



Andover - Elementary Music Education

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Dear Parents,

The completed work that is attached to this letter was another formal attempt by your child to create his/her own **melodic** composition using **staff lines**. Although we have been creating with these rhythmic symbols for a while, this is the first time that this combination of notes was graded as sung and read by each individual child. Usually we have all written a melodic phrase together, sung it together, signed it together, and played it together.

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 to know how many quarter notes (♩ - “du”) or eighth notes (♪ - “du-de”) and quarter rests (♩ - silence) could be used. **The melodic addition was to place the rhythmic figures either in a “high” or “low” place within each line.** Following that task the children needed to sing and sign the melodic composition for an adult in the music room.

4	All elements below are done independently & correctly (with automaticity & fluency): <ul style="list-style-type: none">• 16 beats - notated neatly and performed accurately using rhythmic language.• Identified note names correctly• Performed while maintaining a steady beat.
3	All elements were achieved independently & correctly with 1 mistake or restart
2	Some of the elements were achieved with prompting
1	None of the elements were achieved at this time

Please have your child clap the rhythm, say the rhythmic language, name the notes (quarter notes or 2-eighth notes), and finally sing with *highs* and *lows*. When these tasks have been completed, please sign and return this letter. Thanks for improving your child’s participation grade by completing this task.

Sincerely,

Gail Johnson and Melanie Wohlers
Music Specialist

Mark all that apply (✓)

- _____ My child was able to clap the correct rhythm.
_____ My child was able to say the correct rhythm with “du and du-de” language.
_____ My child was able to name the notes (♩ = ¼ note / ♪ = 2 eighth notes).
_____ My child was able to sing and sign using a “high” and “low” voice and hand sings.

Student’s Name & Homeroom Class

Parent/Guardian Signature

For full credit: Return by Friday, April 8th, 2016.

