

# Maxey Elementary



## *Magnet Handbook*

# Maxey Elementary



"Teamwork Makes the Dream Work"

*Mrs. Davis-Wilson, Principal*

*Mrs. McPherson, Magnet Coordinator*

# Magnet Handbook

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# *Performing Arts Magnet Team*

*Mrs. Czarnowsky*  
*Team Lead*  
*Visual Arts*



*Mrs. Bryant*  
*Dance*



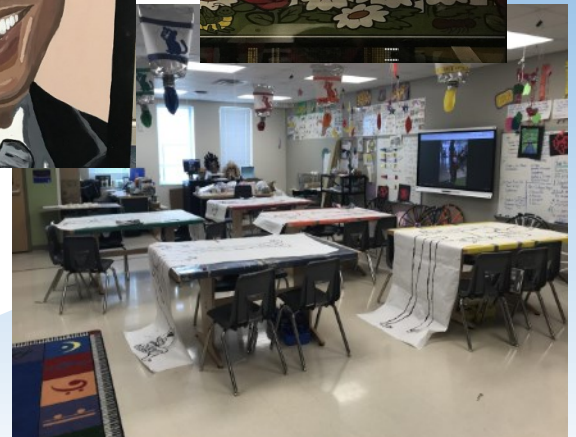
*Mr. Collado*  
*Music &*  
*Digital Media*







**Art Academy's  
purpose :  
to propel student's skills  
and  
talents so that they can  
communicate  
visually with excellence.**





What to expect  
if your student is  
in Art Academy:  
Art Competitions,  
Art Collaborations,  
Art Field trips and  
more



# Visual Art Academy

The Following pages Include the Fall and Spring Progression for Art Magnet Students Kindergarten through 5th grade.

## Elementary Art Curriculum and Assessment

- ◇ Art content comes from national and state standards
- ◇ Art Curriculum will begin on a Foundational level and progress yearly in rigor
- ◇ Rubrics are used for all artwork assignments
- ◇ Students are graded on following
- ◇ instructions, craftsmanship, comprehension and application of skill development

What does the Rubric look like and how will they be graded on content

## Art Academy Purposes

Art Academy's purpose is to propel student's skills and talents so that they can communicate visually with excellence. Gaining that purpose with experiences in skill development, a sense of craftsmanship through technique, appreciation of historical and cultural aspects, and making connections with real-life and other subjects. Ultimately, Culminating with students who have developed critical and creative thinking skills.



Focus	Great 10-9	Good 8	Almost There 7	Needs Word 6
<b>Craftsmanship:</b> Precisely created Takes Time Follows Directions	I produce High Quality creative work consistently	I produce Quality work	I produce acceptable Work	I produce work of inconsistent quality
<b>Creativity:</b> Adds addition of own ideas that fit Solves Problems Independently	I add relevant and extra ideas and solve Problems myself Checking with teach if it will enhance	I add some ideas and try to solve problems by myself	I sometimes solve problems myself but do just what is required	I rarely work on my own and do only what is required
<b>Concepts:</b> All Requirements Included Skills are correct Art Terminology used	I apply all skills asked plus extra to enhance the project.	I make an effort to apply all skills in the project	I apply some skills in the project	I rarely apply skills in the project

# Visual Art Academy

Grade	Fall Content
<b>KINDERGARTEN</b>	<p>Students will focus on the Elements of Art (Line, shape, color, texture, value)</p> <p>Lessons with mast Artist Examples of elements of Art</p> <p>Focus on the 2-D dimensions of art</p> <p>Drawing Foundations in shape drawing and line making ,color recognition</p> <p>Art processes (painting, collage, drawing)</p> <p>Art media: graphite pencil, crayon, marker, chalk, watercolor)</p> <p>Master Artists used for 1st step in Feldmans critique of (Describe)</p> <p>Art Subjects: portraits landscapes, nature, imagination, lines, colors</p>
<b>FIRST</b>	<p>Students will review Elements of Art Line, shape color texture value) Spce</p> <p>Students will incorporate Principles of Design in the use of the elements (Unity, Variety, Emphasis, Movement)</p> <p>Lessons with Master Artist Examples showing elements of Art and Principles of Design</p> <p>Drawing Foundations in shape, line and color recognition along with placement and proportions</p> <p>Art Processes (: painting, collage, drawing)</p> <p>Art Media: graphite colored pencil, crayon, markers, temper and acrylic paint</p> <p>Students will learn the Second step of Feldmans's Critique (Analyze) and review the first step.</p> <p>Art Subjects (realistic, abstract, expressive,)</p>
<b>SECOND</b>	<p>Students will review Elements of Art Line, shape color texture value, Space</p> <p>Students will incorporate Principles of Design in the use of the elements (Unity, Variety, Emphasis, Movement)</p> <p>Lessons with Master Artist Examples showing elements of Art and Principles of Design</p> <p>Drawing Foundations in shape, line and color recognition along with placement and proportions</p> <p>Beginning with simple 3-D drawing of shapes to enhance drawings.</p> <p>Art Processes (: painting, collage, drawing)</p> <p>Art Media: graphite colored pencil, crayon, markers, temper and acrylic paint</p> <p>Students will learn the Second step of Feldman's Critique (Analyze) and review the first step.</p> <p>Art Subjects (realistic, abstract, expressive, Narrative , Still life</p>





