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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.

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