Wisconsin Teacher Standards Performance Portfolio

Amanda Kinney

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Spring 2020

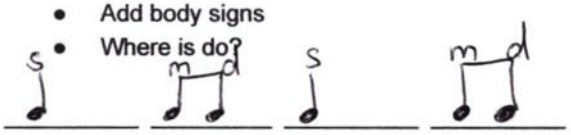
Standard One:

Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Artifacts:

- Lesson Plan, Grade 2, March 5-11, 2014
- Lesson Plan, Grade 4, May 16-22, 2014

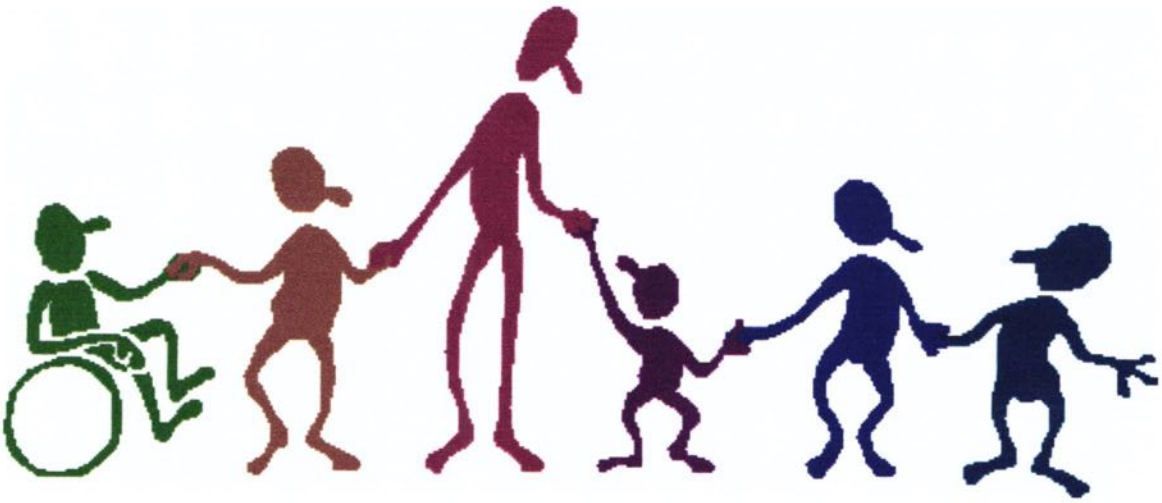
Grade: 2nd Grade

Lesson One	Lesson Two
Learning Targets: • Students will be able read and perform la, so, mi, and do from staff notation • Students will be able to perform la, so, mi, do songs on barred percussion instruments.	**Learning Targets:** • Students will be able to read and perform la, so, mi, and do from staff notation. • Students will be able to play Boomwhackers using staff notation.
Materials: SMARTBoard lesson, flute, 2Spotlight CD 13, xylophones and glockenspiels	**Materials:** SMARTBoard lesson, 2Spotlight CD 13, Boomwhackers So, Mi, Do
Procedure: 1. GREETING 2. SOLFEGE WARM-UP • Echo sing with hand signs • Sing from 'loo' • Review on the staff - 4 choices - play one on the flute - which one am I playing? 3. MR. FROG 2Spotlight pT257 CD13:24 • Sing from staff notation • Write in solfege syllables • Sing with solfege and hand signs 4. XYLOPHONE / GLOCKENSPIEL PLAYING • Warm-up La, So, Mi, and Do with echo playing • Learn measure by measure of Mr. Frog • Play whole song	**Procedure:** 1. GREETING 2. SOLFEGE WARM-UP • Echo sing with hand signs • Sing from 'loo' 3. DONKEY DONKEY 2Spotlight pT256 CD13:18 • Sightread the first four measures 4. WALLFLOWERS • Introduce song with explanation • Teach movement game • Point melodic contour of the first phrase • Add body signs • Where is do?  5. MOUSE MOUSIE 2Spotlight pT254 CD13:12 • Sing from staff notation • What three solfege syllables are in this song? • Write in the solfege • Assign Boomwhackers - which one is high, middle, and low? • Play with Boomwhackers from staff notation
Reinking 1 2 3 4 Polasik 1 2 3 4	Reinking 1 2 3 4 5 Polasik 1 2 3 4 5

Grade: 4th Grade

Lesson One	Lesson Two
Learning Targets: • Students will be able to read, sing, and hand sign fa and ti on the staff.	**Learning Targets:** • Students will be able to read, sing, and hand sign fa and ti on the staff.
Materials: SMARTBoard lesson, 4Spotlight CD 14, K8 12.1 CD, fly swatters game	**Materials:** SMARTBoard lesson, 4Spotlight CD 15, wipe-off boards, markers, erasers
Procedure: 1. GREETING 2. SOLFEGE WARM-UP • Echo sing with hand signs • Sing from 'loo' 3. FRERE JACQUES 4Spotlight pT260 CD14:1 • Echo sing to introduce • Sing with CD • Find mistakes in solfege • Which houses are not in this song? What scale? • Sing as a round • Rockin' Frere Jacuqes K8 12.1 p54 Trk 14 4. FLY SWATTERS with FA and TI Next Rotation: Fa and Ti Writing	**Procedure:** 1. GREETING 2. SOLFEGE WARM-UP • Echo sing with hand signs • Sing from 'loo' 3. FRERE JACQUES 4Spotlight pT260 CD14:1 • Review song in French • Review low So • Sing whole song with solfege • Sing as a round 4. THE BELL DOTH TOLL 4Spotlight pT276 CD 15:22 • Listen to the recording. This song has a ti in it? Can you find it? Discuss low ti. 5. FA AND TI WRITING • Review writing on a line and in a space • Review correct size of notes • Write the following patterns: ○ D, R M F S L T D' ○ D T, R S' ○ F L T' M R D,
Nick 1 2 3 4 Snowberry 1 2 3 4	Nick 1 2 3 4 5 Snowberry 1 2 3 4 5

Standard Two:



Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Artifacts:

- Lesson Plan, Grade K, October 2-8, 2013
- Lesson Plan, Grade 4, January 9-15, 2014

Rotation October 2 - 8, 2013

Grade: Kindergarten

Lesson One	Lesson Two
Learning Targets: • Students will be able to demonstrate pitch matching by echoing short phrases. • Students will understand and be able to identify and demonstrate loud and soft. • Students will be able to demonstrate steady beat using body movement.	**Learning Targets:** • Students will be able to demonstrate pitch matching by echoing short phrases. • Students will understand and be able to identify and demonstrate loud and soft.
Materials: SMARTBoard lesson, baton, Had a Little Rooster CD, There's a Hole in the Bucket CD, loud/soft visuals, drums	**Materials:** SMARTBoard lesson, baton, Old Mrs. Witch poster, Pumpkin Pumpkin visuals, loud/soft visuals, We Sing For Halloween CD
Procedure: 1. GREETING 2. VOCAL WARM-UP: Pitch Conducting 3. BILL GROGEN'S GOAT: Echo Song with CD Had a Little Rooster CD - #21 4. DO YOUR EARS HANG LOW? There's a Hole in the Bucket CD Trk 6 5. MYSTERY SONG (PITTER PATTER) • Students identify song from singing on a neutral syllable with picture clue • Students sing on their own • Add a pat on the steady beat 6. HOT CROSS BUNS • Hot Cross Buns Story p230 (An American Methodology book) • What happened during the song? • Students join singing with comic strip pictures of loud and soft 7. CHARLIE OVER THE OCEAN • Echo Singing: Students echo teacher singing loud or soft • Teach chasing game 8. MATCH THE BEAT OF THE DRUM • Pat legs • Clap hands • March 9. FINGERPLAYS First Steps in Music Curriculum Book • Two Little Blackbirds p. 116 • Five Little Ladies p. 116	**Procedure:** 1. GREETING 2. VOCAL WARM-UP: Pitch Conducting 3. OLD MRS. WITCH: Echo Song 4. PUMPKIN PUMPKIN • Front row gets a turn to do a face 5. CHARLIE OVER THE OCEAN • Echo singing - how did we just sing? Match comic strip pictures of loud and soft • Play chasing game 6. LUCY LOCKET (stay in circle) • Tell the story • Teach song with echo singing • Demonstrate game - What happened when I walked closer to the penny? What happened when I walked away? 7. SPOOKY LOO We Sing For Halloween Next Lesson: Identify in a group of pictures the one that does not belong (loud/soft)
Gwidt 1 2 3 4 5 6 7 8 9 Kestly 1 2 3 4 5 6 7 8 9	Gwidt 1 2 3 4 5 6 7 Kestly 1 2 3 4 5 6 7

Grade: 4th Grade

Lesson One	Lesson Two
Learning Targets: • Students will identify and play G, A, and B on the recorder. • Students will play in unison on the recorder. • Students will count the rhythms in a measure using beat numbers.	**Learning Targets:** • Students will identify and play G, A, and B on the recorder. • Students will play in unison on the recorder. • Students will count the rhythms in a measure using beat numbers.
Materials: SMARTBoard lesson, Fun Foundations CD, Do It! CD 1, White Belt Dojo CD	**Materials:** SMARTBoard lesson, Fun Foundations CD, Do It! CD 1, White Belt Dojo CD
Procedure: 1. GREETING RECORDER UNIT 2. REVIEW PARTS OF THE RECORDER 3. REVIEW TECHNIQUE • Air Management and Blowing • Hand Position • Embouchure 4. DISCUSS ARTICULATION AND STARTING THE TONE 5. REVIEW FINGERING FOR B A AND G 6. ARTIE'S FIRST WARM-UPS B A AND G Fun Foundations CD Trk 10, 12, 14 7. STAFF FLASHCARDS B A and G 8. HOT CROSS BUNS Do It! CD 1 Trk 5 • **Introduce counting with numbers** • Say with letter names • Play 9. THUNDER HAWK White Belt Dojo Trk 1	**Procedure:** 1. GREETING RECORDER UNIT 2. REVIEW TECHNIQUE • Air Management and Blowing • Articulation and Starting the Tone • Hand Position • Embouchure 3. ARTIE'S FIRST WARM-UPS B A AND G Fun Foundations CD Trk 10, 12, 14 4. HOT CROSS BUNS Do It! CD 1 Trk 5 5. THUNDER HAWK White Belt Dojo Trk 1 • Practice counting with beat numbers 6. READING FLASHCARDS - prep Mary Had a Little Lamb 7. MARY HAD A LITTLE LAMB Do It! CD 1 Trk 14 8. DISCUSS TAKING HOME EXPECTATIONS 9. INDIVIDUAL WORK / HELP TIME
Nick 1 2 3 4 5 6 7 8 9 Snowberry 1 2 3 4 5 6 7 8 9	Nick 1 2 3 4 5 6 7 8 9 Snowberry 1 2 3 4 5 6 7 8 9

Standard Three:

Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Artifacts:

- PBIS Parent Brochure
- Dragon Pride Pledge
- Voice Volume Poster
    - Created as part of the Lannoye Elementary PBIS committee

Cool Tools

Cool Tools are lessons that focus on teaching behavior for the five Lannoye focus areas : Hallway, Bathroom, Bus Dismissal, Playground and Cafeteria. The students are taught these lessons weekly by their classroom teacher. Through direct instruction, Lannoye students learn how to demonstrate the Pride Principles throughout the various areas of the school building during the school day.

How Can I Help As A Parent?

Talk with your child about their day.

Ask your child about how they demonstrated the Dragon Pride Principles.

Model and praise good behavior.

As situations arise, discuss how your child can implement the Dragon Pride Principles to make good decisions.

Sign and return all paper work, folders, planners, as directed by your child's teacher.

Participate in school-wide events.

How can I use the Dragon Pride Principles at Home?

Be Safe

Play safely with others.
Make sure your parents know
Where you are…
Who you're with and
When you will be back
Stay away from people you don't know.
Wear bike helmet and equipment.

Be Responsible

Put away my things.
Help with jobs at home.
Follow my parents' directions.
Show school papers and notes to parents.

Be Respectful

Listen to my parents.
Be honest with my parents.
Play cooperatively .
Speak nicely to others.

Lannoye Elementary School

Dragon Pride PBIS Program

Parent Information Guide

2007 County Rd U
Green Bay, WI 54313
Tel: 920-865-6400

Description of Positive Behavioral Interventions and Supports Program (PBIS)

Lannoye Dragon Pride

Positive Behavioral Interventions and Supports (PBIS) is not a curriculum, intervention, or practice. Rather, it is a process that builds the foundation for making data-based decisions and proactively addresses behavioral issues.

PBIS is a proactive approach to School-Wide Discipline. Schools that implement school-wide systems of positive behavior support focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Instead of using a patchwork of individual behavioral management plans, schools are moving toward school-wide discipline systems that address the entire school, the classroom, areas outside the classroom (such as hallways, restrooms, cafeteria, offices, classrooms), and the individual students with challenging behavior, and that result in a continuum of
positive behavior support for all students.

Schools that have been successful in implementing school-wide positive behavior interventions and supports describe the following BENEFITS:
Increase in attendance
Students self-report of a more positive and calm environment
Teachers report of a more positive and calm environment
A reduction in the number and proportion of students who engage in behavioral disruptions

Lannoye Dragons Keep It Positive!

Dragon Pride Guiding Principles

Our Lannoye Elementary community focuses on three *Dragon Pride Principles:*

Be Safe
Be Responsible
Be Respectful

Dragon Pride Pledge

Each morning all Lannoye students recite the Dragon Pride Pledge to remind them of the Dragon Pride Principles and get them ready for the day.

Here I stand at school today,
Ready to learn and ready to say,
I know my Dragon Pride you see,
By knowing and doing my three B's:
Be Safe, Be Respectful,
Be Responsible to Soar,
Let's get the day going with a
Dragon Pride ROAR!

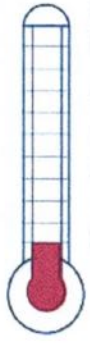
Roar Cards

Students can earn Roar Cards throughout the day for demonstrating positive behaviors. Roar cards are then posted on a Roar Board near the main entrance. When the Roar Board is full, drawings will be held for a variety of prizes.