# Visual Art Academy

Grade	Spring Content
<b>KINDERGARTEN</b>	<p>Continued focus on the elements of art adding (Form, Value and Space)  Master artist exemplars incorporated for comparison (Moore, African weavers etc)</p> <p>Focus on the 3-D aspects of Art  Art Processes : Sculpture, textiles, ceramics and printmaking  Art Media: clay, ink yarn, found objects  Students will begin recognizing similarities and differences in their art and other students art.</p>
<b>FIRST</b>	<p>Continued focus on the principles of Design: pattern, Proportion and Balance)  Master artist examples incorporated for comparison ( Chinese print art and more )  Art Processes Sculpture, textiles, (Weaving warp and weft) ceramics ( pinch pot method) and printmaking.  Art Media: Clay, ink Yarn, found objects  Students will begin to focus on formal aspects of elements and principles of design and be able to list them  Art subjects: Utilitarian forms, forms free and geometric,</p>
<b>SECOND</b>	<p>Continued focus on the principles of Design: pattern, Proportion and Balance)  Master artist examples incorporated for comparison ( Japanese print art and more )  Art Processes Sculpture, textiles, (Weaving warp and weft) ceramics ( pinch pot method) plus coiling and slip. In ceramics plus printmaking.  Art Media: Clay, ink Yarn, found objects  Students will begin to focus on formal aspects of elements and principles of design and be able to list them and recognize their use in their art and others.  Art subjects: Utilitarian forms, forms free and geometric, nature aesthetics.</p>



# Visual Art Academy

Grade	FALL Content
<b>THIRD</b>	<p>Students will create using elements to create with intent in their art Focus on 2-D of Art foundations: shading a sphere, placement, shading with value to make form,, 3-D linear perspective with Horizon lines Art Processes: graphite, sharpie, colored pencil (textures and values), observation skills Art Media: graphite, colored pencil, crayon markers, temper acrylic: Students will learn the final step of Feldman's critique (Judgement) Art Subjects: realistic, abstract, non-Objective, expressive, narrative, cartoon, still life, perspective, visual plane</p>
<b>FOURTH</b>	<p>Students will use the elements of Art with intent to create art Focus on the 2-D foundations of Drawing: making a sphere in 3-D. shading technique improvement, Art processes: painting abstractly, drawing, illusion with depth Art media: graphite, colored pencils, oil pastels, markers, acrylic paint Students will use the Feldman's critique to write their own art critique. Art Subjects: realistic. Landscape contemporary art, optical illusion, linear perspective composition, cultural impact and popular art</p>
<b>FIFTH</b>	<p>Students will develop multiple solutions to artistic problems using the art fundamentals including elements of art and principles of Design. Continued Foundations 2-D drawing skills with addition of human form and movement of that form in value shading and sketching Art Processes: painting collage, drawing pen and ink textures, tin art textures and design Art Media: metal, modeling clay, colored pencils and white chalk, acrylic paint and markers Students will use the Feldman's critique to write about motivation and intention in creating personal artworks. Art Subject: cultural inspiration, two point perspective, depth of plane, composition,</p>



# Visual Art Academy

Grade	SPRING Content
<b>THIRD</b>	<p>Students will use the principles of Design with intent in their art creation Master Artist examples will be incorporated for comparison (henry Moore and more)</p> <p>Focus on the 3-D form aspect of art making</p> <p>Art Processes: Sculpture, textiles yarn weaving, ceramics score and slip architecture building, and printmaking</p> <p>Art Media: clay, ink Yarn, found objects , paper Mache</p> <p>Students will be able to complete a critique with all four steps included of their work and others</p> <p>Art subjects: utilitarian,= forms, functional, cultural influence, history</p>
<b>FOURTH</b>	<p>Students will use fundamentals of art elements and principles to convey ideas visually in their art</p> <p>Focus on the 3-D aspect of art</p> <p>Art processes: sculpture paper Mache, armature building ,textiles sewing, ceramics architecture building with additive components, printmaking</p> <p>Art media: clay, ink, yarn, thread, felt nylon, wire plaster</p> <p>Students will be able to justify and explain artistic choices in their creation of art with critique elements</p> <p>Art subjects: utilitarian,= forms, functional. Subtractive and additive art, assembling</p>
<b>FIFTH</b>	<p>Students will use fundamentals of art to create art work collaboratively with others</p> <p>Focus on the 3-D aspects of Art</p> <p>Art Processes: Sculpture, video media story telling, textiles, ceramics bust work</p> <p>Students will identify the significance of art work within the community and write about the possibility of creating art to influence and educate others</p> <p>Art Media: clay, ink, yarn wire, wood metal plaster</p> <p>Art Subjects: aesthetic beauty , utilitarian, subtractive and additive, carving, storytelling</p>





# Dance Magnet







# *Specialized Opportunities for Dance Magnet*

- Insider's Dance Experience at DPHS
- Performing Arts Dance team / DPA
- All County Dance
- Partnerships and Collaborations with Local Arts Organizations

# Dance Magnet Syllabus

INSTRUCTOR MRS. BRYANT

Classroom #407-877-5020 Ext. 612060

E-Mail: [shatonya.bryant@ocps.net](mailto:shatonya.bryant@ocps.net)



## ABOUT MAXEY DANCE MAGNET PROGRAM

The focus of the Dance Magnet Program is to inspire young minds and bodies to engage in exploration, observation, self-discovery, decision-making and problem solving as they develop their artistry in the field of dance. Students will learn many aspects of dance including proper warm-up and stretching exercises, technique, improvisation, choreography, history, and staging. Students will be provided with an overview of multiple dance genres such as ballet, modern, jazz, hip hop, and cultural dance. Each of the concepts will be taught in a progression that will challenge the students at an age appropriate level. There will be many performance opportunities throughout the year that will highlight the "Dance Magnet Students".

