

## STUDENT LEARNING OBJECTIVE TEACHER TEMPLATE

Teacher Name:	School:	Complex:
Grade: 11	Content Area: Fine Arts-Band 2	Course Name: Band 2
		Period:

<b>Student Population:</b>
Total Number of Students <u>  50  </u> Males <u> 28 </u> Females <u> 27 </u> SPED Inclusion <u> 6 </u> SPED Pullout <u> 1 </u> ELL <u> 6 </u> GT <u> 6 </u> Any Other <u>     </u> Disadvantaged <u>     </u> <u> 25 </u> _____ Additional Information:

SLO Components	For a complete description of SLO components and guiding questions, use the "Student Learning Objective Planning Document" attachment.
<b>Learning Goal</b>	<p><b>Learning Goal:</b> By the end of the school year the band students will independently and with a group be able to use their instrument to perform correct intonation and rhythm; and apply concepts of standard music notation with appropriate style and expression for a given musical composition.</p> <p><b>Big idea:</b> Music is organized by principles and elements that can be expressed as ideas, feelings, and experiences, and it is important that band students learn to interpret and apply music notation of a song to produce the composer's intended expressions.</p> <p><b>Standards/Benchmarks:</b> B.Y2.1.1: Perform a variety of musical elements with appropriate understanding, expression, and style, individually and in a group.</p> <p><b>Rationale:</b> 1. This learning goal was selected because my band students are not able to correctly interpret musical notation of a song. The definition of an ensemble is to have complementary parts that contribute to a single effect. It is important for students to be able to play their instrument in like musical style and expression that blends together to form a singular sound for the group. Students should understand that all instrumental voices in the group approach the music in the style and manner that the song dictates as evidenced by the Hawaii Content &amp; Performance Standards (HCPS) III for Band 2- B.Y2.1.1. 2. The standards being measured for performing musical elements are articulation of notes, tone quality, observation of dynamic markings, matching timbre of instrument sound, and blending ensemble sound. These elements form the basis of musical style and expression in a group setting as evidenced by the application of a rubric that measures the depth of knowledge equivalent to a level 3 or 4.</p> <p><b>Interval of instruction necessary to address goal:</b> <u>  v  </u> yearlong <u>     </u> semester</p>

**Assessments,  
Scoring and Criteria**

**Assessments and criteria used to determine levels of performance:**

Three common performance tasks were used to measure student progress within the interval of instruction:

1. Students will be assessed on individual performance of each of the musical elements as they perform in sectional rehearsals.
  - a. Divide the class in to sectional performing groups according to their instrumental part (e.g. trumpet section, flute section, clarinet section, etc.). All students will be given a chance to sight read the piece, and use appropriate musical style and expression to perform the elements to establish a base-line of performance using the Instrument Music Skills Assessment:
2. Student understanding of playing in a prescribed musical style with expression will be assessed by their demonstration of each musical element in isolation and on cue.
  - a. To assess the ability of the student in the performance standard, individual students played a selection of music for chair tryouts for position in the section. Individual students will be evaluated using the following Instrument Music Skills Assessment:
3. Student performance was gauged by the appropriateness of the student response to a marking on the music.
 

Divide the class in to 10 performing groups according to mixed instrumental parts. Students will play their selected part with the group playing their part. Record individual student progress using the following Instrument Music Skills Assessment:

**Instrumental Music Skills Assessment**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_  
 Instrument: \_\_\_\_\_ Selection: \_\_\_\_\_ Date: \_\_\_\_\_  
 \_\_\_\_\_ Scale(s) \_\_\_\_\_ Etude \_\_\_\_\_ Excerpt \_\_\_\_\_ Solo \_\_\_\_\_ Ensemble  
 \_\_\_\_\_ Sightreading

**A) Melodic Accuracy**

- \_\_\_ 10 all pitches/notes accurate
- \_\_\_ 8 most pitches/notes accurate
- \_\_\_ 6 many pitches accurate
- \_\_\_ 4 numerous inaccurate pitches/notes
- \_\_\_ 2 mostly inaccurate notes/pitches

**Total Score (100 possible)**

A+B+C+D+E+F+Gx2= \_\_\_\_\_

\_\_\_\_\_  
Teacher signature

**B) Rhythmic Accuracy**

- \_\_\_ 10 accurate rhythms throughout
- \_\_\_ 8 nearly accurate, but lacks precise interpretation
- \_\_\_ 6 many rhythmic patterns accurate, but lacks precision
- \_\_\_ 4 many rhythmic patterns incorrect/inconsistent
- \_\_\_ 2 most rhythmic patterns inaccurate/incorrect

