

Characteristics of the music education program throughout the K-5 curriculum include:

- ◆ All students are involved in activities that represent a wide range of musical processes. These include all focus areas: moving, speaking/singing, listening, playing, reading/notating, and creating/improvising.
- ◆ The program is characterized by a layered elemental ensemble approach. This begins with speech, movement, and song and extends to unpitched percussion, barred instruments, and more sophisticated forms.
- ◆ Hand signals and devised notation are used as a bridge to traditional notation in primary grades; the soprano recorder is used as a tool in intermediate grades to support the music reading experience.
- ◆ Planning reflects the use of multiple essential experiences in every lesson.
- ◆ Program decisions are based on the ongoing assessment of students as they participate in elementary music activities.
- ◆ Activities are adapted for individual differences. Each child experiences a high degree of success in both classroom demonstrations and ensemble experiences.
- ◆ The elementary music program functions as a part of the total educational program in the school; music specialists and classroom teachers integrate appropriate content to reinforce continuity in student learning.
- ◆ The music program in the elementary school provides opportunities for students to demonstrate their skills and abilities. The musical accomplishments of students are presented in demonstrations and programs for the school and community.