

Sample Student Learning Goal

Content Area: Music

Grade Level(s): 11th and 12th Grade

Specific Context	This is a heterogeneous group of fifty 11 th and 12 th grade students who have elected to take (Advanced) Band. Students in this class have progressed through the intermediate study of a band instrument and chosen to continue to refine their playing skills and study of composers, compositions, and styles.
Content	<i>Music:</i> Level III Band <i>Target CSOs:</i> MU.O.BIII.1.02 (Refine characteristics of good ensemble playing) and MU.O.BIII.1.05 (Play melodies with changing meters).
Baseline Data	In this performance-based class, students have developed the skills to know how to perform in a large ensemble and read music. Throughout the course, students have completed the task of reading a text (piece of music) in small groups/sectionals. The first day of working in depth with music that changes meters, students were asked to read a text (piece or music). Their work was audio and video recorded and assessed using a rubric. On a 10 point rubric, 95% of all students scored a 6 or below. This indicated that the majority of students are not fluent and not at mastery when asked to read and perform a piece of music that has changing meters.
Goal	Students will refine their ability to play in small groups by working to read and play music that changes meters. At the end of the 9 week lesson, 75% of students (37 of 50) will perform a piece of music that changes meter with 85% accuracy (see rubric for criteria).
Strategies for attaining the goal	<ul style="list-style-type: none">• Teacher will use rhythmic work as part of daily warm-up exercises.• Teacher will reinforce study of rhythm and meter with a variety of visual aids and texts.

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	<ul style="list-style-type: none">• Teacher will play examples of music with multiple meters (that explore various time signatures). Students will study and identify the meters.• In small groups/sectionals, students will practice various meters of music.• In small groups/sectionals, students will collaboratively and cooperatively work to write and perform their own 16 measures of changing meters.• Each small group will audio and video record themselves as they practice the assigned text (piece of music). Students will analyze and give each other feedback on these recordings. Students will repeat this several times throughout the practice process.
Collaboration	Music teachers (Vocal and Instrumental) will collaborate with one another across disciplines to share, create and/or adapt rich tasks that require students to refine characteristics of good ensemble playing and engage with challenging texts (piece of music).
Measures	<ul style="list-style-type: none">• Each small group will give a final performance of the assigned text (piece of music).• These final performances will be recorded and reviewed. Feedback will be provided to each student.• Using the same 10 point rubric that helped to establish the baseline, students will improve to perform a piece of music that changes meter with 85% accuracy (ie: note accuracy, maintaining tempo throughout, seamless playing of the changes in meter, performing in ensemble with the group, etc).