School-Wide Acknowledgements

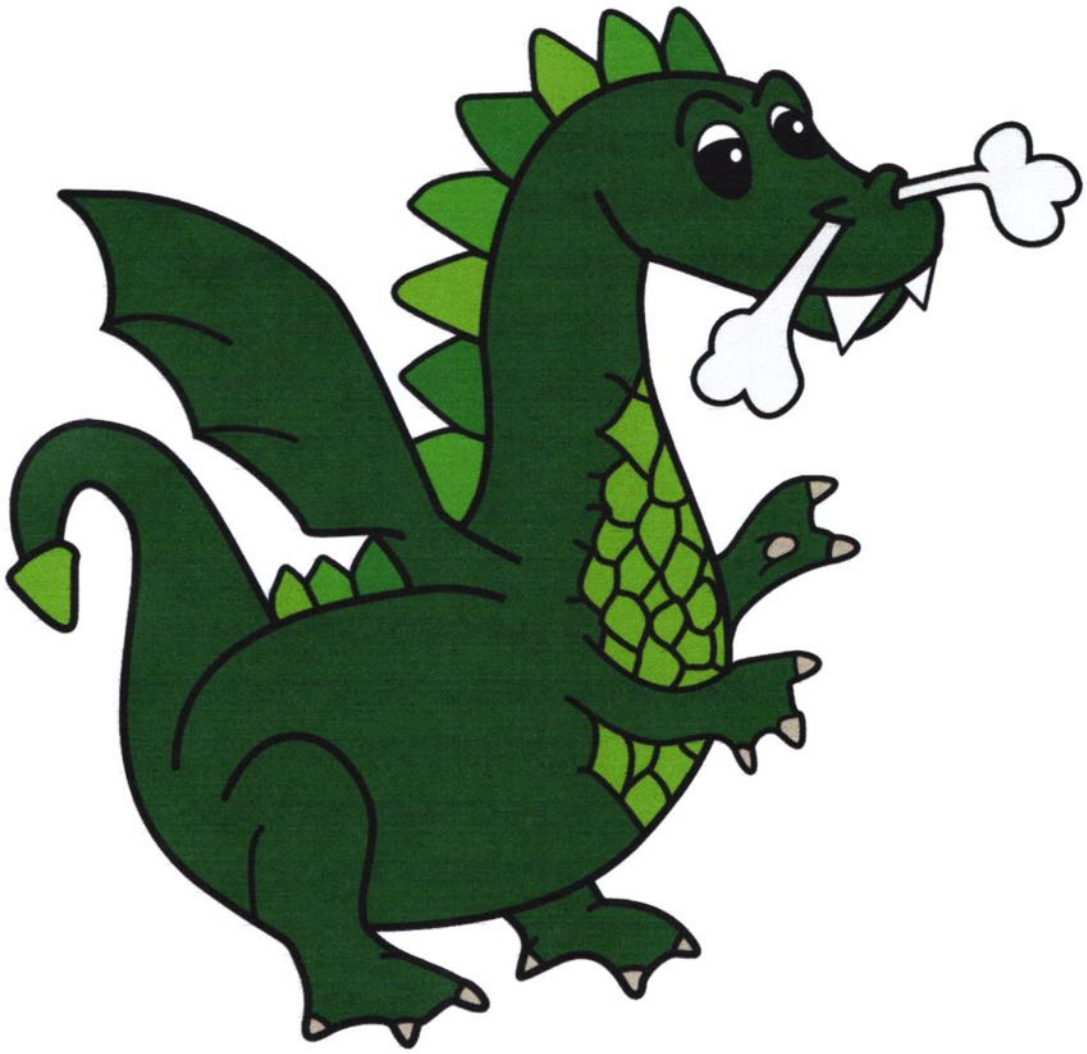
To acknowledge positive behaviors school-wide all of the Roar Cards will be tallied and when our school goal is met all students will be able to participate in special School-Wide Activity.

Some examples might include:
School-wide movie
Extra recess
School-wide celebration

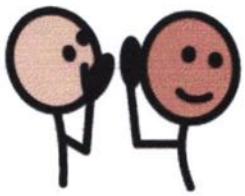


Dragon Pride Pledge

Here I stand at school today,
Ready to learn and ready to say,
I know my Dragon Pride you see,
By knowing and doing my three B's:
Be Safe, Be Respectful, Be Responsible to soar,
Let's get the day going with a Dragon Pride ROAR!



Voice Volume

5	Screaming Shouting Emergency	
4	Outside Voice	
3	Inside Voice Public	
2	Inside Voice Private	
1	Whisper	
0	No Talking Quiet	

Standard Four:

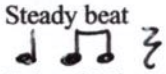
Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Artifacts:

- Lesson Plan, La Presentation
- Kodaly I and Kodaly II Folk Song Index
    - Completed as part of coursework at Holy Family College
- Self-Created Melody and Rhythm Games

Lesson Plan

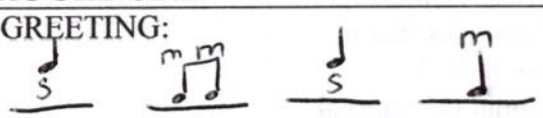
GRADE: 1st	DATE:

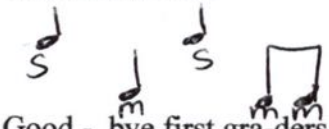
PREPARE:	PRESENT:	PRACTICE:
• La in a S M L pattern • D R S, L, • Ti-tiri • Eighth-note upbeat • Terms: crescendo and diminuendo	• La	• Steady beat •  • Sol and Mi

OBJECTIVES:

- TLW practice singing alone and with others, working toward correct intonation.
- TLW perform and aurally identify steady beat
- TLW identify a sound higher than Sol and label it La.
- TLW identify and perform loud and soft.
- TLW perform crescendo and diminuendo.

MATERIALS: greeting rhythm options on the board, hidden greeting rhythms with solfege on the board, pipe cleaner, cat poster, heart magnets, La house, penny

PROCEDURE	PURPOSE
1. GREETING:  Good morn-ing first grade. Students: Improvise answer. (arioso) Up on the board I have three different rhythm patterns. Which one matches what I sang as you came in today? Sing the greeting several times while pointing to each rhythm option. Answer: Wonderful – now that we know the rhythm which melody did I sing? Reveal a previously hidden section of the board with three options of melody. Remind students to listen for the highs and lows. Encourage students to point the melodic contour in the air while I'm singing. Answer: Sing the melody as a class using solfege and adding hand signs.	Set this class apart from others with singing. Practice improvisation/arioso Practice aurally identifying ta, ti-ti, sol, and mi. Physically showing melodic contour.
2. VOCAL WARM-UP: Using a pipe cleaner have the students sing the shape of the pipe cleaner. Try different slopes, slants, levels and alphabet letters. Try asking the students to sing on different vowels.	Voice Flex Warm-up head voice Practice different vowels
3. NAUGHTY KITTY CAT: Review the song by having the students echo a 'meow' and using the cat poster to insert the meow on the rest. Ask for student volunteers to provide a new meow. After several repetitions change to singing the song with the actions. Remind the students that they will no longer have a meow but a tap on their shoulders – What is the name of the rhythm we have when we're tapping our shoulders? Answer: Rest – because there is no sound (singing) on that beat. If students can sing the song confidently, add the game. Instruct the students to be in a circle by the time you are done	Practice aurally identifying and physically showing rest. Prepare la Movement Game

singing the song (sing the song on rhythm syllables as they move.) Play the chasing game for several rounds.	
4. SNAIL SNAIL: Ask the students to face the outside of their circle. I'm thinking of another song we know about an animal and it sounds like this – sing Snail Snail on a neutral syllable. Call on a student for the answer – does that match? Yes! Have the students hold hands except for two of them. Have the students sing Snail Snail while you uncoil their circle and then wind them up in a snail shell again. Stay in the snail shell and stop singing – ask: What did we create? Ask the students to return to their seats while singing Snail Snail – but this time on rhythm syllables. What will we start with? Student Answer: Ta – if it's not perfect when sung – no worries!	Practice identifying known songs through inner hearing Practice ta, ti-ti Movement game
5. PRESENT LA: Have the students pat the beat for Snail Snail on their hands while one student puts up the heartbeats (heart magnet) on the whiteboard. How many beats total in this song? Next have the students tap the rhythm for the first four beats – what rhythm is on each beat? Check your answer by clapping and singing. Have the students figure out the rhythm for the last four beats. Check your answer by clapping and singing. Now, begin to question about the melody. Listen to the first two notes – are they the same or different? Do they go from high to low or low to high? What are the first two solfege? Continue this process until we get to la. Was (la) this note higher or lower than sol? Do we know anything higher than sol? Someone new is moving into MusicTown. Tell the story of la moving in. Review the rules that the higher the house sounded the higher they had to live on the hill. Question if la should be right next to sol or higher? Count the interval between sol and la. Count the interval between mi and la. Go back to Snail Snail and sing the la in the appropriate place – finish with the final ss m.	Practice steady beat, ta, ti-ti Present la
6. LUCY LOCKET: Echo me while making a circle (sing various phrases with sol la and mi). I'm thinking of a song about a girl who lost her pocketbook - she lost her wallet. Have the students sing while pointing the melodic contour. What is the first note? Answer: Sol. If a student answers mi, sing the song again for them pointing the melodic contour and ask them if the first note is the lowest in the song? (the lowest note we know has to be mi) If Lucy is so so, what is Locket? Answer: La Use questions like: is it higher or lower than so? Play the Lucy Locket game emphasizing loud and soft. Add the labels forte and piano when possible. Play several games.	Practice singing la patterns Practice aurally identifying sol, la Practice singing loud and soft with crescendo and diminuendo
7. THERE WAS A MAN AND HE WAS MAD: Sing the songtale to the children. Encourage them to come up with illustrations in their head. Line up the children by singing clothing colors using a S ML S M pattern.	Listening and imagination Prepare la in a sml pattern
8. FAREWELL:  Good - bye first gra-ders. Students: Improvise answer.	Establishing an end to class Reviewing la

Amanda Kinney
Kodaly I

SONG TITLE:	1	2	3	4	5	6
A Tisket, a Tasket (BEAT)			M R			
Amasee		M	R			
Apple Tree	M R					
Bee Bee Bumblebee (SO-MI)	M R					
Bell Horses	M R					
Bounce High Bounce Low (TA)	M R					
Bow Wow Wow (REST)	R	M				
Brown Bear, Brown Bear (Q&A)	M R					
Cocky Robin (DO)	M R					
Cut the Cake	R		M			
Go to Sleep		M	R			
Good King Leopold	M R					
Goodnight, Sleep Tight	M R					
Hey, Hey Look At Me	M R					
Hush Up, Baby		M	R			
Johnny Caught a Flea	M R					
Lemonade	M R					
Let's Hide the Pumpkin	M R					
Little Sally Walker (v. 1)	M R					
Lucy Locket	M R					
Mill Wheel, The	M R					
Mouse Mousie	M R					
Naughty Kitty Cat	R		M			
Pease Porridge Hot	M R					
Pizza, Pizza	M				R	
Rain, Rain (TI-TI)	M R					
Ring Around the Rosie	M R					
Round and 'Round		M	R			
Sally Go 'Round the Sun		M			R	
Shake Them 'Simmons Down		M		R		
Skin and Bones		M		R		
Snail Snail (LA)	M R					
Teddy Bear	M R					
There was a Man		M	R			
The Witch's Hat			M	R		
Witch, Witch	M			R		

Song Index Kodaly II

Song Title	Kodaly Concept	Rhythm Level	Melody Level	Tone Set	Scale Name	Harmony	Game/ Dance
A Tisket a Tasket	8th upbeat	3	3	d r m f s l	Do Hexachord		Y
Alabama Gal	Do Hexachord	3	3	d r m f s l	Do Hexachord		Y
Alouette	Tim-ri	4	3	s, d r m f s l	Ext Do Hexachord	I IV V chords	Y
Arkansas Traveler	16th rest/note alone	3	3	s, l, d r m f s l t d'	Major Scale		
Au Clair de la Lune	Ta-a-a-a 4/4 meter	2	3	s, l, t, d r m	Incomplete Major		
Black Snake	Hidden Syncopa	3	2	s, l, d m	So Tetratone		Y
Canoe	Syncopa	3	2	s, l, d r m l	Ext La Pentatone	Round, PS	
Charlie Over The Ocean	So,	5	2	s, d r m	Do Tetratone		Y
Cumberland Gap	Tiri-tiri Tiri-ti	5	3	l, d r m (f) s l d'	Ext Do Hexachord	Sung Harmony Part	Y
Deedle Deedle Dumpling	2/4 meter	2	NA	NA	NA		Y
Derrie Ding Ding Dasson	3/8 meter	4	2	s, d r m s	Do Tetratone	3 part canon	
Did You Ever See a Lassie	Tai ti	3	3	s, d r m f s l	Ext Do Hexachord	I & V7 on autoharp	Y
Dinah	Tiri-tiri	3	2	d r m s	Do Tetratone		Y
Duck Dance	Mi Pentatone	5	2	l, d r m s	Mi Pentatone		Y
Fed My Horse	Ti-tiri	4	2	d r m s l	Do Pentatone		
Here Comes a Bluebird	Re Do Pentatone	2	2	d r m s l	Do Pentatone		Y
He's Got the Whole World in His Hands	Ti tai	3	3	d r m f s l	Do Hexachord	I & V7 on autoharp	
Hop Old Squirrel	Tiri-ti	3	2	d r m	Do Trichord		Y
Hot Cross Buns	Ta-a	2	2	d r m	Do Trichord		Y
How Many Miles to Babylon	Ti-tiri	3	2	d r m s	Do Tetratone		Y
I Lost The Farmer's Dairy Key	Do' Ti Upbeat	3	2	d r m s l d'	Ext Do Pentatone		Y
I Wonder Where Maria's Gone	Re Pentatone	3	2	d r m s l d'	Ext Re Pentatone		Y
Inez	Harmonic Minior	3	4	si, l, t, d r m f	Harmonic Minor Scale		
Johnny Has Gone For a Soldier	Natural minor	3	3	d r m s l t d'	Natural Minor		
Johnny on the Woodpile	Whole Rest	2	3	s, l, d r m f s	Ext Do Hexachord		
Johnny Schmoker	Tiri-tiri	3	3	t, d r m f s l t d'	Major Scale	I IV V chords	Y
Jolly Miller, The	La,	3	2	s, l, d r m	Do Pentatone		Y
Land of the Silver Birch	Ti-tiri	3	2	l, d r m s l	Ext La Pentatone	PS, Round, M Ostinato	
Liza Jane	Do' Ext Do Pentatone	3	2	d r m s l d'	Ext Do Pentatone		Y
Michael Finnegan	16th note upbeat	3	3	s, l, t, d r m f	Incomplete Major		
Oh How Lovely Is the Evening	Ta-a-a 3/4 meter	2	3	s, d r m f s l	Ext Do Hexachord	Round	Y
Old Chisolm Trail	So Pentatone	2	2	s, l, d r m	So Pentatone		

Song Index Kodaly II

Old MacDonald Had a Farm	8th rest/note alone	3	2	s, l, d r m	Do Pentatone		Y
Old Mister Rabbit	La,	1	2	l, d r m	Do Tetratone		Y
On A Mountain	Do Hexachord	4	3	d r m f s l	Do Hexachord		Y
Over The River And Through The Woods	6/8 meter I IV V chords	4	3	d r m f s l t d'	Major Scale	I IV V chords	
Rocky Mountain	Re Do Pentatone	1	2	d r m s l	Do Pentatone		
She Sailed Away	Ta Upbeat	2	3	d r m f s l t d' r'	Major Scale		
Somebody's Knocking	Whole Note 4/4 meter	3	2	s, l, d r m s l d'	Ext Do Pentatone		Y
Stooping On The Window	La Pentatone	5	2	l, d r m s	La Pentatone		Y
Swing Low Sweet Chariot	Ri-tim	4	2	s, l, d r m s l	Ext Do Pentatone		
Take This Hammer	Half Rest	2	3	s, l, d r m f s l d'	Ext Do Hexachord		
The Ash Grove	Altered Tones	2	4	f, s, l, t, d r m f fi s l	Major Scale		
This Little Pig Went to Market	Half Rest	2	1	d m s l	Do Tetratone		
This Train is Bound for Glory	Augmented Syncopa	3	2	s, l, d r m s l	Ext Do Pentatone		
Tideo	Fa	3	3	d r m f s l d'	Ext Do Hexachord	PS	Y
Tingalayo	Ri-ti-ri Major & Minor Intervals	4	3	d r m f s l t d'	Major Scale		
Wake Up Canon	Major	2	3	s, d r m f s l t d'	Major Scale	8 part canon	
Walter Jumped a Fox	Ti-tiri Tiri-ti	3	2	l, d r m s l	Ext La Pentatone		
Welsh Fishers' Song	Melodic Minor	2	4	m, fi, si, l, t, d r m	Melodic Minor Scale		
When The Train Comes Along	La Pentachord	3	3	l, t, d r m	La Pentachord		
Whistle Daughter Whistle	Fa, Do Pentachord	3	3	d r m f s	Do Pentachord		
William, He Had Seven Sons	La Hexachord	1	3	l, t, d r m f	La Hexachord		Y

Rhythm Games

Rhythm Heads Up

Call from the students' name cards 5-7 students to come up front and be 'it.' Everyone else closes their eyes and puts their thumb up. The 'it' students push down one person's thumb and return up front. Call 'heads up'. Those students whose thumb was pushed down stand up. The students must clap with sticks and say a rhythm card correctly in order to take their guess of who picked them. If they guess correctly, they take their spot up front. If they are wrong, they sit down and it is revealed at the end who picked them. Play several rounds if time is available.

