

11/20

Performances/Assemblies—set-up, timeline, different options, self-evaluation

Why perform?

Create community, Demonstrate student musical achievement, Build community support for program, Provide experience for student, Spotlight individuals, Provide focus and real-life motivation for learning, Raise the bar of expectations, Create a multidimensional art experience, Build self-concept/esteem, Reframe expectations of students/culture in school, Teach long-term planning...

Issues that arise...

Secondary teachers get extra pay for evening performances while elementary do not.

What should be performed? Pros and Cons of each

1. Concert: Simplest, variety is easy
2. Informance: Instructive to audience
3. Theme concert: Provides some continued interest, serves an extra-musical purpose curricular/season/holiday ie. Science, spring, MLK, Recycling
4. Musical: multidimensional, complicated, many opportunities for individuals
5. Adaptation of play/story into musical: The creative and flexible or adaptive option more than a straight, packaged musical.

When should performances/assemblies be?

Time of year: Constitution Day, Thanksgiving, Season of Celebrations, MLK, March Is Reading/Music In Our Schools Month, End of Year Assembly

Time of day: School day only or evening or both?

In relation to units: Often can be cooperative with classroom teachers

Spread throughout the year: Everyone at end of spring to demo year of growth or every 4/6/8 weeks to not over tax you or create stage scheduling issues.

How it is done...

Plan backwards from performance date.

Plan performance date and dress rehearsals with cooperation of classroom teachers.

Consult school-wide calendar for field trips, vacations, holidays, testing periods.

Plan a reasonable repertory.

Communicate with custodial staff, principal, teachers, other teachers, and PARENTS!

Identify and solicit potential help from parents, older students, teacher assistants,

PRINCIPAL!, ELL teacher, other specials area teachers (PE teacher can help with crowd control if you relieve him/her from teaching so classes can be combined in rehearsal.) Secretaries can type programs, lyrics for practice, and class lists.

Plan easy-on-you lessons for uninvolved classes.

Begin performance discussion with framework of stage behavior and good practices.

REFER to this often and have a visual reminder of this framework for students.

Ask other music teachers for suggestions.

ID your possible extra rehearsal times.

Get familiar with your school's tech and stage possibilities.

Find a parent to be your note-taker, runner or communicator during dress rehearsals.

Arrange for video taping and then students self-evaluate with tool based on framework.

REMEMBER TO MAKE PERFORMING AN ENJOYABLE AND JOYOUS EXPERIENCE FOR YOUR STUDENTS!!!!

K. Bishop
AAPS

Performance Checklist

Upon Initial Planning of Performance

- Planning with what groups?
- What time/day options are there? Is there an afternoon or morning choice for assembly?
- Does it dovetail with other calendar events? Can songs be used with assembly?
- Put performance on calendar.

- Notify principal of calendar addition.
- Choose show/concert

Impact on schedule

- What special area classes will be impacted?
- When will MPR be needed?
Keep in mind the instrumental class schedule and lunch times.
-
- What individuals could stay after school to practice?
- Mr. Maxey needs to know of any lunchtime rehearsals.

Weeks 1-4

- Read through of show, listen to all songs.
- Concentrate on individual songs and review as rehearsals continue.
- Send home note and RSVP slip (*Translations if needed.*)
- Combine classes to rehearse songs.
- Use free time for performance prep or rehearsal of small groups.
- Meet with teachers to discuss:
 - schedule,
 - props, costumes, sets,
 - assembly,
 - special roles for students, teachers

Weeks 4-6

- Teach and audition for solos, speaking parts.
- Rehearse combined with other classes and on stage when available.
- Rehearse small groups from multiple classes
- Assemble cast list parts.
- Send home lyrics and script/speaking parts.
- Follow up on students who have not returned slips
- Send home list of needed props, costumes, etc.
- Recopy script and accompaniment for three-ring binder.

One Week Before Performance

- Notify Special Area and support staff of rehearsal plans.
- Consider impact on Support staff (ESL, Special Ed, SW, Speech, Reading Recovery).
- Try out all tech: microphones, lights, CDs
- Ask students to bring in costumes for approval.
- Put costumes in handled and labeled bags.**
- Tape off staging and blocking.
- Find a parent to act as director's assistant.
- Ask teachers to be crowd control during rehearsal time that's not their planning.
- Meet with parents to "set the stage" at a work night.
- Call all students' parents who did not return RSVP slip.
- Rehearse with those not memorized.

