

Note: Text fields and tables can be manipulated as needed to fit responses.

## Task 1 - Contextual Information and Learning Environment Factors

### A. General Contextual Information for Community, District, and School in Narrative Form (limited to 1 page)

#### Community:

This elementary school is located in a large, urban, metropolitan area with a total city population of 389,965 citizens. The main source of employment is in the aircraft industry. The poverty rate is about 17%. The ethnic distribution of this community is 62.3% White, 11.1% Hispanic, 11% African American, and 9.73% other.

#### District:

The district is the largest in the state of Kansas, with 50,375 students in total, and 89 total schools. 77.52% of the students in the district come from economically disadvantaged households. 33.27% of students are white, 19.52% are African American, 34.89% are Hispanic, and 13.32% are from a different race/ethnicity. The district has 54 elementary schools, 9 high schools, 3 K-



Many students have shown interest in video games. There is one student who has been a member of the community childrens choir.

There seems to be a typical bell curve to the performance of the class. The bulk tend to meet the standards, with a few students performing above and below standard.

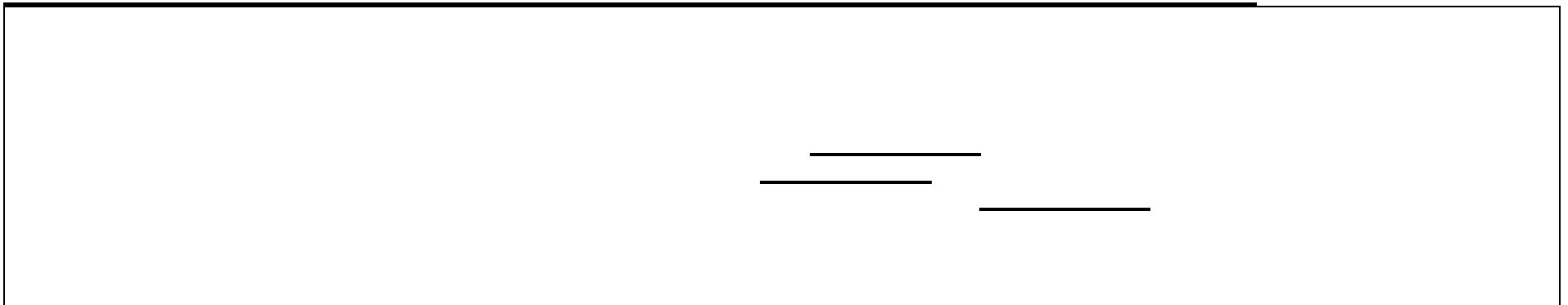
Overall, the class has a stellar attitude. They are attentive and engaged fully on the lessons. Students 1 and 2 have depression.



C. Sub- Group/Focus Student Information

Table 1.3 Subgroup/Focus Student Characteristics

	Describe this subgroup/student and.9b 11 (orat5 (e)-4 (s	






Learning objective 1 meets Pr.2.5 because students are clearly identifying and describing musical elements in music by analyzing the relationship between do, mi, fa, and so. Students can only analyze the music they are experiencing, so they have to have some kind of mastery over the song. They have to rehearse to attain mastery, meeting standard Pr.4.5.

Learning objective 2 meets Pr.2.5 because students will be analyzing the content of the music to understand where fa lives on the music so that they can then write it. The analysis is important, because fa moves when do moves. The key is understanding the relationship fa has to do. When students write the notation with do in different places, they can clearly see the relationship.

Learning objective 3 meets Pr.2.5 because students have to be aurally analyzing passages to hear where fa is. In context.




