



Elementary Music: The Foundation to Lifelong Music Learning and Appreciation

A presentation of FPS Elementary Music
Curriculum Revisions

Spring 2018
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Why study music?

“Music education programs in schools offer a multitude of invaluable benefits for students ranging from collaboration and communication skills, creativity, self-expression, and leadership to improved academic outcomes. Teaching music in classrooms is essential if we want to truly offer a world-class and well-rounded education to our students.” ~National Association for Music Education

Teaches 21st Century Skills



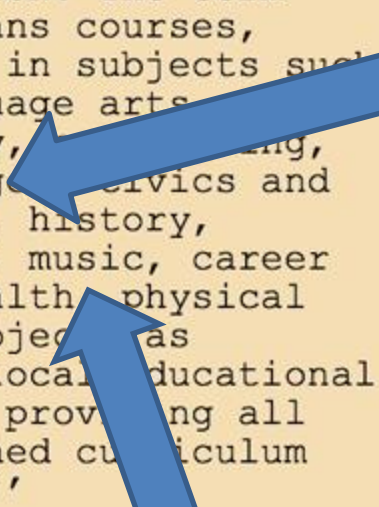
Leadership
Responsibility
Collaboration
Team work
Critical thinking
Problem solving
Communication
Creativity
Innovation
Personal discipline & focus
Accountability
Productivity
Flexibility
Adaptability
Self direction
Initiative



ESSA: December 2015

S. 1177-298

“(52) WELL-ROUNDED EDUCATION.—The term ‘well-rounded education’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, mathematics, foreign language, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.”



Source: The Every Student Succeeds Act

Philosophy

The Fairfield Public Schools believe that a comprehensive, sequential, high quality music education is an essential part of a complete and well-rounded education program.

The study of music integrates both cognitive and creative skills as well as concepts from multiple disciplines which contribute to the holistic development of every child.

The study of music based on the artistic processes of creating, performing and responding provides multiple opportunities for students to engage in creative problem solving, and utilize critical and analytical thinking skills while also fostering social and emotional skills such as self-confidence, leadership and cooperative learning.

The foundational learning of music skills and concepts provides a pathway for lifelong participation in and appreciation of music and the arts, develops and reinforces essential life skills, and creates well-rounded, artistically literate and culturally aware citizens.

“I would teach children music, physics, and philosophy; but most importantly music, for the patterns in music and all the arts are the keys to learning.” –Plato

Documents to be Presented



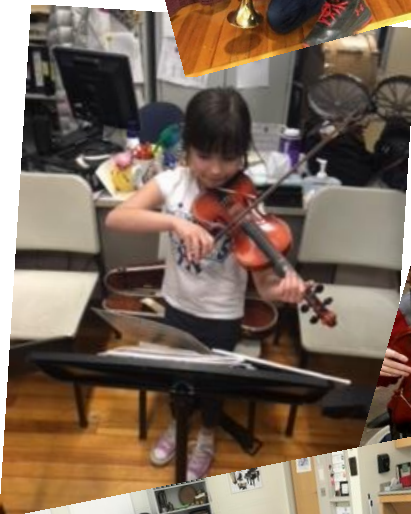
Kindergarten-Fifth Grade General Music

Fifth Grade Choir

Fourth Grade Strings

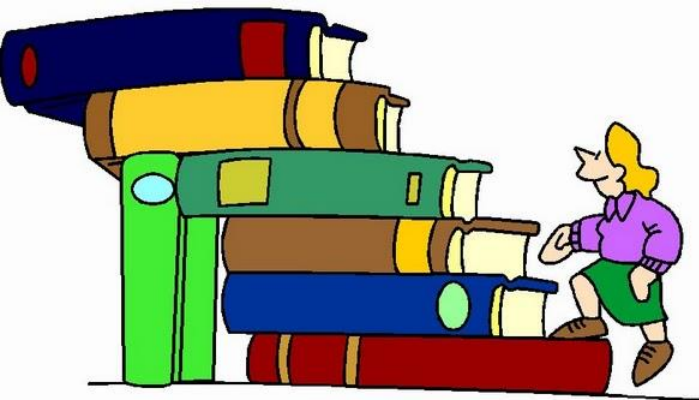
Fifth Grade Strings

Fifth Grade Band



Why Revise?

