

MUSIC - K-5

Diana Burritt, Amy Southworth

Philosophy

The major goal of the elementary music program is to increase a child's skill, sensitivity, and imagination with the art of music. Music instruction must be included as an essential part of an educational program, as each student has the inherent right to develop his/her aesthetic potential to its highest possible level.

Music participation enhances problem solving, teamwork, goal setting, self-expression, coordination, memory skills, self-confidence, concentration, and more. The Shelburne Community School elementary music program seeks to develop this potential through vocal and instrumental music listening/training which enables students to appreciate and participate in music throughout his/her lifetime.

Organization

Students in grades K-5 attend music twice a week, for 40 minutes. Kindergarten students attend as a single grade level.

Teacher and Student Roles

Units are taught through a combination of teacher-directed and student-directed learning. During our instrumental units, (Guitar, keyboard, xylophone) a student will work independently after they have mastered the introductory lessons, progressing at a rate compatible with their skills.

Technology is an ongoing tool used to reinforce music theory, composition, and research.

Application of Learning

Students apply skills learned through reading, writing, and performing. Students are asked to read, write, and play different pitches, and a variety of rhythms. Kindergarten students maintain a music notebook to record rhythmic patterns dictated to them.

Learners' Needs

The K-5 music teacher is available to meet with students outside their music classes for assistance/enrichment with different music activities. Programs are designed within the class to meet each child's needs and to encourage them to be successful.

Assessment

The teacher monitors the student's willingness to "do their best" during each class. Students are encouraged to make good choices. Assessment includes, but is not limited to the following: participation, singing, maintaining a steady beat, and interpreting and creating rhythmic and melodic patterns. The progress report is based on the SCS and CSSU curriculum, and the National and State Standards.

ART - K-5

Kathy Pilla, Erika White

Team philosophy

The K/2 art program is based on the belief that children should be allowed to think critically and creatively. Children need opportunities to experiment, take risks, and exhibit self confidence while doing so. In visual arts, children also need the freedom to express themselves as individuals through their work. We feel the K-2 art experience promotes and encourages children to be self-learners and instills the value that their art carries in society.

Team organization

Each project planned in the K-2 art program offers students a wide array of media choices and many problem solving avenues to explore. The art room is set up for students to work together as a community.

Teacher and student roles

The classes begin as circle time for instruction and discussions of what the class will entail. The instruction to a theme or project provide tools children can use to motivate and inspire them in their own work. Students also share their thoughts and ideas with us and other students to further enrich the program.

Students are grouped at tables. There are some projects where students at a table work as a team and other projects are individual work. The essence of team work is always present in other aspects of the class such as setting up, clean up or helping another table mate with his/her project. The group projects are important in shaping students skills and values for use in later life.

Application of learning

In the K/5 art program, it is believed that visual art lends itself to integration. This program not only teaches technique but also incorporates art history, math, and the study of cultures.

Learners' needs

Each theme or project that is planned in the K/5 art program focuses on each child as an individual. Many techniques are demonstrated to guide the children to choose or to encourage them to develop their own techniques that best fits the individual's needs.

The children create at their own capacity of learning. Along with this we motivate the children to go beyond what they feel capable of to reach higher standards.

Assessment

Each student's artwork is looked upon as an individual creation. There is a fine line in assessing learning techniques while facilitating creativity through the arts.

There is now a student assessment form that goes home with students twice a year. The form is divided into three categories: conduct, work habits, and learning outcomes. This form is used as an avenue to share with parents their child's learning experience in the K/5 visual art program.

PHYSICAL EDUCATION - K-8

Jason Lewis, Alan Mihan, Jude Olson, Mary Nelson

Team philosophy

Physical education is an important part of the general educational program that contributes, primarily through movement experiences, to the total growth and development of all children. It is an instructional program that gives adequate and proportional attention to all learning domains: psychomotor, cognitive, and affective. Student experiences are designed to meet the appropriate level of development throughout the physical education program.

