

MUSIC CURRICULUM

MISSION STATEMENT

We at Our Lady Queen of Peace School believe that music is an integral part of our Catholic identity. We offer each student the opportunity to explore and appreciate the presence of God through music, develop individual talents, gain knowledge of this expressive art, and realize personal and spiritual growth.

Our Lady Queen of Peace School

Music Education Standards

The Curriculum Standards of Our Lady Queen of Peace School are derived from The National Standards for Music, the Standards of the Diocese of Madison and the efforts of the faculty and staff of Our Lady Queen of Peace School.

- Standard 1:** Develop the voice and body as instruments of God.
- Standard 2:** Perform on instruments, alone and with others, a varied repertoire of music.
- Standard 3:** Improvise melodies, variations, and accompaniments.
- Standard 4:** Read and notate music.
- Standard 5:** Listen to, analyze and describe music.
- Standard 6:** Evaluate music and music performances.
- Standard 7:** Understand relationships between music, the other arts, and disciplines outside the arts.
- Standard 8:** Understand music in relation to history and culture.

KINDERGARTEN

WITHIN OUR KINDERGARTEN MUSIC CURRICULUM, STUDENTS WILL:

STANDARD 1: Develop the voice and body as instruments of God

OBJECTIVES:

K.1.1. Sing independently with correct pitch and posture, and maintain a steady tempo

- a. Sing songs with a five to seven note range (Melody)
- b. Demonstrate a number one (or singing) position with the body (Audience/Performance Skills)
- c. Explore high/low, loud/soft, fast/slow
- d. Recognize and differentiate between singing, speaking, whispering, shouting (Timbre) SC

K.1.2. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures

- a. Perform a variety of songs including folk, patriotic, nursery rhymes, seasonal, singing games (Melody) (History/Style) SS, LA, RE
- b. Perform a song in a different language (e.g. “London Bridge is Falling Down” in Japanese); (History/Style) (Melody) LA, FL, SS, RE

K.1.3. Sing from memory age appropriate liturgical music

- a. Memorize simple church songs by rote (e.g. “This Little Light of Mine”); (Melody) (History/Style) LA, SS, RE
- b. Sing in the **Annual Primary Christmas Program, masses and prayer services and a special occasions (e.g. the 8th grade honors assembly)**

STANDARD 2: Perform on instruments alone and with others, a varied repertoire of music

OBJECTIVES:

K.2.1. Perform in rhythm, with appropriate dynamics and maintain a steady tempo

- a. Discover basic sounds of simple melodic and rhythm instruments (e.g. tone bells, drums, cymbals, rhythm sticks) (Timbre) SC
- b. Maintain a steady tempo playing appropriate instruments (e.g. tambourines, rhythm sticks); (Rhythm)
- c. Experiment with loud/soft, fast/slow, high/low (Expression)

K.2.2. Perform easy rhythmic patterns accurately and independently

- a. Echo short rhythm patterns on melodic and rhythm instruments (Form)

STANDARD 3: Improvise melodies, variations and accompaniments

OBJECTIVES:

K.3.1. Improvise simple rhythmic variation

- a. Improvise a call/response (e.g. one rhythm instrument plays a rhythm and another answers back with the same rhythm or a different one) (Form) (Rhythm) AR

K.3.2. Select musical sounds to accompany readings or dramatizations

- a. Use found sounds (e.g. combs, paper), body sounds (e.g. clapping, and tapping knees) and instrumental sounds (wood block, finger cymbals) (Expression) (Timbre) SC, LA

STANDARD 4: Read and notate music

OBJECTIVES:

K.4.1. Understand that music note names involve the first seven letters of the alphabet

- a. Arrange the seven alphabet cards in order LA
- b. Place many cards together in a long repetitive line to show how the piano keys are named and are in a row LA

STANDARD 5: Listen, analyze and describe music

OBJECTIVES:

K.5.1. Identify same/different and call/response sections in music

- a. Move in two different ways to a listening selection (Rhythm) (Form)
- b. Recognize visually that two shapes can represent same and different (Form) AR SC
- c. Identify same/different in a listening selection

K.5.2. Identify sound sources

- a. Identify aurally and visually some orchestra and band instruments (e.g. violin, flute, clarinet) (Timbre) SC
- b. Identify aurally male, female, and children's voices (Timbre) SC

