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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 learn and demonstrate ability to perform scales.  **Standard(s):**  Standard 1 - Objective 2Demonstrate technical performance skills.   |  |  | | --- | --- | |  |  |   c. Name and write the pitches in twelve major scales.  d. Play the chromatic, twelve major scales and the following minor scales in the natural,  harmonic, and melodic form: a, d, g, c, and f.  **Student Learning Goal:** Students will understand how to construct and will demonstrate all 12 major scales.  **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?   * Students will perform scales and be assessed using the included [rubric](https://webertube.com/download.php?key=cfcc040b78cc648bc46a). | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?   * Students will perform scales again to see how much they have improved from the initial assessment. | | | |
| **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 scales to see how much they have improved from the initial assessment. * Students will demonstrate ability to perform and understand all 12 major scales. | | | |
| **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?*   * Circle of 5ths - <http://linkwaregraphics.com/music/circle-of-fifths/#worksheets> * Order of sharps and flats * Show how to build a scale using half steps and whole steps * Use the rubric to assess scales as they learn them * Use scale sheets | | | |
| 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?*   * The class will learn and play scales together as a group. * They will then practice individually at home and in small groups. * Finally, demonstrate what they know for their teacher. | | | |
| **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?   * Opportunities can be provided for students to receive special after school one-on-one attention. * Students can be directed to various websites that provide extra practice with scales. * Students can be assigned a student mentor that is highly proficient in all 12 major scales. | | | |
| How will you extend or deepen learning for students who are already proficient?   * After students have demonstrated that they are highly proficient, teachers can add more octaves, harder positions and faster tempos to increase the difficulty. * Highly proficient students can also be assigned as mentors to lower-performing students, which will further increase their understanding. | | | |
| **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? | | | |