

## Lawton Elementary School

### BLT Music Presentation by Elaine Cooper

**March 23, 2010**

Thank you so much for inviting me to come and speak to the Building Leadership Team about the music program and curriculum. I really enjoy working at a school where there is so much support from fellow teachers, staff and parents. I would like to cover three things today: National & State standards, required content and curriculum, request for support.

These are the established standards for K-5<sup>th</sup> grade Music classes.

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments
4. Composing and arranging music within specified guidelines.
5. Reading and notating music
6. Listening to, analyzing, and describing music
7. Evaluating music and music performances
8. Understanding relationships between music, the other arts, and disciplines outside the area.
9. Understanding music in relation to history and culture.

I have had the opportunity to work on the curriculum planning committee this year as part of my professional learning. This has given me time to look at various state programs and see how different schools in Seattle are teaching the National and State learning requirements in Music for K-5<sup>th</sup> grade. They are as varied as the music teachers I have met. We have come up with

Elements	Performance	Creating	Historical Cultural Geographical	Listening/Responding	Appendix
Beat Rhythm Tone Color/Timbre Pitch Melody Texture/Harmony Form Expression Tempo Dynamics	Improvisation Composition Arrangement Sound Stories Movement	Sing/Play Instruments alone Sing/Play Instruments together Connections with: Drama Dance Multi- media	American songs/music World Music Folk songs/ Folk Dances Composers Historical periods Styles Genre Singing Games/ Stories Instruments Music Careers Music in daily life	How to listen Audience skills & Behavior Self-evaluation Ensemble evaluation Instrument identification Style/genre identification	Notation Science of Sound Music Tech. Cross- curriculum

content that all of us agree should be taught

The focus of this year's curriculum has been around the musical elements of beat and rhythm. Students have experienced steady beat with body percussion, dance and other forms of movement. They have played rhythm and circle games. They listen to different styles of music and find the beat and then show it. We have read, written, played, created and improvised rhythms. We have worked on poly rhythms, composed musical ostinatos and learned about form and pattern. We have learned how tempo and dynamics can make songs and rhythmic compositions more expressive. We have used rhythms and tone color/timbre to create sound stories. We have played and sang word patterns and worked on fluency and phrasing. We have worked on taking turns, playing instruments alone, with partners, in sections and as a class. We have listened and evaluated each other as to our performances and how we can improve. We have worked on mirroring and taking non-verbal direction from the teacher and from a partner. We have worked on conducting and how a conductor conveys information without speech.

We had a wonderful three weeks with our guest artist Won-Ldy Paye who continued the ground work in rhythm that I started. We worked on rhythm ensemble playing and students learned a lot about African music, masks and dances while being totally charmed by Won-Ldy's amazing storytelling. This was a wonderful experience. I was able to assess their strengths and areas for further growth during this time.

I spent a week preparing our fifth graders for the Seattle Opera's student production, "Siegfried and the Ring of Fire". I procured instruments, rehearsed singers, auditioned all the interested students and did part placement for the production. This was another great gift from our PTA Arts Enrichment group that our students will not forget. The Musical Directors were impressed with our student's preparation and artistic ability.

We have learned about the concepts of melody and harmony both in singing and on the xylophones. We have focused extensively on African music and the cultural and historical connections. The older students have been listening for harmony and dissonance in marimba music of Zimbabwe and many students are learning songs in Swahili or a tribal language of the country they are studying.

To coincide with our fifth graders visit to the Seattle Symphony, all Lawton students saw a version of Peter and the Wolf and did a study on the different musical families of instruments in the orchestra. Lawton took part in a pilot project that is part of the music performance-based assessments for the state of Washington. Students will complete their assessments by the end of April.

Right now, students are working on a variety of instrumental pieces, rounds, songs in different languages, movement pieces and stories. All of these different songs, stories and music have been procured, researched and learned to help students broaden their cultural understanding. I have used my curriculum dollars to purchase authentic instruments, books, cds and music for all the students to play. Without the money from the Make a Difference fund, most of this would not have been possible.