

# GER GUIDED REFLECTION ON STUDENT LEARNING

Fall 2003

## GENERAL EDUCATION REQUIREMENTS VISUAL AND PERFORMING ARTS OBJECTIVES and MUSIC180 OUTCOMES

### GER OBJECTIVE 1

Each course in the visual and performing arts category of the General Education Requirements will provide instruction and guidance that help students to deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.

### MUSIC 180 OUTCOMES

**OUTCOME #1:** Students will be able to identify qualities of music as virtual and expressive motion in and out of homeostasis.

Evaluative Instrument: Students, after listening to examples of music, will describe the virtual motion in and their expressive responses for each example. Students handed in two in-class listening assignments; these were not graded.

Data Collected: None

Summary: Student responses for these assignments should be examined to determine if change in teacher delivery or CoursePak information would improve performance.

**OUTCOME #2:** Students will be able to identify from which historical style period examples of Western societal and art music come.

Evaluative Instrument: After receiving verbal descriptions, viewing CoursePak information, and hearing musical examples, students were asked to identify one example from each of the following Western societal and art music styles. Points were not deducted for incorrect responses.

- Medieval
- Renaissance
- Baroque
- Classic
- Romantic
- Contemporary
- Jazz
- Rock n' Roll

Data collected:

<u>Number of Students</u>	<u>Examples Missed</u>
2	0
5	2
8	3
7	4
10	5
6	6

Summary: The instructor needs to:

- A. Spend more class time presenting written and verbal materials and playing music examples.
- B. Examine the recorded musical examples to determine if more appropriate examples should be used.

## GER OBJECTIVE 2

Each course in the visual and performing arts category of the General Education Requirements will provide instruction and guidance that help students to strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.

### MUSIC 180 OUTCOMES

**OUTCOME #1:** Students will be able to identify qualities of the elements of music.

Evaluative Instrument: Students were given exams to identify, as noted below for two of these exams, specific operative elements of music.

Exam One: For each example heard, identify:

- Performance medium of the example
- Amplitude level at the beginning of the example
- Types of amplitude changes occurring during the example

Exam Two: For each example heard, identify:

- Pulse activity
- Tempo at beginning of example
- Tempo during example
- Rhythm organization
- Meter

Data Collected:

A. EXAM 1: Sixteen examples were played for thirty-seven students; the number of incorrect answers for each question follows:

#### INCORRECT ANSWERS

Example	QUESTION 1	QUESTION 2	QUESTION 3
1	6	0	0
2	4	0	0
3	2	0	0
4	18	0	0
5	1	0	4
6	4	0	1
7	1	0	0
8	2	0	12
9	10	0	3
10	6	0	0
11	23	0	9
12	1	0	0
13	8	0	3
14	2	0	6
15	15	0	1
16	1	0	16

- B. EXAM 2: Eight examples were played for thirty-four students; the number of incorrect answers for each question follows:

INCORRECT ANSWERS

EXAMPLE	1	2	3	4	5	6	7	8
Pulse	4	1	17	4	1	4	6	2
Tempo - 1	1	0	0	1	0	0	3	0
Tempo -2	0	0	0	18	4	2	6	0
Rhythm	0	0	2	0	0	0	0	0
Meter	4	10	18	6	6	20	5	8

Summary: The instructor needs to examine the recorded musical examples to determine if more appropriate examples should be used when these exams are given during future semesters.

**OUTCOME #2:** Students will identify structural-expressive forms.

Evaluative Instrument: Students, after hearing four examples, were to identify:

- #1: How many variations of the original idea are heard
- #2: How many different musical ideas were heard.
- #3: Structural Form as being one of the following:
  - Theme and Variations
  - Binary
  - Ternary
  - Rondo

Data Collected: Thirty-eight students took the exam. Ten received a perfect score. The grades mean percentile was 76%. For the other students, incorrect answers were as follows:

INCORRECT ANSWERS

EXAMPLE	1	2	3	4
Variations	1	5	15	7
Different Ideas	6	1	2	3
Structural Form	7	12	21	12

Summary:

- A. The instructor needs to spend more class time presenting written and verbal materials and music examples.
- B. The instructor needs to examine the musical examples to determine if any should be changed.

