

New year letter packet
for Kinders

Kindergarten Music Class

Ms Van Eaton, Room 23

* Supplies

- Small reward items for the Treasure Chest (pencils, small toys, stickers, etc.)
- 2-pound coffee cans (cleaned out)
- Bags of dry beans or rice (for STEAM project)
- Hollow plastic "holiday" eggs or small containers (for STEAM project)

Remember to bring your soda pop tabs to Ms. Van Eaton for Ronald MacDonald House!

What happens in Music?

Students attend Music Class for fifty minutes once every six school days. In Music Class, students work collaboratively to respond to music through movement, singing, listening, playing, reading music, and writing music.



Younger students spend a great deal of time working on steady beat, learning to use their singing voice, how to match pitch in a child's singing range, play classroom percussion, move creatively in open space, and perform simple organized dances.

Rules and Policies

Follow the Rules:

- M** Make good choices, always be responsible
- U** Use good manners, be nice and be kind
- S** Speak when acknowledged, always put your hand up
- I** In the Music Room, always try your best
- C** Care for the instruments and all of the equipment

Appropriate Dress:

- 1** High heels and strappy sandals are not appropriate for creative movement
- 2** Young ladies skirts should be long enough so that they can sit with legs crossed on the floor
- 3** Skinny jeans cut off circulation when seated and are not appropriate for movement

Responsibility:

- Class & group cooperation is required. Students need to feel comfortable to take chances without fear of bullying or ridicule.
- * Disruptive students will be provided an alternate assignment
 - * Positive consequences include special instruments, notes home, or a visit to the treasure box.

Performances & Talent Show

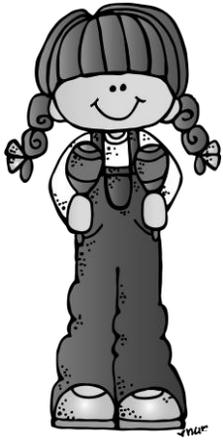
Programs and performances at Darnell are largely managed by classroom teachers. While students perform in Music Class for one another, the focus of the Music curriculum is to develop skills and build on the understanding of musical concepts to make us better musicians, listeners, collaborators, and global citizens.

* Students who wish to showcase their talent should consider planning to participate in the Talent Show. This year's Talent Show information packet will be sent home in mid-January. The Talent Show is scheduled for early March. Students should start practicing their acts for the Talent Show now as all acts are auditioned.



Homework Policy

Students in Kindergarten through second grade may come home wishing to share a new song with you, but there is no written homework in Kindergarten Music Class.



How to Help at Home

You can help your child become a better musician by:

- 1 Listening to music of all different types at home and on the car radio. Expand your horizons!
- 2 Sing (yes, sing!) kid-appropriate songs with your child.
- 3 Accept and demonstrate to your child that making music is something that **everyone** can do with practice.
- 4 Ask your child what they did in Music Class.
- 5 Ask your child about the different ways that they are being successful.

Recycling Fundraiser

Ms. Van Eaton and Mrs. O'Neal collect aluminum cans. Please rinse them out and crush them. We collect cans once a month on the playground near the blacktop. Storage is limited, please only bring cans on the specified collection days.

→ The first collection date is Sep. 7th

Cans must be clean, crushed, and bagged.



Need More Details?

Visit check out <http://VanEatonMusic.com> for more details about curriculum, grading, and more.

Music Grades & Grading Policies

The CCSD Music Curriculum is designed so that with regular participation all students regardless of skill or talent will meet the grade level standards by the end of the year. All students learn differently and it may take some students longer than others to find success.

HOW IS THE GRADE EARNED?

Students earn grades on creative movement, dancing, singing, listening, playing, reading, writing, and simple improvisation.

WHERE IS THE EVIDENCE?

A rubric or checklist is used to measure the learning for each activity. Please see page two for sample rubrics and checklists.

ABSENCES & PARTICIPATION POLICY:

Students who are frequently absent or who choose to not participate in learning activities may see a reflection of that in their grades due to a lack of experiential learning.

HOW TO REQUEST A PROGRESS REPORT:

The most accurate reflection of your child's progress is available in the [Infinite Campus Portal](#). Ask the front office for password assistance if needed.

For those who wish a printed account of their child's progress, please email me at vaneaam@nv.ccsd.net and I will send an electronic report that you can print at home.

CCSD PROGRESS REPORTING:

Grades for specials classes in CCSD use the ESN scale instead of the ABC scale. The scale was created with the intent of showing whether a student has mastered content.

The ESN scale and percentage are **NOT** equivalent to the ABC scale. For example, an 82% in Music is **NOT** a "B." Also, the ESN grade is not an accurate picture of the work your child does in the Music Room. Please check the [Infinite Campus Portal](#) for accurate information.

SCHOOL DISTRICT E-S-N SCALE:

- E** - Above Grade Level (90-100%)
- S** - Meets Grade Level (61-89%)
- N** - Below Grade Level (0-60%)

Communication

- 1 vaneaam@nv.ccsd.net
- 2 <http://vaneatonmusic.com>
- 3 Voicemail: (702)799-6630 Ext. 3023
- 4 Class Dojo app
- 5 Office hours vary by day, email for an appointment

I do not accept verbal communication from students in place of parent messages.





Darnell Music Class

Pacing & Letter Grade Expectations

Kindergarten students earning an "E" will consistently demonstrate the following skills.

