



Seattle Jewish Community School
*Challenging each **Mind** and **Inspiring** each **Heart***

4th Grade/Ilanot Curriculum Overview 2011-2012/5772

Teachers

Elizabeth Siegel and Yiscah Smith

Art: Bibiana Powell

Library/Science/Tech: Brooke Einstein

Music: Shoshana Stombaugh

P.E.: Granville Emerson

Jewish Studies TA: Eddie Raskin

Life Skills and Classroom Expectations

Grade 4 is a time when children grow tremendously and push to gain more independence. They move from the concrete to more abstract thinking and start to question more. It is a time when they push for independence. We aim to create a safety net around them to allow for experimentation, successes and mistakes. We enable our students to make smart choices by giving them clear guidelines and expectations. Being safe, prepared, productive and respectful are major components of our classroom conduct. We have discussed Ladder of Success, classroom rules, and consequences during the first week. For our classroom conduct system we utilize a baseball analogy. Students get runs and strikes when appropriate. Students will each utilize an assignment book that will help them keep track of projects and due dates.

General Studies Homework Schedule

Homework is given on Mondays and Tuesday. It should be returned by Friday morning. Sometimes work that is not finished in class or supplemental will be given in the middle of the week. Spelling/Wordly Wise quizzes are on Fridays. Special projects are given throughout the year and have various due dates. In order to manage homework more efficiently and know what is upcoming, students are inputting their work and special events into their assignment books immediately.

Language Arts

A strong theme throughout our curriculum is a love for reading. Children will be exposed to several different genres in Choice Reading. We will investigate the elements of fiction and integrate our literature into both Social Studies and Science. Students will begin to have insights and predictions, as well as make inferences on their own in literature discussions and groups. They will each have an opportunity to lead a chapter discussion and make connections to the real world this year. Some of the books we plan to read include *Shiloh* and *The Captain's Dog*. Students are required to always have a book with them in class. The themes and reading requirements change each month.

This year we will utilize Wordly Wise in our study of vocabulary. Every other week students will study a new set of words. Spelling will be studied on alternate weeks. Every Friday the class will take quizzes on either vocabulary or spelling words. Please work with your child to prepare for the quizzes.

The process of writing will be a central focus throughout the year. We begin the year with a review of sentence structure. Students will build paragraphs and eventually expand into five -paragraph essays, They will engage in the writing process through revision, editing and publishing. We will delve into persuasive writing as well. The class will enter one national writing contest and also focus on poetry in the spring. Grammar, word usage, punctuation, sizzling words, and handwriting will also be integrated with the Six Traits of Writing.

Math

This year, we are enthusiastically launching our newly selected school-wide mathematics curriculum: Everyday Mathematics. The Everyday Mathematics program sets high standards, offers innovative and engaging instructional activities, and seeks to help students "appreciate the beauty and usefulness of mathematics" in their daily activities. Detailed information about the program is available in a supplementary handout, and will be forthcoming throughout the year as well. For some fourth-grade students with a passion for mathematical problem-solving, we will also continue to offer Math Olympiad as an enrichment activity.

Our Math curriculum will center on everyday experiences and the importance of mathematics in our lives. In addition to utilizing Everyday Math, we review the basics and continue to strengthen our multiplication and division basic facts. Students will utilize graphs, charts, the newspaper, measurement tools, literature and more to enable their learning. Students will revisit concepts of place value, multi-

digit addition, subtraction and multiplication. Dividing by one and two-digit divisors will also be covered. We will work with improper fractions and adding and subtracting fractions. Students will also begin to understand the relationship between fractions, decimals and percentage. Our study of geometry will include calculating area and perimeter and identifying various types of angles. Students will create several different kinds of real world graphs, use coordinate grids and understand measurement systems.

Social Studies

Our general focus this year is Washington State and the Pacific Northwest. History, geography and government will each take priority throughout the year. We will begin our study of Washington by looking at some famous landmarks in the Seattle area and comparing the five major geographical regions of Washington. Students will have the opportunity to “walk across Washington” in a scavenger hunt maze in late September. With November brings the Seattle, King County and Washington elections. We plan to hold a mock election in the classroom and learn about the process. In January the class will learn about the three branches of state government and go to Olympia in early February. Beginning in April the class will follow the path of Lewis and Clark and learn the geography of the United States. At the end of the year students will take a test where they have to label the fifty states and capitals onto a blank map.

