

Encore!

F.E. Peacock Middle School

Curriculum Night
September 11, 2025

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September 11, 2025

Dear Parents,

The Encore Department would like to welcome you and your children to Peacock Middle School. We have an exciting year planned and look forward to working with your children.

Our team consists of Art, Band, Health and Wellness, Library, Music, and Physical Education. The Encore subject areas offer not only an enrichment to the core subjects, but also an autonomous and intrinsically valuable set of experiences and skills that your child will carry with them long after they graduate from Peacock. Within our team, we coordinate our goals, discipline and guidelines for student success each year.

Beyond the school day, please encourage your child to become involved in the many before and after school offerings at Peacock. Band, choir, athletics, intramurals, newspaper, Leo club, yearbook, STEAM, photo club, film club, kindness club, the musical production, etc. all offer your child a way to be involved and contribute to the awesome culture at Peacock.

Please don't hesitate to contact us via email and/or visit the District 10 website for more information.

Sincerely,

Bryen Travis
Encore Department Coordinator
General and Choral Music
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Michael Reisel
Spanish Instructor
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Amanda Moscoso
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Doug Anderson
Physical Education Instructor
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Barbara Stelk
Physical Education Instructor
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Robert Ranz
Peacock Band Director
rranz@itasca10.org

Talent Development in Encore

The Encore classes at F. E. Peacock Middle School (Art, Band, Choir, Health and Wellness, Spanish, General Music, and Physical Education) are particularly well suited to demonstrate how the Talent Development program can be implemented at the middle school level.

Encore classes empower and enable talented and gifted students to explore their potential and become confident learners and effective citizens. To achieve this end, many of our lessons have more than one outcome. This allows students to take their work as far as their ambition and talents will allow.

Although Encore classes “enrich” the core classes, they are also intrinsically valuable. Because students learn unique skills in the Encore program, a participant in the Talent Development Program may or may not excel in Encore. In most cases, however, we find these students enjoy great success.

Higher-level learning often takes place as students enter as novices and learn to synthesize many aspects of their middle school education to be successful in the Encore program.

Through various awards, the Encore program attempts to recognize the outstanding gifts and talents that are present in Peacock students. Our program encourages students to develop their own interests, talents, and special abilities in the applied and fine arts. Such enhanced involvement in the learning process is a cornerstone for future excellence.

Please feel free to ask your child’s teacher any questions on how the Talent Development program will affect your child in their Encore class.

Achievement Guidelines

Encore Department
Peacock Middle School

An effective learning environment requires a cooperative community in which students are held to a consistent standard of behavior. Students are required to follow the 8 Keys of Excellence expectations in their Encore classrooms.



8 Keys of Excellence

At our school, we are proud to integrate the 8 Keys of Excellence into our daily practices and overall educational philosophy. These keys are:

1. **Integrity**
2. **Failure Leads to Success**
3. **Speak with Good Purpose**
4. **This is It!**
5. **Commitment**
6. **Ownership**
7. **Flexibility**
8. **Balance**

The 8 Keys of Excellence serve as guiding principles for our students and staff. By fostering Integrity, we encourage honesty and strong moral character. Recognizing that Failure Leads to Success, we promote resilience and the understanding that mistakes are opportunities for growth. Speaking with Good Purpose, we cultivate a culture of positive communication and respect. Embracing This is It!, we inspire students to be present and make the most of each moment. Through Commitment, we stress the importance of dedication and follow-through in all endeavors. Ownership instills a sense of personal responsibility and accountability. Flexibility teaches adaptability and the importance of being open to change. Finally, Balance emphasizes the need for a well-rounded approach to life, ensuring that students can manage academics, extracurricular activities, and personal well-being effectively. These keys are embedded in our curriculum, extracurricular programs, and everyday interactions, helping to create a supportive and empowering environment for our entire school community. Please visit 8keys.org/8keys-defined to learn more about our new expectations.