By the end of October:

- Move with a non-locomotor steady beat
- Move creatively in open space using personal space
- Form a standing circle or a formation in open space in silence
- Play and identify small classroom percussion correctly
- Identify and use the four voices (speak, sing, whisper, shout)
- Sing repertoire songs and improvise vocal responses
- Move, sing, play, and respond appropriately to dynamic changes

-
- Raise their hand and wait to speak
 - Stay in their seat/area
 - Keep hands and feet to self
 - Follow directions
 - Allow others to learn

By the end of December:

- Move with a locomotor steady beat in open space
- Move creatively in open space with pathways and statues (sound vs silence)
- Play instruments while holding one mallet correctly
- Perform a single song from start to end while standing still with hands at their side and feet flat on the floor
- Improvise short vocal responses alone using two notes
- Move, sing, play, and respond appropriately to tempo changes

By the end of March:

- Move and play four-beat steady beat and rhythm patterns
- Move creatively in open space with varying levels
- Follow simple conductor cues (start, stop, watch me, louder, softer, etc.)
- Play instruments while holding two mallets correctly
- Identify and play instruments with hands together or alternating
- Perform two songs from start of the first to end of the second while standing still with hands at their side and feet flat on the floor
- Improvise short vocal responses using three notes
- Move, sing, play, and respond appropriately to high, middle, and low sounds

By the end of the school year:

- Move and play four-beat patterns to accompany a poem or song
- Move creatively in open space to show changes in music (tempo, dynamics, timbre, tonality, mood, etc.)
- Perform a series of songs for an audience while standing appropriately with performance etiquette
- Use a singing voice in a range suitable for vocal development
- Compare and contrast different instruments (size, range, material, method, etc.)

Need More Details?

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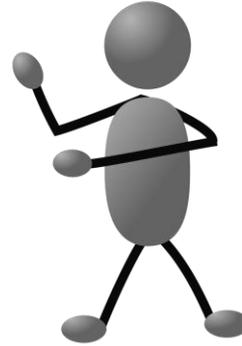
K, 1, & 2

Example Rubrics and Checklists

Sample Checklist Movement in Open Space

10-points

- Begins movement with zero position
- Follows safety rules and is not causing problems for others
- Uses personal space and remains in designated area the entire time
- Stops with two feet on the floor and remains still and silent when the music stops
- Creates three different statures
- Uses varying pathways and modifies pathway if others are in the way
- Uses all three levels equally (high, middle, low)
- Show changes in music (tempo, dynamics, timbre, tonality, mood, etc.)
- Facial expression matches the movement and musical style
- Movement can be used as a peer example



Sample Rubric Created Rhythm Ostinato Pattern

10 points

- 1 point Labeled each note with its name and beat value
- 1 point Used at least one rest
- 2 points Used at least one half note or one half rest effectively
- 2 points Ostinato is exactly 8 beats in length
- 2 points Can play it correctly on an instrument
- 1 point It is rhythmically interesting (various rhythms used, ends on a final point)
- 1 point Ostinato can be used as a peer example

Sample Checklist Pentatonic Improvisation at Bared Instruments

10 points

- Correct body alignment, standing tall
- Holding mallets correctly (pinch, wrap, flat)
- Bouncing mallets
- Playing on the middle of the bar
- Alternating mallets
- Phrase is 8 beats in length
- Phrase contains mostly steps and repeats with minimal jumps
- Phrase is rhythmically interesting
- Phrase suggests a question or an answer
- Phrase can be used as a peer example



New year letter packet
for 1st and 2nd

1st & 2nd Grade Music Class

Ms Van Eaton, Room 23

* Supplies

- Small reward items for the Treasure Chest (pencils, small toys, stickers, etc.)
- 2-pound coffee cans (cleaned out)
- Bags of dry beans or rice (for STEAM project)
- Hollow plastic "holiday" eggs or small containers (for STEAM project)

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What happens in Music?

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Younger students spend a great deal of time working on steady beat, learning to use our singing voice, how to match pitch in a child's singing range, play classroom percussion, move creatively in open space, and perform simple organized dances.

Rules and Policies

Follow the Rules:

- M** Make good choices, always be responsible
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Appropriate Dress:

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Responsibility:

- Class & group cooperation is required. Students need to feel comfortable to take chances without fear of bullying or ridicule.
- *** Disruptive students will be provided an alternate assignment
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Performances, Share Day, & Talent Show

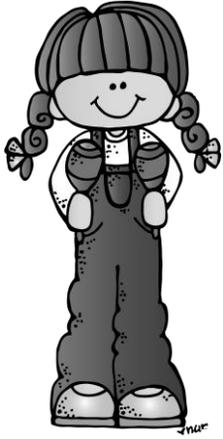
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- *** Students who wish to showcase their talent should consider planning to participate in the Talent Show. This year's Talent Show information packet will be sent home in mid-January. The Talent Show is scheduled for early March. Students should start practicing their acts for the Talent Show now as all acts are auditioned.



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HOW IS THE GRADE EARNED?

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WHERE IS THE EVIDENCE?

A rubric or checklist is used to measure the learning for each activity. Please see page two for sample rubrics and checklists.

ABSENCES & PARTICIPATION POLICY:

Students who are frequently absent or who choose to not participate in learning activities may see a reflection of that in their grades due to a lack of experiential learning.

GRADING CATEGORIES:

Each assignment is placed into one of the three categories.

- 🎯 Quizzes and Tests - 50%
- 👥 Group Work - 25%
- 🤝 Collaboration - 25%

As you can see, quizzes and tests are weighted.

