



QuaverEd™

Educator Voices

Success Stories with QuaverEd

Educator Voices is composed of QuaverEd Blog stories written by author and journalist Kristin Clark Taylor.

Please note the date of each story, as the QuaverEd programs and resources may have recently changed.

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Where Learning Comes Alive

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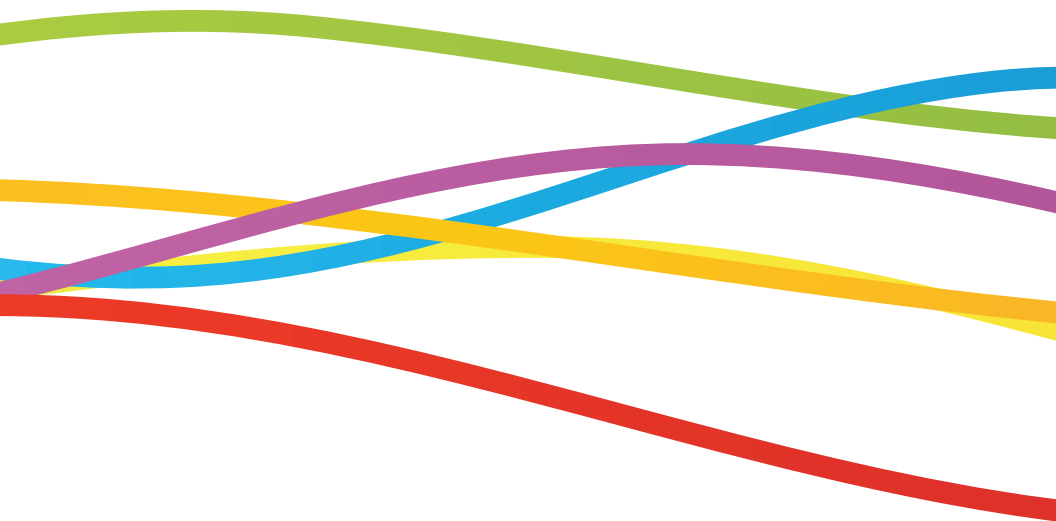
About QuaverEd

QuaverEd, Inc. is an education technology company advancing the state-of-the-art in interactive resources and software functionality. Founded in 2009, **our prime mission is *Enriching the Lives of Children***. We have created thousands of curriculum resources that equip teachers to reach their students with the knowledge, mindsets, and skills they need to be successful citizens—in and out of the classroom.

Our five-building campus on iconic Music Row in Nashville, Tennessee, houses over 160 full-time Quaver staff, a state-of-the-art recording studio, graphic artists, video editing teams, systems development and integration, sales and marketing, fulfillment center, customer service, and company administration. Our specialty is using the power of music to connect with students.

Our music curriculum resources alone have now been adopted by more than 15,000 schools in all 50 states and 37 countries around the world. Over five million students are currently learning from 28,000 teachers using our curricula.

Globally, Quaver serves teachers across all Department of Defense Education Agency (DoDEA) schools, from Western Europe to Japan and South Korea, and in several Department of State schools throughout the world. Elite schools in India, China, Australia, Africa, Canada, and elsewhere around the world employ our curriculum resources to support effective teaching.





Quaver
musicTM



In Oklahoma, Educator “Feels the Love” from Quaver

“My Students Feel Like They’re Being Heard!”

By Kristin Clark Taylor | July 15, 2024

Voices and Choices

When **Laura Pope’s** students speak, she listens.

She listens to her students because she believes their voices matter and their choices help propel – and personalize – the learning process.

“I’ll occasionally receive a message from a student in my Quaver chat, asking if I could play a favorite song for them during the next class,” she says. “This tells me that they’re really thinking about the songs **before they even walk into the classroom!**”

Because QuaverMusic offers such a wonderfully wide selection, Pope says she is able to quickly and easily respond to these special requests: “I just click a few keys and – *boom!* – the song or game is right there!”

“And best of all,” she adds with intention, “**my students feel like they’re being heard.** It’s important for them to be able to express their preferences. This is how learning occurs.”

Pope should know.

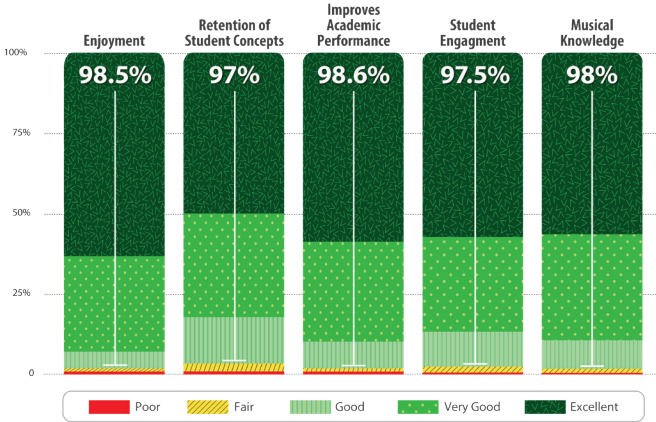
As both an **elementary music teacher** and a **Fine Arts Facilitator** in **Piedmont, Oklahoma**, she is able to view the dynamic process of teaching (and learning) through a uniquely expansive lens.

“When I am able to give my students choices, **they feel like I’m really looking out for them,** which builds trust and makes them want to become more engaged,” Pope posits. “Quaver has an impact on students that is real.”

Pope’s qualitative observations about Quaver’s tremendous impact on students *and* educators is strongly supported by empirical, fact-based evidence. Take a peek:

STUDENT IMPACT

Percentage of ratings that were Excellent, Very Good, or Good

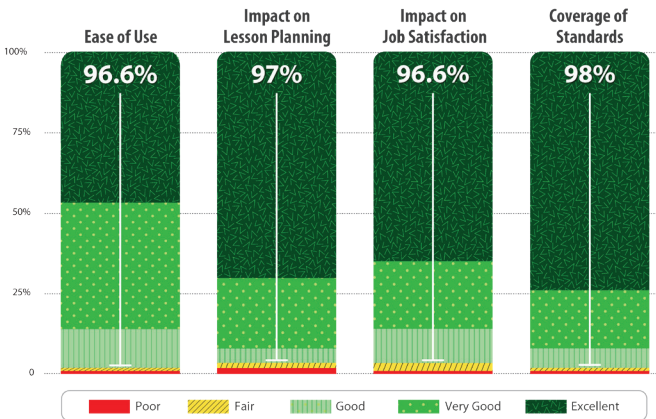


STUDENT IMPACT DATA: DEMONSTRATED SUCCESS

QuaverEd’s diversified, music-based, learning approach engages students, increases retention, and encourages life-long learning.

TEACHER IMPACT

Percentage of ratings that were Excellent, Very Good, or Good



TEACHER IMPACT DATA: QUAYER SUPPORTS ALL EDUCATORS

Data shows a significant increase in overall job satisfaction when educators are equipped with QuaverEd.

Source: QuaverEd

QuaverEd Boosts Retention, Reduces Behavioral Issues

The survey results (above) show that educators give Quaver extremely high marks for **ease of use**, student **retention**, and **reduction in behavioral problems**.

To further underscore these fact-based results, Pope posits her own theory:

“Because my students are so directly connected and deeply engaged, they experience learning as *fun*,” she says, **“That’s why I have so few behavioral issues in my classroom. And that’s why retention is improving.”**

Pope is also careful to point out that even though the allotted class time she has with her students is relatively short – “I only see them every six days, for fifty minutes” – Quaver’s overall impact is, well, *long*.

This is the kind of impact that endures. That persists. That refuses to dissipate or dissolve with the passage of time.

Yet again, Pope provides the proof:

“I get most of the messages from my students at the end of the day, right around dismissal time,” she explains.

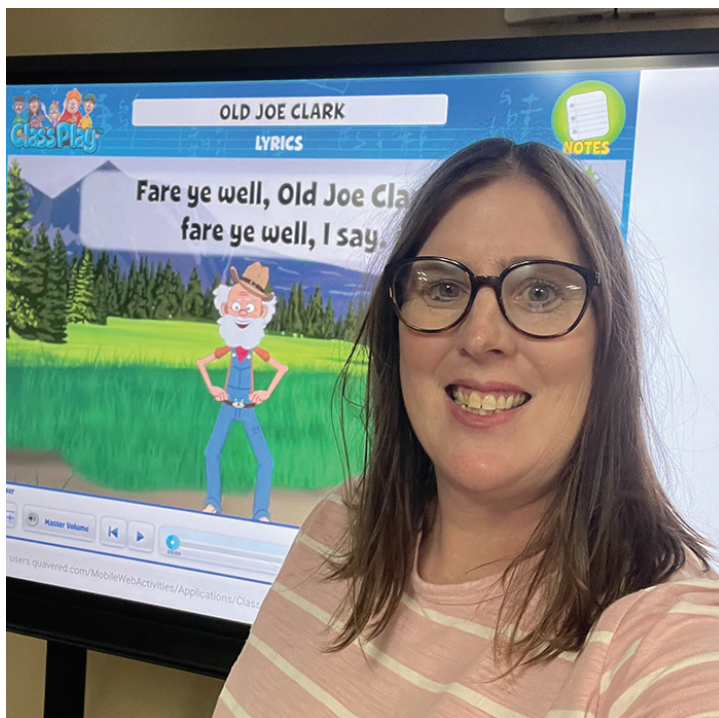
Why so many messages at the end of the day? I ask.

“Because that’s when the kids are waiting for the bus, and this is when they have time to whip out their Chrome books, pull up a favorite lesson or game, or send me a message about the songs they’d like to hear next!”

Which ones are at the top of their Request List?

“Old Joe Clark, for sure!” she answers quickly, with a smile in her voice.

“When we first got Quaver, I’d play this song across all my grade levels, and *everybody* joined in the fun! **Everybody feels the love!**”



At Northwood Elementary in Piedmont, Oklahoma, music teacher Laura Pope says 'Old Joe Clark' is an all-time favorite!

Memories of Music Class: Oh, How Things Have Changed!

When she reflects on the music classes from her own youth, Laura laughs lightly ... perhaps even a bit wistfully.

"Isn't it funny that when I think back to the music classes I took as a kid, I can't really remember much of *anything*?" she asks, incredulous.

"Music just wasn't **in front of us** back then. Today, thanks to resources like Quaver, students are deeply and directly connected to the music, another important learning tool."

Pope says that when many of her former students come back to visit, they share their own memories of music class – memories that are much different than hers, thanks to cool tools like Quaver.

"They'll say, 'Hey, you still teach 'Old Joe Clark'! That song was awesome! I still remember the lyrics!'"

She sighs a happy sigh as she thinks back to what music classes used to be like when she was a kid.

“Oh, how things have changed!”

Pope puts it simply: “My kids remember Quaver. They kind of take it with them.”

This kind of enduring human connection helps make QuaverEd **the leader in digital education.**

Take a quick trip down Memory Lane yourself.

Try to recall what the music classes were like when *you* were in elementary school!

If you're anything like Laura, your **music class memories** probably don't include animated characters, online platforms, and digital technology, either!

Isn't this proof that cutting-edge companies like Quaver have really changed the history and the horizon of elementary music education?

And isn't it time to become a change-maker yourself by getting Quaver into your classroom?

For more information, go to [QuaverEd.com/Music](https://www.QuaverEd.com/Music)



All-Virtual School is All-in with Quaver!

“Using Quaver, it feels like I’m sitting right beside my students.”

By Kristin Clark Taylor | February 29, 2024

In the years since Winnona Roshan has been using Quaver, the K-5 music teacher has witnessed major changes in the world around her – and in her classrooms.

As Roshan reflects on the exciting twists and turns she’s encountered on her journey as a music educator, one fact becomes crystal clear: At every turn – and at every step along the way – she has kept Quaver close at hand.

“One of the beautiful things about Quaver is how it’s been able to change with me over the years,” she says appreciatively. “They’re constantly updating and improving. We’ve evolved together!”

When Roshan was first introduced to Quaver during a pilot program about ten years ago, she says she knew right away it was going to be an important classroom resource.

But that was ten years ago ... when she had a classroom.

Today, she teaches music at Guildford eLearning University Prep in Greensboro, North Carolina, where her “classroom” is the computer screen and her students learn from afar.

“We are in a totally virtual learning environment,” she explains.

“We don’t do anything in person except for special field trips and events, so having Quaver in this environment makes all the difference.”

Roshan says she feels lucky to have had Quaver before she made the leap.

“Being familiar with Quaver before I got here really helped me hit the ground running,” she says. “No other resource offers on-line instruction that’s so in-depth, so easy to manage, and so well-presented.”

“In this virtual environment, I need to be able to present material to my kids in a way that’s easy for them to digest and that they can receive in bite-size pieces,” she says, “and Quaver does just that.”

Distance? What Distance?

Roshan is passionate about bringing the power of music to life for her students, even – perhaps especially – in a virtual setting, and she relies on Quaver to close the distance gap.

“I use Quaver Backbeats for when my students create their own music,” Roshan says.

“I can see them understanding, appreciating, and learning how to create things like chord progressions and how to express themselves creatively through music.”

Roshan says Quaver offers her students the ability “to create real-life connections in a virtual environment, and to share what they’re learning not only with me but with each other – just like they would if we were in a classroom. It feels like I’m sitting right beside my students.”

Roshan says Quaver’s highly popular “Origin of Spoons” unit is a student favorite.

“Everyone has spoons at home!” she says happily. “We learn the basics of clicking them on the leg, the arm, the hand. We all love the rhythmic activities!”

The Spoons unit – which also happens to be part of an exhibit at the National Museum of African American Music in Nashville, Tennessee – creates “an important jumping-off point” for discussions with her students about current spoon/clapper musicians who live in their home state of North Carolina.



Roshan incorporates a photo of herself into the Spoons slide to create a stronger connection with her students in their virtual environment.