Science

The three concentrations for our science curriculum this year are food chemistry, the human body and land and water forms. Ilanot students will classify, observe, measure, infer and experiment in their science investigations with HaMorah Brooke and myself each Tuesday and Thursday morning from September through December and again from late March through June. Students will investigate our own delicate integration while looking at the different systems of the human body and personal health for the SJCS Science Fair. From January through March we will work in cooperative groups that study the different systems of the human machine. The Science Fair is a big deal to the students, and we will present all our research on March 15th.

What is Inquiry Based Science?

Research has shown that the best way for children to learn important science concepts is to actively construct ideas through their own investigations. In the science lab, this means making observations, asking questions, testing ideas, recording results, comparing data, building concepts and explanations.

Core Inquiry Based Science Concepts for All Students:

Students explore core scientific concepts in the science lab. All students work on being keen observers. This means that they use their senses to observe what they are learning. They look – noticing changes, colors, shapes, and behaviors. They touch – observing the temperature and feeling for texture and consistency. They smell – noticing differences between the materials and noting if there is an odor. They listen – noting how the sound relates to the materials. Then, they use their words to describe what they are observing by writing in their science journals and having discussions with other scientists. Students have been learning how important it is for scientists to record data and their observations in organized ways, using tables, anecdotes and illustrations. They make predictions based on prior knowledge and then compare the results to their predictions. Students learn that scientists use models in order to observe something that cannot be easily seen. In the lab lessons, they learn how to conduct fair tests. This means knowing which variables remain the same (controlled) and which variables are changed (manipulated).

Science Lab Units:

Food Chemistry

In the 4th Grade Food Chemistry unit, students investigate basic nutrients found in the food we eat. Through a series of physical and chemical tests, students discover which nutrients-starches, glucose, fats, and proteins are found in common foods. Through reading selections they learn more about the role these nutrients play in human health and how these nutrients are related to the growth and development of their bodies. The students practice lab techniques that help avoid contamination during testing. The

testing cycle begins with testing five known liquids to observe positive and negative test results; then testing foods to identify the presence or absence of a specific nutrient; and finally, pooling class results and reading about that nutrient and its role in our health. Students repeat this cycle for all four nutrients. Students are introduced to the concept that chemical tests are not always clearly positive or negative. They learn to interpret results that indicate varying amounts of a nutrient. Students examine food labels and discover that labels provide useful information about the nutrients in foods.

Land and Water

Students investigate the interactions between land and water. Using a stream table as their model, students observe how runoff causes stream formation; how groundwater forms; how soil is eroded, transported, and deposited; and how water shapes land. Students use inquiry investigations to discover the effects of human interaction with land and water such as pollution, dams, landscapes, etc. They connect the models to real-world examples and apply the concepts they have learned to photographs of land and water on earth. Through these applications, students are encouraged to observe land and water each day and search for evidence of interactions between land and water in the world around them.

Technology

Students will be asked to type some of their writing assignments on the computer as the year progresses. Keyboarding skills need to become stronger in preparation for middle school. We will utilize Alpha Smarts throughout the year to teach typing. Students are encouraged to practice at home on typing programs. Additionally, in February we will teach students how to utilize Power Point for their human body presentations with the help of haMorah Brooke.

Blended 4th grade Ilanot and 5th grade Yonim TaL AM Hebrew and Jewish Studies

Hebrew

"The Everyday Life Track" in Hebrew acquaints the children with the students of the Virtual Class, which serves as a model for their own class. It also deals with their everyday lives, including *Shabbat*, in the classroom, at home, and outdoors as Jewish children, and develops the learning skills common to all the other content tracks.

This unit concentrates on four main themes: (1) The Memory Box, which helps students recollect what they learned in the past, and retain new knowledge acquired throughout the school year; (2) The rules for successful learning; (3) The concept of Multiple Intelligences, which enable us to think, learn, and perform other activities successfully. This includes activating the following intelligences in differentiated learning: spatial, interpersonal, intrapersonal, kinesthetic, musical, linguistic, logical, and naturalist; (4) The children are introduced to Ronen, a new student, and experience through him the process of integration and the significance of friendship and acceptance.