In addition to following the 8 Keys of Excellence, students are expected to come to class prepared and ready to learn following the Encore Engagement Rubric (found below).

*Assignments must be turned in on time in order to receive full credit. An assignment that is late may be accepted for partial credit only. Students with excused absences from school must follow school policy on homework as detailed in the Student Assignment Notebook.

By not following the above guidelines, students undermine both their ability to succeed and the school community as a whole. With this in mind, students choosing to break a guideline will earn the following consequences:

**These steps are in place to work with and correct student behaviors that do not warrant immediate office intervention, such as fighting, vandalism, theft, bullying, etc.

Doug Anderson, Physical Education

Ashley Darling, Library

Kelly Dolan, Art

Amanda Moscoso, Health and Wellness

Robert Ranz, Band Director

Michael Reisel, Spanish

Barbara Stelk, Physical Education

Bryen Travis, General Music

Encore Engagement Rubric

<u>Engagement Points</u> <u>8 Keys of Excellence</u>	
Full Point: You are fully engaged	No Point: There are noticeable engagement issues in one or more of the following areas
<i>Integrity & Commitment</i>	
<ul style="list-style-type: none"> Committed to ALL classwork being completed and engaged in classroom tasks Fully aware of how much you're in class (if absent you are checking the homework tracker or Google Classroom to see what you missed, you attend quiet lunch/tutorial to complete work, you email your teacher with any questions you have) Classwork is a true reflection of my abilities 	<ul style="list-style-type: none"> Most classwork is missing Little to no engagement in classroom tasks You frequently miss class and don't follow up (if absent you are not checking the homework tracker or Google Classroom to see what you missed, you don't attend quiet lunch/tutorial to complete work, you don't email your teacher with any questions you have)
<i>Balance & Flexibility (Technology and Materials)</i> <i>I have the ability to recognize that the following can be a distraction to my learning.</i>	
<p>Are you doing the following:</p> <ul style="list-style-type: none"> Wearing headphones at appropriate times Cell phone out of sight and in lockers Focused on Encore class work Using Chromebooks appropriately Having your Chromebook charged for class Using provided classroom materials/equipment as instructed by teacher 	<ul style="list-style-type: none"> Wearing headphones at inappropriate times Cell phone out during class time Working on other classes' work Playing games Chromebook is almost never charged nor do you have a charger with you Misusing classroom materials/equipment
<i>Ownership & Speak with Good Purpose (Participation and Presence)</i>	
<ul style="list-style-type: none"> Appropriate conversation/work during class time Offer MANY original insights during full-class discussions Attitude: open, approachable, inquisitive Respectful to staff, students, and property ALWAYS on task, NEVER distracts others Always on time to class and ready to work 	<ul style="list-style-type: none"> Often needing redirection during work time Rarely participate during full-class discussions Attitude: seem to isolate, disengage, don't ask questions, Disrespectful to staff, students, and/or property Often not on task Regularly tardy to class without pass

By not following the above guidelines, students undermine both their ability to succeed and the school community as a whole. With this in mind, students choosing to break a guideline will earn the consequences included in the Code of Conduct located in the student handbook.

Encore Team Mission Statement

Peacock Middle School

Reviewed August 19, 2025

The mission of the Peacock Middle School Encore program is to provide a quality, comprehensive education in a nurturing environment.

The Encore program is dedicated to fostering aesthetic, kinesthetic and life skills development as an essential part of a child's total education.

The Encore program exists to facilitate the highest level of academic achievement and character development through a diverse curriculum, in keeping with each child's interests, needs and abilities.

PHYSICAL EDUCATION CURRICULUM

Mr. Doug Anderson, Physical Education
(630)773-1232, Ext. 2303
danderson@itasca10.org

Ms. Barbara Stelk, Physical Education
(630)773-1232, Ext. 2403
bstelk@itasca10.org

Mission Statement

To develop students' cognitive, kinesthetic, and affective abilities and encourage healthy lifestyle choices.

