New York State Student Learning Objective: Music 5th Grade

	All SLOs MUST include the following basic components:
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.* **5th Grade General Music – 2 sections, 48 students**
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* **Nat'l Standard of Music Education #1 – Singing, alone and with others, a varied repertoire of music** **Nat'l Standard of Music Education #2 – Performing on instruments, alone and with others, a varied repertoire of music** **Nat'l Standard of Music Education #6 – Listening to, analyzing, and describing music** **Using the tonal syllables of the C major scale, students will learn to sing an 8-16 measure melody, as well as a harmony line based on thirds to accompany the melody. Students will transfer the melody and harmony line to instruments with accuracy and independence.**
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?* **2012-2013 school year**
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* **Baseline assessment: Students will sing and play 3-5 note melodic echo patterns using tonic and dominant scale tones in the key of C major. Students will accurately play a 4-8 measure single line melody on xylophones by transferring their knowledge of melody attributes of directionality, tonic, steps and skips, 8 note major scale and the intervallic relationships using tonal solfege syllables. Each task will be assessed with a common performance rubric (see below).** **Summative Assessment: Students will use melodic understandings to transfer an 8-16 measure melody in the key of C major on to a tonal instrument. They will also learn to sing a harmony line in 3rds and transfer that onto a tonal instrument in performance. Students will demonstrate learning content, and will be assessed with a common 20-point performance rubric.**

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Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* **Level 4 (Mastery): 10** **Level 3 (Competent): 23** **Level 2 (Developing): 7** **Level 1 (Still Working): 8**
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* **80% of students will score 15 points or higher on summative assessment of 20 points.**
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* **See ranges as specified (based on baseline data and district history).**

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30%;

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* **The learning content is based on the National Standards of Music Education, #1, 2, and 6. Listening and tonal development are primary learning goals in music. Melodic development includes study of tonal frameworks (scales and modes), intervallic relationships and patterns, phrasing, within a metric and rhythmic structure. Student growth in melodic development can be shown vocally, through ear training and in performance. This template is designed to measure growth in student performance and transfer of increasingly complex music material.**

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Level 4 Mastery	Level 3 Competent	Level 2 Developing	Level 1 Still Working
Student plays all 10 melodic patterns with accuracy up to two errors.	Student plays all 10 melodic patterns with 3-4 errors.	Student plays all 10 melodic patterns with 5-6 errors.	Student plays all 10 melodic patterns with more than 6 errors.
Student demonstrates knowledge of tonic, directionality, steps, skips, and repeated notes independently.	Student demonstrates knowledge of tonic, directionality, steps and skips and repeated notes on most patterns. May have trouble with patterns with wider intervals.	Student demonstrates knowledge of tonic, directionality and step motion. Has not mastered patterns with intervallic skips.	Student demonstrates knowledge of tonic. Student still working on directionality of pitch.
Student transfers known melody to xylophone using syllables as a melodic too. Student plays with accuracy of up to 2 errors. Demonstrates knowledge of melodic attributes sated above, independently within an ensemble setting.	Student transfers known melody to xylophone using syllables as a melodic tool. Student plays melody with up to 3-5 mistakes that signify a lack of understanding linking melodic components.	Student transfers known melody to xylophone using syllables as melodic tool. Student plays melody with up to 6-8 errors that may signify a lack of understanding linking melodic components and/or finding certain melody tones.	Student transfers known melody to xylophone using syllables as a melodic tool. Student plays melody with 9 or more errors. Student needs more support and understanding of melodic patterns that combine to create a melody.