Rhythm Tic Tac Toe

Divide the students into 2 teams (X and O). Call one student up at a time. They pick a spot on the tic tac toe board. If they clap and say the spot correctly they receive the X or O for their team. If they do not say it correctly, the spot remains empty and the other team goes next. Teammates may not help their teammate pick a place on the tic tac toe board. 3 in a row wins!

Rainbow Rhythms

Each student receives a game board and an envelope of colored strips. Place the colored strips next to the game board in the corresponding color places. The teacher plays a rhythm on the board several times. The students hide the color they believe is being performed underneath their game card. Play until all colors have been played.

Memory Game

Played like traditional memory. Students shuffle/mix up the cards and turn them over and make a grid. One team picks a card and tries to find a match. If they get a match, they pick it up and go again. If they do not get a match, the cards are flipped over and the other team goes. Play until all matches are found. The team with the most matches wins!

Rhythm Basketball

Divide the class into two teams. Call up one player from team one. They must clap and say the rhythm card correctly to earn a point for their team and a chance to shoot a basket. If they make the basket, they score an additional point for their team. Alternate between team 1 and team 2. All players must demonstrate quiet and respectful audience behavior while the other team is performing otherwise a point is taken away from the talking/disrespectful team. The team with the most points at the end wins!

Music Alphabet Games

Staff Mats Speed Race

Materials: Laminated staff mat, EGBDFFACE letter cards

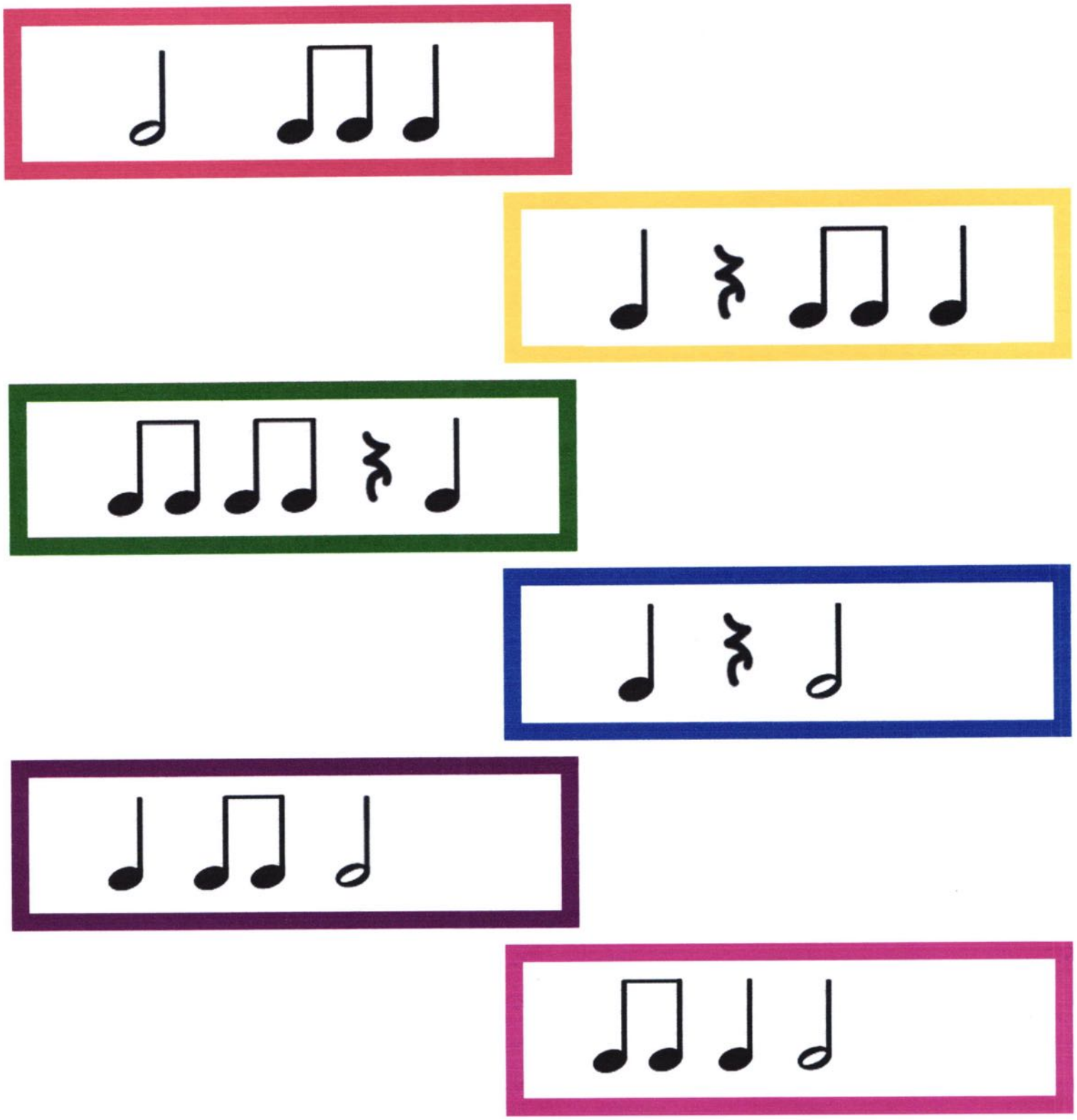
Students work in teams of 2. Begin the game by having the students turn their cards over so they cannot see the letters. Shuffle them and make one big pile in the center of the mat. Have the students stand up when they are ready to play! When you say go start the timer. The students pop down, turn over the cards, and put them on the correct lines and spaces (EGBDF on the lines and FACE in the space). When they are finished, they stand up. When all teams are standing - stop the timer. The goal is to first beat your class' best time and then to beat other classes' times. Feel free to keep a tally of times on the whiteboard/chalkboard.

Floor Staff Speed Race

Materials: Tape floor staff, EGBDFFACE letter cards, 2 collection bins

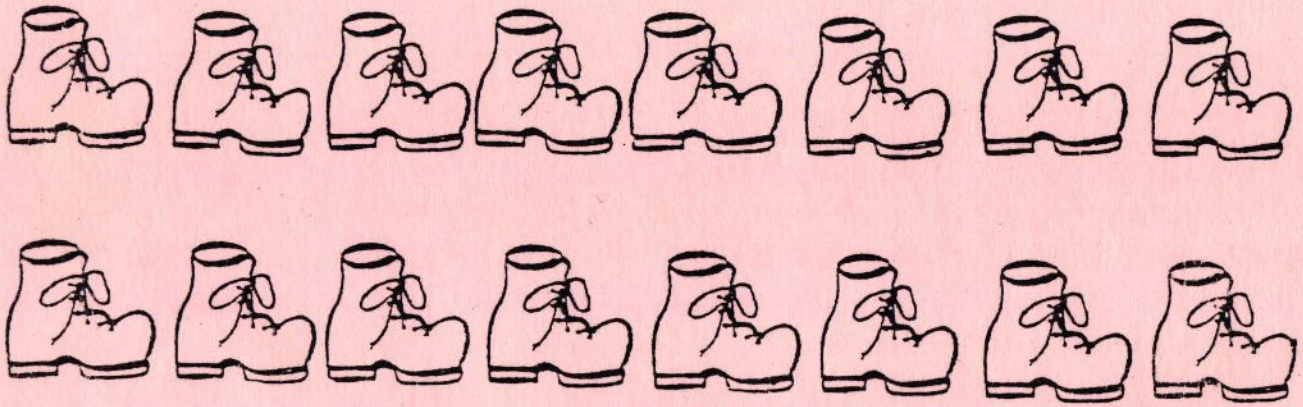
Put all of the letter cards in one bin. Have the students line up in a line by the floor staff. When you say go start the timer. Then the first student in line grabs a letter card, runs to the floor staff, and puts their feet in the correct line or space for that letter. The teacher says, yes or no. If the teacher replies yes, the student brings their letter to the second bin and goes to the end of the line. The class must go through the entire bin before the timer is stopped. Students will have several turns. Students may not pass letters back in line – the person who is in line next while someone is on the staff may pick up a letter and start thinking, but the letters may not be passed back. The goal is to first beat your class' best time and then to beat other classes' times. Feel free to keep a tally of times on the whiteboard/chalkboard.

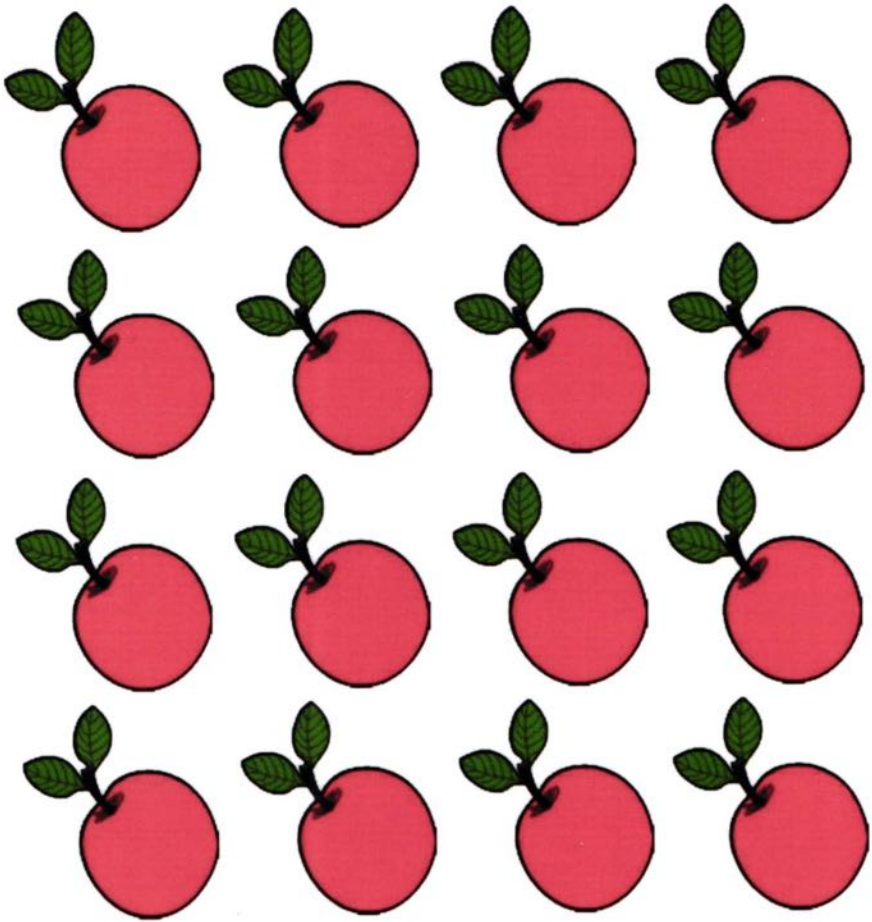
Rainbow Rhythms



COBBLER COBBLER

Touch the pictures as you sing the song.





Standard Five:

Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Artifacts:

- Composition Project, 3rd and 4th Grade
- Improvisation Exercises and Assessment Rubric, 4th Grade

Name: _____ Class: _____

COMPOSITION PROJECT

A ***COMPOSER*** is someone who _____.

Directions: Fill in the chart below with all the rhythms you know in each of the categories.

1 Beat Rhythms	2 Beat Rhythms
3 Beat Rhythms	**4 Beat Rhythms**

Compose your own 4 measures of $\frac{4}{4}$ meter. Make sure you write your rhythms neatly and correctly.