HOW TO REQUEST A PROGRESS REPORT:

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SCHOOL DISTRICT E-S-N SCALE:

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- 2 <http://vaneatonmusic.com>
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- 5 Office hours vary by day, email for an appointment

I do not accept verbal communication from students in place of parent messages.



Darnell Music Class

Pacing & Letter Grade Expectations

First graders earning an “E” will consistently demonstrate the following skills..

By the end of October:

- Demonstrate steady beat through movement and instrument play to accompany poems and songs
 - Move creatively in open space with pathways, levels, and show changes in music (tempo, dynamics, timbre, tonality, mood, etc.)
 - Move and play four-beat patterns to accompany a poem or song in a small group while other groups do something different
 - Use a singing voice in a child's vocal range
 - Match pitch in a range suitable for vocal development
 - Identify, sing, use the hand sign, and play sol and mi
 - Describe how sound is made using vocabulary (sound waves, vibration)
 - Compare, contrast, and relate instrument size, shape, and timbre
-
- Raise their hand and wait to speak
 - Stay in their seat/area
 - Keep hands and feet to self
 - Follow directions
 - Allow others to learn

By the end of March:

- Perform four-beat patterns (rhythmic and melodic) in small a group while other groups do something different
- Follow and lead peers using simple conductor cues (start, stop, watch me, louder, softer, etc.)
- Conduct a piece of music in 2, and 4
- Read, perform, and create sol, mi, and la patterns on a 3-line staff
- Read, notate, perform, and create high/low contrasts, upward/downward melodic direction, and melodic contour of phrases
- Play a chord bordun while singing or speaking at the same time
- Identify high, middle, and low sounding barred instruments by sight
- Improvise sol, mi, and la phrases on an instrument
- Perform a piece of music with voice and instruments while others in the group perform a different instrument part
- Perform a simple organized dance
- Identify and use dance terminology in discussion (circle, longways set, in, out, step, step touch, etc.)
- Move, sing, play, and respond appropriately to high, middle, and low sounds

By the end of December:

- Describe, identify, differentiate, and perform steady beat vs rhythm
- Read, notate, and create rhythm patterns with quarter note, quarter rest, and eighth notes
- Identify, differentiate, and demonstrate AB and ABA form
- Play and identify instruments of all kinds correctly
- Play instruments while holding mallets correctly
- Play and identify mallets alternating and hands together
- Remove and replace bars on instruments correctly
- Perform a single song from start to end while standing still with hands at their side and feet flat on the floor
- Improvise short movement, vocal, and instrumental responses
- Move, sing, play, and respond appropriately to tempo changes
- Identify, sing, use the hand sign, and play la
- Notate and create sol and mi
- Identify, describe, and relate to the ballet genre and the role of dance in culture, in daily life, and careers

By the end of the school year:

- Sing a repertoire song alone or in a small group with hands at sides and feet flat on the floor
- Conduct a piece of music in 3
- Read and perform sol, mi, and la phrases
- Vocally improvise sol, mi, and la phrases
- Improvise in a pentatonic key on an instrument
- Read, recognize, identify, and utilize measure, bar line, double bar line, and repeat sign
- Create and perform a sequential story with creative movement, singing, and instrument play in a small group
- Create and perform a simple organized dance using dance terminology
- Identify, compare, contrast, and relate different instrument timbres
- Participate in a sharing of music and music-related items with peers, showing appreciation and understanding of the role of music in daily life

Need More Details?

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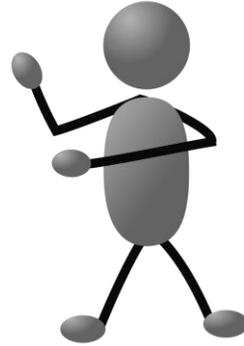
K, 1, & 2

Example Rubrics and Checklists

Sample Checklist Movement in Open Space

10-points

- Begins movement with zero position
- Follows safety rules and is not causing problems for others
- Uses personal space and remains in designated area the entire time
- Stops with two feet on the floor and remains still and silent when the music stops
- Creates three different statures
- Uses varying pathways and modifies pathway if others are in the way
- Uses all three levels equally (high, middle, low)
- Show changes in music (tempo, dynamics, timbre, tonality, mood, etc.)
- Facial expression matches the movement and musical style
- Movement can be used as a peer example



Sample Rubric Created Rhythm Ostinato Pattern

10 points

- 1 point Labeled each note with its name and beat value
- 1 point Used at least one rest
- 2 points Used at least one half note or one half rest effectively
- 2 points Ostinato is exactly 8 beats in length
- 2 points Can play it correctly on an instrument
- 1 point It is rhythmically interesting (various rhythms used, ends on a final point)
- 1 point Ostinato can be used as a peer example

Sample Checklist Pentatonic Improvisation at Barred Instruments

10 points

- Correct body alignment, standing tall
- Holding mallets correctly (pinch, wrap, flat)
- Bouncing mallets
- Playing on the middle of the bar
- Alternating mallets
- Phrase is 8 beats in length
- Phrase contains mostly steps and repeats with minimal jumps
- Phrase is rhythmically interesting
- Phrase suggests a question or an answer
- Phrase can be used as a peer example



Darnell Music Class

Pacing & Letter Grade Expectations

Second graders earning an "E" will consistently demonstrate the following skills.