2	9-21-20	1&3	Sing W K R Q J 3 % U R W Kinesthetic placement of solfege syllables. Highlight mystery sound by shrugging.	Students are only singing small parts at one time before putting it all together. FS may need to be refocused in order to stay on task. Multiple tries on certain phrases that pose a more difficult challenge. (3 <sup>rd</sup> phrase)
3	9-24-20	3	Sing 3 7 Z L Q N O H on solfege, O H ' Kinesthetic placement of solfege on body. Highlight mystery sound (fa) by shrugging and humming. Guiding question: If mi lives in the 2 <sup>nd</sup> space and sol lives in the 3 <sup>rd</sup> space, what sound might live on the line in between.	Practice: Model first the body signs and have students echo responses; sing and do body signs for each individual note.
4	9-28-20	1	Present interactive powerpoint to students D E R W W Hises	



			Do changes to multiple positions. Essential T X H V W & B C Q F K D Q S I R V L W L R Q V Students will complete a written assessment.	
7	10-8-20	1	Students play the game and sing the song <sup>3</sup> 0 D P D O D U P s Dé. Students echo solfege and hand signs of target phrase. Students notate target phrase on staff paper.	Students will be hearing the song multiple times before attempting to sing target phrase with solfege. There is going to be a lot of time spent focusing, so FS will definitely need to be refocused. As students are notating, I will be walking D U R W Q G R V P R K H F N V W S X G R H U S M V S Z L E G L U H F W H V G K M R D X G H ( I D F K L Q J H U represents a line of the staff and the space between fingers represent the spaces.
8	10-12-20	1,2,3	Students are learning what the mystery sound is called after having numerous experiences with it. As a class, we create a one-page note document describing fa. This document includes what fa feels like, what fa sounds like, what fa looks like, and what fa is NOT. They will be able to use this on their post-test. After this is finished, I will administer the post-test.	This is done as a class, everyone should end up having the same ideas on their sheet. My FS should not have an issue wsC770 0 g1.04 239.3 282.55 Tm [(pa)14 (g)-8 (e no)11 (t)-4

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Pre-Assessment				

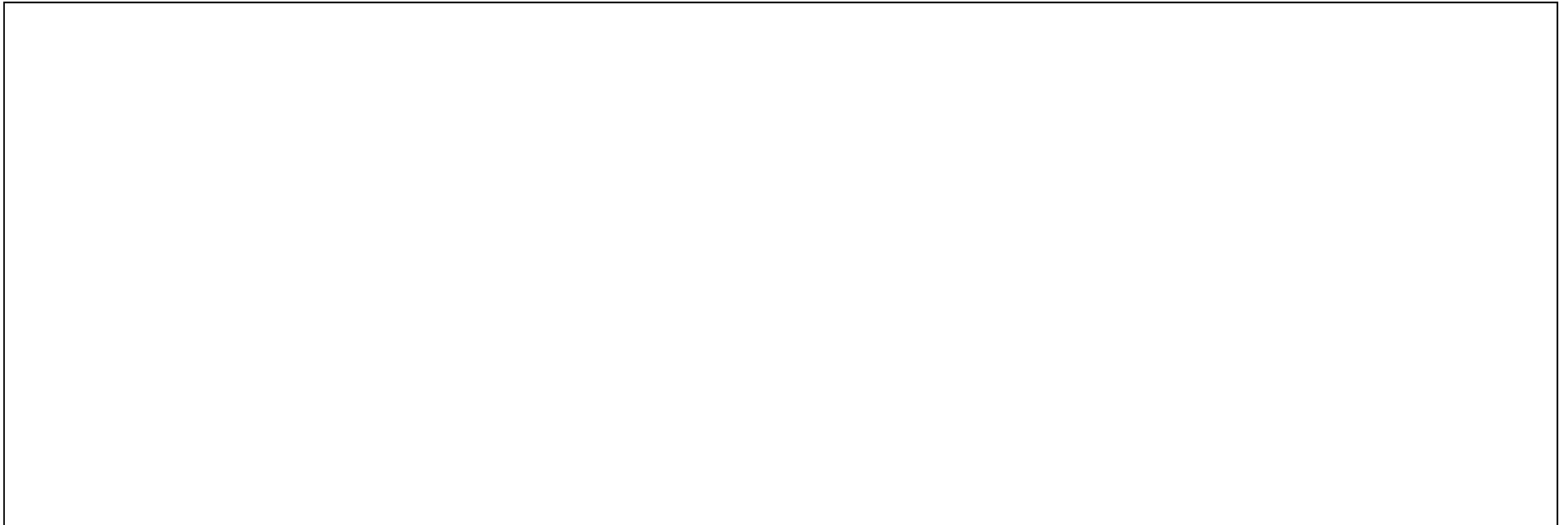
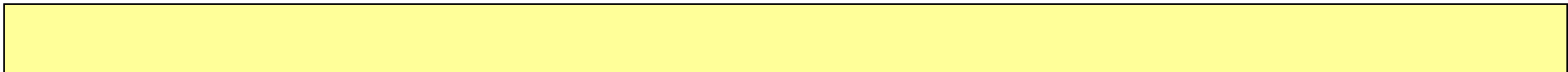