The Day Before

- Notify Special Area and support staff of rehearsal plans.
- Rehearse with all technical aspects of show.
- Create and print the program.
- Set stage for the next day's performance.
- Send a reminder to staff about the assembly.
-

Performance Day

- Check for everyone's attendance.
- Confirm someone is videotaping.
- Make sure all tech is ready and on.
- Give last minute notes.
- Follow up on any items not already done.
- Make a list of those who should be recognized for their help.

Performance Night and Thereafter

- Reset stage for repeat of performance.
- Set out programs for parents
- Thank helpers, teachers.**

After the Performance

- Watch video, self-evals, teacher evals?
- Return all borrowed items
- Pack away and label any props/costumes to be used again.
- Dismantle "strike" the set.
-
-
- Save notes in file of past performances.

K. Bishop
AAPS

Program Ideas for Elementary Schools

Elaborate Schoolwide Productions

- *Peter Pan*
- *The King and I*
- *Annie*
- *Oliver*
- *The Wizard of Oz*
- Winter Concert (may include band, orchestra, chorus, recorder ensemble, and general music classes performing seasonal music and songs)

Brief Assemblies

- Band and orchestra concerts
- Instrumental recitals, small ensembles
- Talent show
- Dr. Martin Luther King, Jr., Day celebration
- Earth Day celebration
- School sing-along (a compilation of songs that the students enjoy)
- Dances through the decades (each class or grade prepares a dance to represent the music and style of a specific decade)

Classroom Performances

- Class symphony (students compose an original "symphony" based on a social studies unit, e.g., China, Egypt, Native Americans, or pictorial concepts presented in a symphonic work such as Beethoven's *Symphony no. 6, "Pastoral,"* Duke Ellington's *Harlem*, or Mussorgsky's *Pictures at an Exhibition*)
- Animal study (students compose original short compositions based on Saint-Saëns's *Carnival of the Animals*)
- Musical stories (students compose music to perform while acting out a children's story, e.g., *The Great Kapok Tree* by Lynne Cherry, *Where the Wild Things Are* by Maurice Sendak, or *On the Day Peter Stuyvesant Sailed into Town* by Arnold Lobel)

Short Musicals (easy to learn, few props, and piano or cassette accompaniment)

- *Tikki Tikki Tembo* by Carol B. Kaplan (Milliken Publishing Co.)
- *Stone Soup* by Virginia Kolk Pedulla (Shawnee Press)
- *The Little Red Hen* by Virginia Kolk Pedulla (Shawnee Press)

cess. These may include overinvolvement on the part of some parents or related misunderstandings. The best way to deal with these problems is to be consistent, firm, and realistic about how the program will be developed and the goals that will be met. It is essential that, while sharing tasks to be accomplished, you maintain control of the program and its objectives.

Know Your Limitations. Even in the best of circumstances, program selec-

tion is often determined by factors that you may not be able to control. These may include the number of students in the school, the facilities available for practice and performance, and the time available for rehearsals and performance. In a school with a large number of students, a performance that would include all the students would be impractical, so you might prefer to use only one or two grades for a particular production. On the other hand, in

schools with a smaller student body, you might be able to include all interested students.

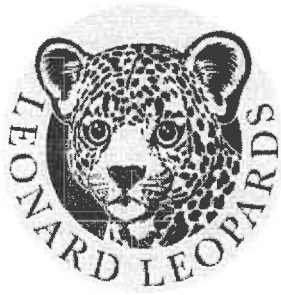
In schools lacking facilities for elaborate productions, you could arrange short presentations suitable for the classroom, such as musical programs based on the stories of "The Three Little Pigs," "Stone Soup," "Tikki, Tikki, Tembo," or "The Little Red Hen." Students from other classes could be the audience and, of course, parents can be invited as well. With the addition of a few modest decorations, even an ordinary classroom can be transformed into an interesting setting. A cardboard box painted to look like a house can be turned into a prop for "The Three Little Pigs." The same box can substitute as the kettle in "Stone Soup" or the well in "Tikki, Tikki, Tembo."

