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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.   |  |  | | --- | --- | |  |  |  * Demonstrate scale and finger pattern skills * Play the following scales: violin—2 octave A, D, G, C, B-flat, E-flat, 1 octave F; viola and cello—2 octave A, D, G, C. F, E-flat, 1 octave B-flat; bass—1 octave A, D G, C, F, B-flat, E-flat.   **Student Learning Goal:** Students will understand how to construct and will demonstrate major scales A, D, G, C, F, Bb and Eb.  **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 major scales A, D, G, C, F, Bb and Eb. | | | |
| **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 and 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 required 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? | | | |