

CFISD Elementary Music Newsletter



**Fall Semester
2011 - 2012**

PROGRAMS and PERFORMANCES

The first semester of the 2011 – 2012 school year has seen a multitude of creative performances and programs by schools. The performances included the following:



Veterans Programs



Grade Level Programs



Special Event Performances

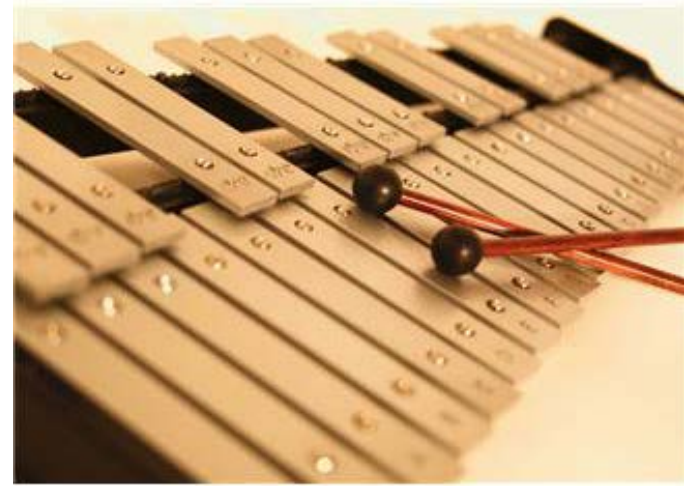
The dedication and commitment that teachers demonstrate in preparing these presentations is worthwhile and appreciated.

Upcoming Workshops

Orff

Patricia Bourne - January 21, 2012

Topic: "Choir & Drumming w/Choirs"



Mission Possible! Great classroom and choral singing is within the elementary students' grasp! This workshop will include a variety of activities that guide young singers toward confident and enjoyable vocal experiences. In addition to choral repertoire (for the non-select ensemble) and song materials for the K-6 classroom, the workshop will focus on rehearsal techniques for the upper elementary chorus, bringing 'the boys' on board, applying brain-based teaching/learning to everyday lessons, and maintaining the teacher's vocal health throughout the instructional year.

All workshop times: 9:00 am - 4:00 pm / Registration: 8:30 am

Location: The Moores School of Music, University of Houston, main campus

<http://www.gulfcoastorff.org/>

Go to the website to learn how to register for the session. There is a \$40 fee for non-members of the Gulf Coast Orff Association.

Kodály

“Exploring the Southwest and Mexico through Song and Movement”

presented by Gabriela Montoya-Stier

DATE: Saturday, January 21, 2012

LOCATION: University of Houston Moores School of Music, 120 School of Music Building, Houston, Texas 77204

TIME: 9:00 a.m. - 1:00 p.m.

CREDIT: 4 CPE Hours

FEE: \$35 Early Registration Fee; \$50 after Jan. 13

DETAILS: This presentation focuses on Mexican children folk songs and singing games along with children's literature that have a Southwestern theme. The workshop will incorporate a Kodály approach to implementing the folk song selections into an elementary music curriculum. For registration, please call (713-743-3398) or email mshmpcs@central.uh.edu.



<http://sites.google.com/site/kodalytx/workshops/south-region>

TMEA Conference San Antonio February 9 – 11, 2012



TMEA Sharing/Cross-Curricular Sharing Session TBA (late February or early March)

Hopefully, some of you are planning to attend the TMEA conference and can bring back some great ideas to share with others at this sharing session. Additionally, Lisa T. is continuing to find/create activities with correlations to core content. She will share some of the new items at this sharing session. If any other teachers have related items to share, please consider sharing at this workshop.



Technology in Music

Quavermusic.com



Elementary music teachers received training from Quavermusic.com representatives on October 18, 2011 prior to receiving the instructional kits. Teachers can utilize the DVDs contained in the kit as well as the materials found in the Teacher Toolbox section of quavermusic.com.

Teachers are to await further instructions before introducing any information related to the student section of the quavermusic.com site.





More Technology!

If you are not utilizing an interactive SmartBoard in your classroom, you should be. The technology department's intent is that each campus assign a SmartBoard to the music room.

A great activity to leave for music substitutes for the primary grades can be found in the substitute folder located inside the elementary music curriculum folder. Look for the “**substitute younger children**” file.

Of course, if you leave a SmartBoard activity for a substitute, be sure to leave instructions for use of the computer/projector/SmartBoard or arrange for a teammate to set-up/demonstrate the equipment to the substitute.

