



Unwrapping the National/State Standards: An Alignment of Feierabend Process in an Urban District

A DEEP DIVE INTO HOW DEMAND FOR CHANGE IN CURRICULUM INSPIRED NEW WAYS OF LEARNING FOR STUDENTS.

Presentation by: Pat Toben
FAME '21 International Virtual
Conference July 17/18, 2021



Highlights



Background

Family:

- Married for 29 years to an incredibly supportive husband
- Two wonderful children: Jackie is 19 and will be a senior at Bryn Mawr College and Michael is 16 and will be a Junior at North High School

27 years in Education:

- 20 years as an educator of students through music
 - Elementary Music (TK-5), Band (5-12), Vocal (6-12), Orchestra (4-5) and Digital Music Production
- 7 years as a District Coordinator for TK-12 Art, Music, Health, PE and Engaging our Community

Trained with Dr. John Feierabend:

- First Steps
- Conversational Solfege

Degrees:

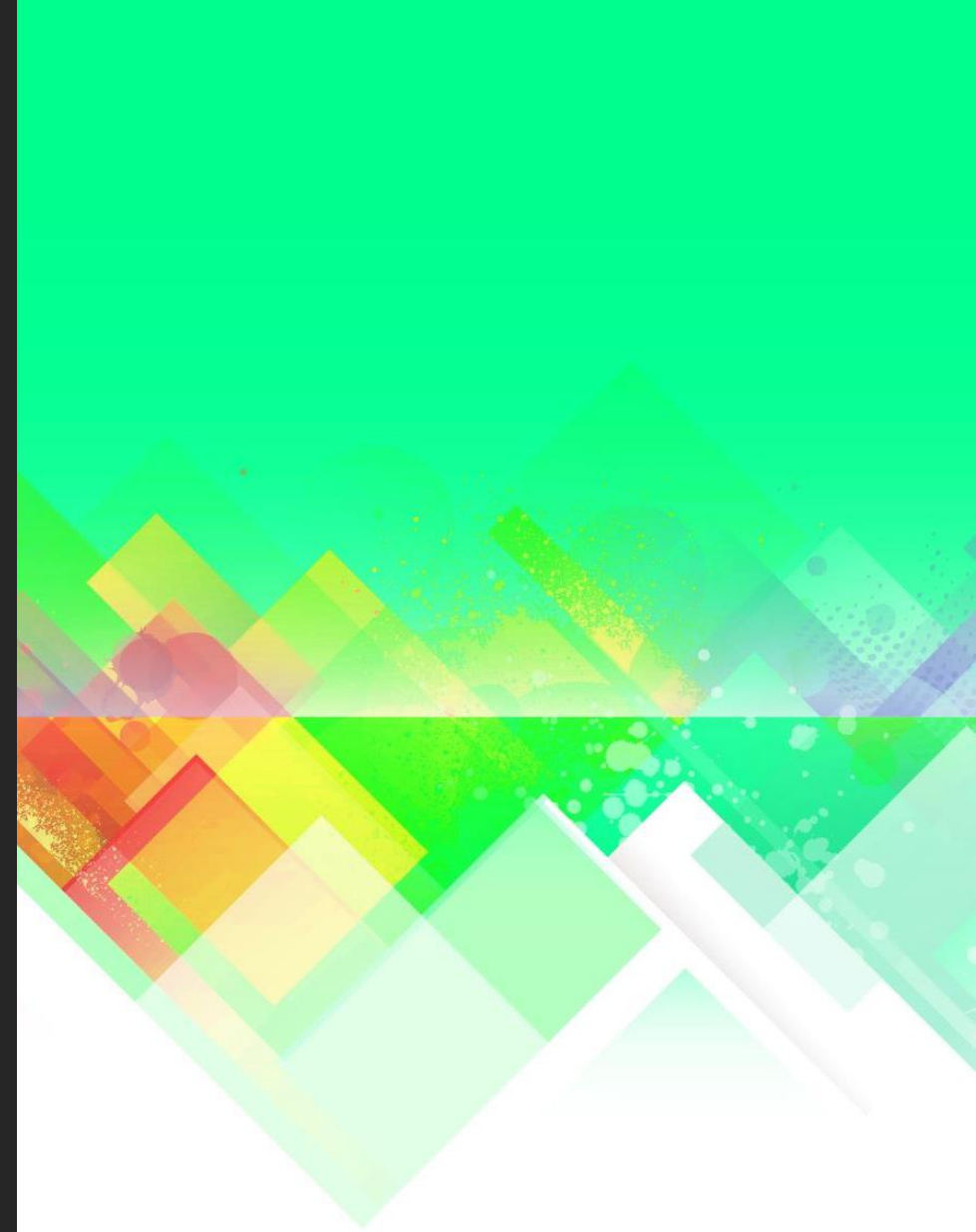
- Bachelor of Music from The University of South Dakota
- Master of Arts in Educational Policy and Leadership Studies from the University of Iowa

Additional:

- Member of Iowa Department of Education Fine Arts Standards Development Team
- Member of Iowa Department of Education Fine Arts Leadership Team

District

- Located in the Northwest IA (Intersection of IA, NE, and SD)
- Majority Minority District
- 15,000 students speaking over 30 languages
- Over 70% FRL
- 1 in 5 students learning English as a Second Language
- Approximately 250 students identify as homeless at any given time
- 11 of 14 Elementary Learning Centers are identified as Title I
- 22 Learning Centers: TK-12
 - 14 Elementary Buildings
 - 3 Middle Schools
 - 3 High Schools
 - Virtual K-12 School
 - Career Academy





Music

Elementary Music

- TK-5 General Music (required)
 - Meets 2 times a week for 30 minutes each with certified Music Educator
- 4th/5th Grade Orchestra
 - Meets 2 times a week
 - 1 - 30 minute small group
 - 1 - 30 minute large group
- 5th Grade Band
 - Meets 2 times a week
 - 1 - 30 minute small group
 - 1 - 30 minute large group

Middle School

- Band, Choir, Orchestra, and Digital Music Production
 - Meet every other day for 47 minutes

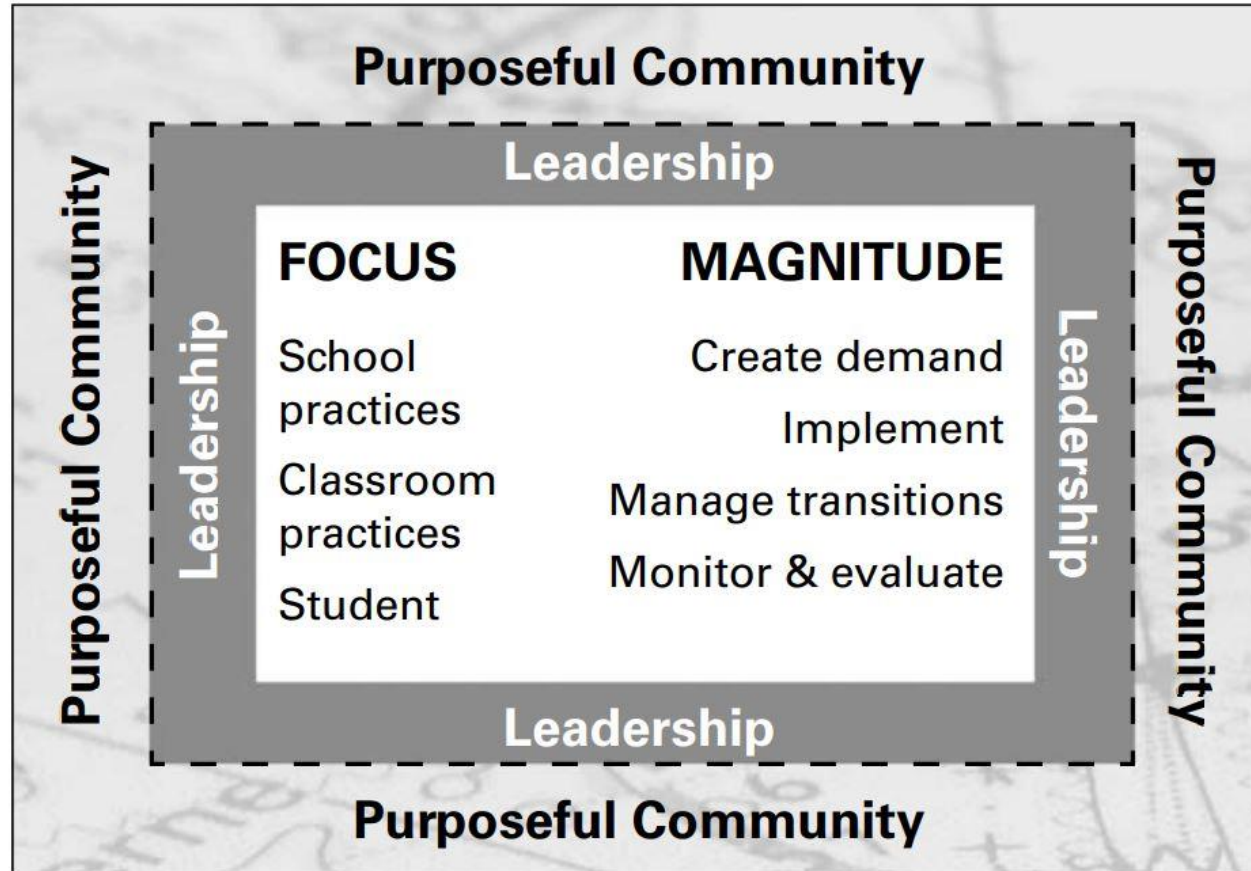
High School

- Band, Choir, Orchestra
- History of American Pop Music, Harmony, AP Music Theory

