

MUSIC NEWS

January 2026

Marking Period 2

Measurement Topics: Reading and Notating Music

Creating Music

Kindergarten

We will use our voices, locomotor and non locomotor movements, classroom instruments and listening skills to explore musical concepts such as high and low sounds using iconic (picture notation); long and short sounds; steady beat (simple vs. compound); identifying same and different sections heard in music; and vocal exploration.

1st Grade

We will use our voices, locomotor and non locomotor movements, classroom instruments and listening skills to explore musical concepts such as High/low; rhythmic reading of quarter and eighth notes in pairs; continue our work with steady beat (identifying; moving to and performing on instruments both simple and compound); identifying classroom instruments by sight and sound.

2nd Grade

We will use our voices, locomotor and non locomotor movements, classroom instruments and listening skills to explore musical concepts such as reading solfège syllables do, re, mi, so and la (this will occur throughout the rest of the school year); Reading rhythms that include tied quarter notes, half notes, and half rests, continuing our work with identifying/performing the steady beat; identifying, performing and responding to strong/weak beats and strong/weak beats in simple vs compound meter; Question and Answer form and Rondo Form; Borduns/Drones; reading Musical symbols such as repeat signs, barlines, double bar lines and the treble clef; and identifying instruments of the orchestra.

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3rd Grade

We will use our voices, locomotor and non locomotor movements, classroom instruments and listening skills to explore musical concepts such as Pitch Reading of solfege syllables including High Do, Low La, and Low So; Notating the extended Pentatonic scale; Rhythm reading of 16th notes; Simple 4/4 meter and strong/weak beat in simple meter; identifying, responding to, performing and reading songs in verse-refrain, question-answer and Rondo form; Two-part Rounds; Articulation of staccato and legato; reading musical symbols 4/4/ meter signature, repeat sign, treble clef, barline and double barline; and [limited] singing of songs within an octave range using proper breath support

4th Grade

We will use our voices, locomotor and non locomotor movements, classroom instruments and listening skills to explore musical concepts such as Reading and Notating solfege/pitch syllables fa and ti; Reading Rhythms with 3 sounds to a beat (ta-tiki & taka-ti); whole notes and whole rests; Notating 3 sounds to a beat; performing/reading/identifying the I and V(V7) chords; music in 2/4 and 4/4 Meter; repeating and contrasting phrases; 2-3-4 part rounds; tempo markings of Largo and Presto; the musical symbol CODA; and [Limited] singing with expression and within an octave range..



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5th Grade

We will use our voices, locomotor and non locomotor movements, classroom instruments and listening skills to explore musical concepts such as reading the diatonic scale: do based major and la based minor; reading syncopated rhythm patterns (eight quarter eight notes and dotted quarter eight note rhythms); Songs using 3 / 4 meter; Partner Songs and songs using melodic ostinati; Tempo marking of ANDANTE; key signatures and Coda; and use of appropriate singing techniques and [limited] singing with expression

CHORUS

We had an AMAZING WInter Concert! Thank you to all that helped make the evening special.

If your 5th grader would like to join chorus, please have them come see me at any time for a information letter/permission form.

Our Spring Concert is set for Wednesday, May 6th at 6:30 pm with the in-school performance date and time still to be determined.

Stay in touch :

Please allow a minimum of 24 hours for a response.



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Donations

Thank You

Thank you for the lovely Winter/Holiday cards, gift cards and gifts. Your kindness and generosity are so very much appreciated this holiday season.

I hope everyone had a wonderful holiday and a very happy New Year!

*Facial tissue

*Hand Sanitizer

*My Amazon Wishlist

RUBRICS

K-1

TOTAL RUBRIC SCORE: /3

3 out of 3 = P 2 out of 3 = I 0 or 1 out of 3 = N



	Criteria for Each Measurement Topic	SCORE
PERFORMING - SINGING and INSTRUMENTS	<ul style="list-style-type: none"> Grade-level appropriate pitch accuracy (vocal) Holding Instruments and/or mallets correctly Perform correct Rhythm Perform correct Notes Maintain steady beat (1st grade) 	/3
READING *& NOTATING*: *1ST GRADE ONLY*	<ul style="list-style-type: none"> Read and/or Label rhythms or pitches accurately Accurately notate pitches on the correct line or space Accurately notate rhythms 	/3
CREATING:	<ul style="list-style-type: none"> Students are able to develop and preserve (remember) musical ideas Students are able to evaluate and/or refine their ideas Students are able to present their final compositions 	/3
RESPONDING	<ul style="list-style-type: none"> Students are able to make connections to songs Students can analyze musical selections Students respond accurately to the elements of music (eg. fast/slow; high/low; etc) 	/3

RUBRICS

2-5

TOTAL RUBRIC SCORE:

/4

4 out of 4 = A 3 out of 4 = B 2 out of 4 = C 0 or 1 out of 4 = D



	Criteria for Each Measurement Topic	SCORE
PERFORMING - SINGING and INSTRUMENTS	<ul style="list-style-type: none"> Grade-level appropriate pitch accuracy (vocal) Holding Instruments and/or mallets correctly Perform correct Rhythm Maintain a steady beat Perform correct Notes Proper Vocal Techniques (ie. Breath support; posture, expression) 	/4
Reading and Notating	<ul style="list-style-type: none"> Read and/or Label rhythms or pitches accurately Accurately notate pitches on the correct line or space Accurately notate rhythms 	/4
Creating	<ul style="list-style-type: none"> Students are able to develop and preserve (remember) musical ideas Students are able to evaluate and/or refine their ideas Students are able to present their final compositions 	/4
Responding	<ul style="list-style-type: none"> Students are able to make connections to songs Students can analyze musical selections Students respond accurately to the elements of music (eg. largo/allegro; forte/piano; etc) 	/4