

SAVE THE DATE!

WIN *Fest* '26

**MONDAY, FEBRUARY 16, 2026
JUNCTION CITY HIGH SCHOOL**




It looks like fun, but I have no idea what you did!

Kelly Ballard, Music
Eisenhower Elementary
and Elementary Music
teachers

USD 475 Strategic Plan Connection

- **Goal 1: Equitably support the academic learning all students.**
- **Goal 2: Equitably address the social emotional needs of all students.**
- Goal 3: Create opportunities to enhance family and community engagement in an equitable manner that allows for participation for all.
- **Goal 4: Develop a plan to recruit, retain, and support high quality staff that reflects our community.**





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idea what you are doing!

presented by Kelly Ballard

Candy Hearts from Music For Children Vol. 1 p. 113

**KOC Workshop “The Best of Both Worlds: Purposeful and playful
by Kate Konrad and Rachel Stevens**

Session Objective:

Our objective today is for you to experience the lesson and make the connections between your actions to the music skills being assessed to help you recognize what you see during observations.

Learning Targets

Lesson Geared for 4th and 5th Graders which would be taught over 5-6 class periods. Classes are 30 minutes long and every other day.

PERFORM

Student will improvise a question and answer on a barred instrument. (REPORT CARD DATA POINT)

- Correct mallet technique: bicycle grip, no pointer fingers, bouncing mallet
- 8 beat word chain rhythm on C pentatonic scale
- Question doesn't end on C and Answer ends on C

CREATE

Creates and plays an accompaniment with pitched/non-pitched instruments for a song. (REPORT CARD DATA POINT)

- 8 beat word chain rhythm on C pentatonic scale
- Question doesn't end on C and Answer ends on C

RESPOND

Gives detailed responses to music using musical terminology to describe a variety of the elements of music.

- Rondo Form
- Question and Answer improvisation
- Rhythmic notation building bricks

Music Standards & SEL Standards on Grade Card

PERFORM

- Singing
- Instruments
- Movement

CREATE

- Literacy
- Composition
- Improvisation
- Reading
- Notating
- Movement

RESPOND

- Literacy
- Dynamics
- Tempo
- Understanding Context and purpose
- Movement

SEL: Self-Management: Work Ethic & Impulse Control

Engage in and complete tasks on time
Manage stress and control impulses

SEL: Self-Awareness: Respect/Teamwork

Demonstrates respect for self, peers, teachers, other staff and property

CHAMPS

WHOLE GROUP	
C	Conversation: Level 0
H	Help: Raise your hand
A	Activity: Whole group
M	Movement: Stay Seated
P	Participation: Attend Sit still, eyes on speaker, Listening ears
S	Success YOU ARE ROCKIN' IT!

The background of the entire image is a dense, overlapping field of various colored pills. The colors include shades of yellow, white, light pink, and light purple. The pills are of different shapes, mostly oval and round, and some have faint markings or text on them, though they are not clearly legible. The overall effect is a soft, textured, and colorful background.

Listen to song using solfege.

What do you notice about the phrases?

Sing using solfege and hand signs.

The background of the image is a dense field of heart-shaped candies in various colors including yellow, white, pink, and light blue. The candies are slightly out of focus, creating a soft, textured background. The text is overlaid on this background in a large, bold, black font.

Candy hearts are oh, so sweet

Fun to share and fun to eat.

What's the message you will send,

When you share them with a friend?

CHAMPS

INSTRUMENTS	
C	Conversation: Level 0 Level 2 – Practice Time
H	Help: Instruction: Raise your hand Practice Time: ask neighbor
A	Activity: Playing assigned part on Instruments
M	Movement: Walk AROUND instruments Sit tall or stand
P	Participation: Try to play each note! Try, try, try again!
S	Success FABULOUS!

ROTATION POEM

1, 2, 3, 4,

Mallets down, get off the floor.