$\frac{4}{4}$ _____ _____ _____ _____ | _____ _____ _____ _____ |

_____ _____ _____ _____ | _____ _____ _____ _____ ||

Check your rhythms with Mrs. Kinney. When she has given you the OK, go to a barred percussion instrument and practice playing your rhythms. Try different combinations of pitches and see what sounds good. When you like something, write down the solfege letters underneath **EACH** note. For example,

D D D D

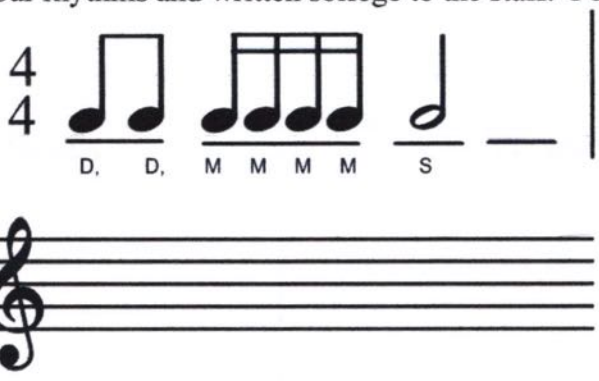
M M M

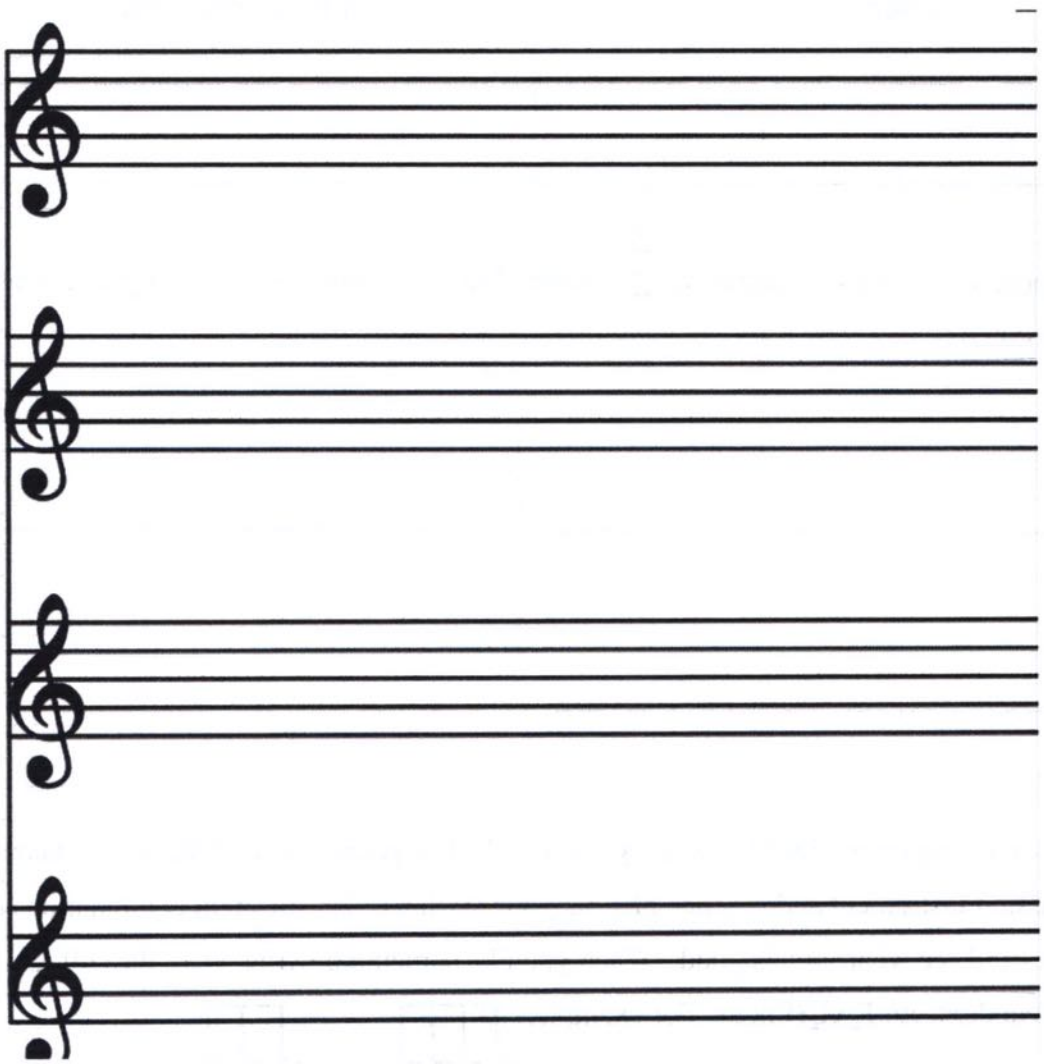
Name: _____ Class: _____

COMPOSITION PROJECT

A ***COMPOSER*** is someone who _____.

Directions: Transfer your rhythms and written solfege to the staff. For example,





Congratulations you are now a composer!
Practice and play your music for others!

Recorder Improvisation 4.1

TLW improvise simple phrases on the recorder.

Song List:

GAB

- Jitter Bag K8 10.1

GABC

- Bella's Blues K8 24.1
- Take The A,B,C, or G Train K8 24.4

GABCD

- Blue Smoothie K8 15.5

EGA

- Blue Eggs Over Easy K8 5.4

EGAC

- Cage Full of Blues K8 6.3
- M.C.'s Boogie K8 8.3
- My Blue Panda K8 18.4

EGABCD

- Rubber Baby Buggy Bumper Boogie K8 17.4

EFGAbABbBCDE

- Scoot K8 11.4

PCSD Common Music Assessments

4th Grade Learning Targets

Performance Assessment - Improvisation 4.1

TLW improvise simple phrases on the recorder.

	Improvisation
4 Exceeds	NA
3 Secure	The student performs the selection using a variety of treble clef notes G, A, B, High C, and High D.
2 Developing	The student performs the selection using limited treble clef notes G, A, B, High C, and High D with little or no variation of notes.
1 Beginning	The student performs the selection using a single tone from treble clef notes G, A, B, High C, and High D.

STUDENT NAME:

_____

TOTAL POINTS: _____ **FINAL SCORE:** _____

Composite Rating:
NA= Exceeds
3= Secure
2 = Developing
1 = Beginning

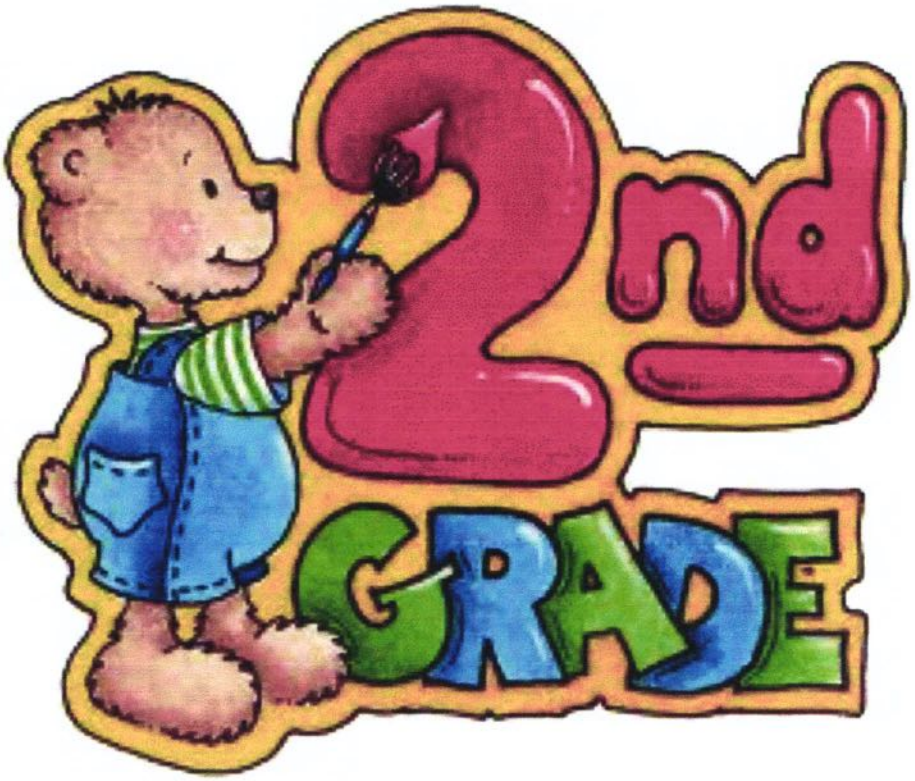
Standard Six:

Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

Artifacts:

- Grade 2, Common Music Assessments
  - Created as part of the PCSD Elementary General Music Team

2ND GRADE



COMMON MUSIC ASSESSMENTS

2nd Grade Curriculum*

Singing

1. TLW sing the correct solfege and intervals of low do and re.

Instrumental

1. TLW play rhythmic ostinatos.

Read and Notate

1. TLW read, notate, and identify the proper name and value of a half note (ta-a), half rest, whole note (ta-a-a-a), and whole rest with correct stem direction.
2. TLW read, write, and hand sign low do and re on the staff.

Improvisation

1. TLW improvise with pentatonic tones using a given rhythm.

Composition

1. TLW compose short rhythm patterns using 2nd grade rhythms.

Analysis

1. TLW identify verse/refrain, AB and ABA form.
2. TLW identify call and response (solo/chorus).

History and Culture

1. TLW explore the life and music of Tchaikovsky (The Nutcracker).

2nd Grade Music Vocabulary: pentatonic scale, time signature, meter, double bar line, mezzo forte, mezzo piano, and repeat sign

TLW = the learner will

*Learning targets are listed in the year that they are introduced. All learning targets are successive and will continue to be addressed in subsequent years following their introduction.

Singing 2.1

TLW sing the correct solfege and intervals of low do and re.

Song List:

Low Do

- Apple Tree
- Daisy Chain (2 Spotlight pT255)
- Donkey Donkey (2 Spotlight pT256)
- Fuzzy Wuzzy
- Heigh Ho, Here We Go (2 Spotlight pT252)
- I See The Moon
- King's Land (2 Spotlight pT257)
- Mother, Mother (2 Spotlight pT254)
- Mouse Mousie (2 Spotlight pT254)
- Mr. Frog (2 Spotlight pT257)
- Pease Porridge
- Wallflowers
- Who Has the Penny? (2 Spotlight pT252)

Re

- Au Clair de la Lune (In The Evening Moonlight) (Feierabend p57)
- Bow Wow Wow (2 Spotlight pT264)
- Button You Must Wander
- Coral (3 Spotlight pT249)
- Dance Together (2 Spotlight pT264)
- Frosty Weather (3 Spotlight pT250)
- Grandma Grunts (Feierabend p57)
- Here Comes a Bluebird (2 Spotlight pT263)
- Hop, Old Squirrel (2 Spotlight pT258)
- Hot Cross Buns (2 Spotlight pT258)
- I Have a Car (3 Spotlight pT252-253)
- I Have Lost My Closet Key (Feierabend p58)
- Knock the Cymbals (2 Spotlight pT265)
- Let Us Chase the Squirrel (3 Spotlight pT248)
- Listen, Listen (Feierabend p143)
- Pairs or Pears (2 Spotlight pT265)
- Peep Squirrel (Feierabend p56)
- Rover (2 Spotlight pT260)
- Sailor, Sailor on the Sea (2 Spotlight pT262)
- Shoheen Sho
- Who's That Tapping at the Window? (2 Spotlight pT261)

PCSD Common Music Assessments

2nd Grade Learning Targets

Performance Assessment - Singing 2.1

TLW sing the correct solfege and intervals of low do and re.

	Singing Voice	Pitch
4 Exceeds	The student uses a singing voice throughout the entire selection.	The student accurately sings all do, re, mi, so, and la pitches in the selection.
3 Secure	The student uses a singing voice most of the time.	The student sings the pitches do, re, mi, so, and la in the selection with 1-2 minor errors.
2 Developing	The student uses a singing voice some of the time.	The student sings the pitches do, re, mi, so, and la with some (little) accuracy, but has major errors.
1 Beginning	The student uses the speaking voice only.	The student does not accurately sing any of the pitches do, re, mi, so, and la in the selection.

STUDENT NAME: _____

TOTAL POINTS: _____ **FINAL SCORE:** _____

Composite Ratings:
8 = Exceeds
6 - 7 = Secure
3 - 5 = Developing
2 = Beginning

PCSD Common Music Assessments

2nd Grade Learning Targets

Performance Assessment - Instrumental 2.1

TLW play rhythmic ostinatos.

	Steady Beat and Rhythm	Continuous Ostinato
4 Exceeds	The student performs the selection's rhythms without error. There is a steady beat throughout.	The student plays a continuous rhythmic ostinato pattern for at least 8 measures and without error.
3 Secure	The student performs the selection's rhythms well with 1-2 minor errors. The beat is generally steady.	The student plays a continuous rhythmic ostinato pattern for at least 6 measures. The student is able to self correct any mistakes that they notice or are pointed out by the teacher.
2 Developing	The student performs the selection's rhythms with some accuracy, but there are major errors throughout. The beat is somewhat unsteady or there are many stops and starts.	The student plays a rhythmic ostinato pattern for at least 4 measures with some starts and stops. The student plays hesitantly and needs teacher assistance.
1 Beginning	The student performs the selection's rhythms without accuracy. The beat is sporadic and unsteady.	The student is unable to play a continous rhythmic ostinato pattern. There are many starts and stops throughout the ostinato and the student needs a great deal of teacher assistance.

STUDENT NAME: _____

TOTAL POINTS: _____ **FINAL SCORE:** _____

Composite Ratings:
8 = Exceeds
6-7 = Secure
3 - 5 = Developing
2 = Beginning

PCSD Common Music Assessments – Read and Notate 2.1

Name: _____ Class: _____

1. In the boxes below, **draw** the correct rhythm.

Ta-a	Half Rest	Ta-a-a-a	Whole Rest

2. What is the name of each rhythm? **Circle** the correct answer.

A. Quarter Note B. Half Note C. Half Rest	A. Half Rest B. Quarter Rest C. Whole Rest	A. Half Note B. Whole Rest C. Whole Note	A. Whole Rest B. Half Rest C. Quarter Rest

3. **Put an X** through the rhythm that is drawn *incorrectly*.

4. How many beats of sound or silence does each rhythm receive?
Circle the correct answer.

2 Beats of **Sound** **2** Beats of **Silence** **4** Beats of **Sound** **4** Beats of **Silence**	**2** Beats of **Sound** **2** Beats of **Silence** **4** Beats of **Sound** **4** Beats of **Silence**	**2** Beats of **Sound** **2** Beats of **Silence** **4** Beats of **Sound** **4** Beats of **Silence**	**2** Beats of **Sound** **2** Beats of **Silence** **4** Beats of **Sound** **4** Beats of **Silence**

Grading Scale:

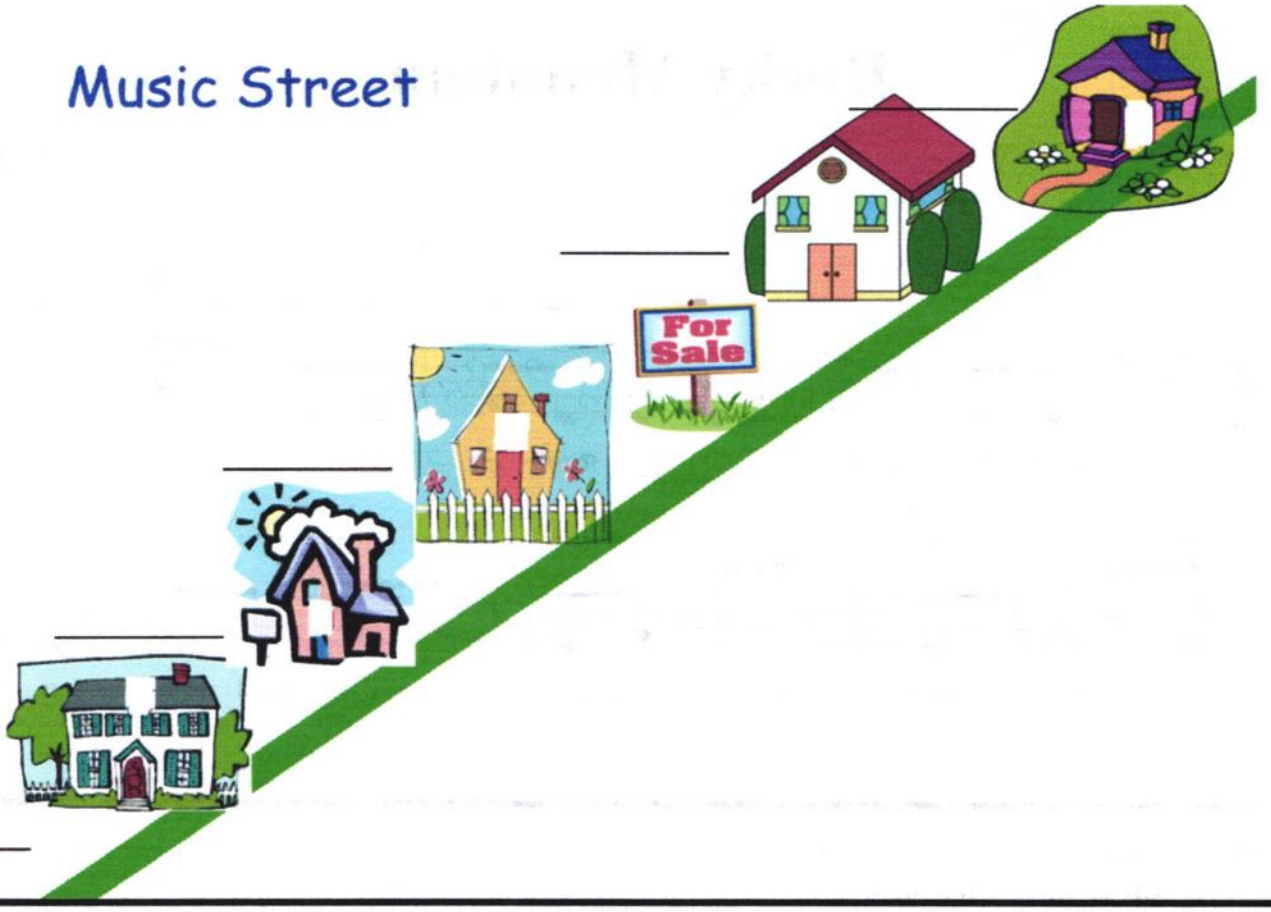
Out of 15 points

Composite Ratings:
NA = Exceeds
12 - 15 = Secure
7 - 11 = Developing
0 - 6 = Beginning

PCSD Common Music Assessments – Read and Notate 2.2

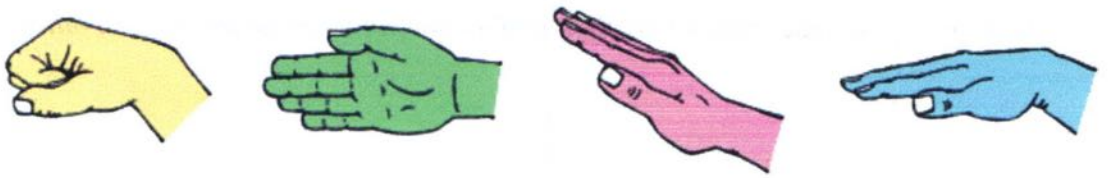
Name: _____ Class: _____

Directions: On the line provided, **fill in** the correct names of the houses on Music Street.

