the door for an individual conversation.

Music and Life!

Connect: Make a personal connection to music outside of the ensemble.

Considerations for Effective Use	(Student pages 25-26)
<ul style="list-style-type: none">◆ On these two pages there are eight tasks.◆ You might assign one specific task for all students, assign students to complete one task of their choosing, or give students a specified amount of time to complete all eight tasks.◆ Tasks #1 and #2 help students become more aware of others. The remaining tasks help students connect music to personal emotions.◆ Remind students you will read their journal entries, so not to write something they wouldn't want you to know.◆ Have students clip their journals on the appropriate page before turning them in.◆ One way to document work on this task is with Satisfactory or Not Yet Satisfactory.	

Sample Grading



Satisfactory
Reasonable response
is given to the prompt(s)



Not Yet Satisfactory

Personal Listening Journal

Connect: Keep a journal of favorite music.

Considerations for Effective Use	(Student pages 27-28)
<ul style="list-style-type: none">◆ Challenge students to seek out pieces, performers, and composers who are new to them.◆ Students can record titles, names, and comments about pieces on the listening journal.◆ Work with students to find a way they can share the new music they've found with others in class or across the music program.◆ One way to document work on this task is with Satisfactory or Not Yet Satisfactory.	

Sample Grading



Satisfactory
Reasonable response
is given to the prompt(s)



Not Yet Satisfactory