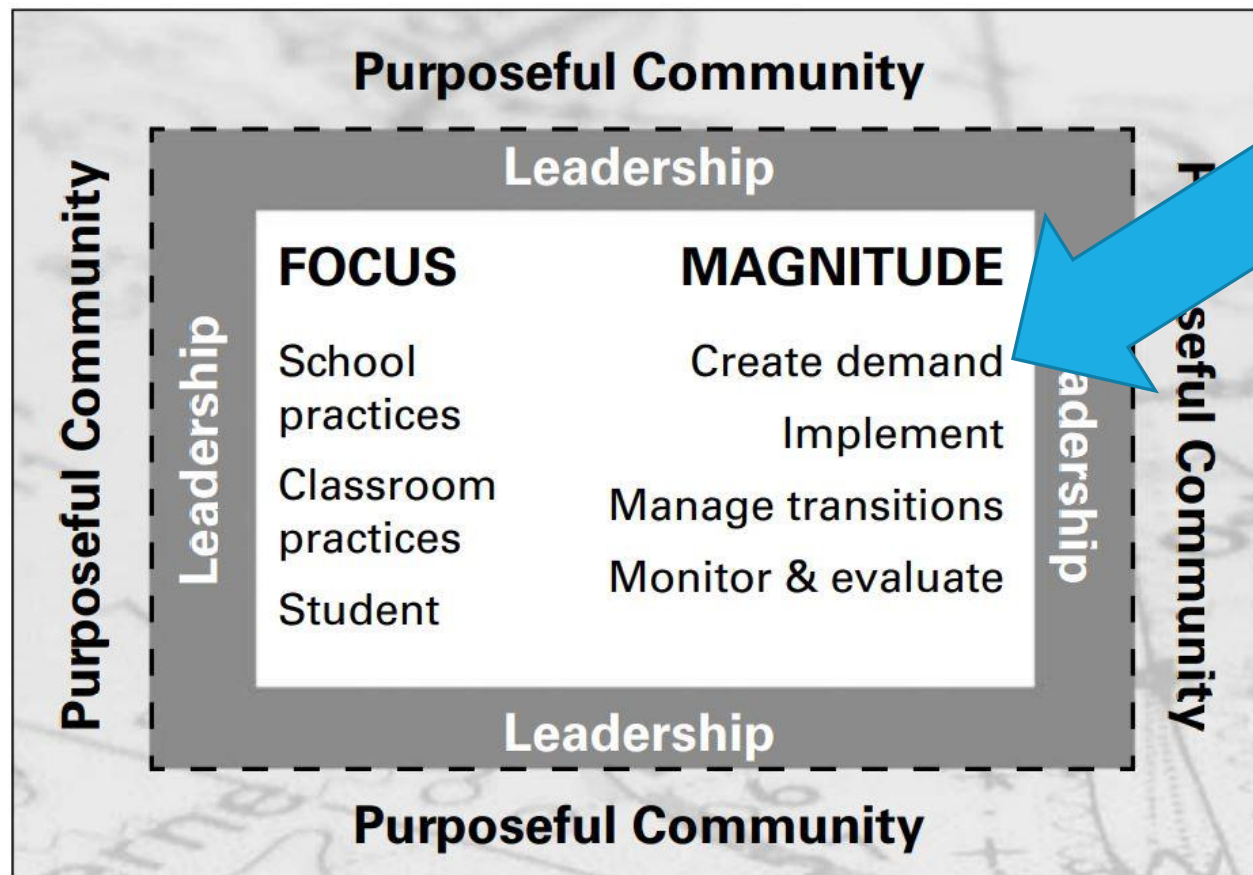


Demand for Change

Balanced Leadership Framework



McREL: [The Balanced Leadership Framework: Connection vision with action](#)

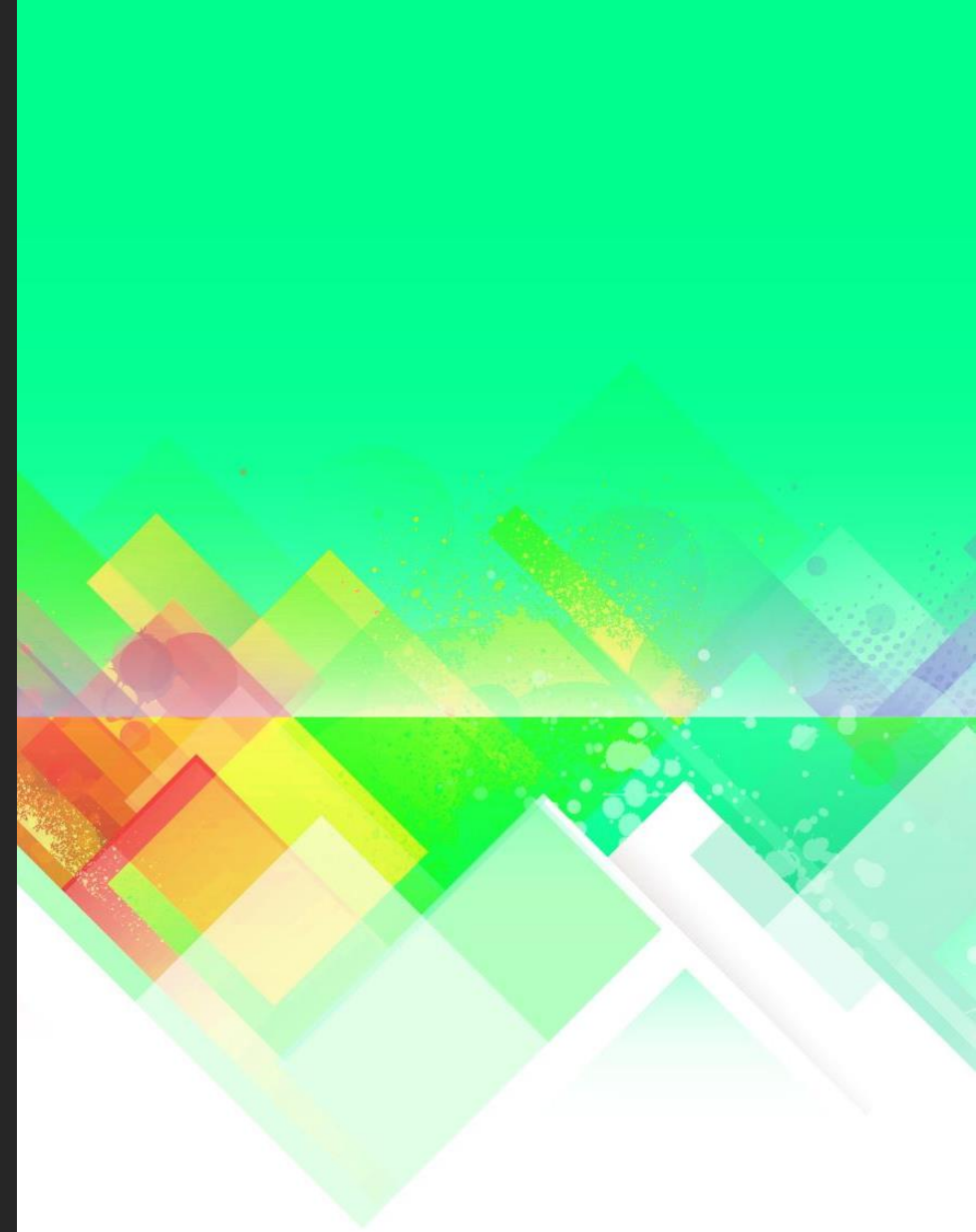


Balanced Leadership Framework

McREL: [The Balanced Leadership Framework: Connection vision with action](#)

Creating Demand

- National Standards Changed
 - Demand from Elementary and Secondary Standards
- District Curriculum Adoption Cycle
- Summer Symposium – 2 Days 2015
 - Brought in Dr. Feierabend for 8 – 90 minute sessions for Elementary
 - Brought in Wendy Barden for 8 – 90 minute sessions for Secondary
- Professional Development Day October 2016
 - Brought in Sandy Danoski for our TK-12 Team



Secondary Standards

4th - 8th Grade Novice

MU:Cr.1.1E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal

Skills (verbs)	Concepts (Nouns)	Learning Targets	Bloom's Taxonomy	21st Century
Compose Improvise	Melodic ideas rhythmic ideas		Remember Understand Apply Analyze Evaluate Create	Critical Thinking Complex Communication Creativity Collaboration Flexibility and Adaptability Productivity and Accountability

-compose an ostinato, compose a song using your 1st 3 notes, compose a piece using the rhythm from Mary had a little lamb - use any notes you want

MU:Cr1.1H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

Skills (verbs)	Concepts (Nouns)	Learning Targets	Bloom's Taxonomy	21st Century
Generate	melodic ideas rhythmic ideas harmonic ideas		Remember Understand Apply Analyze Evaluate Create	Critical Thinking Complex Communication Creativity Collaboration Flexibility and Adaptability Productivity and Accountability

Examples - pentatonic patterns, IV-V-I progressions with scat solos, triad, harmonize in 3rds

HS Proficient

MU:Cr.1.1E.1a Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.

Skills (verbs)	Concepts (Nouns)	Learning Targets	Bloom's Taxonomy	21st Century
compose improvise	melodies rhythmic passages arrangements		Remember Understand Apply Analyze Evaluate Create	Critical Thinking Complex Communication Creativity Collaboration Flexibility and Adaptability Productivity and Accountability

Examples: Use Finale to compose a melody using notes of a given scale over a I-IV-V-I chord progression.



Creating Demand

June 2015

Summer Symposium(after 1 year of Unwrapping)

Brought in clinicians to highlight "what" change could look like.

Purchased all First Steps Books as "Resources"



Dr. John Feierabend working with our Elementary Team



Wendy Barden working with our Secondary Team

Creating Demand

October 2015

October 2017

Dr. Richard Cangro



Common Core Standards and Authentic Music Learning: *Listening, Speaking, Reading, Writing AND Performing*

**Sioux City Public Schools Music Department
October 2015**

Richard Cangro, Ph.D., presenter
School of Music: Rm-cangro@wiu.edu
Western Illinois University www.richcangro.wordpress.com

