

**Title** – Middle School Art Student Learning Objective

**Content Area** – Chorus

**Grade Level** – 7<sup>th</sup> & 8<sup>th</sup>

**Students** – 45

**Interval of Instruction** – Fall Semester (repeated again in spring semester with different cohort)

Main Criteria	Element	Description
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**Essential Question:** What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

<b>Priority of Content</b>	<b>Objective Statement</b>	Students will demonstrate proficiency reading music using standard notation and performing four pieces that illustrate a variety of genres, skills, and techniques including augmentation and diminution, pitch, meter, rhythm, tone, expression and dynamics, and articulation and diction.
	<b>Rationale</b>	Students at our school do not have the opportunity to take chorus until 7 <sup>th</sup> and 8 <sup>th</sup> grade. Thus, the last time many students sang in ensembles they were in elementary school and most often, did not read music as part of choral work. For most of my students, high school chorus will require an ability to read music to perform in ensembles, as well as individually. Developing their ability to read and effectively execute musical notation will be critical to their success. Eventually students will need to be able to sight-read music, but at the middle school level they need a basic understanding of how to read music. Simultaneously, students need to progress in their voice development. While many students who chose to take chorus enjoy singing independently, many of them do not have experience singing in a group or training of necessary techniques through formal lessons. Through their development of these skills students will be able to expand their repertoires, experience the joy of singing effectively in a group, and prepare for future musical endeavors.
	<b>Aligned Standards</b>	<p><i>M1 (7-8)-1</i> <i>Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound)</i></p> <ul style="list-style-type: none"><li>a. reading, writing, and performing rhythmic patterns using standard notation, including: augmentation and diminution</li><li>b. reading, writing, and performing patterns in a variety of meters, including: 3/8, 2/2, changing meters</li><li>c. reading, writing, and performing patterns of pitch (pentatonic and diatonic major, minor, and modes) and known songs using solfege (e.g., <i>Deep in the Heart of Texas</i>, <i>Yonder Come Day</i>) and absolute pitch letter names (e.g., recorder, barred instruments, guitar)</li></ul> <p><i>M3 (7-8) -1</i> <i>Students perform music alone and with others in a variety of settings...</i></p> <ul style="list-style-type: none"><li>a. singing a varied repertoire including up to 3 parts using treble and bass clefs with musical accuracy</li><li>b. playing a varied repertoire representing various genres, styles, cultures using acoustic or electronic musical instruments with musical accuracy.</li></ul> <p><i>M 4 (7-8) -2</i> <i>Students evaluate music by...</i></p> <ul style="list-style-type: none"><li>a. developing and applying three specific criteria provided for critiquing music (e.g., dynamics, diction, and articulation: “They played pizzicato at a piano level.” I understood the meaning of the music, because the choir’s diction was correct.”)</li><li>b. using aesthetic criteria to compare and contrast student performance with professional performance (e.g., “We need to work harder to create good balance with so few violas in our string section.”)</li></ul>

**Essential Question:** Where are my students now (at the beginning of instruction) with respect to the objective?

	<p><b>Baseline Data / Information</b></p>	<p><i>Reading Music:</i> The first week of class I administered a basic test in reading music that included:</p> <ul style="list-style-type: none"> <li>• reading whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8 meters</li> <li>• reading melodies in both the treble and bass clefs</li> <li>• identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</li> </ul> <p>Students could score between 0-10. 26 students (58%) scored between 7-10 points (showing proficiency), 9 students (20%) scored between 4-6 points, and 10 students (22%) scored between 0-3 points.</p> <p><i>Performing:</i> 15 of the eighth graders participated in chorus last year, so I have a very good understanding of their ability based on assessments throughout and at the end of the year. The other 5 eighth graders and the 25 seventh graders are new to chorus with me, though some have taken private lessons and so have a range of ability in regards to reading music and singing. As a baseline I taught a simple song and asked each student to perform their part individually and then in small groups. I used an eight-point rubric I adapted from a district-created high school one so that I am aligned vertically and am preparing students appropriately for high school. Students are assessed on four categories including technical accuracy and tone, expression and dynamics, articulation and diction, and rhythm, and can earn 0, 1, or 2 points in each. Students received initial scores (0 being the lowest possible and 8 being the highest) to identify areas of strength and weakness to focus on throughout the semester. 22 students, including the 15 eighth graders I previously taught, scored in the 7-8 range. 19 students scored in the 5-6 range, and 4 students scored in the 0-4 range.</p>
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**Essential Question:** Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

<p><b>Rigor of Target</b></p>	<p><b>Target(s)</b></p>	<p><i>Reading Music:</i> 100% of students will score between 7-10 points on a final basic standard notation test.</p> <p><i>Performing:</i></p> <table border="1"> <thead> <tr> <th>Baseline Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>22 students who scored a 7-8</td> <td>All 22 students will increase by at least 1 rubric point</td> </tr> <tr> <td>19 students who scored a 5-6</td> <td>All 19 students will increase by at least 2 rubric points</td> </tr> <tr> <td>4 students who scored a 4</td> <td>All 4 students will increase by at least 3 rubric points</td> </tr> </tbody> </table>	Baseline Score	Target Score	22 students who scored a 7-8	All 22 students will increase by at least 1 rubric point	19 students who scored a 5-6	All 19 students will increase by at least 2 rubric points	4 students who scored a 4	All 4 students will increase by at least 3 rubric points
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<p><b>Rationale for Target(s)</b></p>	<p><b>Rationale for Target(s):</b> <i>Reading Music:</i> While 100% is a high target students are only being assessed on a basic ability to read music. The students who scored very low on the baseline assessment have never been taught to read music before, and so I expect their progress will be significant. Based on my experience teaching standard notation to first-time choral students I feel this target is attainable. In high school students will further develop their ability to read music and to sight-sing; my goal is to ensure that students have the basic skills they need in order to be prepared for future work success in music.</p> <p><i>Performing:</i> All students will achieve the minimum of a level 7, but all students will be expected to show progress. Using the baseline data I will be able to create strategic lessons to target areas of needed improvement for the group and utilize the 15 eighth graders I worked with last year to partner and mentor novice choral members. With these supports all students will improve their technique and be prepared for success in high school choral experiences.</p>									

<b>Quality of Evidence</b>	<b>Evidence Source(s)</b>	<b>Evidence Source(s):</b> <i>Reading Music:</i> The Fine Arts Curriculum Director in the district provided me with a basic test in standard notation that multiple music teachers throughout the district will use this year.  <i>Performing:</i> Using the same rubric from the baseline, students will perform four pieces individually and in small groups, at the end of the semester before our culminating concert.
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