

## STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: Grade 5

Content Area: Instrumental Music

| Component                             | Guiding Questions  | Descriptors  |
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| <b>Baseline/Trend Data</b>            | <i>What data were reviewed to assist in establishing the student learning goal/objective?</i>            | <p>Baseline Data: Prior to Grade 5, students were exposed to Recorder in Grade 3 in the General Music Classes. Students did preview many musical concepts and performed as a class with the recorder instrument.</p> <p>Instrumental music teachers in the district developed a summative common assessment to measure students' ability to demonstrate proficiency in the first year of performing a music instrument (brass, woodwind, strings, percussion)</p>  |
| <b>Student Population</b>             | <i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i> | <p>All Grade 5 students in the district who enrolled in the Instrumental program in September 2014, will have on-going monitoring, feedback and formative assessment and will be given the summative /performance assessment in May 2015. (Brass, Woodwind, Strings, and Percussion instruments)<br/>Students will be assessed on the following skill areas/ performance assessment:<br/>Tone quality, steady beat, rhythmic accuracy, and pitch accuracy. (Fingerings: woodwinds/strings)<br/>Students will also critique their own performance and reflect on continuous improvement and performance excellence.</p>   |
| <b>Standards and Learning Content</b> | <i>Which standards are connected to the learning content?</i>  | <p><b>Connecticut Performance Standards</b></p> <p>2a. Students perform on a least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture and playing position, diaphragm/ breathing , bow or stick control.</p> <p>5a. Students read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and all breve meter signatures.</p> <p>7b. Students evaluate the quality and effectiveness of their own and other's performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.</p> <p><b>Common Core Literacy Standards</b></p> <p>CCSS.ELA-Literacy. RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p> <p>CCSS.ELA-Literacy. RL 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean).</p> <p>CCSS.ELA-Literacy RL 4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>CCSS.ELA-Literacy RI 4.7 Interpret information presented visually, orally or quantitatively (e.g.in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> |

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|  |  | <p><b>Common Core Math Practice Standards</b></p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them</li> <li>2. Reason abstractly and quantitatively</li> <li>3. Construct viable arguments and critique the reasoning of others</li> <li>4. Model with mathematics</li> <li>5. Use appropriate tools strategically</li> <li>6. Attend to precision</li> <li>7. Look for and make use of structure</li> <li>8. Look for and express regularity in repeated reasoning</li> </ol>  |
| <p><b>Student Learning Goal/Objective Statement</b></p>  | <p><i>What is the expectation for student growth and development?</i></p>  | <p>All Grade 5 students enrolled in the Instrumental program will successfully perform their instrument with proficiency in the areas of: tone quality, demonstrating a steady pulse or beat, and have rhythmic and pitch accuracy. (Fingerings: woodwind/strings)</p>  |
| <p><b>Indicators Of Academic Growth And Development (IAGDs)</b></p> <p><b>Growth Targets</b></p> | <p>A. <i>How will you measure progress toward your student learning goal/objective?</i></p> <p>B. <i>What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p> <p><b>NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs.</b></p> | <p><b><u>IAGDs:</u></b></p> <p><b><u>A.ASSESSMENTS/MEASURES OF PROGRESS</u></b></p> <p>At the culmination of Unit I, the teacher will assess student learning by recording student performances of Round I in Project 19 of <u>The Individualized Instructor: Sing, Drum, Play</u> lesson book, or Note Reading Etude 6 of Project 17 of <u>The Individualized Instructor, Sing, Drum, Play</u> lesson book.</p> <p>The assessment will measure Tone Quality, Rhythmic Accuracy, Pitch Accuracy, and Fingerings (woodwinds/strings) using the district created summative scoring tool.</p> <p><b><u>B.GROWTH TARGETS</u></b></p> <p>By May 2015, % of Instrumental students will achieve a 3 or better (on a 4 point rubric) in the criteria of: Tone Quality<br/>Tempo (pulse/beat)<br/>Rhythmic Accuracy<br/>Pitches<br/>Fingerings (woodwinds/strings)</p> |
| <p><b>Instructional Strategies/Supports</b></p>  | <p><i>What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?</i></p>   | <p>Over the course of Unit I in the Instrumental Music curriculum, students learn to decode the letter name of pitches notated on the musical staff; to decode notated rhythms, as well as interpret the meaning of important musical symbols and vocabulary in music notation. Student progress will be monitored every weekly lesson and direct feedback given throughout the school year. Student progress will be monitored by in-class performance quizzes.</p> <p>Instrumental music teachers will meet as a department and discuss student learning and direct teaching strategies. Instrumental music teachers will have a facilitator model instruction from the new method book:<br/><u>The Individualized Instructor: Sing, Drum, Play.</u></p>  |