By the end of October:

- Demonstrate steady beat through movement and instrument play
- Conduct music in duple and triple meter
- Read, notate, and create rhythm patterns with half note and half rest
- Match pitch in a range suitable for vocal development
- Identify, sing, use the hand sign, and play mi, re, and do
- Explore and identify major and minor tonality
- Move creatively in open space with pathways, levels, and show changes in music (tempo, dynamics, timbre, tonality, mood, etc.)
- Describe how sound is made using vocabulary (sound waves, vibration)
- Compare, contrast, and relate instrument size, shape, and timbre

-
- Raise their hand and wait to speak
 - Stay in their seat/area
 - Keep hands and feet to self
 - Follow directions
 - Allow others to learn

By the end of March:

- Read, notate, and create rhythm patterns with whole note and whole rest
- Perform eight-beat patterns (rhythmic and melodic) in small a group while other groups do something different
- Read, perform, and create pentatonic patterns on a 5-line staff
- Play a broken bordun while singing or speaking at the same time
- Improvise pentatonic phrases on a barred instrument
- Perform a simple organized dance with a double circle and a longways set with changing partners
- Identify and use dance terminology in discussion (circle, longways set, in, out, step, step touch, etc.)
- Read and perform a simple two part melodic round
- Perform, symbolize, and create rondo form

By the end of December:

- Read, notate, and create rhythm patterns with dotted quarter note and dotted quarter note
- Identify, compare and contrast, and demonstrate good vocal tone production
- Improvise answers to melodic questions using mi, re, and do
- Discuss, compare, and contrast the music used in different cultural celebrations
- Read, notate, and interpret a musical score with two parts
- Read and perform a simple movement round
- Interpret and create introduction and coda

By the end of the school year:

- Create and perform a simple organized dance using dance terminology including casting off, bridge, and right hand/left hand turn
- Improvise answers to melodic questions using pentatonic pitches
- Improvise in a pentatonic key on an instrument
- Read, recognize, identify, and utilize measure, bar line, double bar line, and repeat sign
- Create an instrumental accompaniment to accompany a dramatization of a story, poem, or song
- Identify, compare, and discuss the music of Handel, the Baroque period, and the oratorio in relation to culture, history, and musical styles while relating it daily life
- Participate in a sharing of music and music-related items with peers, showing appreciation and understanding of the role of music in daily life

Need More Details?

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New year letter packet
for 3rd

3rd Grade Music Class

Ms Van Eaton, Room 23

* Supplies

- Small reward items for the Treasure Chest (pencils, small toys, stickers, etc.)
- 2-pound coffee cans (cleaned out)
- Bags of dry rice (for STEAM project)
- Toothpicks (for STEAM project)

Remember to bring your soda pop tabs to Ms. Van Eaton for Ronald MacDonalD House!

What happens in Music?

Students attend Music Class for fifty minutes once every six school days. In Music Class, students work collaboratively to respond to music through movement, singing, listening, playing, reading music, and writing music.



Older students spend a great deal of time developing musicianship, singing and playing instruments, collaborating to arrange and create music, and playing complex instruments such as tubano drums and the recorder.

Rules and Policies

Follow the Rules:

- M** Make good choices, always be responsible
- U** Use good manners, be nice and be kind
- S** Speak when acknowledged, always put your hand up
- I** In the Music Room, always try your best
- C** Care for the instruments and all of the equipment

Appropriate Dress:

- 1** High heels and strappy sandals are not appropriate for creative movement
- 2** Young ladies skirts should be long enough so that they can sit with legs crossed on the floor
- 3** Skinny jeans cut off circulation when seated and are not appropriate for movement

Responsibility:

- Class & group cooperation is required. Students need to feel comfortable to take chances without fear of bullying or ridicule.
- * Disruptive students will be provided an alternate assignment
 - * Positive consequences include special instruments, notes home, or a visit to the treasure box.

Performances, Share Day, & Talent Show

Programs and performances at Darnell are largely managed by classroom teachers. While students perform in Music Class for one another, the focus of the Music curriculum is to develop skills and build on the understanding of musical concepts to make us better musicians, listeners, collaborators, and global citizens

- * Students will have an opportunity in March to bring an item to share with their Music Class. The item must be music related.
- * Students who wish to showcase their talent should consider planning to participate in the Talent Show. This year's Talent Show information packet will be sent home in mid-January. The Talent Show is scheduled for early March. Students should start practicing their acts for the Talent Show now as all acts are auditioned.



Homework Policy

Students in third grade may come home wishing to share a new song with you, but there is no regular written homework in Music Class.



However, practicing the recorder at home is something that parents should expect beginning in February.

Students will start playing the recorder as part of our curriculum in February. While the school provides a fully-sterilized instrument for student to use, students cannot take this recorder home with them to practice.

I strongly encourage the purchase of a student recorder for practice at home. Please begin setting aside money now for this upcoming purchase.

Recorders will be sold to 3rd graders starting in February.

Please wait for the sale flier to be sent home with interested students. The flier will also be available on the [Music Website](#). They are \$7.00.

To prevent the learning of bad habits, I will not sell recorders to third graders before this time.

Choir Auditions

The Darnell Honor Choir is a large group of students from 3rd, 4th, and 5th grade who are:

- * interested in improving their singing voices
- * enjoy working in a large group with others to perform a concert of choir music
- * willing to work hard and practice at home
- * Known on campus for their exemplary behavior and work ethic

Participants are selected by audition and the group is limited to 60 students. Not all who audition will make it into the group. Rehearsals are before school and students who are selected must make arrangements for early drop off.

Choir auditions for 3rd graders will take place on Aug. 28 - 31 before school according to the published schedule. Please see the packet that will go home with interested students for requirements and details about the audition process. It will also be available on the music website.