# DANCE MAGNET SYLLABUS

## EXPECTATIONS AND GOALS

- Performance Assessments
- Class Participation
- Reflection Journal
- Participation in performances on or off campus.

## PERFORMANCES OPPORTUNITIES (TENTATIVE)

- Hispanic Heritage
- Winter Concert
- Black History Program
- Musicals
- Magnet Concert
- Multicultural Night
- Pep Rallys
- After School Events

## GRADING POLICY

<u>Grading Outline</u>	<u>Scoring</u>
Outstanding = O	89-100pts
Satisfactory = S	89-69pts
Needs Improvement= N	69-59pts
Unsatisfactory = U	0-58pts

## Grading Rubric: Performance Assessments

Skill Level:	2	3	4	5
Dance Rubric Items	Needs Improvement	Developing	Satisfactory	Outstanding
Knowledge of Content	Demonstrates little to no knowledge of the content and shows little knowledge of dance style. Has difficulty executing the performance.	Demonstrates some knowledge of the content and shows some understanding of the dance style. Performance has many errors.	Demonstrates good knowledge of content and shows proficiency of dance style. Performs movement with some error.	Demonstrates excellent knowledge of content. Performs movement with little to no error and demonstrates excellent understanding of the dance style.
Technique	Performs the movement with little to no attention to body placement. Rarely executes movement properly and safely.	Performs the movement with little attention to body placement. Executes movement properly and safely Some of the time.	Performs the movement with appropriate body positions. Executes movement properly and safely most of the time.	Performs the movement correctly with appropriate body positions. Effortlessly executes movement properly and safely throughout
Musicality	Dancer speeds up/ and or falls behind often throughout the dance.	Has some knowledge of rhythm and timing, but speeds up/and or slows down many times throughout	Shows understanding of rhythm and timing by staying on beat throughout	Shows a full understanding of rhythm and timing by staying on beat for the entire time
Energy /Effort	Does not give clear attention to the quality of movement and performance. Rarely shows effort and focus for the activity.	Gives little attention to the quality of movement and performance. Shows little effort and focus for the activity.	Gives attention to the quality of movement and performance. Shows the correct effort and focus for the activity.	Gives great attention to the quality of movement and performance. Always utilizes the correct effort and focus for the activity.

## CONTENT COVERED

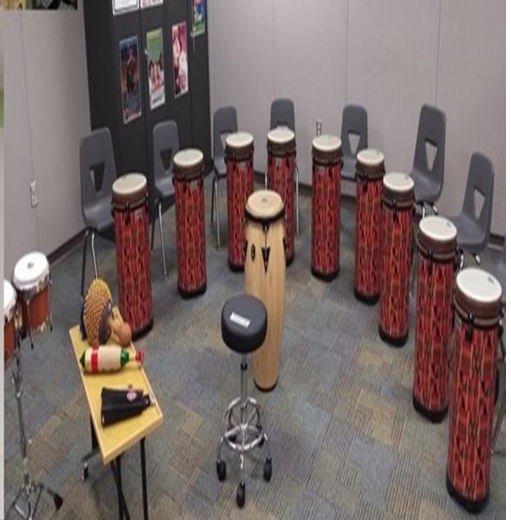
Grade Level:	Fall	Spring
Kindergarten	Body: Parts of the Body, Patterns, Body Shapes	SPACE: PLACE, SIZE, LEVEL, DIRECTION, PATHWAY, RELATIONSHIPS



	<b>Action:</b> Non-Locomotor, Locomotor  <b>SPACE:</b> PLACE, SIZE, LEVEL, DIRECTION, PATHWAY, RELATIONSHIPS  <b>Sequencing:</b> Order in Dance  <b>Cultural Dance</b>  <b>Language of Dance is Introduced</b>  <b>Performance/ Stage Etiquette</b>	<b>Time:</b> Tempo, Rhythmic Patterns, Breath  <b>Energy:</b> Sharp/ Smooth, Sudden/Sustained,  <b>Dancing with Manipulatives</b>  <b>Creating a Story Through Dance</b>  <b>Intro to Different Dance Styles</b>
<b>1<sup>st</sup> Grade</b>	<b>Body:</b> Parts of the Body, Patterns, Body Shapes, Body Systems, Inner Self  <b>Action:</b> Non-Locomotor, Locomotor  <b>SPACE:</b> PLACE, SIZE, LEVEL, DIRECTION, PATHWAY, RELATIONSHIPS  <b>Sequencing:</b> Order in Dance  <b>Cultural Dance</b>  <b>Language of Dance is Expanded</b>  <b>Performance/ Stage Etiquette</b>	<b>SPACE:</b> PLACE, SIZE, LEVEL, DIRECTION, PATHWAY, RELATIONSHIPS  <b>Time:</b> Tempo, Rhythmic Patterns, Breath, Clock Time, Timing Relationships.  <b>Energy:</b> Sharp/ Smooth, Sudden/Sustained, Balanced, Flowing  <b>Dancing with Manipulatives</b>  <b>Creating a Story Through Dance</b>  <b>Intro to Different Dance Styles</b>
<b>2<sup>nd</sup> Grade</b>	<b>Body:</b> Parts of the Body, Patterns, Body Shapes, Body Systems, Inner Self, Initiation  <b>Action:</b> Non-Locomotor, Locomotor  <b>SPACE:</b> PLACE, SIZE, LEVEL, DIRECTION, PATHWAY, RELATIONSHIPS  <b>Time:</b> Tempo, Accent, Rhythmic Patterns, Breath, Clock Time, Timing Relationships, Improvisation, Cued  <b>Energy:</b> Sharp/ Smooth, Sudden/Sustained, Balanced, Flow, Quality  <b>Cultural Dances</b>  <b>Performance/ Stage Etiquette</b>	<b>SEQUENCING: ORDER IN DANCE</b>  <b>DANCING WITH MANIPULATIVES</b>  <b>Developing a Simple Story in Dance</b>  <b>Basic Technique Dance Styles</b> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz</li> <li>• Hip Hop</li> <li>• Modern</li> </ul> <b>Improvisation</b>  <b>Peer Review/ Observation</b>  <b>CHOREOGRAPHY (SHORT SEQUENCING)</b>  
<b>3<sup>rd</sup> Grade</b>	<b>Elements of Dance</b>	<b>JAZZ TECHNIQUE</b>