- FPS Elementary Music curriculum was last revised in 2011
- The current curriculum documents are aligned with the National Music Standards from 1994.
- New core arts standards were developed and adopted at the national level in 2014.
- The National Core Arts Standards were adopted as written by Connecticut in November of 2016.
- Opportunity to vertically align curriculum K-12.



REVISION

Process for Curriculum Revision

- Research and Review (2015-2016 and 2016-2017 school year)
 - Professional Development on the new standards
 - *Presentations by grade level and by strand to understand the framework of the standards, the organization of the standards and the translation to daily instruction and curriculum*
 - Looking at curriculum from other districts that have aligned with the new standards
 - Revising content from our current curriculum
- Consultation with the State Arts Consultant
 - Working to develop a new format and to align with CT's adoption of the standards
- Teachers writing on PD days, meeting sessions and release time sessions.
- Feedback: from staff, administration, parent focus group and CAAA members
- Final Revisions the submitted

What are the new Core Arts Standards?



The new standards build an organizing framework for the five arts disciplines with the goal of shaping artistically literate students. They link Music, Theater, Media Arts, Dance and Visual Arts.



They shift the music standards from an emphasis on skills and knowledge to an emphasis on overall conceptual understanding of music and the arts. They are organized by artistic processes, process components, essential questions and enduring understandings.

Music National Standards Comparison: 1994 versus 2014

	1994 Standards	2014 NCCAS Standards				
Focus	Skills and Knowledge	Understanding / Independence ↓ Music Literacy				
Overarching Structure	9 Content Standards	Three Artistic Processes (Creating, Performing, Responding)				
		Process Components	Enduring Understandings		Essential Questions	
Outcomes	Achievement Standards (25–34 per level)	Performance Standards (13–19 per level)				
Elementary/Middle	Kindergarten–Grade 8 Two grade clusters (K–4 and 5–8)	Prekindergarten–Grade 8 Grade-by-Grade (i.e., 10 levels)				
High School	One set to cover all course types	Customized sets for four strands				
	Two Levels Advanced Proficient		Ensemble	Guitar/ Keyboard	Comp/ Theory	Music Tech
		Advanced	☑	☑	☑	☑
		Accomplished	☑	☑	☑	☑
		Proficient	☑	☑	☑	☑
		Intermediate	☑	☑	(level ≈ grade 8)	
	Novice	☑	☑	(level ≈ grade 5)		
Connections	To the other arts: Content Standard 8	11 Common Anchors				
	To other content: Content Standard 9	Embedded within 3 Artistic Processes				
Assessment Tools	Separate Publications	Model Cornerstone Assessments Benchmark Student Work				
Format	Hard Copy	Online and Customizable ⁽¹⁾				
	<div>Educator-Developed Method-Neutral Voluntary</div> <div>↑<div>WHAT IS SIMILAR</div>↑</div> <div>Philosophical Foundations Goals Assessable Outcomes Opportunity-to-Learn Expectations Glossary</div>					



Archived 1994 Music Standards

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 arts.
9. Understanding music in relation to history and culture.

For current 2014 Music Standards, visit www.nafme.org/standards.

How are the new
standards
organized and
what do they
look like?



Artistic Processes:

The way the brain and body make art and define the link between art making and the learner.

Creating: *developing works of arts-making of the art-conceiving and developing new artistic ideas and work.*

Performing: *realizing artistic ideas and work through interpretation and presentation.*

Responding: *understanding and evaluating how arts convey meaning.*

Connecting: *(embedded in other processes) relating artistic ideas and work with personal meaning and external context*



respond
react

www.speak-creativity.com



Anchor Standards & Performance Standards



Anchor Standards:

- Eleven in total
- Shared across the five arts disciplines
- Provide cross curricular linkages among and beyond arts disciplines
- Describe the actions required for the artistic processes
- Help teachers and students understand what is required for each artistic process

Performance Standards:

- Translate anchor standards into measurable goals that articulate student achievement

EUs & EQs

Enduring Understandings

Statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond classroom.

Essential Questions

According to Wiggins & McTighe, Essential Questions are open ended, thought provoking, require higher order thinking, raise additional questions, require support and justification as opposed to just a simple answer, an can and should be revisited over time.