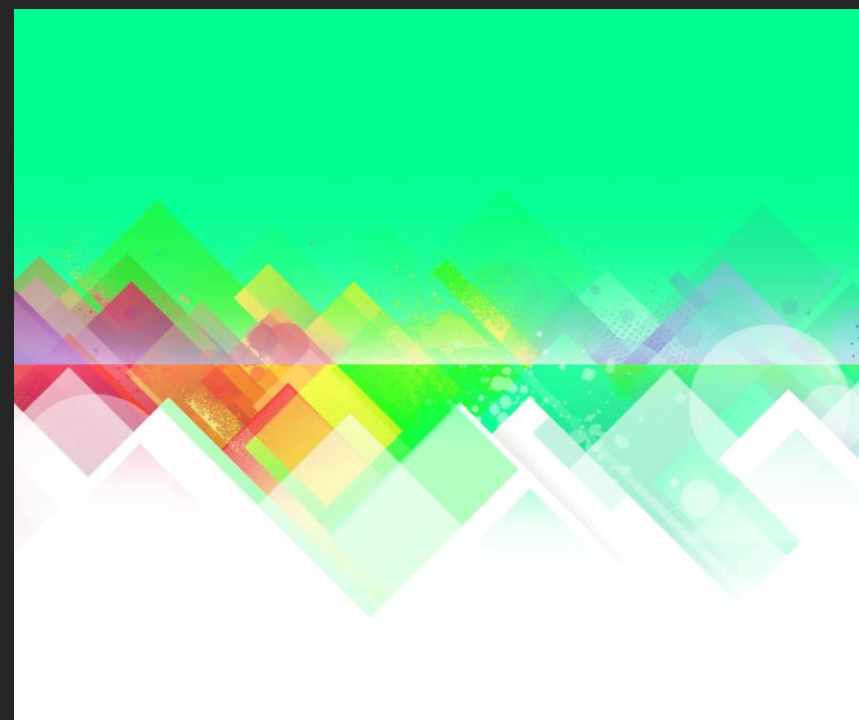
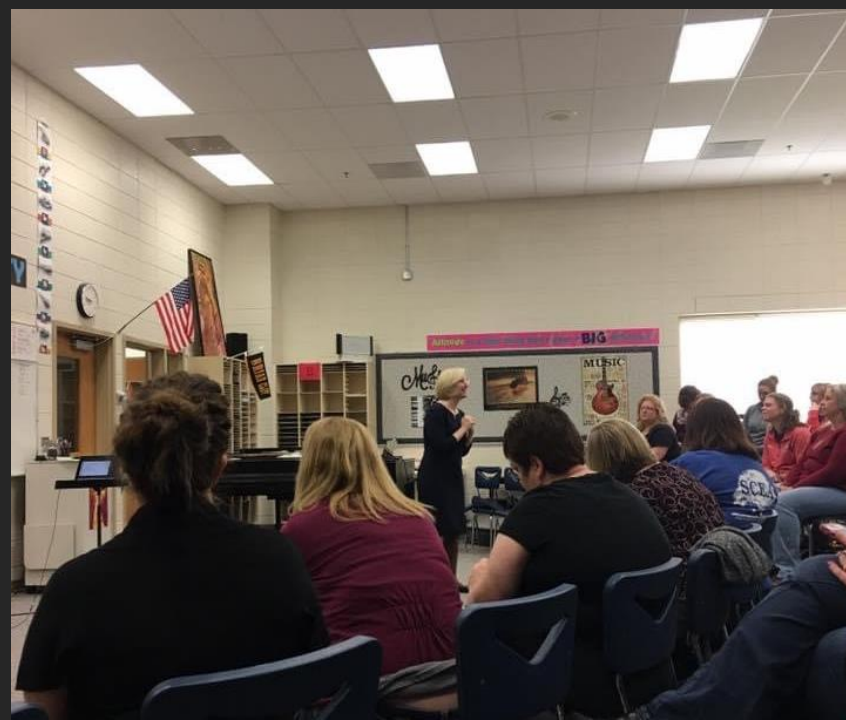
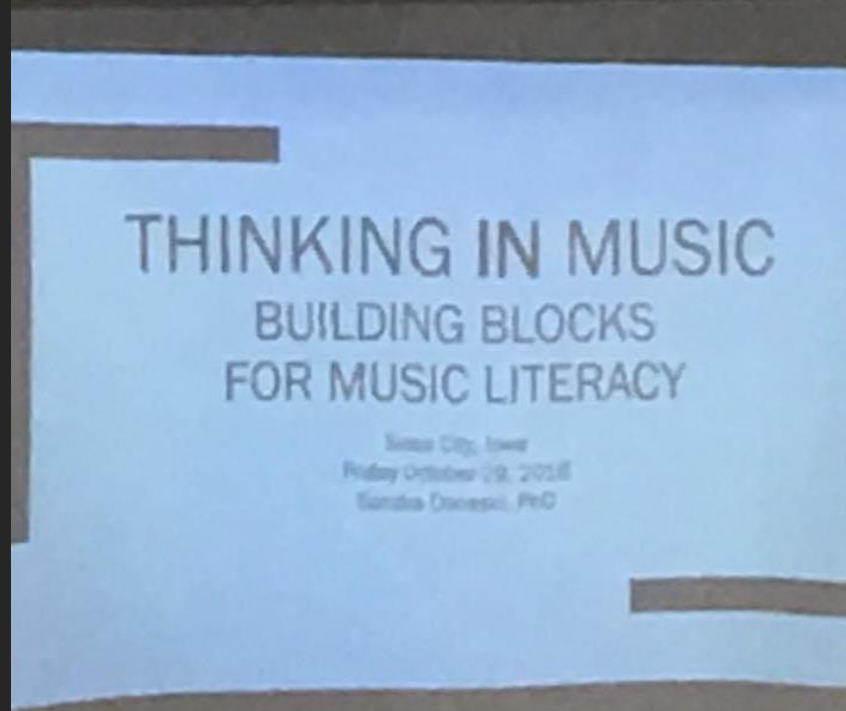
Session Description

The Common Core Standards can easily be translated to any music rehearsal/classroom that values developing thoughtful, independent musicians who artistically perform with understanding of style, phrasing and expression. This session will reflect on current music teaching practices, as well as provide practical strategies for implementing and documenting common core expectations. Topics to be discussed include Common Core and National Music Standards, peer learning, assessment, developing independent musicians, and rehearsal planning that can address common core requirements.

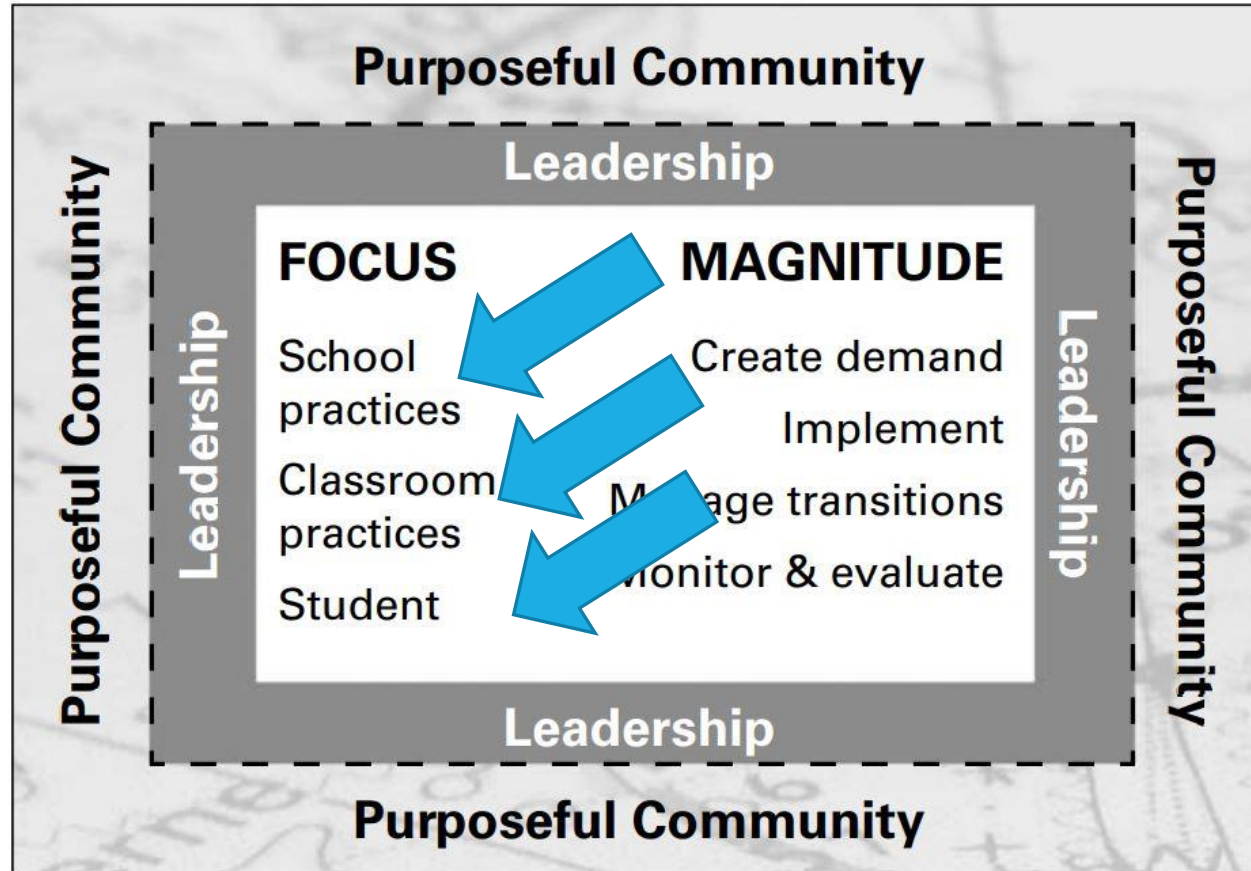
Creating Demand

October 2016

Sandy Doneski came in
and worked with our
entire TK-12 Music Team



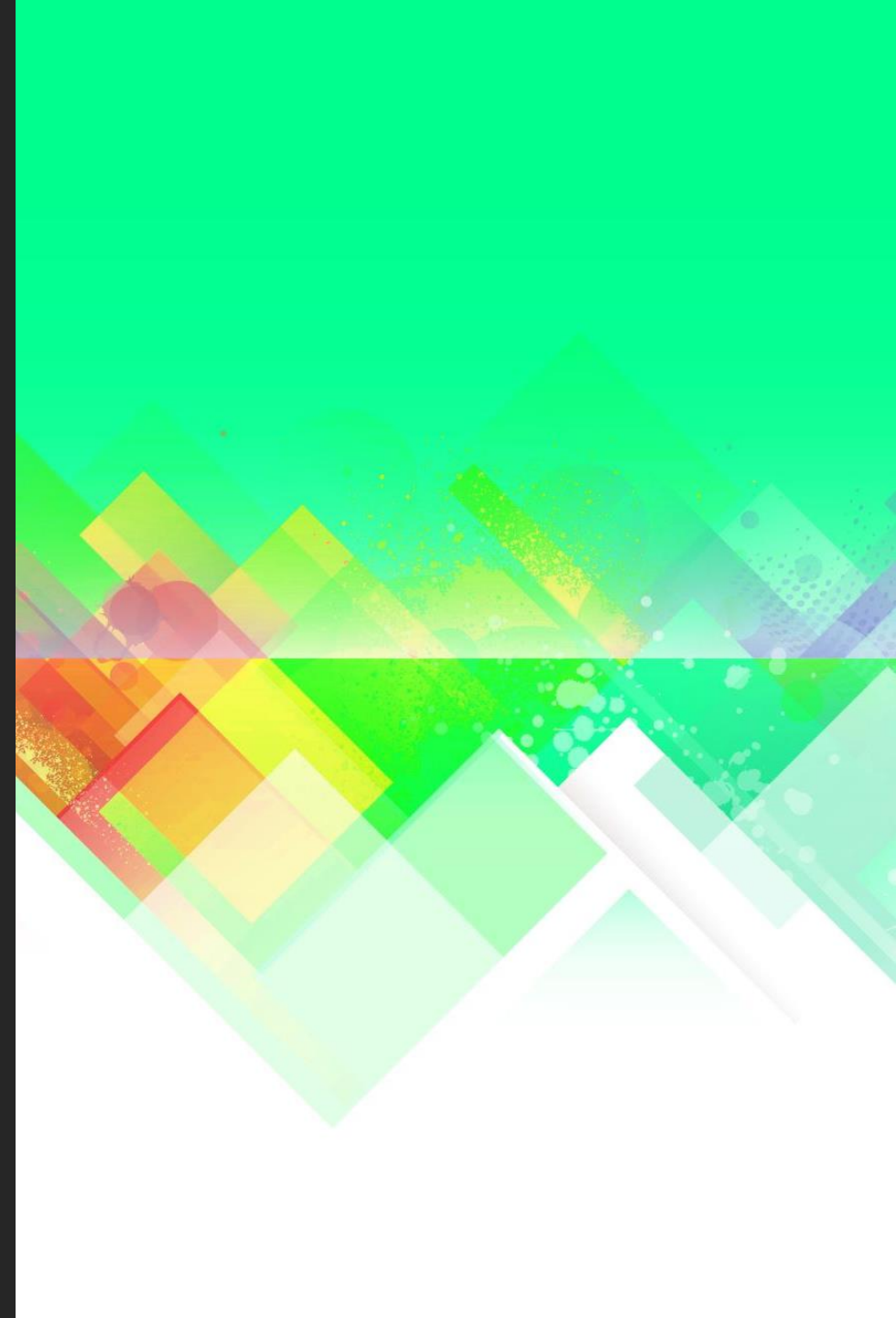
Balanced Leadership Framework



McREL: [The Balanced Leadership Framework: Connection vision with action](#)