If the facilities at the school are inadequate and another site is needed, a local mall, a bookstore, a library, or the auditorium of another school could be considered. Outdoor concerts are also an option, but since weather can be unpredictable, it would be advisable to have an alternate site available.

MUSIC EDUCATORS DO NOT HAVE TO restrict their programming to standard approaches. In fact, those who can accommodate the needs of students and parents will probably be the ones whose programs are the most enjoyable and successful. It is possible to produce innovative and creative programs even in the face of reduced resources or performance limitations. The trick is to stay alert for unique ideas and, most important, to embrace innovation. Some ideas will be successful, some may result in failure, but eventually you may end up organizing the best program your school has ever had.

By Shira Kahn-Katsman, music director at the Beekman Hill International School, P.S. 59, in New York City.

Third Grade Musical Performance



Wednesday, February 12, 2014

Call Time: (drop off) 6:30 p.m.

Performance: 7:00 p.m.

Dear Parents,

I hope this message finds you well! Our third grade students have been working very hard during music class to prepare for their third grade show taking place on Wednesday, February 12, 2014 at 7:00 p.m. My intent for this message is to clear up any lingering questions you may have regarding the evening of the show. Please read this document in its entirety. I **would like to invite all parents and family members to this concert to experience what our students have learned.**

Evening of the Performance:

6:30 – Student drop off, report to Music Room

7:00 – Concert begins

Student's Concert Attire: (Please use best judgment using these guidelines)

Tops: Red, white and/or blue; type of shirt does not matter.

Bottoms: Jeans or dark pants

Shoes: Most comfortable

Thank you for your support of your child's musical endeavors. They have been working incredibly hard to perform at a high level at this concert. Performing in this concert will affirm all of the work they have done, and will be a rewarding experience. Please e-mail me if you have any further questions: CWeber@troy.k12.mi.us

Warm regards,

Corrie Spurlin

I try to be very clear with parents about show info.

I use the school mascot pictures to help me remember specific info, but also to make it very clear what school it is for.

Try to be as concise as possible. ☺

Dear _____,

Today, _____, I _____ forgot some or all of my
Date Name
materials for music class for the third time within a short period of time. I am supposed to bring the following items to music class:

1. _____
2. _____
3. _____
4. _____

I am supposed to bring these things on music days which are: _____ &
_____. I have forgotten my materials for recorder lessons in music class many times. I am missing valuable learning opportunities and instruction because of not having the necessary materials. Can you please help me to remember these materials on the days I have music class?

Thank you,

Parents, you can help your son/daughter and I by speaking with them about their responsibility to bring their materials to music on the appropriate days so they may maximize their learning during class. As a result of them not having their appropriate materials they have missed out on a great deal of instruction and learning time. If this continues they may end up behind the rest of the class, making it very difficult to catch them up. You can help by speaking with your student about their responsibility so they can improve. Please sign and return this form.

Thank you for your help and support!

Miss Weber

Parent Signature

Student Signature

I believe that we are not only teaching our students about music but also about responsibility.

On a student's 3rd offense of not having their belongings this note goes home.

Classroom Teacher: _____

Event: _____

Date: _____

Audience Behavior Rubric

	Characteristics of a '4'	1	2	3	4
Travelling to & Entering Event	<ul style="list-style-type: none"> - Silent voices - Walking feet - Hands to self, at side/behind back 	FEW students travelled appropriately to event	SOME students travelled appropriately to event.	MOST students travelled appropriately to event	ALL students travelled appropriately to event
Sitting	<ul style="list-style-type: none"> - So everyone can see - So we don't distract performers - Show respect to performers 	FEW students sat appropriately during event.	SOME students sat appropriately during event	MOST students sat appropriately during event.	ALL students sat appropriately during event.
Voices	<ul style="list-style-type: none"> - Silent voices for duration of event - So everyone can hear - So performers can concentrate 	FEW students used appropriate voices during event.	SOME students used appropriate voices during event.	MOST students used appropriate voices during event.	ALL students used appropriate voices during event.
Clapping	<ul style="list-style-type: none"> - Polite - Appropriate - No athletic event-type behavior 	FEW students clapped appropriately during event.	SOME students clapped appropriately during event.	MOST students clapped appropriately during event.	ALL students clapped appropriately during event.
Listening	<ul style="list-style-type: none"> - Listen so we can learn - Listen so others can learn - So we can hear directions 	FEW students listened attentively during event.	SOME students listened attentively during event.	MOST students listened attentively during event.	ALL students listened attentively during event.
Travelling from & Exiting Event	<ul style="list-style-type: none"> - Silent voices - Walking feet - Hands to self, at side/behind back 	FEW students travelled appropriately from the event.	SOME students travelled appropriately from the event.	MOST students travelled appropriately from the event.	ALL students travelled appropriately from the event.