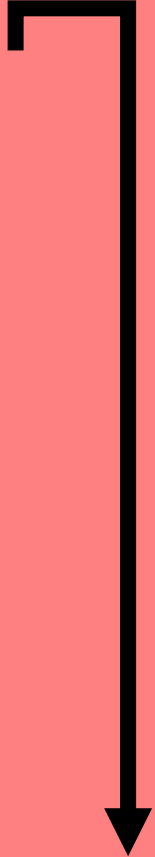
5,6,7,8,

Hurry, hurry don't be late.

(play C &G)



Be a
teacher!



Accompaniment Parts

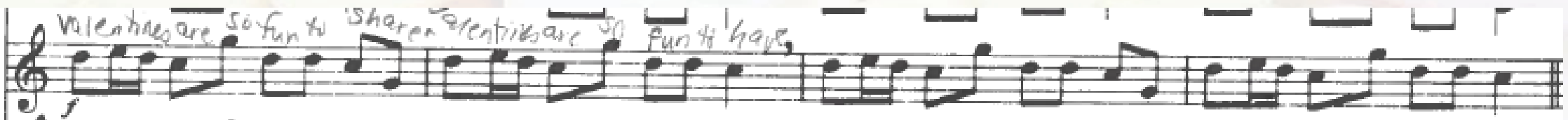
Rondo
32 $\frac{3}{4}$ Allegro



Soprano
Glockenspiel





Alto
Glockenspiel



Valentines are so fun to share and Valentines are so fun to have. :||

Music Standards & SEL Standards on Grade Card

PERFORM

- Singing on pitch
- Focus: Re & Mi-Re-Do
- Rhythmically accurate -
Singing: 
Playing: BX: 
- Movement: Alternating Hands, on beat

CREATE

RESPOND

- Matching pitch/tempo/ accompaniment to performers/peers/ conductor
- Dynamics – singing and instruments
- Body Percussion matches mood

SEL: Self-Management: Work Ethic & Impulse Control

- Singing with best voice
- Body control while performing body percussion
- Wait your turn to play

SEL: Self-Awareness: Respect/Teamwork

- Peer Teaching
- Taking Turns
- Encouragement/Patience with Mistakes

Evaluation Connections using eWalkThrough Rubric

Learning Environment	Lesson Design
<ul style="list-style-type: none"> • CHAMPS • Staff/Student Behaviors allowing learning /teach • Feedback/Praise <p>STUDENT BEHAVIOR</p> <ul style="list-style-type: none"> • Off Task • Behavior Managed • Ed Support Staff Present 	<ul style="list-style-type: none"> • Lesson Prep evidence • Academic vocabulary • Provides Individualize Instruction/Materials/Accommodations • Multi-Modal Instruction <p>CLASSROOM CULTURE</p> <ul style="list-style-type: none"> • Respectful Interactions • Climate for learning
Engagement	Instructional Elements
<ul style="list-style-type: none"> • Students Actively Engaged • Teacher <ul style="list-style-type: none"> • Navigates/Responds/Active Instructing • % Students Engaged • Student/Teacher Interactions <ul style="list-style-type: none"> • <Teacher Talk, Student provides evidence/explains thinking 	<ul style="list-style-type: none"> • Learning Targets Posted/Referenced/Measured • Learning Feedback • Opportunities to Respond • Instructional Type • Assessment

CHAMPS

PARTNER WORK	
C	Conversation: Level 2
H	Help: Ask your partner. Raise hand for teacher
A	Activity: Partner Time
M	Movement: Fewest people walk to get supplies or turn in work
P	Participation: Both people contribute.
S	Success WAY TO GO!

CREATE CANDY HEART MESSAGES

1. What are some messages you have seen on candy hearts?
2. Brainstorm messages with your partner or group.
3. Use your candy heart message words rhythm to determine the appropriate building brick rhythm.