Stories and Observations

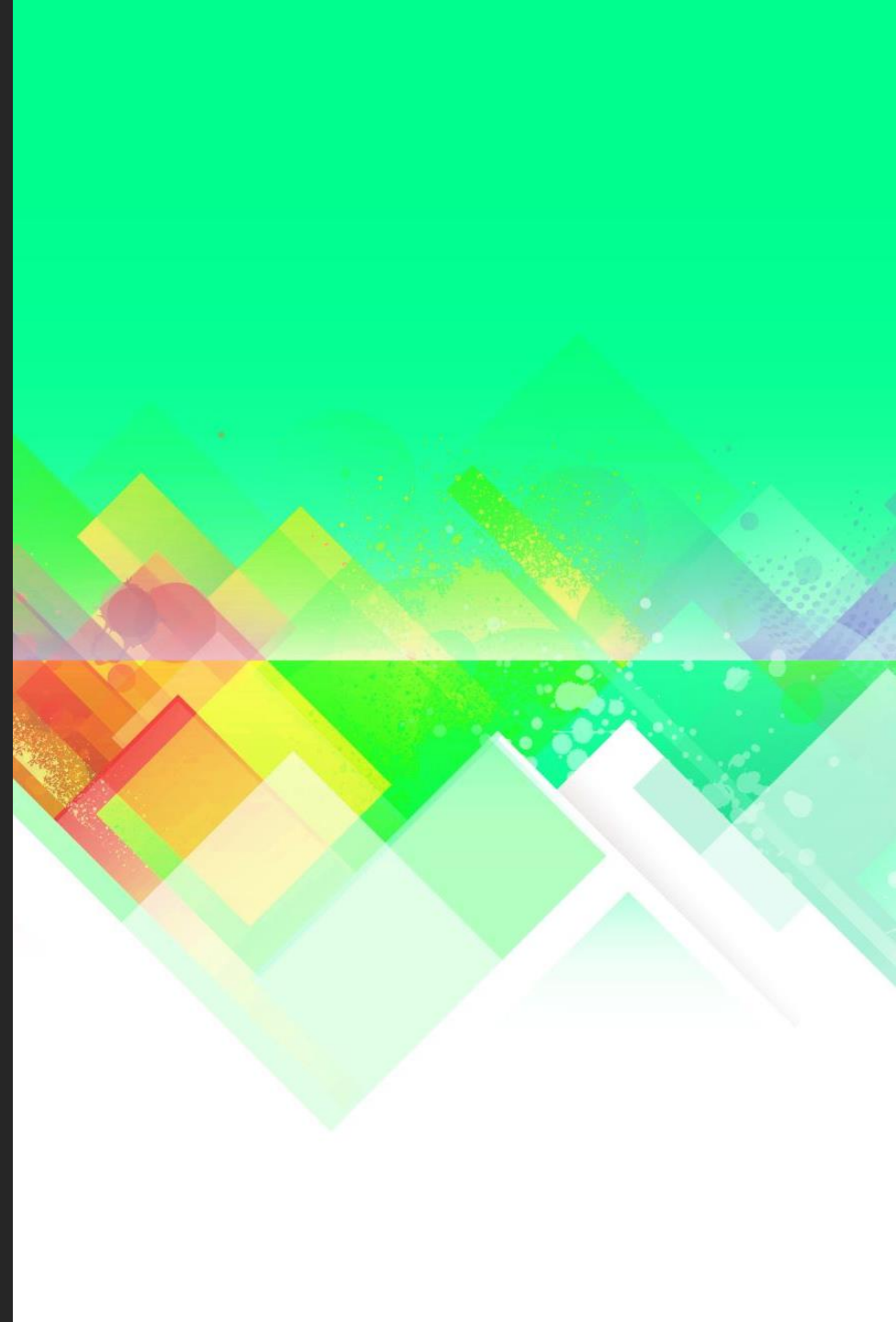
- Traveling Band Educator - Intonation/Solfege/Rhythm Syllables
 - Elementary Music Educator - Fa sequence "experience"
 - Traveling Educator - students moving from building to building are not getting the same experience
 - Discussion during PLC was not consistent
 - Discussion of "where to start"
 - Observations - levels of student engagement
 - Building expectations for performances
 - District Initiatives - Small Group Skills Based Instruction
-
- Always remember the 10 - 80 - 10 rule



Major Themes

Themes that surfaced (from TK-12):

- ✓ Music Literacy
- ✓ Awareness of Beat
- ✓ Family Involvement
- ✓ Students moving from building to building
- ✓ Secondary Concern over new standards



Timeline

1st Year - 2014-2015

- Met with grade bands and content areas 3 times
- [Unwrapped all the National Core Arts Standards](#)
- Themes that surfaced (from TK-12):
 - ✓ Music Literacy
 - ✓ Awareness of Beat
 - ✓ Family Involvement
 - ✓ Students moving from building to building
 - ✓ Secondary Concern over new standards
- ❖ Brought Dr. Feierabend in for 2 days. Focused on First Steps. Was able to purchase all 1st Steps Books & Resources as "Resources"
- ❖ Brought in Dr. Wendy Barden

2nd Year - 2015-16

- Met with grade bands and content areas 3 times
- Developed [Artistic Foundation Document](#)
- [Wrote Assessments - 1st Time](#)
- Created [Pacing Guide](#)
- Developed [Curriculum Maps](#)
- Had a small group of educators piloting different methods
- Created [video](#) for TK-12 Alignment
- ❖ Brought Dr. Richard Cangro in for TK-12 Team in October

3rd Year - 2016-17

- Met with grade bands and content areas 2 times
- Continued Development of Curriculum Maps
- [Rewrote and further defined Assessments - \(New Director of Curriculum, Instruction, Assessment\)](#)
- Over the summer prepared final documentation for Board Adoption in August
- ❖ Brought in Sandy Doneski for TK-12 Team in October

Fall 2017 and Beyond

- Board approved Curriculum adoption for TK-5 Music and 5th Grade Band
- ❖ Brought Dr. Feierabend in for Conversational Solfege training of TK-5 staff and 5th grade band team October 2017 and First Steps Training in April of 2018
- ❖ Brought in Rite Wilder for Band Team in Fall and Spring for 1 week each time.
- 2019 Follow Up Curriculum Mtg with Elementary Band and Music for Implementation - updated Assessments



[Link to Google Drive with copies of all our work](#)

Unwrapping Standards

Find on this Page (Cmd+F)				
+ Section	+ Page			
Anchor Standards	Pre-Kindergarten			
Pre-Kindergarten	Standards Unwrapping			
Kindergarten	Create			
1st Grade	Anchor Standard 1 (Imagine)			
2nd Grade	Resources			
3rd Grade	Lesson Ideas			
4th Grade	Formative Assessments			
5th Grade	Summative Assessment			
Essential Docum	Anchor Standard 2 (Plan and Make Art)			
Format	Resources			
	Lesson Ideas			
	Formative Assessments			
	Summative Assessment			

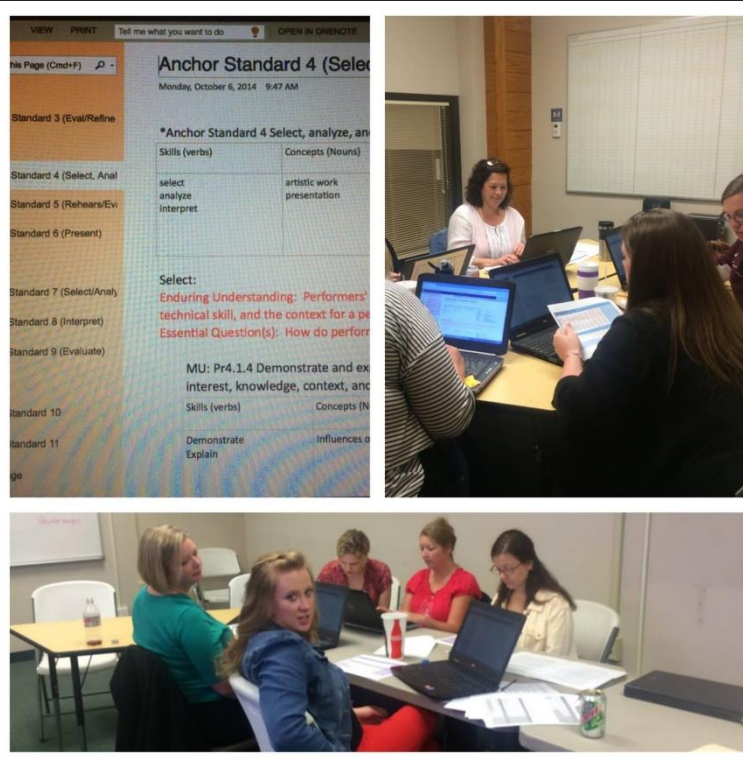
Sunday, October 5, 2014 8:20 PM				
*Anchor Standard 1 Imagine: Generate and conceptualize artistic ideas and work.				
Skills (verbs)	Concepts (Nouns)	Learning Targets	Bloom's Taxonomy	21st Century
Generate Conceptualize	Ideas Work		*Remember *Understand Apply Analyze Evaluate *Create	Critical Thinking Complex Communication Creativity Collaboration Flexibility and Adaptability Productivity and Accountability

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question(s): How do musicians generate creative ideas?

MU: Cr1.1 PK With substantial guidance, explore and experience a variety of music.

Skills (verbs)	Concepts (Nouns)	Learning Targets	Bloom's Taxonomy	21st Century
			Remember Understand Apply Analyze Evaluate Create	Critical Thinking Complex Communication Creativity Collaboration Flexibility and Adaptability Productivity and Accountability





Artistic Foundation

SCCSD Elementary Music – Kindergarten Pacing Guide			Assessment Pacing			
Reporting Standard	Code	Standard	Q1	Q2	Q3	Q4
I can use my speaking voice expressively.	MU:Pr4.3.K	With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creator's expressive intent.				
I can create expressive movements.	MU:Cr1.1Kb	With guidance, generate musical ideas (such as movements or motives).				
I can use my singing voice.	MU:Pr4.3.K	With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creator's expressive intent.				
I can keep a steady beat.	MU:Pr4.3.K	With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creator's expressive intent.				
I can create beat motions.	MU:Cr1.1Kb	With guidance, generate musical ideas (such as movements or motives).				
I can create a melody/song.	MU:Cr1.1Kb	With guidance, generate musical ideas (such as movements or motives).				