Chagei Tishrei - The Holidays in the Fall

The students learn the history and rituals related to *Rosh HaShanah*, as well as the means by which to prepare for the holiday. The students then expand their knowledge of the connection between the preparations for Yom Kippur during the ten days from *Rosh HaShanah* to *Yom Kippur* and *Yom Kippur* itself and its prayers. The students learn the meaning of the blessings said to the family and friends during each holiday, and deepen their understanding of the holiday of *Sukkot*, with an emphasis on the link between the Four Species and Israel.

Chanukah

The unit opens with a song and the Memory Box, reminding students of all they have previously learned about the holiday. The guided reader utilizes divergent thinking to review knowledge the students have acquired about *Chanukah*, its symbols and customs, which serves as the foundation for learning new

content. "How we light the Chanukah lights" presents the candle lighting custom according to our two main traditions, while 2 of the students in the virtual class instill the holiday customs in an experiential way.

Tu B'Shvat

The students study the various cycles existing in the world through the senses, with a special emphasis on the cycle of growth. Through the blessings and customs linked to each cycle, the students gain an understanding of how Judaism instructs us to treat the environment. They also learn how the date of the festival was set through the study of the discussion among our holy Sages. The unit expands the study of the blessings applying to various plants, and teaches the children how to categorize these plants in different ways.

Purim

The unit opens with the memory activation, by means of the Memory Box. The story of the *Megila*, the Book of Esther, is studied through the medium of a play, employing various modes of (speaking, reading, and writing; emotion, thinking, etc.) The play focuses on central events as they appear in the language of the play and the language of the *Megila*, encouraging the students to trace the reasons for these events using divergent thinking. The students expand their study of the *mitzvot* and customs of *Purim* while examining the special significance of each mitzvah and custom to the Jewish people. In conclusion, the students write about their *Purim* activities in the classroom, at home, and in the synagogue.

Pesach

The students expand their knowledge of the Exodus from Egypt and of the holiday's rituals and customs. The *Haggadah* is studied through the concepts of slavery and freedom, focusing on the transition from bondage to freedom undergone by the Children of Israel. Following the mitzvah to remember the Exodus from Egypt each and every day and throughout the ages, the unit encourages the children to reflect on what they already know and remember about the Exodus, and to appreciate the freedom they enjoy today.

Shavuot

The students deepen the knowledge they have acquired about the counting of the *Omer* by examining Biblical text, understanding the feelings associated with the wait time required for crops to grow and for the receiving of the *Torah*, and becoming familiar with the historical events which have taken place during the counting of the *Omer*. The students also learn how to fulfill the mitzvah of the counting of the *Omer*. The study of *Shavuot* focuses on the Ten Commandments given at Mt. Sinai, examined as tenets for the administration of a just and civilized society, and through their practical implications on the students' lives.

Israel and Jerusalem

The children's memory is activated through key items retrieved from the Memory Box. The children "hike" through Israel while reading the guided book "How fun it is to hike in Israel", studying unique and interesting things about various places around the country throughout history and today, and preparing a final project about a location of their choice. Special emphasis is given to the Declaration of Independence and to the statutes therein, enabling the successful construction of a state. These are linked to the rules for successful learning, studied in the first half of the year.

***Parshat HaShavua* -Weekly Torah portion**

Each Torah portion discusses a symbol presented as a riddle. Through the study of the *parsha* the students discover the link between this symbol and the *parsha*. Each *parsha* includes: a series of pictures reminding the students of its content of and illustrating its key words; a game focusing on key words and a central message; the preparation of a Torah talk using the symbol-riddle, placed for safekeeping in their Memory Box.

Torah with TaL AM

TaL AM is a discipline-based curriculum that develops the learning skills and values pertinent to each

discipline, and also aligns the thinking, learning and language skills of all tracks, thus reinforcing and accelerating learning. The methodology of the Torah track is in many ways revolutionary: it is aligned with each of the other curriculum tracks, and facilitates learning through multiple intelligences and differentiated instruction in a constructivist process, **thus enabling every child to learn, enjoy and love Torah as a living and dynamic text, finding the meaning and relevance of the Torah in their own lives.** Our goal is to provide students with an understanding of the unique style of scripture, and develop the skills which will enable them to become independent and avid learners of Torah. It is in this track that the students meet the voice of God, learn about our ancestors, and the formation of Israel as a nation; experience our strong affinity to the land of Israel; and learn about the Jewish way of life – our mitzvot, values and traditions in the original Hebrew text.