**OUTCOME #3:** Students will be aware of the correlation between text and music of vocal examples.

Evaluative Instrument: Students, after listening to examples of vocal music, will describe the correlation between text and music.

Students handed in two in-class listening assignments; these were not graded.

Data Collected: None

Summary: Student responses for these assignments should be examined to determine if change in teacher delivery or CoursePak information would improve performance.

**OUTCOME #4:** Students will be able to make perceptions about and give their expressive responses to music they hear.

**Evaluative Instrument:** Students, after listening to examples of vocal and instrumental music, will provide their perceptions and expressive responses for each example. Students handed in four in-class listening assignments; these were not graded.

**Data Collected:** None

**Summary:** Student responses for these assignments should be examined to determine if change in teacher delivery or CoursePak information would improve performance.

### GER OBJECTIVE 3

Each course in the visual and performing arts category of the General Education Requirements will provide instruction and guidance that help students to strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

### MUSIC 180 OUTCOMES

**OUTCOME #1:** Students will be able to perform changes in amplitude levels, duration and pitch organization patterns and exercises in class, by rote and by reading printed notation and using various sound sources.

**Evaluative Instrument:** Students performed these items in a number of classes, using rhythm sticks and class-member suggested sounds. The instructor determined if their performance was adequate or needed repeating.

**Data Collected:** None

**Summary:** These sessions might be taped to allow the instructor to evaluate to determine if any changes in teacher directions or notated examples would improve performance.

**OUTCOME #2:** Students will be able to chose different sound sources, explain how each sound is produced, identify amplitude levels available for each sound, and describe how each sound can be found in and out of expressive homeostasis.

**Evaluative Instrument:** Students filled out the information on an assignment sheet and returned same to the instructor. The instructor returned these with comments on the appropriateness of student choices and perceptions, using the following grading scale rubric:

#### GRADING SCALE

ASSIGNMENT #1	Points	Beginning	Intermediate	Exemplary
Appropriate Sound Sources	(8)	Incorrect choice of all or some sound sources (0-4)	Incorrect choice of a few or one sound sources (5-7)	All sound sources correct (8)
Description: How Each Sound is Produced	(8)	Incomplete Description (0-4)	Mediocre to good description (5-6)	Excellent Description (7-8)
Description: Amplitude Levels	(7)	Incomplete Description (0-2)	Mediocre to good description (3-5)	Excellent Description (6-7)
Description: In/out of Homeostasis	(7)	Incomplete Description (0-2)	Mediocre to good description (3-5)	Excellent Description (6-7)

Data Collected: Thirty-six students turned in this assignment; thirty points was the total possible:

POINTS RECEIVED	N = 36 Students	%
30	18	50
29	6	17
28	4	11
27	0	
26	3	8
25	3	8
24	0	
23	0	
22	0	
21	0	
20	1	3
19	0	
18	0	
17	0	
16	0	
15	0	
14	1	3

Summary: The CoursePak instructions and instructor's verbal classroom directions should be examined to discern if improvements can be implemented.

**OUTCOME #3:** Students will be able to create and notate duration patterns in and out of expressive homeostasis.

Evaluative Instrument: Students used the following instructions and handed in this assignment. The instructor returned these with comments on the appropriateness of their work.

Using:

1. Some or all of the eight sound sources you have chosen for Assignment #1,
2. Various amplitude levels, and
3. Different pulse, tempi, rhythm patterns, and meters for each; create three contrasting duration patterns in and out of expressive homeostasis, each at least eight measures in length. These patterns are to be designed as follows:
  - One pattern completely in homeostasis.
  - One pattern completely out of homeostasis.
  - One pattern to begin in homeostasis and end out of homeostasis.

Notate each pattern.