Describing the Spoons lessons as “fun to learn, highly versatile, and culturally significant,” Roshan says the unit allows for a wider historical discussion as well.

“Many instruments – banjo, fiddles, tambourines – have links to African American heritage and were played by enslaved African Americans,” Roshan says, “and the spoons can also be heard in String Band, Blues, and Jug Band Blues.”

Content? STELLAR! ... Standards? SATISFIED!

“With Quaver, I can count on stellar content,” she says, “plus, I always know I’m covering my state, local, and national standards.”

She ends the conversation with a heartfelt message of gratitude:

“Thanks to the entire Quaver team for continually updating the curriculum, and for consciously creating content that is relevant, authentic, and diverse.”

But it’s the last four words she speaks that sing the loudest praise of all:

“My students love Quaver!”



QuaverEd Shines in Florida

As a Classroom Tool and a County-Level Resource, "It's simply the best."

By Kristin Clark Taylor | November 15, 2023

There's a whole lot of love in Leon County.

In fact, "love" is the word that many Florida educators use when they're asked to describe how they feel about QuaverEd.

Amongst elementary music educators, it's the word that really seems to *register* – figuratively and literally.

Mary Register, an **elementary music teacher** at **Gilchrist Elementary** in **Leon County, Florida**, explains why.

"I love Quaver because it gives me exactly what I need, exactly when I need it, based on the various needs of my students," she says.

Mary delves a little deeper into how the Quaver curriculum allows her to reach different age levels and teach to different capabilities. She definitely has a strategy:

For her younger students – kindergarten to third grade – she says she uses the lessons in a very straightforward, sequenced manner.

"Structure, sequence, and repetition are very important at this early stage of learning, so for the little ones, I usually teach the units just as they are chronologically presented," she says.

But in 4th and 5th grades, as the building blocks of learning grow higher, Mary uses Quaver a bit differently. Here's how:

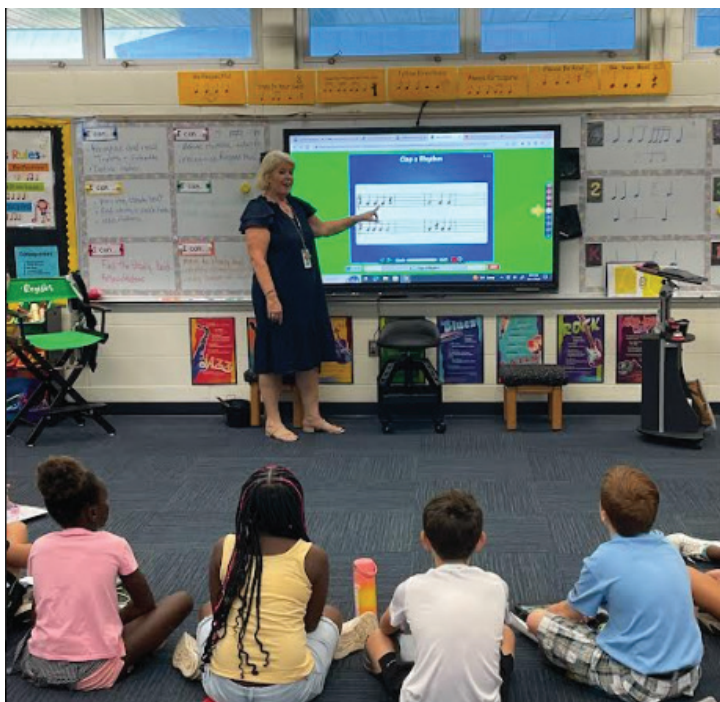
"I usually stretch out a little with my older students," she says. "At this stage of learning, they're ready to skip around in sequence a little more often."

And here, she reaches for two *more* words that describe what she appreciates most about Quaver. *Customization* and *flexibility*.

“At this level, when we’re doing more hands-on work and exploration, being able to **customize** the lessons makes a huge difference,” she says appreciatively. “Quaver gives me greater **flexibility** and freedom to choose what works best.”

This kind of flexibility, she says, is valuable to both the teacher *and* the student. “The lessons are designed in a way that allows you to make it your own,” Mary says.

Songs like “**Clap a Rhythm**,” for example, require student engagement and participation – a great way for students to understand and appreciate the concept of rhythm because they’re creating it themselves.



Mary Register guides her students through “Clap a Rhythm,” a favorite Quaver lesson, she says, “because it encourages engagement and invites participation.”

Interestingly, Mary's experiences with Quaver extend far beyond the classroom.

In addition to being an elementary music teacher, Mary's also a **Leon County Elementary Music Curriculum Specialist**, a position that requires collaboration and information-sharing amongst other educators.

Again, Quaver rises to the challenge.

In this role, Mary coordinates the efforts of all of the elementary music teachers throughout Leon County.

"All of us meet regularly to highlight what's new in the curriculum and to share how we're using Quaver in our own classrooms," she says.

And here, Mary reaches for two *more* words to describe what makes Quaver so great – but this time from a county-wide perspective: *Collaboration* and *Inspiration*.

"Because all of the county's elementary music teachers are not all on the same rotation, information-sharing becomes extremely important," Mary explains. "We all use Quaver differently."

“But because Quaver is our common focal point,” she continues, “**collaboration** becomes possible – and having this common springboard also helps us bring out the creativity in one another, which is a real **inspiration,**” she says.

As we wind down the interview, Mary offers up five important words that pretty much say it all:

“Quaver is simply the best.”



The Story of a Long and Wonderful Journey with Quaver

A Florida Educator says He Feels Lucky to Have seen it Come “Full-Circle”

By Kristin Clark Taylor | November 2, 2023

The Journey Begins

When **Dr. Christopher Burns** reflects on his journey with Quaver, he takes us back to the very first step – and the very first step is where *all* journeys begin.

Almost a decade ago, as an elementary music teacher in Orlando, Florida, his path towards Quaver began.

Burns remembers the precise moment.

“From the time I first saw Quaver and really began to understand what it could do for my students, I was all-in,” he says. “I remember thinking to myself, *‘Hmmm ... here’s something completely different.’*”

The Momentum Spreads

So Burns jumped right in by testing the pilot.

As his familiarity with the curriculum increased, so did his enthusiasm – and he began to spread the good word about Quaver to other teachers.

The collective momentum began to build.

“In those early days,” Burns says, “I worked really hard, along with several other teachers, to get Quaver adopted by the district,” he says. “All of us knew it would have a positive impact – and all of us knew we wanted the resource in our classrooms.”

What was it, exactly, that created such a strong attraction?

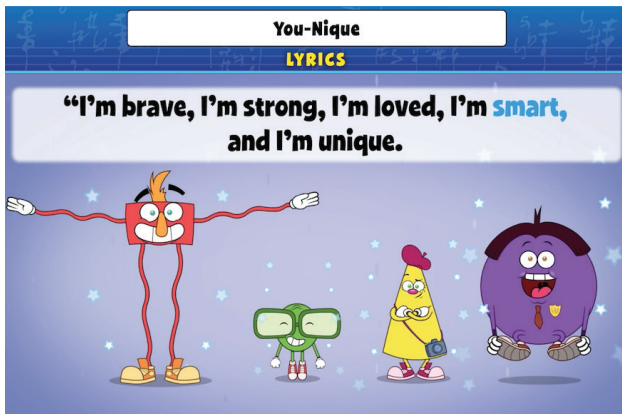
“We were drawn to Quaver’s easy accessibility, the diverse characters, and its ability to engage our students in new ways,” he ticks off quickly.

“It was this fresh, new combination of things that allowed us to teach music differently than we ever had before,” he says appreciatively. “But it was more than the music – it was the messages that were being taught, too.”

The Journey Deepens

Dr. Burns reflects on another moment that catapulted his journey with Quaver into a bigger new space and deepened his understanding of what Quaver is all about.

“When the song ‘**You-Nique**’ came out, the kids just ate it up,” Burns says.



“That song seemed to **cause a shift inside** of everybody,” he says.

“It helped me see how Quaver uses music to convey a message, and how a message can help create a **mindset**, in a way that kids can absorb and understand.”

From First Step to Full Circle

Burns’s own journey as an educator has seen exciting movement and growth, too.

Today, he is a **Fine and Performing Arts Resource Specialist** in Florida's **Osceola County** (Orlando).

Moving from the classroom to the district level has only deepened his appreciation of Quaver.

As a district-level leader, he is able to more fully appreciate how closely the Quaver curriculum aligns with the district's overall approach to education – and with **arts education** specifically.

"I'm fortunate to work in a district that deeply, genuinely appreciates the role of the arts and also understands the important role that Quaver plays in arts education," he says.

"Quaver uses **music as the medium to reach and teach the whole child**," he reflects. "Their constant emphasis on **character education** totally aligns with our own educational priorities at the district level."

Burns, who's been working as a Fine and Performing Arts Resource Specialist for the last five years, says he visits all of the elementary schools in his district regularly ... and what he sees during these visits warms his heart.

"Whenever I visit a school and I see our students so deeply engaged with a Quaver lesson or song, it just feels very gratifying," he says.

Why does he choose the word "gratifying"?

"Because I feel grateful to see that the fruits of my early labor – of *our* early labor – made such a lasting difference. Seeing students use Quaver today creates kind of a full-circle moment for me," he says.

So what began as a single step has now evolved into a full circle – and Dr. Burns is excited about all of the **new steps** yet to be taken on his continued journey with Quaver.

That's the beautiful thing about circles:

They never end.



The Sound of Music in South Carolina

*Fine Arts Administrator says QuaverEd
“Brings Music Education to Life”*

By Kristin Clark Taylor | October 3, 2023

QuaverEd “Makes Music Personal”

There’s a vital distinction, says Fine Arts Administrator **Scott Scrivner**, between studying the fundamentals of music from the lifeless pages of a textbook and experiencing music – deeply and directly – on a personal level.

QuaverEd, says Scrivner, understands this distinction. Scrivner is the just-announced winner of South Carolina’s Arts Administrator of the Year 2023 award.

“From the very first moment I was introduced to Quaver many, many years ago,” Scrivner says, “I just knew I had to have it in my classroom.”

Scrivner, who spent ten years as a classroom music teacher and ten years as a band director before becoming a Fine Arts Administrator for Horry County Schools (South Carolina), is quick to concede that he is not a “tech guru” by any stretch of the imagination, “but I understood, from the moment that I saw it and the minute I heard it, that Quaver was providing something that had never been provided before, by anyone,” he says.

Scrivner was impressed by the lively songs and the engaging lessons, of course, but what he also found so compelling and unique was that Quaver was providing **access to music itself**.

“Before Quaver, students didn’t really have access to the *sound* of music,” he says. **“You can’t take the sound of a quarter note home in your book bag. You just can’t. Quaver changed all of that. Quaver helps make music a personal experience.”**

By going beyond the pages of a textbook and allowing students to feel the texture and the sound of the music, he says, a new level of learning and appreciation is achieved, ensuring a more holistic approach to music education.

“You can’t really *read* about a ‘short sound,’ a ‘long song,’ or a ‘high pitch,’ and understand its depth,” Scrivner explains. “But using Quaver, a student will see and hear the bird chirp, for instance, and fully appreciate the concept of a high pitch.”

Scrivner also likes the fact that Quaver’s superior technology extends the learning experience far beyond the classroom. He thinks back to his classroom days.

“When I was in the classroom,” he reflects, “I was really able to see how a student’s access to Quaver made such a difference in how they learned. The digital access Quaver provided meant my students could use it from home or from wherever they were.”

He continues with a smile in his voice: “One of my students used his mother’s cell phone to access Quaver and stayed on so long that her battery died, which, to me, was thrilling because it showed how much they appreciated the access!”



Scott Scrivner enjoys a visit to QuaverEd’s headquarters in Nashville.

A State Song, a Short Survey, and a Sweet, Sweet Sheep named Perry

Scrivner, who was tremendously instrumental in working with the state Board of Education to bring QuaverEd into South Carolina schools, fondly remembers his first days with Quaver many years ago.

“They gave me a 30-day free trial and I used it every single day. I also invited all of the other music teachers in the county to see this innovative new program,” he says.

“In fact,” he continues, “when the folks at Quaver were first designing the program for South Carolina, I asked if they’d consider recording the **South Carolina state song**, and they were happy to do it. They put it on the playlist and we included it into the state standards!”

The outspoken educator believes in going the extra mile.

To prepare for his interview for this article, he conducted a quick, informal survey of **all 31 of the elementary music teachers in his district**, asking them to share their favorite Quaver songs. The results?

“‘Sailing’ was definitely a favorite!” he reports.

Another favorite? “*You-Nique*.”

But Scrivner’s hands-down favorite? *Perry the Sheep*! “I could sing **Perry the Sheep** all day long!”

Scott ends our interview by sharing a quote he says he shared often with his students: “*When words fail, music speaks.*”

Thanks to extraordinary educators like Scott Scrivner — and to resources like QuaverEd — music does more than speak.

Music also *teaches*.

For this Educator, Quaver is Hitting all the Right Notes

Cultural Inclusivity and Cross-Curricular Appeal Spell Success

By Kristin Clark Taylor | September 13, 2023

Patti Medley Lamb uses Quaver to bring learning to life. *Literally.*

The innovative educator uses Quaver to bring music history to life in a way that enthralls – and involves! – her students.

“In my last school, when we were staying the Baroque period, *everyone* got involved!”, Patti says enthusiastically.

“I’d greet my students at the door in full costume, wearing a hoop skirt and a masquerade mask!”



“The Quaver lessons on Baroque music helped bring that part of music history to life. I would even greet my students in a six-bone hoop skirt! Quaver helped make it feel real.”

“Some of my students would greet me by bowing at the waist, like the gentlemen of that period used to do, and they’d say, ‘How do you do?’, and others would curtsy or even dance, and we’d just have a great time. It made learning fun.”