How to Help at Home

You can help your child become a better musician by doing the following:

- 1 Listen to music of all different types at home and on the car radio. Expand your horizons!
- 2 Sing (yes, sing!) kid-appropriate songs with your child.
- 3 Accept and demonstrate to your child that making music is something that **everyone** can do with practice.
- 4 Ask your child what they did in Music Class.
- 5 Ask your child about the different ways that they are being successful (see front page).
- 6 Purchase a recorder for your child and encourage regular practice at home.

Recycling Fundraiser

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→ The first collection date is Sep. 7th

Cans must be clean, crushed, and bagged.



Need More Details?

Visit check out <http://VanEatonMusic.com> for more details about curriculum, grading, and more. Every paper that is sent home from Music Class is available on the website as well.

Grades and Grading Policies



It is important to understand four things about music grades.

1 Music grading is not subjective.

Lack of physical evidence, like worksheets or written tests, does not mean that assessment is reliant upon the personal feeling or tastes of the teacher. A rubric or checklist is used for every single grade that is taken. Samples are provided on the back of this page.

2 Music grades are based on standards.

Music assessment at Darnell Elementary School is based on each student's performance of the CCSD Music Standards that are aligned with the newly adopted National Common Core Arts Standards. These are available on my website.

3 Grades are a measure of progress.

A letter grade in the computer is not an evaluation of student skill or ability. A poor grade is not any indication that a student isn't musical or a good musician. It's a measure of a specific skill at a specific point in time.

4 Grades are earned through hard work and not given for participation, behavior, or talent/ability.

The work of learning is done by the student and guided by the teacher. Students are given rehearsal with skills before a grade is taken. Students who struggle are given extra practice at their level and students who need a challenge are given the option to take them. Accommodations are made and needs are met, but the work of success rests on the students.

The CCSD Music Curriculum is designed so that with regular participation all students regardless of skill or talent will meet the grade level standards by the end of the year. All students learn differently and it may take some students longer than others to find success.

Students earn grades for collaborative learning assignments, group projects, and quizzes/tests on creative movement, dancing, singing, listening, playing, reading, writing, and simple composition.

Attendance and participation are important. Students who are frequently absent or who choose to not participate in learning activities may see a reflection of that in their grades due to a lack of experiential learning.

Grading Categories:

Quizzes & Tests	Group Work	Collaboration
50%	25%	25%

Each assignment is placed into one of these three categories. As you can see, quizzes and tests are heavily weighted.

School District Scale:

The ESN scale and percentage are **NOT** equivalent to the ABC scale.

For example, an 82% in Music is **NOT** a "B."

Also note, the ESN grade is not an accurate picture of the work your child does in the Music Room. Please check the [Infinite Campus Portal](#) for accurate information.

E - Above Grade Level (90-100%)

S - Meets Grade Level (61-89%)

N - Below Grade Level (0-60%)

How to Request A Progress Report

The most accurate reflection of your child's progress is available in the [Infinite Campus Portal](#). Ask the front office for password assistance if needed.

For those who wish a printed account of their child's progress, please email me at vaneaam@nvccsd.net and I will send an electronic report that you can print at home.

Communication

1 vaneaam@nvccsd.net

2 <http://vaneatonmusic.com>

3 Voicemail: (702)799-6630 Ext. 3023

4 Class Dojo app

5 Office hours vary by day, email for an appointment

I do not accept verbal communication from students in place of parent messages.

3, 4, & 5

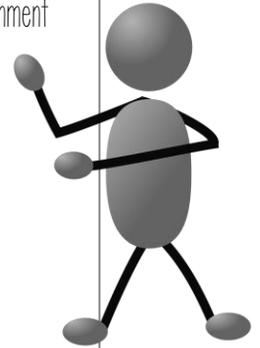
Example Rubrics and Checklists

Sample Checklist

Student-Created Movement Ostinato

10 points

- Begins movement with zero position and ends with two feet on the floor in a statue, remaining still and silent
- Follows safety rules and is not causing problems for others, refrains from interrupting performance with laughter or comment
- There is a formation to the group's positioning (single circle, double circle, square, star, etc.)
- Uses all four levels of body percussion
- Movement is rhythmic and fits within the sixteen beats
- There is interaction between students in the group
- Uses all three levels equally (high, middle, low)
- Show changes in music (tempo, dynamics, timbre, tonality, mood, etc.)
- Facial expression matches the movement and musical style
- Movement can be used as a peer example



Sample Rubric

Created Rhythm Ostinato Pattern

10 points

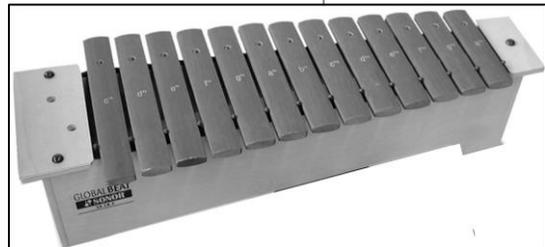
- 1 point Labeled each note with its name and beat value
- 1 point Used at least one rest
- 2 points Used at least one sixteenth note-eighth note combination
- 2 points Ostinato is exactly 8 beats in length
- 2 points Can play it correctly on an instrument
- 1 point It is rhythmically interesting (various rhythms used, ends on a final point)
- 1 point Ostinato can be used as a peer example

Sample Checklist

Diatonic Improvisation at Barred Instruments

10 points

- Using correct mallet technique
- Correct instrument playing technique
- Question and answer share similar rhythmic material
- Question and answer share similar melodic material
- Each phrase is 8 beats in length
- Phrase contains mostly steps and repeats with minimal jumps
- Phrase is rhythmically and melodically interesting
- The question ends on V
- The answer ends on I
- Phrase can be used as a peer example



Darnell Music Class

Pacing & Letter Grade Expectations

Third graders earning an “E” will consistently demonstrate the following skills..