The following grading scale rubric was included in the CoursePak:

**GRADING SCALE**

ASSIGNMENT	Points	Beginning	Intermediate	Exemplary
Appropriate Sound Sources	(5)	Incorrect choice of all or some sound sources (0-2)	Incorrect choice of a few or one sound sources (3-4)	All sound sources correct (5)
Various Amplitude Levels and Changes	(5)	No or almost no different levels and changes (0-2)	A few levels and changes (3-4)	Excellent use of amplitude levels and changes (5)
Contrasting Duration Patterns	(10)	No or almost no contrast (0-3)	Mediocre to good contrast (4-7)	Excellent contrast (8-10)
Motion In/Out of Homeostasis	(10)	No or little movement (0-3)	Mediocre to good movement (4-7)	Excellent movement (8-10)

However, as the instructor began discussing this assignment in class, it quickly became apparent that one evaluative criteria, proper notation, had not been included in the above rubric. The rubric was changed as follows and given to students before the assignment was due.

**GRADING SCALE**

ASSIGNMENT	Points	Beginning	Intermediate	Exemplary
Appropriate Sound Sources	(5)	Incorrect choice of all or some sound sources (0-2)	Incorrect choice of a few or one sound sources (3-4)	All sound sources correct (5)
Various Amplitude Levels and Changes	(5)	No or almost no different levels and changes (0-2)	A few levels and changes (3-4)	Excellent use of amplitude levels and changes (5)
Contrasting Duration Patterns (one in and one out of homeostasis)	(10)	No or almost no contrast (0-3)	Mediocre to good contrast (4-7)	Excellent contrast (8-10)
Proper Notation	(10)	No or little proper notation (0-3)	Mediocre to good notation (4-7)	Excellent notation (8-10)

Data Collected: Thirty-seven students turned in this assignment; thirty points was the total possible:

POINTS RECEIVED	N = 37 Students	%
30	16	43.2
29	1	2.8
28	0	
27	4	12
26	2	5.6
25	2	5.6
24	2	5.6
23	1	2.8
22	2	5.6
21	1	2.8
20	0	
19	0	
18	1	2.8
17	0	
16	0	
15	2	5.6
below 14	2	5.6

Summary:

- A. The CoursePak instructions and instructor's verbal classroom directions should be examined to discern if improvements should be implemented.
- B. After further evaluation, this assignment has been changed by eliminating the third pattern (beginning in and ending out of homeostasis). The grading rubric for Spring 04 has been revised as follows:

**GRADING SCALE**

ASSIGNMENT	Points	Beginning	Intermediate	Exemplary
Appropriate Sound Sources	(5)	Incorrect choice of all or some sound sources (0-2)	Incorrect choice of a few or one sound sources (3-4)	All sound sources correct (5)
Various Amplitude Levels and Changes	(5)	No or almost no different levels and changes (0-2)	A few levels and changes (3-4)	Excellent use of amplitude levels and changes (5)
Contrasting Duration Patterns (one in and one out of homeostasis)	(10)	No or almost no contrast (0-3)	Mediocre to good contrast (4-7)	Excellent contrast (8-10)
Proper Notation	(10)	No or little proper notation (0-3)	Mediocre to good notation (4-7)	Excellent notation (8-10)

**OUTCOME #4:** Students will be able to create and notate pitch patterns in and out of expressive homeostasis.

**Evaluative Instrument:** Students used the following instructions and handed in this assignment. The instructor returned these with comments on the appropriateness of their work.

Use: Some or all of the eight traditional and/or neoteric sound sources you have chosen for Assignment #1 or change as needed, various amplitude levels, and if you wish, any or all of the contrasting duration patterns you have written for Assignment #2, to create three contrasting horizontal/vertical pitch patterns, each notated example at least eight measures in length, in and out of expressive homeostasis:

- One pattern completely in homeostasis.
- One pattern completely out of homeostasis.
- One pattern to begin in homeostasis and end out of homeostasis.