Famous Baroque Composers

1) The Four Seasons (Spring)	Vivaldi	Baroque	3:22
2) Hallelujah from Messiah	Handel	Baroque	:17
3) 3rd M, Brandenburg Concerto No.5	Bach	Baroque	:17
4) Canon in D	Pachelbel	Baroque	:33

Quaver’s Warm, Welcoming Embrace

Patti, a general music teacher at **Hubert Humphrey Elementary** in **Albuquerque, New Mexico**, also expresses gratitude to Quaver for providing other forms of learning, exploration, and discovery.

Among them: **Cross-curricular learning.**

“My students loved **“Candy-Making Machine,”**” she says happily.

Not only is the song fun and face-paced, Patti says, but something else wonderful is unfolding as well: **Reading skills are being reinforced!**

“The lyrics of the song were highlighted when they appeared on screen, and as the kids sang along, the highlighting reinforced the words they already knew and it helped them learn new words.”

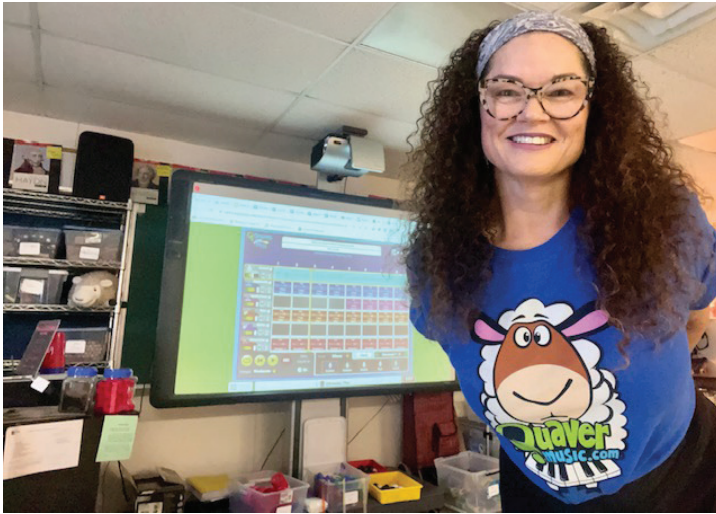


But the cross-curricular connections don't stop there: Quaver helps bring **mathematical concepts** to life as well.

"When I teach the whole note, or a quarter note, for instance, the kids are being introduced to fractions. The math-music connection is extremely strong. And they can understand these mathematical concepts in a way that is engaging and fun! **You can almost see the light bulbs coming on.**"

Patti paints the perfect portrait of cross-curricular learning in action:

"During the last school year, we'd often play instruments right along with 'Candy-Making Machine,'" she explains. "I'd have them play the triangle on the whole note. Or maybe we'd use egg-shakers and shake them for two counts. Or maybe even play our tambourines on the quarter note, for example. **The learning never stops.**"



Patti and Perry the Sheep bring learning to life at Hubert Humphrey Elementary in Albuquerque, New Mexico.

Patti points to another powerful way Quaver helps make her students feel welcomed and valued. The cultural inclusivity of the curriculum itself.

*“In my last school, our student body was extremely culturally diverse,” she says. “We had at least five tribes of Native Americans, and we had a high percentage of Hispanic students as well. Lots of our students are ESL. Quaver helped – and *still* helps – meet students wherever they are.”*

Patti applauds the fact that the Quaver curriculum helps “create a level playing field” for students from different cultures, using music “as a way to ensure that everyone is on the same page.”

“Music is the medium that pulls it all together,” she says with gratitude, “and Quaver is the connector.”

A “connector,” indeed.

In many ways, Quaver also helps students connect to their own sense of self-esteem and self-confidence. Patti agrees.

“Some of my students have even entered their own work in the ‘Creatives’ contests! Rather than feeling vulnerable about

putting themselves out there, they feel *empowered!* This is where self-confidence comes from.”

Patti, who continues to use Quaver in her new school, utters five simple words to describe her continued commitment to the innovative online resource:

“Quaver goes where I go!”



Quaver's Impact Lasts and Lasts and Lasts ...

*"For over a decade, Quaver and I
have grown – together!"*

By Kristin Clark Taylor | January 6, 2023

From Textbooks to Technology

Haley S. Houston is a marvelous music teacher – and she could also be described as a pilot (kind of).

She's both!

Ten years ago, she served as the pilot teacher who would bring **QuaverMusic** to her area.

This marvelous music teacher at **Mt. Laurel Elementary in Birmingham, Alabama** remembers her first days with Quaver like it was yesterday.

"Quaver was the first on-line curriculum I'd ever experienced," she recalls in wonder.

"It was so new and different! No one had really seen anything like it. We were breaking ground in all kinds of different ways!" she adds with more than a little pride and excitement.

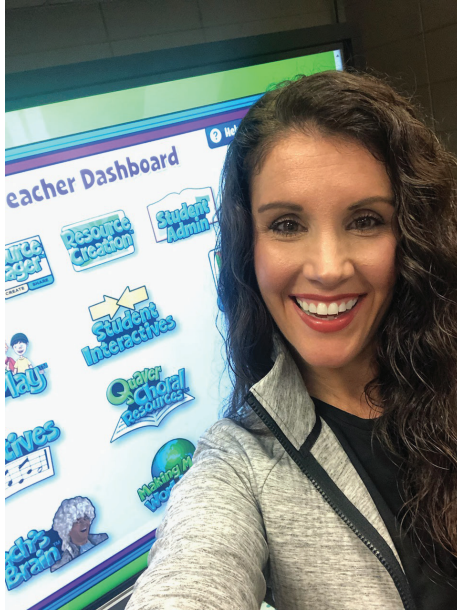
"Suddenly, my class went from learning about music in text books to being able to experience the music and the songs in a way that was colorful, exciting, interactive, and engaging."

The memories seem to infuse her with energy and enthusiasm.

"Quaver made music come to life for all of us," she says. "**We moved from textbooks to technology and everything seemed to change.**"

As the years passed, Haley recalls how the continued growth and enrichment of this innovative curriculum helped ensure her *own* growth and enrichment as a teacher.

“As I grew and as my students grew, Quaver grew right along with us,” she says.



From the very beginning Quaver helped set the foundation for learning says teacher Haley S. Houston

Singing and Sustainability

“There’s always lots of singing and learning going on in my classroom,” she says. “But what’s really great is that I hear my students singing *outside* of the classroom, too! These Quaver songs have a way of sticking with you!”

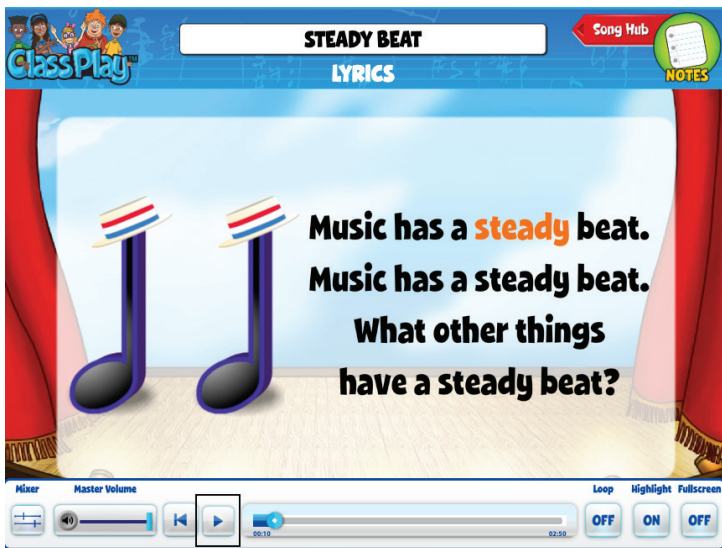
Which songs do the most sticking? Haley Houston has a happy – and very quick – response:

“**‘Steady Beat’** is a definite favorite, especially with my kindergartners. They’ll come up to me in the hallway singing it! Sometimes they’re even dancing around. When you think about it, music itself has a steady beat – and enduring beat – just like the song says!”

She digs a little deeper on the topic of sustainability.

She knows a thing or two about the topic, given that she teaches kindergarten to fifth grade: Many of her little ones end up returning to her classroom when they're older, so she is able to closely track their growth and their learning patterns over time.

"When they come back to me in the higher grades, they still remember the Quaver songs they learned in kindergarten," she says. "This is knowledge that endures," she says, "and it will stay with them for the rest of their lives."



'Steady Beat' is a fun favorite for all ages!

The Light of Learning

Haley's ten-year journey with Quaver affords her an expansive, full-circle perspective — and the fact that she's remained at the same school throughout the course of her decade-long trajectory offers even more unique insights.

"From the moment I brought Quaver into my classroom, **I saw a shift in the way my students learned ... and this was because there was a shift in the way I was able to teach music,**" she says.

"For a student to be able to go to the smartboard and interact with music and learning by touching a screen is still cutting-edge.

Being able to guide them in how to actually compose their own music onscreen and answer questions in front of the class, for instance, by touching the answer on-screen is still amazing," she says.

"When this kind of learning happens, I see the light come on."

The "light" to which she refers is obvious enough: It is, of course, **the light of learning**, and this light grew even brighter during a recent visit to Quaver's Nashville headquarters ...

Perry the Sheep, a Telephone Booth, and a visit to Quaver

During the visit, "We got into the Quaver phone booth, we saw Perry the Sheep, and we saw the studio. Most important, we met the people at Quaver, and every one of them was fantastic!"

"My two daughters joined me on that visit, and they were in awe the entire time. So was I!"

"I first met the Quaver staff at the Alabama Music Educators Conference a decade ago," she says.

"Around that time was when I was asked to become a pilot teacher. Now **Shelby County Schools** have adopted the curriculum for **all elementary music teachers**, and I'm proud to have played an important role in that decision. Now, we *all* have Quaver as a resource ... which is the way it should be."

"The people at Quaver have the heart of music education at the forefront of their minds, and they're committed to making learning fun – not just for the kids but for the teachers as well. It's been way more exciting to teach music since Quaver came into my life ten years ago."



Says Haley during a recent visit to Quavers Nashville headquarters
It's the people at Quaver who really make it amazing.



In Virginia, Quaver is the “Perfect” Resource

*Facilitates Creativity in the Classroom,
Collaboration throughout the District*

By Kristin Clark Taylor | July 8, 2022

Kelly Mayhugh, a K-5 music teacher at **Park Avenue Elementary** in **Danville, Virginia**, is no stranger to Quaver. She’s been using the innovative online music curriculum for eight years.

Even after eight years, though, she says the resources seem forever new. Sparklingly creative. Refreshingly, well, *fresh*.

“I love that the platform is constantly being enriched, improved, and updated,” she says. “Keeping an excellent resource excellent is no easy task. I can’t imagine teaching without it.”

“Maintaining my ‘Sense of Self’ as a teacher”

Mayhugh speaks eloquently of balance; of the delicate – and sometimes elusive – balance between technology, teaching, and creativity. She is grateful that Quaver’s technology is highly sophisticated, yet it’s also “extremely accessible” and easy to navigate.

“We don’t teach from a textbook for one very good reason: We don’t *need* one! **Quaver is our textbook!** It’s what we use entirely!”

“What I really appreciate is that Quaver isn’t trying to replace me as a teacher,” she remarks thoughtfully. “It’s not taking away anything from me; it’s giving something to me! Having Quaver in my classroom allows me to maintain my sense of self as a teacher. **It lets me be me.**”

Collaboration is the Key

Mayhugh wears many marvelous hats. In addition to being the music teacher at Park Avenue Elementary, she’s also the **lead**

elementary and choral teacher for Danville Public Schools, a role that requires significant collaboration between and amongst schools throughout the district.

Tasked with ensuring that teachers from school to school are adhering to the same curriculum, Mayhugh is happy that Quaver helps her weave the threads of creativity and collaboration into a single, seamless tapestry.

“It’s important for teachers throughout the district to remain on the same page,” she says. “Quaver allows us – no, **keeps** us—on the same page. We don’t just use Quaver because it’s a great resource, although it definitely is that. We’re *required* to use it as our teaching tool, which makes it easier for us to share information, collaborate, and have a common standard. I want it to be easy for our teachers to meet our state standards. Quaver helps us make this happen.”



“Elementary music teacher Kelly Mayhugh, also the lead elementary and choral teacher for Danville Public Schools, says the Quaver curriculum, “Allows me to focus on what I am trained to do: Teach!”

Pushing “Beyond our Comfort Zones”

Mayhugh strongly believes that pushing beyond our traditional comfort zones is the best way to facilitate growth. She practices what she preaches. She was so impressed with Quaver’s songs and lessons on **the ukulele**, for example, that she was able to learn the instrument herself—well enough to teach a master class on the ukulele to the other music teachers in the district.

“Quaver made it possible for us to incorporate the ukulele into every elementary music class in our district. In fact, I ordered the instruments for these schools based on the knowledge that Quaver will help us make it work.”

“I can also make a great lesson in Resource Manager and share it with the entire District, then we can all use it and customize it however we like,” she says.

“This is a resource that helps push teachers past their comfort zone. Many, if not most, of our teachers didn’t know how to play or teach ukulele before. Who knew they’d ever be able to play the ukulele with such confidence? And I’m not just talking about the students ... I’m talking about the *teachers* learning it, too!

The screenshot displays the Quaver Music software interface for a ukulele lesson. At the top, there are buttons for 'OPTIONS', 'UKULELE', 'NEXT', 'Song Hub', and 'NOTES'. The main title is 'Ukulele Breakdown' with a ukulele icon. The tempo is set to 'Allegro / Energetic'. The music is written on a treble clef staff with a 2/4 time signature. The first measure is marked with a '2' and a repeat sign. The dynamics are marked 'mf' and 'f'. The lyrics are: 'le - le, u - ku - le - le, u - ku - le - le, U - ku -'. The interface includes a 'MIDI' section with 'MIDI VOLUME' control, a 'LOOP' button set to 'OFF', a 'KEY' button set to 'C', and a 'TEMPO' button set to '128'. There are also navigation buttons for back, forward, and a volume slider.