By the end of October:

- Demonstrate steady beat with accented and unaccented beats (and read and utilize the accent mark)
- Conduct music in duple and triple meter
- Read, notate, and create rhythm patterns with sixteenth notes
- Identify, sing, use the hand sign, and play diatonic pitches
- Explore and identify major and minor tonality
- Relate how sound is made using vocabulary (sound waves, vibration) to the classification of instruments using vocabulary (soprano, alto, tenor, and bass)
- Play a crossover bordun

-
- Raise their hand and wait to speak
 - Stay in their seat/area
 - Keep hands and feet to self
 - Follow directions
 - Allow others to learn

By the end of March:

- Read, perform, and create diatonic patterns on a 5-line staff
- Improvise diatonic phrases on a barred instrument
- Create dramatizations and sound accompaniments to illustrate melodic phrases
- Classify instruments as unpitched, pitched, percussion, or orchestra
- Perform on hand drums and floor drums with correct drumming technique (open, bass, mute)
- Read and notate the treble clef notes
- Sit or stand with correct body alignment while holding the soprano recorder with two hands with the correct hand on top

-
- Listen for and identify rhythmic and melodic errors in listening examples and theorize possible solutions
 - Willing to practice at a skill to become better at it

By the end of December:

- Create question and answer patterns with rhythm patterns
- Perform organized dances with crossbody movement
- Sing exact pitch in the range of a sixth (C to A) with good vocal tone production
- Read and perform a three part round
- Read, notate, and relate skip, step, and repeat intervals to instrument play
- Demonstrate layered ostinato patterns in small groups

-
- Willingly explore musical genres and styles that are new
 - Give and accept constructive feedback
 - Collaborate with others to create music

By the end of the school year:

- Classify orchestra instruments as string, woodwind, brass, or percussion and define how each makes their sound
- Read, recognize, identify, and utilize simple dynamic symbols, simple tempo vocabulary, the fermata, and DC al Fine
- Use slow warm air to play the notes B, A, and G on the soprano recorder
- Identify, compare, and discuss the music of Rossini, the Classical period, musical style of the Romantic period, and the opera in relation to culture, history, and musical styles while relating it daily life
- Participate in a sharing of music and music-related items with peers, showing appreciation and understanding of the role of music in daily life

Need More Details?

Visit check out <http://VanEatonMusic.com> for more details about curriculum, grading, and more.

New year letter packet
for 4th and 5th

4th & 5th Grade Music Class

Ms Van Eaton, Room 23

* Supplies

- Small reward items for the Treasure Chest (pencils, small toys, stickers, etc.)
- 2-pound coffee cans (cleaned out)
- Bags of dry rice (for STEAM project)
- Toothpicks (for STEAM project)

Remember to bring your soda pop tabs to Ms. Van Eaton for Ronald MacDonald House!

What happens in Music?

Students attend Music Class for fifty minutes once every six school days. In Music Class, students work collaboratively to respond to music through movement, singing, listening, playing, reading music, and writing music.



Older students spend a great deal of time developing musicianship, singing and playing instruments, collaborating to arrange and create music, and playing complex instruments such as tubano drums and the recorder.

Rules and Policies

Follow the Rules:

- M** Make good choices, always be responsible
- U** Use good manners, be nice and be kind
- S** Speak when acknowledged, always put your hand up
- I** In the Music Room, always try your best
- C** Care for the instruments and all of the equipment

Appropriate Dress:

- 1** High heels and strappy sandals are not appropriate for creative movement
- 2** Young ladies skirts should be long enough so that they can sit with legs crossed on the floor
- 3** Skinny jeans cut off circulation when seated and are not appropriate for movement

Responsibility:

- Class & group cooperation is required. Students need to feel comfortable to take chances without fear of bullying or ridicule.
- * Disruptive students will be provided an alternate assignment
 - * Positive consequences include special instruments, notes home, or a visit to the treasure box.

Performances, Share Day, & Talent Show

Programs and performances at Darnell are largely managed by classroom teachers. While students perform in Music Class for one another, the focus of the Music curriculum is to develop skills and build on the understanding of musical concepts to make us better musicians, listeners, collaborators, and global citizens

- * Students will have an opportunity in March to bring an item to share with their Music Class. The item must be music related.
- * Students who wish to showcase their talent should consider planning to participate in the Talent Show. This year's Talent Show information packet will be sent home in mid-January. The Talent Show is scheduled for early March. Students should start practicing their acts for the Talent Show now as all acts are auditioned.



Homework Policies

Students in fourth and fifth grade may come home wishing to share a new song with you, but there is no regular written homework in Music Class.



However, **practicing the recorder at home** is something that parents should expect of music students who wish to become better musicians.

Students in fourth and fifth grade play recorder as part of our curriculum. While the school provides a fully-sterilized instrument for each 4th and 5th grade student to use for the entirety of the school year, students cannot take this recorder home with them to practice. I **strongly encourage the purchase of a student recorder for practice at home**. Recorders will be sold to 4th and 5th graders starting in September. Please wait for the sale flier to be sent home with interested students and available on the [Music Website](#).