	Ballet Technique Modern Technique Performance/ Stage Etiquette Cultural Dances	Social Dance/ Hip Hop Improvisation INTRO TO CHOREOGRAPHY: CHOREO-GRAPHIC ELEMENTS (FORM) Basic Critique of a dance Piece
4 <sup>th</sup> Grade	Elements of Dance: Ballet Technique MODERN TECHNIQUE Performance/ Stage Etiquette Choreographic elements (Form) Cultural Dances	JAZZ TECHNIQUE STUDENT BASED CHOREOGRAPHY Basic Critique of a dance Piece Social Dance/ Hip Hop Improvisation Careers in Dance
5 <sup>th</sup> Grade	Elements of Dance: Ballet Technique Modern Technique Improvisation Performance/ Stage Etiquette Choreographic elements (Form)	JAZZ TECHNIQUE STUDENT BASED CHOREOGRAPHY Basic Critique of a dance Piece Social Dance/ Hip Hop Careers in Dance Famous Choreographer/ Dancer - Research Project

# Music



# Maxey Elementary



## *School Performances*

- Winter Holiday Concert
- Multicultural Night
- Magnet Music Academy Concert
- 5th Grade Ceremony
- Magnet Musicals



# **Magnet Music Program and 3<sup>rd</sup>-5<sup>th</sup> Music Academy at Maxey Elementary School**

## **Vision**

The Magnet Music Program will prepare students to become music performers and informed citizens through experiences in a variety of musical forms, styles and genres. These experiences will be addressed in two main ways:

1. Students will express themselves through the experience of music performance and music creation.
  - Expressing thoughts and feelings through music.
  - Responding to music by identifying main features found in music.
  - Demonstrating an understanding that music expresses itself to humans in a language that cannot be paraphrased in words.
2. Students will recognize their own exceptional abilities in order to engage on developing their individual skills in performing, listening and creating.

## **Magnet Music Program Goals**

Students...

- will express themselves through interpreting music symbols, directions and applying learned skills on performances;
- will identify, describe and manipulate patterns that are used in music;
- will demonstrate how music stimulates emotional and intellectual self-awareness;
- will be receptive and show respect to the musical ideas of others and will demonstrate an understanding on how music reflects cultural and historical differences;
- will identify, describe and critique the use of a variety of components in music through directed purposeful listening.

## **Content Strands**

Five main strands will be present through the learning journey on the *Magnet Music Program*. These strands will address the overall curriculum and student performance expectations.

These strands are:

1. Listening
2. Performing
3. Creating
4. Music in relation to other forms of art
5. Music in relation to world cultures and history

### Assessing the Magnet Music Program

Students are not graded on talent but rather on following instructions, musicianship, concept comprehension, applying concepts learned and skills development.

The following methods will be used:

- **Performance assessment:** Here the student will be asked to perform alone or with others depending on the skills and content being assessed. Students will be instructed on which skills are going to be observed and what the expectations are.
- **Computer based assessment:** There will be content and knowledge that will be assessed through activities on the Canvas Learning Management System platform.
- **Paper based assessment:** This type of assessment will be used mostly if the activity requires different colors or drawings to respond.

#### Music Performance basic grading rubric

Points	Description
4	<b>Advanced</b> mastery of the skill/understanding.
3	<b>Meets the expectations</b> of the target.
2	<b>Partial mastery of target</b> Partially demonstrates the skill/understanding or can perform portions of the target with help.
1	<b>Little or no mastery</b> of the skill Cannot demonstrate mastery even with the teacher's assistance.
0	<b>Did not try</b> to perform.

## ***Curriculum map***

### **Kindergarten**

#### **Quarter 1**

- Group Singing: Sing simple songs with narrow range, practicing good vocal tone.
- High and Low: Explore high and low explorations through speech and movement.
- Steady Beat: Moving (walk vs. run/jog) through shared space, internal tempo as a single student, small group, entire group.
- Performance Etiquette: Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.

#### **Quarter 2**

- Beginning and Ending: Demonstrate a moment of stillness before and after performing a song/poem or performing movement to a listening example.
- Vocal Timbre: Explore use of speaking, singing, whispering, and calling voices.
- Unpitched Timbres: Explore playing sounds non- rhythmically on unpitched instruments with stories and poems.
- Appropriate Audience Etiquette: Introduction to the appropriate audience behaviors during a performance.
- Perform a piece on a musical instrument or singing for a public audience: Students demonstrate appropriate music performance skills and behaviors through a live performance.