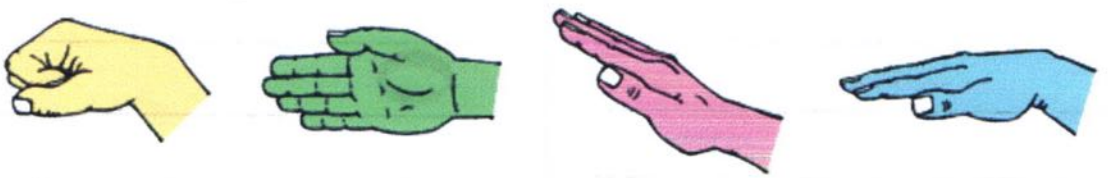


Directions: **Circle** the correct answer.

1. **Circle** the hand sign for **Re**:



2. **Circle** the hand sign for **Do**:



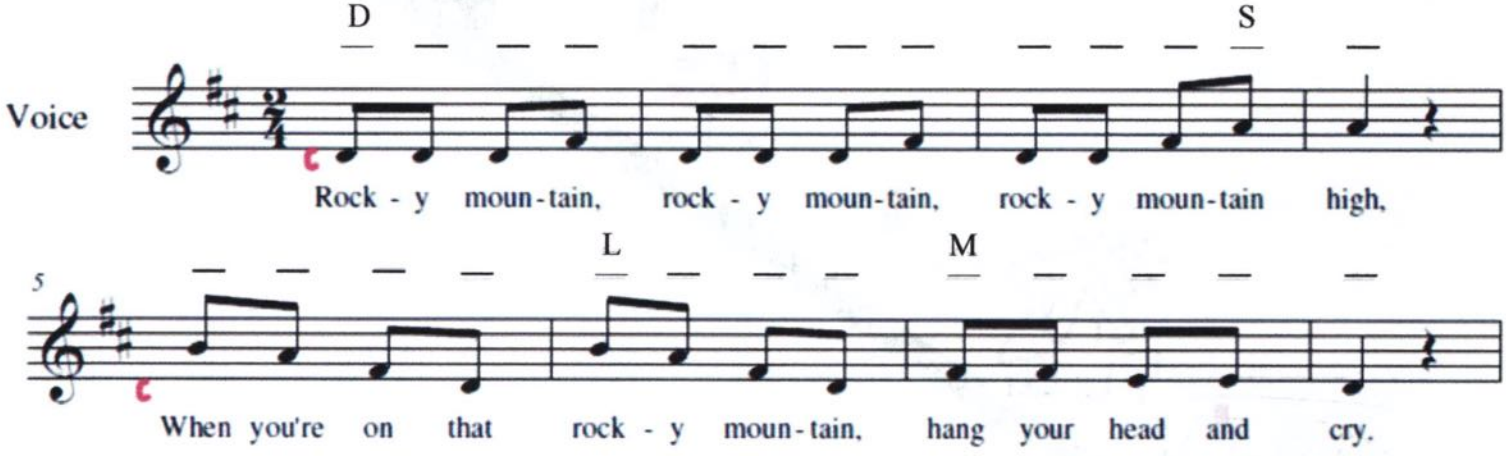
3. If Do is on a line, Mi is on a line, and So is on a line and they're all feelin' fine.
   Where are Re and La?
   a. On Lines b. In Spaces

4. If Do is in a space, Mi is in a space, and So is in a space and they're all in their place.
   Where are Re and La?
   a. On Lines b. In Spaces

Directions: **Write** a D, R, M, S, or L above each note to represent the ***correct solfege syllables*** for "Rocky Mountain."

Rocky Mountain

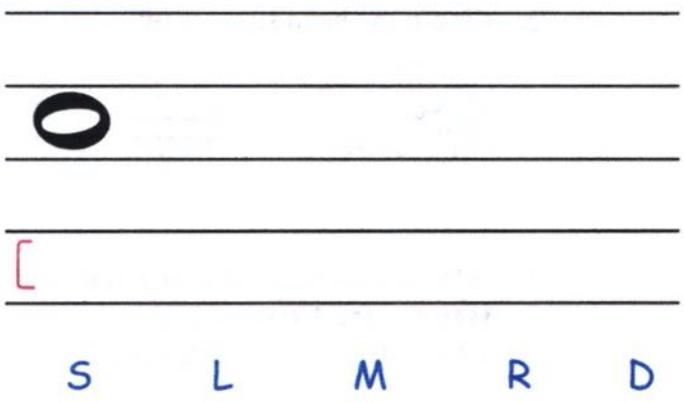
Folk Song



Directions:

1. **Find** the missing notes.
2. Using whole notes, **write** the missing notes on the correct line or in the correct space on the staff.

Make sure you write from left to right and do not put notes on top of each other!



Grading Scale:

Out of 39 points

Composite Ratings:
37 - 39 = Exceeds
30 - 36 = Secure
20 - 29 = Developing
0 - 19 = Beginning

PCSD Common Music Assessments

2nd Grade Learning Targets

Performance Assessment - Improvisation 2.1

TLW improvise with pentatonic tones using a given rhythm.

	Steady Beat and Rhythm	Improvisation
4 Exceeds	The student performs the selection's rhythms without error or any instructional assistance. There is a steady beat throughout.	The student chooses a variety of pentatonic tones to clearly communicate their musical thought process.
3 Secure	The student performs the selection's rhythms well with 1-2 minor errors. The beat is generally steady.	The student performs the selection's rhythms using a variety of pentatonic tones.
2 Developing	The student performs the selection's rhythms with some accuracy, but there are several errors throughout. The beat is unsteady.	The student performs the selection's rhythms using limited pentatonic tones.
1 Beginning	The student performs the selection's rhythms without accuracy. The beat is sporadic and unsteady.	The student performs the selection's rhythms using a single pentatonic tone.

STUDENT NAME: _____

TOTAL POINTS: _____ **FINAL SCORE:** _____

Composite Ratings:	
(4)	8 = Exceeds
(3)	6-7 = Secure
(1.5)	3-5 = Developing
(1)	2 = Beginning

PCSD Common Music Assessments – Composition 2.1

Name: _____ Class: _____

Directions: You Be The Composer!
Write your own rhythm composition using any of the rhythms below.
Use each rhythm *at least* **one time.**

Be Careful – remember how many beats each rhythm receives!

QUARTER NOTE (TA)

2 EIGHTH NOTES (TI-TI)

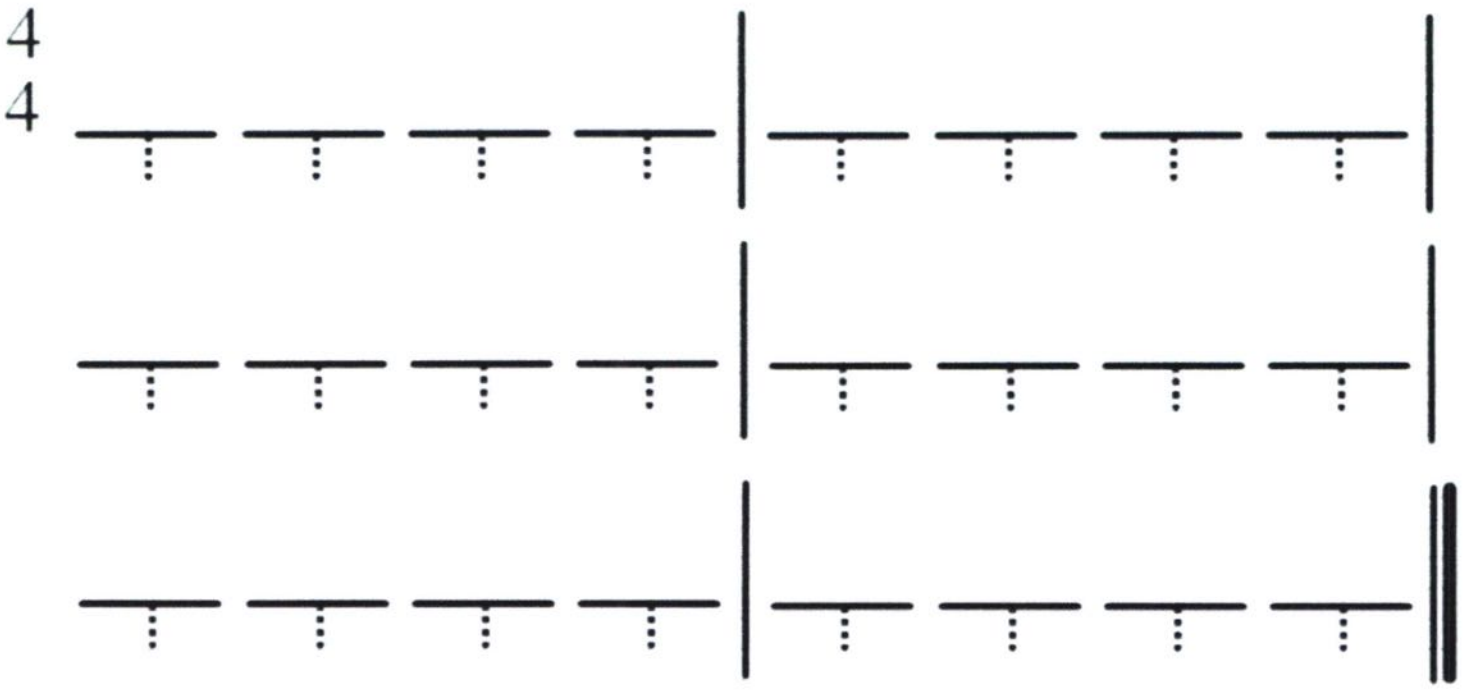
QUARTER REST

HALF NOTE (TA-A)

HALF REST

WHOLE NOTE (TA-A-A-A)

WHOLE REST



When you are finished writing, practice performing your composition

by clapping and saying it!

PCSD Common Music Assessments

2nd Grade Learning Targets

Performance Assessment - Composition 2.1

TLW compose short rhythm patterns using 2nd grade rhythms.

	Notation	Process
4 Exceeds	NA	NA
3 Secure	The student correctly notates second grade rhythms using correct stem direction and rhythmic duration with up to 4 errors.	The student follows the guidelines of the assignment and uses at least one of each second grade rhythm.
2 Developing	The student notates second grade rhythms with more than 4 errors.	The student does not follow the guidelines of the assignment and does not use one of each second grade rhythm.
1 Beginning	NA	NA

STUDENT NAME:

_____

Composite Ratings:
NA = Exceeds
6 = Secure
4 - 5 = Developing
NA = Beginning

Analysis 2.1

TLW identify verse/refrain, AB, and ABA form.

Song List:

AB Form

- A Ram Sam Sam (Feierabend p)
- A Tisket, A Tasket (1 Spotlight pT107)
- Baby Beluga (2 Spotlight pT26)
- Pickin' a Spot (Feierabend p)
- Puff, the Magic Dragon (2 Spotlight pT54)
- Rig a Jig Jig (1Spotlight pT116)

ABA Form

- Twinkle Twinkle Little Star
- Wake Up You Lazy Bones (Feierabend p)
- Willowbee (2 Spotlight pT69)

PCSD Common Music Assessments – Analysis 2.1

Name: _____ Class: _____

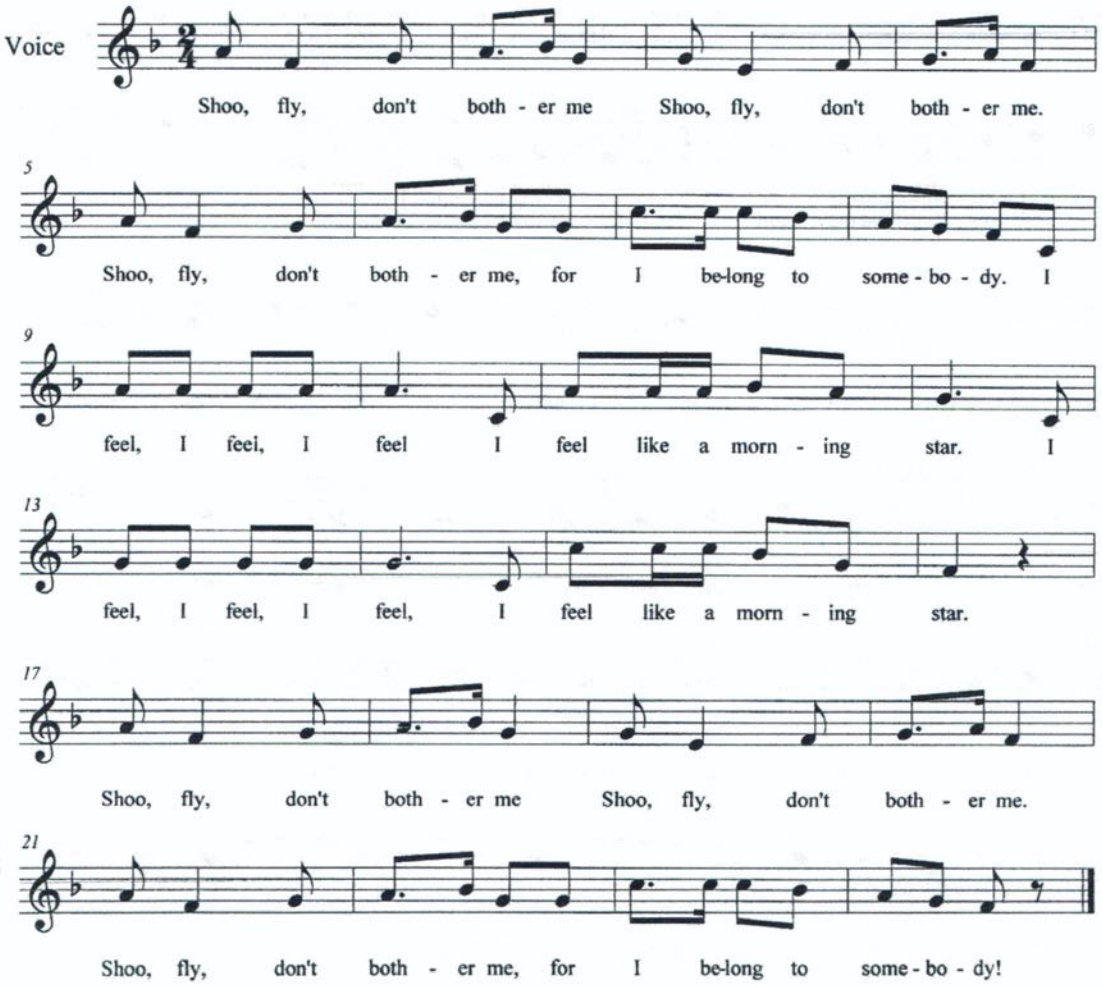
***Directions*: Listen** to the musical example played by your teacher.
Decide if what you hear is AB or ABA form. **Circle** the correct answer.

