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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:** Demonstration of Technical Performance Skills  **Standard(s):** Utah State Music Achievement Standards for Chorus II, Standard I: Perform; Objective B: Demonstrate technical performance skills.  **Student Learning Goal:** Students will match vowel colors and tone qualities within an ensemble and sing in musical phrases.  **Time Span for SLO Cycle:** 1 or 2 semesters | | | |
| **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?  Students will sing a song pre-determined by their teacher (i.e., *My Country ‘Tis of Thee*)for ratings of vowel color, tone quality and musical phrasing.  [Scoring Rubric](https://webertube.com/document/26508/slo---junior-high-choir---technical-performance-rubric) | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?  Tone quality and vowel production will be audible in rehearsals as students implement concepts.  Students will sing another song pre-determined by their teacher (must be different from the song used in the pre-evaluation) to assess whether concepts of vowel color, tone quality and musical phrasing have been internalized.  [Scoring Rubric](https://webertube.com/document/26508/slo---junior-high-choir---technical-performance-rubric) | | | |
| **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?  Students will perform a song pre-determined by their teacher (must be different from the songs used in either the pre-evaluation or progress monitoring assessments) to gauge depth of understanding of vowel color, tone quality within an ensemble, and musical phrasing.  [Scoring Rubric](https://webertube.com/document/26508/slo---junior-high-choir---technical-performance-rubric) | | | |
| **Learning Target(s)** | | | |
| **Level** | **Baseline Data** | **Expected Target(s)** | **Outcome Data** |
| **Highly Proficient**  (Score 9-10) |  |  |  |
| **Proficient**  (Score 6-8) |  |  |  |
| **Approaching Proficiency**  (Score 3-5) |  |  |  |
| **Below Proficient**  (Score 1-2) |  |  |  |
| **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?*   * Through application of concepts, students will show weekly improvements in vocal performance during the rehearsal. * Vocalizes to encourage vowel purity. * Exercises to drop jaw and focus on vertical mouth position while singing. * Breathing exercises to increase breath support and sustain phrases. * Practice blending voices. * Discussion of musical phrases & complete sentences. * Rehearsal of staggered breathing. | | | |
| 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?*   * Sectional rehearsals * Vocalizes as an ensemble * Staggered breathing timing * Small-group discussions about where to breathe, shapes of musical phrases, etc. | | | |
| **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?   * Practice---practice---practice * Visual reminders via hand gestures while conducting * Encouragement to continue until the exercises become habits | | | |
| How will you extend or deepen learning for students who are already proficient?   * Exposure to professional choirs via internet and CDs to compare matching vowel colors and tone qualities within an ensemble and performances of musical phrases. * Provide opportunity for solos. * Encourage enrollment in a more advanced choir. | | | |
| **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? | | | |