

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Teachers will check student’s prior knowledge with a discussion meant to discover what students know and whether they can make connections to goal setting, working in a group, and how music functions in our society.	
A	<ul style="list-style-type: none"> ● It is vitally important that students understand the importance of goal setting and how it focuses their rehearsal and practice time. Through teacher lead discussion, students will become familiar with the concept of SMART goals. Questions such as: What is a goal and what is not a goal? How can specific goals bring focus to my musical activities? How can goals shape and guide my musical activities over a period of time? Students will be asked to discuss and reflect in groups, coming up with their own concepts of why goals are important and combining those concepts with the general discussion ideas in class. ● Students will set monthly goals on their practice logs and reflect on their progress at the end of each month. ● Students will analyze music for content (dynamics, articulations, tempi, phrasing, etc). In teacher-led discussions and listening lessons, students will discover what makes a performance represent the intention of the composer/arranger and thus an enjoyable performance for an audience. Students will be able to respond to recorded and printed music using appropriate vocabulary. The teacher will record student rehearsals and performances for analysis (self assessment). ● Building on concepts learned in Unit 3, students will be given opportunities to create music independent of the teacher. In duets and larger chamber groups, students will choose a piece of music to interpret and present. The teacher will model appropriate collaborative skills for use in a small independent chamber group. Students will present their musical interpretations and reflect on their experience in a small group musical collaboration. Questions such as: Was their leader? Did you work collaboratively? Did you interpret the music correctly as a group? ● Utilizing goals in music class has a broader impact on the students’ abilities to function in life outside of the music classroom. Students will be asked to reflect on how setting goals, working independently, making artistic choices and presenting in front of an audience connects to and affects other disciplines, other classes and their daily life. 	Progress Monitoring
T		<ul style="list-style-type: none"> ● Students will get feedback from the teacher by formative assessment. ● Direct observation ● Specific feedback ● One-on-one instruction
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