“The Learning Won’t Stop while I’m Away”

Mayhugh will be starting maternity leave soon, and she says that having Quaver will make it easier to plan for a substitute in her absence.

“Quaver is easy to learn, but it’s also each to *teach*,” she says. “This means the learning won’t stop while I’m away.”

“I believe in Quaver. I believe in the music teachers in this district, and I want it to be easy for each and every one of them to meet the state standards. Quaver helps make this possible. It’s a pretty great combination.”

Great, indeed.

Call it a match made in heaven.



Quaver Is Thriving in Virginia!

*This Cutting-Edge Curriculum Is
Well-Loved in the Commonwealth*

By Kristin Clark Taylor | May 10, 2022

“A Gift and a God-Send.”

Bonnie Johnson, an elementary music teacher at **Conway Elementary** in **Fredericksburg, Virginia**, in the **Stafford County Public School District**, remembers the adjustments she and her students had to make when classrooms closed.

Suddenly, she was teaching—and her students were learning—not from the classroom but from their living rooms, and the challenges were substantial. But Bonnie found a beautiful way to bridge the learning gap during those difficult months.

Bonnie’s bridge? **QuaverMusic**.

“Having Quaver during that time was a gift and a God-send,” she says. “As an on-line learning tool, it gave me everything I needed to teach music in a way that still felt relevant, engaging, and fun—and ‘fun’ was exactly what my students needed. They needed to smile.”

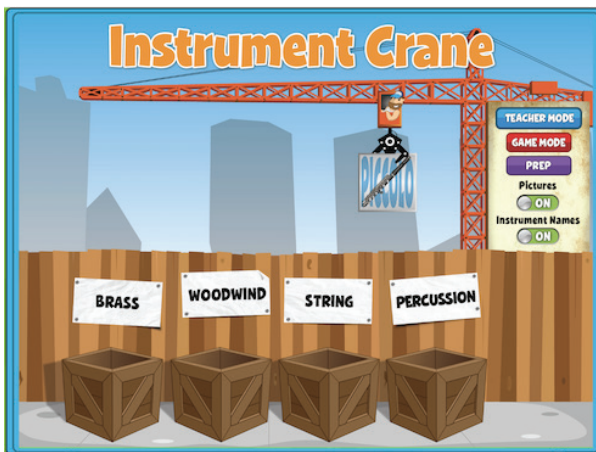
Bonnie says the physical isolation that resulted from the mandated school closings wasn’t as traumatic as it could have been, primarily because Quaver stepped in to fill the gap, not just with its sophisticated technology but with the “kind, colorful characters” that helped create a sense of collective belonging.

“We couldn’t be together in the classroom, but the way the songs and lessons are so carefully designed really gave my kiddos a chance to feel a sense of healthy interaction and competition,” Bonnie says. “It made such a difference!”

In particular, Bonnie says her students enjoyed songs and lessons like **Instrument Crane**—“where they had to drop instruments in with their appropriate music families”—and the music theory games—“where I showed my students a soccer ball with a musical note on it, then they kicked the ball into the correct net!”

All of this learning, Bonnie says, was done remotely.

“They participated and competed with each other from the space of their own homes! Even the families sometimes joined in!” she says with appreciation and more than a little amazement.



A Regional Favorite: “The Pawpaw Patch!”

QuaverMusic is known throughout the nation—and indeed across the globe—for creating lessons and songs that are deliberately **diverse**, thoughtfully **inclusive**, and consistently **geographically representative**.

Bonnie sees this benefit, too, and says that one of her absolute favorites is a lesson called, **“Pawpaw Patch.”**

“Lots of people don’t know this,” she says, “but Pawpaw trees are actually native to Virginia, so this particular lesson holds a special place in all of our hearts!” says the Virginia teacher.

Her second-graders, she explains, are learning how to folk dance to this lesson, and the dance itself involves a very precise, double-lined formation. Says Bonnie: “The characters show us exactly how to do the dance; precisely where to step. They

outline every, single movement with the same precision as a coach outlines the plays in a football game. We love it!”



Meeting State Standards with the Click of a Button

When the **State of Virginia** assembled a group of experienced educators to review the components of the Quaver curriculum to ensure that the content adhered to **state standards**, they turned to Bonnie Johnson to help coordinate an exhaustive review of the company’s 1st-grade curriculum.

“The review process itself was very involved, very intricate, and very comprehensive,” Bonnie remembers. “The state of Virginia is deeply dedicated to helping its teachers adhere to these standards, and QuaverMusic is deeply dedicated to making sure all of these state standards are met.”

“They just make it so *easy*. With just the click of a button, an entire drop-down box tells you everything you need to know about the standards and requirements, and it even shows you which tabs and lessons will help you fulfill these standards goals. This gives teachers a huge amount of confidence, especially since compliance is both mandatory and so involved.”

Hooray for My Kiddos, for Kodaly, and for Quaver's Constant Support!

Bonnie, trained in the **Kodaly** method of music, is also deeply grateful to have found Kodaly-based lessons within the curriculum.

"It's clear to me that the people at Quaver are very smart and very compassionate," she says with genuine admiration. "It's shows in how they've designed the resources."

"I understand that *they* understand the process of Kodaly and its overall importance to music education, and I really appreciate being able to customize my lessons in a way that works best for me and my students. It's a winning combination," she says.

What's most "winning" of all? The happiness that Quaver brings to her students. "Everybody's back in the classroom now, obviously, and we've come back stronger and more confident, and we owe a lot of this growth to Quaver!"

Bonnie ends as she began, with an expression of gratitude and a heartfelt sigh of relief:

"We know, from having lived through it, that **Quaver is there for us**. We also know that learning can happen no matter what happens or where we are."

A poignant and powerful piece of knowledge, indeed.



Quaver Uses Music to Bring History to Life

Celebrating Black History Month Beautifully

By Kristin Clark Taylor | February 15, 2022

“ ... Like a bird without wings”

At the heart of history itself sits a creative force that helps us embrace our collective past on a deeply human level: Music.

Music, then, helps us understand and appreciate history on a deeply human level.

We know, for example, that music and song helped guide and galvanize the nation during the Civil Rights Movement.

Congressman John Lewis once said, **“If it hadn’t been for music, the Civil Rights Movement would’ve been like a bird without wings.”**

Music gives us wings, indeed.

By using songs, lyrics, and living lessons to celebrate the extraordinary accomplishments of black Americans everywhere, **QuaverMusic** is creating a learning environment where the wings of history can continue to soar.

If you’re looking for a single resource that will allow you to touch the depths and roots of black history while soaring to its highest heights *simultaneously*, then you’ve found your resource right here.

Here are a few of the lessons and songs that will help bring Black history to life in your classroom.

Let’s click on **ClassPlay** and let history unfold:

“We Shall Overcome”



Take your students back to one of the most enduring songs of the Civil Rights movement, **“We Shall Overcome”** — as hopeful and healing today as the day it was first performed.

Teach your students more about the history, lyrics, and living legacy of the song itself.

“Lift Every Voice and Sing”



Click on **ClassPlay** and explore every aspect of this inspiring favorite that moved and motivated the nation. A sampling of what you'll find:

- **“About the Song”**—The history, lyrics, music, and legacy of the song itself. Listen to the lyrics and even discuss their significance!
- **“About the Music”**—Meet the performers, learn more about the gospel music traditions, and delve into how music was used to move an entire nation to action.
- **Printables**—Print the lyrics, the score, and the individual parts, or create fun and engaging worksheets for your students!
- **“Piano Performance”**—Watch a moving piano performance and respond to what you see and hear!

“He Had a Dream”

The screenshot shows the QuaverMusic interface for the song "He Had a Dream". At the top, there is a title bar with a play button icon, the title "He Had a Dream", and a "Song Info" button. Below the title bar, there are three tabs: "Introduce", "Apply", and "Explore". The main content area is divided into six panels:

- Lyrics:** Displays the lyrics of the song and includes a play button icon with the text "Sing along with the lyrics to this song".
- He Had a Dream - Play the Parts:** Shows the song's form (Verse, Chorus, Outro) and includes a play button icon with the text "Play the parts and learn the form of the He Had a Dream Chiff arrangement".
- Chiff:** Displays a musical score for the Chiff arrangement and includes a play button icon with the text "Play along with the He Had a Dream Chiff arrangement".
- Powerful Notes:** Focuses on "Accidentals" and includes a play button icon with the text "Understand and explore the effects of accidentals".
- Powerful Words:** Focuses on "Figurative language" and includes a play button icon with the text "Analyze and reflect on the words of Dr. Martin Luther King Jr".
- Full Score:** Displays the full musical score and includes a play button icon with the text "Sing along with the lyrics to this song".

A **Quaver creation**, already inspiring millions of students across the USA, that teaches us more about the famous speech delivered by Dr. Martin Luther King Jr.

Also available: “Welcome to He Had a Dream”



A very useful primer that offers guidance on how best to use “He Had a Dream” in your classroom. Includes an overview, objectives, and key words to help guide your teaching journey.

The purpose: To learn about the life and accomplishments of Dr. Martin Luther King Jr. and understand how he inspired the composition of the song “He Had a Dream.”

Indeed, Black history is deeply rooted in music and music is deeply rooted in the Quaver curriculum—a perfect and powerful combination that offers teachers the opportunity to share and celebrate this essential part of our nation’s history—not just in February, but throughout the year.

Music is the medium through which we can teach—and touch!—history in a way that resonates with our students at a deeply emotional level.

But music is more than just a medium.

World-class trumpeter **Louis Armstrong** once described it on a far more expansive scale:

“Music is life itself.”



QuaverMusic Keeps Growing and Growing and Growing ...

*But the Quality of the Curriculum
Keeps a Sure and Steady Beat*

By Kristin Clark Taylor | January 19, 2022

It started as a single flame, then it spread like wildfire.

Since its launch as a platform for digital teaching resources in 2013, QuaverMusic has blazed a path into millions of classrooms throughout the USA and across the globe.

Today, teachers can't do without it ... *literally*.

"I Don't Want to Teach Without Quaver."

Ally Scott, a general music teacher at **Rummel Creek Elementary** in **Houston, Texas**, says she discovered QuaverMusic in the middle of her first year of teaching, when the "road was a bit rough."

Ally says QuaverMusic saved her.

"I was the only music teacher in a school of over 1,000 students," she says. "Lots of the students had behavioral problems and for many of them, English wasn't their first language. I was overwhelmed and under-resourced. My confidence level was at about a zero."

"During that first year, my biggest issue—other than classroom management—was curriculum. We didn't really have one. I'd sit on my carpet and just cry on my lunchbreak. I knew something had to change."

It changed, alright.

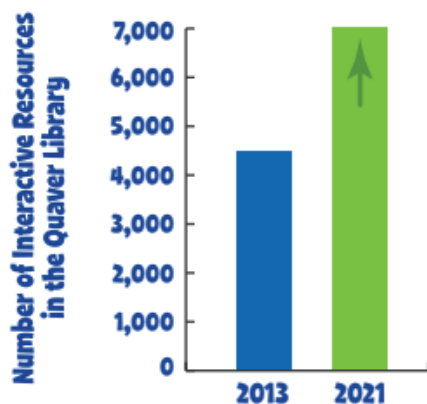
Ally's pain pivoted when she was introduced to QuaverMusic. This was when her pain transformed to joy.

"I went to post-graduate school after my first year of teaching," she says. "I call that first year my 'survival' year, because I knew that if I was going to survive as a teacher, I needed to make some different moves. I knew that I was born to teach; I just needed a resource to help me. Turns out that 'resource' was Quaver."

In grad school at Houston Baptist University, one of Ally's professors steered her towards Quaver. "The school was partnering with Quaver and the professor said he thought it would be the perfect resource for me. Needless to say," she adds, "he was right. And the rest is history."

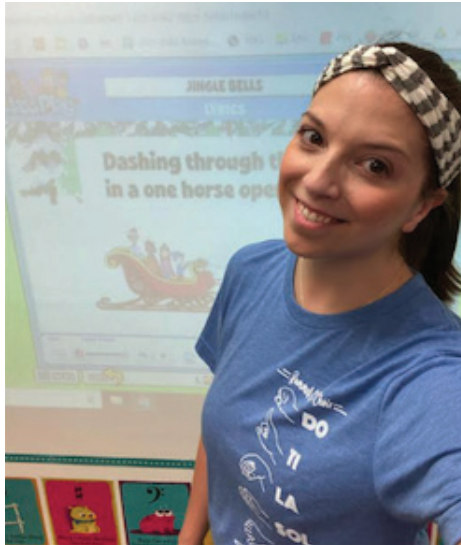
Over the years, Ally (and the rest of the teaching world) has watched the QuaverMusic flame spread—and spread it has.

Since **2013**, they've added more than **2,500** new resources to the QuaverMusic resource library and made significant **functionality additions** through free quarterly updates. This includes more than **1,000 interactive screens, hundreds of new ClassPlay songs** and complete lessons, and a constant commitment to **ongoing enhancements and growth**.



"I am so very thankful to that professor," Ally says with gratitude in her voice. "But most of all, I am thankful to Quaver for changing

my teaching life. I'll never, ever teach without Quaver. I don't *want* to teach without Quaver!"



"QuaverMusic lets me do what I was born to do: Teach!"

QuaverMusic Creates a Professional Development Ecosystem

During the years she's been using Quaver in her classroom, Ally says she's definitely grown as a teacher ... but her students have grown as well—a "win-win" combination, as she describes it.

"Because Quaver has expanded enormously, it allows my teaching skills to expand and, as a result, this allows my students to expand and to learn and to explore new depths of creativity. It's all connected."