K.5.3. Respond purposely to prominent music characteristics while listening to music

- a. Move in ways to show beat (e.g. march, tap head, clap hands) (Rhythm) PE
- b. Create movements to show mood (e.g. lullaby, march) (Expression) PE
- c. Show upward or downward or repeating motions through movement (Melody) PE
- d. Move in ways to show loud/soft, long/short (e.g. use scarves to move freely to express music elements) (Expression) PE

STANDARD 6: Evaluating music and music performances

OBJECTIVES:

K.6.1. Relate personal reactions to music selections

- a. Communicate how music makes them feel (Expression) LA

STANDARD 7: Understanding relationships between music, the other and disciplines outside the arts

OBJECTIVES:

K.7.1. Identify similarities and difference in the meanings of common terms used in the various arts

- a. Be aware that art can evoke moods (e.g. happy, sad) (Expression) LA AR

STANDARD 8: Understanding music in relation to history and culture

OBJECTIVES

K.8.1. Understand appropriate behavior for performances

- a. Demonstrate congregational behavior appropriate for liturgical celebration (e.g. sit quietly, reverently follow the rituals) RE, SS
- b. Demonstrate appropriate behavior for the context and style of music (e.g. sitting quietly, applauding at appropriate times) (Audience/Performance Skills) SS

K.8.2. Understand the care and use of equipment

- a. Demonstrate the appropriate way to hold an instrument (Audience/Performance Skills)
- b. Demonstrate the appropriate way to play an instrument (Audience/Performance Skills)
- c. Carefully put instruments away (Audience/Performance Skills)

FIRST GRADE

WITHIN OUR FIRST GRADE MUSIC CURRICULUM, STUDENTS WILL:

STANDARD 1: Students will develop the voice and body as instruments of God

OBJECTIVES:

1.1.1. Sing independently with appropriate timbre, diction, and posture, and maintain a steady tempo

- a. Demonstrate a number one (or singing) position with the body (Audience/Performance Skills)
- b. Perform a song loud/soft, fast/slow, responding to a cues of A conductor (Melody) (Audience/Performance Skills) (Expression) MA
- c. Sing call/response phrases (e.g. Respond with “I am fine” to the leader’s question, “How are you?”) (Form) (Melody)
- d. Sing simple rounds (e.g. “Little Tommy Tinker) (Form) (Harmony)
- e. Sing after an introduction (Form)

1.1.2. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures

- a. Perform a variety of songs including folk, patriotic, nursery rhymes, seasonal, singing games (Melody) (Rhythm) (History/Style) SS, LA, RE
- b. Continue to build a repertoire of songs from many cultures (e.g. “The Painted Rooster” in Spanish) (Melody) FL, SS, RE

1.1.3. Sing age appropriate liturgical music

- a. Memorize simple church songs by rote (Melody) (History/Style) LA, SS, RE
- b. Begin to understand the format of a hymnal (Form) AR, SC, LA, RE, SS
- c. Use the “Gather” hymnal and the “Spirit and Song” hymnal to sing liturgical music
- d. Prepare songs for the **Annual Primary Christmas Program for masses and special occasions (e.g. graduation honors assembly)**

STANDARD 2: Perform on instruments alone and with others a varied repertoire of music

OBJECTIVES:

1.2.1. Perform in rhythm, with appropriate dynamics and maintain a steady tempo

- a. Continue to discover basic sounds of simple melodic and rhythm instruments, including instruments from other cultures (e.g. shekere) (Timbre) SC, SS, RE
- b. Maintain a steady tempo on appropriate instruments (e.g. tambourines, rhythm sticks) (Rhythm) MA
- c. Demonstrate steady beat, strong beat (Melody) (Rhythm) MA
- d. Play expressively louder/softer, faster/slower (Expression)

1.2.2. Perform easy rhythmic patterns accurately and independently

- a. Accompany songs or listening selections using appropriate instruments (e.g. wood block), body percussion (e.g. clapping), or “found” instruments (e.g. door closing, tapping on a chair) (Rhythm) (Timbre) SC
- b. Play simple ostinatos on rhythm instruments (e.g. short, short, long) (Form) (Melody) (Harmony)