Things we did well:

1: _____

2: _____

3: _____

Things we need to focus on at next event:

1: _____

2: _____

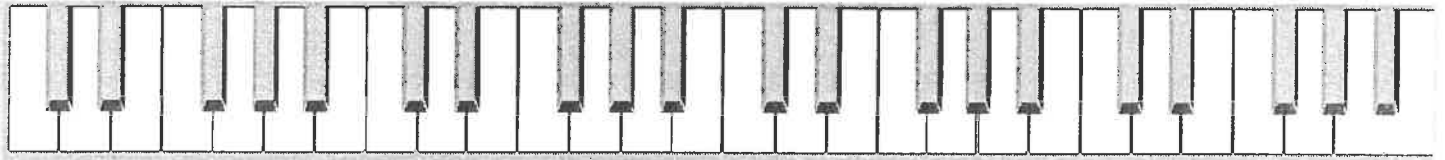
3: _____

Total Score Received:

24

At one of my buildings I was embarrassed for their behavior at assemblies. This is intended to be used as a full class review about how they should behave.

Informing v Tattling... for when the little ones
are driving you nuts. ☺



INFORMING

Purpose: Keep people safe

When to Use:

- When you need help from an adult
- When behavior is on purpose
- When behavior is dangerous, harmful, or threatening
- Situation is important



Holiday Sing-A-Long (Any changes to be made?)

- Jingle Bells
- All I want for Christmas is my two front teeth!
- Jolly Old St. Nicholas
- My Dreidel
- Feliz Navidad
- Up on the Housetop
- Light the Little Candles
- Staff: Wishing You A Happy Holiday
- Santa Claus is Coming to Town
- Rise Up Shepherd and Follow
- Twelve days of Christmas
- Rudolph the Red-Nosed Reindeer
- Holly Jolly Christmas
- Christmas Don'e Be Late
- We Wish you a Merry Christmas

*Beginning of the year
proposal for shows to principal(s)*

1st Grade Show

- "First Grade Favorites"
- Timing: Late March, right before Spring Break

3rd Grade Show

- Theme: Patriotic
- Timing: Late May around Memorial Day (May 27)

4th Grade Show

- Festival of Song, January 16, 2012
- Permission slip & envelope for money goes out very shortly
 - Talk to PTO re: those who cannot afford
 - On same envelope, ask for money for recorders (to begin in January)
 - Order by Thanksgiving
- Parent background check forms to each parent volunteer in classroom
- 4th grade rolls out on busses with parent chaperones at 3:45p.m. for Athens HS
- Rehearsal ~4:30-5 on stage
- Parent volunteers in each classroom serve dinner to their child's classroom 5-5:45
- Concert 6-7

