

TRI-COUNTY CHARTER SCHOOL PARTNERSHIP  
Performance Assessment

## Folk Songs/Tales

**Grade Level:** 1<sup>st</sup> Grade

**Florida Sunshine Standards Addressed:**

**Primary Standard(s) and Benchmark(s):**

MU.A.1.1: Sing simple folk songs with appropriate pitch and rhythm, with and without accompaniment.

MU.C.1.1: Knows general cultural and/or historical settings of various types of music.

TH.C.1.1: Understands characteristics, situations and dramatic media from the stories and dramas of various cultures.

**Secondary Standard(s) and Benchmark(s):**

LA.A.1.2: Student constructs meaning from a wide range of text.

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## Information for the Teacher

Students sing folk songs, read a play and interpret folk tales from a culture that is being studied in class.

Students will work as a whole group to learn the folk song. Once the song has been learned and discussed, students will work in smaller groups to read a play based on a folk tale.

**Task 1:** Students will learn about the origins of folk songs and sing a simple folk song.

**Task 2:** Students will talk to parents or older family members at home about folk songs they remember from their childhood. Students will present results.

**Task 3:** After reading and presenting a play based on a folk tale, students will retell story in their own words and tell why they believe it to be a folk tale.

Observation required for assessment of students.

**Required Materials:** Words to folk songs  
“Folk Songs from Home” worksheet  
“The Hidden Corn” A Mayan Folk tale (play)

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## **Assessment Introduction**

For many years, folk songs and folk tales have been an important part of many different cultures. When we learn these songs or stories, they help us get to know a little more about the lives of the people from these cultures. Sometimes, the stories can help us learn something about our own lives.

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## **Task 1: Learn a Simple Folk Song**

- Discuss folk songs and their origins and characteristics.
- As a group, list the characteristics of a folk song.
- Go over words and melody of song. Students echo words.
- Students sing song.

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## Task 1 – Scoring Guide

### Exemplary:

- ❑ Criteria for the proficient category have been successfully completed.
- ❑ More advanced work is included. For example, students bring up additional questions regarding backgrounds of songs and stories.

### Proficient:

- ❑ Student sings song and takes part in the discussions.
- ❑ Student remains focused on the lesson.
- ❑ Student defines new vocabulary words.
- ❑ Student verbalizes an understanding of the origins of folk songs.
- ❑ Characteristics of folk songs are named.

### Progressing:

- ❑ Student participates minimally in learning song and folk tale.
- ❑ Student does not verbalize an understanding.
- ❑ More work is needed.

### Not Meeting the Standard(s):

- ❑ Student does not participate in singing song or discussing folk music.
- ❑ The task should be repeated.

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## **Task 2: Folk Songs From Home**

- Student discusses how worksheet is to be completed.
- Student interviews older family member regarding folk songs familiar to them.
- Student presents results of survey (worksheet).
- Student discusses how folk songs can travel around the world.

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## Task 2 – Scoring Guide

### Exemplary:

- ❑ The criteria for the Proficient category have been successfully completed.
- ❑ More advanced work included. For example, students bring copies of music, CDs and/or instruments used in folk songs from different cultures.

### Proficient:

- ❑ Student takes part in discussion of worksheet and travel of folk songs.
- ❑ Student remains focused on lesson.
- ❑ Student returns completed worksheet.
- ❑ Student presents results of worksheet.

### Progressing:

- ❑ Three of the Proficient criteria are met.
- ❑ More work is needed.

### Not Meeting the Standard(s):

- ❑ Less than three of the Proficient criteria are met.
- ❑ The task should be repeated.

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### **Task 3: Retell A Story**

- Students read a play (folk tale).
- As a group, students present characterizations from play.
- Students discuss reasons for the play being a folk tale.
- Students summarize story.

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**Task 3 – Scoring Guide**

**Exemplary:**

- ❑ The criteria for the Proficient category has been successfully completed.
- ❑ More advanced work is completed. For example, the students display expression when acting out the characters and give more in-depth explanations of the folk tale.

**Proficient:**

- ❑ Student performs in play.
- ❑ Student participates in the discussion and follows along with play.
- ❑ Student remains focused.
- ❑ Student retells story of the play clearly.
- ❑ Student tells why play is a Folk tale.

**Progressing:**

- ❑ No expression is used when performing play.
- ❑ Student unaware of reasons for play being a Folk tale.
- ❑ More work is needed.

**Not Meeting the Standard(s):**

- ❑ No participation in play.
- ❑ Task should be repeated.

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## Folk Song From Home

Name of Student: \_\_\_\_\_

Name of Song: \_\_\_\_\_

Name of family member who knows the song:

\_\_\_\_\_

What year did you learn it? \_\_\_\_\_

Where (what town, state) did you learn it?

\_\_\_\_\_

Can you write the words for us? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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