

Elementary Music Syllabus
Fork Shoals School - 2025-2026

Teacher: Lorraine Hendley

Grade Levels: K5 – 5th Grades

Room #: 1414

Weekly Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-9:00 4th Grade	Planning	Planning	Isbell	Mullins	Persson
9:10-9:55 2nd Grade	Graves	Hosea	Richardson	S. Coker	Altman
10:00-10:35 K5/K4 Grade	Robla (K4) 10:00 - 10:30	Planning	Costin	Foister	Roach
11:30-12:15 1st Grade	Gendreau	Stepler	Bishop	Rosamilia	Connelly
12:25-1:00 5th Grade	Johnson	Planning	Ninneman	M. Coker	Thompson
1:10-1:55 3rd Grade	Planning	McManaway	Goodroe	Suratt	James

Learning and Developmental Goals:

Students will experience music through four artistic processes: creating, performing, responding, and connecting. The students will acquire skills in singing, listening, movement, and playing classroom instruments. Classroom instruments include pitched and non-pitched instruments, recorder, hand drums, world drums, and ukuleles. Students will gain an appreciation for music by different styles and composers in the USA and in other cultures of the world. Above all, the students will develop a willingness to participate in any activity.

South Carolina College and Career Ready Standards for General Music Proficiency

<https://ed.sc.gov/instruction/standards/visual-and-performing-arts/standards/general-music-design-and-media-arts-standards/>

Artistic Process: Creating – I can use the elements of music to communicate new musical ideas and works.

- Anchor Standard 1: I can arrange and compose music.
- Anchor Standard 2: I can improvise music.

Artistic Process: Performing – I can perform a variety of music with fluency and expression.

- Anchor Standard 3: I can sing alone and with others.
- Anchor Standard 4: I can play instruments alone and with others.
- Anchor Standard 5: I can read and notate music.

Artistic Process: Responding – I can respond to musical ideas as a performer and listener.

- Anchor Standard 6: I can analyze music.
- Anchor Standard 7: I can evaluate music.

Artistic Process: Connecting – I can relate music ideas to personal meaning, other arts disciplines, and content areas.

- Anchor Standard 8: I can examine music from a variety of stylistic and historical periods and cultures.
- Anchor Standard 9: I can relate music to other arts disciplines, other subjects, and career paths.

Curriculum Outline for the Year: The teacher reserves the right to change any plans, long range or short term, throughout the year. Changes are bound to occur. Many times classes are missed due to school programs or field trips. Sometimes lessons can take longer or shorter than planned. Also, the teacher may find that an instructional procedure is not working so well. This is when the teacher should re-evaluate the plans and change them to fit the needs of the situation. We must constantly monitor and adjust.

Resources and Materials:

- *Quaver's Marvelous World of Music* Online Curriculum
- *Essential Elements Music Class* Online Curriculum by Hal Leonard
- *Music K-8 Magazine and Digital Resource* by Plank Road Publishing
- *Game Plan K5 and 1st* by Randy DeLelles and Jeff Kriske
- Rhythm Instruments – woodblocks, tambourines, maracas, claves, rhythm sticks, triangles, classroom cymbals, egg shakers, jingle bells
- World Instruments – Remo gathering drum, djembe, tubano, bongos, rattles, frog rasps, agogo bells, Sound Shapes, Boomwhackers, ukuleles
- Melodic Instruments – soprano and alto glockenspiels, soprano xylophone, alto xylophones and metallophones, bass xylophone, resonator bells, hand bells

Grading System and Procedures:

Assessment is a key component of an instructional program. The following table lists the weightings of assignments and a MINIMUM NUMBERS OF ASSIGNMENTS expected in each category (shown in parentheses). Examples of assignments are also listed where appropriate.

Level	Content Area	Standards Based Grading
Elementary (grades K-5)	Art & Music	Teachers will use checklists, observations and rubrics to determine if the student has MET the standards taught during the 9 weeks or if the student is still PROGRESSING towards meeting the standards. Numeric grades will no longer be given for assignments or reported on the report card. The teacher will enter M (MET) or P (PROGRESSING) for the student at the end of each 9 weeks. The teacher will be expected to keep anecdotal evidence to support the assessment of M or P. Curriculum units found on the district portal show the grouping of standards by grade level for each 9 weeks. Sample checklists and rubrics will be provided in each unit or teachers may choose to create their own to monitor student progress.

Assessment is mainly obtained through teacher observation of participation, concept, and skills developments according to state and national music standards. Grades are kept daily in the teacher's record sheet, then placed in PowerTeacher at the end of the nine week grading period, for a total of four grading periods. Grades will be reported at the four grading periods: October 20, January 8, March 12, and May 22..