What Ally describes could also be described as a healthy ecosystem: Different organisms existing within the same environment that depend upon each other for growth and sustenance—except this professional development ecosystem has one more ingredient that helps make it unique, as far as ecosystems go: Happiness!

"In my classroom, the students are happy to learn," Ally says, "and Quaver is largely responsible for that happiness. I see it with my own eyes," she says.

"I see my students actually *composing*. I see them engaging in contests and learning about life through music. They're rating each other's songs. They're exploring. They're completely involved in the creation and evaluation of music, often without my instruction ... And I'm talking about PreK-5th graders here."

"Quaver allows me to be a teacher rather than a planner."

When I ask Ally if she has a parting message she'd like to leave with teachers and school districts that don't yet have Quaver, her response was rapid and super-simple: **"If you don't have it yet, get it. Period."**

She gains momentum as her message continues:

"For any music teacher who really wants to *teach*, bring Quaver into your life. Even if you have to start with just a free trial, start with that. You'll see Quaver provides all the audio and video adaptations; you can constantly customize and change your lesson plans."

Again, she brings it down to the bottom line:

"Quaver allows you to be a teacher rather than a planner. The curriculum gives you everything you need: I am not a content editor. I am not a sound technician or design engineer. I'm not any of those things—but I certainly benefit from the people at Quaver who are. I just want to teach. And Quaver lets me do that beautifully."

What Ally has described in an ecosystem, indeed.

A professional development ecosystem where learning, growth, and happiness all thrive together, as one.



Quaver Promotes Harmony Among Humans

*What Started as a “Shout-Out”
Grew into a Symphony*

By Kristin Clark Taylor | November 5, 2021

There’s something about **QuaverMusic** that helps us find harmony, a sense of community among ourselves.

Listen closely and you’ll hear it for yourself. *Shhh.*

What you’re hearing is the sound of musical harmony being beautifully woven into each and every song in the Quaver curriculum, kind of like a golden thread. But listen a bit more closely, with a little more intention, and you’ll hear something else stirring within these notes. Hear it?

It’s the sound of *human* harmony; the kind of harmony that’s created among people when they come together to spread happiness and make each other smile—the most beautiful form of harmony there is.

Quaver promotes harmony of the musical kind *and* the human kind.

Just ask eight-year-old **Madilynn Burgess**, a third-grader at **Hahira Elementary** in **Hahira, Georgia**. Madilynn is a melody-maker for sure; a spreader of harmony.

Madilynn loves music. She loves her music teacher, **Julie Padgett**. She loves the Quaver songs and lessons that Ms. Padgett uses to bring learning to life in her classroom. Madilynn knows how to spread human harmony.

When she discovered that her grandmother actually *knew* someone who worked at Quaver, she sent her grandma (“My ‘BeBe,’ as Madilynn lovingly describes her) a text message asking

for a small favor: Would she please ask her friend at Quaver to “send a shout-out” to Ms. Padgett and the entire school?

Madilynn’s beloved *BeBe*, **Rhea Tantlinger**, of Sharps Chapel, Tennessee, gladly adds her voice to the harmony.

“Madilynn loves to spread love and happiness. She’s the sweetest little girl in the world. She wanted the shout-out to recognize her teacher and her school,” Tantlinger says. “And I liked what she wrote at the end the message best: ‘If he can’t, it’s okay! That’s how sweet this little girl is.’ (The “he” refers to the friend at Quaver.)

When Julie Padgett, who’s been teaching at Hahira Elementary for 16 years, heard the news from her little harmony-making student that a shout-out might be coming, her response was swift: “I was completely floored!”

Ms. Padgett is a melody-maker of the very best kind, and she’s been using Quaver resources in her classroom for some time.

Says the veteran music teacher: “We love Quaver in our classroom because the entire curriculum is geared towards the way kids think and talk. I love the cross-curricular learning that happens with Quaver, too. When my students learn about a famous composer, it becomes a history lesson, too. They take all that they’ve learned from the lessons and apply it to other classes. It makes learning more *complete*.”

Ms. Padgett says the entire **Lowndes County Public School** system uses Quaver—and she knows why: “Because it makes learning fun and the kids simply love it. Right now,” she says, “we’re learning about lines and spaces of the treble and bass clef. Quaver brings all of this to life.”



Two Harmony-Makers: Teacher Julie Padgett and her student, Madilynn Burgess: The two agree: "We love Quaver!"

"When Madilynn told me that she'd ask for a shout-out from Quaver, I was surprised, but I wasn't *that* surprised, because that's just the kind of child she is. Caring. Loving. Giving. She did it for the entire school, to make us all happy," says the proud Padgett. "All this attention has us over the moon. We're a family! And this fills all of us with pride."

Madilynn herself is thrilled to have Quaver in her classroom. "I like dressing up the characters and watching the videos!" she says with enthusiasm. "It helps me learn!"

Tara Burgess, Madilynn's mom, says her daughter really enjoys the Quaver avatars, and that Madilynn's avatar, "has a cat face. We have two cats that we love."



Madilynn is all smiles as she poses with her favorite Quaver lesson and her cat Molly!

You can feel the pride in Tara's voice as she talks about her daughter:

"Madilynn is always thinking of other people; always wanting to make others happy. It makes me so happy that she's so kind."

So what started as a super-duper shout-out from the single voice of an eight-year-old girl quickly swelled into a beautiful crescendo that included many, many voices.

Shhh. Listen closely and you'll hear it again.

It's the sound of a shout-out to a little girl named Madilynn and to her teacher, Ms. Padgett, and to everyone at Hahira Elementary!

From all of us at Quaver, a super-loud shout-out to all of you!



Quaver Builds a Bridge to Learning and Discovery

“The Songs and the Lessons connect us!”

By Kristin Clark Taylor | September 20, 2021

For **Jenni Sonstroem**, *music is everything*.

Music moves mountains. It lowers stress and raises the spirit. It deepens human connections and it soothes the soul. It teaches us how to be more compassionate, more caring, and more collaborative. It takes us on a full-circle journey of learning, joy, and discovery. These are the things that Jenni has discovered about music.

What Jenni has also discovered is a single resource that achieves all of these things *simultaneously*—and she’s quick to name the resource: **QuaverMusic**.

Sonstroem, a **music specialist** at **Laurel Park Elementary** in **Apex, North Carolina**, says Quaver has taken her on a full-circle journey of learning and discovery.

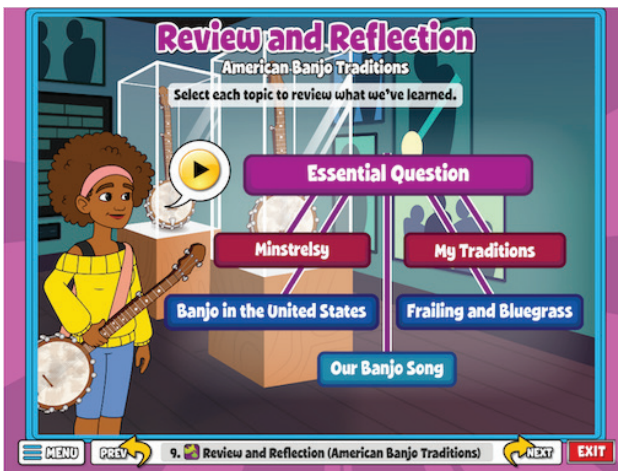
She says she’s seen, with her own eyes, how Quaver resources have touched the lives of everyone around her—whether it’s her students, their families, or other teachers throughout her school district. (In fact, she was instrumental in getting the Quaver curriculum adopted for North Carolina’s Wake County School district in 2020.)

As she quickly ticks off the benefits of this music-based curriculum, it feels like Jenni is inviting us to join her joyous journey with Quaver. Let’s listen in:

- **Quaver as a collaborative force:** “I’m involved with district-wide planning leadership committees with teachers from other schools. Because we’re all using Quaver, it allows us to ‘speak the same language’ and work collaboratively. For the school district to have that commonality of planning is a

huge deal for everyone involved! I was able to help develop the district pacing guide that allows for us to align with the county, and I did it by collaborating with other colleagues in my district and with the Quaver team, who made sure I had exactly what I needed. **Ben Andrews**, Quaver's curriculum specialist in my district, also helped make it all happen. This is truly collaboration at work."

- **Quaver's cross-curricular appeal:** "Quaver uses music as a tool to teach just about every subject. The **pacing guides** makes it easy to create science, math, and language connections. The **resource manager** allows me to cross-reference different subjects and customize my lessons in a way that brings benefit to each of my students. The **cross-curricular connections** (science, social studies/global, math, and ELA) within the myriad of Quaver resources make learning incredibly meaningful and engaging for my students!"
- **Teaching virtually:** "Teaching virtually was no problem, thanks to Quaver. Having these resources available was *life-saving*. Being able to give students assignments via their Quaver accounts helped us stay connected. Students used their Quaver avatars for GoogleMeet screensavers. I collected 5th-grade student avatars and created a bulletin board to share with families that accompanies their 'Virtual Choir' performance of 'You-Nique.' All students, virtual and in-person, were a part of this end-of-the-year celebration!"

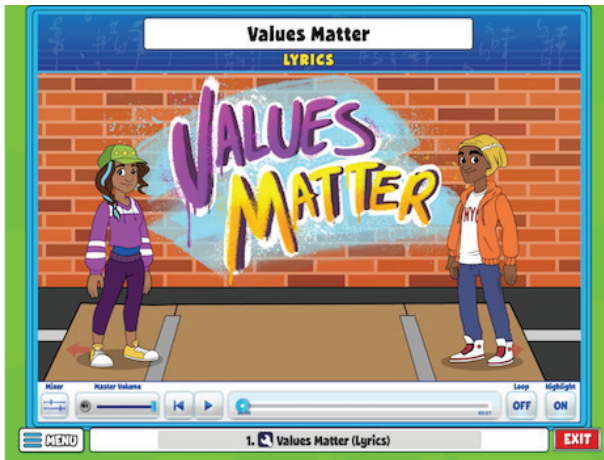


- **“The Bridge that connects us”:** “The addition of the **Spoons Project** and the **Banjo Project** are so welcome! When I first presented Spoons, the students jumped up and ran to their kitchens to grab two spoons! It was something everyone had at home to play! The Banjo project gave us a chance to connect with our culture and families. I grew up in the same community as (folk musician and banjo player) Rhiannon Giddens, which is not too far from my school in North Carolina, and that made the Banjo Project that much more special for my students!”



Quaver's "Values Matter!" lesson makes Jenni just joyous!

- **Full Circle:** Sonstroem says **“Values Matter!”** launched her classroom into in-person learning for the second half of the year, as students played various instruments and sang together. “The music-making was a beautiful thing to see happen again in the classroom, especially after the students had been learning virtually,” she says. “The experience made everything come full-circle!”



- **It's a Family Affair:** "During the pandemic, when schools were closed, Quaver's technology created important human connections. I made a music playlist that featured lots of **QuaverSEL** songs that helped uplift my students and keep them motivated. They played the songs for their families, which deepened the human connection even more—something we all really needed at that time.

"The cool thing is that lots of this is music my students created on **Q-Grooves**, too—one of the second-graders told me, 'I use it [the playlist] at home for family dance parties!—so they were home dancing with their families to music that they created themselves!'"

As our conversation ends, I find myself smiling as I visualize her students dancing in their homes with their families. I smile at the thought of teachers across the school district coming together to collaborate and create.

Smiles, laughter, learning, and discovery—all of it bringing us full circle.

A joyous journey, indeed.

Celebrating Sustainability: Quaver Keeps a Steady Beat

"Life-long lessons" that last and last and last

By Kristin Clark Taylor | August 3, 2021



"Welcome to my Classroom!" says music teacher Linette Richie.

Nope, this isn't an article on the economy ... but that's what it might sound like as we listen to one voice of wisdom and experience reflect on important themes like **growth, expansion,** and **sustainability.**

Linette Richie is an expert on these topics—but Linette's not speaking from a gleaming, glassed-in office on Wall Street.

She speaking from a public school classroom filled with plastic chairs, musical instruments, and a very, very colorful bulletin board.

She's speaking from *three* different classrooms, in fact.

Linette teaches TK-5 music in three different schools in the **Colville School District** in the state of Washington—and she happens to know a thing or two about growth and expansion:

"When I got first got here 8 ½ years ago, they kind of handed me a key to the music classroom, with no curriculum," she reflects. "They had a few instruments ... but they hadn't had an elementary music program, so we kind of had to start from scratch. They had junior high and high school music programs, but that was *it*. We *had* to grow!"

So what did she do?

She grew!

"Quaver was the answer to everything!"

"I immediately started searching for a music curriculum. My first Master's degree is in the areas of teaching and learning technology, so when I found Quaver, I knew it was the answer to everything!" she says with gratitude and enthusiasm. "Quaver has allowed me to grow as a teacher, and it's facilitated the growth of my students in ways that is hard to describe."

And right after Linette tells me Quaver's impact is so "hard to describe," she proceeds to do a beautiful job of, well, *describing* it:

"The curriculum teaches principles and concepts that stick with my students year after year; this kind of learning stays with them forever," she says. "This is learning that lasts and lasts and lasts."

Celebrating Sustainability

Linette says that the junior high and high school teachers "take note" of how well-prepared her music students are when they reach those higher levels, and here, she sings a beautiful song that praises sustainability:

"I love that Quaver focuses on Solfege; I use it to teach ear training. When the junior high and high school teachers see that these students already arrive familiar with Solfege, already familiar with various composers, with elements of music history, and with the principles of music, they see with their own eyes and hear with their own ears what a solid foundation these students are standing on. It's a great source of pride."

Sustainability, indeed.

"When they got to the higher grades, they didn't have to start learning these more advanced concepts Cold Turkey. They already knew how to keep a steady beat because of Quaver. They already knew about music theory, because of Quaver's song-based lessons. Some of them have even taken these skills on to college! So Quaver has contributed directly to their growth."