CREATE CANDY HEART MESSAGES

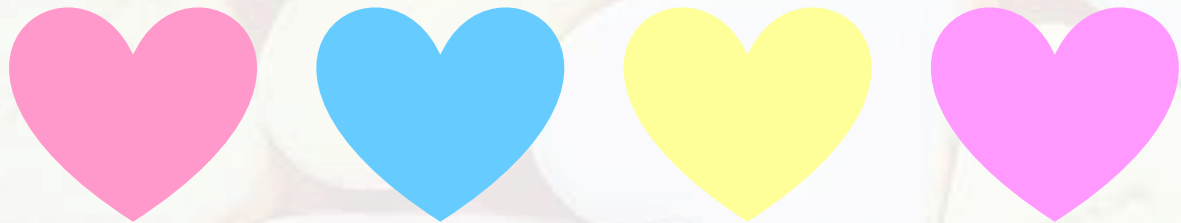


Question:



In beat 4: do NOT
use building block



Answer:

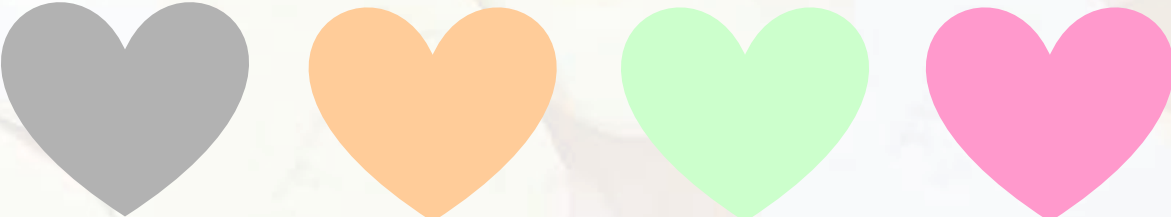
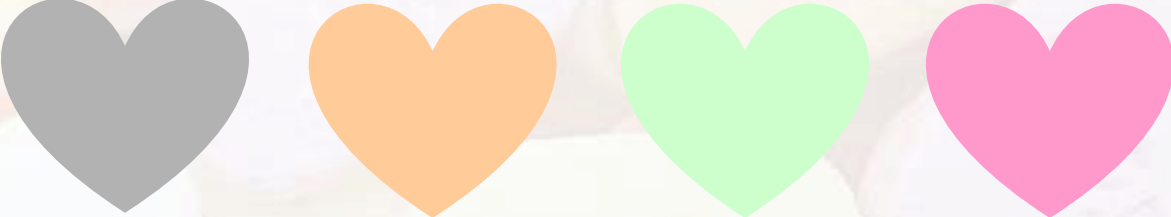
Last beat must
end using
building block of



Question:



Answer:



Evaluation Connections

PERFORM

- Speaking in tempo
- Rhythmically accurate -
Speaking & improv



- Mallet Technique

CREATE

- Text to rhythms
- Compose Word chain –
8 beats
- Improvisation using
word chain rhythm, but
students choose
pitches

RESPOND

- Maintain tempo in
B/C/D Sections
- Question and Answer –
 - Q ends ~~≠~~ Do (c)
 - A ends ~~≠~~ Do (c)

SEL: Self-Management: Work Ethic & Impulse Control

- Speaking with best voice
- Body control while performing and rotating
- Focus & Listening during instructions
- Wait your turn to talk/play

SEL: Self-Awareness: Respect/Teamwork

- Peer Teaching
- Taking Turns & collaboration & Compromise
- Experimenting with improv

Performance Time!

Candy Hearts in rondo form:
ABACADA

A: song with BX broken bordun accompaniment

B/C/D: candy heart messages in Q & A improvisation

Rotate during/after your Q & A performance

The background of the image is a dense field of heart-shaped candies in various colors including yellow, white, pink, and light blue. The candies are slightly out of focus, creating a soft, textured background. The text is overlaid on this background in a large, black, sans-serif font.