Sport and Game Activities

Physical Education classes are 45 minutes a day, five days a week and for two trimesters. Units covered throughout the year include:

- A. Field Hockey/Lacrosse
- B. Olympics/Team Building
- C. Football
- D. Soccer
- E. Basketball
- F. Dance
- G. Volleyball
- H. Badminton/Ping Pong
- I. Floor Hockey
- J. Softball
- K. Fitness
 - a. Circuit training
 - b. Aerobic and anaerobic development

Wellness Concepts

- A. Heart rate//Heart Monitors/pedometers (MVPA)

Character Building

- A. Cooperative activities
- B. Student leadership role opportunities

Uniform Policy

- Students must wear their own socks, gym shoes, and designated PE shirt/shorts
- Students who do not have their PE uniform will wear their own street clothes in order to participate
- One - Two points will be deducted from students daily points for not wearing the appropriate PE attire

2024-25 Physical Education Class Daily Protocol

Students will:

1. Arrive to class **without** Bag/Chromebook/Books and Phone.
2. Begin dressing for PE on Wednesday, August 21, 2024
3. Go to the locker room to get dressed for PE class.
4. Need to be prepared and in the gym before the five minute dress bell rings.
5. Be given five minutes to change back into their school clothes at the end of class.

Additional information:

- ❖ Two points a day will be deducted from the six point daily rubric if a student is not wearing athletic shoes, their PE uniform shirt and/or shorts. One point will be deducted a day if a student is wearing athletic shoes, and either their PE shirt or PE shorts.

2024-25 Physical Education Daily Rubric

Each student will have the opportunity to earn 6 daily rubric points per day. They will be evaluated in the categories of the eight keys of success and participation. In order to receive full credit, Students must do the following:

★ Integrity & Commitment: (2)

- Be polite, thankful, demonstrate kindness to others and listen to those who are speaking.
- Have passion, be content and grateful
- Perform to the best of their abilities.
- Using provided classroom materials/equipment as instructed by the teacher.
- Follow all safety/management protocols, and cell phones in hall lockers.

★ Balance & Flexibility (1)

- Accept different and pivot
- Mind, body and emotions are nurtured with good choices.

★ Ownership & Speak with Good Purpose (3)

- Come to class on time and be prepared. Two points will be deducted daily for not wearing the appropriate PE uniform and shoes **or** One point will be deducted daily for having appropriate shoes but not both shirt and shorts of the PE uniform. There will be no borrowing of other students' uniforms.
- Follow directions and stay on task.
- Demonstrate care for others while motivating peers in a positive way.
- Appropriate conversation/work during class time
- Attitude: open, approachable, inquisitive
- Respectful to staff, students, and property

★ This is it! "Failure" Leads to Success!

- Every day is a new beginning. "Failures" are really only temporary setbacks that foster growth and drive success.

In addition to our daily rubric, there may be projects throughout each trimester.

Thank you for your cooperation and support!

-Mr. Anderson and Ms. Stelk-

BAND

Mr. Robert Ranz, Director of Bands
 (630) 773-1232, EXT 2109
rranz@itasca10.org
www.itascamusic.com

MISSION STATEMENT

The mission of the District 10 band program is to provide a quality music education in a nurturing environment that promotes collaboration and creative thinking. The band program exists to foster aesthetic growth as an essential part of a child's total education. The band program is dedicated to developing the highest level of musical achievement through a comprehensive curriculum, in keeping with each child's interests, needs and abilities.

LONG RANGE GOALS

- To artistically share performance-based music composed in a variety of styles and forms
- To gain musical knowledge, to improve musical skills, and to engage in musical thinking
- To be ambassadors of musicianship
- To prepare for advanced-level music making while developing a lifelong love of music

SMALL GROUP LESSONS - Begins early to mid September

Band students receive one weekly small group lesson (2 - 6 players), which occurs during the school day and follows a rotating schedule. Lessons focus on playing technique and concert repertoire. The following materials are used: Measures of Success (band method), Band Music (for concerts) and Scale Sheets. Students earn award ribbons for completing various achievements.

