



# Lesson: Summative Assessment: The One-Pager

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## OVERVIEW

Students learn best when they create their own ideas. A One-Pager is a creative response to the student's learning experience. It allows students to respond imaginatively while being brief and concise in making connections between words, images, and their performance.

## LEARNING GOAL

Students will complete a one-page paper reflecting their knowledge of *Thinking of My Home* and their performance.

## PRIOR KNOWLEDGE

Students have rehearsed and performed *Thinking of My Home* for an audience.

## RESOURCES & MATERIALS

- Recording or video of students' performance of *Thinking of My Home*
- 8 x 11 paper
- Pencils, markers, crayons
- Instruction sheet and rubric

## PROCESS

1. Students listen or watch their performance of *Thinking of My Home*
2. On an 8 x 11 sheet of paper, using writing materials supplied by their teacher, students will create a “One-Pager” for the piece.
3. Include the following :
  - the title of the piece
  - use of color
  - fill the entire page
  - write two quotations – one from someone who attended the concert (for example, parent, sibling, etc.) and one observation from the student
  - three visual images relating to the text
  - four vocabulary words used in relation to the concert, in a sentence statement (dynamics, tempo, etc.)
  - colored border around the edges of the page
  - a statement of the student’s favorite part of the piece or the rehearsing experience and why

## ASSESSMENT

Use the rubric to assess student responses.

# One-Pager Directions



This One-Pager is a creative response to your rehearsing and performance of *Thinking of My Home*. It allows you to be creative in describing your own ideas about the piece. Your personal thinking should be understood by the audience that views your One-Page.

On an 8 x 11 sheet of paper, include the following:

- The title and composer of the piece
- Colors – colored pencil, markers or crayon
- Fill the entire page
- Write two quotations:
  - one from someone who attended the concert
  - one observation you made from your rehearsals or performance
- three visual images relating to the text
- four vocabulary words used in relation to the concert (in a sentence or statement) (dynamics, tempo, balance, blend, harmony, melody, diction, etc.)
- Colored border around the edges of the page
- A sentence about what your favorite part of learning this piece was and why
- Put your name and period on the back of the page

**One-Pager Rubric for \_\_\_\_\_**

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Does it contain all 8 items listed in the directions?	X	X	Yes	Partial	No
Graphics	3 original visual images relevant to the text with color	2 original visual images relevant to the text with <i>color</i>	1 general visual image relevant to the text with /without color	visual image/s do not connect to the song	None
Quotations	X	X	2 relevant quotations listed	1 relevant quotation listed	None
Vocabulary	4 vocabulary words with relevance to the piece	3 vocabulary words with relevance to the piece	2 vocabulary words with relevance to the piece	vocabulary word/s listed do not relate to the piece	None
Personal reflection of rehearsal or performance	<i>personal</i> reflection is well thought out and explained	<i>personal</i> reflection is thought out with little explanation	<i>personal</i> reflection is expressed with irrelevant detail	<i>personal</i> reflection lacks detail	None