



SYOSSET CENTRAL SCHOOL DISTRICT ELEMENTARY REPORT CARD PARENT GUIDE

The Arts

Overview of Standards-Based Reporting

The Syosset Central School District believes maintaining strong two-way communication with parents and guardians is essential in supporting all aspects of a child's education and growth. The report card is used to communicate student achievement, measure learning against a standard of performance, and refine our instructional practice.

The District is now using Standards-Based Report Cards (SBRC) for grades K-5, which will provide more detailed feedback to parents/guardians regarding the progress their child is making towards specific learning standards at each grade level. It allows parents and students to understand more clearly what is expected, and with this understanding, parents are better able to guide and support their child and to help him/her be successful in a rigorous academic program. SBRC benefits students, teachers, and parents/guardians by stating what is expected in the academic content areas, and how well the student is progressing towards his/her grade level standards for those areas.

The New York State Learning Standards in the Arts are designed to emphasize the importance of Artistic Literacy and are based on four Artistic Processes: Creating, Performing/Presenting, Responding and Connecting. They describe what students should know and be able to do, and serve as the basis for our curriculum, instruction and assessment *philosophy*. A detailed explanation of the Arts Standards can be found at: <http://www.nysed.gov/curriculum-instruction/arts>

Reporting Student Progress:

Grades will be assigned based on achievement, as demonstrated by the knowledge and skill components of the standards. The most consistent level of achievement will be reflected in the grade, with emphasis placed on most recent performance to reflect the student's growth. The focus will be on individual learning and achievement. Behaviors, such as effort, participation, and attitude, will be reported separately from academic achievement.

Consistently:

The student is meeting grade level expectations independently

Progressing:

The student is advancing toward grade level expectations and applies skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.

Not Yet Evident:

The students is not yet meeting grade level expectations. Performance is inconsistent though support is provided.

Preparing for Parent Conferences

Conferencing with your Child's Teacher

Parent/Guardian/Teacher Conferences are an important opportunity to discuss your child's progress.

To follow are some tips and suggestions.

Before the conference...

- Please leave time during your visit to meet with your child's music and art teachers. They would appreciate an opportunity to discuss your child's progress and how their participation in the arts is an integral part of their education.
- Talk with your child about the type of work they are doing in music and art classes.
- Think about your child's strengths and challenges beforehand.
- Make a list of questions about your child's development and ways you and the teacher can help your child with some of his or her challenges. Examples: Is my child at the level where he/she should be at this point of the school year? In what areas is my child excelling? How is their attendance? What can I do to help my child with upcoming work?
- Think about ways you would like to be involved in your child's learning, so you can discuss them with the teacher.

At the conference...

- Be prepared for a two way conversation to learn about your child's social-emotional and academic progress at school (Yes, the Arts are academic). This is also an opportunity for the teacher to learn about what your child is like at home. When you tell the teacher about your child's skills, interests, needs and dreams, the teacher can help your child more.
- Ask to see data about your child's attendance and progress in music and art.
- Make a goal and a plan with your child's teacher to ensure your child's success.
- Write down the things you and the teacher will do to support your child.
- Schedule another time to talk if you need to continue the conversation beyond the allotted amount of time.
- Ask your child's teacher how best to communicate with him/her.

After the conference...

- Talk with your child about what you learned.
- Follow up with the teacher about your child's progress.



Art: K-5

Standards	How can families support students?
Creating: How students conceive and develop new artistic ideas and work	<ul style="list-style-type: none"> ● Find time for creative activities such as craft projects or decorating the home.
Presenting: How students interpret works of art and how they present their own work	<ul style="list-style-type: none"> ● Visit museums and try to interpret works of art. ● Ask your child to talk about the artwork they bring home from school.
Responding: Students understand and evaluate how to convey meaning through art	<ul style="list-style-type: none"> ● Discuss the emotions that artists can convey through their art. ● Ask your child to express how they feel through a drawing or painting project. You do the same and then discuss it with each other.
Connecting: Relating Art to other subjects and applying personal meaning to our artwork	<ul style="list-style-type: none"> ● Classes engage in Arts Integration Projects. Ask your child how their artwork relates to other subjects they are studying in school. ● Have your child create artwork for family celebrations and holidays.



General Music: K-5



Standards	How can families support students?
Creating: How students conceive and develop new artistic ideas and work	<ul style="list-style-type: none"> ● Write a “Family Song” together. ● Encourage musical improvisation/play, either vocally or on instruments. ● Sing and play music together as a family. ● Encourage your child to sing or play the music they learn in school for your family. ● Take your family to concerts. ● Expose your child to all types of music. ● Classes engage in Arts Integration Projects. Ask your child how music relates to other subjects they are studying in school. ● Have your child perform music for family celebrations and holidays.
Performing: Interpreting musical ideas through performance	
Responding: Students understand and evaluate how to convey meaning through music	
Connecting: Relating Music to other subjects and applying personal meaning to our music	



Grades 3-6: Instrumental Music (Band and Orchestra)

Standards	How can families support students?
<p>Creating: How students conceive and develop new artistic ideas and work</p>	<ul style="list-style-type: none"> ● Encourage musical improvisation. Ask your child to just make up a song as they play. ● Encourage them to write a piece of music for their instrument. ● Participate in the PTA Reflections for musical composition. ● Encourage Daily Practice. ● Help them to schedule practice time and sign their practice logs. ● Encourage your child to play for your family.
<p>Performing: Interpreting musical ideas through performance</p>	
<p>Responding: Students understand and evaluate how to convey meaning through music</p>	
<p>Connecting: Relating Music to other subjects and applying personal meaning to our music</p>	