LARGE BAND REHEARSALS

SYMPHONIC BAND – Grades 7 and 8

Monday, Wednesday, and Friday
 7:10-7:45 am (arrive at 7:00 am)

CONCERT BAND – Grade 6

Tuesday and Thursday
 7:10-7:45 am (arrive at 7:00 am)

JAZZ BAND – By Audition Only

Friday
 3:00-4:15 pm

PERFORMANCE DATES - ATTENDANCE REQUIRED**October 15 - Wednesday**

Symphonic Band and Choir

7:00 pm at Peacock

December 9 - Tuesday

Jazz Band, Concert Band, Symphonic Band

7:00 pm at Peacock

February 26 - Thursday

Jazz Band, Concert Band, Symphonic Band

7:00 pm at Peacock

March 1 - Saturday

Jazz Band

IGSMA Jazz Contest

April 16 - Thursday

Jazz Band

Fine and Applied Arts Festival

6:30 pm at Peacock

May 5 - Tuesday

Concert Band, Symphonic Band

7:00 pm at Lake Park West Campus

May 9 - Saturday

Symphonic Band

Music in the Parks @Six Flags

May 25 - Monday

Peacock Marching Band

Memorial Day Parade

9:30 am at Franzen

MUSIC BOOSTER WEBSITE – www.itascamusic.com

Please visit the Itasca Music Boosters website for complete and comprehensive information about our band and choir programs.

SPANISH CURRICULUM

Mr. Michael Reisel, Spanish

(630) 773-1232 Ext. 2015

mreisel@itasca10.org

The emphasis of the Spanish program at Peacock Middle School will be to provide exposure and a foundation of the Spanish language. Students will use the Spanish language to prepare for real world settings and interactions. To accomplish this goal, students at the 6th and 7th grade levels will be provided a 12 week Spanish language program along with a full-year for 8th grade Spanish students. The goals and objectives are listed below.

6th Grade Encore Spanish Curriculum (12 Weeks)

Goal: Students will become familiar with the Spanish language with an emphasis on grammar and vocabulary. At this level, students will focus on personal greetings and getting acquainted. Students will focus on the 4 language domains: reading, writing, speaking, and listening.

Objectives: Students will be able to understand and apply the following: **personal greetings and introductions, numbers and dates, weather, descriptive adjectives, and verbs to describe likes / hobbies.** Students will also learn about 1 Spanish speaking country per week to discuss facts and figures. Through the use of dialogue, students will be introduced to the articulation of the Spanish language.

7th Grade Encore Spanish Curriculum (12 Weeks)

Goal: - Students will be provided with a foundation in vocabulary and grammar acquisition through application of prior knowledge within the Spanish A curriculum with use of conjugation of present tense verbs and vocabulary. Students will focus on the 4 language domains: reading, writing, speaking, and listening.

Objective: Students will be able to understand and apply basic verb tenses in the present, literacy skills (reading, writing, speaking, listening), and vocabulary extensions in the Spanish language. Through the use of written and spoken dialogue, an emphasis will be placed upon the usage of the Spanish language for vocabulary in social settings: **shopping, home decor, present tense verb usage and Spanish literature.**

8th Grade Encore Spanish Curriculum (Year Long)

The 8th grade students have been given the opportunity to receive Spanish during the entire 2024-2025 school year. This class has been aligned with the Lake Park Spanish 1 curriculum. Starting this year, students will be eligible to receive high school credit upon completion of Spanish 1..

Goal: - Students will be provided with a foundation in vocabulary and grammar acquisition through application of prior knowledge of the with a focus on the 4 domains speaking, listening, reading and writing.

Objective: Students will learn and apply usages for multiple verb conjugations (present, future, past) and expand on Spanish linguistics. Students will enhance literacy skills (reading, writing, speaking, listening), expand Spanish vocabulary / grammar, on topics such as: **getting acquainted, traveling, describing family members, food & dining, music, and Spanish literature..** Students will utilize the Spanish language to enhance their overall interpersonal, interpretive and presentational communication skills.

