



Jefferson Elementary Music Room

Mark Hansen, Principal
Paul Weller, Music Specialist

11331 Jefferson N.E. Blaine, MN 55434
Phone: 763-506-2968 Email: Paul.Weller@anoak.k12.mn.us

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Dear Parents/Guardians,

The work attached to this letter is your child's attempt at creating their own melodic composition. Much like writing a story, this is a skill that needs to be developed and practiced using various strategies that we learn in the music room.

Rhythm Elements		
symbol	Name	Sound
	Quarter note	Du
	Two 8 th notes	Du-Day
	Quarter rest	Silence

Melodic Elements	Sol
	Mi

Parents/Guardians Should...

- Have your child clap the rhythm with the rhythm language (sound)
- Have your child sing the song using handsigns to show pitch height
- Sign the bottom
- Have your child bring it back to the music room

	Written Work Rubric		Singing Performance Rubric
4	All elements below are done independently & correctly (with automaticity & fluency) <ul style="list-style-type: none"> ▪ Uses known rhythms ▪ Uses melodic strategies ▪ Correctly notates all pitches and rhythms neatly 	4	All elements below are done independently & correctly (with automaticity & fluency) <ul style="list-style-type: none"> ▪ Sings with accurate pitch and rhythm (no stops) ▪ Uses age appropriate voice (light & breathy) ▪ Uses handsigns
3	All elements are achieved independently & correctly with 1 mistake or restart.	3	All elements are achieved independently & correctly with 1 mistake or restart.
2	Some of the elements are achieved with prompting	2	Some of the elements are achieved with prompting
1	None of the elements are achieved at this time	1	None of the elements are achieved at this time

Mark all that apply (x)

- My child was able to **clap** the correct rhythm
- My child was able to **Sing** the song fluently with few or no stops
- My child was able to **name** one or more **strategies** they used to write the song

For full credit
return within
one week

Parent/Guardian Signature:
X

Voice:	Written:
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Name: _____ Class: _____

1. Use the pitches Sol and Mi to add to the rhythms and compose a song

What **STRATEGY** will you use?

What is your **FORM**?

Do something you **KNOW**

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Sol	<input type="text"/>					<input type="text"/>				
Mi	<input type="text"/>					<input type="text"/>				
	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	<input type="text"/>					<input type="text"/>				

2. Transfer the pitches and rhythms that you wrote above to the staff below.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
Sol									
Mi									
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
Sol									
Mi									

3. Check your staff work with someone you trust:

- Are the notes big enough?
- Are the notes on the right line?
- Do your notes have finger space?

Checker 1: _____

Checker 2: _____

4. Done and checked over by 2 people?

- Play on a xylophone on C/A with fingertips