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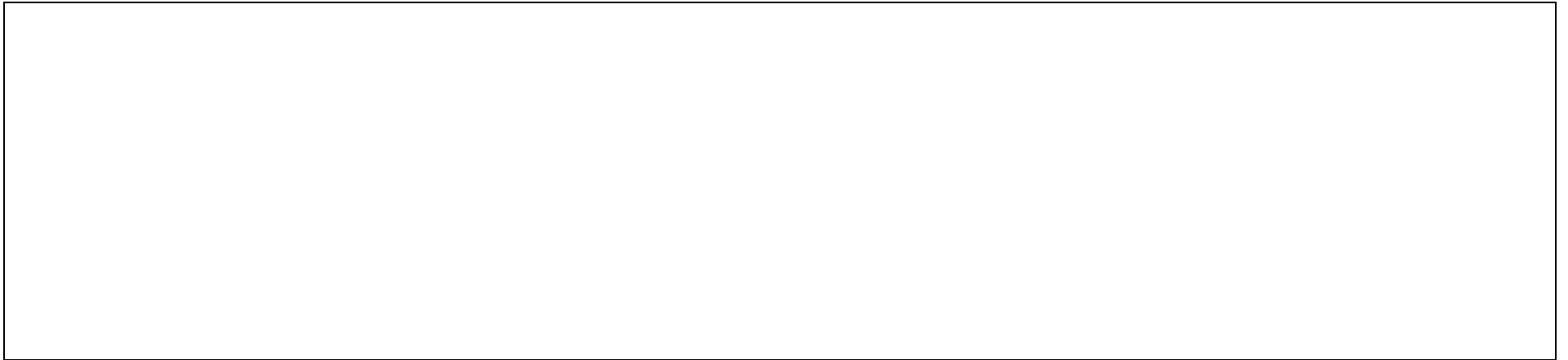
How will technology be integrated within the unit? Explain candidate use and student use. District and building policy prohibited students from sharing materials. Students did not receive one





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B.

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Description of results, based on pre-assessment chart (appendix C)	



Describe how pre-assessment data was used to proceed with instruction for students.	Since the assessment focused on identifying fact notation, I knew that I had to focus my efforts a bit more in that area. I also took into account that they would automatically do be420BIEMC q 219.72 0 0 90



D. Visual Representation of Disaggregated Data (limited to 2 pages)

Included in Appendix C

A. Description of Successful Objective (limited to 1/2 page)

Task 4- Self-Evaluation and Reflection

Based on the analysis of all the assessment results, identify your most successful learning objective(s) from the unit.	Explain why these objective(s) were successfully met. Give more than one reason for each of the successes identified.
Objective 1: The students will demonstrate an understanding of fact by writing the	to 20 Td 8 (he )TJds