Spiraling Torah Skills:

The methodology we use to teach Torah doesn't differ from grade to grade; rather, it develops and deepens. It is our aim to teach Genesis in Grades 2-3. At this primary stage of learning, we divide each chapter into smaller units based on a logical and literary understanding of the text. Once the main idea of the text is taught through audio and visual aids, using Hebrew familiar to the students from the Everyday Life and Holidays track they are better prepared to engage with the text and deepen their learning verse by verse, word by word. They gradually acquire the basic grammatical structures of Biblical Hebrew within the context of the narrative.

It is important to emphasize that we do not use the Torah to teach Hebrew vocabulary or grammar; rather, we teach the vocabulary and language skills necessary to learn Torah.

Initially, the children's analysis of the text is based on the principle of a key word - a repeated noun, name of a character, or particular verb. They learn that the key words they highlight and complete in the verses in their workbooks essentially reveal the main idea and message of the text.

In Grades 4 and 5 we teach Exodus and the children continue to construct and strengthen their *Torah* learning skills, and develop their meta-cognition of the literary devices used to understand the text through the way in which the Torah is learned. These are the learning skills used by our Sages and the Biblical scholars to unravel the crux of the text.

Exegesis in the Torah Track:

In Grade 2 we set the stage for children to ask questions like the actual commentators and think like them. The Virtual Class models questioning and thinking of different possible answers based on what is learned in the class, or personal feelings and experiences. This instills the habit of exploring more than one possible answer and developing different ways of thinking, coinciding with our Sages' precept that the Torah can be understood in seventy different ways. It also prepares students to embrace the fact that different scholars gave different answers, even blatantly contradictory ideas. The learning experience is further enriched by library books inspired by stories and interpretations taught by our classical sages. These ideas are presented as independent from the actual text in order to create a clear distinction between the Written tradition, the Bible, and the oral tradition taught by our sages.

The Grade 3 Torah incorporates select age-appropriate interpretations written by Rashi - the commentator most commonly studied with the weekly Torah portion throughout generations.

In Grades 4 and 5, students encounter the rich world of commentaries as an integral part of the learning process in such a way that the distinction between the literal meaning and the symbolic meaning still remains clear. The children also learn to locate different periods of commentators on the timeline, and are provided with a short biography of each one, and a map which shows where the rich world of exegesis developed. As we have learned from teachers, parents, and feedback received from the students themselves, the children enjoy these commentaries, and are excited to learn different ideas. They are

encouraged to formulate and contribute their own ideas, thus making them part of the ongoing legacy of learning Torah.

***T'fillot* (prayers) and Holidays**

In 4th and 5th grades at SJCS your children will be expected to be leaders for the school at holiday events and for *t'fillot*. Specific goals include:

1. Fluency in leading *t'fillot*.
2. Understanding of the basic structure and meaning of *t'fillot*
3. Knowledge of and ability to use appropriate blessings for various holidays and life moments
4. Knowledge of basic historical events that are tied to each holiday
5. Knowledge of basic traditions and laws that are tied to each holiday
6. Knowledge of the order of/seasons for each holiday

Homework-Judaics and Hebrew

1. Ivrit and Torah - Hebrew and Torah - On an average, your child will have a maximum of 10 minutes of homework (Sunday - Thursday evenings) to be completed in either his/her *Ivrit* or *Torah* workbook. A basic principle of the Tal AM program is that for your child to succeed in acquiring *Ivrit* as a heritage communicative language it is imperative that there be a bridge between that which is learned in the classroom and home. For this reason the homework may be done in partnership with a classmate via telephone or in person. The homework will not require your child to research new material but rather, it will reinforce and review that which has been acquired in the classroom. We cannot over emphasize how essential it is that your child complete this assignment for successful language acquisition to occur, and for fun learning experiences in school.

2. Pasuk HaShavua - Weekly Torah Verse: Every week your child will be given the opportunity to learn a famous *pasuk* from that week's Torah portion. Your child will have time in school to begin completing the *Pasuk HaShavua* worksheet. It is expected that by each Friday, the worksheet will be completed as per the directions. This includes your child reciting the verse to you, translating it and describing briefly what the *pasuk* is about. There is a dedicated space for you to sign off on having heard this.