Pacing Guide

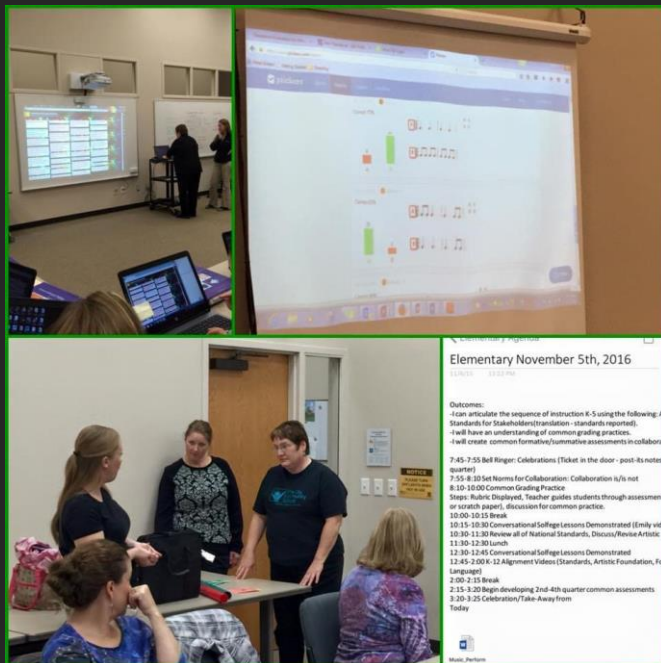
Quarter: One

Weeks	Lesson Guides		Standards to be Reported	Learning Targets "I Can..."	Resources	Virtual Resource Maps	Assessments	Math and Literacy Standards Connections
1	A ↓ Lesson 1	Lesson 2 ↓	MU:Pr4.3.1 - Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	MU:Cr1.1.1b 1. create my own beat motions in groups of 2 or 3	The Book of... -Pitch Exploration -Echo Songs -	Link to the SC Elementary Music YouTube Channel https://www.youtube.com/channel/UCGeLE8m_CZPXAk0Y5fcCT7g?view_as=subscriber ↗	Rubric ↓	Math Standards:
2	A ↓ Lesson 3	Lesson 4 ↓	-use my voice expressively	2. create my own melody/song	- Call/Response -Beginning Circle Games	Arioso (Level 3) Menu: Arioso (Level 3)- Menus.pdf ↓ 1st Grade Virtual Lesson Weekly Lesson & Quarterly Repertoire List: 1st Grade Weekly Lesson & Quarterly Repertoire List.docx ↓		Reading Standards: RL.1.3 Describe characters, settings, and events
3	Lesson 5 ↓	Lesson 6 ↓			-Movement Exploration	1st Grade Virtual Lesson Year Overview: Copy of 1st Grade Virtual Learning Lessons.xlsx ↓		RF.1.3 Recognize and read high-frequency words ↓
4	Lesson 7 ↓	Lesson 8 ↓			-Fingerplays & Action Songs -Songs & Rhymes with Beat Motions	1st Grade Quarter 1 Wakelet Link (Virtual Classroom Lessons, Seesaw Assessment Skeletons, Additional Websites): https://wke.lt/w/s/Zp0LJ7 ↗ Video resource for teachers/parents/students on how to access/navigate Virtual Classrooms: https://safeYouTube.net/w/FO5V ↗		SL.1.2 Ask and answer questions to demonstrate listening and comprehension
5	Lesson 9 ↓	Lesson 10 ↓			-Playground Songs & Rhymes w/ Beat Motions			*The student can ask and answer questions about the text/topic.
6	Lesson 11 ↓	Lesson 12 ↓		MU:Pr4.3.1 1. use my voice expressively	-Children's SongTales -Keeping the Beat CD			SL.1.4 Express ideas clearly
7	Lesson 13 ↓	Lesson 14 ↓		2. move expressively	-Move It! 1 & 2			*Student can express ideas or feelings through arioso singing.
8	B ↓ Lesson 15 ↓	Lesson 16		3. keep a steady beat in groups of 2 or 3				
9	A ↓ Lesson 17	B ↓ Lesson 18		4. use my singing voice				

4/5 Rubrics

	1	2	3	4	5	6
Folk Dance	4/5- unable to perform folk dance	4/5- performs folk dance with <i>many</i> errors OR unable to perform folk dance, <i>but capable of recalling movements</i>	4/5- performs folk dance with <i>some errors</i>	4/5- performs folk dance with <i>few errors</i>	4/5- performs folk dance with <i>few to no errors</i>	4/5- performs folk dance with no errors and/or is <i>capable of being the caller</i>
Echo/Decode/Read Rhythmic Patterns	4/5- unable to echo/decode/read rhythmic patterns	4/5- echo/decode/read rhythmic patterns with <i>assistance</i>	4/5- echo/decode/read rhythmic patterns with <i>pauses between beats</i>	4/5- echo/decode/read rhythmic patterns accurately/fluently	4/5- echo/decode/read <i>unfamiliar rhythmic patterns with few errors</i>	4/5- echo/decode/read unfamiliar rhythmic patterns <i>accurately/fluently</i>
Create Rhythmic Patterns	4/5- unable to create rhythmic pattern	4/5- creates a rhythmic pattern with <i>assistance</i>	4/5- creates a rhythmic pattern with <i>pauses between beats</i>	4/5- creates a rhythmic pattern <i>fluently</i>	4/5- creates <i>two different rhythmic patterns with few pauses</i>	4/5- creates <i>two</i> different rhythmic patterns <i>fluently</i>
Echo/Decode/Read Melodic Patterns	4/5- unable to echo/decode/read melodic patterns	4/5- echo/decode/read melodic patterns with <i>assistance</i>	4/5- echo/decode/read melodic patterns with <i>few mistakes</i>	4/5- echo/decode/read melodic patterns <i>accurately using correct solfege syllables</i>	4/5- echo/decode/read melodic patterns accurately using correct solfege syllables <i>and correct rhythms</i>	4/5- echo/decode/read unfamiliar melodic patterns <i>accurately/fluently</i>
Create Melodic Patterns	4/5- unable to orally create a melodic pattern	4/5- orally creates melodic patterns with <i>assistance</i> , or creates a melodic pattern but does not sing the correlating pitches/solfege	4/5- orally creates a melodic pattern with <i>few mistakes</i>	4/5- orally creates a melodic pattern <i>using correlating pitches/solfege</i>	4/5- orally creates <i>two different melodic patterns with few mistakes</i>	4/5- orally creates <i>two</i> different melodic patterns <i>fluently</i>
Composition (Rhythmic & Melodic)	4/5- unable to create own written composition	4/5- can create own written composition with <i>assistance</i>	4/5- can create own written composition with <i>some errors</i>	4/5- can create own written composition with <i>few errors</i>	4/5- can create own written composition with <i>no errors and perform with few errors</i>	4/5- can create <i>and perform</i> own written composition with no errors
Simple Song (grade level appropriate)	4/5- <i>unable to sing a simple song</i>	4/5- sings a simple song in a group with <i>inaccurate pitch</i>	4/5- sings a simple song <i>individually</i> with inaccurate pitch, <i>but can sing in a group with accurate pitch.</i>	4/5- <i>independently and accurately</i> sings a simple song in a student-chosen key	4/5- independently and accurately sings a simple song in <i>designated</i> key	4/5- independently, accurately, and <i>expressively</i> sings a simple song
Rounds/Canons/ Partner Songs (grade level appropriate)	4/5- unable to sing a round/canon/partner song	4/5- unable to sing a round/canon/partner song, <i>but can sing independent parts.</i>	4/5- sings round/canon/partner song with <i>some inaccuracies</i>	4/5- <i>accurately</i> sings a round/canon/partner song within a <i>large group</i>	4/5- accurately sings a round/canon/partner song within a <i>small group</i>	4/5- accurately sings a round/canon/partner song <i>individually</i>
Evaluation of Musical Performances	4/5- unable to evaluate a musical performance	4/5- evaluates a musical performance with <i>assistance and/or no justification of their</i>	4/5- evaluates a musical performance with <i>minimal justification of their opinion</i>	4/5- evaluates a musical performance, <i>justifying their opinion</i>	4/5- evaluates a musical performance, justifying their opinion, <i>and able to provide constructive</i>	4/5- evaluates a musical performance, justifying their opinion, and able <i>to connect reflection to</i>

Assessments

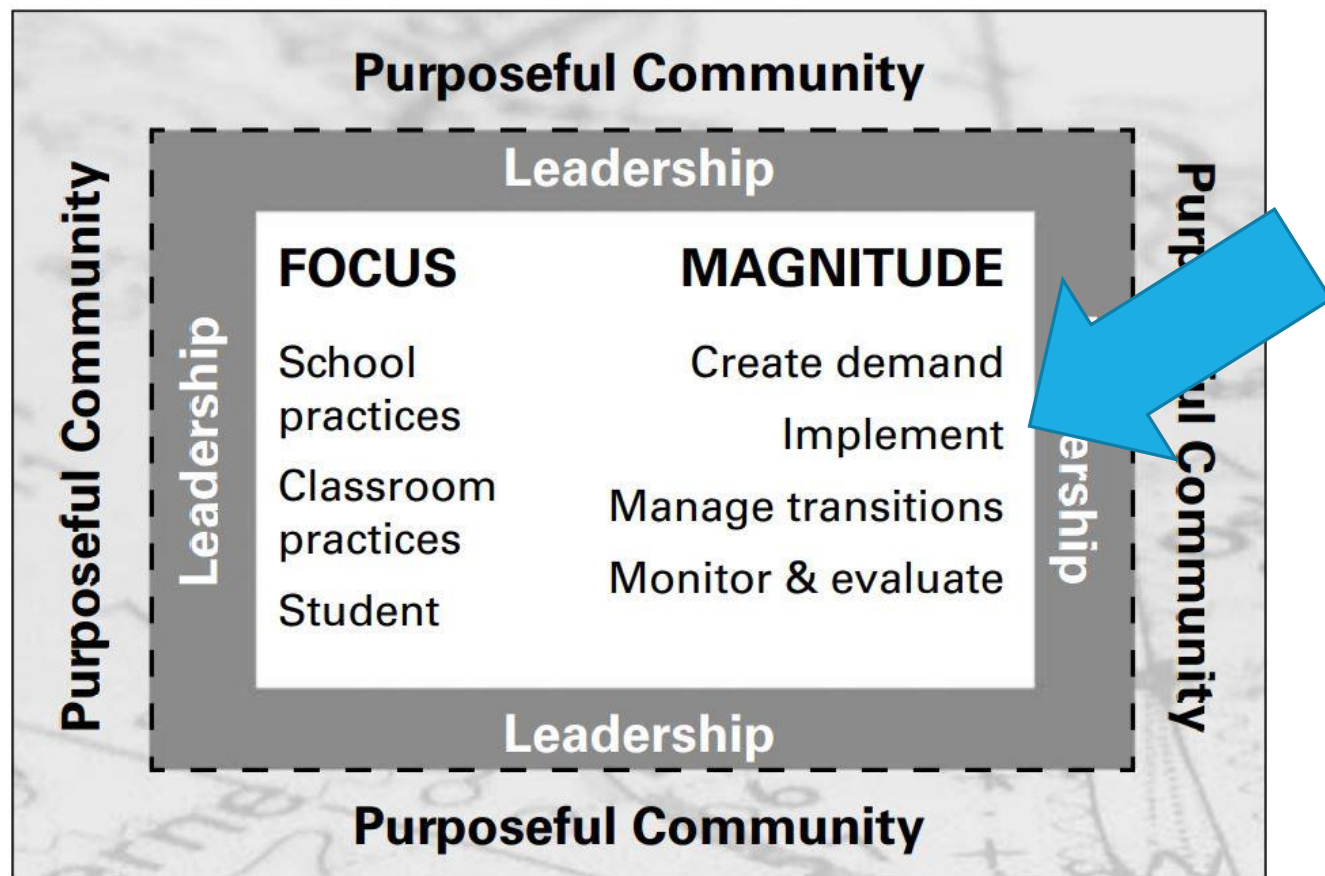


#SCCSD Music Spiral



Vertical Alignment

Balanced Leadership Framework



McREL: [The Balanced Leadership Framework: Connection vision with action](#)



Feierabend Fundamentals

Missy Smith Strong · Oct 25, 2017 · 16

WARNING: what I'm about to show you will cause extreme jealousy. 🤔🙄😏😏🔥

Still, you gotta be happy for the teachers in Sioux City, Iowa, whose schools adopted First Steps in Music and Conversational Solfege for the entire district and purchased ALL of the Feierabend materials for every teacher!!