Anchor
Standard

Enduring
Understanding and
Essential Question

Specific Arts
Discipline

Artistic
Process

Grade
Level

Performance
Standards

Process
Components

Music							
CREATING	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?						
	Pre K (MU:Cr1.1.PK)	Kindergarten (MU:Cr1.1.K)	1 st (MU:Cr1.1.1)	2 nd (MU:Cr1.1.2)	3 rd (MU:Cr1.1.3)	4 th (MU:Cr1.1.4)	5 th (MU:Cr1.1.5)
Imagine	a With substantial guidance, explore and experience a variety of music.	a With guidance, explore and experience music concepts (such as beat and melodic contour).	a With limited guidance , create musical ideas (such as answering a musical question) for a specific purpose .	a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose .	a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).	a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural , and historical).
		b With guidance , generate musical ideas (such as movements or motives).	b With limited guidance , generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).	b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).	b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter .	b Generate musical ideas (such as rhythms, melodies , and simple accompaniment patterns) within related tonalities (such as major and minor) and meters .	b Generate musical ideas (such as rhythms, melodies , and accompaniment patterns) within specific related tonalities, meters , and simple chord changes .

What are the Major Changes to FPS Curriculum Documents?

- Much of the content has remained the same
- Content topics were reorganized to align with the new standards and emphasize the four artistic processes
- Assessments are included in the document to be easily accessible and assist teachers in their backward design approach to planning.



Course Cover Page (similar for all courses)

Grade Level and summary statement

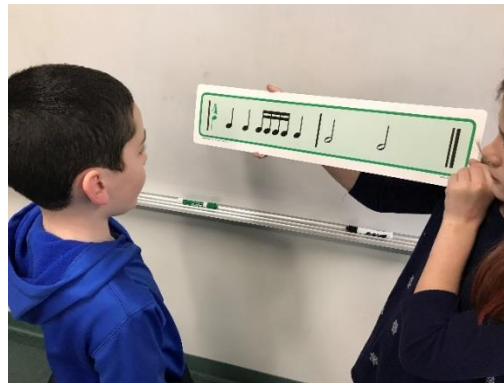
Grade 3 General Music		
Music integrates cognitive learning and creativity to contribute to the holistic development of every child. This program is designed to include an active music making approach to address the Four Artistic Processes of the National Core Arts Standards; creating, performing, responding and connecting. Students will study rhythm, melody and harmony, form and style, and vocal, instrumental and ensemble skill development to receive a comprehensive musical learning experience. Curwen hand signs are used for solfege and Gordon rhythm syllables are used for reading rhythm. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in third grade receive two forty minute classes of music instruction per six day rotation.		
Course Overview		
Course Goals: Students will have the ability to understand and engage with music in a number of different ways, including the creative, responsive and performative artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate. Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities and make connections to other subjects and settings to promote and enhance lifelong learning.	Artistic Processes <ul style="list-style-type: none">• Create• Perform• Respond• Connect Anchor Standards <ul style="list-style-type: none">• Select, analyze, and interpret artistic work for presentation.• Develop and refine artistic techniques and work for presentation.• Convey meaning through the presentation of artistic work.• Perceive and analyze artistic work.• Interpret intent and meaning in artistic work.• Apply criteria to evaluate artistic work.• Synthesize and relate knowledge and personal experiences to make art.• Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.•	Course Skill Objectives: Students will: <ul style="list-style-type: none">• Sing alone and with other, a varied repertoire of music• Perform on percussion instruments, alone and with others, a varied repertoire of music• Improvise and compose rhythmic and melodic patterns• Read and notate music• Listen to, analyze, interpret and evaluate music• Perform multicultural music and dances

Course Skill Objectives: overarching objectives throughout the year

Overarching goal for all music courses; creating artistically literate students.

Artistic Processes and Anchor Standards from the new standards

A look at the General Music Documents



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https://drive.google.com/file/d/1zC8kZXrJdJ77TpSeeo2jYl-dMPD_b6YD/view?usp=sharing

Content Topic

Rhythm

Skill Objectives

Skill Objective: Specific objectives covered to address the content topic. Each is assessed in a measurable way via large/small group or individual performance or a written activity.

- Students will be able to demonstrate contrasts in tempi (largo, adagio, andante, allegro) using non-locomotor movements.
- Students will be able to identify a single bar line, measure, double bar line, time signature and tie.
- Students will compose and perform short rhythmic patterns in common time using whole notes, whole rests, half notes, dotted half notes, half rests, quarter notes, quarter rests and paired eighth notes.
- Students will be able to read and play simple rhythmic patterns comprised of whole notes, whole rests, half notes, dotted half notes, half rests, quarter notes, quarter rests and paired eighth notes on unpitched percussion instruments.

