

Student Learning Objective #3 - Drawing Melodic Contour

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 draw shapes matching the contour of a melody 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:Re7.2.K With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</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 bodies and hands while matching teacher’s performance of melodies on piano, voice, or other instrument to reinforce contour.</p> <p>Aural - S. will hear and describe the directions of the melody.</p> <p>Visual - S. will sing following the pictures to represent contour. (Ex. lines moving up and down and all around)</p> <p>Create - S. will draw their own pictures to represent and melody’s contour.</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 draw lines to match the melodic contour of 4 examples performed by the teacher. Each example should be contrasting from the other 3. These drawings will be assessed on the following 4 point rubric.</p> <p>Sample Examples:</p> <ol style="list-style-type: none"> 1. Ascending diatonic scale 2. Playing pitches G-F-E-D-C-D-E-F-G 3. Descending diatonic scale 4. Playing pitches C-D-E-F-G-F-E-D-C <p>They will be assessed on a 4 point rubric. 1 = doesn’t respond/picture matching nothing from the 4 melodies 2 = pictures match the melody partially or inconsistently across the 4 examples 3= pictures match the melodic contour for some examples exactly but not all of them 4= pictures match the melodic contour of all examples</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.</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 proficiency while all students can make growth.</p>
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