1.	**AB**	**ABA**
2.	**AB**	**ABA**
3.	**AB**	**ABA**

***Directions:* Look** at the musical example below. Is it AB or ABA? **Circle** the correct answer. **AB** or **ABA**

Shoo, Fly

Music by: American Folk Song



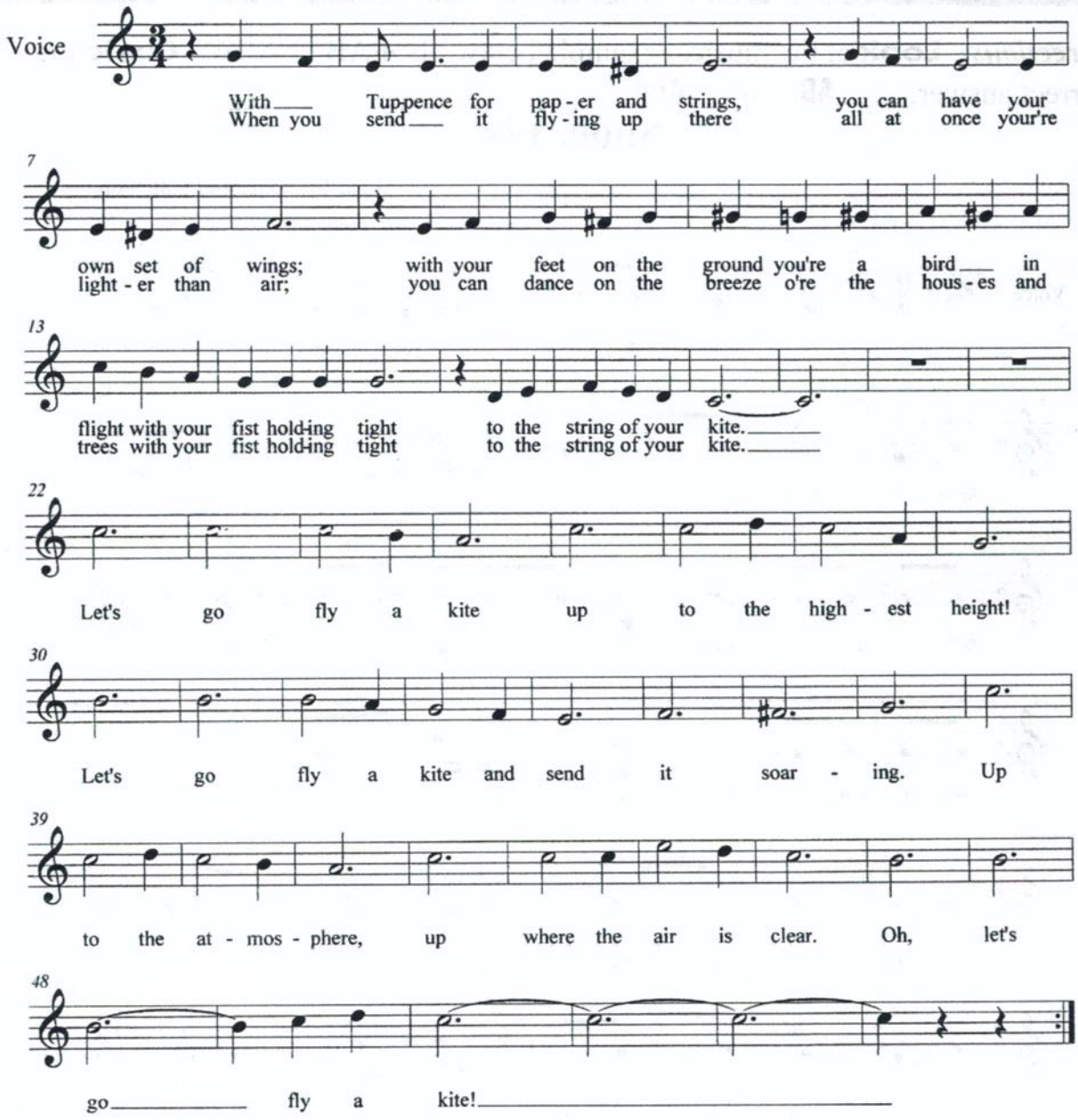
***Directions*: Circle** the correct underlined words to complete the definition.

1. All **verses** of a song have **THE SAME** | **A DIFFERENT** melody.
2. All **verses** of a song have **THE SAME** | **DIFFERENT** lyrics.
3. The **refrain** has its own melody and the lyrics **REPEAT** | **CHANGE.**

***Directions*:**
Write "Verse" at the beginning of its section in the music.
Write "Refrain" at the beginning of its section in the music.

Let's Go Fly a Kite

Richard & Robert Sherman



Grading Scale:

Out of 9 points

Composite Ratings:
9 = Exceeds
5 - 8 = Secure
3 - 4 = Developing
0 - 2 = Beginning

Analysis 2.2

TLW identify call and response (solo/chorus).

Song List:

- Away for Rio (2 Spotlight pT170)
- Cuckoo, Where Are You? (2 Spotlight pT244)
- Did You Feed My Cow? (Feierabend p)
- Dumplin's (2 Spotlight pT172)
- Fanga Alafia
- I See (2 Spotlight pT266)
- John the Rabbit (Feierabend p)
- Lemonade (2 Spotlight pT19)
- Lucy Rabbit (Feierabend p)
- Pizza Pizza Daddy-O (2 Spotlight pT62)
- Sea Lion (Feierabend p)
- There Was an Old Woman (Feierabend p)
- Who Chopped the Cherry Tree Down? (2 Spotlight pT371)

PCSD Common Music Assessments – Analysis 2.2

Name: _____ Class: _____

Directions: Use the musical example below to answer the following questions.

1. Correctly **label** the 3 **Call** sections of the musical example on the lines below.

2. Correctly **label** the 3 **Response** sections of the musical example on the lines below.

Pizza, Pizza Daddy-O

American singing game

Voice

An-nie has a boy friend. Piz - za Piz - za Dad-dy - O! How do you know it?

Piz - za, piz - za dad-dy - O! "Cause she told me! Piz - za, Piz - za dad-dy - O!

Directions: **Circle** the correct answer:

What is another name for the call?	Solo	B	Chorus
Who sings the Response?	Solo	Chorus	A

Directions: **Listen** to the musical example played by your teacher. **Decide** if what you hear is Call & Response. **Circle** the correct answer.

1. **YES!** **No.**

2. **YES!** **NO.**

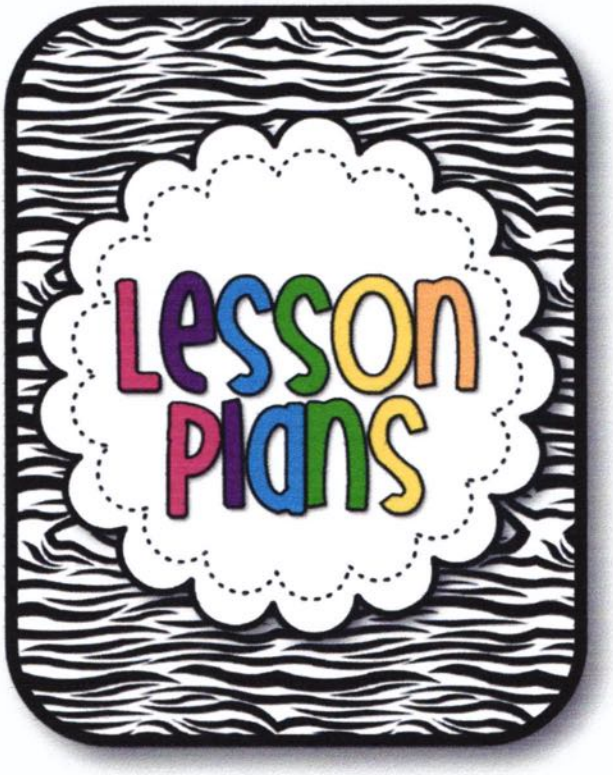
3. **YES!** **NO.**

Grading Scale:

Out of 11 points

Composite Ratings:
11 = Exceeds
7 - 10 = Secure
4 – 6 = Developing
0 - 3 = Beginning

Standard Seven:



Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

Artifacts:

- Year Long Lesson Plans K-5

Year Long Plans

Kindergarten

September

- Different types of voices: singing, talking, shouting, whispering, and humming (Singing K.1)
- Demonstrate pitch matching through echoing short phrases (Singing K.2)
- Develop a feeling for the steady beat (Instrumental K.1)
    - Sing a song and pat, clap, or touch body in different places
    - Follow the leader
- Fast-Slow (Analysis K.1)
    - Sing known songs in fast-slow tempi
    - Identify pictures of things that move fast or slow
    - Teach a new fast song; teach a new slow song
    - Identify fast-slow in short art music examples (Schumann, The Wild Horseman, Chopin, Prelude in C minor)

October

- Voice Recognition - **Assess Singing K.1**
- Loud-Soft (Analysis K.1)
    - Stories
    - Comic strip character pictures
    - Echo singing loud and soft
    - Games
    - In a group of pictures identify the one that does not belong
    - Identify loud-soft in teacher singing or playing a song, short art music examples (Haydn, Symphony No. 94 (Surprise), Andante)
- High-Low (Analysis K.1)
    - Stories
    - Movement that shows spatial relationships while singing a song
    - Puppets that speak in high or low voices
    - Echo singing
    - Speak in high and low voices
    - Identify high or low sounds using instruments and pictures
- Continue to develop a feeling for the steady beat (Instrumental K.1)

November

- Concert Preparation

December

- Concert Preparation/Performance
- Holiday Songs

January

- Develop a feeling for the steady beat (Instrumental K.1)
    - Sing a song and march
    - Motions to game songs
    - Big claps
    - Touch pictures on charts and at the board from left to right in a continuous movement

    - Sing a song while walking with a steady beat (alone, in a line, in a circle not holding on, in a circle attached)
    - Play rhythm instruments while singing a song
    - Two beat ostinato in two different places on the body
- Introduce reading left to right and top to bottom following a musical score (Read and Notate K.1)
- Continue loud-soft, high-low and fast-slow (Analysis K.1)

February

- Continue to develop a feeling for the steady beat (Instrumental K.1) - **Assess Instrumental K.1**
- Continue to develop reading left to right and top to bottom following a musical score (Read and Notate K.1) - **Assess Read and Notate K.1**
- Continue loud-soft, high-low and fast-slow (Analysis K.1)
- Instruments: Strike an instrument at given points of a well-known song (on a specific word)

March

- Develop a feeling for the steady beat (Instrumental K.2)
    - Begin rhythm band
    - Passing objects on the steady beat
- Supplement new words to a familiar song (Composition K.1) **Assess Composition K.1**
- Continue loud-soft, high-low and fast-slow (Analysis K.1)

April

- Develop a feeling for the steady beat (Instrumental K.2)
    - Continue rhythm band
- Short-Long (Analysis K.1)
    - Pictures
    - Little taps - "let your hands say the words"
    - Sing a song while clapping the rhythm of the song
    - Echo clapping in four beat patterns without words
    - Point to picture charts representing four beat rhythm phrases while singing the song
    - Echo clapping in four beat phrases with short-long words
    - Echo clapping in four beat patterns from piano, bells, or recorder
    - Identify songs from the teacher's rhythm clapping using picture clues
    - Point to picture charts while saying or singing short-long words
    - Identify songs from the teacher's rhythm clapping without picture clues
- Continue loud-soft, high-low and fast-slow (Analysis K.1)
- **Assess Singing K.2**

May

- Develop a feeling for the steady beat (Instrumental K.2) - **Assess Instrumental K.2**
    - Continue rhythm band
- **Assess Analysis K.1 and Analysis K.2**
- Experience the life and music of Saint -Saens (Carnival of the Animals) (History and Culture K.2)

1st Grade

September

- Review:
  - Different types of voices
  - Pitch matching and tuneful singing
  - Feeling the steady beat
    - While singing
    - Marching
    - Touching pictures
    - Sing - Don't Sing faces, TV game, Erasing game, While stepping the beat, sing only the first and last words of a song
    - While one child points, class claps beat or plays beat on a rhythm instrument
  - Loud-Soft, Fast-Slow, High-Low, Long-Short
  - Instruments
    - Strike an instrument at a given point of a well-known song
    - Rhythm band

October

- Present the vocabulary word = RHYTHM
  - Let your hands say the words
  - Little taps
  - Identify known songs from teacher's clapping
  - Point to pictures on board, charts, and worksheets
  - Identify number of sounds per heartbeat
- Rhythm V. Beat
  - Sing a song and tap rhythm
  - Sing a song and step beat
  - Teacher and class switch parts
  - In two groups (divide class)
- Prepare and present ta and ti-ti (Read and Notate 1.1)
  - While singing clap rhythm of the words
  - While singing a song play rhythm on instruments
  - Echo clap with short-long words
  - Tell the number of sounds per beat
  - While singing, point 4 beat picture card
  - Point pictures on the board
  - Big-Little with pictures
  - Build 4 beat rhythm motives with big and little children
  - Present ta, ti-ti, and quarter
- Read and write ta and ti-ti
  - Read four beat motives on board and with flashcards
  - Combine patterns to create known songs (8 then 16 beats)
  - Write with popsicle sticks and with pencils or markers (visually and four beat dictation)
  - Play Post Office, Rhythm Heads Up, Rhythm Basketball
  - Classical examples:
    - Haydn, Symphony No. 94 Second Movement (ti-ti, ti-ti, ti-ti, ta)
    - Beethoven, Symphony No 7, short example from 2nd movement (ta, ti-ti, ta, ta)