Artistic Processes

Enduring Understanding

Selected Essential Questions

Selected Process Components

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Creating <i>Conceiving and developing new artistic ideas and work.</i>
<u>Enduring Understanding</u> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) 	<u>Enduring Understanding</u> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. 	<u>Enduring Understandings</u> <ul style="list-style-type: none"> • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
<u>Essential Question</u> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? 	<u>Essential Questions</u> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? 	<u>Essential Questions</u> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work?
Process Components: Analyze, Interpret, Evaluate	Process Components: Analyze, Rehearse, Evaluate, Refine, Present	Process Components: Plan and Make, Evaluate and Refine
Instructional Strategies/Process <ul style="list-style-type: none"> • Students will analyze rhythm patterns in 2/4, 3/4, 4/4 time and will identify whole notes, whole rests, dotted half 	Instructional Strategies/Process <ul style="list-style-type: none"> • Students will clap and tap a steady beat in contrasting meters (2/4, 3/4, 4/4, 6/8) and tempi (largo, adagio, 	Instructional Strategies/Process <ul style="list-style-type: none"> • As individuals, small groups and large class groups, students will plan, make and compose four measure

Instructional Strategies/Process: How we teach the concepts and structure activities and lessons

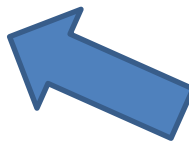
<p>notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes.</p> <ul style="list-style-type: none"> • Students will evaluate rhythm patterns for accurate use of time signature and note values. • Students will identify and interpret musical symbols including: single bar line, double bar line, measure, time signature and tie. 	<p>andante, allegro)</p> <ul style="list-style-type: none"> • Students will analyze, rehearse, refine and present simple rhythmic patterns in 4/4 time using Gordon rhythmic syllables and unpitched percussion. Note values include whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes. 	<p>rhythmic patterns in 4/4 time using whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes.</p> <ul style="list-style-type: none"> • Students will evaluate their four measure compositions for accurate use of time signature and note values, and will refine their compositions as needed.
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Assessments:

Grade 3 Rhythm Assessment

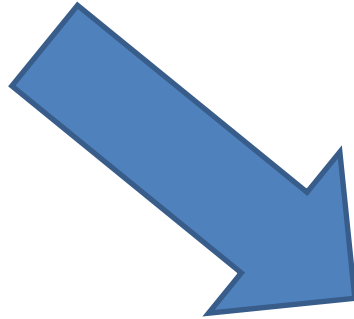
Individual/Small group performance

Full group performance



Assessments notes and strategies: How we can measure student growth and mastery of the concepts

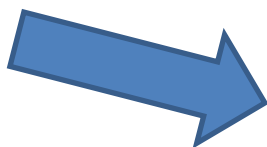
All assessments in one “pack” at the end of the document. All documents are organized and labeled by content topic and type.



Grade 3 Assessment Pack

***Fairfield Public Schools
2018***

Performing assessment with rubric.



Rhythm

Skill objective: Students will compose and perform rhythmic patterns in common time using whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes.

Task Summary: Students compose their own four-measure pieces in 4/4 time. Students perform their compositions using the Gordon syllables, and then transfer their rhythms to body percussion or unpitched percussion instruments.

Materials: Student Worksheets: Rhythmic Composition in Simple and Compound Meters, Record Sheet with Rubric

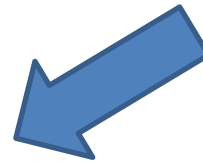
Task Instructions:

- Teacher instructs students to create a four-measure rhythmic piece in the blank space on the Student Worksheet. Students are instructed to follow directions and use a variety of rhythms in the note bank: whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes.
- Teacher checks rhythms for accuracy. Corrections and revisions are made before performance.
- As students perform, teacher watches and assesses student progress.

PERFORMANCE ASSESSMENT RUBRIC

Exceeds	Performs rhythmic composition accurately.
Meets	Performs with 1 inaccuracy.
Progressing	Performs with 2-3 inaccuracies.
Not meeting	Performs with 4 or more inaccuracies.

Written assessment ready
to copy and give to
students.



Grade 3 Assessment: Melody/Harmony Part 2

Task Summary: Students will complete a worksheet to show mastery of line and space notes on the staff in treble clef.