Corrie Weber Teaching Schedule 2013-2014 Classroom Extension: 3338

Monday	Tuesday	Wednesday	Thursday	Friday
LEONARD	LEONARD --> HILL	LEONARD	LEONARD	HILL
PREP - 9:10-10	PREP - 9:10-9:25 2 - DETMER 9:25-10:00	PREP - 9:10-9:25 4 - DEWARD 9:25-9:55	PREP - 9:10-9:25 4 - DEWARD 9:25-9:50	PREP - 9:10-10:15 2 - THIEL
K - STEIMEL 10-10:35	2 - MOORE 10:00-10:35	4 - WALLACE 9:55-10:25	4 - WALLACE 9:50-10:15	10:15-10:50
K - GADLAGE 10:35 - 11:10	TRAVEL 25 min	4 - BILLINGS 10:25-10:55	4 - BILLINGS 10:15-10:40	2 - CARLIN 1050-11:25
K - MARINKOVSKI 11:10-11:45	2 - THIEL 11-11:35	r/p 5 min	r/p 5 min	r/p 5 min
r/p 5 min	2 - Carlin 11:35-12:10	K - STEIMEL 11-11:35	1 - HABOUSH 10:45-11:20	4 - LOCKEN 11:30-12:00
3 - SHAMMO 11:50-12:15	LUNCH 12:10-12:50	r/p 5 min	1 - BROWN 11:20-11:55	LUNCH 12:00-12:50
LUNCH 12:15-12:55	4 - LOCKEN 12:50-1:15	2 - MOFFETT 11:40-12:15	LUNCH 11:55-12:35	4 - MCEVOY 12:50-1:20
PREP - 12:55-1:10	4 - MCEVOY 1:15-1:40	LUNCH 12:15-12:55	PREP - 12:35-1:20	PREP - 1:20-1:40
3 - CARRUTHERS 1:10-1:35	4 - HERBERT 1:40-2:05	r/p 5 min	1 - HOGAN 1:20-1:55	4 - HERBERT 1:40-2:10
3 - CONNELL 1:35-2:00	r/p 5 min	K - MARINKOVSKI 1:35-2:10	r/p 5 min	1 - KASPARI 2:10-2:45
r/p 5 min	1 - KASPARI 2:10-2:45	r/p 5 min	2 - MOFFETT 2:00-2:35	1 - GARNER 2:45-3:20
1 - HABOUSH 2:05-2:40	1 - GARNER 2:45-3:20	3 - SHAMMO 2:15-2:45	2 - DETMER 2:35 - 3:10	R+P 3:20 - 3:31
1 - BROWN 2:40-3:15	PREP - 3:20-4:01	3 - CARRUTHERS 2:45-3:15	2 - MOORE 3:10-3:45	PREP - 3:20-4:01
1 - HOGAN 3:15-3:50		3 - CONNELL 3:15-3:45	PREP - 3:45-4:01	
r/p 11 min		PREP - 3:45-4:01		
PREP TIME: 65	56	31	76	126
				354

Prep 8:30-9
ASD 9-9:30
Prep 9:30-10:15

This is my weekly schedule. Next year our time allotments will change but right now we are structured as followed:

K-2 - 2x/wk 35 min each

3-4 - 2x/wk 25 & 30 min

5 - 2x/wk 40 min

→ instrumental music - different teaching staff.

At Elem. st also get:

K-5 PE

K-5 Art

K-5 media

3-5 Spanish

Do you sing, play the piano, violin, or dance? Then the **LEONARD TALENT SHOW** is the place for you! This will be a **private** show in the music room for you to share a **MUSICAL** talent with your classmates and Miss Weber.

You are limited to ONE event no longer than 3 minutes.

Songs must be appropriate for school and have a positive message.

Bring all needed materials (instruments, music, CDs, etc.) to music class on this day:

First Grade	Second Grade	Third Grade	Fourth Grade
Mon. June 10th	Mon. June 10th	M/W June 10/12th	Wed. June 12th

Your Name: _____ Teacher: _____

What instrument are you playing? _____

What is the name of your song? _____

Do you take private lessons? Yes or no TIME LIMIT: 3:00

Return this completed form to Miss Weber no later than Monday, June 3rd, 2013

Do you sing, play the piano, violin, or dance? Then the **LEONARD TALENT SHOW** is the place for you! This will be a **private** show in the music room for you to share a **MUSICAL** talent with your classmates and Miss Weber.

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Do you take private lessons? Yes or no TIME LIMIT: 3:00

Return this completed form to Miss Weber no later than Monday, June 3rd, 2013

I did not want to organize a full blown Talent show but, did want to give the st. an opportunity to share talents w/ their peers.

Parents were NOT invited to attend, only classroom teachers if they wanted to give up their prep time.

Thank You!

It was so thoughtful for you to think of me this holiday season! Thank you for the wonderful gift!

Have a wonderful break with your family and a have a happy new year!

Thank you!

Mrs. Spurlin

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Mrs. Spurlin

Around the holidays I like to thank
and acknowledge those students who bring
in gifts/cards for me. A simple thank
you goes so far. 😊