November

- Concert Preparation

December

- Concert Preparation/Performance - **Assess Singing 1.1**
- Holiday Songs

January

- Review ta and ti-ti (reading and writing)
- Prepare and present quarter rest (Read and Notate 1.1) - **Assess Read and Notate 1.1**

February

- Play classroom instruments using proper playing technique using rhythmic notation (Instrumental 1.1) - **Assess Instrumental 1.1**
- Compose short rhythm patterns using 1st grade rhythms (Composition 1.1) - **Assess Composition 1.1**
- Prepare and present so-mi (Singing 1.2 and Read and Notate 1.3)
  - Sing songs and play games that emphasize the so-mi interval
  - Hand movement to show the melodic contour of song
  - Body signs with words of song and with high-low words
  - Identify high and low sounds on text words
  - Indicate high and low sounds with body signs from the teacher playing an instrument
  - Point pictures of melodic contour of known songs (board and worksheets)
  - Present so-mi and hand signs
- Read and write so-mi (Read and Notate 1.2 and 1.3)
  - Present the staff and so and mi on the staff

March

- Practice reading and writing so-mi (Read and Notate 1.2 and 1.3)
  - Read motives or whole songs using staff notation
  - Write song fragments (without rhythm and then with rhythm)
  - Write unknown patterns
- Prepare and present la (Singing 1.2 and Read and Notate 1.3) - **Assess Singing 1.2**
  - Sing songs and play games
  - Show melodic contour with hands
  - Body signs with song words and so-mi syllables with hum for unknown sound
  - Identify text words of unknown sound
  - Indicate melodic contour with body signs from the teacher playing an instrument
  - Point to pictures of melodic contour
  - Present la and hand sign

April

- Read and write la (Read and Notate 1.2 and 1.3) - **Assess Read and Notate 1.2 and 1.3**
  - Present la on the staff
  - Read known motives or whole songs using staff notation
  - Read unknown songs or motives
  - Write song fragments (without rhythm and then with rhythm)
  - Write unknown patterns

May

- Play classroom instruments using proper playing technique using melodic notation (Instrumental 1.2) **Assess Instrumental 1.2**
- Improvise vocal melodic responses (answers) to melodic questions - **Assess Improvisation 1.1**
- Identify and compare phrases and sections of music that are the same and/or different - **Assess Analysis 1.1**
- Explore the life and music of Mozart (History and Culture 1.1)

2nd Grade

September

- Review:
  - Different types of voices
  - Pitch matching and tuneful singing
  - Feeling the steady beat
  - Ta, Ti-Ti, and Quarter Rest
  - La, So, and Mi on the staff

October

- Prepare and present ta-a (half note) and half rest (Read and Notate 2.1)
  - Sing songs and play games containing half notes
  - Clap the rhythm to known songs using larger motions for the half note
  - Indicate where a word lasts for two beats: circle two heartbeats at the board and tie two notes together
  - Change tied notes to half note and present ta-a
- Read and write ta-a and half rest (Read and Notate 2.1)
  - Read the rhythms of songs
  - Games and flashcards with ta-a (Post Office, Heads Up, Basketball, Bingo, King of the Mountain, Poison)
  - Write song fragments
- Present time signature (2/4), bar line, double bar line

November

- Concert Preparation

December

- Concert Preparation/Performance
- Explore the life and music of Tchaikovsky (The Nutcracker) (History and Culture 2.1)

January

- Review ta-a and half rest (reading and writing)
- Prepare and present ta-a-a-a (whole note) and whole rest (Read and Notate 2.1)

February

- Practice ta-a, half rest, ta-a-a-a, and whole rest (reading and writing) - **Assess Read and Notate 2.1**
- Compose short rhythm patterns using 2nd grade rhythms (Composition 2.1) - **Assess Composition 2.1**
- Play rhythmic ostinatos (Instrumental 2.1) - **Assess Instrumental 2.1**
  - Present repeat sign

March

- Prepare and present do (Singing 2.1 and Read and Notate 2.2)
  - Sing songs and play games that emphasize do
  - Hand movement to show melodic contour of songs
  - Body signs with words of song
  - Body signs with solfa and hum on new note
  - Indicate high and low sounds on text
  - Indicate high and low sounds with body signs from the teacher playing an instrument or humming
  - Point pictures of the melodic contour of known songs on board and on worksheets
  - Present do and hand signs
- Read and write do (Read and Notate 2.2)

- Present do on the staff
- Read known motives or whole songs using staff notation
- Read unknown songs or motives
- Write song fragments (without rhythm and then with rhythm)
- Write unknown patterns

April

- Prepare and present re (Singing 2.1 and Read and Notate 2.2) - **Assess Singing 2.1**
  - Sing songs and games the emphasize re
  - Hand movement to show the melodic contour of the song
  - Body signs with the words of the song
  - Body signs with solfa and hum on the new note
  - Indicate high, middle, and low sounds of the text in a mi-re-do pattern
  - Indicate correct pitches with body signs from the teacher playing an instrument or humming
  - Point pictures of the melodic contour of known songs on board and on worksheet
  - Present re and hand signs
- Read and write re (Read and Notate 2.2) - **Assess Read and Notate 2.2**
  - Present re on the staff
  - Read known motives or whole songs using staff notation
  - Read unknown songs or motives
  - Write song fragments (without rhythm and then with rhythm)
  - Write unknown patterns
- Improvise with pentatonic tones using a given rhythm (Improvisation 2.1) - **Assess Improvisation 2.1**

May

- Identify verse/refrain and AB and ABA form (Analysis 2.1) - **Assess Analysis 2.1**
- Identify call and response (solo/chorus) (Analysis 2.2) - **Assess Analysis 2.2**

3rd Grade

September

- Review:
  - Pitch matching and tuneful singing
  - Quarter Note (Ta), 2 Eighth Notes (Ti-Ti), Quarter Rest, Half Note (Ta-a), Half Rest, Dotted Half Note (Ta-a-a), Whole Note (Ta-a-a-a), and Whole Rest
  - Do, Re, Mi, So, and La (Pentatonic) on the staff
- Play melodic ostinatos (Instrumental 3.1) - **Assess Instrumental 3.1**
- Prepare and present tiri-tiri (4 sixteenth notes) (Read and Notate 3.1)

October

- Read and write tiri-tiri (Read and Notate 3.1)
  - Read the rhythms of songs
  - Games and flashcards with tiri-tiri (Post Office, Heads Up, Basketball, Bingo, King of the Mountain, Poison, Rainbow Rhythms, I Have Who Has)
  - Write song fragments
- Prepare and present ti-tiri (1 eighth note followed by 2 sixteenth notes) (Read and Notate 3.1)

November

- Concert Preparation

December

- Concert Preparation/Performance

January

- Review tiri-tiri and ti-tiri (reading and writing)
- Introduce vocal harmony through partner songs and rounds (Singing 3.2) **Assess Singing 3.2**
- Prepare and present syncopated pattern (eighth, quarter, eighth (ti-ta-ti)) and eighth note and eighth rest alone (Read and Notate 3.1) **Assess Read and Notate 3.1**

February

- Compose short rhythm patterns using 3rd grade rhythms (Composition 3.1) - **Assess Composition 3.1**
- Present reading and notating in 2, 3, and 4 meter. (Read and Notate 3.3) **Assess Read and Notate 3.3**
- Identify music in 2, 3, and 4 meter (Analysis 3.2) **Assess Analysis 3.2**

March

- Prepare and present high do (Singing 3.1 and Read and Notate 3.2)
- Improvise simple melodies with extended pentatonic tones - **Assess Improvisation 3.1**

April

- Prepare and present low so and low la (Singing 3.1 and Read and Notate 3.2) **Assess Singing 3.1 and Read and Notate 3.2**

May

- Explore the life and music of Prokofiev (Peter and the Wolf) (History and Culture 3.2 and Analysis 3.1) **Assess Analysis 3.1**
- Identify the letter names of the treble clef (Read and Notate 3.4) **Assess Read and Notate 3.4**

4th Grade

September

- Review:
  - Pitch matching and tuneful singing
  - Third Grade Rhythms
  - Extended Pentatonic (High Do, Low La, Low So) on the staff
- Prepare and present tiri-ti (Read and Notate 4.1)

October

- Prepare and present tom-ti (dotted quarter eighth) (Read and Notate 4.1) **Assess Read and Notate 4.1**
- Compose short rhythm patterns using 4th grade rhythms (Composition 4.1) **Assess Composition 4.1**
- Instruments of the Orchestra Unit
  - Distinguish the difference between the families of instruments (Analysis 3.1)
  - Recognize instruments in the brass, woodwind, percussion, and string families by sight and sound (Analysis 3.2)
  - Distinguish the difference between an orchestra and concert band (Analysis 3.3)

November

- Finish Instruments of the Orchestra Unit - Field Trip to the Symphony
  - **Assess Analysis 3.1, 3.2, and 3.3**
- Concert Preparation

December

- Concert Preparation/Performance

January

- Recorder Unit
  - Identify and play G, A, B on the recorder (Instrumental 4.1) **Assess Instrumental 4.1**
  - Count the rhythms in a measure using beat numbers (Read and Notate 4.4)

February

- Recorder Unit
  - Identify and play high C and high D on the recorder (Instrumental 4.1) **Assess Instrumental 4.1**
  - Play in unison and simple 2-part (duet) on the recorder (Instrumental 4.2) **Assess Instrumental 4.2**
  - Improvise simple phrases on the recorder (Improvisation 4.1) **Assess Improvisation 4.1**

March

- Recorder Unit
  - **Assess Read and Notate 4.3** (Count the rhythms in a measure using beat numbers)
  - Devise criteria for evaluating performances (Evaluation 4.1) **Assess Evaluation 4.1**

April

- Compose short melodic patterns for the recorder (Composition 4.2) **Assess Composition 4.2**

May

- Prepare and present fa and ti (Singing 4.1 and Read and Notate 4.2) **Assess Read and Notate 4.2 and Singing 4.1**
- Explore the life and music of Bach (History and Culture 4.1)

5th Grade

September

- Review:
  - Pitch matching and tuneful singing
  - Fourth Grade Rhythms
  - Extended Pentatonic (High Do, Low La, Low So) and Major Scales on the staff
- Sing the correct solfege and intervals of all the notes in a major and *minor* scale (Singing 5.1) **Assess Singing 5.1**

October

- Prepare and present tim-ri (Read and Notate 5.1) **Assess Read and Notate 5.1**
- Compose short rhythm patterns using 5th grade rhythms (Composition 4.1) **Assess Composition 5.1**

November

- Concert Preparation

December

- Concert Preparation/Performance
- Demonstrate vocal harmony through descants and counter melodies (Singing 5.2) **Assess Singing 5.2**

January

- Recorder Unit
  - Review and play G, A, B, C, and D on the recorder
  - Count the rhythms in a measure using beat numbers
- Middle School Music Options Discussion and Video Chat

February

- Recorder Unit
  - Identify and play F#, E, and D on the recorder (Instrumental 5.1) **Assess Instrumental 5.1**
  - Play in 3 parts on the recorder (Instrumental 5.2) **Assess Instrumental 5.2**
  - Improvise simple phrases on the recorder (Improvisation 5.1) **Assess Improvisation 5.1**

March

- Recorder Unit
  - Identify and play C, F, and Bb on the recorder (Instrumental 5.1) **Assess Instrumental 5.1**
  - Evaluate the quality of their own and others' performances and offer constructive suggestions for improvement (Evaluation 5.1) **Assess Evaluation 5.1**

April

- Explore the life and music of Beethoven (History and Culture 5.1)

May

- Compose an 8-measure melodic composition for voice or a classroom instrument (Composition 5.2) **Assess Composition 5.2**
- Identify letter names of notes in the bass clef (Read and Notate 5.3) **Assess Read and Notate 5.3**

Standard Eight:

Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

Artifacts:

- Lesson Plan, Grade 1, October 16-22, 2013

Grade: 1st Grade

Lesson One	Lesson Two
Learning Targets: • Students will understand beat v. rhythm. • Students will be able to clap and point the rhythms of known songs. • Students will actively participate in seasonal songs.	**Learning Targets:** • Students will understand beat v. rhythm. • Students will know and be able to perform the rhythms ta (quarter note) and ti-ti (2 eighth notes).
Materials: SMARTBoard lesson, bean bag, Skin and Bones poster, We Sing For Halloween CD, bee beanbag, This is Halloween pictures, K8CD 14.1	**Materials:** SMARTBoard lesson, K8 14.1 CD, chairs, ta & ti-ti rhythm cards
Procedure: 1. GREETING 2. VOCAL WARM-UP: Throw the Bean Bag 3. SKIN AND BONES We Sing For Halloween Trk 26 4. 5 LITTLE PUMPKINS 5. STARLIGHT STARBRIGHT • Review song • Clap the rhythm • Point the rhythm at the SmartBoard • 5 individuals point the rhythm on the poster 6. BEE BEE BUMBLEBEE • Pat the beat • Clap the rhythm • Teacher does one - students do the other • Clap the rhythm - bigs and littles phrase by phrase • Point the rhythm with the created rhythm poster • Game 7. THIS IS HALLOWEEN • Review with pictures • Add movement 8. TRICK OR TREAT K8 14.1 #11	**Procedure:** 1. GREETING 2. TRICK OR TREAT K8 14.1 #11 3. STIRRING THE BREW 4. STARLIGHT STARBRIGHT • Pat the beat • Clap the rhythm • Students on chairs - name one sound a beat is called ta 5. COBBLER COBBLER • Pat the beat • Clap the rhythm • Students on chairs - name two sounds on a beat is called ti-ti 6. BEE BEE BUMBLEBEE • Pat the beat • Clap the rhythm • Students on chairs • Draw portraits - show notation 7. INTRO RHYTHM CARDS 8. RHYTHM HEADS UP Next Lesson: Did You Hear That Sound? K8 13.1 1st Lesson
Minzlaff 1 2 3 4 5 6 7 8 Gray 1 2 3 4 5 6 7 8	Minzlaff 1 2 3 4 5 6 7 8 Gray 1 2 3 4 5 6 7 8

Standard Nine:

Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

Artifacts:

- Resume complete with ongoing professional learning
- Grade 3-5 Learner Survey
- Student and Parent Notes

AMANDA KINNEY

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EDUCATION

Music Together Early Childhood Music Program Teacher Training — Summer 2014

- Completed coursework to obtain a Music Together teaching certificate.

University of WI – Green Bay Music Education Institute — Summer 2012

- Completed professional development in music performance, conducting, composition and education competencies.

Master of Science in Education — 2010 - 2011
St. Norbert College

- 4.0 GPA

Silver Lake College, Manitowoc, WI — Summer 2009 -2010

- Graduate Music Kodaly Certificate – Levels One and Two

Edgewood College, Madison, WI — Spring 2008

- Completed continuing education graduate credit in Love and Logic for Teachers.