Learning Standards:

Students from all grade levels will be assessed in the 3 areas of communication:

1) interpretive 2) interpersonal 3) presentational.

ACTFL Standard 1.1: Interpersonal Communication: Learners *interact* and negotiate meaning in *spoken, signed, or written conversations* to share information, reactions, feelings, and opinion

ACTFL Standard 1.2: Interpretive Communication: Learners respond to spoken / written texts to demonstrate knowledge and understanding

ACTFL Standard 1.3 Presentational Communication: **Learners** present information, topics and ideas to an audience of listeners and readers.

HEALTH & WELLNESS CURRICULUM

Mrs. Amanda Moscoso

(630) 773-0335, Extension 2221

amoscoso@itasca10.org

Health & Wellness is an extension of Physical Education. Not only do Peacock students need to be healthy physically, but mentally and socially as well. In Health & Wellness class, students will learn about a variety of topics, strategies, and how they can apply them to their daily lives. The goal is for the students to take what they learned in class and apply it to their lives; in one way or another.

Expectations

In Health & Wellness, the students will be journaling daily. Journaling is a way for the students to relieve stress, make hypotheses, and recall past information; in addition to practicing their writing skills. The students will be asked to participate in class discussions, ask questions, and complete assignments, tests, and projects. Throughout all of these tasks, it is important for the students to remain respectful. This is because people tend to put up fronts when struggling or suffering through a situation. We need to be conscious of these possibilities.

State Standards

Although a Health & Wellness course is a part of Itasca 10's curriculum, as a District, we are opting out of the following standards. **These topics will NOT be incorporated into lessons:**

- [105 ILCS 5/27-9.1a](#) (Comprehensive personal health and safety and comprehensive sexual health education)
- [9.1b](#) (Consent Education)

Per the cross-sections of the School Code → School districts have discretion over whether they provide instruction in comprehensive personal health and safety and sexual health education, and parents may opt their student out of this instruction in any grade.

All Grade Levels

We will be partnering with DuPage Health, NAMI, and the Secretary of State to deliver lessons to Peacock students. Prior to these presentations, informational letters will be sent and an opportunity to opt your child out of the lesson will be provided. There is no penalty for opting your student out of the topic or presentation; however, your student will be required to complete an alternative assignment to receive the day's points. The grade level will determine what presentation the student will receive.

In addition, there are several topics all students will be educated on:

- Abandoned Newborn Infant Act
- Abduction Education
- Communication & Social Skills, and Conflict Resolution
- Nutrition & Healthy Eating
- Concussions
- Daily journaling
- Traffic Injury Prevention (Secretary of State)
- Digital Awareness and Safety (Librarian)

6th Grade Health & Wellness

This course covers the basics of many different health topics. The main focus in 6th grade is to educate students on what they could do to take care of themselves; regarding their mind, body, and soul. In addition, students will be introduced to strategies on how to handle personal and peer situations and struggles.

Content

- Nutrition
- Personal Health Habits
- Physical Fitness & Sleep
- Pathogens & non-communicable diseases
- Safety
- Organizational Skills & Goal Setting
- Mental Health
- Drug Use & Abuse
- Weather & Home Safety
- Conflict & Conflict Resolution
- Consumer Health
- Public & Environmental Health
- Human Growth & Development
- Human Ecology & Health

7th Grade Health & Wellness

This course covers several health topics. The course's main focus is to provide students with strategies they can use daily. These strategies have to do with handling mental and emotional health, friendships, and interactions with cyberbullying. In addition, students will receive more education on the body and drugs.

