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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.

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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
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| **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
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| **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
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| **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)
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| **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
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| **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? |