



# Jefferson Elementary Music Room

Mark Hansen, Principal  
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Dear Parents/Guardians,

The completed work that is on the back of this letter was your child's attempt to create his/her own melodic composition. The directions for this composition were to use a total of sixteen beats (places) in four phrases (lines). Every child was then asked to fill each beat. The children had to rely on previously learned information about high and low pitches and quarter and eighth notes. Following that task, the children needed to sing and sign the notes for an adult in the music room. Falsely, our culture thinks being able to sing is only or even mostly about raw talent. That untruth has come about because music education in vocal training is so lacking. Just imagine if we taught math as infrequently as we do music. Soon we would think people who could add were gifted and talented. Like any physical thing we do, singing is a matter of skill, training, and practice.

4	Student was able to sing the "highs" and "Lows" and show hand signs with their voice in the "right spot" without stopping and sounded like a 2nd grader.
3	Student was able to sing "highs" and "Lows" and show handsigns with 1 or 2 mistakes or 1 restart
2	Student had more than 2 mistakes with voice or handsigns and did not have voice in "right spots" (A "2" is not like ABC letter grades. It means there is some demonstrated mastery that is not fully developed)
1	Student could not complete any of the required elements even with help.

Please have your child sing and sign the "highs" and "lows" for you. (We used a minor third interval for our pitches. This distance will be labeled *Sol* and *Mi* at a future date.) When these tasks have been completed, please sign and return this letter. Thanks for helping to improve your child's participation grade by completing this task.

Sincerely,

*Paul Weller*, Music Specialist

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Mark all that apply (✓)

- My child was able to sing and sign the whole composition with a high light voice without stopping.
- My child was able to sing and sign the whole composition with some stopping and/or loss of pitch.
- My child struggled to sing and sign the whole composition but tried his/her best.

Parent/Guardian Signature:

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Composition #1

Form	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	High	_____			
	Low	_____			
	High	_____			
	Low	_____			
	High	_____			
	Low	_____			
	High	_____			
	Low	_____			

# Composition #2

Form	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	High	_____			
	Low	_____			
	High	_____			
	Low	_____			
	High	_____			
	Low	_____			
	High	_____			
	Low	_____			

<b>Singing:</b>	<b>Written:</b>

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