The following revised rubric was given to students when the assignment was introduced in class.

#### GRADING SCALE

ASSIGNMENT	Points	Beginning	Intermediate	Exemplary
Appropriate Sound Sources	(3)	Incorrect choice of all or some sound sources (0-1)	Incorrect choice of a few or one sound sources (2)	All sound sources correct (3)
Various Amplitude Levels and Changes	(3)	No or almost no different levels and changes (0-1)	A few levels and changes (2)	Excellent use of amplitude levels and changes (3)
Contrasting Duration Patterns	(4)	No or almost no contrast (0-1)	Mediocre to good contrast (2-3)	Excellent contrast (4)
Contrasting Pitch Patterns	(5)	No or almost no contrast (0-2)	Mediocre to good contrast (3)	Excellent contrast (4-5)
Motion In/out of Homeostasis	(5)	No or very little movement (0-2)	Mediocre to good movement (3)	Excellent movement (4-5)
Proper Notation	(10)	No or little proper notation (0-3)	Mediocre to good notation (4-7)	Excellent notation (8-10)

**Data Collected:** Thirty-seven students turned in this assignment; thirty points was the total possible:

POINTS RECEIVED	N = 34 Students	%
30	17	50
29	2	6
28	2	6
27	2	6
26	4	12
25	1	3
24	1	3
under 22	5	14

Summary:

- A. The CoursePak instructions and instructor's verbal classroom directions should be examined to discern if improvements should be implemented.
- B. After further evaluation, this assignment has been changed by eliminating the third pattern (beginning in and ending out of homeostasis). The grading rubric for Spring 04 has been revised as follows:

## GRADING SCALE

ASSIGNMENT	Points	Beginning	Intermediate	Exemplary
Appropriate Sound Sources	(3)	Incorrect choice of all or some sound sources (0-1)	Incorrect choice of a few or one sound sources (2)	All sound sources correct (3)
Various Amplitude Levels and Changes	(3)	No or almost no different levels and changes (0-1)	A few levels and changes (2)	Excellent use of amplitude levels and changes (3)
Contrasting Pitch Patterns (one in and one out of homeostasis)	(12)	No or almost no contrast (0-4)	Mediocre to good contrast (5-9)	Excellent contrast (10-12)
Proper Notation	(12)	No or little proper notation (0-4)	Mediocre to good notation (5-9)	Excellent notation (10-12)

**OUTCOME #5:** Students will be able to create and notate contrasting musical ideas in and out of expressive homeostasis.

**Evaluative Instrument:** Students used the following instructions and handed in this assignment. The instructor returned these with comments on the appropriateness of student work.

Use:

1. Different sound sources
2. Different amplitude levels
3. Different pulse, tempi, meters, and rhythm patterns,
4. Horizontal and vertical pitch motion, and texture types

to compose four contrasting Musical Ideas. These are to be created as follows:

- One Musical Idea completely in expressive homeostasis.
- One Musical Ideas completely out of expressive homeostasis.
- One Musical Idea to begin in homeostasis and end out of homeostasis.
- One Musical Idea to begin out of homeostasis and end in homeostasis.

The following revised rubric was given to students when the assignment was introduced in class.

### GRADING SCALE

ASSIGNMENT	Points	Beginning	Intermediate	Exemplary
Use of different sound sources	(3)	Incorrect choice of all or some sound sources (0-1)	Incorrect choice of a few or one sound sources (2)	All sound sources correct (3)
Use of different amplitude levels and changes	(3)	No or almost no different levels and changes (0-1)	A few levels and changes (2)	Excellent use of amplitude levels and changes (3)
Use of contrasting duration and pitch patterns	(4)	No or almost no contrast (0-1)	Mediocre to good contrast (2-3)	Excellent contrast (4)
Contrasting Musical Ideas	(4)	No or almost no contrast (0-1)	Mediocre to good contrast (2)	Excellent contrast (3-4)
Ideas In/out of Homeostasis, per instructions	(6)	No ideas per instructions (0); only one (2)	Two ideas per instructions (3); three ideas (4)	All ideas per instructions (6)
Proper Notation	(10)	No or little proper notation (0-3)	Mediocre to good notation (4-7)	Excellent notation (8-10)