Content

- Body Systems
- Cancer
- Relationship Violence
- Internet Safety
- First Aid
- Drugs (alcohol, tobacco, anabolic steroids, vaping)
- Friendships (conflict resolution, social skills: in person & internet/phone)
- Mental & Emotional Health (stress, empathy, mourning)

8th Grade Health & Wellness

This course covers a variety of health topics. The course focuses on personal situations and dilemmas the students may be presented with currently or come across in the future. In addition, the students will receive a more in-depth education on drugs, relationships (individually and with others), and mental health.

Content

- Physical Fitness (FITT principles, health & skill related components)
- Relationships & Conflict Resolution
- Drugs (addiction/treatment, alcohol, anabolic steroids, heroin, vaping, prescription drugs)
- Mental Health (mental illnesses, eating disorders, suicide, self-esteem)
- Non-Communicable Diseases
- Erika's Lighthouse (counselor)
- Internet Safety (cyberbullying)
- STDs - can opt out (letter will be sent home)

ART AND CERAMIC ART CURRICULUM

Mrs. Kelly Dolan

(630) 773-0335, Extension 2002

kdolan@itasca10.org

FINE ARTS FESTIVAL

April 16, 2026 at 6:00 p.m.

Peacock Middle School

NATIONAL VISUAL ARTS STANDARDS

Student projects will focus on the national visual arts standards of: Creating, Presenting, Responding, and Connecting.

GENERAL ART ROOM POLICIES

GRADING

Student work will be assessed according to a rubric, discussed and made available to students at the beginning of each unit. Assessment of student artwork is objective and based on a set of predetermined criteria. Students will be graded on components specific to each lesson, but will also be assessed according to this framework of general criteria, specifically:

- 1) CRAFTSMANSHIP: execution, attention to detail, precision, neatness
- 2) CREATIVITY: innovative ideas, originality, thoughtfulness, point of view, risk-taking
- 3) THINKING: comprehension of assignment, use of elements/principles of design

In art we follow the Encore Engagement Point rubric, where students will focus on the 8 keys of elements to gain a point each day through their behavior and effort.

ARTWORK OF THE WEEK

Art students will be graded on a trimester long project where we visually analyze, connect to and respond to a different art work each week. Artwork of the week is assessed by a series of in-class questions, personal exploration through analysis, reflection and participation in group discussion.

DISCIPLINE

Matters of discipline will be handled in conjunction with Peacock Middle Schools Discipline Plan.

GRADE 6

This course is an introduction to various materials and their use through a series of learning experiences that enable each student to develop an aesthetic awareness of the environment. Students will demonstrate the basic skills necessary to participate in the creation of various art projects and demonstrate an understanding of the elements and principles of art in relation to the creation of their artwork. Emphasis will be placed on skill in techniques and care and safe use of art media and tools.

Content Outline:

1. Elements of Art: color, line, texture, value, shape, form and space.
2. Principles of Design: balance, rhythm, contrast, emphasis, pattern, movement, and unity.
3. Basic Drawing Methods: Perspective Drawing
4. Introductory Painting Techniques: The Color Wheel: Color Mixing and Color Theory
5. Introductory Ceramic Techniques: Ceramic Tile

6. Tools, Techniques and Processes
7. Art History, Art Criticism

GRADE 7

This course ensures a series of learning experiences that require further exploration and application of elements of art and principles of design. Students will apply these learned fundamentals to a variety of media – ceramics/3D art making. Students are exposed to various cultural influences and their impact in the world of art. Each student is given the opportunity to interpret, analyze and create his own unique art statement based on the particular culture or artist being studied.

Content Outline:

1. Application of Principles of Design - balance, rhythm, contrast, emphasis, pattern, movement, unity and Elements of Art: color, line, texture, value, shape, form and space.
2. Intermediate Ceramic Hand-Building and Ceramic Finishing Techniques
3. Intro to abstraction through optical art and color field painting.
4. Tools, Techniques and Processes
5. Art History, Art Criticism

GRADE 8

This course develops the student's expanding skills in drawing, mixed media, and 3D. Various artists and cultures, past and present, are also studied through our artwork of the week project. The student has the opportunity to expand his/her knowledge of basic drawing skills by working through our Zentangle unit. Lastly, studying mixed-media sculpture and producing a work generated from unconventional materials will expand the student's creative experience of three-dimensional art.