Name: _____ Date: _____ Class: _____

Name the note on each staff.


















♯	sharp	raises the pitch of the note one half step
♭	flat	lowers the pitch of the note one half step
♮	natural	cancels a sharp or a flat
tr	triple clef	circles the note (3) and is used for higher notes
4/4	bar/clef	receives 4 beats in 4/4 time
o	whole note	receives 2 beats in 4/4 time
•	half note	receives 1 beat in 4/4 time
•	quarter note	receives half a beat in 4/4 time
•	eighth note	receives a quarter of a beat in 4/4 time
•	quarter rest	a rest that receives half of a beat of silence in 4/4 time
•	eighth rest	The top number tells us that there are 8 beats in a measure. The bottom number tells us that there are 4 of those 8 beats in a measure. The note receives to repeat all of part of the music again
•	4/4 time signature	emphasizes the note
•	repeat	in added passage, write the note one skip to the code
•	accuse	
•	code	

6

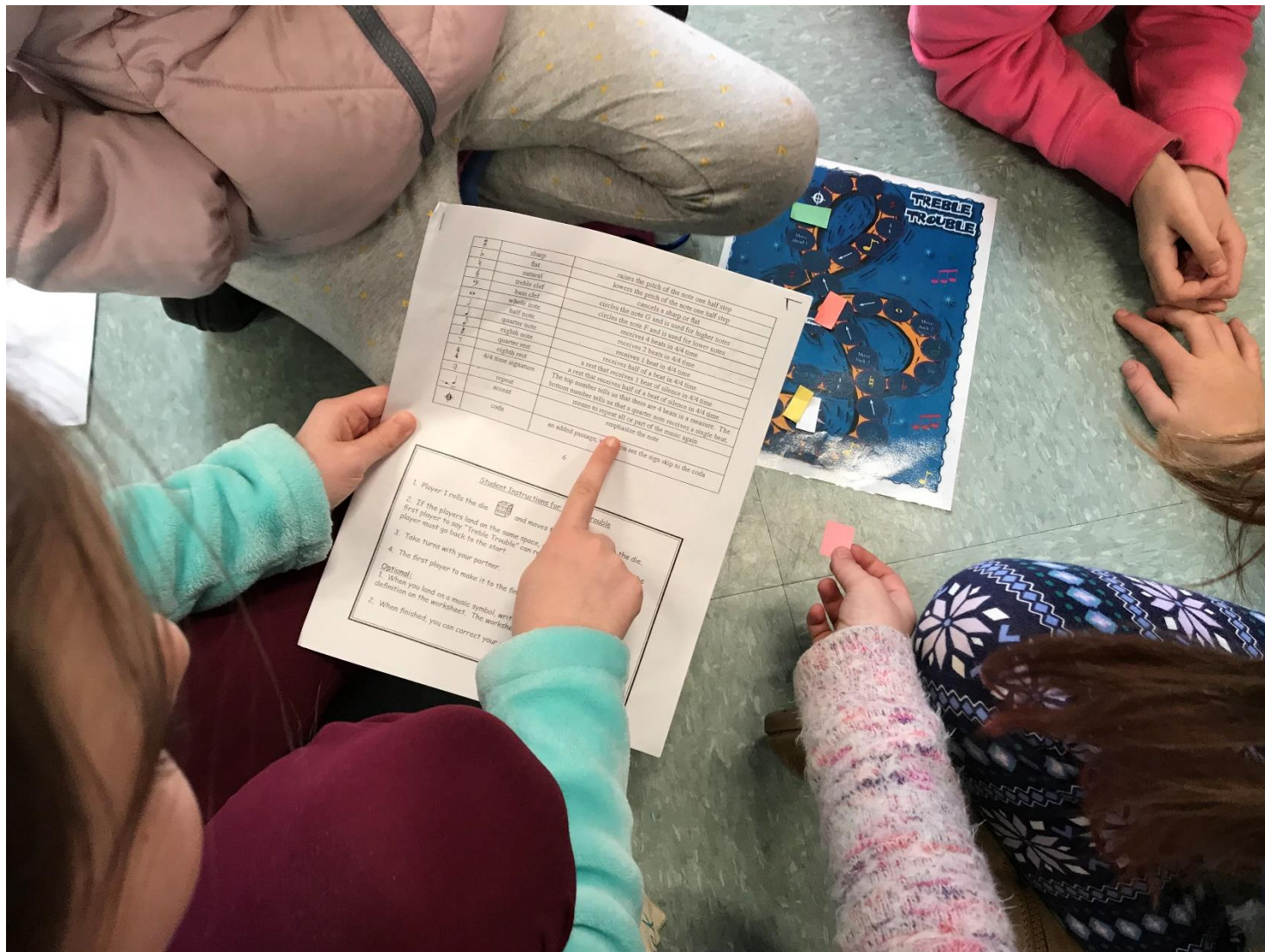
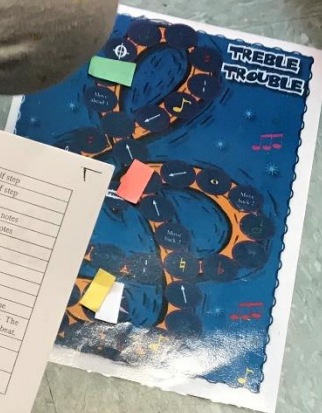
Student 1