Data Collected: Thirty-seven students turned in this assignment; thirty points was the total possible:

POINTS RECEIVED	N = 36 Students	%
30	20	56
29	0	0
28	7	19.4
27	4	11.1
26	1	2.7
25	2	5.4
24	0	0
23	1	2.7
22	0	0
21	1	2.7

#### Summary:

- A. The CoursePak instructions and instructor's verbal classroom directions should be examined to discern if improvements should be implemented.
- B. After further evaluation, this assignment has been changed by eliminating the third pattern (beginning in and ending out of homeostasis). The grading rubric for Spring 04 has been revised as follows:

## GRADING SCALE

ASSIGNMENT	Points	Beginning	Intermediate	Exemplary
Use of different sound sources	(3)	Incorrect choice of all or some sound sources (0-1)	Incorrect choice of a few or one sound sources (2)	All sound sources correct (3)
Use of different amplitude levels and changes	(3)	No or almost no different levels and changes (0-1)	A few levels and changes (2)	Excellent use of amplitude levels and changes (3)
Contrasting Musical Ideas in and out of homeostasis	(12)	No or almost no contrast (0-4)	Mediocre to good contrast (5-9)	Excellent contrast (10-12)
Proper Notation	(12)	No or little proper notation (0-4)	Mediocre to good notation (5-9)	Excellent notation (10-12)

**OUTCOME #6:** Students will be able to extend the contrasting musical ideas in and out of expressive homeostasis that they have created for the previous assignment.

Evaluative Instrument: Students used the following instructions and handed in this assignment. The instructor returned these with comments on the appropriateness of their work.

Using the two Musical Ideas of Assignment #4 that are completely in and completely out of expressive homeostasis, extend each one at least eight more measures using the compositional principles of continuation and/or variation. Notate each example.

The following revised rubric was given to students when the assignment was introduced in class.

## GRADING SCALE

ASSIGNMENT	Points	Beginning	Intermediate	Exemplary
Extension of musical ideas	(30)	Incomplete extension of one or both ideas (0-7)	Moderate extension of both ideas (8-14)	Both ideas very creatively extended (15-20)
Proper Notation	(10)	No or little proper notation (0-4)	Mediocre to good notation (5-8)	Excellent notation (9-10)

Data Collected: Thirty-five students turned in this assignment; thirty points was the total possible:

POINTS RECEIVED	N = 35 Students	%
30	24	68.6
29	2	5.7
28	1	2.9
27	2	5.7
26	2	5.7
25	3	8.5
below 24	1	2.9

Summary:

- A. The CoursePak instructions and instructor's verbal classroom directions should be examined to discern if improvements should be implemented.
- B. After further evaluation, this assignment has been changed by eliminating the third pattern (beginning in and ending out of homeostasis). The grading rubric for Spring 04 has been revised as follows:

## GRADING SCALE

ASSIGNMENT	Points	Beginning	Intermediate	Exemplary
Extension of musical ideas	(15)	Incomplete extension of one or both ideas (0-5)	Moderate extension of both ideas (6-12)	Both ideas very creatively extended (12-15)
Proper Notation	(15)	No or little proper notation (0-5)	Mediocre to good notation (6-12)	Excellent notation (12-15)

**OUTCOME #7:** Students will be able to compose a piece of music in abstract meaning in ternary form in and out of homeostasis that will last at least one minute in performance using traditional and/or neoteric sounds and traditional notation (neoteric notation if/when necessary) so others could perform the piece without hearing a taped performance.

**Evaluative Instrument:** Students used the following instructions and handed in this assignment. The instructor returned these with comments on the appropriateness of their work.