The Shelburne Community School Physical Education Program is designed to help the children become skillful movers who are physically fit. It recognizes the need for children to exercise. The program also recognizes the need to attain and maintain optimum health and fitness for living. We provide opportunities for children to develop their potential for physical movement in all kinds of ways, not just within the rules of games. By challenging children to think, to operate creatively within limits of their own abilities, to solve problems, to share thoughtfully, and show consideration for others, our program can provide a meaningful experience to the total education of the student.

The philosophy of the Shelburne Physical Education Program, as a part of the Chittenden South Supervisory Union Physical Education and Health program encourages students to strive to:

- Understand and value physical activity and its contribution toward a healthy lifestyle.
- Make informed healthy choices that positively affect the health, safety, and well-being of themselves and others.
- Learn the skills necessary to perform a variety of physical activities.
- Improve and maintain physical fitness.
- Demonstrate responsible personal and social behavior and respect differences among people.

Team organization

The physical education department provides a variety of learning approaches to meet the needs of our students. These approaches include grouping by 1 or 2 levels, guided discovery approach, problem solving, student directed learning, and teacher directed experiences.

Teacher and student roles

Students' needs, class size, and teaching space determine our teaching approach. Students work in large groups for feedback on their performance as well as to play a game. By working in large groups, students learn and practice teamwork/cooperation. Individual work is used to accommodate differences in skill levels. Partners and small groups allow for sharing of ideas, relationship building, and the fostering self-confidence.

Application of learning

Individual skills/movement experiences are incorporated into activities appropriate to the developmental level of each student. This is then transferred to games with increasing difficulty and complexity from level to level.

By the use of questioning during class, students are supported to evaluate and improve performance continuously. Oral response or performance response demonstrate the integration of their learning.

Learners' needs

We meet with faculty and staff to determine the most appropriate accommodations to be made to enhance all students' success. Tasks are structured to allow practice at many levels. At times, student's self-directed learning experiences allow the teacher to work with students one-on-one or in small group settings. Individual progress is used to determine future goals. The class environment is structured to accommodate all students.

FRENCH - 6/7/8

Claire Deslauriers, Françoise Dehan

Team philosophy

We believe that foreign language learning should begin as early as possible because younger students are very receptive to new structures, words and sounds; imitating the sound and expressions. The earlier that students begin a study of a language, the sooner they will begin to think in the second language instead of simply translating from one to the other.

We believe that students learn a language through exposure to sounds, words, rhythms, and intonation through songs, games, conversation, stories, drama, drill, and practice.

In learning a language there is a natural progression of skills acquired. Listening comes before speaking, which comes before reading, which comes before writing. We believe that students need to gain confidence in their ability to comprehend aurally and speak, and to enjoy speaking French before they begin to write in French. The goal of the French program at Shelburne Community School is to enable students to function in a French speaking situation.

Team organization

Students at different ages receive French instruction for differing amounts of time each week. Because written language and grammatical structures become increasingly complex at the 8th grade level, each grade has a different emphasis. For example, 8th graders might be writing a composition, while 7th graders master grammatical structures, and 6th graders learn vocabulary and spelling and begin grammar.

At this time, there are no concrete interdisciplinary connections being made except for some vocabulary related to core themes and historical/cultural connections when appropriate. In the future, as the students become more and more bilingual, interdisciplinary connections will become more common.

Teacher and student roles

Teaching is mainly teacher-directed because students are learning the basics of vocabulary and structures.

Students work in a variety of different settings. At times, they work as a whole group, or all alone, with a partner or a small group. At times students become teachers themselves while doing project presentations, skits, and plays.

Learners' needs

We try to have a balance of large and small group work and individual learning experiences. We try to have a balance of activities including music, games, projects, oral expression in various situations such as role-playing, reading comprehension, and written work.

Assessment

Students are assessed through: observation of class participation, projects, written work, quizzes/tests, homework, group and individual work, and class work.

