

MUSIC NEWS

March 2026

Marking Period 3

**Measurement Topics: Performing Music
Responding to Music**

Kindergarten

We will use our voices, locomotor and non locomotor movements, classroom instruments and listening skills focus on meter: steady beat (simple vs. compound) through the use of locomotor and non locomotor movements & classroom instruments. We will respond to music through active listening and classroom discussions; and we will continue our vocal exploration and exploring musical concepts such as high and low sounds using iconic (picture notation); long short-short sounds.

1st Grade

We will use our voices, locomotor and non locomotor movements, classroom instruments and listening skills to read and perform music using the solfege pitches so and mi; rhythm symbols including the Quarter Rest. We will identify the form of various musical selections organized in AB and ABA form. We will also focus on matching pitch in a limited range.

2nd Grade

We will use our voices, locomotor and non locomotor movements, classroom instruments and listening skills to read and perform songs that use the solfege syllables do, re mi, so, la (this will occur throughout the rest of the school year). We will read and notate Do and continue our work with identifying/performing the steady beat; identifying, performing and responding to strong/weak beats and strong/weak beats in simple vs compound meter; Borduns/Drones; reading Musical symbols such as repeat signs, barlines, double barlines and the treble clef; and performing and responding to music dynamics and tempi such as crescendo/decrescendo and accelerando/ritardando.

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3rd Grade

Students will identify, respond to, perform and read songs in verse-refrain, question-answer and Rondo form; Two-part Rounds; Articulation of staccato and legato; reading musical symbols compound 6/8 meter signature (strong beat/weak beat in compound meter) ;and [limited] singing of songs within an octave range using proper breath support; and performing songs that use the pitches G-A-B with our voices and on classroom instruments. Due to safety concerns, there will be no recorder unit this year.

4th Grade

We will use our voices, locomotor and non locomotor movements, classroom instruments and listening skills to explore musical concepts such as the musical pitches C-D-E-F; quarter note-eighth note rhythm patterns; major vs. minor aural identification; compound 6/8 meter; repeating and contrasting phrases; 2-3-4 part rounds; the musical symbol CODA; the musical articulation legato and staccato; and [Limited] singing with expression and within an octave range; orchestral instrument identification.



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5th Grade

We will use our voices, locomotor and non locomotor movements, classroom instruments and listening skills to explore musical concepts such as reading the diatonic scale: do based major and la based minor; reading syncopated rhythm patterns (eight quarter eight notes and dotted quarter eight note rhythms); all known rhythms in simple and/or compound meter; diatonic major, natural minor and major vs. minor (aural); Songs using 3 / 4 meter; Partner Songs and songs using melodic ostinati; Tempo marking of ANDANTE; key signatures and Coda; and use of appropriate singing techniques and [limited] singing with expression.

CHORUS

Our Spring Concert is set for **Wednesday, May 6th at 6:30 pm** at Clarksburg High School with the in-school performance date and time still to be determined.

Stay in touch :

Please allow a *minimum of 24 hours* for a response.



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240-740-5800



Donations

- *Facial tissue
- *Hand Sanitizer
- *[My Amazon Wishlist](#)

RUBRICS

K-1

TOTAL RUBRIC SCORE: /3

3 out of 3 = P 2 out of 3 = I 0 or 1 out of 3 = N

CURRICULUM AND INSTRUCTIONAL PROGRAMS

GENERAL MUSIC EDUCATION

EARLY ELEMENTARY STANDARD GRADING & REPORTING SCALE

3 PROFICIENT	2 IN PROGRESS	1 NOT YET
Proficient with the grade-level standards. Evidence demonstrates a full understanding of content, concept or skill. Errors or omissions are absent or do not impact understanding.	In progress toward meeting the grade-level standards. Evidence demonstrates some understanding of content, concept or skill with some support. Errors or omissions impact understanding.	Not yet making progress or making minimal progress toward meeting the grade-level standards. Evidence demonstrates limited or minimal understanding of content, concept and skill with significant support. Errors or omissions are critical and impact understanding. No evidence available.

	Criteria for Each Measurement Topic	SCORE
PERFORMING - SINGING and INSTRUMENTS	<ul style="list-style-type: none"> Grade-level appropriate pitch accuracy (vocal) Holding Instruments and/or mallets correctly Perform correct Rhythm Perform correct Notes Maintain steady beat (1st grade) 	/3
READING *& NOTATING*: *1ST GRADE ONLY*	<ul style="list-style-type: none"> Read and/or Label rhythms or pitches accurately Accurately notate pitches on the correct line or space Accurately notate rhythms 	/3
CREATING:	<ul style="list-style-type: none"> Students are able develop and preserve (remember) musical ideas Students are able to evaluate and/or refine their ideas Students are able to present their final compositions 	/3
RESPONDING	<ul style="list-style-type: none"> Students are able to make connections to songs Students can analyze musical selections Students respond accurately to the elements of music (eg.fast/slow; high low; etc) 	/3

RUBRICS

2-5

TOTAL RUBRIC SCORE:

/4

4 out of 4 = A 3 out of 4 = B 2 out of 4 = C 0 or 1 out of 4 = D

4 PROFICIENT
The student consistently demonstrates mastery of the curricular objectives taught at this level. Evidence demonstrates a full understanding of content, concept or skill. Errors or omissions are absent or do not impact understanding.

3 IN PROGRESS
The student frequently demonstrates mastery of the curricular objectives taught at this level. Evidence demonstrates general understanding of content, concept or skill with minimal support. Errors or omissions may impact understanding.

2 EMERGING
The student periodically demonstrates mastery of the curricular objectives taught at this level. Evidence demonstrates some understanding of content, concept or skill with some support. Errors or omissions impact understanding.

1 NOT YET
The student rarely demonstrates mastery of the curricular objectives taught at this level. Evidence demonstrates limited or minimal understanding of content, concept and skill with significant support. Errors or omissions are critical and impact understanding. No evidence available.

	Criteria for Each Measurement Topic	SCORE
PERFORMING - SINGING and INSTRUMENTS	<ul style="list-style-type: none"> Grade-level appropriate pitch accuracy (vocal) Holding Instruments and/or mallets correctly Perform correct Rhythm Maintain a steady beat Perform correct Notes Proper Vocal Techniques (ie. Breath support; posture, expression) 	/4
Reading and Notating	<ul style="list-style-type: none"> Read and/or Label rhythms or pitches accurately Accurately notate pitches on the correct line or space Accurately notate rhythms 	/4
Creating	<ul style="list-style-type: none"> Students are able develop and preserve (remember) musical ideas Students are able to evaluate and/or refine their ideas Students are able to present their final compositions 	/4
Responding	<ul style="list-style-type: none"> Students are able to make connections to songs Students can analyze musical selections Students respond accurately to the elements of music (eg. largo/allegro; forte/piano; etc) 	/4