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| **Learning Goal**  What do you want students to know and be able to do?  **S**pecific  **M**easurable  **A**ppropriate  **R**ealistic  **T**ime Limited | **STANDARDS:** What do you want students to know and be able to do?  *Points to consider:* Is the goal ambitious, yet realistic, for the grade level? | | | |
| **Big Idea:** Listen to and analyze/describe music.  **Standard(s):** Standard 3, Objective A   * Demonstrate how music can communicate (dynamics, tempo, timbre, pitch, stylistic effects) * Describe musical changes as they happen in performance (tempo, meter, harmony, texture, form, instrumentation) * Describe the emotional aspect of performance.   **Student Learning Goal:** Students, individually and collaboratively, will be able to use the elements of music to describe a musical performance from 400 A.D. to today.  **Time Span for SLO Cycle:** One semester | | | |
| **Assessment**  How will you evaluate each student’s understanding and achievement? | **Starting Point:** How will you evaluate each student’s depth of understanding and achievement before the instruction?  Have students listen to and describe musical excerpts (from 400 A.D. to today) using music terms.  Use the attached [rubric](https://webertube.com/document/26405/music-appreciation-rubric) to identify baseline knowledge.  Three examples are (feel free to use others):   * Romantic - [Gustav Holst’s Jupiter](http://www.youtube.com/watch?v=Gu77Vtja30c) * Rap- [Grandmaster Flash and the Furious Five](https://www.youtube.com/watch?v=gqky4dSGJnE) * Medieval-[Hildegard Von Bingen](https://webertube.com/video/4220/hildegard-von-bingen---medieval-composer)   Side note: for the post-test, we would recommend using the same genres but with alternate selections. | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?   * Periodic exercises to check vocabulary knowledge growth. * Classroom discussions, exit exams, show and tell using the attached [listening guide](https://webertube.com/document/26403/music-appreciation-slo). | | | |
| **Expected Targets:** How will you evaluate each student’s depth of understanding at the conclusion? What are various ways students may demonstrate their understanding and achievement?  Given a worksheet, students can define terms from each musical era. Then, using this knowledge, match songs and composers to the correct time period.  Example:  Fugue: a contrapuntal composition in which a short melody or phrase (the subject) is introduced by one part and successively taken up by others and developed by interweaving the parts (online dictionary).  Correlating song: J.S Bach’s Fugue in g minor  Time Period: Baroque  Side note: use same [rubric](https://webertube.com/document/26405/music-appreciation-rubric) | | | |
| **Learning Target(s)** | | | |
| **Level** | **Baseline Data** | **Expected Target(s)** | **Outcome Data** |
| **Highly Proficient**  (90%-100%) |  |  |  |
| **Proficient**  (80%-89%) |  |  |  |
| **Approaching Proficiency**  (70%-79%) |  |  |  |
| **Below Proficient**  (0%-69%) |  |  |  |
| **Curriculum & Instruction**  What learning experiences and teaching strategies best promote understanding and achievement?  Consider:   * whole group * small group * partner * individual * collaborative experiences | Describe the instructional strategies you will use to achieve the desired outcome. *Points to consider: As you integrate multiple standards, how are you using a variety of experiences and incorporating diverse resources, media and formats to support student learning?*   * [Lecture/PowerPoint](https://webertube.com/document/26526/elements-of-music-powerpoint-for-music-appreciation-slo) * Guided practice [(Listening Guide)](https://webertube.com/document/26403/music-appreciation-slo) * Student oral reports | | | |
| How will you ensure productive collaborative learning experiences that promote both individual and group engagement and accountability? *Points to consider: How will you ensure that all students develop a deep understanding of the desired outcome(s) and increase their abilities to apply and extend knowledge in meaningful ways?*   * Small group activities * Exit exams * Turn and talk * Show and tell using listening guide from above. | | | |
| **Differentiation**  How will you respond to differing levels of understanding and achievement throughout the learning cycle? | How will you provide additional instructional support for students who don’t understand?   * Move and share: groups are given topics. Once they’ve mastered their topic, group leaders move to new groups to teach their topic; continue until each student has been a group leader. * Alternate choice: individual work with students. | | | |
| How will you extend or deepen learning for students who are already proficient?   * Partner students with underachieving students to help further knowledge. * Score analysis * Use learned terms in composing original works. | | | |
| **Reflection and Data Analysis**  How will evidence of student understanding and achievement be used to drive instructional decisions? | **Based on your SLO data** | | | |
| What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept? | | | |
| What does your SLO data tell you about each subgroup (low, average, high) and their achievement and growth? | | | |
| What changes could be made to your instructional practice to address the needs of all (low, average, high) students? | | | |