

Student Learning Objective #1 - Steady Beat

General Information

Academic Year:	2019–2020
Teacher Name:	Mr. V
Building / Department:	K-5 Music Teacher

SLO Components

Interval of Instruction: <i>Specifies SLO start and stop dates which includes the majority of the course length.</i>	This SLO will cover the entire length of the school year where I see students once per week for 45 minute periods.
Type of SLO: <i>Identifies whether the SLO includes the students in an entire course, one class, multiple classes, or simply a targeted group of students from various classes.</i>	I will collect data from two Kindergarten classes (Mrs. Wingert and Mr. Dibble).
Student Population: <i>Describes the academic characteristics of the students included in the SLO. In some cases, the Student Population component may include contextual information about students.</i>	Each class has 25 students for 50 students total. 30 are boys and 20 are girls. The approx. free-reduced lunch rate is 65%. 7 students are on IEPs. 1 student has a 1-on-1 paraprofessional.
Learning Outcome: <i>A single statement about the big idea on which the SLO is expected to demonstrate student growth.</i>	Students will be able to perform the steady beat on their laps with their eyes closed to recorded music in duple and triple with 80% accuracy.

<p>Learning Standards: <i>Lists the essential learning standards connected to the outcome.</i></p>	<p>From National Core Arts Standards</p> <p>MU:Cr1.1.K a. With guidance, explore and experience music concepts (such as beat and melodic contour).</p>
<p>Instructional Strategies: <i>Describes the work that will be done to support student learning of the intended outcome or “big idea.”</i></p>	<p><i>These are just a sampling of activities to be carried out throughout the year.</i></p> <p>Kinesthetic - S. will move in different ways following the macrobeat (patting, clapping, walking, tapping nose, etc) with recorded music in duple (Pride of the Wolverines) and triple (Ants Go Marching One By One).</p> <p>Aural - S. will hear and respond to steady versus unsteady beats performed by the T.</p> <p>Visual - S. will define steady versus unsteady in picture format using shapes. They will perform songs with steady beat in duple and triple while tapping pictures.</p> <p>Create - S. will create their own motions and perform them with steady beat in duple and triple. S. will draw their own pictures to represent steady beat.</p>
<p>Assessment: <i>Identifies the method and frequency of assessment used to determine whether the instructional strategies are working to increase student growth toward the learning outcome.</i></p>	<p>S. will be assessed based on the MAIEA assessment Moving to the Macrobeat in Duple and Triple.</p> <p>Students will be recorded for later, individual assessment.</p> <p>They will be assessed on a 4 point rubric. 1 = doesn't respond/unsteady beat 2 = steady beat not aligned with music 3= steady beat aligned with music in either duple or triple 4= steady beat aligned with music in both duple and triple</p>
<p>Rationale: <i>Explains how targets are rigorous and reasonable for all students assessed.</i></p>	<p>This SLO is consistent with the National Core Art Standards and MAEIA.</p> <p>Students will be assessed 3 times during the year: September-October, February, and May.</p> <p>It can be expected that 80% of students will achieve</p>

	proficiency while all students can make growth.
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