



Andover Elementary Music Program

Curriculum Information



In June of 2014, the National Coalition for Core Arts Standards issued new standards for music education. These new standards are focused on student's abilities to Create, Perform, Respond, and Connect to music. I have long worked under the belief that all my students are aspiring and developing musicians, and these standards fit right into that methodology. Below is an overview of what each grade level will focus on this year, as well as an idea of the "typical" class.

Pre-K and Kindergarten

Focuses: Moving to Music, Keeping a Steady Beat, Call and Response Songs, Telling Stories through music, Beginning to Perform Music, Exploring Percussion and Pitched Instruments.

Typical Class: 1) Sing our "Name Song"

- 2) Sing/Play a song from a previous class
- 2) Movement activity
- 3) Sing/Play one or two new songs

1st and 2nd Grade

Focuses: Moving to Music in a way characteristic of musical style, Finding the Beat in Music, Call and Response Songs, Reading and Performing Music using quarter and eighth note patterns, using Solfege (Do, Re, Mi, Fa, So, La, Ti, Do) to learn melodies, Using teacher feedback to improve musical performance.

Typical Class: 1) Movement activity

- 2) Short Game involving singing and moving to the beat of a song
- 3) Sing/Play/Move to one or two new songs
- 4) Students in small groups perform for their classmates

3rd Grade

Focuses: Reading notes on the treble clef, Reading and performing music with eighth, quarter, half, and whole notes, writing simple melodies, Performing music on the recorder, Using teacher feedback to improve musical performance, Listening to and discussing various musicians (past and present).

Typical Class: 1) Listening to examples and discussion of the "Musician of the Month"

(Last year's musicians included Clara Schumann, Adele, and John Legend)

- 2) Working on a specific musical song or new concept in a song as a class
- 3) Students practice individually or pairs/small groups the song and/or new concept
- 4) When prepared, students perform individually for Mrs. Sim for feedback and awarding of Recorder Karate Belts



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4th-6th Grade Typical Class:

- 1) Listening to examples and discussion of the "Musician of the Month" (Last year's musicians included Clara Schumann, Adele, and John Legend)
- 2) Reviewing or learning a new musical concept
- 3) Learning a song in small groups or as a whole class with activities
- 4) Receiving feedback from peers or Mrs. Sim and working in small groups to improve performance

4th Grade

Focuses: Reading rhythms in duple and triple meter, identifying and reading notes by letter name, performing songs in major keys with appropriate expression, evaluating music based on student established criteria, analyzing song lyrics, studying the development of popular music in the United States.

Grading: Student grade are determined by class participation, effort and improvement in relation to musical performance, in class written responses to music, a small project in May focused on analyzing song lyrics (completed outside of school hours).

5th Grade

Focuses: Reading rhythms in duple and triple meter, identifying and reading notes by letter name, performing songs in major keys with appropriate expressions, evaluating music based on student established criteria, exploring world music, developing performance skills on the baritone ukulele.

Grading: Students grades are determined by class participation, effort and improvement in relation to musical performance, in class written responses to music, an independent research project in May focused on a world music topic (completed outside of school).

6th Grade

6th Grade Focuses: Reading rhythms in duple and triple meter, identifying and reading notes by letter name, performing songs in major keys with appropriate expression, evaluating music based on student established criteria, studying the development of popular music in the United States, composing original music.

Grading: Students grades are determined by class participation, effort and improvement in relation to musical performance, in class written responses to music, a small independent research project in November/December focused on musician of their choice (to be completed outside of school), a final musical composition project in May (time will be given to work in school, to be completed outside of school).