

## New York State Student Learning Objective Template

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*Music Appreciation/Music in Our Lives*

<b>Population</b>	<i>51 students combined in Grades 9, 10, 11.</i>
<b>Learning Content</b>	<p><i>New York State Learning Standards for the Arts Standards Performance Indicators</i></p> <p><i>#2c: Use print and electronic media, including recordings, in school and community libraries to gather and report information on music and musicians.</i></p> <p><i>#2e: Participate as a discriminating member of an audience when listening to performances from variety of genres, forms, and styles.</i></p> <p><i>#3b: Read and write critiques of music that display a broad knowledge of musical elements, genres, and styles.</i></p> <p><i>#3c: Use anatomical and other scientific terms to explain the musical effectiveness of various sound sources-traditional, nontraditional, and electronic.</i></p> <p><i>#3d: Use appropriate technical and socio-cultural terms to describe musical performances and compositions.</i></p> <p><i>#3e: Identify and describe the contributions of both locally and internationally known exemplars of high quality in the major music genres.</i></p> <p><i>#4a: Identify from performances or recording the cultural contexts of a further varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the work.</i></p> <p><i>#4b: Identify from performances of recording the titles of composers and discuss the cultural contexts of well-known examples of classical concert music and blues/jazz selections.</i></p> <p><i>#4c: Relate well-known musical examples from the 17<sup>th</sup> century onward with the dominant social and historical events.</i></p>
<b>Interval of Instructional Time</b>	<i>One Year</i>
<b>Evidence</b>	<ol style="list-style-type: none"> <li><i>1. A district-wide district-developed pre-assessment, which will be administered prior to October 1<sup>st</sup></i></li> <li><i>2. A district-wide district-developed summative assessment, which will be administered at the conclusion of the school year in June</i></li> </ol>

	<i>Note: all summative assessments will be administered by another music teacher in the district</i>																				
<b>Baseline</b>	<i>All students have taken either, Music Appreciation, Choir, Band, or Orchestra during their past three years of schooling. In Music Appreciation 4/51 demonstrated 60% mastery, 8/51 demonstrated 50% mastery, 12/51 demonstrated 40% mastery, 17/51% demonstrated 30% mastery, 9 demonstrated 20% mastery, 1/51 demonstrated 10% mastery.</i>																				
<b>Target(s)</b>	<i>90% of students will demonstrate mastery of at least 85% of the State Art and National Music Education as measured by the district's summative assessment.</i>																				
<b>HEDI Scoring</b>	<i>Highly Effective: 95-100% of students demonstrate mastery of 86-100% of the New York State Learning Standards for the Arts.</i>																				
	<i>Effective: 86-94% of students demonstrate mastery of at least 85% of the New York State Learning Standards for the Arts.</i>																				
	<i>Developing: 71-85% of students demonstrate mastery of at least 85 % of the New York State Learning Standards for the Arts.</i>																				
	<i>Ineffective: 0-70% of students demonstrate mastery of at least 85% of the New York State Learning Standards for the Arts.</i>																				
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>								<b>DEVELOPING</b>					<b>INEFFECTIVE</b>				
	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%	94%	93%	92%	91%	90%	89%	88%	87%	86%	83-85%	80-82%	77-79%	75-76%	73-74%	71-72%	68-70%	65-67%	64%-0%
<b>Rationale</b>	<i>This course is focused on understanding and analyzing music from the Middle Ages through the 21st Century. This course will aid in developing an appreciation and tolerance of music following a historical timeline. Through writing, drawing, listening, speaking, and the use of technology this course will further develop a student's music vocabulary and knowledge of the musical elements. Students will be exposed to a wide range of instruments/instrumentalists, musicians/performances, genres/styles/forms of music, and composers/compositions as the background necessary for additional higher level music courses.</i>																				