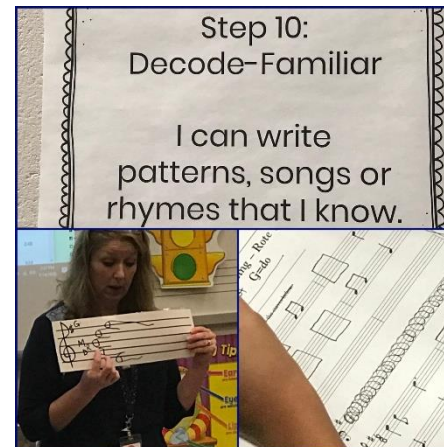
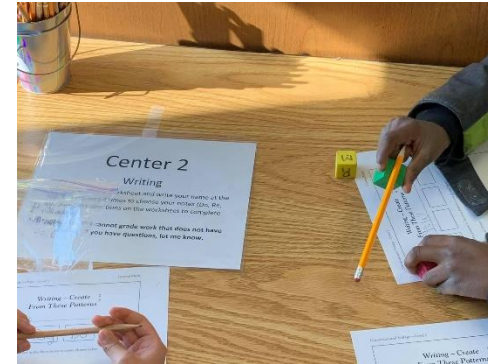
Oh, and did I tell you that they also brought in Dr. F himself to certify the faculty?!?!



Training
Conversational Solfege Training - Oct 2017
First Steps Training - April 2018

Implementation

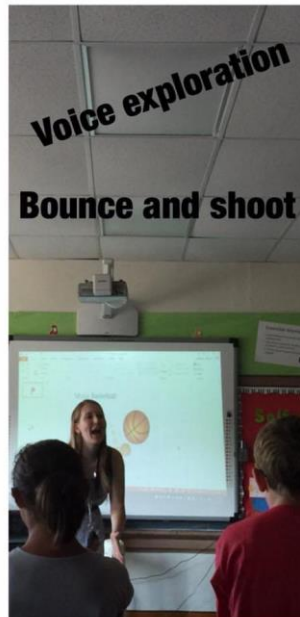
Elementary Music in a Nutshell. We are teaching students to be Tuneful, Beatful, and Artful.



Hunt A+ Arts Elementary School
November 24, 2020 · 🌐
Showing expression through movement 🎵

Implementation

Just as the leaves are starting to turn color and fall in Sioux City our Kindergarten students in music are learning to move expressively like leaves falling to the ground [@siouxcityschool](#) [#sccsd](#) [#musiced](#) [@feierabendmusic](#)



From lullabies to jump rope rhymes, to hand clapping games. We would love to see what you are sharing in any language. Click the link and share a song or rhyme that is a family favorite. flipgrid.com/a372ee89 [#SCCSD](#)





Feierabend Fundamentals

Reker Pat Toben · Feb 2, 2020 · 🌐

One example of having complete buy-in with new curriculum. Dr. Gausman, our Superintendent, stopped in and participated with one of our elementary music classes. Our superintendent could walk into any of our music rooms and participate. Video post approved by Admin.



Sioux City Community School District

Mar 28, 2018 · 🌐

Superintendent, Dr. Paul Gausman visited second graders at Bryant Elementary this morning to participate in music class. You be the judge - who has dance better moves?

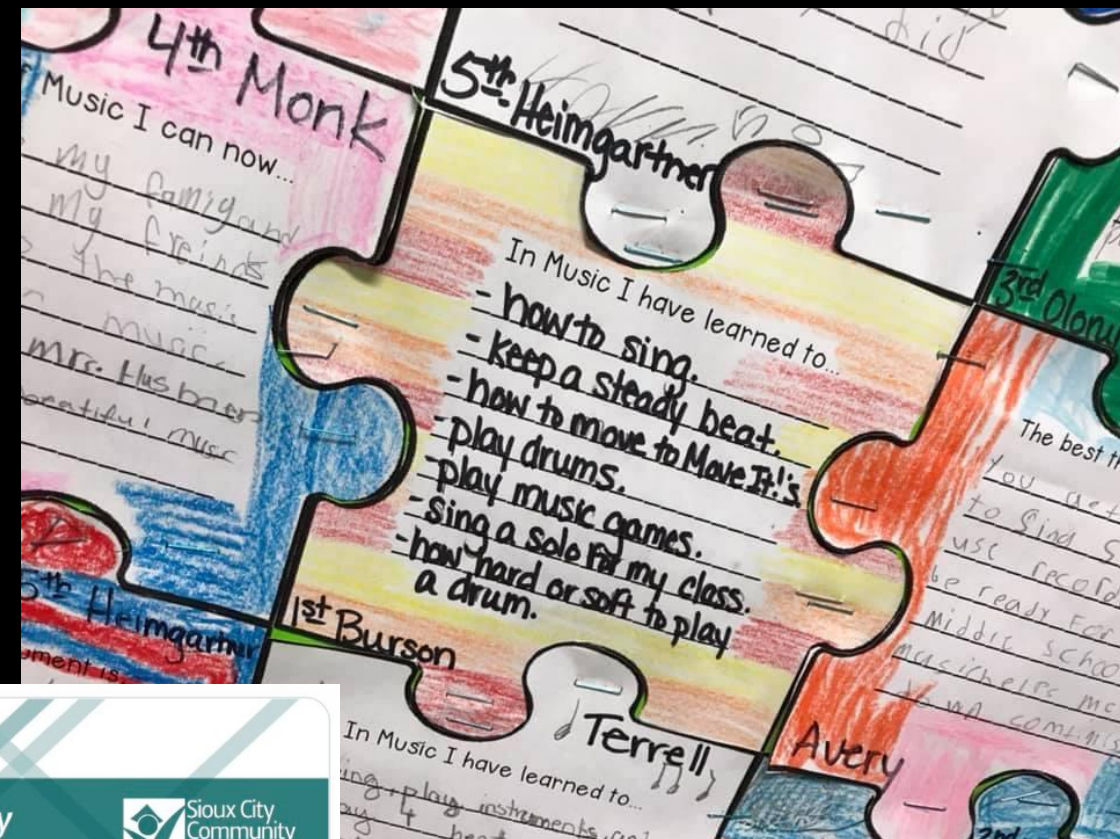
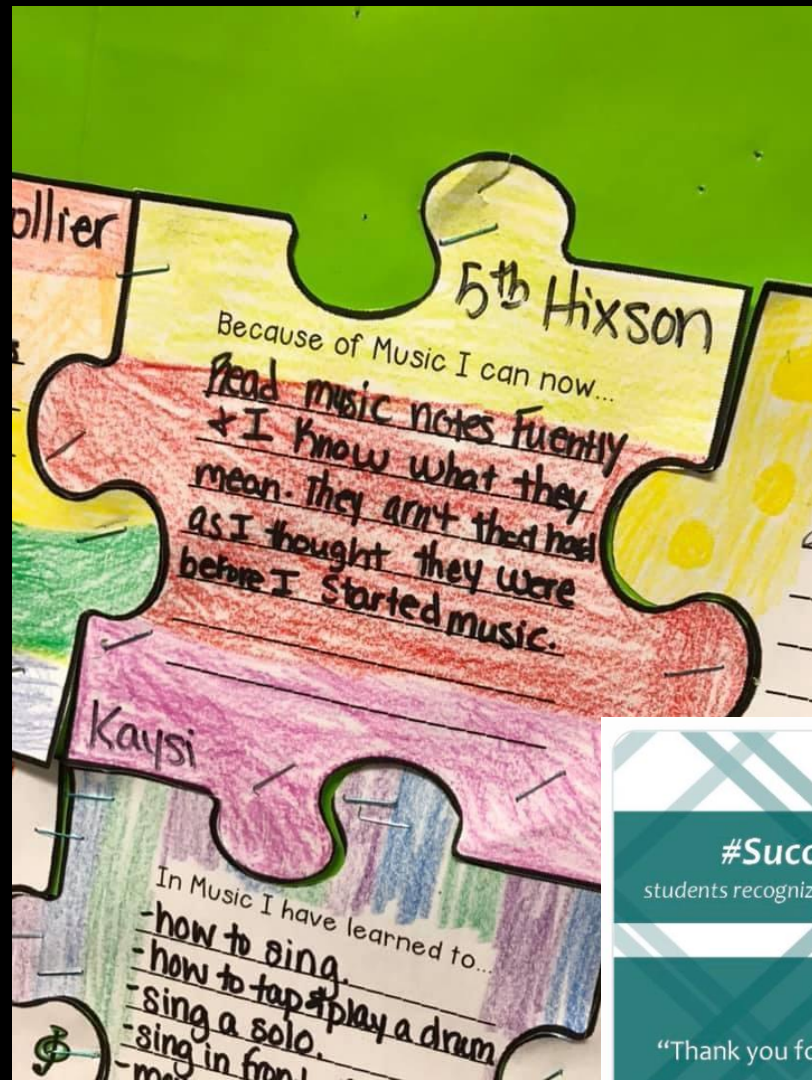


7.2K Views

Using stations to generate ideas for song creation [@loesshillselem](#) [#sccsd](#) [#writing](#) [#playing](#) [#creating](#)



Implementation



#SuccessorySaturday
students recognize educators who help them succeed

Sioux City Community Schools
believe... achieve... succeed

Karin Swanson, Teacher:
"Thank you for helping me get better at singing and dancing.
Music is my favorite subject!"

