

Vocal & Instrumental Music Program

For Fourth, Fifth, and Sixth Grade Students



The Music Team

- John Beeman
- Corrie Dunn
- Cindy Fletcher
- Roberta Robertson
- Brianna Jorgensen



Goals & Standards

- ◆ Offers students a positive and educational experience with music through a variety of vocal and instrumental music programs.
- ◆ Meets the California State Visual & Performing Arts Standards for fourth, fifth, and sixth grade students.
- ◆ Emphasizes standards 2.1 and 2.2 across all three grade levels, which is to “sing or perform on an instrument a varied repertoire of music by oneself and in ensembles”.

The Big Picture

- ◆ The LASD Elementary Music Program, along with Physical Education, provides all teachers of 4th-6th graders with prep periods each week.
- ◆ LASD music teachers travel to three school sites each day, and teach an average of nine classes daily.
- ◆ The music program has varied slightly from year to year depending on funding from the LAEF.

Fourth Grade Vocal Music

- ◆ Students receive one 30-minute period of classroom vocal music weekly.
- ◆ Curriculum varies slightly depending on the music teacher, but includes singing, learning about instruments, reading music, and playing the recorder in the spring.
- ◆ Performances: students perform vocal music in the winter concert in December, and in the spring concert in May.

Fifth Grade Vocal Music

- ◆ This year, all fifth grade students receive one 30-minute period of vocal music in their classroom weekly during the fall only.
- ◆ In January, this 30-minute period will change to either Band, Orchestra, or Chorus, depending on what instrument the student signed up for at the beginning of the year.
- ◆ Performances: students perform vocal music in the winter concert in December only.

Fifth Grade Instrumental Music

- ◆ At the beginning of this school year, after trying each instrument out at the roadshow, each fifth grade student chose an instrument to study. The choices were: flute, clarinet, trumpet, trombone, violin, viola, cello, or voice.
- ◆ Instrumental students meet in small groups weekly for a 30-minute period with other students playing the same instrument (for example, flutes or trumpets or violins).
- ◆ Students who did not want to play an instrument joined chorus.
- ◆ Performances: students perform with their ensemble (Band, Orchestra or Chorus) at the spring concert in May.

Sixth Grade Music

- ◆ All sixth grade students receive two 30-minute periods of music instruction each week.
- ◆ Instrumental students meet once in their small groups with like instruments (woodwinds, brass or strings), and once as a large ensemble (Band or Orchestra).
- ◆ Vocal students meet as a full chorus ensemble twice a week.
- ◆ Performances: students perform with their full ensembles in the winter concert in December, the spring concert in May, and in combined concerts with the junior high schools. Band members also participate in the Junior Olympics.

2011-12 Program Overview

- ◆ Fourth Grade:
 - ◆ One 30-minute period of vocal music in the classroom, weekly.
- ◆ Fifth Grade:
 - ◆ 30-minute periods:
 - ◆ Vocal music in the classroom, weekly (fall only).
 - ◆ Small group instrumental music weekly (all year).
 - ◆ Ensemble music instruction (Band, Orchestra or Chorus) weekly (spring only).
- ◆ Sixth Grade:
 - ◆ Two 30-minute periods of music instruction weekly: one in their small groups, and one as a large ensemble (Band, Orchestra, or Chorus).
- ◆ Music teachers travel from room to room without a passing period, so classes usually end up being about 27 minutes.

Springer's Music Schedule

Springer, Mondays:

Teacher/ Classroom:	John Beeman Art Room	Roberta Robertson Science Room	Brianna Jorgensen Multi	Cindy Fletcher
12:45-1:15	Grade 5 Violin/Viola	Grade 5 Violin	Grade 5 Flute	---
1:15-1:45	Grade 5 Cello	Grade 5 Tumpet/Trombone	Grade 5 Clarinet	Grade 5 Chorus
1:45-2:15	Grade 6 Cello	Grade 6 Trumpet	Grade 6 Flute/Clar/Sax	---
2:15-2:45	Grade 6 Violin/Viola	Grade 6 Trombone	Grade 6 Chorus	---

Springer, Fridays:

Teacher:	Cindy Fletcher	Brianna Jorgensen	Corrie Dunn
8:30-9:00	Grade 6 Orchestra Art Room	Grade 6 Band Multi	Grade 6 Chorus Science Room
9:00-9:30	Grade 5 Vocal/Orch Sterngold	Grade 5 Vocal/Band Shilling	Grade 5 Vocal Jones
9:30-10:00	Grade 4 Vocal	Travel	Travel
10:20-10:50	Grade 4 Vocal		
10:50-11:20	Grade 4 Vocal		

Benefits of Music Education

- ◆ Research shows that involvement in music education helps children have success in four key areas:
 - ◆ Life – encouraging self-discipline and diligence
 - ◆ School – higher SAT scores
 - ◆ Society – lower substance abuse
 - ◆ Developing Intelligence – attention skills, self-expression
- ◆ Source: <http://www.childrensmusicworkshop.com/advocacy/benefits.html>

Success in Life

- ◆ "Studying music encourages self-discipline and diligence, traits that carry over into intellectual pursuits and that lead to effective study and work habits. An association of music and math has, in fact, long been noted. Creating and performing music promotes self-expression and provides self-gratification while giving pleasure to others. In medicine, increasing published reports demonstrate that music has a healing effect on patients. For all these reasons, it deserves strong support in our educational system, along with the other arts, the sciences, and athletics." *Michael E. DeBakey, M.D., Leading Heart Surgeon, Baylor College of Music.*

Success in School

- ◆ “Students with coursework/experience in music performance and music appreciation scored higher on the SAT: students in music performance scored 57 points higher on the verbal and 41 points higher on the math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on the math, than did students with no arts participation.”

College-Bound Seniors National Report: Profile of SAT Program Test Takers. Princeton, NJ: The College Entrance Examination Board, 2001.

Success in Society

- ◆ “Secondary students who participated in band or orchestra reported the lowest lifetime and current use of all substances (alcohol, tobacco, illicit drugs).” *Texas Commission on Drug and Alcohol Abuse Report. Reported in Houston Chronicle, January 1998*
- ◆ "Music is a magical gift we must nourish and cultivate in our children, especially now as scientific evidence proves that an education in the arts makes better math and science students, enhances spatial intelligence in newborns, and let's not forget that the arts are a compelling solution to teen violence, certainly not the cause of it!" *Michael Greene, Recording Academy President and CEO at the 42nd Annual Grammy Awards, February 2000.*

Success Developing Intelligence

- ◆ "The musician is constantly adjusting decisions on tempo, tone, style, rhythm, phrasing, and feeling--training the brain to become incredibly good at organizing and conducting numerous activities at once. Dedicated practice of this orchestration can have a great payoff for lifelong attentional skills, intelligence, and an ability for self-knowledge and expression." *Ratey John J., MD. A User's Guide to the Brain. New York: Pantheon Books, 2001.*