Students' behavioral needs are assessed according to the Vermont Framework of Standards through observation of classroom behavior, and teacher's assessment.

Tests, conferences, written work, homework, interim and trimester reports, and various rubrics show student progress.

ART - 6/7/8

Marian Willmott

Philosophy

Art provides a format to learn skills, concepts and attitudes that contribute to the development of the whole child. The skills apply not only to the arts, but to any endeavor throughout life that requires the development and expression of ideas, the use of imagination, intuition, creative thinking, and problem solving skills.

Art also connects to and broadens the understanding of other cultures, time periods, and current social issues.

Organization

The teaching of skills and concepts is a spiralic process. In other words, skills and concepts are revisited each year and developed further through experiential learning.

Teacher and student roles

The teacher is responsible for meeting curriculum guidelines and the Vermont Standards. Each lesson is planned under this umbrella and the criteria the students are expected to meet are made clear from the start. Demonstrations, resources and all necessary learning tools are provided in an organized fashion. The students are expected to follow the guidelines and perimeters of the assignment. Within this format they will explore options and ideas, make personal choices, problem solve, and, in general, become engaged in the creative process. The teacher is the facilitator for their exploration and learning.

Application of learning

Learning is experiential and involves exploration, discovery, personal decision making, application of learned skills and reflection. Connections and relevance to the student's life and interests is necessary to insure their involvement in the process; creative thinking will not occur without engagement.

Learners' needs

Within assignments, several "levels" of challenge (difficulty or complexity) are offered for students to select. Time frames are flexible, with related activities offered for groups that are ready. Quality standards are developed for each unit.

Assessment

Strategies include a combination of individual and group in-class discussions and self reflections based on quality standards or artistic criteria. Students keep their practice sketches, reflections, and final work in a portfolio. Their portfolio and classroom participation are assessed each trimester during the year.

INSTRUMENTAL MUSIC - 5-8

David Myers

Philosophy

The primary objective of Instrumental Music at SCS is the continuation of developments of confidence, creative and imaginative processes, teamwork, poise, and pride through the introduction and use of woodwind, brass, and percussion instruments in small and large ensemble environments.

Music is a fundamental part of a child's educational development. Discipline, concentration, coordination, and development of right brain/left brain functions are central to music instruction at this level.

In addition, the SCS Instrumental program promotes and encourages performance by all students and a sense of community spirit, both in school and in the greater community.

Organization

All students, grades 5-8 are eligible and strongly encouraged to participate in instrumental music. There are three levels of band: Concert (Beginner), Symphonic (Intermediate), and Wind Ensemble (by audition only). Students also participate in lesson groups, once per week, throughout their participation in the program. There are several extra-curricular programs which students may participate in by choice.

Teacher and student roles

The majority of instruction is teacher-directed. Students at the advanced level of Wind Ensemble participate in small ensembles, which are student-directed 50% of the time.

Individual practice time is required of all students with practice levels set at: 15 minutes per day for beginners, 90 minutes minimum per week for intermediate, and a minimum of 120 minutes per week for Advanced. Students set goals with teacher input, and are required to keep a record of practice times.

Application of learning

Students apply skills learned through reading and performing musical literature as solos, in small ensembles and in full band with their chosen instrument.

Students are also encouraged to use their talents with their instruments in support of team activities: musicals, interdisciplinary units, projects, and theme units.

Learner's needs

Each student's program is individualized to meet individual needs. Students move at their own pace. The Instrumental music instructor is available most days after school for extra help or private lessons.

Through the portfolio process, students are counseled on how to set goals and make assessments. Success is the bottom line for all students.

Assessment

Progress reports are used at the end of each trimester. In addition, students maintain an instrumental music portfolio.

Portfolio entries include: three recorded solo performances each year (one per trimester), one recorded band selection per year, student goals and self-assessment, student reflections (one for

MUSIC - 6/7/8

Tom French

Sorry, the information is not available at this time.