

CVUSD Elementary PE & General Music

Credentialed Teacher Programs at All Elementary
Schools



Presentation Agenda

1. Program Goal
2. Music Teachers
3. Music Curriculum
4. PE Teachers
5. PE Standards
6. Program Funding



Goal of the Elementary Physical Education & Music Programs



Equity and Access

All elementary students in Grades 1-5 now have 30 minutes of music and PE each week with a credentialed music and PE teacher.





We believe that equitable access to a well-rounded arts education, in part, fulfills this promise and gives every student opportunities to access creativity and innovation, connect to self and others, and develop a deep sense of well being and authentic academic success." (CVUSD Strategic Arts Plan, 2021)

Elementary General Music

The General Music Team

Kimmarie Taylor – Is a former secondary teacher, middle school administrator, and VCOE administrator coaching consultant. You can find her on the soccer field, reading a book, and spending time with her family.

Karine Szakos – Former elementary teacher who switched to teaching music after becoming a mom. She's been teaching children music for over 25 years. She enjoys cheering loudly for her children at their sports & activities.

Karen Surmani – Earned her bachelor's in Voice at CSUN, and her master's degree in Music Ed at USC. She is on faculty at CSUN, specializing in classroom music for teachers. She is a published author who has taught music for over 25 years.

Anna Sobrino – Has been teaching in CVUSD since 2000, establishing and growing orchestras at the secondary level. In her free time, she enjoys reading and gardening.

Anna Gutierrez (Martone) – A graduate of CVUSD schools, and in her third year of teaching. She earned her bachelor's and master's degrees in flute from CSUN. She enjoys sports, baking, and spending time with her husband and dog.

Joanne Matibag – Is in her 11th year of teaching general music, instrumental, and vocal music. She has master's degrees from Arizona State and Boise State Universities, She enjoys traveling, sports, and spending time with her dogs.

Music Teacher Curriculum



Vertical Alignment

- Teachers meet weekly to align and refine weekly lesson plans ensuring sequential vertical alignment in the many areas of music.
- Currently, staff are assessing prior knowledge and adjusting curriculum accordingly.



Artistic Process and Anchor Standards in Music

- The standards are based on the artistic processes of creating / performing / producing / presenting, responding, and connecting (Ca Arts Standards).
- These artistic processes are the cognitive and physical actions by which arts learning and arts making are realized.
- Each of the arts disciplines incorporates the artistic processes that define and organize the link between the art and the learner.” (Ca Arts Standards, 8).

Mrs. Szakos, Mrs. Taylor, and Mrs. Surmani attend 2 weeks of Level 1 Orff training, Summer '23, Pasadena, Ca



Investment in Instrument Equity

- CVUSD has invested approximately \$10K into each elementary school to provide a baseline for general music equipment and Orff instruments.
- This investment ensures equity access to instructional materials and equipment that align with Orff based credentialed music instruction at all sites.