STANDARD 3: Improvise melodies, variations and accompaniments

OBJECTIVES:

- 1.3.1. Improvise simple rhythmic variations and melodic ostinato accompaniments**
- Create a three note instrumental ostinato (Form) (Melody) SC
 - Create a three note vocal ostinato (Melody) SC
 - Improvise a response by singing, playing and/or moving given rhythmic and melodic phrases (Form) PE
- 1.3.2. Improvise by moving, singing, or playing**
- Improvise movements to a song (Rhythm) PE
 - Improvise rhyming lyrics to a song (e.g. “Down By the Bay”) LA
 - Choose instruments to use for their own melodic or rhythm piece (Rhythm) (Melody)
 - Improvise a 3 note melody on a melodic instrument (Melody)
- 1.3.3. Recognize aurally some listening selections of composers**
- Memorize the melody of the first several lines of a listening selection (e.g. “The William Tell Overture”) and add words that provide musical information (e.g. the composer, the story)

STANDARD 4: Read and notate music

OBJECTIVES:

- 1.4.1. Read simple rhythmic notation**
- Verbalize a system of words and counting to express quarter notes, eighth notes, half notes, whole notes, rests (e.g. “blue” for quarter notes, 2 – oo for half notes) MA, LA
- 1.4.2. Identify terms and symbols**
- Begin to recognize and name a variety of symbols (e.g. staff, treble clef, meter signature, note)
 - Identify loud/soft using terms (e.g. forte, piano) (Expression)

STANDARD 5: Listen, analyze and describe music

OBJECTIVES:

- 1.5.1. Identify simple music forms**
- Identify visually and aurally AB (Form) SC, AR
 - Recognize aurally call/response (Form) SC, AR

1.5.2. Identify sound sources visually and aurally

- a. Identify orchestra instruments (e.g. viola, bass) SC
- b. Identify band instruments (e.g. tuba) (Timbre) SC
- c. Identify aurally environmental sounds (e.g. dripping water, wind in the trees)

1.5.3. Respond through purposeful movement to prominent music characteristics

- a. Express responses to various kinds of music by means of appropriate movements (e.g. marching, running, skipping) (Expression) PE
- b. Create body movement to show beat (Rhythm) PE, MA
- c. Listen and create movement to a variety of music from other countries (e.g. Israel) (History/Style) SS, RE, PE

STANDARD 6: Evaluating music and music performances

OBJECTIVES:

1.6.1. Relate personal reactions to music selections

- a. Discuss opinions of a listening selection or live performance LA, SS

STANDARD 7: Understand relationships between the other arts and content areas outside the arts

OBJECTIVES:

1.7.1. Identify similarities and difference in the meanings of common terms used in the various arts

- a. Be aware that art can evoke moods (e.g. happy, sad) (Expression) LA

STANDARD 8: Understanding music in relation to history and culture

OBJECTIVES

1.8.1. Understand appropriate behavior for performances

- a. Demonstrate congregational behavior appropriate for liturgical celebration (e.g. sit quietly, reverently perform the rituals)
- b. Demonstrate appropriate behavior for the context and style of music (e.g. sitting quietly, applauding at appropriate times) (Audience/Performance Skills) SS

1.8.2. Understand the care and use of equipment

- a. Demonstrate the appropriate way to hold an instrument (Audience/Performance Skills)
- b. Demonstrate the appropriate way to play an instrument (Audience/Performance Skills)
- c. Carefully put instruments away (Audience/Performance Skills)

SECOND GRADE

WITHIN OUR SECOND GRADE MUSIC CURRICULUM, STUDENTS WILL:

STANDARD 1: Develop the voice and body as instruments of God

OBJECTIVES:

2.1.1. Sing on pitch and rhythm with appropriate diction and posture and maintain a steady beat

- a. Demonstrate a number one (singing position) (Audience/Performance Skills)
- b. Sing expressively with appropriate dynamics (e.g. loud/soft, louder/softer) responding to the cues of a conductor (Expression) MA
- c. Sing call/response songs (e.g. respond with “I am fine” to the leader’s question “How are you?”) (Melody) (Form)
- d. Sing simple rounds and descants (e.g. Love, love, love. Christians this is our call.) (Form) (Melody) (Harmony) LA, RE