Student Instructions for

-
- Student Instructions**
1. Player 1 rolls the die  and moves 1 space.
 2. If the players land on the same space, the first player to say "Treble Trouble" can remain on the space and the other player must go back to the start.
 3. Take turns with your partner.
 4. The first player to make it to the finish line wins.
- Optional:**
1. When you land on a music symbol, write a definition on the worksheet. The worksheet will be given to you.
 2. When finished, you can correct your work.

Final:

- When you land on a music symbol, write the definition on the worksheet. The worksheet is on the next page.
2. When finished, you can correct your answers.



Grade 2 Curriculum, Fairfield Public Schools
Grade 2 Enrichment: Rhythm and Form/Style/Musical Expression Part 2
Task Summary: Students identify and label the given musical symbols and parts of the staff.
Name: Dylan Date: _____ Class: 4C

Identifying Musical Symbols and Parts of the Staff

Directions:
As you identify each symbol, write it on the corresponding numbered line below.



- Time signature
1. 4/4
 2. Mezzo-piano
 3. forte
 4. piano

CONNECTING

Relating artistic ideas and work with personal meaning and external context.

Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Process Components: Analyze, Interpret

Skill Objective

Students will understand how specific songs learned in music classes connect to topics and content studied in other disciplines.

Connecting Experience

- Students will learn the music and lyrics to "This Pretty Planet" which contains lyrics and vocabulary referenced in the study of science and the environment.
- Students will analyze and interpret the song to understand the meaning behind the words and the reasoning behind its creation.
- Students will sing and present this as a three-part round.
- Students will answer two "focus questions" about the song:
 - Why was this song written?
This song was written to spread message of importance in sustaining and preserving the environment.
 - What are the different ways this song can be performed?
In unison and as a round.



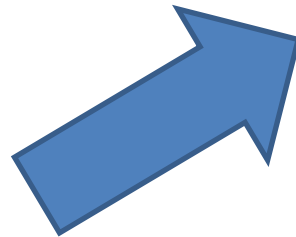
Connecting is really embedded in all that we do, but we have designed "assured experiences" to connect songs and concepts from music to other subject and content areas through focus questions and discussion.

*A look at the
Performing
Ensemble
Documents*



Ensemble Document Notes

- While the Fifth Grade Choir experience is embedded in the fifth grade music experience, we have created a separate curriculum document for the course.
- The ensemble documents are organized by artistic processes as opposed to content topics. “Connecting” is addressed in general music classes, in which all performing ensemble members are enrolled.
- Specific tasks, repertoire and assessments noted for Ensemble AND Small Group Lesson.
 - Instrumental lessons focus on scales, instrument specific techniques and concepts.
 - Ensemble rehearsals focus on applying the lesson techniques to full group repertoire.
- These documents contain specific instrumental and vocal skill level criteria unique to the Fairfield Public Schools.
- For Band and Orchestra, all assessments and instrumental skill levels are attached to the documents.
- For Choir, the skill levels are included in the document, and assessments are embedded in the Fifth Grade General Music curriculum.

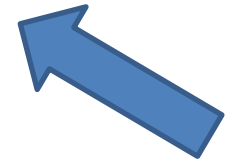


In an effort to provide vertical alignment, all ensemble courses have a sequence listed. The Vocal/Instrumental Skill Levels are vertically aligned through FPS, and the Ensemble Sequence Markers are aligned with the new standards.

