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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:** Students will demonstrate notational literacy in music.  **Standard(s):** Standard 1, Objective 3Demonstrate notational literacy.   |  |  | | --- | --- | |  |  |  1. Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. 2. Demonstrate use of music symbols through copying short passages (and/or writing dictated rhythms and pitches) and playing from them. 3. Demonstrate reading fluency through singing and reading games and/or exercises. 4. Sight-read a new piece with the correct rhythms and pitches.   **Student Learning Goal:** Students will perform a musical excerpt that includes basic rhythmic figures, varied pitches and simple notational symbols at a proficient level by the end of the school year.  **Time Span for SLO Cycle:** One school year. | | | |
| **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?**  Using the provided [rubric](https://webertube.com/download.php?key=7166403aeec320f149d8), teachers will assess each student on a musical excerpt during the first six weeks of the school year. It is recommended that the difficulty of the excerpt be selected based on end-of-year proficiency goals. Note: For the initial assessment, students should be graded on a participation score in the grade book, but rubric scores should be recorded as the baseline. | | | |
| **Progress monitoring:** **How will you evaluate each student’s depth of understanding and achievement during instruction?**  Ideas include:   * student self-assessments using rubric * think pair share activity focusing on one category of the rubric * rhythm exercises during warm-up routine * bowing exercises during warm-up routine * count and finger/clap | | | |
| **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?**  Using the Notational Literacy Rubric, teachers will assess students as they perform a musical excerpt at the end of the school year. Student assessment scores will be compared to the pre-assessment scores from the beginning of the school year. Students may demonstrate their understanding by performing various pieces of music. | | | |
| **Learning Target(s)** | | | |
| **Level** | **Baseline Data** | **Expected Target(s)** | **Outcome Data** |
| **Highly Proficient**  (13-15 points) |  |  |  |
| **Proficient**  (10-12 points) |  |  |  |
| **Approaching Proficiency**  (6-9 points) |  |  |  |
| **Below Proficient**  (1-5 points) |  |  |  |
| **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?***  Ideas:   * lesson on note and rest values * rhythm stick activity * note identification (musictheory.net) * dynamics as numerical volume controls * relate music to language * teacher/student demonstrations | | | |
| **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?***  Ideas:   * class assessment using rubric * rubric assessment utilized during small sectionals * self-evaluation/reflection activity * think, pair, share activity | | | |
| **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?**  Ideas:   * peer tutoring * additional teacher tutoring * online tools (musictheory.net) | | | |
| **How will you extend or deepen learning for students who are already proficient?**  Ideas:   * provide upper level musical excerpts * faster tempo challenges * ask students to create rhythm exercise for class | | | |
| **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? | | | |