Recycling Fundraiser

Ms. Van Eaton and Mrs. O'Neal collect aluminum cans. Please rinse them out and crush them. We collect cans once a month on the playground near the blacktop. Storage is limited, please only bring cans on the specified collection days.

→ The first collection date is Sep. 7th

Cans must be clean, crushed, and bagged.



Choir Auditions

The Darnell Honor Choir is a large group of students from 3rd, 4th, and 5th grade who are:

- * interested in improving their singing voices
- * enjoy working in a large group with others to perform a concert of choir music
- * willing to work hard and practice at home
- * Known on campus for their exemplary behavior and work ethic

Participants are selected by audition and the group is limited to 60 students. Not all who audition will make it into the group. Rehearsals are before school and students who are selected must make arrangements for early drop off.

Choir auditions for 4th and 5th graders will take place from Aug. 21 - 27 before school according to the published schedule. Please see the packet that will go home with interested students for requirements and details about the audition process. It will also be available on the music website.



How to Help at Home

You can help your child become a better musician by doing the following:

- 1 Listen to music of all different types at home and on the car radio. Expand your horizons!
- 2 Sing (yes, sing!) kid-appropriate songs with your child.
- 3 Accept and demonstrate to your child that making music is something that **everyone** can do with practice.
- 4 Ask your child what they did in Music Class.
- 5 Ask your child about the different ways that they are being successful (see front page).
- 6 Purchase a recorder for your child and encourage regular practice at home.

Need More Details?

Visit check out <http://VanEatonMusic.com> for more details about curriculum, grading, and more. Every paper that is sent home from Music Class is available on the website as well.

Grades and Grading Policies



It is important to understand four things about music grades.

1 Music grading is not subjective.

Lack of physical evidence, like worksheets or written tests, does not mean that assessment is reliant upon the personal feeling or tastes of the teacher. A rubric or checklist is used for every single grade that is taken. Samples are provided on the back of this page.

2 Music grades are based on standards.

Music assessment at Darnell Elementary School is based on each student's performance of the CCSD Music Standards that are aligned with the newly adopted National Common Core Arts Standards. These are available on my website.

3 Grades are a measure of progress.

A letter grade in the computer is not an evaluation of student skill or ability. A poor grade is not any indication that a student isn't musical or a good musician. It's a measure of a specific skill at a specific point in time.

4 Grades are earned through hard work and not given for participation, behavior, or talent/ability.

The work of learning is done by the student and guided by the teacher. Students are given rehearsal with skills before a grade is taken. Students who struggle are given extra practice at their level and students who need a challenge are given the option to take them. Accommodations are made and needs are met, but the work of success rests on the students.

The CCSD Music Curriculum is designed so that with regular participation all students regardless of skill or talent will meet the grade level standards by the end of the year. All students learn differently and it may take some students longer than others to find success.

Students earn grades for collaborative learning assignments, group projects, and quizzes/tests on creative movement, dancing, singing, listening, playing, reading, writing, and simple composition.

Attendance and participation are important. Students who are frequently absent or who choose to not participate in learning activities may see a reflection of that in their grades due to a lack of experiential learning.

Grading Categories:

Quizzes & Tests	Group Work	Collaboration
50%	25%	25%

Each assignment is placed into one of these three categories. As you can see, quizzes and tests are heavily weighted.

School District Scale:

The ESN scale and percentage are **NOT** equivalent to the ABC scale.

For example, an 82% in Music is **NOT** a "B."

Also note, the ESN grade is not an accurate picture of the work your child does in the Music Room. Please check the [Infinite Campus Portal](#) for accurate information.

E - Above Grade Level (90-100%)

S - Meets Grade Level (61-89%)

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For those who wish a printed account of their child's progress, please email me at vaneaam@nvccsd.net and I will send an electronic report that you can print at home.

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2 <http://vaneatonmusic.com>

3 Voicemail: (702)799-6630 Ext. 3023

4 Class Dojo app

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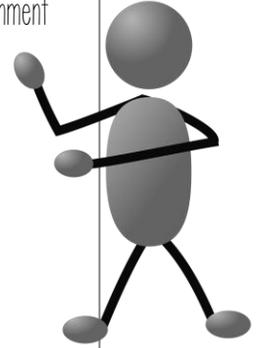
Example Rubrics and Checklists

Sample Checklist

Student-Created Movement Ostinato

10 points

- Begins movement with zero position and ends with two feet on the floor in a statue, remaining still and silent
- Follows safety rules and is not causing problems for others, refrains from interrupting performance with laughter or comment
- There is a formation to the group's positioning (single circle, double circle, square, star, etc.)
- Uses all four levels of body percussion
- Movement is rhythmic and fits within the sixteen beats
- There is interaction between students in the group
- Uses all three levels equally (high, middle, low)
- Show changes in music (tempo, dynamics, timbre, tonality, mood, etc.)
- Facial expression matches the movement and musical style
- Movement can be used as a peer example



Sample Rubric

Created Rhythm Ostinato Pattern

10 points

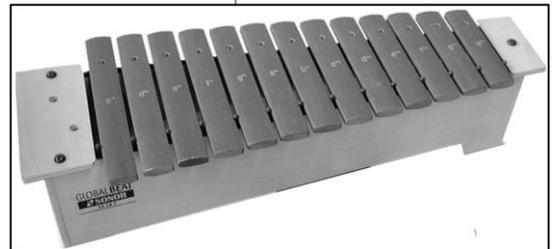
- 1 point Labeled each note with its name and beat value
- 1 point Used at least one rest
- 2 points Used at least one sixteenth note-eighth note combination
- 2 points Ostinato is exactly 8 beats in length
- 2 points Can play it correctly on an instrument
- 1 point It is rhythmically interesting (various rhythms used, ends on a final point)
- 1 point Ostinato can be used as a peer example

