STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: Grade **5**
Content Area: **Vocal/General Music**

Component	Guiding Questions	Descriptors
Baseline/Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	Pre-assessment data was collected on the following indicators for the Grade 5 Common Formative Assessment: • Meter and Rhythm • Melody • Compositional Technique • Overall composite score Format: ___% students scored proficient/ (#) on the _____ assessment.
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	Every Grade 5 student is enrolled in General Music classes. This grade level is selected due to the correspondence with the CSDE initiative on creativity and its application with higher order thinking. The data from the CFA will provide valuable information to instruct students in understandings concepts regarding improvisation and music notation.
Standards And Learning Content	*Which standards are connected to the learning content?*	**Connecticut Performance Standards (Grades 5-8)** **MU8: 4a.** Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. **MU8:5d**: Use standard notation to record their musical ideas and the musical ideas of others. **MU8:6a:** Describe specific music events in a given aural example, using appropriate terminology. **MU8:6c:** Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music. **MU8:7b:** Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of music, and offer constructive suggestions for improvement. **CCSS.ELA-Literacy. RI 2.4**: Determine the meaning of words and phrases in a text relevant to a grade 5 topic or subject area.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	Every Grade 5 student will express creativity and demonstrate through a music composition, an understanding of tonal and rhythmic concepts.

Indicators Of Academic Growth And Development (IAGDs) **Growth Targets**	*A. How will you measure progress toward your student learning goal/objective?* *B. What targets will you establish to demonstrate attainment of your student learning goal/objective?* **NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs**	**IAGDs:** **A. ASSESSMENTS/MEASURES OF PROGRESS** Every Grade 5 student will complete the Grade 5 CFA pre-assessment battery by October 2014. The post assessment is a district-created assessment for composition and will be administered by April 2015. We will measure the students' proficiency by analyzing the 4 measure or more composition using tonic and dominant harmony with a 4 point rubric for each assessment: (Exceeds/Meets/Progressing/Needs support). The rubric aligns criteria based on: meter and rhythm, melody, compositional technique and overall composite score. **B. GROWTH TARGETS** By the end of the school year, 80% or more of the Grade 5 students' will score proficiency (meets expectations) or higher on the composite overall score of applying the tonal and rhythmic concepts in their musical composition. CFA growth will demonstrate achievement of the student learning objective. Format: 80% of students will score proficiency or higher in the following assessments: • Meter and Rhythm • Melody • Compositional Technique
Instructional Strategies/Supports	*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?*	**Instructional Strategies:** Improvisation: • Students will improvise rhythmic patterns with a duple feel. • Students will improvise tonal patterns over a tonic and dominant harmony. • Students will improvise melodic patterns using various strategies (e.g. Question and Answer, Phrasing, Repetition, Contrast, Variation) Notation: • Students will improvise tonal patterns, and copy tonal notation from teacher model.(guided practice) • Students will improvise rhythmic patterns, and copy melodic patterns from teacher model.(guided practice) • Students will improvise melodic patterns and copy melodic patterns from teacher model.(guided practice) **Progress /Monitoring**: Students will be provided regular feedback on the grading rubric categories of melody, meter and rhythm, compositional technique and notation. **Professional Learning:** Professional development based on improvisational techniques would be beneficial for music department. Time to collaborate and reflect as a department, the effective use of composition techniques. Opportunities to visit colleagues to observe and share instructional skill and delivery of content.