Music Commitments/Quaver Five

1. Be Safe
2. Be Polite
3. Be Cooperative
4. Be Responsible
5. Be Kind

Calming Corner - Students who are disregulated will be given the opportunity to visit the Calming Corner. In the Calming Corner, students will use strategies to de-escalate and gather their composure. Students only remain at the Calming Corner station for a minimum of five minutes and then are allowed to join back into class participation.

“Take a Rest” - Students having trouble focusing on the lesson will be **directed by the teacher** to sit away from the class as a consequence for not following the class commitments. Depending on the time needed to reset the behavior, students will be invited back with the class. (Five to ten minutes)

Blue Note Home – These notes will be sent home after a student has been warned, redirected, and has “taken a rest”. This allows communication with families when expectations are not followed.

Classroom Commitments for Behavior

At Fork Shoals School, we build a school family where safety, connection, and problem-solving are at the heart of learning. As a Conscious Discipline and PBIS school, our shared commitments reflect our STAR commitments and support the development of social-emotional skills alongside academics.

Our Schoolwide Commitments

We agree to follow these STAR commitments:

Stay Safe

Take Responsibility

And

Respect Everyone

These commitments guide our actions and help us build a strong, connected school family where everyone can learn and grow.

Celebrating STAR Behavior

We recognize and celebrate students who make helpful choices and live out our school commitments:

- Star Cards are given to students who demonstrate safe, responsible, and respectful behavior.
- Every Star Card is an opportunity to be celebrated:
 - Weekly Drawing: Each Star Card is entered into a weekly drawing. Two cards are drawn per grade level are announced on the Fork Shoals Morning News, receives a “Shout Out Cheer” at the Bell Tower, and a Star Pencil!
 - Classroom Incentives: Students may trade in Star Cards for meaningful rewards.

Star Card Incentives

5 Star Cards – Choose one:

- Special Seat in Class
- Choose a Book for the Teacher to Read
- Choose Any Class Job for a Week
- Loose the Shoes
- Write with a Special Pen or Marker
- Choose Music for the Class (GoNoodle)
- Do 1/2 an Assignment
- Extra Computer Time

- Free Choice Time
- No Homework Pass

10 Star Cards – Lunch with a Friend

20 Star Cards – Extra Recess with Another Class

30 Star Cards – Join Mrs. Reid on the News for a Special Shout-Out

40 Star Cards – Ice Cream Certificate for the Cafeteria

Big Bright Stars will be reserved for celebrating outstanding work in Related Arts classes.

Responding to Mistaken Behavior

We view behavior as a form of communication and an opportunity to teach missing skills. When students act outside our commitments, we respond with empathy, connection, and consistency.

Guidelines for Responding to Behavior:

- 1st Time: A verbal reminder is given, and the student is re-taught the expected behavior with connection and encouragement.
- If behavior continues: A **Classroom Discipline Report (CDR)** will be completed. Parents are notified, and a consequence such as:
 - Structured recess time (5 minutes)
 - Silent lunch
 - Temporary removal from group activity will be used to help the student reflect and reset.
 - Other logical consequences
- Three CDRs within 45 days or one severe behavior will result in an office referral for administrative support.
- After two office referrals, a conference with administration, the teacher, and the family will be held to create a support plan.

Classroom Support Tools

To keep our classroom safe and supportive for all, the following tools may also be used:

- Temporary loss of privilege (e.g., seating choice or delayed recess)
- Parent contact by phone, email, or note
- Student check-in or conference with an administrator
- Referral to administration when needed

These tools are always used in conjunction with teaching and supporting the child in making better choices. The goal is not to punish, but to help the student reconnect, reflect, and return to the group ready to learn.

Procedures for Non-Instructional Routines:

Students are met at the front door and enter the room orderly and quietly. Students always begin the day in their assigned places. Students are encouraged to go to the restroom and get water before class begins. Only in extreme cases are students allowed to go to the restroom. Students going to the restroom will sign out on a restroom log. Students going to the nurse, office or running errands are required to carry a hall pass. Along with the PBIS, Fork Shoals has a list of nonverbal cues for non-instructional behaviors.

Communication Procedures:

Parents are contacted by phone or note not only for learning and developmental aspects, but for behavioral purposes as well. Behavioral contact comes with a written "Blue Note". Parents will receive a phone call if the student receives a CDR. If a problem occurs developmentally, a parent/teacher conference will be arranged. Parents are also notified of their child's upcoming participation before any PTA performances. Parents are strongly encouraged to contact the music teacher through the teacher website, email lhendley@greenville.k12.sc.us, by voice mail 355-5016, visiting the classroom by appointment and/or in person. "Backpack for Staff" will also be used for communication for music performances and other information relating to the music class.