California Arts Standards Music: Vertical Alignment

	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Rhythm	<p>Beat / no beat</p> <p>Move to / play steady beat</p> <p>Beat / Rhythm</p> <p>Quarter note, paired eighth notes, quarter rest</p> <p>One note on a beat vs 2 notes on a beat or no sound</p>	<p><i>All previous topics AND</i></p> <p>Strong beat / weak beat</p> <p>Move to show beats in groups of 2,3,4</p> <p>Four sixteenth notes, half note/rest</p> <p>Improvise and compose using note values</p>	<p><i>All previous topics AND</i></p> <p>Upbeat / Downbeat</p> <p>Measures and repeats</p> <p>Whole note/rest, Dotted half note</p> <p>Ties</p> <p>Meters in 2,3,4</p>	<p><i>All previous topics AND</i></p> <p>Single 8th, double 16th notes, dotted half and quarter</p> <p>Offbeat</p> <p>Syncopation (eighth-quarter-eighth)</p> <p>Meter 2/4, 3/4, 4/4, and 6/8 time (note values and downbeat)</p>	<p><i>All previous topics AND</i></p> <p>Duration – combined eighth and sixteenth note rhythms, dotted eighth-sixteenth</p> <p>Swing</p> <p>Compose and improvise in 2/4, 3/4, 4/4, and 6/8 time</p>
Form	<p>Move to show same/different phrases and sections of the music</p> <p>Echo</p> <p>Call and response</p> <p>Verse / refrain</p>	<p><i>All previous topics AND</i></p> <p>Forms: AB, ABA</p> <p>Question and answer phrases</p> <p>Introduction</p>	<p><i>All previous topics AND</i></p> <p>Forms: AABA, AABB, Rondo</p> <p>Interlude/Bridge</p>	<p><i>All previous topics AND</i></p> <p>Motif</p> <p>Theme and variations</p> <p>Phrase forms</p> <p>1st and second endings</p> <p>Coda</p>	<p><i>All previous topics AND</i></p> <p>Identify forms used in listening examples</p> <p>Compose and improvise in a variety of forms</p>
Melody	<p>Pitch - show high, medium, and low sounds</p> <p>Show how melodies go up, down, or stay the same</p> <p>Match pitch</p> <p>So, mi</p>	<p><i>All previous topics AND</i></p> <p>Steps, skips, and repeated pitches</p> <p>La</p> <p>Identify use of Major/minor tonality (happy/sad)</p>	<p><i>All previous topics AND</i></p> <p>Melodic sequence</p> <p>Intervals - unison, octave</p> <p>Pitches on treble staff</p> <p>Do, re</p> <p>Introduce Pentatonic Scale</p>	<p><i>All previous topics AND</i></p> <p>Intervals - M3, m3, & P5</p> <p>Ledger lines: middle C</p> <p>Fa</p>	<p><i>All previous topics AND</i></p> <p>Intervals: m7, M7</p> <p>Ledger lines for Treble clef</p> <p>Ti</p> <p>Major and minor scales</p>
Timbre	<p>Identify speaking, whispering, calling, singing voices, adult, child</p> <p>Nature sounds, machine sounds</p> <p>Introduction to instrument families and the different tones produced</p> <p>Identify tuned and untuned percussion</p>	<p><i>All previous topics AND</i></p> <p>Found sounds, synthesized sounds</p> <p>Tone qualities produced by individuals (male, female, child) and groups (duet, trio, chorus)</p> <p>Focus on percussion family and identification of percussion instruments</p>	<p><i>All previous topics AND</i></p> <p>Duet, trio, quartet, chorus</p> <p>Focus on woodwind family and identification of woodwind instruments</p> <p>Instruments from diverse cultures</p>	<p><i>All previous topics AND</i></p> <p>Choir (SATB)</p> <p>Vocal styles/Genres – Opera, musical theater, pop, a capella, spirituals, blues and jazz, rock, folk, and styles from diverse cultures (Mariachi)</p> <p>Focus on brass and strings family and identification of brass and string</p> <p>Diverse cultural instruments</p>	<p><i>All previous topics AND</i></p> <p>Ensembles: Duet, trio, quartet, choir, orchestra, band</p> <p>Vocal styles/Genres – Opera, musical theater, pop, a capella, spirituals, blues and jazz, rock, folk, and styles from diverse cultures (Mariachi)</p> <p>Aural identification of instruments in all orchestra families</p>
Texture & Harmony	<p>One sound / more than one sound</p> <p>Accompaniment / no accompaniment</p> <p>Ostinato</p> <p>Intro to Bordun</p>	<p><i>All previous topics AND</i></p> <p>Layers of sound</p> <p>Bordun</p>	<p><i>All previous topics AND</i></p> <p>Partner songs, rounds, and echo songs</p> <p>Counter melodies and descants</p> <p>Unison and harmony - 2 part singing</p>	<p><i>All previous topics AND</i></p> <p>Rhythmic and melodic ostinato</p> <p>Major and minor triads</p>	<p><i>All previous topics AND</i></p> <p>Chords: I, IV, V(7)</p> <p>Two chord progressions</p>

California Arts Standards–based Music Instruction

California Arts Standards Artistic Processes:

