



# 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

October 7, 2014

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. This assignment is a review of concepts learned last year in music and is being used as a diagnostic assessment.

Rhythm Elements		
symbol	Name	Sound
	Quarter note	Du
	Two 8 <sup>th</sup> 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
<b>4</b>	All elements below are done independently & correctly (with automaticity & fluency) <ul style="list-style-type: none"> <li>▪ Uses known rhythms</li> <li>▪ Uses melodic strategies</li> <li>▪ Correctly notates all pitches and rhythms neatly</li> </ul>	<b>4</b>	All elements below are done independently & correctly (with automaticity & fluency) <ul style="list-style-type: none"> <li>▪ Sings with accurate pitch and rhythm (no stops)</li> <li>▪ Uses age appropriate voice (light &amp; breathy)</li> <li>▪ Uses handsigns</li> </ul>
<b>3</b>	All elements are achieved independently & correctly with 1 mistake or restart.	<b>3</b>	All elements are achieved independently & correctly with 1 mistake or restart.
<b>2</b>	Some of the elements are achieved with prompting	<b>2</b>	Some of the elements are achieved with prompting
<b>1</b>	None of the elements are achieved at this time	<b>1</b>	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:
--------	----------

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	<input type="text"/>				<input type="text"/>			
Mi	<input type="text"/>				<input type="text"/>			
	<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	<input type="text"/>				<input type="text"/>			
Mi	<input type="text"/>				<input type="text"/>			

**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