



*Welcome back!*

*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, along with several 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 excited to have an opportunity to again work with your children this year. Attached is a list of policies 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.</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> </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>												

## 2019/20-Waters School Music Class Syllabus

<b>Grade Level/Standards</b>	<b>Description:</b> <b>The following standards are the basis for the music curriculum this year. We will engage students interest and develop skills using these and other standards as they apply. The music curriculum also allows students to make rigorous cross-curriculum connections with science, language arts, and math when applicable.</b>
<b>K</b> <i>(IL25 A,26 B</i> <b>Nat'L 1)</b>	<ul style="list-style-type: none"> <li>- Sing independently with appropriate posture, maintaining the correct pitch and steady posture.</li> <li>- Sing songs in a group and demonstrate ability to sing loud/soft, high/low, fast/slow</li> <li>- Sing/ move to show high &amp; low, fast and slow, loud and soft, strong beat and weak beat</li> <li>- Identify instruments by name.</li> </ul>
<b>1</b> <i>( IL25A ;</i> <b>Nat'l 3,4)</b>	<ul style="list-style-type: none"> <li>- Sing a song and use hand to show movement of pitch</li> <li>- Improvise simple rhythmic patterns using body, voice and instruments.</li> <li>- Distinguish between the lines &amp; space notes on the Treble clef</li> <li>- Perform appropriately for the audience and purpose.</li> <li>- Identify expression symbols for Forte, Piano, Crescendo &amp; Diminuendo)</li> </ul>
<b>2</b> <i>(IL25 A;</i> <b>Nat'l 1; IL 25B</b>	<ul style="list-style-type: none"> <li>- Sing individually &amp; maintain pitch</li> <li>- Performing rhythmic patterns in 4/4 keeping a steady beats</li> <li>- Relate musical note values to math</li> <li>- Identify Music from various genres and styles from diverse cultures</li> </ul>

<p><b><u>3</u></b></p> <p><b>(IL 26A, B;26 A; IL 27A)</b></p>	<ul style="list-style-type: none"> <li>- Identify note and rest values( whole, half, dotted half, quarter and eighth notes &amp; rests</li> <li>- Identify the instrument families of the orchestra( woodwinds, strings, percussion, brass)</li> <li>- Listen to and identify the sounds of singing voices and instruments families according to timbre/tone color</li> <li>- Exhibit audience etiquette during live performances</li> <li>- Define the role of an audience member and performer in a musical production</li> </ul>
<p><b><u>4</u></b></p> <p><b>(IL 26B, 16 A; Nat'l 8)</b></p>	<ul style="list-style-type: none"> <li>- Identify a major triad and arpeggio through use of solfege</li> <li>- Identify melody or melody with harmony in a listening selection</li> <li>- Identify form of musical selections by assigning letters to the form</li> <li>- Practice concert etiquette as an actively involved audience member</li> <li>- Play music from written notation demonstrating increased accuracy in note reading</li> </ul>
<p><b><u>5</u></b></p> <p><b>(IL 26B; ILb26 A)</b></p>	<ul style="list-style-type: none"> <li>- Sing a major scale, partner songs, two part songs, canons and songs consisting of only a melody.</li> <li>- Use standard terminology when explaining music, music notation, voices, musical instruments and musical performances.</li> <li>- Listen to and describe the tone color of instruments from a variety of cultures</li> <li>- Play instruments following written notation, individually or in ensembles.</li> </ul>

<p><b><u>6</u></b>  (IL <b>26B;</b> <b>Nat'l</b> <b>1, 2,</b> <b>3)</b></p>	<ul style="list-style-type: none"> <li>- Perform individually or in ensembles demonstrating fundamental skills and basic performance techniques</li> <li>- Using standard terminology in explaining music, music notation, music instruments and voice and musical performances.</li> <li>- Listen to and compare contrast a variety of tempos in a musical example</li> <li>- Improvise simple harmonic accompaniments to familiar song</li> </ul>
<p><b><u>7</u></b>  (IL <b>25A,</b> <b>26A,2</b> <b>6B;N</b> <b>at'L</b> <b>8)</b></p>	<ul style="list-style-type: none"> <li>- Sing and interpret music symbols and terms referring to dynamics, tempo and articulation when performing</li> <li>- Notate meter, rhythm, pitch and dynamics using standard symbols on manuscript paper or computer</li> <li>- Demonstrate appropriate concert etiquette during performance in a variety of settings</li> <li>- Distinguish styles of music in various cultures and periods and identify unique features</li> </ul>
<p><b><u>8</u></b>  (IL <b>26</b> <b>B;</b> <b>Nat'l'</b> <b>1)</b></p>	<ul style="list-style-type: none"> <li>- Sing individually with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques.</li> <li>- Sing and interpret a varied repertoire from memory with attention to dynamics tempo and articulation</li> <li>- Evaluate the quality and effectiveness of music and musical performances</li> <li>- Describe responsibilities in such technical music related occupations as sound engineering, acoustician, etc</li> </ul>

*Please email me with any questions:*

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*Thank you for your support!*

*Mr. Bradford*