Content Outline:

1. Review/Application of Art Elements and Design Principles
2. Expressive Drawing: Zentangle
3. Relief Sculpture Paper
4. Value Techniques in Drawing using charcoal
5. Tools, techniques and processes
6. Art History, Art Criticism

GRADE 8 3D ART ELECTIVE

The Art Elective focuses on 3-dimensional studies. Students will learn how to create more advanced level ceramic forms. Students will learn how to make mixed media projects taking shapes and creating them into 3D forms. Students will learn about the Elements and Principles of Art, Color Theory, and how they relate to, and are a part of 3-dimensional design. Along with the creation of 3D forms, students will also study various styles and artists that used form in their art work and be able to analyze famous works of sculptural art.

Content Outline:

- 1) Art History/Culture of Sculpture
- 2) Review slab techniques
- 3) Handbuilding
- 4) Coil techniques
- 5) Mixed Media
- 6) Personalized project

PEACOCK MIDDLE SCHOOL LIBRARY

Ashley Darling, Librarian
 (630)773-0335, Ext. 2209
adarling@itasca10.org

peacock.itasca10.org/library

The Peacock Middle School Library is a space where all students will feel successful. We provide a wide range of materials suitable for every classroom. The Peacock Library supports independent reading for middle school students, provides research materials and instruction, as well as seamless technology integration.

- Each Language Arts class will visit the library at their designated time for checkout and/or a library skill based lesson throughout the school year.
- Students will also work in the library in conjunction with their classroom teachers in most subject areas for co-taught instruction.

Library Focus for 2024-2025

All grades level will:

Navigating and Searching Library Catalog
 Making Appropriate Book Choices/Finding Our
 Favorite Books/Genre
 Choosing a reading goal/challenge
 AISLE Reader's Choice Award Programs
 Digital Citizenship and Safety
 Research and Collaboration
 Database use

Library Expectations:

- Books are due back every three weeks.
Students may renew books twice.
- There are no fines for overdue books, but fines may be assigned for lost or damaged books
- If books are lost or damaged, students may:
 - Replace the book with another copy
 - Pay for the cost of the book
 - Complete service work in the library
- Overdue notices will be sent home at mid-term and at the end of each trimester

GENERAL MUSIC CURRICULUM

Mr. Bryen Travis, General Music and Choral Music

(630)773-1232, Ext. 2110

btravis@itasca10.org

www.itascamusic.com

Philosophy: To attain musical experience by learning how to listen, compose, perform, and improvise.

Grade 6 - Basic Elements of Music

This course of study is organized around specific musical elements such as melodic line and contour, harmony, form, tone color, dynamics, tempo, duration and density. Students will actively study these elements through teacher led, individual, and cooperative projects that analyze and/or perform the music. Participation in practice and performance is mandatory for the course.

Content

- I. Rhythm
- II. Pitch
- III. Harmony
- IV. Form
- V. Tone color - Instruments
- VI. Aesthetic Issues - What is art?

**Where words fail,
music speaks.**

Hans Christian Andersen

Grade 7 - Musical Styles, Western and non-Western

This course of study is organized around musical styles both familiar and unfamiliar to the students. Styles are studied by region and culture such as current and historic American (folk, blues, jazz, musical theater, popular, etc.), Carnatic, Native American, Japanese, African, Afro-American, Chicano, Mississippi Delta, Tennessee Mountains, and Eastern European. Students will actively study music through teacher led, individual, and cooperative projects which analyze and/or perform the music. Participation in practice and performance is mandatory for the course.