Indeed, Linette has brought Quaver's motto—**"We're Growing Alongside of You"**—to life in the most tangible of ways.



"My students love the Quaver characters!"

A Curriculum "That Lets Me Customize!"

Linette says the curriculum also lets her customize her lesson plans in a way that works for each of her students, and she appreciates the "endless variety."

Linette, who also teaches a 3-5th grade choir, says, “I love Quaver’s choral resources. In fact, we performed the song ‘You-Nique’ in the choir first, at a school assembly, and everyone loved it so much we took it into the general music classroom. I can customize the songs and lessons for each grade level. One of the song activities that they offer with ‘You-Nique’ involves each student writing something unique about their classmates on a paper plate, and my students just went nuts over that!”

She says the exercise allowed her students to appreciate the unique qualities in each other ... and in themselves. “As they’re reading their own paper plates, I hear them asking each other, ‘Really? You think that about me? Cool!’

My students also love ‘Whisper, Talk, Shout, and Sing.’ She describes how she can easily customize the song to teach any grade level. “I tweaked the kindergarten curriculum so that it reached my even younger ones, so *both* groups learned to use different ways of using their voices. The TK-ers were still asking for it at the end of the year. This kind of customization is crucial.”



Listen to “Whisper, Talk and Shout and Sing”.

Pushing Through the Pandemic

During the school shut-down, “Most of the other teachers were really scrambling, trying to figure out, ‘How am I going to teach my students on-line?’ I already knew how I was going to handle it, because I already had Quaver in my back pocket. I tell everyone I know, ‘You guys really need to get Quaver!’”

The Leap to Higher Learning

“Some of my former students, the older ones, are even in college now, studying music! It’s really exciting to see them want to become music teachers themselves and push out into the world with music playing such an important role in their young adult lives! This is the direct influence Quaver had on them!”

So Quaver’s tagline—“We grow with you!”—is *real*. It is alive.

This is much, much more than a motto.

This is learning—and living—in full-blown, honest-to-goodness **action**.

QuaverMusic Hits All the Right Notes in California

From Kindergarten Classroom to College Campus, One Extraordinary Teacher Reflects on Her Quaver Journey

By Kristin Clark Taylor | July 1, 2021



Dr. Kara Ireland D'Ambrosio says Quaver allows her to meet her students wherever they are, whether it's in an elementary classroom or a college seminar.

"It's a game-changer at every level."

For **Dr. Kara Ireland D'Ambrosio**, a **general music teacher** at **Woodside Elementary** in **San Mateo, California**, the search began many years ago.

"Before I found Quaver," she readily admits, "I was relying on a music curriculum that was outdated and didn't promote equity in the classroom. It wasn't authentic or culturally relevant, which meant it wasn't valuable to me or to my students. I knew I needed a change."

So Dr. Ireland D'Ambrosio, widely regarded for being a solution-driven game-changer in both elementary and higher education, launched her own search and found exactly what she was looking for: **QuaverMusic**.

"Quaver offers variety, diversity, access, and full cultural representation," she says. "I want my elementary students to connect with not just the standard classical composers that are often Euro-centric, but with music and cultures from around the world. They need to interact with music from all over the world and be able to identify and connect with the various diverse experiences. Quaver gives them that."

This is a resource, she says, that "brings my students to life. You can see it in their faces. I can almost *feel* the learning happening."

She ticks off a list of student favorites. "The song 'You-Nique' helps my students feel valued and respected for their unique qualities and characteristics. It allows them to celebrate themselves and each other."



World Music Matters

Ireland D'Ambrosio describes how she and her students "visited" West Africa recently. "We used Quaver's 'World Music' module to see live musicians demonstrate the instruments and to learn more about West Africa's culture, the singing, and the dancing."

For this multi-level teacher, resilience and flexibility are key—and so is access. The PK-8th grade teacher says, “We don’t have money in the budget for the expensive West African drums, so we used hand drums. The ‘World Music’ curriculum—the music, the culture, the musicians themselves—bring West Africa to life.”

Clearly, she appreciates the connection Quaver provides: “The students are able to play West African rhythms and hand-drumming techniques on the hand drums and feel like they are playing the real drums that the Quaver musician is demonstrating. Quaver opens the doorway to all of these great platforms for my students. It widens their world. ”

Indeed, diversity, access, and representation are the cornerstones of this cutting-edge music curriculum. Visit the company’s website and you’ll be greeted with these inclusive, welcoming words:

“We believe that all children, regardless of race, ethnicity, disability, economic status, religious background, sexual orientation and identity, academic standing, or exceptionalities have the right to a well-rounded education.”

Another Key Component: Adhering to State and National Standards

According to Dr. Ireland D’Ambrosio, Quaver is also extremely helpful in ensuring that she adheres to state music standards, particularly important in her state, “since our state music standards here in California are based fully on the national standards,” she says.

“When I’m sharing my lesson plans and communicating my teaching goals to my administrators and to the school board, they want evidence that I am teaching to the standards. Quaver helps keep me right on track by allowing me to show the administrators my scope and sequence of learning. It helps me create a very clear path.”

This much we know for sure: Quaver’s music curriculum is growing in popularity—not just in California but throughout the USA and the world—and its user-friendly resources are helping to make teaching accessible, equitable, engaging, and, just plain fun.

The Leap to Higher Ed

Dr. Ireland D'Ambrosio wears several hats: She is also an **Adjunct Music Education Professor** and **Field Experience Coordinator for Secondary Education** at **San Jose State University**, where she uses Quaver regularly.

"I use Quaver in all of the music method classes that I teach at San Jose state," she says. "Even when I'm working with non-music majors, I use the curriculum to *teach* music. Many of my SJSU students did not receive elementary music education. As preservice elementary classroom teachers, they are required to learn how to teach all subjects, including music. They also want to learn innovative ways of teaching to be prepared for their future classrooms."

She continues: "My SJSU students know music is an important vehicle for teaching, so I begin teaching them about music concepts and making music by using the Quaver curriculum, modeling an elementary classroom. Then I teach them how to use the Quaver curriculum to teach. My goal is to train them on how to employ the Quaver curriculum now, so they'll have an excellent resource to use later on in their teaching. These resources give them a firm foundation, straight out of the gate."

So whether you're working with students in an elementary school surrounded by second and third-graders or in a college classroom surrounded by graduate students and soon-to-be teachers, QuaverMusic is bringing value to the education community throughout the state of California. At every level of learning, the company is creating a positive, sustainable impact.

Just ask the elementary school music teacher and college professor who's seen the curriculum at work in *both* places.

She'll tell you.

What's Quaver Doing in South Korea?

Providing innovative ways to teach music in the classroom.

By Kristin Clark Taylor | March 9, 2021



Elementary music teacher Becki Pochon relies on Quavers expansive curriculum to help reach and teach her students Says Pochon With Quaver Im happy I never have to worry about anything Period

It's Friday evening and as our interview is about to begin, **Becki Pochon** looks at me with a bright, eager smile.

Perhaps I should clarify: It's not actually Friday evening for Becki. It's early in the morning — because Becki is joining me, via Zoom, from her marvelous music classroom in **Busan Foreign School in Busan, South Korea**. Regardless of the thousands of miles that

unfold between us, however, it's clear that this elementary music teach and choir director has a song of praise she'd like to sing.

And sing she does.

"Quaver helps make learning feel fun for my students," she says with that bright smile.

"Their all-time favorite song, especially with my 2nd and 3rd-graders, is called 'Blastoff!' and they love it because it feels like they're blasting into space!"

Without hesitation, she launches into the melody: "Go and tell everyone what we did in Outer Space today!" she sings in a clear, happy voice.

"'Blastoff!' is a count-down song," she explains, "so when the kids start singing, '10! ... 9! ... 8! ...' they just get so excited! Seeing them so happy and excited makes me happy and excited. I have Quaver to thank for that," she says.



"Quaver gave me Solid Ground to stand on."

Becki is no stranger to Quaver. Before she moved to South Korea two years ago to teach music in Busan, she was a music teacher

at Bonner Middle School in Danville, Virginia, where she already used Quaver in her classroom.

"I was already familiar with the exceptional quality of the curriculum before I moved to South Korea," Becki puts it plainly. "And I knew I wasn't going anywhere without Quaver coming along with me. In fact, it was the one and only request I made to my new boss – and I made it right up-front, during the job interview!"

A huge move indeed, but it's clear that Quaver's easy-to-use resources and customizable curriculum helped make Becki's relocation across the globe feel a little less daunting.

"The transition I had to make was major," she readily admits. "Not just from teaching middle school to teaching elementary, but moving to another country. In many ways, it felt like I was a beginner all over again ... because I was."

But Becki says Quaver provided a solid, stable foundation that allowed her to place all of her emotional and physical energy into making a smooth transition and being the very best teacher she could possibly be for her new students.

"I guess you could say Quaver gave me solid ground to stand on. Here I was, a new teacher in a new country, but having Quaver in my classroom gave me the confidence I needed."

Her smile continues to shine; her enthusiasm fills our shared space like a bright light.

"I follow the curriculum pretty much to the tee. I see other teachers struggling to get their plans together and develop their curriculum, but I don't have to worry, not even for a second. This allows me to put my students first."

The Fish Make it Fun!

Becki describes a recent struggle with trying to teach her students a lesson in note duration. "They just weren't getting it," she says.

"Then one day, almost by mistake, I flipped to the very end of Quaver's 1st-grade lesson on 'Notes and Rest,' and look what I found!"

She holds a handful of colorful cut-outs up to the screen; I lean in closer to get a better look.

“I found these colorful little fishies!” she says with excitement. “I printed them out and then I made some fishing poles with pencils and magnets” — she holds the pencils and magnets up for me to see, too — “and before I knew it, my students were fishing! We had fish all over the place!”

Becki describes how she required each student to hold their fishing pole for a certain duration before they could catch a fish and place it into their basket. “And guess what? We learned about note duration!”

Whether it’s a handful of colorful fish, a singing trip into outer space, or making a major move to a new country to teach K-5 music, Becki says Quaver helped make it all possible.

She flashes that happy smile again and holds up a few more brightly-colored fish.

“I couldn’t do any of this without Quaver.”

QuaverMusic Facilitates District-Wide Collaboration

"Quaver Helps Put All of Us on the Same Page!"

By Kristin Clark Taylor | January 12, 2021



Elementary music teacher **Linda Sue Hundley** poses in front of QuaverStreet—“one of our favorite places to be!”

What a difference a word makes.

When I ask K-5 music teacher **Linda Sue Hundley** if Quaver has been helpful in creating a process that promotes collaboration between and amongst music teachers throughout her Spring, Texas school district, she issues a gentle but firm clarification:

“Quaver **is** the process,” she says with quiet conviction.

“Quaver is what has allowed music teachers at a district-wide level to collaborate as effectively as we are collaborating. The Quaver curriculum has laid the groundwork for us; it has provided the tools we need to remain uniform and consistent from school to school, across-the-board. Quaver helps put all of us on the same page.”

Hundley's clarification hangs heavily (and happily) in the air between us as we speak. Especially on a topic as important as collaboration, it's a clarification that is stark, vivid, and worthy of repeating:

"Quaver *is* the process."

I listen as she speaks, making careful note: Here is a teacher who uses her words—as well as her music—with purpose, precision, and intention.

Hundley, a music teacher at **Marshall Elementary School** in **Spring, Texas**, is also a member of the Spring district's **Elementary Music Education Committee**.

"It's hard for me to put into words the positive impact Quaver has had in both the classroom and at a larger district level," she says with emotion.

"I partner—we partner—with lots of other elementary music teachers in schools throughout the district, and we use Quaver as the standard and the guide. And in the classroom, my students just can't enough of it. The bright, bold, loveable characters; the engaging lessons. All of it helps me be a better teacher and a more effective collaborator," she says with conviction. "So this is a highly effective resource for us on *lots* of levels."

Hundley has more happiness to share:

"Quaver's like a shining light," she says. "Especially during these not-so-normal times, when the world feels like it's upside-down, Quaver is providing calm in the midst of chaos. From a district-wide perspective, Quaver gives us the tools we need to have informed, engaging discussions in a way that lets us compare how we're doing from school to school; to evaluate what works and what doesn't.

"And when it's time to teach, I need look no further than Quaver. All the lessons are there. They're all carefully sequenced. Every teacher, no matter what their background—Kodály, Orff, you name it—can utilize these resources. The students love it. It's the perfect combination."

A perfect combination, indeed:

Hundley says that particularly over the last several months, her students have found joy in Quaver’s super-popular songs like “You-Nique” and “Stinky Pirates”—and she adds, “The ‘Hot Potato Song’ gives them a much-needed opportunity to express their emotions during these highly stressful days. I couldn’t ask for more.”



Hundley, who sat through the very first Quaver presentation when the Spring ISD was considering a pilot program “eight or nine years ago,” says she went into that presentation feeling hesitant and not at all sure that Quaver was what her school needed.

“But I still remember how *floored* I was by the presentation and by the curriculum itself. We’d never seen anything like it. I guess you could say it was love at first sight! And from that moment forward, Quaver has been there for us.”

Hundley credits **Dr. Joseph Clark**, Performing and Visual Arts Director for the Spring District, and **David Landgrebe**, the District’s Assistant Performing and Visual Arts Director, with showing full faith in Quaver from the get-go.

So while music clearly plays a powerful, pivotal role in Hundley’s life, so, also, do words—and she continues to select them with great intention and care.

In fact, as we come to the end of our conversation and I ask her if she has any additional parting words, she tosses out three simple words without a moment's hesitation—three words that come straight from her heart.

"Thank you, Quaver!"

When she says them, it almost sounds like she's singing a hymn.

A hymn of the highest praise, indeed.

A Quaver Note Heard 'Round the World

It Began as a Random Search and Ended with a School Filled with Smiles!