Compose a piece of abstract music in ternary form using traditional and/or neoteric sound sources that lasts at least one minute in performance. Notate your piece so others could perform it without hearing your taped performance. List your sound sources and describe how each neoteric sound is produced. Using a full score, link staves together with a bracket. Place the highest pitch on the top staff and other sounds in descending pitch order. Place all pulses in a visually vertical straight line. At the beginning of the score, place a meter signature, the tempo at the top of the staff, the amplitude level at the bottom of the staff, and the sound source identification numbers. Note any changes at the place they occur. Tape a performance of your piece and hand in both notation and tape in a reclosable envelope.

The following rubric was given to students when the assignment was introduced in class.

#### GRADING SCALE

ASSIGNMENT	POINTS	Beginning	Intermediate	Exemplary
Appropriate Sound Sources	15	Some or all sound source(s) not appropriate (0-5)	Appropriate sound sources (6-10)	Exceptionally chosen sound sources that match composition style (11-15)
Abstract Meaning	10	Extra-Musical Meaning in title and music (0)	Extra-Musical Meaning in music (5)	Abstract Meaning (10)
Ternary (ABA <sup>1</sup> ) form with contrasting musical ideas in and out of homeostasis	35	Only one musical idea (10)	Only two musical ideas (15)	ABA <sup>1</sup> (35)
One minute in duration	10	Too short (5)		Proper duration (10)
Notation Accuracy	50	Many errors (20)	A number of errors (21-45)	Almost no or no errors (46-50)
Notation-Performance Correlation	30	Not much correlation (10-15)	Somewhat accurate (16-23)	Almost or completely accurate (24-30)
Instructor Evaluation (extra-credit)		Very good (3-6)	Excellent (7-10)	Superior (11-15)

#### Summary:

- A. The CoursePak instructions and instructor's verbal classroom directions should be examined to discern if improvements should be implemented.
- B. The grading rubric for this assignment worked well this past semester, and will be used again as noted in Spring 04.

**OUTCOME #8:** After attending a rehearsal and choral and instrumental concerts led by a conductor, students will be able to write their expectations and perceptions of what happened.

#### Evaluative Instrument:

- A. Students, after attending a rehearsal, will answer the following:
  1. Before you attend a rehearsal of a group led by a conductor, note what expectations you have for this rehearsal.
  2. After the rehearsal, comment on whether or not your pre-rehearsal expectations were fulfilled.
  3. If the purpose of rehearsing is to prepare for performance, how successfully did you feel this objective was carried out?
  4. List specific conductor and group member behaviors that added to and/or detracted from achieving this objective.
  5. Why do you think these behaviors occurred?
  6. Attach at least a 200-word report of your other perceptions of and responses to this rehearsal.

- B. Students, after attending concerts led by a conductor, will answer the following:
1. Before you attend a concert of art music presented in a formal concert setting that has been pre-approved by the instructor, note what expectations you have for this concert:
  2. After the concert, comment on whether or not your pre-concert expectations were fulfilled.
  3. Did you hear pieces that you found to be predictable? If so, name at least one of these pieces and explain why you found it so.
  4. Did you hear pieces that you found to be unpredictable? If so, name at least one of these pieces and explain why you found it so.
  5. Attach at least a 200-word report of your other perceptions of and responses to this rehearsal.

Data Collected: None

Summary: Student responses for these assignments should be examined to determine if change in teacher delivery or CoursePak information would improve performance.

### **GENERALIZATIONS and DECISIONS**

The instructor believes that this course meets GER expectations. Course outcomes have been established that meet all three of the GER Visual and Performing Arts Objectives.

Changes to improve the course as a GER course include the examination of:

- All CoursePak materials:
  1. Explanations
  2. Directions to complete assignments
  3. Format
- Verbal instructions given in class
- Amount of class time assigned for:
  1. Presentation of material
  2. Review of material
  3. Composing, performing, and listening.

Changes to improve course assessment:

- Collect data for all, instead of some, of the outcomes noted above.
- Investigate possible additions to types of data collected.
- Consider further methods to evaluate data.