

MUSIC NEWS

MAY 2026

Marking Period 4

Measurement Topics: Creating Music

Reading and Notating Music

Kindergarten

Students will use their voices, locomotor and non locomotor movements, classroom instruments and listening skills to focus on meter: steady beat (simple vs. compound) through the use of locomotor and non locomotor movements & classroom instruments. We will continue our vocal exploration and create and read musical concepts such as high and low sounds using iconic (picture notation); long short-short sounds.

1st Grade

Students will use their voices, locomotor and non locomotor movements, classroom instruments and listening skills to create, notate, read, and perform music using the solfege pitches mi, so & la; notate rhythm symbols including Quarter Notes, Eighth notes in pairs and the Quarter Rest. Students will learn to recognize and notate musical symbols such as note heads, stems and beams. We will also focus on matching pitch in a limited range.

2nd Grade

Students will use their voices, locomotor and non locomotor movements, classroom instruments and listening skills to read, create and perform songs that use the solfege syllables do, re mi, so, la (this will occur throughout the rest of the school year). We will also read and notate the pitches in the pentatonic scale and work on reading and performing songs in duple and triple meter. We will also focus on singing within a limited range.

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3rd Grade

Students will use their voices, locomotor and non locomotor movements, classroom instruments and listening skills to read, identify, explore, and perform songs/musical symbols in compound 6/8 meter signature (strong beat/weak beat in compound meter); Read, Notate and Create songs that use the pitches G-A-B with our voices and on classroom instruments. Students will also notate rhythm patterns that include the dotted quarter note and 3 beamed 8th notes.

4th Grade

Students will use their voices, locomotor and non locomotor movements, classroom instruments and listening skills to explore musical concepts such as the musical pitches C-D-E-F-G-A-B-C and the extended pentatonic scale; read and notate rhythm patterns that include but are not limited to the dotted quarter note and dotted quarter rest, eighth note and 3 beamed eighth note patterns; compound 6/8 meter; verse-refrain form and the sharp, flat and natural musical symbols.



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5th Grade

Students will use their voices, locomotor and non locomotor movements, classroom instruments and listening skills to read, notate, perform and create musical concepts such as reading the diatonic scale; reading syncopated rhythm patterns (eighth quarter eight notes and dotted quarter eighth note rhythms); all known rhythms in simple and/or compound meter; major vs. minor (aural); Songs using 3 / 4 meter, Partner Songs, three and four part rounds and songs using melodic ostinati.

CHORUS

Thank you to all friends and family members in attendance for our Spring Concert on May 6th.

I, and the chorus, are deeply grateful for your support.

Our final performance will be during 5th grade promotion on June 17th.

Stay in touch :

Please allow a *minimum* of 24 hours for a response.



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240-740-5800

Donations

- *Hand Sanitizer
- *Facial tissue/Kleenex
- *[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

3 PROFICIENT
Proficient with the grade-level standards. Evidence demonstrates a full understanding of content, concept or skill. Errors or omissions are absent or do not impact understanding.

2 IN PROGRESS
In progress toward meeting the grade-level standards. Evidence demonstrates some understanding of content, concept or skill with some support. Errors or omissions impact understanding.

1 NOT YET
Not yet making progress or making minimal progress toward meeting the grade-level standards. Evidence demonstrates limited or minimal understanding of content, concept and skill with significant support. Errors or omissions are critical and impact understanding. No evidence available.

	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 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

CURRICULUM AND INSTRUCTIONAL PROGRAMS
GENERAL MUSIC EDUCATION
ELEMENTARY STANDARD GRADING & REPORTING SCALE

4 PROFICIENT	3 IN PROGRESS	2 EMERGING	1 NOT YET
The student consistently demonstrates mastery of the curricular objectives taught at this level. Evidence demonstrates a full understanding of content, concept or skill. Errors or omissions are absent or do not impact understanding.	The student frequently demonstrates mastery of the curricular objectives taught at this level. Evidence demonstrates general understanding of content, concept or skill with minimal support. Errors or omissions may impact understanding.	The student periodically demonstrates mastery of the curricular objectives taught at this level. Evidence demonstrates some understanding of content, concept or skill with some support. Errors or omissions impact understanding.	The student rarely demonstrates mastery of the curricular objectives taught at this level. Evidence demonstrates limited or minimal understanding of content, concept and skill with significant support. Errors or omissions are critical and impact understanding. No evidence available.

	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 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