3. Essays: Every week the students will be asked to write a short essay (in English) responding to the *Pasuk HaShavua*. Instructions for the essay are in the inside cover of your child's essay book. The essay is due each Friday.

a. **Please read these instructions together with your children** to make sure that both you and they are aware of the expectations.

b. **Parents are encouraged to discuss the weekly essay question with their children.** Children may use ideas learned from parents, if they give the parents credit.

c. **Please read your child's essay before it is handed in.** Parents should read the essay AFTER the student has proofread, so the parent knows that this is the child's best work. When able, parents are encouraged to help their children learn to become better writers. Things to look for when helping your child edit: Did your child answer the question being asked? Did he or she follow all the instructions in the front of the notebook? Is the grammar correct? Contact your child's Judaic studies teacher if you have questions about how to help your child edit.

4. Homework Schedule: In general, the *Pasuk HaShavua* worksheet and essay assignment are distributed on Monday and they are to be returned no later than 8:30 AM Friday morning in a the Judaic studies homework box in the *Beit Midrash*.

5. Homework Passes: If a child hands in homework that is
a. completely done (Mistakes are OK, but not doing it is not OK.)
b. handed in on time
c. and has the essay done according to the instructions

THEN, the child will receive an "H" on his or her homework. After receiving 3 "H" designations, the child will receive a homework pass, which may be used at your child's discretion in lieu of one essay. The child may use the homework pass at any time that he or she wishes.

6. Other comments:

a. If your child doesn't know how to do the homework, please encourage him or her to talk with his/her Judaic studies teacher early in the week with questions. The child may call a friend for help.

b. The homework is expected to take about an hour and a half per week. If your child is working hard and it is taking him or her much more time than that, please advise his/her Judaic studies teacher.

c. Don't allow homework to become a battleground at home. Please let your child's Judaic studies teacher know if homework is becoming a major stress in your family life. This is not the intent.

d. Please save this letter so that you can refer to it later, if needed.

If you have a concern or question, always email or call your child's Judaic studies teacher. Don't wait!

HaMorah Yiscah, 206-427-9096 (Please don't call on Shabbat or holidays.)

e-mail: [HYPERLINK "mailto:ysmith@sjcs.net" ysmith@sjcs.net](mailto:ysmith@sjcs.net)

Art

Celebration of the Arts is a great way to integrate the style of a particular artist into our curriculum. Jacob Lawrence's unique life and art will be our focus in December. HaMorah Bibi is excited to work with students every other Monday on specific curriculum related art projects.

The over-arching goal of the SJCS art program is to provide a broad, multi-media art experience towards developing an understanding of the arts as a universal form of cultural and personal expression. The program offers an introduction to masters of American/European art history as well as non-Western masters, keeping in mind cultural and historical contexts. Students are shown the intrinsic connection between art and the disciplines of math and science especially, and also of literature, and taught that creativity is not the provenance of the arts alone. As an Elementary school topic, the emphasis is to provide a breadth of experience in the art program.

The media used in the SJCS art program are based on the National Arts Standards, and include: drawing, painting, collage, printmaking, ceramics and sculpture. Each grade works on projects designed to build skills, but mostly to provide experiences that create an understanding of process. The creation of art comes from individuals in cultural settings, such as the collages Romare Beardon created in New York City in the Harlem Jazz scene. It comes from needing to solve "problems", such as how to create a clay coil bowl. It requires planning, focused work and completion, in limited time. Each year we discuss the Elements of Art, on levels appropriate to age.

In the fall, Fourth Graders focus on drawing and painting. We will take a museum field trip with the fifth grade, and have a pre-visit lesson directly related to the exhibit. We will learn human face proportions and create a Pop-Art self-portrait. We look at art that is very design-oriented, such as Japanese wood-block prints and NW Coastal Native American art forms. They have an introduction to drawing NW formline art and create their own on a piece of cedar wood. Painting also includes finger painting with secondary colors only, watercolor techniques, and acrylics. January brings collage, and new challenges in layering and

creating focal points as we study Romare Beardon's work. In printmaking class, they create holographs, and design is of utmost importance again. Fourth graders create masks with clay, also known as slab construction, where attachment technique must be mastered. In sculpture class, they assemble creatures out of recyclable materials, based on the Mexican folk tradition of "animalitos", and cover them with a form of paper maché.