Bachelor of Music Education- ECA/Choral — 2002 - 2006
University of Wisconsin- Eau Claire, Graduation December 2006

- 3.93 / 4.0 GPA (Summa cum laude)
- Departmental Honors

TEACHING EXPERIENCE

Piano Teacher, De Pere, WI — 2009 – 2016

- Taught private piano lessons to elementary and middle school aged students in my home.

Music Teacher, Hillcrest, Lannoye, and Fairview Elementary Schools, Pulaski, WI — 2009 – 2014

- Taught grades K – 5 elementary general music utilizing the Kodály and Orff methods.
- Directed and produced all-school music programs and concerts.
- Worked with elementary music colleagues to write a new music curriculum for K – 5.
- Worked cooperatively with classroom teachers to enhance both the music and general classroom curriculum using music.
- Helped students experience and enjoy the art of music.

Music Teacher, Prairie View Elementary School, Oregon, WI — January 2007- June 2009

Private Voice and Piano Teacher, Eau Claire WI and Verona, WI — August 2005 – June 2009

RELATED EXPERIENCE

Solo and Ensemble Accompanist, De Pere High School 2019 - 2020

Girl Scout Leader, Heritage Elementary Troop 4540 2018 - present

Singer, Dudley Birder Chorale, St. Norbert College, De Pere, WI 2009 - 2014

Singer, Wisconsin Chamber Choir, Madison WI 2007 - 2009

Accompanist and Vocal Coach 2004 - 2006
Chippewa Valley Girls Choir, Eau Claire WI

UNDERGRADUATE HONORS AND ACTIVITIES

Scholarships

- Laura Sutherland Memorial Scholarship 2006-2007
- Milton M. & Jean G. Schimke Music Student Teaching Scholarship 2006-2007
- Viennese Ball Senior Scholarship 2006-2007
- Fay Davis Berg Teacher's Scholarship 2005-2006
- Baker-Smith Musicology Award 2005-2006
- Caldwell and Georgia Johnson Scholarship 2005-2006
- Morris D. Hayes Voice Scholarship 2004-2005
- Cabaret Choral Fund Scholarship 2004-2005
- Foundation Keyboard Division Scholarship 2003-2004
- Elsa Brinkman Piano Scholarship 2002-2003
- Viennese Ball Voice Scholarship 2002-2003
- Chancellors Academic Scholarship 2002-2003
- Wisconsin Academic Excellence Scholarship 2002-2006

Honors

- Dean's List, School of Education, 8 semesters 2002-2006
- Academic Distinction, 8 semesters 2002-2006
- Music and Theatre Arts Department Honors Program, 5 semesters 2003-2006

Recipient, Faculty/Student Research Collaboration Program Grant 2005-2006

- Researched creative ways to teach beginning voice students music theory and sight-singing skills.
- Compiled a methods book for developing basic music theory and sight-singing skills to be used with beginning voice students.

Results: 35 total surveys, 3 students absent 2-18-14

5B = 19 students
5P = 19 students
38 students

Grade 3-5 Learner Survey

Purpose: The purpose of this survey is to give your teacher information on how to help you as a learner.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY: Follow along as your teacher reads the statements. Respond to the statements by placing a checkmark (✓) beneath the response—"YES," "SOMETIMES," or "NO"—that best describes how you feel about the statement.

Mrs. Kinney — Teacher's Name

2013-14 — School Year

	Yes	Sometimes	No
My teacher listens to me.	26	9	
My teacher gives me help when I need it.	27	5	3
I am able to do the work given to me.	24	10	1
Students are respectful to each other in my class.	12	22	1
I feel free to ask and answer questions.	24	10	1
My teacher helps me understand things when I make mistakes.	30	5	
My teacher shows respect to all students.	33	2	
My teacher helps me to be organized.	19	12	4
My teacher allows me to demonstrate my learning in a variety of ways.	17	14	4
I enjoy coming to music class.	26	9	

GREEN INSPIRED

GREEN-INSPIRED.COM

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Dear Mrs. Kinney-

Thank you for making Ruthie's 1st yr. at Hillcrest so special. We loved hearing her sing & recite her songs for us, especially the ones for the Christmas concert which we know you worked so hard on. Thank you again for all you've done. We hope you have a great summer.

The Krauses

You are Appreciated

Dear Mrs. Kinny,

You are a great help. You teach me a new thing in a new way everytime I go to music. Music is so fun and I can't wait to go again each week!

Sincerely,
Myla Baenen

You are Appreciated

Dear Mrs. Kinney,

You don't have any idea how much my self confidence rate has gone up since you helped me sing a solo in the winter concert this year. Before that, I had severe stage fright. You helped me overcome my fear.

Love,
Bella
5B

Standard Ten:

Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Artifacts:

- Every Day Is Earth Day Concert Program
- The Littlest Christmas Tree Concert Program
- Concert Photos

Thank you to . . .

- All the students at Hillcrest Elementary who worked very hard to prepare for and perform this program.
- All the teachers at Hillcrest Elementary for being patient and flexible with their time as well as helping out and participating in the concert – you are all wonderful!
- Kris Wells and Barb Wendorf for their hard work. It couldn't have happened without you!
- Courtney VanBoxtel, Beth Babik, Mark Reimer, Dan Harrington, Russ Johnson and all the Pulaski Community School District facilities and custodial crew for their help with the transportation, set-up, and take down of the set.
- Christy Babiarz for designing and making the concert banner.
- Tricia Paul, Jackie Markowski, and Renee de la Cruz for rehearsing and preparing the skit actors.
- Kevin Bleck for sharing his gymnasium and videotaping the concert.
- The music teachers at PCMS and PHS for being extremely flexible and willing to let us borrow their choral risers.

And last, but not least . . .

Thank YOU for attending and
supporting music and the arts in your children's lives.

"Music for Life"

Hillcrest Elementary proudly presents . .

Every Day Is Earth Day

Mrs. Amanda Kinney, Director

Processional All Students
"Paddle Dance" *Traditional*

Every Day Is Earth Day *Teresa Jennings*
All Students

Narrators: Sam Hernandez, Aaron Dworak, Talon McLester, and Destiny King

She's Our Planet *Teresa Jennings*
1st, 3rd, and 5th Grade Students

Skit Actors: TJ Hock, Jack Walker, Makenna Riggle, and Avree Vandervest

It's Easy Bein' Green *Teresa Jennings*
Arr. Paul Jennings
Kindergarten, 2nd, and 4th Grade Students

Skit Actors: Cameron Parr, Sri Marada, Evan Witczak, and Ella Thibert

Recycle Rap *Teresa Jennings*
All Students
Dancers: Katrina Svetlichnyy, Olivia Pozza, Lucas Thibert, Ashton McLester, Nash Lemerond, Adam Stankiewicz, Aaron Fugate, and Connor Parr

Narrators: Natalie Payette, Brad Cuturia, Margo Francour, Myla Baenen, Sheridan Flauger, Max McNeil, and Stephanie Schultz

Earthlings, Unite! *Teresa Jennings*
2nd, 3rd, 4th, and 5th Grade Students

Earth Day Helper *Teresa Jennings*
Vocal Performance
Kindergarten and 1st Grade Students

Earth Day Helper *Teresa Jennings*
Arr. Amanda Kinney

Instrumental Performance
Earth Day Helper Instrument Players:
Bass Xylophone: Maddie, Fraedrich, Rachel Stumpf,
Alto Xylophone: Sadie Kelley, Ella Sobieck,
Soprano Xylophone: Ian Ernst, Yazlyn Zehra,
Glockenspiel: Maggie Hernandez, Kaylee Grzeskowiak,
Tone Chimes: Diana Alonso, and Ronni King

Narrators: Cella Bruss, Isaiah Powless, Avah Ostrenga, Jenny Ai, and Aidan Tengowski

Agents of Change *Teresa Jennings*
2nd, 3rd, 4th, and 5th Grade Students

Narrators: Brynn VanBoxtel and Ben Buttrick

My Planet, Your Planet *Teresa Jennings*
All Students
Vocal Soloists: TJ Hock and Maddie Fraedrich
Dancers: Maddox Metoxen, Ella Sobieck, Kaylee Schuyler, Ronni King, Yazlyn Zehra, Sri Marada, Mckenna Riggle, Ella Thibert, Maggie Hernandez, and Avree Vandervest

Thanks for coming!
We hope you enjoyed the show!

Thank you to . . .

- All the students at Hillcrest Elementary who worked very hard to prepare for and perform this program.
- All the teachers at Hillcrest Elementary for being patient and flexible with their time as well as helping out and participating in the program – you are all wonderful!
- Jenny Gracyalny and Barb Wendorf for their hard work. It couldn't have happened without you!
- Courtney VanBoxtel, Beth Babik, Mark Reimer, Dan Harrington, Russ Johnson and all the Pulaski Community School District facilities and custodial crew for their help with the transportation, set-up, and take down of the set.
- Polly Peplinski, Eileen Kozlovsky, Ruth Bloesl, Cindy Hendricks, and Bonnie Blaylock for sewing costumes for the show. The actors look fabulous because of you!
- The music teachers at PCMS and PHS for being extremely flexible and willing to let us borrow their choral risers.

And last, but not least . . .

Thank YOU for attending and
supporting music and the arts in your children's lives.

"Music for Life"

Hillcrest Elementary proudly presents . .

The Littlest Christmas Tree

A Musical Play by Teresa Jennings

Mrs. Amanda Kinney, Director

Happy Holidays!

Thanks for coming!

We hope you enjoyed the show!

Cast List

Santa Claus ..... Ben Evenson
Mrs. Claus ..... Ava Baenen
The Littlest Christmas Tree ..... Téa Bruss
Tree #1 ..... Makenna Kroge
Tree #2 ..... Sophia Sperduto
Tree #3 ..... Lucas Gracyalny
Tree #4 ..... Keeshon Wayka-Berry
Tree #5 ..... Sofia Magnuson
Elf #1 ..... Adrianah Veri
Elf #2 ..... Autumn Wood
Elf #3 ..... Tyler Riggle
Elf #4 ..... Trevor Tengowski
Elf #5 ..... Elizabeth Santos

Chorus of Singers ..... All Hillcrest Students K – 5

Processional — All Students
"March of the Toys" from Babes in Toyland — *Victor Herbert*

Time To Decorate The Tree — *Teresa Jennings*

I'm Gonna Be Santa's Tree — *Teresa Jennings*

Tiny Tree Rap — *Teresa Jennings*

March Of The Christmas Trees — *Teresa Jennings*

Christmas Is — *Teresa Jennings*

O Christmas Tree — *Arranged by Teresa Jennings*

We Wish You A Merry Christmas — *Arranged by Teresa Jennings*

THE EAGLES
12/13/2011

12/13/2011

12/13/2011

Dispositions and Philosophy Statements

My Teaching Philosophy

"I believe that children are our future. Teach them well and let them lead the way. Show them all the beauty they possess inside." This quote by Whitney Houston sums up many of my feelings and describes much of my passion for teaching music. Music was introduced to me as a small child and from the beginning it touched my soul. Music brings a certain joy and happiness to my being every time I experience it. It is almost as if I did not choose to love music, but instead music chose me. My experience and love of music has therefore challenged my heart to reach out to others and share with them the joy of music. I feel inclined to communicate the many wonders that music can bring to a person's life through teaching.

I strongly believe that all humans have worth, and I am a committed advocate for all children and youth. I believe that each child, no matter who they are or what their situation is, should be valued. Each child has a special gift, something to give to this world, and it is our job as teachers to help each and every child grow and learn. In addition to being passionate about children, I am also extremely passionate about teaching the art of music. I believe with my whole heart that music is an essential part of each child's education. Student involvement in school music programs improves many of the student's core functions; it improves a student's coordination, self-esteem, spatial abilities, listening skills, creative abilities, self-discipline, concentration and memory, personal expression, intellect, and thinking/cognitive abilities. Music education also helps students appreciate and understand art and expression within their lives, as well as develop an appreciation of beauty. In addition, music is a common link between every culture in the world. Through music, students can find a means of relating to and connecting with people of other cultures.

Music education is a very complex and demanding job. Teachers must be creative, passionate, kind, and be in touch with themselves. In addition, they must also know what concepts to teach and how to teach their students. Teaching may be a very arduous profession, but the rewards are unbelievable. Just one smile from a student can make the hours of work worthwhile. I believe that we do not own our knowledge; it is not ours to keep. We must share our gift of knowing with those who seek to know. Learning is a blessing and teaching is a gift.

Personal Philosophy Statement on the Importance of Music Education

"Music education opens doors that help children pass from school into the world around them - a world of work, culture, intellectual activity, and human involvement. The future of our nation depends on providing our children with a complete education that includes music."

Gerald Ford, former President of the United States

Music education is a necessity in all students' lives and should be included in schools' curricula. Music is a unique art form that provides students with essential experiences that enhance their lives in various ways.

A critical purpose of a music education program is to develop every student's aesthetic experience to its highest potential. Music and the arts have an intrinsic value that creates an opportunity for students to have meaningful and heartfelt experiences. Music helps students explore, express, and deal with feelings and emotions that are related to subjective materials at a level and a depth that no other subject is able to achieve. In addition, music provides students with a creative outlet for their own expression and allows students to safely release their emotions in a very powerful way. This aesthetic experience becomes a means to self-understanding that allows the student to explore his or her own humanness and inner self.

The sounds and materials of music are representations of the uniquely human aesthetic core. Susanne Langer states that the tonal structures of music are very similar to the forms of human feeling, for "music is a tonal analogue of emotive life". Therefore by including music in schools' curriculums students are given the opportunity to explore and develop the human spirit within them. They are able to safely investigate and express their feelings and emotions, as well as connect with other students who may be feeling the same way. By giving the students the opportunity to develop their inner selves through this distinctive art form, students come to better understand what makes them uniquely human - emotion.

In addition to the aesthetic experience, music is a necessary part of every school's curriculum because it is a constant. Music is a universal phenomenon that has been present in all cultures, at all times, and throughout the known historical development of the human species. Music has been found in every known culture that has been

discovered and exists in every modern culture today. Therefore, it is only logical to study something that is so universal and timeless.

Also, according to Howard Gardner's Theory of Multiple Intelligences, music has unique properties as a form of human intelligence. For some individuals, musical intelligence is a primary way of knowing and understanding the world around them and in all individuals, musical intelligence and potential can be developed. Music provides a knowledge system that allows many individuals to interact with their inner and outer worlds and construct knowledge. Consequently, schools have an obligation to provide instruction for those who find musical interaction to be a primary mode of intelligence. Failure to do so leaves many students lacking an important means of interacting with, understanding, and improving themselves and the world around them and therefore diminishes the potential for those members.

Finally, participation in music helps students develop the critical skills of teamwork, discipline, perseverance, dependability, composure, courage, and pride in results. All of these abilities are crucial components of contributing and successful citizens in our world.

Music is an integral part of every person's life and should therefore be considered an essential part of the curriculum. Music is a primary means for students to develop their aesthetic experience and explore their emotions. Music is also a universal phenomenon that links all cultures of the world together. Lastly, music is a type of intelligence that can and should be developed in all students, and it helps develop important skills and abilities that all students need. Every student deserves a complete education and that includes one with music as part of the core curriculum.

~Amanda Kinney