Dear Families,

Have fun exploring music with your students this month. Here are some activities to get you started!

Mystery Music Term

Look carefully at the calendar, and find all of the letters in bold. Unscramble the letters to spell a music term.

Mystery Melody

Here is this month's Mystery Melody:



Try singing or playing the notes to see if you can identify this piece.

Featured Musician and Listening Examples

Camille Saint-Saens is this month's featured musician. You can learn more about him at http://www.makingmusicfun.net. Just search for "Camille Saint-Saens. Also, spend some time listening to these famous works:

- Listen for the instrument that plays the lion's roar in "Royal March of the Lion" from Carnival of the Animals.
- Listen to the spooky favorite *Danse Macabre* and get in the spirit of Halloween. Can you hear the clock strike midnight and the skeletons arise and dance?

Consider keeping a family music journal. Be sure to include the name of the composer, a list of his/her pieces, as well as your thoughts, feelings, and reactions to the music. Quality recordings of all featured musical works are available for purchase at http://music4you.lorenz.com.

Family Music Connections for October 2013 Return this portion of the page to your music teacher.

Name(s):

Mystery Music Term:

Definition of Mystery Music Term:

The Mystery Melody for this month is:

November



Sunday

Monday

Tuesday

Wednesday

Thursday

Saturday

Friday

9 Family Fun Night: Create you own band using household items.

6 John Ph**i**lip Sousa's birthday

SKevin Jonas's
birthday (1987)

Aaron Copland's birthday (1900)

Family Fun Night: Have family

23

members sing what they are most thankful for.

> On this day in 1983, Michael Jackson's "Thriller" video

19

Miranda Lambert's birthday (1983)

Autry received a gold record.

On this day in 1969, "Rudolph the Red-Nosed Reindeer" by Gene 29

30

24 Scott Joplin's birthday (1868)

26 Tina Turner's birthday (1939)

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Featured Musician and Listening Examples

Aaron Copland is this month's featured musician. You can learn more about him at http://www.dsokids.com/listen/by-composer/aaron-copland.aspx. Also, spend some time listening to these famous works:

• Listen for all the variations you can hear in "Variations on Simple Gifts" from Appalachian Spring.

ncidar kaoning a family music journal. Bo sure to include the name of the composer, a list of his/her nice

• Can you hear how the violin in "Hoedown" from Rodeo is played more like a fiddle?

well as your thoughts, feelings, and reactions to the music. Quality recordings of all featured musical works are available for purchase at http://music4you.lorenz.com.	
	r 2013 Return this portion of the page to your music teacher.
Name(s):	
Mystery Music Term:	
Definition of Mystery Music Term:	
The Mystery Melody for this month is:	



Developing Teacher and Student Evaluations

by Heather Cote

Teacher evaluation and student growth are two of the major topics in education today. For many of us in arts education, this can be an exciting time. Without mandated testing data, we have the opportunity to determine what we want the students to know and then create authentic assessments that measure those goals and objectives. As we work toward those goals, we also must examine our own teaching practices to ensure our students are receiving instruction that meets those goals and objectives.

Our public school music programs don't exist to turn out 200 symphony players every year on graduation. We exist for many reasons, and each student who goes through our program takes something different from it. So I propose we focus our assessments, growth, and evaluation on a bigger framework in addition to the nine standards put forth by NAfME. Not only does this approach provide an opportunity to examine teacher and student growth, but it is also provides what I think is the best chance of seeing our students keep music in their lives once they leave their K-12 education.

Throughout the 2012–2013 school year, my district piloted a program for a new teacher evaluation system. As the director of the music department, I also had to implement the changes for teacher evaluation and student growth, as mandated by the Massachusetts Department of Education. Of course, there were no guidelines on what this should look like in the arts. In addition, these changes came at the same time as our district scheduled our department to undergo a regular curriculum review and curriculum writing process. Although overwhelming, these challenges allowed me and my colleagues the opportunity to grow as teachers and as a department. To begin, we went back to the root of our teaching philosophies and asked ourselves the following questions:

- 1. What are we teaching?
- 2. Why are we teaching it?
- 3. How do we know the students are learning?

We discussed these fundamental questions throughout the year, and worked together to review and rewrite our curriculum, including district wide benchmarks and assessments. The yearlong endeavor encouraged us to identify, at each grade level, what is most important for the students to know and be able to do; validate why we teach it; and examine ourselves as teachers to ensure the material was (and will continue to be) taught effectively.

The new teacher evaluation being implemented in my district requires teachers with professional status to formulate two goals for their Educator Growth Plan. One goal is a Professional Practice Goal (what the teacher wanted to improve upon) and the other is a Student Learning Goal. I encouraged each teacher to link his/her Professional Practice Goal with the Student Learning Goal. For example, a teacher might choose to focus on the clarity of his instruction in a specific area as a professional goal, and then link it to what he wants his students to be able to do in that specific area. Once the teacher identified his/her Professional Practice Goal and the Student Learning Goal, the teacher and I determined activities to achieve the goals and evidence to present at the end of the process to show that the goals had been met.

As mentioned earlier, a change in the Massachusetts state mandate required us to develop our own district-determined assessment measures (common assessments), through which we will demonstrate student growth over a one-year period.