**Comments/Suggestions:**

**C) Technique/Articulation** (mark all that apply)

- \_\_\_ 12 appropriate and accurate tonguing
- \_\_\_ 12 appropriate slurs as marked
- \_\_\_ 12 appropriate accents as marked
- \_\_\_ 12 appropriate ornamentation as marked
- \_\_\_ 12 appropriate length of notes (markings, styles)

**D) Tone**

- \_\_\_ 5 full, rich in all ranges and registers all of the time
- \_\_\_ 4 good in most ranges, but distorts occasionally
- \_\_\_ 3 some flaws in production, thin, unfocused, or forced
- \_\_\_ 2 several major flaws in production
- \_\_\_ 1 no characteristic tone production

**E) Intonation**  
 \_\_\_5 accurate throughout in all ranges/registers  
 \_\_\_4 accurate, but some minimal adjustment problems  
 \_\_\_3 mostly accurate, but no adjustment on problem notes  
 \_\_\_2 some sense of pitch, but no attempt to make adjustments

**F) Tempo**  
 \_\_\_5 is accurate and consistent with markings/requirements  
 \_\_\_4 near the marked/required tempos, without detracting  
 \_\_\_3 not as marked/required, but consistent  
 \_\_\_2 inconsistent, rushing, dragging, inaccurate  
 \_\_\_1 not accurate or consistent

**G) Interpretation**  
 \_\_\_5 highest level of musicality, expression  
 \_\_\_4 high level of musicality, some inconsistencies  
 \_\_\_3 moderate level of musicality/understanding  
 \_\_\_2 limited musicality, limited understanding  
 \_\_\_1 lacks musicality or understanding

Rubric for scoring the Instrumental Music Skills Assessment:			
Novice	Partially Proficient	Proficient	Advanced
Score 0-60	Score 61-70	Score 71-80	Score 81 -100

**Expected Targets**

**Starting point for student performance groups:**

- 35% of students performed on the Instrumental Music Skills Assessment with little or no observation of the target SLOs with a score of 0-60 for novice
- 40% of students perform a sight reading of the piece with moderate observation of the target SLOs with a score of 61-70 for partially proficient
- 25% of students perform a sight reading of the piece with proficient observation of the target SLOs with a score of 71-80 for proficient.
- 0% of students perform a sight reading of the piece with observation of the target SLOs with a score of 81 or higher for advanced.
- These combined groups of students of the identified elements will establish a base-line of performance.

Additional sources such as observations and music background survey will inform the development of performance groups.

**Expected target for each student performance group:**

By the end of the school year, 100% of students will move a minimum of one level higher using multiple assessments to observe all of the elements of appropriate musical style and expression of the music as demonstrated by individual and group performance, and scoring individual students using the Instrumental Music Skills Assessment.

**Rationale for expected targets:**

Students must be able to perform their band instrument at a level commensurate with the group ability level in order to achieve the desired goal of musical interpretation of a given composition, and this is possible with using differentiated instruction for individual students, and using the following instructional strategies to enhance student achievement.

**Instructional Strategies**

**Instructional strategies for each level of performance:**

1. Each instructional period will begin with differentiated instruction for the specific instrument used in order to present the elements of musical style and expression.
2. Proficient students demonstrate characteristic timbres in the ranges of their instruments. Warm-up exercises involving melodic, harmonic, and rhythmic passages relevant to

	<p>selected literature allow students to isolate problematic passages and concepts.</p> <ol style="list-style-type: none"> <li>3. Students may create warm-ups within specified guidelines, addressing a single section or segment. Students improve their notation and reading skills by regularly reading new material. Approaching musical problems from more than one perspective clarifies student knowledge and skills.</li> <li>4. Peer tutoring and modeling will be used with Proficient students to demonstrate correct interpretation of the elements of musical style and expression.</li> <li>5. Group/sectional performance of the elements of musical style and expression will be performed on cue using peer coaches (section leaders).</li> <li>6. Different skill level groups will be placed together at appropriate times to allow for proficiency of the sub-skills.</li> <li>7. Mix-N-Match students, repeatedly quizzing new partners and trading musical patterns listed on a sheet of music.</li> <li>8. Rally Robin in pairs, students alternate generating performance responses.</li> <li>9. Novice students continue to work with scales and arpeggios, melodic and rhythmic patterns, expansion of range, meter signatures, and keys. Students demonstrate melodic independence. Solo lines and accompaniment lines become distinct. Students participating in ensemble groups demonstrate effective use of rehearsal time, follow the conductor, and practice attaining precision, blend, and balance.</li> </ol>
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To assess the Student Learning Objective, use the "Rubric for Rating the Quality of Student Learning Objectives" attachment

<b>Results</b>	
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