

**♪Notes on Music♪**  
**Katie Peterson & Ron Maier, music specialists**

First through sixth grade students and full day kindergartners have general music instruction twice a week for 30 minutes each session. Half-day kindergartners have music for 20 minutes once a week. In music, each child has the opportunity to explore and learn about musical concepts through activities such as singing, listening, playing classroom instruments, improvising, composing, and moving.

**Program goals are:**

- ♪ Develop aural sensitivity and listening skills
- ♪ Develop the ability to perceive the art of music keenly and respond to it deeply
- ♪ Provide for success and musical pleasure
- ♪ Develop musical independence
- ♪ Develop music literacy
- ♪ Develop performance skills

These goals are pursued at all grade levels, with activities and units of study increasing in complexity throughout the elementary years. Some specific areas of focus are:

- K – 3** Experience a wide variety of music activities in singing, movement, playing, and listening as children explore basic music concepts (e.g., high/low, fast/slow, tone color, steady beat, rhythmic patterns) Begin work on rhythmic and melodic literacy and recognition of form and style.
- 4 – 6** Develop musical independence and increase music literacy and physical coordination. Fourth graders play soprano recorder. Fifth graders play the baritone ukulele. Sixth graders work on special projects based on their musical interests.

**Music Room Behavior Expectations**

Students are expected to follow these guidelines in the music room:

- Always do your best listening.
- Be respectful of people and equipment.
- Cooperate with the group.
- Do your best; participate 100%!
- Enter and exit politely.

Each week a student from each class, grades 1 through 6, is awarded a “praise note”. These notes are personalized compliments to children who are demonstrating life skills in music.

Students who choose not to follow the music room expectations experience consequences for their actions. These may include being re-directed in their behavior, taking some time out from the group to practice appropriate alternatives, or doing community service. Parents of students with serious or chronic behavior problems will always be contacted by the music teacher to discuss ways of helping the child become successful in music class. Children and parents are encouraged to speak with us about any aspect of the music program at Peter Kirk. We look forward to a rewarding and musical year with our students!