	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Create	Create rhythm patterns using quarter notes/rests and two eighth notes. Create melodies using mi & so.	Improvise and compose rhythm patterns using half notes, and melodies using mi, so, and la. Create new verses and sound effects for stories and poems.	Improvise, compose, and revise based on feedback rhythms in duple and triple meters and melodies using the pentatonic scale.	Improvise harmonic ideas and create simple arrangements of familiar melodies.	Improvise, compose, and/or arrange music for specific purposes and contexts, and explain musical choices.
Perform	Read and perform rhythms involving quarter notes/rests and two eighths. Be a good listener.	Read and perform simple melodies involving half notes and mi, so, and la. Listen actively to musical performances.	Read and perform melodies using dotted half notes and whole notes. Describe and demonstrate good performance and concert etiquette.	Read and perform melodies with expression. Demonstrate appropriate performance behavior and concert etiquette for the context.	Perform harmonic accompaniments with two or more chords. Demonstrate proper performance behavior and audience etiquette for the style.
Respond	Tell or show with movement how music makes me feel.	Explain how dynamics and tempo support a specific purpose.	Describe how dynamics, tempo and timbre can be used to convey composer's intent. Evaluate performances using established criteria.	Explain how dynamics, tempo, and timbre are used in performer's interpretation. Explain how a work or performance is appropriate to the context.	Cite specific examples of expressive elements in a musical work to support intent. Explain how a work or performance is appropriate to the context, citing how elements of music are used in the work/performance.
Connect	Express personal preferences and interests and how these influence music choices.	Express how personal experiences influence music choices. Explain how music is used within our daily lives.	Demonstrate how personal ideas influence the music experience. Explain how music is used within our society.	Demonstrate how personal knowledge influences the music experience. Explain how music reflects culture.	Explain how personal interests, experiences, ideas and knowledge impact the music experience. Explain how music reflects its historical context.

Elementary Music in Action!

Mrs. Szakos using rhythm sticks for steady beat and rhythm at Westlake Elementary



Mrs. Matibag playing guitar & singing a call & respond at Maple Elementary

Mrs. Sobrino snapping fingers to the beat at Weathersfield Elementary



Elementary Music in Action!

Mrs. Gutierrez is excited for music learning at Westlake Hills Elementary



Mrs. Surmani's excitement for the rhythm stick passing game is contagious at Lang Ranch!



Mrs. Taylor demonstrates the rhythm of lyrics at Cypress Elementary



Class Scheduling

Teacher #1	MS	D	1st	2nd	3rd	4th	5th		Bell	8a	8:30a	8:55a	9:30a	10:00a	10:30a	11:00a	11:45a	12:10p	12:40p	1:10p	1:30p	2:00p	Bell	Min Day	
School 1	Red	M	1	1	1	0	2	5	8:15a	Meet w/ BP			set up	prep	recess	5th	5th	Lunch	1st	2nd	recess	3rd	pack up	2:40p	Tues
										8:30a	9:00a	9:30a	10:00a	10:40a	11:10a	11:40a	12:10p	12:45p	1:15p	1:30p	2:00p				
School 2	Col	Tu	2	3	0	3	0	8	8:25a	2nd	2nd	2nd	recess	4th	4th	4th	1st	Lunch	play	1st	pack up	2:35p	N/A		
										8:30a	9:00a	9:40a	10:00a	10:30a	11:05a	11:35a	12:10p	12:40	1:00p	1:35p	2:05p				
School 2	Col	W	2	1	3	0	3	9	8:25a	1st	2nd	recess	1st	3rd	5th	5th	Lunch	play	3rd	5th	3rd	2:35p	N/A		
										8:30a	9:20a	9:50a	10:20a	10:50a	11:20a	11:50a	12:20p	12:50p	1:05p	1:40p	2:10p				
School 3	Red	Th	1	2	2	2	2	9	8:30a	prep	2nd	2nd	1st	3rd	3rd	4th	Lunch	play	5th	5th	4th	2:40p	N/A		
										8:30a	8:50a	9:20a	10:00a	10:30a	11:00a	11:30a	12:10p	12:40p	1:30p	2:00p	2:00p				
School 4	Red	F	2	2	2	2	0	8	8:15a	prep	3rd	3rd	recess	4th	4th	Lunch	1st	1st	2nd	2nd	pack up	2:40p	Tues		
								Total Classes	39																