#### **Quarter 3**

- Group and Solo Singing: Sing simple songs with narrow range, practicing good vocal tone.
- High and Low (revisit): Copy teacher-led high/low movement, including statues/body shape.
- Steady Beat (revisit): Imitate teacher performing beat using isolated body parts (non-locomotor) while listening to new musical examples.
- Performance Etiquette (revisit): Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non- verbal cues, maintaining appropriate posture, remaining on- task, refraining from distracting others, and properly acknowledging the audience.
- Upward and Downward: Imitate slide whistle patterns with voice.

#### **Quarter 4**

- Solo singing: Sing answers to teacher's sung question individually and in a group.
- Loud vs. Soft: Speak a rhyme/poem with loud and soft voices.
- Vocal vs. Instrumental: Identify vocal vs. instrumental music in a recording.
- Speaking Voice, Singing Voice, Movement and Unpitched Instruments: Perform songs and rhymes using speaking/singing voices, movement, and unpitched instruments.
- Beat Awareness with Locomotor and Non- Locomotor Movement: Continue to explore steady beat using non-locomotor and locomotor movements including skipping.
- Perform a piece on a musical instrument or singing for a public audience: Students demonstrate appropriate music performance skills and behaviors through a live performance.

## **First grade**

### **Quarter 1**

- Steady Beat: Perform beat with listening examples, songs, and rhymes, imitating teacher's model; create ways to show beat accompaniment.
- Rhythmic Speech and Motions: Perform rhymes with motions to reinforce words.
- Solo and Group Singing Sing simple (pentatonic and diatonic) songs with narrow range, practicing good vocal tone.
- Performance Etiquette: Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.
- High vs. Low: Explore/respond high and low sounds on the barred instruments with appropriate mallet technique, including playing clusters (any two pitches in the pentatonic scale) in the rests of a song.
- Beginning and Ending: Review start and stop by performing movement to a listening example.

### **Quarter 2**

- Song introduction for singers: Be still and silent during instrumental introductions of songs.
- Vocal and Instrumental Timbres: Explore use of speaking, singing, whispering, and calling voices.
- Simple songs with narrow range and proper vocal tone Sing pentatonic songs that include Sol- Mi pitches. Sing Sol-Mi patterns from icons (pre- notation).
- Appropriate Audience Behavior: Demonstrate, discuss and evaluate appropriate audience behaviors exhibited during a performance.
- Rhythmic Speech and Motions: Perform rhymes and finger plays with motions to reinforce words.
- Steady Beat: Perform beat accompaniment for a song/poem or listening example.
- Perform a piece on a musical instrument or singing for a public audience: Students demonstrate appropriate music performance skills and behaviors through a live performance.

### **Quarter 3**

- Iconic Notation Read, create, and perform 4-beat patterns of sound and silence with icons.
- Group and Solo Singing: Echo-sing four beat Sol-Mi patterns showing Sol and Mi with body scale (touch shoulders with both hands for Sol; touch waist for Mi). Identify Mi as sounding lower than Sol.
- Performance Etiquette: Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.
- Sol-Mi, Sol-Mi-La: Sing pentatonic songs that include Sol- Mi-La and Sol-Mi patterns.
- Pitch Matching Sing alone in pitch-matching games, echo-songs, or call-response songs.
- High and Low: Sing songs with ascending and descending melodic pattern. Perform ascending and descending glissandos on barred instruments.



#### **Quarter 4**

- Beat Accompaniment and Chord Bordun: Perform chord bordun beat accompaniment with a pentatonic song.
- Fast vs. Slow: Perform speech/song examples that change tempo.
- Beginning and Ending: Review start and stop by performing movement to a listening example.
- Song with Accompaniment and without Accompaniment: Perform/listen to songs with and without accompaniment.
- Vocal and Instrumental Timbres: Explore use of speaking, singing, whispering, and calling voices.
- Music Form: Experience AA' form by speaking or singing a song then thinking the poem or song while patting the beat. Experience AA' form by performing beat with motions that reinforce words of the song during sung A section; walking the beat, following own pathway during instrumental A section (A') of a recording.
- Perform a piece on a musical instrument or singing for a public audience: Students demonstrate appropriate music performance skills, behaviors and audience expectations through a live performance.

### **Second grade**

#### **Quarter 1**

- Beat/Rhythm: Perform locomotor and non-locomotor movements from 1st grade. Perform beat accompaniment for song or poem with body percussion or instruments. Perform rhythm of the words of a song or poem with body percussion or instruments. Distinguish between beat and rhythm of the words of song or poem.
- Vocal Tone: Demonstrate good vocal sound while singing a simple, narrow-range songs.
- Same and Different Sections: Perform simple rondo through song, speech, instruments. Explore/use movements to show same and different sections in a rondo.
- One Sound and No Sound: Read and create 4-beat patterns of one sound and no sound to the beat using iconic notation, performing with body percussion and unpitched instruments.
- So-Mi-La: Individually echo-sing Sol-Mi or Sol-Mi-La patterns: Identify La as higher than Sol and Mi as lower than Sol.
- Dynamics: Recognize and perform poems, play instruments, and/or sing song using range of dynamics and markings pp, p, mp, mf, f, ff, and fff

#### **Quarter 2**

- Chord Bordun: Perform a chord bordun beat accompaniment for a Sol-Mi-La song using correct mallet technique.
- Performance Etiquette Review: Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.
- Movement: Explore and create high and low body shapes. Create movement using high and low levels.
- Patriotic Music: Classify music as national or patriotic, using teacher-given vocabulary.
- Sol-Mi-La: Create Sol-La-Mi melody.
- Pitch and Size: Describe relationship between size of instrument and its pitch/range. Identify barred instruments with the lowest/highest sounds.