Perry Creek Elementary School student

Student Responses

Transfer to Elementary Band

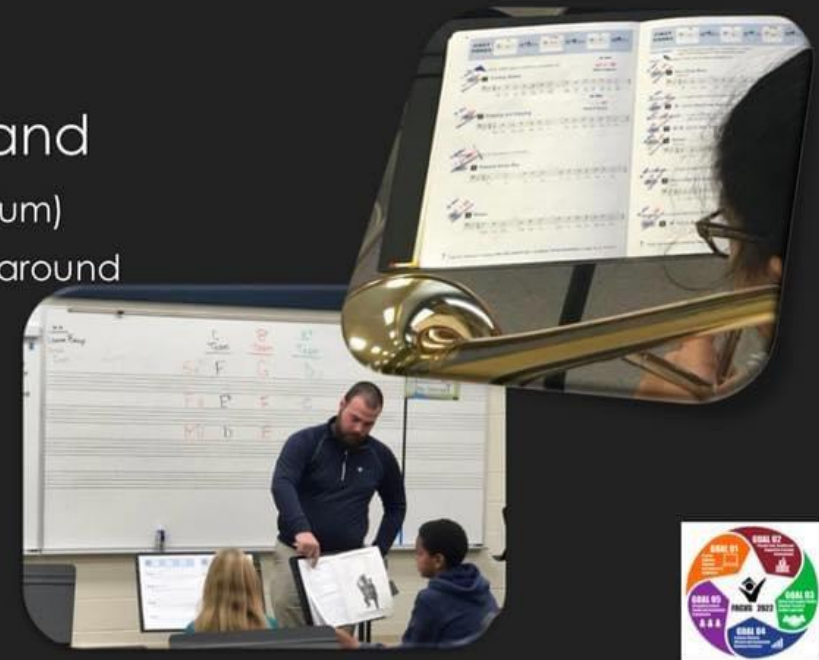
Training:
5th Grade Band Team took CS training with our Elementary Team.

Additional Training:
Rite Wilder came in for a week in the fall and a week in the spring



5th Grade Band

- Learning(Curriculum)
 - Students from around the district



5th Grade Band Students

- Demonstration of Music Literacy
 - Rocket Cruiser
 - Twinkle Twinkle
 - Blues in F

The 6 Steps to Perfect Song Playing!

Make each step perfect before going on!

1. Sing song Lyrics

2. Decode Rhythm using ♩ ♪ ♫

3. Decode Last Names (Also called solfege)

4. Decode First Names (Also called letters)

5. Sing and finger

6. PLAY!!!!!!



Implementation

<https://twitter.com/i/status/132384922257545218>

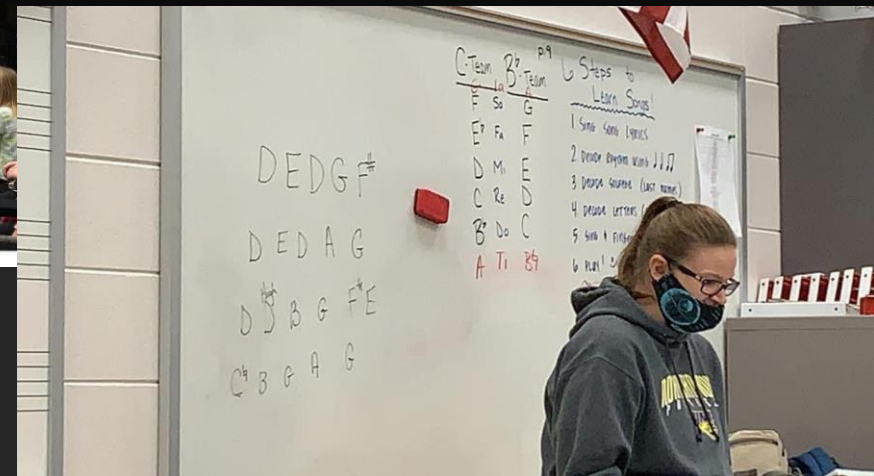
Our @siouxcityschool 5th grade band students learning a new song. They are using a 6 step method to learn their music. Here they demonstrate the step of singing the melody using solfege (do, re, mi) to the part they will play. This language is also used in general music. #sccsd



Had the opportunity to catch up w/ our 5th grade band students @LeedsES today! Pre-teaching new songs for pass-offs. Singing lyrics, Singing solfege melodically, Articulating on du, Singing note names, I do/you do, Time to work w/ partner. #FaMiReSongs #GenMusicToBand



Introduction of "La" and "Ti" today in 5th grade band. Using common language across general music and band is making skill learning easier for students. Students learn what "Team" their instrument is. With that knowledge they learn their new notes using solfege and music literacy skills from elementary music.



I

I feel better about doing more conversational solfege.

I love the fact that we collaborate well and are creating more cohesive, efficient documents to guide our teaching.

My dear 1st grade Lukas can match pitch!!!

Student with severe autism who is non-verbal, non-attending in any subject, came ALIVE for 30 seconds and sang, "I see the moon," in arioso!

Students independently composing!

Mute student sang a solo!

When students change schools they are successful.

I love all the great ideas for summative assessments and the conversational solfege ideas!

Thanks for some clarification on formative assessments! Looking forward to working with CS.

Student who didn't match pitch at the beginning of the year is now matching when he hears a friend model the sound first.

Many of my classes are sad when I cut off solos to move on to the next activity. (They love to sing for us!)

3 ESL students who came in with no English sang a solo in English!

Students changed schools-- Music is the same! Six year old is successful!

I have a much better grasp of what is to come for my personal success in Conversational Solfege!

We're doing a lot of things right! [...even if I feel rather lost at times.]

I loved having Stacie with us today. Getting that perspective and being able to pick her brain was fab!

My 5th graders are using some great singing voices and started part-singing, and the best part is they're excited about it!

I have a student who is in Foundations 2 who started singing after not speaking for the 1st 3 weeks.

Compass students all voluntarily sing solos on a consistent basis now.

I appreciate that everyone came today with a Growth Mindset. I feel like we got a lot accomplished!

I am really excited about continuing with CS. I am leaving with a feeling of anticipation and excitement!D

I have a better understanding of the skills that we are expecting/want our students to learn at each grade level.

Someone in every class sings an octave above me: 1- Applies warm-ups, 2-Sang 8va above male student teacher.

4/5 grade started to decode this week- 1 student says "This is fun!"

5th grade student sang a solo in front of the class- has never done this before! And he sings tunefully!

I really appreciated people sharing their different assessments. This gave me many new ideas. Thanks everyone!

I feel more ready to start CS and dive in!

Selective mute 1st grade student, mom showed me a video of her singing "Pitter Patter" and it was tuneful and beautiful!

New ESL student started to echo yesterday!

One 5th grade class can decode Mi-Re-Do pretty well!

4/5 Graders decoding above 80%!

One of my 5th grades identified rhythms-the whole class (100%) IDed with proficiency!

I feel renewed - i survive quarter 2!

I like that we have a plan

Sitting next to someone new was a total blast. We have some smart people in this room.

Kindergarten students who was not singing whispered in my ear, and sings softly in his place.

At the beginning of the quarter my K struggled to find their singing voice, but by the end of Quarter 1, almost all of them are at a 4!

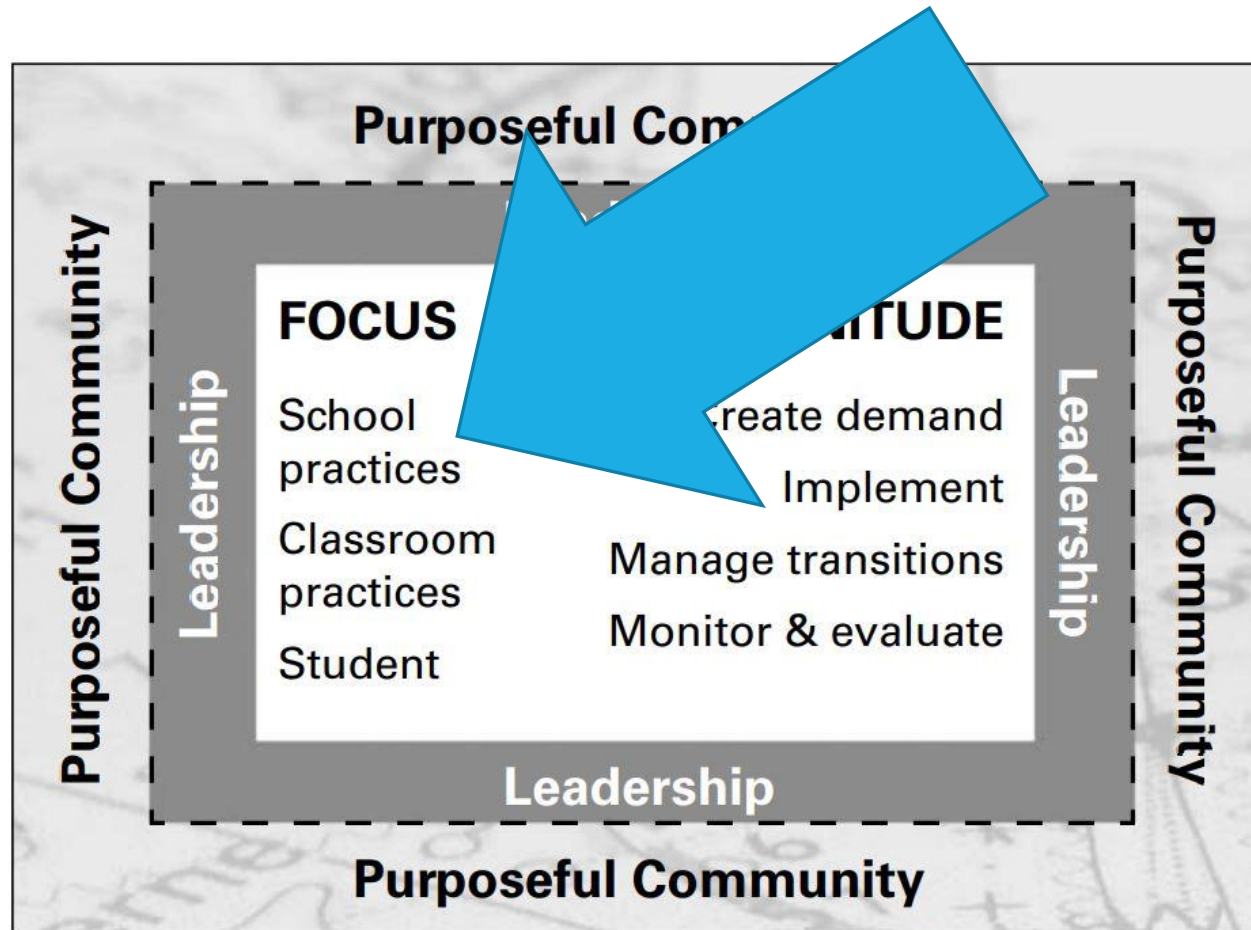
5th grade student with autism is singing solos after no participation last year. Also volunteers to lead actions/dancing!

My foundations 2nd graders love to write eighth notes and quarter notes!