Teacher #2	MS	D	1st	2nd	3rd	4th	5th		Bell	8a	9:00a	9:30a	10:00a	10:20-11	11:30a	At School 2					Bell	Min Day	
School 1	Seq	M	0	2	0	0	0	4	8:15a	8a meet w/ BP	2nd	2nd	recess	IB Meeting	IB Plan	IB						2:40p	Tues
																	12:05p	12:15p	12:45p	1:35p	2:10p		
School 2	Seq	M	1	1	0	0	0	4	8:15a		At School 1						travel	Lunch	1st	2nd	pack up	2:40p	Wed
										8:25a	9:00a	9:35a	10:05	10:30a	11:10a	11:50a	12:20p	12:25p	1:05p	1:35p	2:10p		
School 2	Seq	Tu	0	2	2	2	2	8	8:15a	5th	4th	4th	recess	2nd	2nd	Lunch	play	3rd	3rd	5th	pack up	2:40p	Wed
										8:40a	9:15a	9:50a	10:20a	10:40a	11:10a	11:45a	12:15p	12:30p	1:05p	1:40p	2:15p		
School 3	Seq	W	2	0	2	2	2	8	8:15a	3rd	3rd	4th	recess	4th	1st	Lunch	play	1st	5th	5th	pack up	2:40p	Tues
										8:15a	8:45a	9:15a	9:45a	10:30a	11:05a	11:40a	12:15p	12:45p	1:00p	1:45p	2:25p		
School 4	Seq	Th	2	4	0	2	1	9	8:15a	2nd	2nd	1st	5th	2nd	1st	4th	Lunch	play	4th	2nd	pack up	2:40p	Tues
										8:15a	8:50a	9:20a	9:50a	10:20a	10:45a	11:15a	11:45a	12:15p	12:50p	1:45p	2:25p		
School 4	Seq	F	2	0	4	1	2	9	8:15a	3rd	3rd	3rd	3rd	recess	5th	5th	4th	Lunch	1st	1st	pack up	2:40p	Tues
								Total Classes	38														

Investment in Instruments

- 35 - Kala Soprano Ukuleles
- 1 - Ukulele Storage Cart
- 35 - Pairs of 12" wooden Rhythm Sticks
- 7 - Peripole Wood and Metal Orff Mallet Instruments
- 4 - Sets of Chromatic Boomwhackers and Octavators
- 50 - Egg Shakers
- 3 - Remo Tubanos
- 1 - Remo Gathering Drum
- 1 - Set of LP Maracas
- 1 - Tambourine
- 1 - Pair of LP Claves
- 1050 - Peripole Recorders (all 3rd graders)



How We Got Here and What's Ahead

2021

- **June:** Hired district VAPA Coordinator Teacher on Special Assignment (TOSA).

2022

- **Jan-Jun:** Strategic Arts Committee wrote & passed Strategic Arts Plan & BOE Resolution for Equity Arts Access. Elem. Music was prioritized.
- **Spring:** \$600K from ESR3 allocated towards VAPA.
- **July:** Governor's Learning Recovery Grant & Music & Instructional Materials Grant signed. \$3 mil for VAPA Strategic Arts Plan.

- **Fall:** 2.2 Elem. Music teachers hired for all 4th & 5th graders. \$170K spent elementary general music instruments.

- **Nov:** Prop 28 passed. Approximately \$2 mil annually for CVUSD per the law. 80% for new staffing.

2023

- **Mar:** Music & Instructional Materials Grant frozen, pending Prop 28 clarification of one-time funds with Supplementing and Supplanting.

- **Aug:** 5.6 Elem. music teachers hired for 1st - 5th grades.

- **Now:** Being patient and working through Prop 28 challenges.

- **Oct** - Release CVUSD VAPA webpage TK-12

- **Dec** - Hopeful date for CDE release and interpretation of Prop 28 language and release block grant funds.



Elementary PE: *Active for LIFE!*

The Physical Education Team

- **Kim Hargrave:** 25 yr. CVUSD Elementary classroom & PE teacher; MA in teaching; Recipient of Governor's Council on Fitness/Sports award; Children's fitness instructor & personal trainer; boot camp instructor; Ironman triathlete & marathoner.
- **Brett Lane:** MA in Education; 6 yr. PE teacher; 10 year director for youth sports, camps, YMCA, and Naval Base Ventura County; mountain biker, former bodyboard champion and youth rugby coach.
- **Alec Iniguez:** Master of Education in Teacher Leadership; 4 years of teaching Physical Education; Assistant Baseball Coach at California Lutheran University
- **Mary Hauser:** 30 yr. teaching and coaching multiple sports, elementary through high school; former Division I athlete - Basketball and Cross Country; before school Run Club leader for students and families; ELOP tutor.
- **Spencer Kreisberg:** 11 yr. PE teacher; BS in Kinesiology; MA in Athletic Administration; European and US Baseball pitcher.
- **Joe Mazzeo:** 2 yr. PE teacher; BS in Exercise Science, minor in Pedagogy; basketball coach / trainer; youth basketball club director.