- Perform a piece on a musical instrument or singing for a public audience: Students demonstrate appropriate music performance skills, behaviors and audience expectations through a live performance.

### **Quarter 3**

- Verse-Refrain: Perform, listen to, and move with songs in verse-refrain form.
- AA' Form and AB Form: Perform songs or poems in AA' and AB form.
- Unpitched Timbres and Families: Categorize unpitched instruments into families (woods, metals, membranes).
- Beat/Rhythm: Echo four beat patterns consisting of quarter note, paired eighth notes, and quarter rest with body percussion and instruments.
- Introduction and Coda: Listen to examples that illustrate songs with an introduction and/or coda.
- Tempo Changes: Describe changes in tempo between two performances.

### **Quarter 4**

- So-La-Mi-Re-Do: Create simple pentatonic patterns on pitched instruments.
- Broken Chord Bordun: Perform broken chord bordun beat accompaniment for a pentatonic song.
- Orchestral Timbres: Review categorization of unpitched instruments into families (see 2nd quarter). Listen to and categorize instruments of the orchestra by family. Identify which family members will probably have the highest sound and the lowest sound.
- Simple Rondo: Use designated movements to indicate A, B, and C sections in a listening example of rondo.
- Eight-Beat Patterns: Create eight beat patterns using traditional notation that includes half notes starting on beats 1, 3, 5, or 7.
- Melodic Ostinato: Sing or play melodic ostinato.
- Perform a piece on a musical instrument or singing for a public audience: Students demonstrate appropriate music performance skills, behaviors and audience expectations through a live performance.

## **Third grade**

### **Quarter 1**

- Beat/Rhythm: Perform beat accompaniment for song or poem with body percussion or instruments. Perform rhythm of the words of a song or poem with body percussion or instruments. Distinguish between beat and rhythm of the words of song or poem.
- Traditional Notation: Read 8-beat notated rhythmic patterns using quarter notes, two eighths, quarter rests, tied quarters, and half notes. Read and create rhythmic patterns that contain quarter notes, two eighths, and quarter rest, tied quarters, and half notes. Identify half notes in notated rhythmic patterns containing quarter notes, two eighths, quarter rests, tied quarters, and half notes.
- Vocal Technique: Sing pentatonic scales and songs using proper vocal technique.
- Instrument Technique (drums, bars and recorders): Demonstrate correct technique using unpitched instruments by echoing eight beat patterns and performing rhythm of the words of a poem. Play diatonic scales and exercises on xylophones and metallophones. Demonstrate correct technique using pitched instruments by performing an a musical arrangement.

- Perform, on instrument, expressive qualities with expressive intent: Student performs on instruments that will provide a successful music-making experience; Student has the opportunity to play various instruments through a rotation so as not to feel singled out; Student performs with expressive qualities and reflects upon expressive intent through discussion, writing or other reflective outlets.
- Performance Etiquette: Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.

## Quarter 2

- Melodic Direction: Explore the melodic direction of phrases by singing and playing pentatonic ascending and descending patterns.
- Chord and Broken Chord Borduns: Perform chord bordun accompaniment Perform broken chord accompaniment.
- Instrument Technique: Demonstrate correct technique using unpitched instruments by echoing eight beat patterns and performing rhythm of the words of a poem. Demonstrate correct technique using barred instruments by performing a music arrangement/orchestration.
- Performance Etiquette: Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.
- Melodic Direction: Improvise pentatonic ascending and descending patterns.
- Ostinato: Perform rhythmic ostinato with body percussion or unpitched instruments.
- Form: Perform and label verse-refrain, AB, ABA pieces using instruments and/or singing.
- Holiday Music: listen to, perform and classify various holiday songs.
- Perform pieces/songs on a musical instrument or singing for a public audience: Students demonstrate appropriate musical skills, behaviors and audience expectations through live performance and can cite specific musical skills they've learned within a performance.

## Quarter 3

- Pitch and Size: Identify the size and pitch relationship and relate it to the ranges of the barred instruments (soprano, alto, or bass) Science/Physics Connection.
- Music from other cultures: Perform music from various cultures and historical periods.
- Traditional Notation: Echo 8-beat rhythm patterns in 2/4 and 6/8 meters with body percussion and unpitched instruments. Perform music in 2/4 and 6/8. Echo and/or perform and read eight-beat rhythmic patterns using quarter notes, two eighths, quarter rest, and half notes (or tied quarters).
- Pentatonic Scale: Echo, play, and/or sing songs with low La-So and Do-Re-Mi-So-La. Using proper vocal technique, sing melodic patterns notated on 5-line staff. Identify the location of Low La and Low Sol on barred instruments.
- African-American Music: Discuss the origin of African-American spiritual songs and the connection with other styles and genres.
- Chord, Broken Chord, and Crossover Borduns: Maintain chord and broken chord bordun accompaniment for pentatonic song. Perform crossover bordun with correct mallet technique to accompany a pentatonic/modal song.
- Form: Follow a listening map of a piece that has a clear introduction and coda.

