



QuaverMusic Topic Index Breakdown

The **Topic Index** on the left side of Resource Manager is a powerful tool for lesson planning and development. Use these topics to discover new Quaver resources useful for teaching foundational musical skills and concepts in your classroom.

Organized with Lesson Planning in Mind

Effective teachers begin planning with the end goal in mind, then build a framework for how they will meet their goals. Our Topic Index is organized to mirror the planning process, allowing teachers to browse Quaver resources with a specific standard, concept, or goal in mind.

The layout of the Topic Index for example, starts at the top with Musical Elements, the core content they are most likely to be teaching. From there, it continues to skills and connections, representing how they might go about teaching each concept.

You'll also notice the topics are color-coded. The first four sections address the four domains used throughout NCCAS and many state standards. Below these you'll find additional topics covering common teaching styles or classroom needs, such as assessments, projects, or specific cross-curricular subject. The table below explores each of these top-level topics in detail.

Select any top-level topic to continue your search, and a number of more detailed sub-topics will appear.



QuaverMusic Topic Index Detail



Musical Elements	<p>These categories relate to the Perform domain. They cover the knowledge and skills around which teachers traditionally focus much of their time. These categories also contain the largest number of resources – nearly 3,000 resources! – and are going to be where teachers look most frequently to find content.</p>
Instruments	
Singing	
Creating	<p>The Create domain relates closely to singing, playing instruments, and listening because one or all of these skills are required to create music thoughtfully.</p>
Listening	<p>Listening and Movement are two of the most basic parts of Responding to music. Often students will be listening and moving at the same time. There will also be many times that students listen and write a response to what they hear. Conversely, teachers sometimes ask students to simply perform movement, not in response to the music but in order to become familiar with it or to serve other purposes such as classroom management.</p>
Movement	
Holidays, Seasons, and Celebrations	<p>These categories relate to the Connect domain. Teachers will browse these categories to find resources that students can relate to their own lives or relate to other subjects they have studied. This section is where you may find songs or resources that come from a variety of historical and cultural contexts.</p>
Styles	
Music History	
Kodály Essentials	<p>These three categories are the major methods to teaching music. Many teachers want to explore ways to incorporate multiple approaches, and this organization gives them an easy way to take what they like from each pedagogy and make it their own.</p>
Orff Essentials	
MLT Essentials	
Assessments	<p>This section takes the perspective of what the teacher is doing in the classroom rather than what the students are doing. Usually, a teacher will derive projects or assessments from the materials they have already selected, which is why they are at the bottom of our browsing list. However, sometimes a teacher may be looking for a project or assessment as a starting point.</p>
Projects	
Social Emotional Learning	<p>These categories offer resources that specifically address SEL and learning across the curricula. Teachers will find these resources helpful when collaborating with colleagues from different subject areas as well as within their own classrooms for building community and developing a deeper content understanding.</p>
Cross-Curricular Learning	