By Kristin Clark Taylor | January 4, 2021



Music teacher David Diab, in Kowloon, Hong Kong, says Quaver "definitely helps make teaching—and learning—fun and exciting!"

A "pretty perfect" combination

It began as a simple Google search.

David Diab, who happens to teach music halfway around the world, at **Christian Alliance International School** in **Kowloon, Hong Kong**, had just plopped down in front of his computer to look up a tidbit of information about the quaver note for a lesson he was preparing for his students.

But when he sat down and typed in “Q... u... a... v...,” he got a pleasant surprise.

David, already familiar with the British eighth note because he’s a music teacher *and* because he grew up in South Africa, where British-based terminology is common, remembers that search with a smile:

“As I was typing the word, up pops QuaverMusic!” he says with surprise and delight. “So I started digging deeper and finding out more about it, and I loved everything I saw! The rest is history.”

From that single, seemingly random search, then, sprang a purposeful, powerful connection—and now Quaver has become an indispensable tool for this dedicated teacher.

“Quaver is very easy to get along with,” he says appreciatively, “and the curriculum matches spot-on with our school’s required curriculum. It’s a pretty perfect combination—not just for me, but for other teachers throughout the school, at *many* different grade levels.”

David calls it “cool”—the fact that teachers from so many different grade levels utilize Quaver. “Teachers from prep to Grade 5 use Quaver in my school, so the benefits expand far beyond just my classroom. It’s pretty amazing.”

As he speaks, I can hear the smile in his voice... but I can also see the gratitude on his face, thanks to the easy, wonderful wizardry of Zoom. We laugh easily together in our living rooms, sitting halfway around the world from each other.

David explains that Christian Alliance International is a large, English-speaking school, and that its sprawling campus serves grades K-12. He says his students “simply can’t get enough of Quaver.”

“At the moment, we just can’t stop singing, ‘Hey, Mrs. Beat Girl’ and ‘Hey, Mr. Beat Boy.’”

Then his smile shines again.

“I’m a percussionist, so sometimes I’ll play the drums to that song, and the kids just think it’s the coolest thing!”



Yes, you can still rap while you're wearing a mask!

David says that the super-popular song is a favorite amongst his students, and they particularly enjoy the section where they get the chance to try to rap.

“When you’re rapping, you really need to enunciate every, single word,” he explains. “Under normal circumstances, I can easily see if my students are enunciating correctly just by watching their lips and their mouths...”

But you guessed it: These are definitely not normal circumstances.

Mandatory mask-wearing has hampered his efforts to evaluate how well his students are enunciating, but David’s definitely not daunted:

“I just tell them, ‘I should be seeing those masks moving! If your mask isn’t moving, then you’re not enunciating! *Enunciate!* It’s the only way to rap well!’ And guess what? After a while, I see their little masks moving!”

Whether you’re in Hawaii or Hong Kong, Dallas or Dubai, Pittsburgh or Puerto Rico, Quaver is shining its light into every corner of the globe, helping teachers become the best teachers they can possibly be. Creating a community of caring that is not bound by time zone, territory, or circumstance. Creating a curriculum that allows teachers to meet their students precisely

where they are, whether it's in the classroom, the living room, or on the other side of the globe.

David seems to agree. He lays it out, plain and simple:

"Here's the bottom line: Quaver makes my students *happy*. And because the resources are so user-friendly, it's easy for the kids to use and for the **parents** to use," he says.

With more families staying home these days, this next part is important: "As long as I can make this user-friendly for the parents, then I've made it user-friendly for the kids. Quaver addresses both."

With Quaver, the future looks bright.

Although David's Google-inspired stumble onto QuaverStreet happened fairly recently, he says the entire school can already see the benefits of the cloud-based curriculum and "everybody's *really* happy with the purchase. The entire CAIS team decided to invest in this, and the entire CAIS team believes in its value," he says graciously—and with that wonderful smile again.

"We haven't even touched a tenth of what Quaver has to offer... which is great, because we know there's so much to look forward to. The fun is only just beginning!"

David says his kids have been "frothing to get to QuaverStreet! And that fact that they can direct that little avatar and travel wherever they want around QuaverStreet is, to them, the coolest thing in the world."

And taking that stroll down QuaverStreet is the coolest cloud-based stroll in the whole, wide world.



Consider taking your own stroll down QuaverStreet!

A Bold and Beautiful Collaboration

Quaver's quest to celebrate the history of Black music

By Kristin Clark Taylor | August 18, 2020

In times of uncertainty, it sure feels good when something certain and bright and beautiful emerges.

Quaver's recently-announced collaboration with the **National Museum of African American Music (NMAAM)** is that perfect "something" – a glorious, groundbreaking digital partnership that celebrates the extraordinary power of music in general and the rich, multi-faceted history of black music in particular.



Renderings of the National Museum of African American Music, located in downtown Nashville, Tennessee!

Another certainty: The time for such a powerful partnership is *right now*, at this precise moment in our living history, when not just Nashville but the entire nation can recognize and celebrate black music for its history, its healing power, and its ability to educate, uplift, and coalesce.

Quaver, already the leader in music education and the premiere provider of content and curriculum to K-8 music teachers across the USA, will help bring the museum's online curriculum to life.

It's a match made in heaven: Quaver's comprehensive music curriculum is already built on cutting-edge, cloud-based technology – the colorful, creative lessons and songs are a simple click away for more than 14,000 music teachers nationwide – and now, the company will lend its digital and creative expertise to museum-goers eager for an interactive learning experience.

NMAAM's curriculum, called **"From Nothing to Something,"** uses instruments, story-telling, historical artifacts, and the musicians themselves to guide visitors through the lush, living history of black music. The interactive component includes a lively, illustrated character named "Zara" – a hip, music-loving teenager who also appears in Quaver's highly popular Social and Emotional Learning curriculum; it is Zara who guides museum-goers through each of the interactive lessons. And Lucius "Spoonman" Talley – a real-life mainstay on the music scene in Nashville – also appears as an animated character!

Each lesson focuses on a different instrument that played a pivotal role in black music, from the spoons, to the harmonica, to the cigar box guitar, the wash tub bass, and the banjo. The interactive lessons are fast-paced, finely-textured, and just plain fun – the perfect recipe for learning. Each section was carefully designed and thoughtfully crafted to offer not just a history lesson on how these instruments came into being but a comfortable platform from which conversations about uncomfortable topics such as racism, slavery, and oppression can occur.

And though the actual brick-and-mortar opening of the museum has had to be delayed because of the global pandemic, this innovative, shareable curriculum can reach – and teach – people

from wherever they are. This is what living, breathing history *looks like* in the digital age.

On a regular basis, when creating a curriculum and developing new lessons, Quaver relies on skilled researchers and dedicated staff to ensure that the content is accurate, representative, topical, and sensitively presented. They also bring in culture-bearers, musicians from various races and ethnicities, and storytellers to share their experiences and provide creative input.

Quaver's devotion to music education — whether that learning takes place in a classroom, in a living room, on a laptop, or in a museum — is constant and unyielding. It is clearly their passion and their purpose; their reason for being.

It's about as powerful a passion as passion can get. How powerful?

Not even a global pandemic can stop it.



From Music Educators, More than Praise

*The Lessons Learned during QuaverCon
are Deep and Enduring.*

By Kristin Clark Taylor | August 5, 2020

The music education community is still buzzing – and singing! And clapping! – as they look back at Quaver’s show-stopping performance as host of **QuaverCon 2020**. A new gold standard has just been set for visionary, virtual outreach.

Two full days of sharing information, spreading inspiration, and celebrating music education. **Four thousand educators** representing just about every state in the nation, standing strong and standing *together* – their union somehow made even stronger by the fact that they were participating virtually. And they all learned something; they all greatly benefitted from the experience.

Fifteen powerful presenters leading **18** live sessions with enough creative drive and energy to blow the roof off the virtual conference hall. And more than **25,000** “views” from teachers *still* eager to tune in, to replay, and to recreate the magic that moved within those moments when the Quaver team took music education to a whole new level.

What lies beneath this happy afterglow, however, is something far deeper and longer lasting. In this second installment of shared teacher feedback, a momentum emerges that is stronger (and louder) than mere praise and applause. The momentum comes from those moments when values were shared, when the spirit of inclusion was celebrated, and with the happy acknowledgement that **Quaver** resources will be what allows teachers to continue reaching, teaching, and inspiring their students during these challenging times and far beyond.

The chorus of teacher voices continues to rise. Take a look and a listen:



Jeremy Nemec

*Music Teacher, K-5
Conrad Fischer Elementary
Elmhurst, IL*

One Word to Describe QuaverCon 2020: “Revealing!”

“I’m very new to Quaver, so this experience was very meaningful to me. I loved that **all the presenters were teachers**; they’d already *practiced* in the field what they were presenting in the conference, and they were willing and well-equipped to share their expertise and insight. That’s what I love about teachers: We’re not afraid to let other people borrow our ideas and use those ideas in their own classrooms in a way that makes a difference in the lives of their students.

I also really appreciated that **diversity** was such a consistent focus – not just in the content of the curriculum (though that is extremely important!) but in the diversity of experiences and expertise that every presenter and participant brought. This allowed us to touch on so many different aspects of music – orchestral, folk, chorale, even the joy of banjo playing! I loved the wide range.

The session on **cultural competence** was also deeply moving and informative. I work in a highly diverse student population, so I try to help my students appreciate not just other people’s cultures, but their own! So many people tend to diminish the value of their own culture and background in an effort to become part

of the American culture, not fully understanding that American culture IS a culture of diversity! America is a melting pot. So we come together, we grow, we celebrate our differences, and we make a tree that bears beautiful fruit ... and beautiful music. *Everyone's* culture contributes to this. QuaverCon helped celebrate and honor this diversity. Thank you, Quaver."



Ricardo Javier Mijon

*Music Educator, Pre-K-5th
A.M. Bruni Elementary
Laredo, TX*

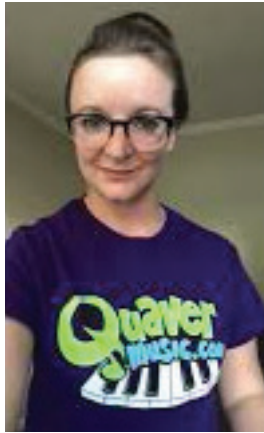
One word: "Phenomenal!"

"This is my first year of teaching, so this conference meant a lot to me. I didn't know what to expect with a conference of this size, but within the first five minutes, **I felt like I was home**. Quaver is so good at making you feel like family.

I was shocked that they selected me for my "Found Sound" video! I had a lot of fun making it: I used a Lysol aerosol spray can to make a high-hat sound – I thought using the Lysol can was appropriate for the times! I grabbed my deodorant and a can of body spray, too! I also rubbed two shoes together to make a cool sound ... and to get a rolling sound, I opened a book and flipped through the pages!

I enjoyed all the sessions, but "Music-Making in the Digital Classroom" really gave me some great ideas. What's really cool is that now I

have the confidence and the tools I need to teach during these challenging times. Now I know I can work with my students on production without really have to play or even touch an instrument! We can do it all digitally ... and **we can still be creative**. We'll still be able to make music. That brings me great joy."




Kristen Liegey

*Music Teacher, K-4
Hickman Elementary
Nashville, TN*

One word: "Innovative!"

"What resonated most with me was feeling like I was part of the Quaver team. The final session really got me. It was amazing. It felt like I was right there in the same room with Graham, Otto, and the rest of team. Being made to feel part of the community was just very meaningful to me.

I also loved the session that explored virtual choirs; I really appreciated how they broke everything down, step-by-step, giving us all the information we needed to be able to feel confident enough to try it ourselves. **Confidence counts for so much.**



All of the information and the tools from this conference will be useful to all of us – not just in 2020, but for years to come. Thank you, Quaver!”

Two Cities, One Goal: Teach!

Mission Accomplished, Thanks to QuaverMusic

By Kristin Clark Taylor | May 19, 2020



*Dallas music teacher Elizabeth Ottmann, in her at-home teaching space, with daughter Ava, 6, and son Titus, 9.
Photo Credit: Elizabeth Ottmann*

This is a tale.

A tale of two cities.

This is a tale of two cities with a single mission: To reach and teach students in two of the largest school districts in Texas while classrooms are closed and schools are shuttered.

Relying on cutting-edge technology, superior content, and their own creative dexterity and resilience, these Texas educators are bringing teaching to life in a way that they've never had to before.

They're also disproving the once-popular notion, previously held by many, that technology is pulling us apart and isolating us from each other. *Nonsense!*

If anything, technology—when utilized efficiently and strategically—is bridging the gap. Closing the distance. Creating a stronger sense of belonging and shared purpose between teachers and students and amongst parents and their children, especially important as students across the USA continue to learn from their living rooms.

In fact, technology and music create the perfect combination in this imperfect world of mandatory shutdowns and cancelled classes simply because, as veteran teacher **Elizabeth Ottmann** describes it:

“Music speaks to people’s hearts like nothing else can.”

Ottmann, a music teacher at **Kahn Elementary**, in Dallas, is using Quaver’s SEL curriculum and music curriculum to reach and teach her students during the shut-down. The transformative power of technology, combined with the healing power of music, creates the one-two punch that delivers the TKO to stress, anxiety and fear during this crisis. But you have to know how to use it correctly.

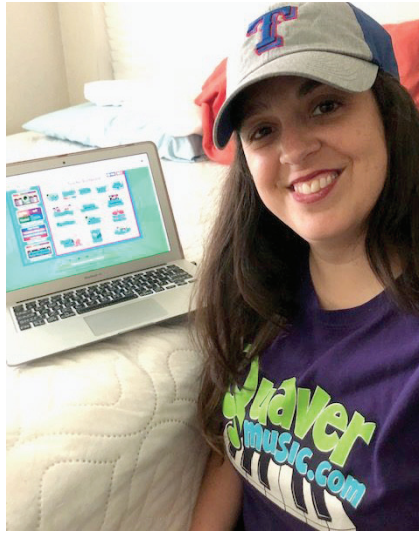
Ottmann, who is distance teaching her classroom students *and* her own two children, Ava, 6, and Titus, 9, from the living room of her home, sees Quaver’s technology as the tool that helps her bridge the gap and make the critical connections during these difficult days.