## **Quarter 4**

- Sound Production Methods: Categorize instruments by how they produce sound: vibrating strings, striking, shaking, and windblown (Science connection).
- Crossover Bordun: Perform crossover bordun with correct mallet technique to accompany a pentatonic/modal song.
- Rhythmic Canon: Perform rhythmic canon using speech and body percussion.
- Melodic Ostinato: Perform melodic ostinato with voices and instruments.
- Phrases: Show awareness of phrase structure (length, number, same and different).
- Dynamic Changes: Describe dynamic changes in a listening example using teacher-given vocabulary (pp, p, mp, mf, f, ff, and fff). Identify crescendo and diminuendo from listening examples.
- Orchestral Families: Visually identify teacher-selected orchestral instruments and group into families.
- Canon: Perform simple two-part vocal or instrumental canon.
- Form: Perform and label like and different sections in a rondo.
- Introduction, Interlude, and Coda: Identify a short introduction, interlude and coda to a given music example.
- Perform pieces/songs on a musical instrument or singing for a public audience: Students demonstrate appropriate musical skills, behaviors and audience expectations through live performance and can cite specific musical skills they've learned within a performance.

## **Fourth grade**

### **Quarter 1**

- Tempo, Dynamics and Mood: Describe tempo, dynamics and mood of a selected work.
- Traditional Notation: Read and perform patterns using half, quarter, eighth notes and rests with speech, body percussion, and instruments.
- Beat/Rhythm: Distinguish between beat and rhythm from.
- Performance Etiquette: Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.
- Instrument Technique: Play unpitched instruments with poetry/song using correct technique.
- Tempo and Dynamics: Identify and demonstrate dynamic markings (fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and tempo markings (andante, largo, presto, accelerando, ritardando) within a given music selection.
- Bordun Accompaniments: Perform chord, broken chord and crossover bordun accompaniments using a pentatonic scale and correct mallet technique.
- Ostinato: Perform rhythmic ostinato using speech, body percussion, and instruments.

### **Quarter 2**

- Form: Perform a piece in AB/ABA form and label the sections.
- Phrases: Identify number of phrases in a section and number of beats on phrases.
- Proper Audience Etiquette: Demonstrate proper audience etiquette and evaluate audience behavior during performances.
- Pitch and Size: Identify highest and lowest pitches on the pitched Orff instruments (science connection).



- Traditional Notation: Perform 8-beat notated patterns using half, quarter, and eighth notes, and quarter and half rests using body percussion and instruments. Play music that include whole note and whole rest. Play recorder patterns that include whole note and whole rest.
- Soprano Recorder: Perform simple patterns using B-A-G fingerings.
- Introduction, Coda, Interlude: Create and/or perform introduction, interlude, coda for a musical piece.
- Proper Audience Etiquette: Demonstrate proper audience etiquette and evaluate audience behavior during performances.
- Diatonic Scale: Echo patterns and perform songs that include Fa and Si.
- Holiday Songs: Listen to, sing, and classify various holiday songs.
- Perform pieces/songs on a musical instrument or singing for a public audience: Students demonstrate appropriate musical skills, behaviors and audience expectations through live performance and can cite specific musical skills they've learned within a performance.

### Quarter 3

- Soprano Recorder: Add the fingering for low E on recorder and play simple patterns using B-A-G-E.
- Ostinato: Sing or play a melodic ostinato. Continue performing rhythmic ostinato accompaniments.
- Dynamics: Identify and label the markings for gradually getting louder and softer (crescendo/decrescendo).
- Performance Etiquette: Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.
- Dynamic Changes: Listen to/follow a listening map for an example of sudden and gradual changes in dynamics.
- Orchestral Instruments: Classify, visually or aurally, given instruments into their orchestral families.
- Work Songs: Sing or perform and classify a song as a work song using music class given vocabulary.
- Traditional Notation: Read and perform 8-beat patterns including traditional notation of syncopation (eighth, quarter, eighth). Read and perform songs in triple meter that include dotted half notes.

### Quarter 4

- Soprano Recorder: Add the fingering for low D and play simple B-A-G-E-D patterns. Read and perform notated patterns that include B-A-G-E and D below the staff using a combination of iconic and traditional notation.
- Melody: Compose (and perform) a simple four-measure melody.
- Bordun Accompaniments: Continue performing bordun accompaniments.
- Syncopation: Perform and/or create 8-beat rhythm patterns using syncopation. Define syncopation.
- Dynamics: Recognize dynamic markings (p, mf, f, crescendo, decrescendo, accent) for metered examples and perform with instruments.
- Duple and Triple Meter: Read and play rhythmic patterns in duple and triple meter using body percussion or instruments. Perform songs in 3/4 meter that include sounds that are three beats long.

- Perform pieces/songs on a musical instrument or singing for a public audience: Students demonstrate appropriate musical skills, behaviors and audience expectations through live performance and can cite specific musical skills they've learned within a performance.