2.1.2. Sing from memory a varied repertoire of songs representing genres and styles from different cultures

- a. Perform a variety of songs including folk, patriotic, nursery rhymes, seasonal, singing games (Melody) (History/Style) SS, LA, RE
- b. Continue to perform songs from other cultures (e.g. Spain, Africa) (Melody) LA, FL, SS, RE

2.1.3. Use body movements to internalize sounds

- a. Reflect the repetitions and changes in timbre, melodic patterns, rhythm, dynamics or tempo through body movement (e.g. create body shapes and body energies to characterize fast/slow, etc.)
- b. Enjoy folk dances from a variety of cultures (Form) (History/Style) (Expression) PE
- c. Move prayerfully to liturgical music (Expression) RE, PE

2.1.4. Sing liturgical music, traditional songs and contemporary Christian Songs

- a. Use the “Gather” hymnal and the “Spirit and Song” hymnal to sing liturgical music and traditional hymns
- b. Sing age appropriate church songs with finger play (Melody) PE, LA
- c. Sing contemporary Christian songs (e.g. “Above All”)
- d. Prepare songs for the **annual Primary Christmas Program, First Communion, all school masses and other special occasions (e.g. 8th grade honors assembly)** (Melody) (History/Style) RE, LA

STANDARD 2: Perform on instruments, alone and with others, a varied repertoire of music

OBJECTIVES:

2.2.1. Recognize and play pitched and unpitched instruments

- a. Play a variety of multicultural instruments (e.g. Spanish guiro) (Timbre) (History/Style) SC, SS, RE
- b. Play classroom instruments (e.g. sand block, finger cymbals) (Rhythm)

2.2.2. Play with increased rhythmic accuracy

- a. Move or play a steady beat (Rhythm) PE
- b. Play beats and rhythms to accompany classroom songs (Melody) (Rhythm)

2.2.3. Respond to the cues of a conductor

- a. Play with correct entrances, introductions and cut offs
- b. Play with dynamics (e.g. louder, softer) using the terms “crescendo”/“decrescendo”)

STANDARD 3: Improvise melodies, variations and accompaniments

OBJECTIVES:

2.3.1. Play variations of dynamics and tempo

- a. Play instruments growing louder/softer, faster/slower

2.3.2. Create a music piece using instruments

- a. Organize rhythm instruments to form a composition (e.g. parade sounds coming close and then leaving showing appropriate louds and softs) (Rhythm) (Expression)
- b. Create a rhythm piece showing the form AB (e.g. Use shakers for A. Use drums for B.)

STANDARD 4: Read and notate music

OBJECTIVES:

2.4.1. Read simple rhythmic notation

- a. Verbalize a system of words and counting to express quarter notes, eighth notes, half notes, dotted half notes, whole notes, and rests (e.g. “blue” for quarter notes, and 4-or-or-or for whole notes) MA, LA

2.4.2. Identify terms and symbols

- a. Recognize quarter notes, eighth notes, half notes, whole notes, quarter rest (Rhythm) LA, MA
- b. Begin to recognize and name staff, treble clef, meter signature, measure, bar line
- c. Begin to recognize rhythm symbols (e.g. repeat sign, fermata, accents) (Rhythm) LA, MA

2.4.3. Recognize intervals

- a. Visually and aurally recognize step/leap/repeat

STANDARD 5: Listening to, analyzing and describing music

OBJECTIVES:

2.5.1. Identify simple music forms

- a. Identify visually and aurally AB, ABA (Form) SC, AR
- b. Identify visually and aurally call/response (Form) SC, AR
- c. Draw shapes to represents AB, ABA (Form) SC, AR

2.5.2. Identify sound sources visually and aurally

- a. Identify most instruments of the orchestra (Timbre) SC
- b. Identify most band instruments (Timbre) SC
- c. Identify environmental sounds (e.g. applause, rain) (Rhythm) SC, SS

2.5.3. Respond through purposeful movement to prominent music characteristics

- a. Move freely with scarves to express individual emotion during a listening selection (Expression) PE
- b. Move to a steady beat, strong and silent beats during a listening selection (Rhythm) PE
- c. Create two body motions to show AB, ABA form (Form) PE
- d. Move to music in 2's and 3's (Expression) (Form) MA, PE
- e. Respond with movement to obvious contrasts in a listening selection (e.g. soft/loud, growing softer/growing louder) (Expression) PE
- f. Move to changes in tempo