Sample Checklist

Diatonic Improvisation at Barred Instruments

10 points

- Using correct mallet technique
- Correct instrument playing technique
- Question and answer share similar rhythmic material
- Question and answer share similar melodic material
- Each phrase is 8 beats in length
- Phrase contains mostly steps and repeats with minimal jumps
- Phrase is rhythmically and melodically interesting
- The question ends on V
- The answer ends on I
- Phrase can be used as a peer example



Darnell Music Class

Pacing & Letter Grade Expectations

Fourth graders earning an "E" will consistently demonstrate the following skills.

By the end of October:

- Demonstrate steady beat with accented and unaccented beats (and read and utilize the accent mark)
- Conduct music in duple and triple meter
- Read, notate, and create rhythm patterns with sixteenth-eighth note combinations
- Identify, sing, use the hand sign, and play diatonic pitches
- Identify, read, and perform I and V chords
- Relate how sound is made using vocabulary (sound waves, vibration) to the science of instrument creation
- Play level and moving borduns

-
- Raise their hand and wait to speak
 - Stay in their seat/area
 - Keep hands and feet to self
 - Follow directions
 - Allow others to learn

By the end of March:

- Read, perform, and create diatonic patterns on a 5-line staff
- Perform on hand drums and floor drums with correct drumming technique (open, bass, mute, palm, fingers, slap)
- Read and notate the treble clef notes including lower ledger lines
- Correctly play the soprano recorder using notes D, C, B, A, G, E, and D from notation

-
- Listen for and identify rhythmic and melodic errors in listening examples and theorize possible solutions
 - Willing to practice at a skill to become better at it

By the end of December:

- Create rhythmic and melodic question and answer patterns
- Perform intermediate to advanced level organized dances and utilize dance vocabulary (sashay, space, time, force, etc.)
- Sing exact pitch in the range of an octave (C to C') with good vocal tone production
- Read and perform a three part round in small groups
- Read, notate, and relate skip, step, and repeat intervals to instrument play
- Demonstrate layered ostinato patterns in small groups

-
- Willingly explore musical genres and styles that are new
 - Give and accept constructive feedback
 - Collaborate with others to create music

By the end of the school year:

- Classify orchestra instruments as string, woodwind, brass, or percussion and define how each makes their sound
- Read, recognize, identify, and utilize dynamic symbols, tempo vocabulary, crescendo, decrescendo, tie, and first and second endings in literature
- Identify, compare, and discuss the music of Bach, the Baroque period, and the musical style of the Classical period in relation to culture, history, and musical styles while relating it daily life
- Participate in a sharing of music and music-related items with peers, showing appreciation and understanding of the role of music in daily life

-
- Identify personal strengths and assist others
 - Identify personal weaknesses and attempt to strengthen them

Need More Details?

Visit check out <http://VanEatonMusic.com> for more details about curriculum, grading, and more.

5

Darnell Music Class Pacing & Letter Grade Expectations

Fifth graders earning an “E” will consistently demonstrate the following skills.

By the end of October:

- Demonstrate steady beat with accented and unaccented beats (and read and utilize the accent mark)
- Conduct music in duple and triple meter
- Read, notate, and create rhythm patterns with syncopation
- Sing and analyze the major scale
- Identify, read, and perform I, IV, and V chords
- Play I, IV, and V chords on instruments

-
- Raise their hand and wait to speak
 - Stay in their seat/area
 - Keep hands and feet to self
 - Follow directions
 - Allow others to learn

By the end of December:

- Demonstrate and illustrate mixed meter
- Create rhythmic and melodic question and answer patterns
- Read and notate rhythm patterns with triplets and ties
- Perform advanced level organized dances and utilize dance vocabulary (space, time, force, etc.)
- Sing exact pitch in the range of a tenth (B to D¹) with good vocal tone production
- Sing and perform partner songs
- Read and perform a three part round in small groups
- Demonstrate layered ostinato patterns in small groups

-
- Willingly explore musical genres and styles that are new
 - Give and accept constructive feedback
 - Collaborate with others to create music

By the end of March:

- Read, perform, and create diatonic patterns on a 5-line staff
- Perform on hand drums and floor drums with correct drumming technique (open, bass, mute, palm, fingers, slap)
- Read and notate the treble clef notes including lower ledger lines
- Correctly play the soprano recorder using the notes of the C scale from notation
- Improvise on barred instruments using minor and modal scales
- Perform and create theme and variations

-
- Listen for and identify rhythmic and melodic errors in listening examples and theorize possible solutions
 - Willing to practice at a skill to become better at it

By the end of the school year:

- Classify orchestra instruments as string, woodwind, brass, or percussion and define how each makes their sound
- Read, recognize, identify, and utilize dynamic symbols, tempo vocabulary, sharp and flat symbols, and the slur
- Identify, compare, and discuss the music of Beethoven and the Classical period in relation to culture, history, and musical styles while relating it daily life
- Participate in a sharing of music and music-related items with peers, showing appreciation and understanding of the role of music in daily life

-
- Identify personal strengths and assist others
 - Identify personal weaknesses and attempt to strengthen them

Need More Details?

Visit check out <http://VanEatonMusic.com> for more details about curriculum, grading, and more.