“Quaver’s curriculum is huge—there’s so much to offer—but the staff works hard to make sure it doesn’t feel overwhelming to the teachers,” she says. “During a time when all of us—students, teachers, parents, kids, all of us—are so overwhelmed, it’s reassuring to know that the people at Quaver *want us* to fully appreciate all the resources we have at hand.”

A music teacher for nineteen years, Ottmann says she’s grateful for the webinars Quaver has been hosting during the shutdown. These informative webinars are helpful to her now, of course, “But they’re also preparing me to face the fall and the future with more confidence,” she says. Still, the curriculum itself is precious to her.

“My students love the interactive lessons, because they’re just that—they’re interactive—and they help them feel as though

they have a direct, sustained connection with the outside world, which is so important as we isolate at home," she says. "But this is nothing new to Quaver—this is what they've been offering all along! Only now, we're able to utilize the technology in a way that we never have before! We needed it before. But we *really* need it now!"



Quaver's SEL curriculum creates meaningful connections with her students, she says, "even during the shutdown."

Photo Credit: Elizabeth Ottmann



Teacher Claudia Salazar reaches and teaches her students from her Houston home. Photo Credit: Claudia Salazar

In Houston, elementary music teacher **Claudia Salazar**, who's been a music teacher for 16 years, is using Quaver's innovative SEL curriculum at **Wharton Dual Language Academy** to soothe, calm, and even entertain her students during the shutdown. When it comes to teaching, Claudia has found the perfect recipe... but there's one ingredient that she says must *always* be included: FUN!

"No matter where we are, or what we're doing, we need to remember that learning should always be *fun!*" she says with joy in her voice. This is when Quaver comes to the rescue yet again.

With the help of her 10-year-old daughter Paloma and 8-year-old son Daniel, both of whom acted as camera operators and production assistants, the veteran teacher and accomplished musician performed Quaver's popular SEL song "**You-Nique**" on YouTube... and she says her students absolutely *loved* it!

And because Quaver's curriculum is so highly adaptable, Salazar was able to perform the song in Spanish by simply muting the existing lyrics and recording over them in Spanish.


The video, which will be broadcast on PBS and is being used by the Houston ISD (Independent School District) "is receiving lots of positive response," says Salazar with pride.

"Since a large portion of our student population is Spanish-speaking, it really allowed me to create something, with Quaver's help, that allows me to reach my students in a way that celebrates our culture, connects with them in a deeply personal way, and still remains true to the original content and meaning of the song."

"I Could see her Stress Just Melting Away."

School counselor **Valiza Cameron-Patterson** of **Solar Preparatory School for Girls** in Dallas remembers the precise moment that a QuaverSEL lesson brought a student's stress level to a standstill.

"This student struggles with communication, and it had been a very difficult day for her," Valiza recalls. "But when we used the emotions cards, and I placed my cursor directly on an emotion she was experiencing, she was able to identify how she was feeling without having to speak. It was a breakthrough. During a difficult



day, we had the tools for her to communicate in another way entirely. I'd been to a training session on trauma and I'd already planned on getting the Feelings Cards, but that moment took us to a whole new level. I could see her stress just melting away."

So during this school shutdown, technology IS the bridge... between good days and bad days. Between verbal and non-verbal communication. Between anxiety and calm. Between different cultures and various ways of living, learning, and being.

Yes, this is a tale of two cities that are geographically distant, culturally diverse and technologically distinct... but when it comes to using Quaver in their quest for educational excellence, they are far more *alike* than they are different.

In the Classroom and Beyond, Music Makes the Difference

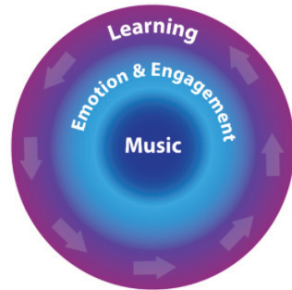
By Kristin Clark Taylor | March 26, 2020

Investing in music education is vital because of the important life skills these classes teach students of all ages.

Music belongs to all of us. It is a part of who we are. Whether it's the mother singing a nighttime lullaby to her child or the teacher using the lyrics of a song to help a student better understand their emotions, music matters in our daily lives. **This is why investing in music education and the creative arts should be our highest priority.**

Inside elementary and middle-school classrooms across the United States, music education provides the perfect laboratory for learning. A student who stands up to perform their very first solo builds a stronger sense of self-confidence. The group of students who worked together to compose their own song have learned the value of collaboration and teamwork. Studying the work of composers from different ethnic backgrounds and cultures celebrates diversity, history, and inclusion.

The elementary and middle-school students we teach today are the creative minds of tomorrow. Today's students will eventually become productive, competitive, and compassionate members of society at large, which means that on a much more expansive level, the creative arts play a vital role in our nation's health and collective wellbeing.



The Music-Powered Learning Cycle

Like a pebble being dropped into a pond, music creates waves that can be felt by those on distant shores—not just in the classroom but far beyond, by everyone else in the larger community. **Music belongs to all of us, and music benefits all of us.**

Music education facilitates academic achievement, promotes social and academic growth, and paves the path for students of today to become productive workers of tomorrow.



Facing the Crisis with Courage and Creativity

*How One Quaver Teacher Is Bringing
Distance Teaching to Life*

By Kristin Clark Taylor | March 24, 2020

“We Made it Work.”

Yep, these words ring true in every sense of the word: **Jim Meske, a music coordinator for Mannheim District 83 in Illinois and a K-5 general music teacher at Westdale School**, knew something had to be done—and done quickly—as the Coronavirus swept the nation and shut down all of the schools.

A teacher for 22 years and no stranger to crisis, even Meske himself admits that he'd never encountered anything like this. But he was not to be daunted. If anything, the challenge spurred him into action. **And Meske made it work.**

Jump.

With the entire student body now at home, Meske and music team slipped quickly into distance-teaching mode, pushing the school to new limits, creating a district log-in and password, and doing everything in their power to make sure that the students were still receiving the instruction they needed and deserved.

Meske is a man who knows how to jump into action—**especially when his students are at risk or in need.** And jump he did:

When the schools closed, he says, it created obvious and immediate problems, not just with teaching but with providing access to teaching resources—so he and his music team figured out a way to distribute access instructions (**using a general QuaverName**) that their students could use from home.

“Fortunately for us,” Meske says, “We already had the full Quaver program in our district before this crisis hit.”

Meske considers himself lucky to have already been thoroughly familiar with the Quaver curriculum and completely comfortable with all of the technological tools the program provides. But there still was a hiccup:

“Unfortunately, we didn’t have usernames for our younger students. We had them for the older kids, but not the younger ones (K-1).”

When the district, searching for different ways to create at-home learning alternatives, asked Meske and his colleagues to create a series of daily 20-minute, music-related learning activities, the veteran teacher says he knew just where to turn:

He Turned to Quaver.

“Our challenge was that we didn’t have usernames for every, single student, so instead of running around and creating new ones and figuring out how to distribute them to each student, **we used Quaver’s ‘Music at Home Master Class 2020’ program.**” The program provides easy-access solutions to schools closed during the COVID-19 crisis.

“Everybody worked together on this. We created a District log-in using a very simple password, so that students could then gain access to the assignments and the student interactives were already provided by Quaver.”

Meske says that it was (and is) Quaver’s simple, state-of-the-art, cloud-based technology that’s helping his students learn from home.

“Thanks to Quaver, learning is still happening—even in the midst of this crisis. Quaver is providing the tools and the resources to help get us through this. **They are here for us.**”

Keeping it Simple, Keeping it Fun.

“We created a letter that went out to all of our families, in English and in Spanish, and we provided them with ‘Music Bingo’ cards. The thought was that each day the students could select one activity a day from these Music Bingo cards—writing their name in SongBrush, for instance, or any of the other many Quaver activities.”

“Three of the activities include the Quaver Songs of the Month (which are also featured on YouTube, which means that every student can get access. Everybody knows how to access YouTube, right?”

Teamwork is Tantamount.

“We are all pulling *together* to make this work,” says Meske of his work with his fellow colleagues. “It’s definitely an ongoing, collective effort, with everybody pitching in. In fact, none of this would have been possible without the amazing efforts of the entire music team.”

Teamwork like this, he says, is mandatory—particularly when crisis comes. “We even had a translator come in to translate the Bingo cards and to make sure we were being accurate and representative. **We want to make sure we are meeting each student wherever they are. This is what it’s all about.**”

Kudos to Quaver!



Bringing Black History to Life

With teamwork, talent and the right tools, here's how it happens.

By Kristin Clark Taylor | January 16, 2020

Have you heard the Quaver original song, “He Had a Dream?” Did you know it was co-written by two fantastic QuaverMusic teachers? Today, Quaver’s Kristin Clark Taylor interviews David Gordon and Dwayne Bass of Albany Community Charter School to find out just how this important song came to life.

History is life.

For QuaverMusic teachers David Gordon and Dwayne Bass, Black History Month is way, way more than just history. For these two music teachers, black history is *life*.

To Gordon and Bass, black history doesn’t just live in libraries and it’s not just the study of what African-Americans did yesterday. It’s also the recognition of how all of these tremendous accomplishments influence our lives *today*—right here and now.

“Our school is about 80 percent African-American,” Gordon says of Albany Community Charter School, in Albany, New York, where he’s taught general music for four years.

“We’re in an underserved community—about 80 percent of the kids are on free and reduced lunch, and many face challenges—so there is definitely the need to celebrate and recognize Black History in a way that feels real and relevant. We were looking for a way to bring our history to life, especially in a more urban setting.”

Seek and ye shall find.

As it turns out, Gordon and fellow music teacher Dwayne Bass, who also teaches at Albany Community Charter, did more than

just “look” for a way to bring black history to life for their students: They *found* it... by creating it.

By combining their students’ love for the QuaverMusic curriculum with their own collective knowledge of and passion for general music, the Dynamic Duo came together to make some music of their own—and the fact that they traveled almost a thousand miles to get it done makes the journey even more meaningful; the music, even sweeter.

The resulting project? A masterpiece in collaboration and creativity, made all the more moving and impactful with the incredible musical talent of the Quaver staff in Nashville, who’d issued the invitation to Gordon and Bass to visit their the company headquarters on iconic Music Row.

From that single visit, **a song was born**. And from that single song, a powerful, popular element of Black History was *reborn*—in the form of a lively song that celebrates the life and legacy of Dr. Martin Luther King, Jr. using chants, rap, melody, and music, appropriately entitled, “He Had a Dream.”

It’s the music.

When David Gordon speaks, pride sparkles in his voice. It rings and resonates and resounds with a message as clear and powerful as the musical notes he plays. His resounding message: I love my students!

Here is a teacher who guides his students to that rare intersection where the past, the present, and the future converge—to a place where “what *was*” intersects with “what *is*” and “what *could be*”—and when Gordon’s students arrive at this intersection, they are able to celebrate a piece of the past that they know belongs to them and to which they themselves are vitally connected.

Dr. King’s legacy, though, is also a history that belongs to *all* of us—black and white, rich and poor, young and old; it’s a piece of our collective past that has been reignited by the flame of Gordon’s passion, commitment, and collaborative spirit.

But it’s not just the passion and commitment that help reignite Dr. King’s life: **It’s the music.**

Music is what creates the emotion. Emotion is what facilitates engagement. Engagement is what facilitates learning. These are the very tools—and this is the very process—that Quaver provides. Tools, talent, and teamwork: The perfect combination.

Gordon agrees.

“We love the QuaverMusic program. It’s our #1 teaching resource,” he says. “My kids love Quaver because they *understand* it. They understand video gaming and technology, so they really relate to and appreciate the songs and lessons. The Quaver curriculum meets them on their level,” he says.



Quaver Teacher David Gordon in action! Photo Credit: David Gordon

“The Dream” becomes a reality.

When Quaver sales representative Sean Smith invited Gordon and Bass to Nashville, the creative sparks began to fly, and “He Had a Dream” became a reality.

Jamming in the company’s state-of-the-art recording studio, the two teachers, alongside several members of the Quaver staff including Otto Gross, Dan Monaco, Sean Smith, and Sharon Cho, several of whom are accomplished musicians in their own right, collaboration was the definitely the name of the game.

Says Gordon of the session: “Dwayne threw out the chant, a bunch of us came up with the melody. I got on the piano and started hashing out some chords. Everybody in the room worked together and it just felt right.”

Meet Kristin Clark Taylor



Kristin Clark Taylor is an author, editor, journalist, and communications consultant.

A founding member of *USA Today's* original creation and launch team, Taylor is currently a member of *USA Today's* Board of Contributors and a frequent essayist for the paper. Her work has also appeared in *The Washington Post*, *The Miami Herald*, *The Chicago Tribune*, *The Detroit Free Press*, *The Washington Times*, *The Denver Post*, and many other major publications.

Also a prolific author, Taylor's first four books were published by Random House/Doubleday and Penguin/Berkeley. She has edited and/or ghostwritten books for CEOs, thought leaders, visionaries, and best-selling authors across a wide range of genres.

A former White House communications strategist, Taylor served as White House Director of Media Relations under President George H.W. Bush, the first black woman in history to have held the post.

Taylor's connection to QuaverEd is strong and enduring. "My work with and for Quaver is deeply meaningful because what Quaver brings to teachers and students around the world is deeply meaningful—there is a direct correlation," she says. "Being able to give voice to these extraordinary teachers who speak with such passion about their Quaver experiences, being able to act as their humble vessel, is a profound blessing."