Implementation

Teacher Feedback

Balanced Leadership Framework



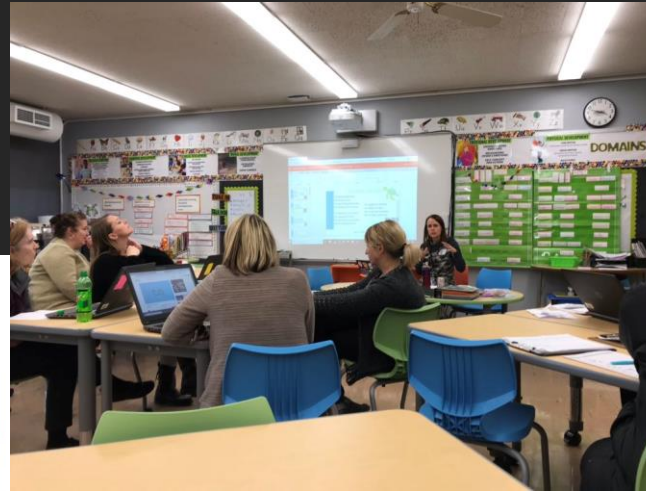
McREL: [The Balanced Leadership Framework: Connection vision with action](#)

School Practices

*Literacy and Small Group Skills Based Instruction

*Concerts/Performances

Rhyming in music, "Did you ever see a bee with a sunburned knee...Down by the Bay" @LibJrWolverines #sccsd



RHYTHM, RHYME AND STEPS TO FLUENCY

ARIEL HUSEMAN AND PAT TOBEN

This Is The Sea

This is the sea, the wavy sea.

Fold arms, alternately lift elbows up and down.

Here is a boat, and here is me.

Cup one hand, place finger of other hand in cupped hand

All the fishes down below,

Wiggle fingers down by the ground

Wiggle their tails, and away they go.

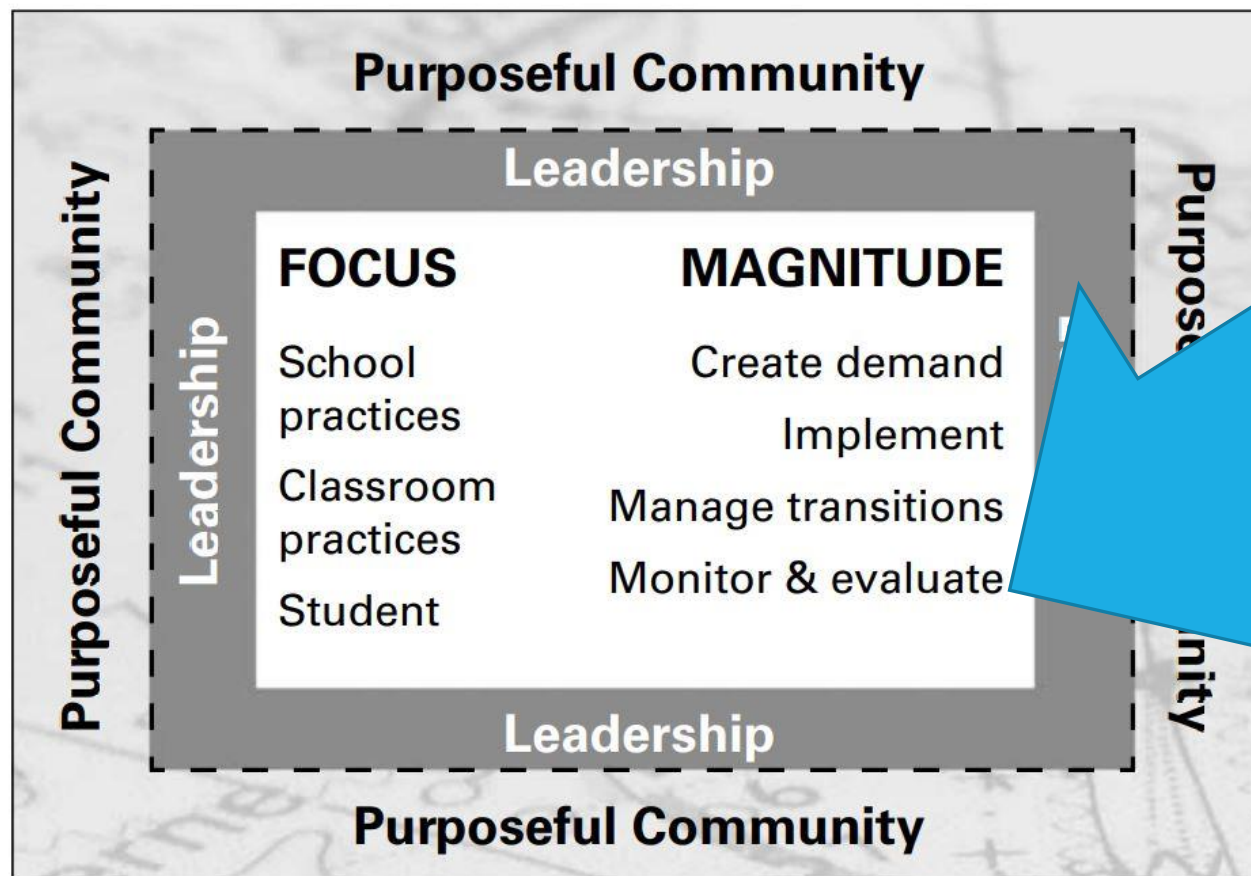
Put hands behind back

Resources created by Pat Toben



Great time sharing Rhythm and Rhyme with @HuntTigersES 1st grade team.
#LiteracyAndMusic #sccsd @siouxcityschool #PLCPD





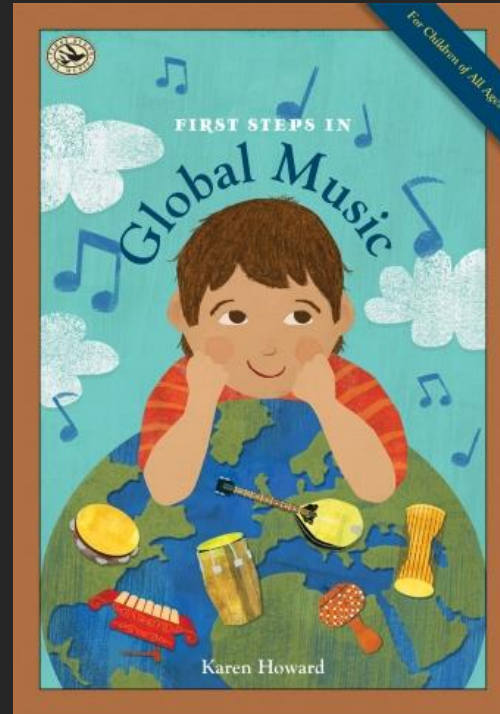
Balanced Leadership Framework

McREL: [The Balanced Leadership Framework: Connection vision with action](#)

Monitor and Evaluate



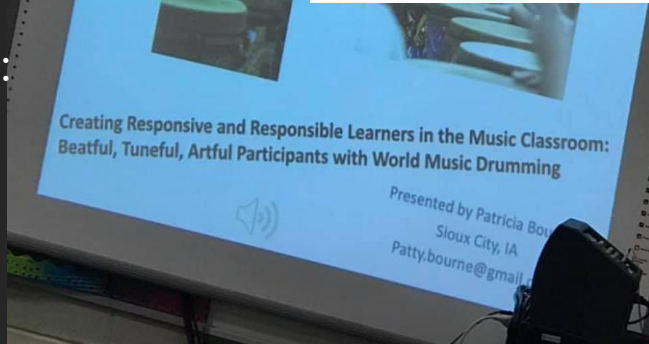
Training for our educators put into practice with students. What fun seeing our students doing some call and response through the drums. #sccsd @WMDrumming



Additional
Resources
Added:
Global Music
Conversational
Recorder



Additional Training:
World Drumming
September 2019
Patty Bourne



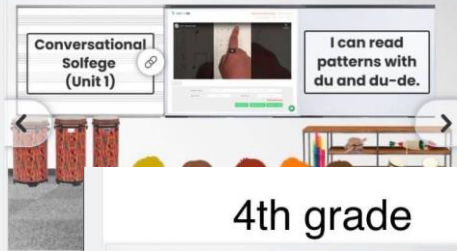
Monitor and Evaluate

2020-21 COVID

1st grade



2nd grade



4th grade

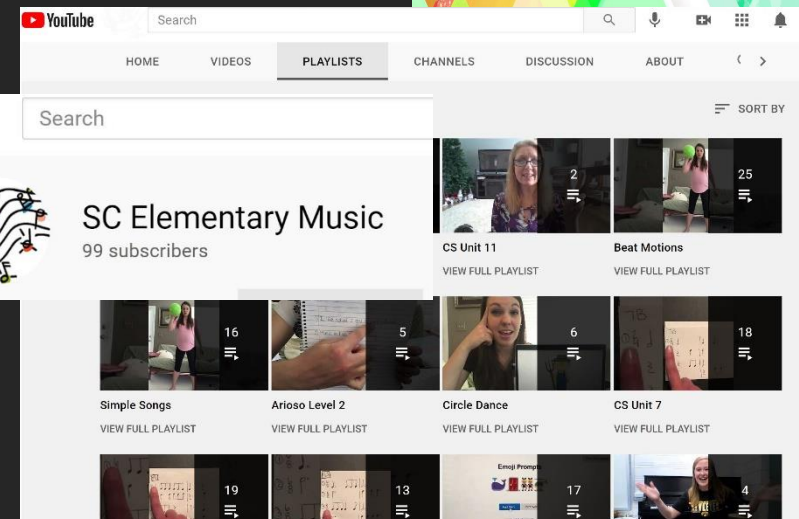


Save ☐ Off

Copy of K Virtual Lessons Yearly Map - Excel

Home Insert Draw Page Layout Formulas Data Review View Help

	A	B	C	D	E	F	G	H	I
		Repertoire	Book/Pg #	1	2	3	4	5	
		Slide Whistle	X						
		Glowing Wand	Pitch Exploration __	X					
		Bird Powerpoint	Pitch Exploration 8		X				
		Kinnex Toy	Pitch Exploration 12)			X			
		Fall Leaves Powerpoint					X		
		Roller Coaster	Powerpoint						
		Bounce, Aim, Shoot	Pitch Exploration						
		Squirt Gun/Water Blaster	Pitch exploration 8						
		Yawning & Stretching	Pitch Exploration 12)						
		Chalk on the Sidewalk							
		Tape Measure	Pitch Exploration 11						
		Rubber Bands (Scrunchie)	Pitch Exploration 8						
		Pitch Exploration Dice							



Transfer to Secondary

 Quarter- Barred Eighth Call and Response

 Quarter- Barred Eighth - Rests Call and Response

 Rhythmic Level 1

 Quarter- Broken Eighth Call and Response

Choir-Sightsinging

 Do- Sol Call and Response

 Melodic Level 1 Examples

 Do-Mi-Sol Call and Response

 Do-Re-Mi-Sol Call and Response

 Ti - La Call and Response

 Melodic Level 2 Examples

Middle School

Our elem Orchestra team mtg online to develop curriculum maps for 4th grade orchestra. [#backwardsdesign](#) [#virtualmeeting](#) [#socialdistancing](#) [#sccsd](#)





Questions? Thank You!

With the discussion of “Transfer to Secondary” due to term limits in our District and the State of Iowa with the Teacher Leadership Compensation Package, I will be transferring back to a classroom position this fall.

I will be Associate Director of Bands for North Middle School and North High School. In this position I will be able to help move the curriculum work through our MS and HS Band Curriculums for student achievement.

I can be reached at tobenp@live.siouxcityschools.com