



*Welcome back!*

*This year music classes will be held in the students home rooms. Throughout the year we'll explore in various grade levels, learning to play the Recorder, reading music, individual & multi-part singing, ear training, music theory and music history, the history of recording, along with student performances. We'll also participate in field trips offered through various organizations and in-school workshops with guest artists to enhance and broaden our curriculum through these and other learning experiences as they become available. If you have any questions, contact me via my email. I'm very excited to have an opportunity to again work with your children this year. Attached is a list of policies, practices and the syllabus. Thank you and have a great year!*

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Music Classroom Guidelines													
Grading Policy	<p>Grades will be based upon your child’s performance on daily activities, homework, quizzes, tests, and any music projects. Effort and class participation will also be a factor in determining final grades. <b>No make up work for projects that are submitted late or not at all!</b></p> <p>Your child’s work will be assessed with the following grading system:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>A = 90-100</td> <td>Superior</td> <td>B = 80-89</td> <td>Above Average</td> </tr> <tr> <td>C = 70-79</td> <td>Average</td> <td>D = 60-69</td> <td>Below Average</td> </tr> <tr> <td>F = 59-0</td> <td>Well Below Average</td> <td></td> <td></td> </tr> </table>	A = 90-100	Superior	B = 80-89	Above Average	C = 70-79	Average	D = 60-69	Below Average	F = 59-0	Well Below Average		
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Classroom Rules	<p>I firmly believe that lifelong success depends on self -discipline; therefore, I use a discipline plan that allows every child the opportunity to manage his/her behavior. In order to guarantee your child and all the scholars in our classroom an excellent music educational climate that they deserve, please understand that any scholar(s) interrupting the learning process that prevents other scholars from learning will not be tolerated. You will find a list of classroom rules.</p> <p><u>Classroom Rules:</u></p> <ol style="list-style-type: none"> <li>1. Listen and follow directions immediately.</li> <li>2. Respect peers and their property.</li> <li>3. Raise your hand to be acknowledged before speaking out.</li> <li>4. Stay in your seat unless given permission to move.</li> <li>5. Exercise appropriate voice levels when working in groups.</li> <li>6. Be safe (no running, hitting, jumping, etc).</li> </ol>												
Student Expectations for Behavior	<p>In order for your child to make meaningful gains for the school year, I must provide encouragement and support, while setting high expectations for student effort. I strongly believe that a positive self-concept one of the most important factors in any child’s success in both academic and social growth.</p> <p><u>Student Expectations</u></p> <ul style="list-style-type: none"> <li>• Come to school daily and on time ready to learn.</li> <li>• Be prepared with materials and an open mind.</li> <li>• Participate in class lessons.</li> <li>• Be organized and neat.</li> <li>• Self-correct behavior and work.</li> <li>• Exercise being positive and respectful to others</li> </ul>												

## 2017/ 2018-Waters School Music Class Syllabus

<b>Grade Level</b>	<b>Description:</b> <b>The following standards will be explored but not limited to throughout the music curriculum this year in order to engage students interest and develop skills needed to develop a broad understanding of the language of music. The music curriculum also allows students to make rigorous cross-curriculum connections with science, language arts, and math.</b>
<b>K</b>	<ul style="list-style-type: none"><li>- With limited guidance, create musical ideas (for example, answering a musical question) for a specific purpose.</li><li>- With guidance, explore and demonstrate awareness of musical contrasts (for example, high/low, loud/soft, same/different) in a variety of music selected for performance.</li><li>- With guidance, demonstrate awareness of expressive qualities (for example, voice quality, dynamics, tempo) that support the performers' expressive intent.</li><li>- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>- Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</li><li>- With limited guidance, demonstrate knowledge of musical concepts (for example, beat, melodic contour) in a variety of music selected for performance.</li><li>- With limited guidance, perform music for a specific purpose with expression</li><li>- Perform appropriately for the audience and purpose.</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>- Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (for example, personal, social).</li><li>- Interpret and apply personal, peer, and teacher feedback to revise personal music.</li><li>- Present a final version of personal musical ideas to peers or informal audience.</li><li>- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.</li></ul>

<p><b>3</b></p>	<ul style="list-style-type: none"> <li>- Improvise rhythmic, melodic, and harmonic ideas and explain connection to specific purpose and context (for example, social, cultural).</li> <li>- Demonstrate understanding of the structure in music selected for performance.</li> <li>- Perform music with expression and technical accuracy.</li> </ul>
<p><b>4</b></p>	<ul style="list-style-type: none"> <li>- Use standard and/ or iconic notation and/ or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</li> <li>- Refine and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.</li> <li>- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and musicianship.</li> <li>- Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</li> </ul>
<p><b>5</b></p>	<ul style="list-style-type: none"> <li>- Compose simple rhythmic, melodic, and harmonic phrases within a given form that convey expressive intent.</li> <li>- Demonstrate understanding of the structure and the elements of music in music selected for performance.</li> <li>- Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</li> </ul>
<p><b>6</b></p>	<ul style="list-style-type: none"> <li>-Compose rhythmic, melodic, and harmonic phrases over harmonic accompaniments within a given form(s) that convey expressive intent.</li> <li>-Use standard and/or iconic notation and/ or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic musical ideas.</li> <li>-Present the final version of a personal composition or arrangement, using musicianship and originality to demonstrate an effective beginning, middle, and ending and convey expressive intent.</li> <li>-Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) convey intent.</li> <li>-Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style</li> </ul>

	<p><b>7</b> -Select, organize, develop, and document personal musical ideas for arrangements, song, and compositions within a given form(s) that utilize compositional techniques and convey expressive intent</p> <p>-Present the final version of a personal composition or arrangement, using musicianship and originality to utilize compositional techniques and convey expressive intent.</p> <p>-Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p>-Demonstrate performance decorum (for example, stage presence, attire, behavior) and audience etiquette are appropriate for venue, purpose, and context</p>
	<p><b>8</b> -Describe how understanding context and the elements of music inform the response to music</p> <p>-Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator’s intent.</p> <p>-Demonstrate performance decorum (for example, stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p> <p>-Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.</p> <p>-Explain reasons for selecting music based on musical characteristics, interest, purpose or context.</p>

*Email with any questions: [tjbradford@cps.edu](mailto:tjbradford@cps.edu).*

*Thank you for your continued support!*

*Mr. Bradford*