All students in the Fairfield Choral Program progress through an Ensemble Sequence and individual Instrument Skill Levels.

Fairfield's Choral Program Ensemble Sequence

<u>Grade/Course</u>	<u>Vocal Skill Level</u>	<u>Ensemble Sequence Marker</u>
5 th Grade Choir	I	Novice
6 th Grade Choir	II	Novice
7 th Grade Choir	III	Intermediate
8 th Grade Choir	IV	Intermediate
Concert Choir	V treble voices V/VI tenor, bass, baritone voices	Proficient/ Accomplished
Treble Choir	VI treble voices	Accomplished
Chamber Singers	VII treble voices VII/VIII tenor, bass, baritone voices	Accomplished/ Advanced
Warde/Ludlowe Singers	VIII treble voices	Advanced



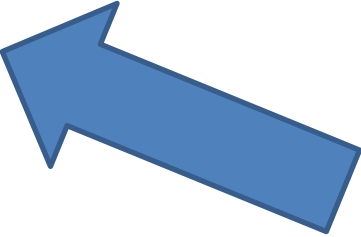
In line with the new standards, some Ensemble Sequence Markers can span multiple years.

Ensemble Goals:


- I. Learn and demonstrate ensemble performing techniques which will include responding to conductor's cues, ensemble balance and blend, and performance etiquette.
- II. Apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.
- III. Successfully participate in authentic concert experiences through public performance in the most professional setting available.
- IV. Adhere to proper performance etiquette, concert dress, response to audience, and behavior when not engaged in active performance.

Small Group Lesson Goals:

- I. Progress through Skill Level I in the Fairfield Public School band program. Students will complete Skill Level I by the end of their 5th grade year.
- II. Develop instrument specific techniques in lessons and apply them to large ensemble rehearsals and performances.



There is a distinction between Ensemble Goals and Small Group Lesson Goals.



Artistic Process

Ensemble assessments: Referencing how teachers will measure student growth and achievement of ensemble skills and objectives.

Enduring Understandings, Essential Questions & Process Components

Repertoire that is rehearsed and performed in both ensemble rehearsals and small group lessons

PERFORMING <i>Realizing artistic ideas and work through interpretation and presentation.</i>		
Enduring Understanding <ul style="list-style-type: none"> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through persistence, and the application of appropriate criteria. Musicians judge performance based on criteria that vary across time, place and cultures. 		
Essential Questions <ul style="list-style-type: none"> How do musicians improve the quality of their performance? When is a performance judged ready to present? 		
Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present		
Repertoire Ensemble Students will perform grade level appropriate string arrangements that include Fairfield's Skill Level I objectives.	Tasks Ensemble Students will: <ul style="list-style-type: none"> Perform D major and G major scales as a group. Rehearse as a full ensemble perform repertoire representing a variety of genres such as Folk Songs, Baroque, Romantic, Classical, Programmatic, March, and Novelty demonstrating appropriate dynamics while interpreting the conductor's non-verbal directions. <ul style="list-style-type: none"> Analyze and interpret pitches, rhythms, note values, dynamics and articulations Evaluate & Refine ensemble balance, blend, intonation and articulation. Apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting. 	Assessment Ensemble <ul style="list-style-type: none"> Formative assessments of performances in the Beginners February Concert. Summative Spring Concert performance and check list
Small Group Lesson Students will utilize grade level appropriate method books adopted by the FPS music department that include Fairfield's Skill Level I objectives.		Small Group Lesson <ul style="list-style-type: none"> Fundamental Executive Checklist by instrument. Tone Quality Checklist Elementary School Orchestra Playing Test, Grade 4 – Go Tell Aunt Rhody/Lightly Row

Specific tasks that students will accomplish to achieve the course goals.

Small group lesson assessments: Referencing how teachers will measure student growth and achievement of small group lesson techniques, concepts and skills.

Quality general music instruction, lesson instruction and ensemble rehearsal instruction at the elementary level set the foundation for lifelong learning of and appreciation for music.

<https://drive.google.com/open?id=1MCrEzIFPE057RJDAybmQv2H5pXB61lp2>

~Town Wide Orchestra Festival: 2018
531 performers grades 5-12





Fairfield's Music Education Program Receives National Recognition

Fairfield, CT - April, 2018 – Fairfield has been honored with the Best Communities for Music Education designation from The NAMM Foundation for its outstanding commitment to music education.