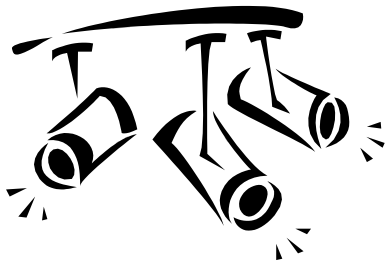
Music Memory 2012

- Hopefully, many of you are making preparations for participation in Music Memory 2012. The path to the MM2011-2012 folder is:

Early in the second semester, information for campus registration will be emailed to schools. The bulleted information for the “question” portion of the test will be released early in the second semester as well.

- The <http://www.musick8.com/> site has choreography videos for some of the *Music K-8* music. Teachers may find these videos helpful in planning for the songs represented as well as getting general choreography ideas for use with other songs selections.





MUSIC TEACHER TALK

Occasionally, I will ask teachers to contribute to the newsletter. For this issue, I have asked two teachers to contribute. Complete Teacher Talk contributions will be added to a “Teacher Talk” folder within the curriculum folder on the G-drive.

- Diane McCarty from Holmsley Elementary shares information on how to present “little” programs versus grade level programs and gives reasons to support the practice.
- Penelope Campbell from Willbern Elementary shares information related to her classroom management plan.

Teacher Talk

from Diane Mc.

...I asked if second grade could do four ***little programs*** during the school year. I was definitely willing to give up four nights a year instead of one, to give the students this different experience.

Little programs are designed to be performed by one group. At my school, large group has A, B, C, and D. One group is generally 1 ½ to 2 homerooms. Performing as *individual class* groups has a number of advantages. First, the students all fit on the stage! A group doesn't usually exceed 45 students, and some are much smaller. That brings the second advantage of audience size and behavior. An audience of 50-75 is much more manageable and everyone can see and hear. Third, I can choose more students for speaking parts, dances, solos, and scarf-waving.....all those special things that are a part of our shows! A second grader that has a responsibility in a show gains confidence in leaps and bounds. Fourth, all rehearsal except two run-throughs are during music class time (plan ahead!), and that keeps instructional time intact.

Little programs are short – I have used the textbook musicals, twenty-minute purchased shows, and some of the shows put together in Music K-8 magazine. I use five to six songs, and never run more than 25 minutes. This makes the little program ideal to schedule in 'front' of another school event, like book fair, movie night or even curriculum sessions. The music teacher can be responsible for boosting parent attendance at events!

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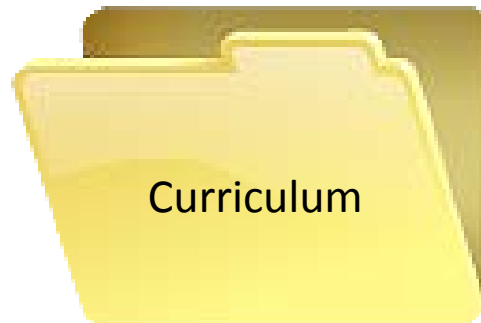
There are some challenges to [attempting] four separate programs in a grade level. Communication with parents seems constant, and [the challenges of students being pulled continues]. These seem like small obstacles to me when compared with the advantages of [having] small performing groups. The best part of little programs is the personal connection that I get to make with those students while teaching them to perform. We get to talk over little details like where to look when someone is speaking and exactly how to hold and move a microphone. By the time students reach fourth grade and join choir or perform in their grade-level wide program, they are well aware of what it takes to be an amazing performer. At the end of a little program, the parents are invited to the front of the stage as the students pose on the risers or set for pictures. For those five minutes, a small group of second graders are in the limelight of the parent paparazzi – and you've never seen them look so proud!



More Teacher Talk

from Penelope C.

Penelope C. from Willbern Elementary shared details of her classroom management system. She created an excellent document with specifics. Due to the length of the document, I am creating a folder within the “Curriculum Folder” titled “Teacher Talk.” You will find the original documents from teachers within the Teacher Talk folder.



Student Success

Hopefully, physical education teachers are purposefully integrating core academic content with physical education skills and content. There are additional ways the physical education department can contribute to student success. Although campuses will not receive a state rating for the 2011 – 2012 school year (due to the transition to the STAAR assessment), campuses will receive a rating related to Academic Yearly Progress (AYP) which is a federal requirement. The goal of each campus is to achieve the AYP measures. Last year's measures for successful achievement for AYP were the following:

- *Reading/English Language Arts – **80%** of students counted as proficient
- *Mathematics: **75%** of students counted as proficient

For the 2011 – 2012 school year, the new standards are:

- *Reading/English Language Arts – **87%**
- *Mathematics – **83%**

Certainly, these new standards increase the need for the entire campus to play a role in helping students achieve success. (The standards are set to continue increasing until they reach 100% for the 2013 – 2014 school year!)

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Have a great
second semester
of the
2011 – 2012
school year!