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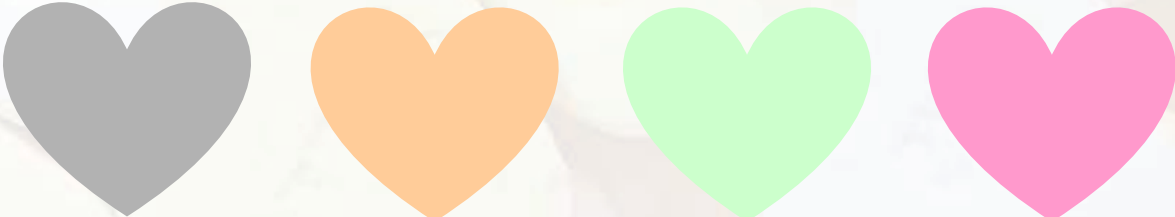
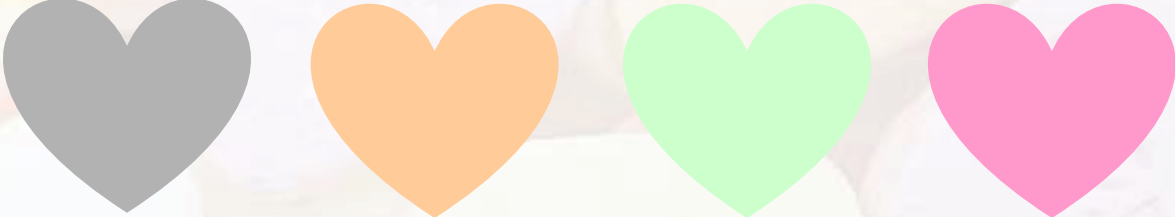
What's the message you will send,

When you share them with a friend?

Question:



Answer:



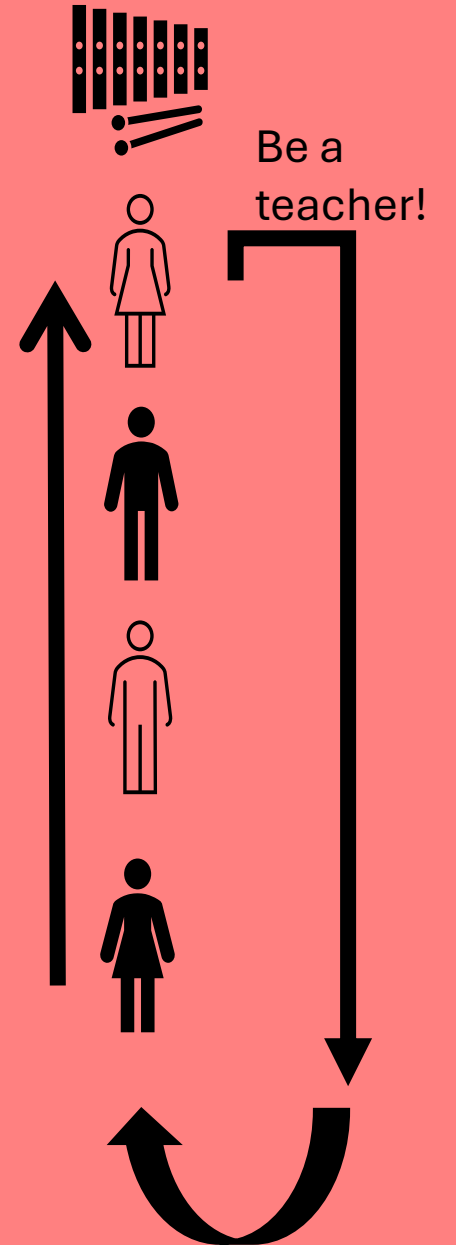
ROTATION POEM

1, 2, 3, 4,

Mallets down, get off the floor.

5, 6, 7, 8,

Hurry, hurry don't be late. (play)



Elementary Music Teacher Performance



Thank you for coming!

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presented by Kelly Ballard

Ensure that you have registered for February 16th District Professional Development in the Frontline District Catalog.

Be sure to mark the activity complete within 30 days to receive credit. The exit survey will serve as the Knowledge Evaluation and be given during your building's "sunset" meeting.