Library

All of the units in the library curriculum are guided by three main goals: 1) to instill a love of books and reading, 2) to teach library and research skills, and, 3) to use various forms of literature as a vehicle to explore important personal and social issues such as respect for diversity and social responsibility.

Review and Expand: Book care, shelf markers, library sections, and more challenging alphabetizing. To start the year off right, we also read aloud a fun book such as "The Top Ten Ways to Ruin the First Day of School" by Ken Derby.

Parts of a Book: After a brief review, this section moves on to include title page, copyright, publisher, glossary, index, table of contents, and how to identify call numbers for all sections of the library.

References and resources: This includes reviewing how to use the dictionary, encyclopedia, and atlas. We then go into how to use almanac, magazines and people. We also discuss how to generate topics to research.

Finding Books: After a brief review of cover and sections, we move on to title, keywords, card catalogue and the public library online.

Physical Education

Statement of Purpose

The Seattle Jewish Community School recognizes the need for Physical Education and provides opportunities for students to learn, grow and develop in the areas of movement skills, fitness (energy) education, and teamwork. Paramount to its physical education environment is good sportsmanship through *dereh eretz*, mutual respect, positive language and proper behavior among students. SJCS provides a safe learning environment and uses a diverse array sports games, tumbling exercises, dance, fitness and other related activities to provide a well-rounded physical education curriculum.

Curriculum

The year begins with the school favorite dodge ball and a variety of tag games as students gleefully practice dodging and fleeing, throwing and catching. We switch to basketball in October and the task of learning the proper techniques of dribbling, passing, and shooting. Three- on-three games are played with timed music controlling team rotation rather than score. Students are challenge to integrate skills learned along with the challenge of teamwork, strategy, and sportsmanship. November brings our soccer unit, and our first fitness installment. Students compete against themselves along an obstacle course made of various calisthenics and other exercises that comprise the SJCS Fitness Challenge.

Students learn how to maintain a volley by serving, setting and hitting the ball over the net during December's volleyball unit. January another fitness installment as well as kickball as students enjoy the game while further developing their kicking, throwing, catching, and base running skills. Instruction is given during the month of February on how to properly throw and catch a football, run effective pass routes or patterns to receive the football. The game "capture the football" is also integrated into these units as students learn to use strategy to capture the other teams football without getting their own flag snatched.

March brings with it the sound of the "crack of the bat". Students further develop hand/eye coordination, how to field a rolling or flying ball, maintain awareness as they run the base paths alone or with teammates while playing "coach pitch" baseball. In April, students learn to dance, dance, dance! Each year different cultural dances such as Russian, Brazilian, South American, and even African American cultural dances have been taught. During the months of May and June a review of different skills/games/activities taught during each prior month will be conducted each week, as well as the finals of the SJCS Fitness Challenge.

Occasionally, we will bring in outside instructors such as Gymnastics, Hula Hoop (Hoop to the Beat), and Circus Arts Games (SANCA) to further augment our curriculum.

SJCS PE Dress for Success Policy

SJCS welcomes students to its Physical Education Curriculum of exercises and activities. In order for your child to optimize their learning experience and to reduce the embarrassment factor, we request that you pay close attention to your child's PE day(s) and make sure they are dressed appropriately each day.

Each child should wear a pair of athletic shoes. No heels, sandals, crocs, uggs, boots, etc.

Girl appropriate dress would include shorts, skorts, yoga pants, sweats. No dresses or skirts please! It is preferred that boys wear shorts or sweat pants.

Thank you for your understanding, and detailed attention to this matter. We look forward to having another great year of PE at SJCS

Music

Listening and Appreciation

- reviewing major instrumental groups and instruments
- increasing repertoire of exposure to classical composers and their work
- revisiting qualities of music, concepts and students' response to music

Creative Expression and Movement

- increasing repertoire of folk dances
- extending improvisation in response to patterns with hand percussion and marimba

Music Concepts

- applying understanding of basic concepts to repertoire
- revisiting notation of rhythms in traditional notation
- working with note value

Instrumental Production

- applying notation to hand percussion and marimba
- introducing note recognition on music staff
- introducing recorder

Singing

- increasing repertoire of songs
- working with skills to read and follow music
- providing opportunities to sing in harmony
- providing opportunities to perform in a variety of groupings (large ensembles, small ensembles, solo, duo).