Content

- I. Review of music elements
- II. Styles by region
- III. Styles by culture
- IV. Music in society
- V. Aesthetic Issues - Popular art vs. high art

**Music comes to me more
readily than words.**

Ludwig van Beethoven

Grade 8 - Western Music in History

This course of study is organized around types of music in a historic context. Musical era's include: Ancient, Medieval, Renaissance, Baroque, Classic, Romantic, and Modern. Students will actively study music through teacher led, individual, and cooperative projects that analyze and/or perform the music. Participation in practice and performance is mandatory for the course.

Content

- I. Review of music elements
- II. Ancient
- III. Medieval
- IV. Renaissance
- V. Baroque
- VI. Classic
- VII. Romantic
- VIII. Modern
- IX. Types of music within historical context - minimalism, impressionism, conceptual, etc.
- X. Aesthetic Issues - What makes art "Religious"?
 - Art and Feelings
 - Appropriation - adulteration of art

**Our youth should also be
educated with music and
physical education.**

Aristotle

EIGHTH GRADE MUSIC ELECTIVE

The Music Elective is part music and part videography. Students are expected to have an interest in music and/or video, and be able to commit to significant time outside of school. Many aspects of videography will be covered, including pre-production, production and post-production, storyboarding, composition, lighting and shots and angles. Students will be trained in basic post-production editing techniques on Final Cut Pro software. Students will leave the class with digital copies of their projects from this Trimester. Exemplary projects will be made available on the school website.

Content

- 1. Video "shots and angles"
- 2. Video "short"
- 3. Self-promo video
- 4. Composer video biography
- 5. Commercial video
- Extra Credit - Student activity commercials and training
 - Community based documentary
 - Peacock Newcast

**Music is to the mind as
air is to the body.**

Plato

CHORAL MUSIC

The choir is an excellent training ground to improve performance skills and provide opportunities for your child to grow. We have an exciting year planned and hope your child will consider joining the program. If your child is interested in participating, please see Mr. Travis. Permission forms are available in the Music Room and on the District 10 website.

If you have any questions, please call 630-773-1232, Ext. 2110, or email at: btravis@itasca10.org

Rehearsals are

GRADE	DAYS	TIME
6	Monday/Wednesday	7:10-7:45 a.m.
7 & 8	Tuesday/Thursday	7:10-7:45 a.m.

**The only thing better than
singing is more singing.**

Ella Fitzgerald

Guidelines

- Attendance at rehearsals is mandatory. One “scholastic” absence is permitted per grading quarter. Absences from school will not count against your child’s choir attendance record.
- The TeacherEase.com electronic grade book will be used to track attendance, etc. Parents may check their child’s attendance at any time.
- Children are expected to arrive at Peacock no later than 7:05 a.m. for rehearsal.
- Choir and band rehearsal dates do not usually conflict. When this is the case, however, the directors will make adjustments in their rehearsal schedules.
- Unless a child is absent from school, an email, note, or phone call from a parent is expected when a child is absent from rehearsal. (630-773-1232, Option 5, Ext. 2110, btravis@itasca10.org).

Performances dates

<p>Fall Pops Concert - October 15, 2025 at 7:00 p.m. Peacock Middle School, Gym</p> <p>Holiday Concert - December 4, 2025 at 7:00 p.m. with Franzen Choir Peacock Middle School, Gym</p> <p>Woodfield Mall - December 18, 2025 at 5:30 p.m. Itasca Public Library</p> <p>Lake Park High S. - January 13, 2026 at 7:00 p.m. Choir Festival Lake Park West High School</p> <p>Winter Concert - February 19, 2026 at 7:00 p.m. Peacock Middle School, Gym</p>	<p>District Contest - March 7, 2026 Location and Time TBA</p> <p>Fine Arts Festival - April 16, 2026 at 7:00 p.m. Peacock Middle School, Gym</p> <p>Spring Musical - May 1-2, 2026 at 7:00 p.m. Peacock Middle School, Gym</p> <p>Great America - May 9, 2026 Choral Festival Six Flags Great America</p> 
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Up-to-date information can be found at:
www.itascamusic.com