Based on the analysis of all the assessment	


## REFERENCES





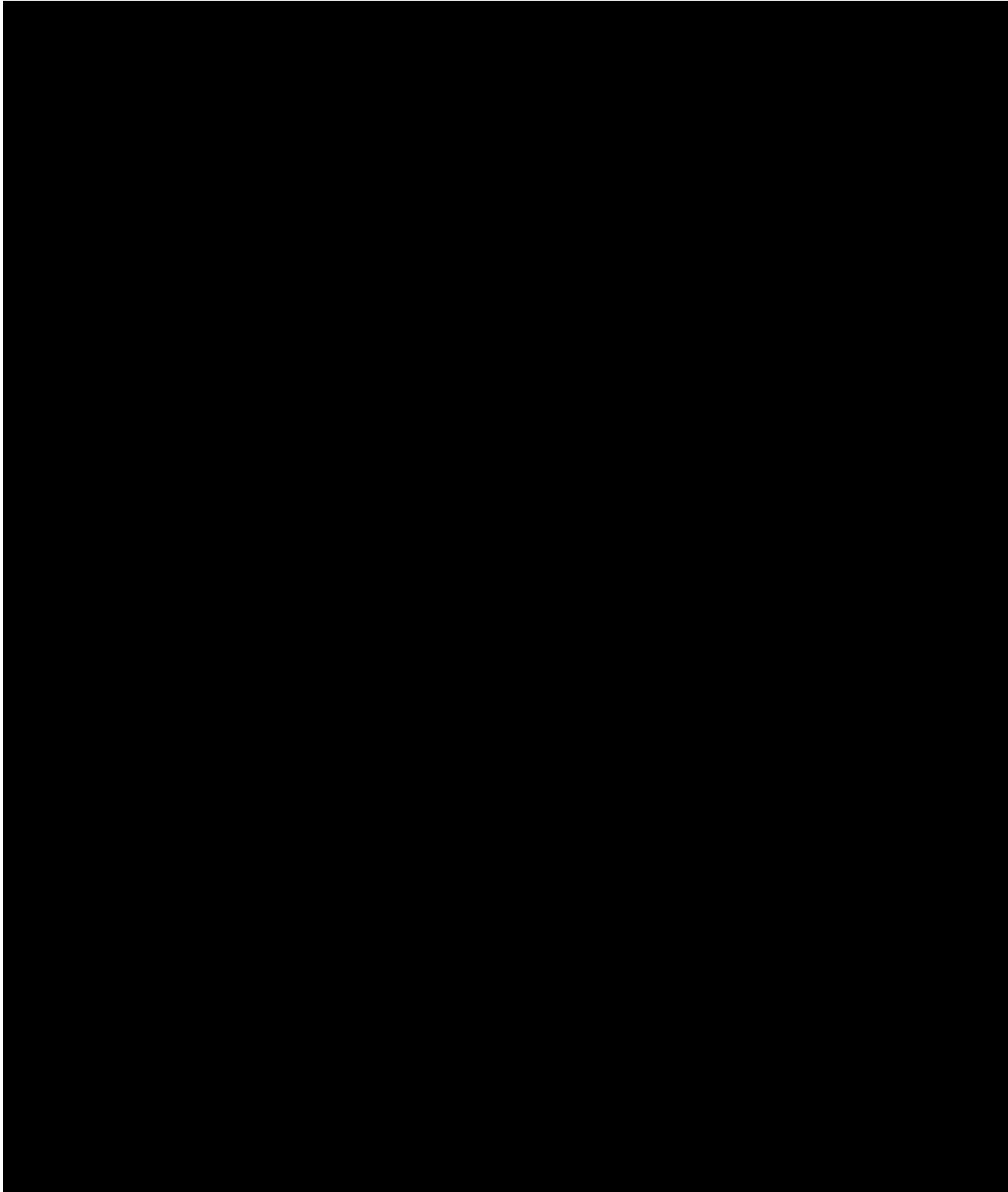
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APPENDIX B Detailed Lesson Plans (2)

FOCUS Concept and Student Skills	Grade/Class	Size
[Redacted content]		



APPENDIX C Assessments and Rubrics

Preassessment and Post assessment are the same




ScoringKey:

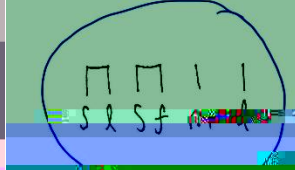
Name: Key Class: \_\_\_\_\_ Date: \_\_\_\_\_

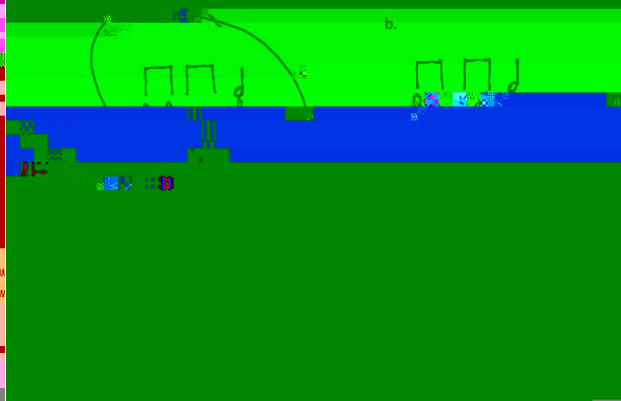
Music Pre-test: *19 pts possible*

1. Circle all of the "fa's" *3 pts*

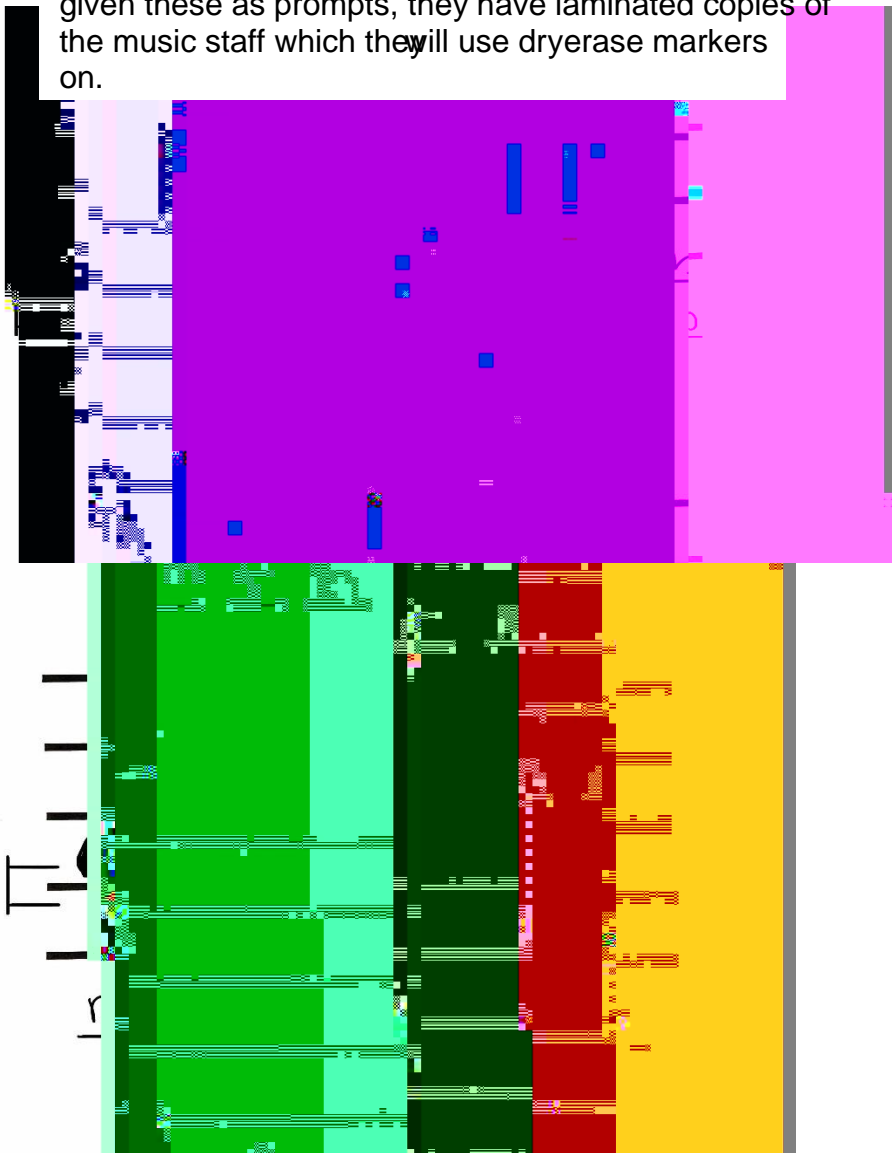


4. Circle... what you hear: *1 pt*

a. 

b. 

Informal Formative Assessment: Students will be given these as prompts, they have laminated copies of the music staff which they will use dryerase markers on.



Informal Formative Assessment R Q ¶ W

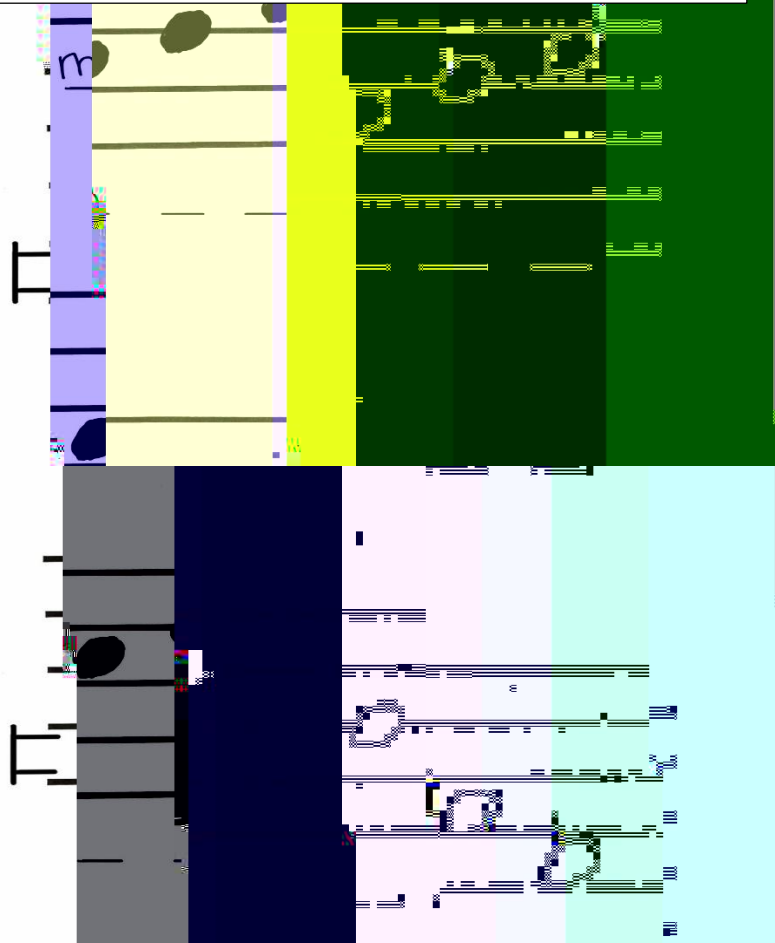
The image displays two pages of a musical score, likely for a piano or guitar, with a pink background. The top page is for the treble clef and the bottom page is for the bass clef. Both pages are in the key of D major (one sharp, F#) and common time (C). The notation includes various note values, rests, and bar lines. There are several handwritten annotations in pink and blue ink, including a large 'S' at the end of the first line on the top page, and various markings on the bottom page, such as a large 'S' and a '2'.


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Formal Formative Assessment: Students are given the this worksheet to complete on their own. It is the inver of what I asked them to do on the informal assessmen



Formal Formative Assessment Side 2