### **Fifth grade**

#### **Quarter 1**

- Traditional Notation: Read and perform rhythm patterns using whole, half, quarter, eighth, and sixteenth notes, syncopation, and whole, half, and quarter rests.
- Pentatonic and Diatonic Scales: Continue to sing pentatonic and diatonic melodies using proper vocal technique.
- Soprano Recorder: Read and perform B-A-G-E-D patterns from a combination of iconic and traditional notation.
- Bordun Accompaniments: Play chord, broken chord, level, and crossover bordun accompaniments with pentatonic songs. Choose preferred bordun to accompany a pentatonic song.
- Ostinato: Perform rhythmic ostinato accompaniment for a poem or song, using body percussion/unpitched instruments with correct technique.
- Canon: Perform 8-beat rhythmic canon with body percussion.
- Dynamics: Choose and or recognize dynamic markings (p, mf, f, crescendo, decrescendo) for metered and music and perform with instruments.
- Instrument Technique: Play unpitched percussion and barred instruments using correct technique.
- Performance Etiquette: Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.
- Proper Audience Etiquette: Demonstrate proper audience etiquette and evaluate audience behavior during performances or listening sessions in the classroom.
- Evaluation: Evaluate music performances based on age-appropriate and musical elements criteria.

#### **Quarter 2**

- Traditional Notation: Read and perform rhythm patterns using whole, half, quarter, eighth, and sixteenth notes, syncopation, and whole, half, and quarter rests. Read and perform traditional notation for melody and accompaniment.
- Canon: Perform two-part and three-part canons.
- Recorder: Read and perform C-B-A-G-E-D-C patterns on recorder from a combination of traditional and iconic notation.
- Instrument Technique: Exhibit skill in playing simple orchestrations on pitched and unpitched instruments using correct technique.
- Chord Change Accompaniments: Perform a simple 2-chord accompaniment (I-V; I-VII; I-iii; I-VI) for a melody on barred instruments.
- Form: Compare and contrast listening examples using correct form and music vocabulary.
- Steps, Skips, and Repeated Notes: Identify steps, skips, and repeated notes in a notated melody.
- Historic periods and Composers: Medieval, Renaissance and Baroque. Introduction and listening examples to the historical periods and composers.
- Performance Etiquette: Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues,

maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.

- Holiday Songs: Listen to, sing, and classify various holiday songs.
- Perform pieces/songs on a musical instrument or singing for a public audience: Students demonstrate appropriate musical skills, behaviors and audience expectations through live performance and can cite specific musical skills they've learned within a performance.

### **Quarter 3**

- Soprano Recorder: Read and perform songs that include D'-C'-B-A-G- F#-E-D-C using a combination of iconic and traditional notation.
- Evaluation: Evaluate music performances based on age-appropriate and musical elements criteria.
- Music of Various Cultures: Perform music from different cultures and/or historical periods.
- Meter: Perform (sing/play) and conduct songs in 2/4, 3/4, and 4/4 meter.
- Traditional Notation: Read and perform patterns using a dotted half note (three beats long).
- Modal and Diatonic Melodies: Play diatonic melodies that include Fa and Si scale steps, Using proper instrumental technique. Listen to, play, and sing music in different modes and scales.
- Historic periods and Composers: Classical and Romantic. Introduction and listening examples to the historical periods and composers.
- Soprano Recorder: Identify F (4th grade of diatonic scale) in a given notated melodic pattern. Play and read from a combination of iconic and traditional notation easy patterns on recorder that include low F. Practice F#, F and D.
- Chord Change Accompaniment: Perform a simple I-IV-V harmonic accompaniment for a song. Listen to a song in blues form and identify chord progression. Perform roots of the chords in 12- bar blues progression.

### **Quarter 4**

- Canon: Perform a 3-part canon on bars or recorders.
- Dynamics review: Choose dynamic markings (pp, p, mf, f, ff, crescendo, decrescendo, accent) for metered music and perform with instruments.
- Performance Etiquette: Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non- verbal cues, maintaining appropriate posture, remaining on- task, refraining from distracting others, and properly acknowledging the audience.
- Historic periods and Composers: XX and XXI Century. Introduction and listening examples to the historical periods and composers.
- Theme and Variations: Re-arrange a familiar melody by changing the meter and rhythm.
- Evaluation: Evaluate music performances based on age-appropriate criteria.
- Music of Various Styles: Compare and contrast previously studied styles (Patriotic, Holiday, Spiritual, Blues).
- Perform pieces/songs on a musical instrument or singing for a public audience: Students demonstrate appropriate musical skills, behaviors and audience expectations through live performance and can cite specific musical skills they've learned within a performance.

# Academic Expectations



- Student must maintain a 2.0 or higher GPA quarterly (2nd - 5th )
- Student must adhere to the OCPS Student Code of Conduct and discipline policies
- If a student fails to meet academic and/or behavior standards, he/she will be placed on an appropriate probation for one grading period.
- If student corrects the violation during the specified time period, the probation will no longer apply.
- If student does not correct the violation during specified time, the student can be exited from the magnet program and will be required to return to their zoned school
- **Student must participate in required exhibits, performances, competitions and/or auditions, which may necessitate other commitments outside of the typical school day.**





# *Parental Support*

- By choosing to enroll in the Maxey Elementary Visual & Performing Arts Magnet, parents/guardians have accepted the responsibility to provide encouragement, guidance and home support to foster the best possible learning situation
- Parents will be required to volunteer when school events/shows occur which can include during/after the school day. Parents must be an approved ADDitions volunteer
- [https://www.ocps.net/departments/community\\_resources/\\_additions\\_school\\_volunteers](https://www.ocps.net/departments/community_resources/_additions_school_volunteers)
- Parents must review classwork, homework as well as attend parent conferences, performances and other activities sponsored by the school as part of your intent to contribute to your child's success.



# Maxey Elementary