PE Program *Goals*



Our Vision:

Conejo students will learn to be **active for LIFE!** Elementary PE is the first step for students in a lifelong fitness and wellness journey.



Methodology:

PE classes introduce and practice standards-based gross and fine motor skills which are a launching point in order to adopt an active, healthy lifestyle.



Components:

Cardiovascular health, coordination, balance and stability, flexibility, games and **FUN!**



PE: A rich arena for Diversity, Equity, and Inclusion!

- Our Elementary PE classes include students from general education and special education.
- Physical modeling of skills, games, and activities provide multilingual learners with keys to comprehension and build multilingual vocabulary.
- Sport and play utilize non-verbal communication and body language. These cues are universal and open to speakers of all languages.
- Activities are modified for skill and ability levels, creating a safe and enthusiastic environment for all students to participate.

PE: Educating the WHOLE Student

- **MENTAL HEALTH:** We teach and model psychological/sociological strategies that apply to performing physical activities
 - Perseverance
 - Focus
 - Adaptability
 - Cooperation
 - Conflict resolution
 - Growth mindset

PHYSICAL HEALTH IS KEY IN MENTAL HEALTH!

- We inspire students with health related benefits of regular physical activity
 - Improved mood
 - Increased confidence
 - Stress management
 - Social skill development



PHYSICAL EDUCATION Standards

A physically literate individual:

What this means to me:

1

Demonstrates competency in a variety of motor skills and movement patterns.



I have the skills to play.

2

Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.



I show that I know how to move and use a plan when I play games.

3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.



I show that I know how to get fit and stay fit.

4

Exhibits responsible personal and social behavior that respects self and others.



I act fairly and respectfully when I play.

5

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.



I know why it is important to be physically active.

Kids in ACTION at PE!



Scheduling Considerations

- # of Classes
- Minimum Days
- Site Preferences based on Internal Schedules
- Travel Time for Music and PE Staff
- Reduce Splitting School Days
- Organize by Cluster

SITE SCHEDULES								
School Site	# of Classes 22-23	Early Rel.	Principal Notes	M	T	W	Th	F
ACA	13	W	PE=ThF M=MT	M (am)	M	/	PE	PE (am)
ASP	9	F	T, W, Th		PE		M	/
BAN	14	N/A	PE=WF M= T		M (pm)	PE	PE (pm)	M
CON	10	W	TThF	PE (pm)		/	M (am)	M PE
CYP	10	T	MWTh	M (am) PE (am)	/	M PE		
ETS	18	T		PE	/	PE	M	M PE (am)
GLN	10	N/A	PE= TW M= TWThF	PE (am)	M	PE		
LAD	10	T	WF	PE (am)	/			PE M
LRE	21	N/A	M= MTWTh no Friday	M PE	M PE	M	M (pm) PE	PE
MAD	10	N/A	PE= TThF M=MWTh		PE			M
MAP	8	M	TTh	/		M PE		
SYC	17	T		PE	/	PE	M	M PE (pm)
WAL	10	W		M (pm)	M		PE	PE (pm)
WFL	13	N/A	PE= M M= F	PE	PE		M (am)	M
WLE	16	N/A	PE=MWF M=TTh	M	PE	M	PE	
WHL	15	W	TTh		M PE		M (pm) PE (pm)	
WWD	13	T		M		M(pm)	PE (am)	PE

Funding Sources

Elementary PE:

- Learning Recovery Block Grant

Elementary General Music:

- 2022-2023: ESSER III funding
- 2023-2024: Learning Recovery Block Grant and Arts, Music, Instructional Materials Block Grant
- Proposition 28: Pending ongoing state funds to support arts instruction

ESSER III - Elementary and Secondary School Emergency Relief: 1-time federal funds that expire September 1, 2024

Learning Recovery Block Grant: 1-time state funds that expire end of 2027-2028 school year.

Arts, Music, Instructional Materials Block Grant: 1-time state funds that expire end of 2025-26 fiscal year.

**Thank you for
these wonderful
programs!**

Questions?

