**MUSIC PROGRAM AT CLINTON – PRIMARY (K-3)**

**Music Teacher – Mrs. Jefferson**

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\*These areas discussed are the beginnings of teaching children about music which eventually leads to them learning how to read music for recorder, xylophones, guitar and band (Gr.7)\*

**The Big Ideas (K-3)**

* People create art to express who they are as individuals and community.
* Engagement in the arts creates opportunities for inquiry through purposeful play.
* Music is a unique language for creating.
* People connect to the hearts and minds of others and share ideas through the arts.
* Creative expression develops our unique identity and voice.
* Inquiry and exploration through the arts creates opportunities for risk taking.

**Curricular Competencies ( K-3)**

*Explore and creating*:

* Explore /choose elements, processes, materials, movements, technologies, tools and techniques of the arts.
* Create artistic works collaboratively and as individuals, using ideas inspired by imagination, inquiry, experimentations, and purposeful play.
* Explore artistic expressions of themselves and community through creative processes.
* Explore relationships among cultures, communities and the arts.

 *Reasoning and reflecting*:

* Observe and share how artists use processes, materials, movements, technologies, tools and techniques.
* Refine ideas, processes, and technical skills in a variety of art forms.
* Develop processes and technical skills in a variety of different ways.
* Reflect on creative processes and make connections to other experiences.
* Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art.

 *Communicating and documenting:*

* Interpret how symbols are used through music and the arts.
* Express feeling, ideas, stories, observations and experiences through music and the arts.
* Describe and respond to visual and performing works of art/music and provide constructive feedback.
* Apply learned skills, understandings, and processes in new contexts.
* Experience, document and share creative works in a variety of ways.
* Demonstrate application and/or engagement of curricular content (subjects or themes that classroom teacher is working on).

I teach the curricular competencies through a process called: Orff. What is Orff?

German composer and pedagogue, [Carl Orff](https://makingmusicfun.net/htm/f_mmf_music_library/music_dictionary_o.php#carlorff), developed an internationally recognized approach to music education which combines movement, singing, speech, listening and instrument playing. Orff Schulwerk is an approach to music education that includes all facets of music expression. Children learn in an active way, where imitation and exploration lead to improvisation and music literacy. Speech, song, movement and instruments are the vehicles used to teach rhythm, melody, form, harmony and timbre (sound). It is built on the idea that a child must be able to feel and make rhythms and melodies before being called on to read and write music. In the same way a child learns to speak before learning to read and write, he or she must have a musical language in which to feel at home, before technical knowledge is introduced.

Through tuned and non-tuned percussion instruments, movement, games, singing, rhythmic exploration and drama, the child learns of his innate musical talents in a way that is immediately successful and rewarding.

Some of the activities /skills that I teach from September to June are:

* Learn rules, expectations, safety when moving around the music portable, to be able to follow simple instructions.
* Learn various songs, poems, chants, vocalizations, in order to help the students develop their voices in different ways (both speaking and singing).
* Learn body percussion (use body as a drum) in order to learn about beat and rhythm.
* Learn various choral singing songs for school-wide celebrations, concerts, Primary Days of Music field trip (Grade 2/3 only). Learn how to add actions to help students learn and memorize words to songs, and it adds more of an interesting visual performance for the audience.
* Learn how to prepare for performances and learn how to be a great audience member by learning proper audience etiquette.
* Music circle games- to help them develop participation, communications, cooperation.
* Dance and movement activities to teach about how to use their bodies in different ways (moving in different directions: left and right, levels of high, medium, low, moving in speeds of fast, medium, slow etc.).
* Learn about how to hold and play the non-pitched instruments (maracas, wood blocks, triangles, egg shakes, jingle sticks, hand drums, tambourines etc.).
* Learn how to properly hold xylophone mallets and play the pitched instruments (xylophones, metallophones, glockenspiels).
* Learn how to play the non-pitched instruments while tapping a steady beat and rhythm.
* Learn about different rhythms and how read, speak, clap, play and write.
* To learn how to work in partners and in small and large group settings (taking turns, sharing ideas, listening to others).
* To have fun exploring and creating.
* Learn music notes on the spaces and lines of the music staff (through board work, card and board games, giant carpet staff, worksheets.
* Learn about various music signs and symbols (through board work, card and board games, worksheets.