STANDARD 6: Evaluate music and music performances

OBJECTIVES:

2.6.1. Relate personal reactions to music selections

- a. Discuss opinions of a listening selection or live performance LA

STANDARD 7: Understand relationships between music and the other arts, and disciplines outside the arts

OBJECTIVES:

2.7.1. Identify similarities and difference in the meanings of common terms used in the various arts

- a. Be aware that art can evoke moods (e.g. happy, sad) (Expression) LA
- b. Use words like "texture" and "form" when discussing various arts (e.g. art, dance) LA, SC, SS

STANDARD 8: Understand music in relation to history and culture

OBJECTIVES

2.8.1. Recognize aurally some music listening selections of composers

- a. Memorize the melody of the first several lines of a listening selection (e.g. “The Surprise Symphony”) and add words that provide musical information (e.g. the composer, the story)

2.8.2. Understand appropriate behavior during liturgy and performances

- a. Demonstrate congregational behavior appropriate for liturgical celebration (e.g. sit quietly, reverently perform the rituals)
- b. Demonstrate appropriate behavior for the context and style of music (e.g. sitting quietly, applauding at appropriate times)

2.8.3. Understand the care and use of equipment

- a. Demonstrate the appropriate way to hold an instrument (Audience/Performance Skills)
- b. Demonstrate the appropriate way to play an instrument (Audience/Performance Skills)
- c. Carefully put instruments away (Audience/Performance Skills)

THIRD GRADE

WITHIN OUR THIRD GRADE MUSIC CURRICULUM, STUDENTS WILL:

STANDARD 1: Develop the voice and body as instruments of God

OBJECTIVES:

3.1.1. Sing independently with correct pitch and posture, and maintain a steady tempo

- a. Demonstrate number one (singing position) (Audience/Performance Skills)
- b. Sing in tune with a natural voice, free from strain (Melody)
- c. Sing expressively with appropriate dynamics (e.g. loud/soft, louder/softer)
- d. Judge success in singing an assigned part in rounds, call/response descants and spoken/sung accompanying chants (Form) SC, LA

3.1.2. Sing from memory a varied repertoire of songs representing genres and styles from different cultures

- a. Perform a variety of songs including folk, patriotic, nursery rhymes, seasonal, singing games (Melody) (History/Style) SS, LA, RE
- b. Continue to perform songs from other cultures (Melody) (History/Style) SS, LA, RE

3.1.3. Use body movements to internalize sounds

- a. Reflect the repetitions and changes in timbre, melodic patterns, rhythm dynamics or tempo through body movement (e.g. create body shapes and/or body energies to characterize different dynamics) (Expression) (Rhythm) PE
- b. Enjoy folk dances from a variety of cultures (Form) (History/Style) (Expression) PE
- c. Move prayerfully to liturgical music (Expression) RE, PE

3.1.4. Sing liturgical music, traditional songs and contemporary Christian Songs

STANDARD 2: Perform on instruments, alone and with others, a varied repertoire of music

OBJECTIVES:

3.2.1. Discover and demonstrate sounds on simple instruments from the classroom and various cultures

- a. Demonstrate various timbres and effects of simple instruments (Timbre) SC
- b. Add instrumental sounds for known songs of various cultures (Timbre) (Rhythm) (Melody) SC, SS, RE, LA

3.2.2. Perform independently or with others with expression, a steady beat and correct rhythm on a variety of simple instruments including body sounds

- a. Assess success in playing a beautiful tone (Expression)
- b. Perform with dynamics and correct tempos following the cues of a conductor (Expression) (Melody) (Rhythm) MA
- c. Play melody and rhythm patterns (e.g. ostinato or simple echoing to teacher) (Form) (Rhythm) (Melody) SC, LA

3.2.3. Respond to the cues of a conductor

- a. Play with correct entrances, introductions and cut offs
- b. Play with dynamics (e.g. louder, softer) using the terms “crescendo”/“decrescendo”)

STANDARD 3: Improvise melodies, variations and accompaniments

OBJECTIVES:

3.3.1. Create original music and add expression and timbres to existing music

- a. Create simple rhythm and/or melody patterns together (e.g. improvise call/response; manipulate a variety of ways to achieve varied effects)
- b. Improvise a sound track to a story or song (e.g. vocalizations, instrument effects)
- c. Create musical pieces using melodic or rhythm instruments, singing or movement in AB or ABA form

STANDARD 4: Read and notate music

OBJECTIVES:

3.4.1. Read simple rhythmic notations

- a. Verbalize and clap to a system of words and counting to express quarter notes, eighth notes, half notes, dotted half notes, whole notes, and rests (e.g. “blue” for quarter notes, and 2 - oo for half notes) MA
- b. Play simple melodies on a melodic instrument (e.g. “Hot Cross Buns”)

3.4.2. Identify terms and symbols

- a. Recognize quarter notes, eighth notes, half notes, whole notes, quarter rest (Rhythm) LA, MA
- b. Recognize some notes on the staff (e.g. middle C, D,E, F)
- c. Recognize and name a variety of symbols and terms (e.g. staff, treble clef, space note, line note, forte, piano, allegro, largo)

STANDARD 5: Listen, analyze and describe music

OBJECTIVES:

3.5.1. Identify simple music forms

- a. Identify visually and aurally AB, ABA, AABA, call/response introductions and coda (Form) SC, AR

3.5.2. Identify sound sources

- a. Identify visually and aurally most instruments in the orchestra (Form) LA
- b. Identify visually and aurally most instruments in a band (Form) LA
- c. Aurally and visually recognize the four families of instruments (e.g. strings, brass, woodwinds and percussion)
- d. Identify solo and group vocal timbres including male, female, and children’s voices
- e. Recognize and describe melody

3.5.3. Respond through purposeful movement to prominent music characteristics

- a. Move freely with scarves to express individual emotion during a listening selection (Expression) PE
- b. Move to a steady beat, strong and silent beats during a listening selection (Rhythm) PE
- c. Create body motions to show AB, ABA form (Form) PE
- d. Move to music in 2’s and 3’s (Rhythm) (Form) MA, PE
- e. Respond to obvious contrasts in a listening selection (e.g. soft/loud, growing softer/ louder) (Expression) PE
- f. Move to changes in tempo
- g. Move prayerfully to liturgical music (Expression) RE, PE

STANDARD 6: Evaluate music and music performances

OBJECTIVES:

3.6.1. Relate personal reactions to music selections

- a. Discuss how the music made them feel (Expression) LA
- b. Demonstrate respect for the music efforts and opinions of others SS, LA

STANDARD 7: Understand relationships between music, the other arts and disciplines outside the arts

OBJECTIVES:

3.7.1. Identify ways in which the principles and subject matter of other content in the school are related to those of music

- a. Compare music to other subjects like math (e.g. fractions/whole notes/half notes) or language arts (e.g. poems/words to song that rhyme)

STANDARD 8: Understand music in relation to history and culture

OBJECTIVES

3.8.1. Understand appropriate behavior for performances

- a. Demonstrate congregational behavior appropriate for liturgical celebration (e.g. sit quietly, sing in a reverent manner) (Performance/Audience Skills) RE, SS
- b. Demonstrate appropriate behavior for the context and style of music (e.g. sitting quietly, applauding at appropriate times) (Audience/Performance Skills) SS

3.8.2. Understand the care and use of equipment

- a. Demonstrate the appropriate way to hold an instrument (Audience/Performance Skills)
- b. Demonstrate the appropriate way to play an instrument (Audience/Performance Skills)
- c. Carefully put instruments away (Audience/Performance Skills)

FOURTH GRADE

WITHIN OUR FOURTH GRADE MUSIC CURRICULUM, STUDENTS WILL:

STANDARD 1: Develop the voice and body as instruments of God

OBJECTIVES:

4.1.1. Sing independently with appropriate timbre, dynamics and diction and maintain a steady tempo

- a. Demonstrate a number one (or singing) position with the body (Audience/Performance Skills)
- b. Sing in tune with a natural voice, free from strain (Melody)
- c. Perform a song with expression responding to the cues of a conductor (Melody) (Audience/Performance Skills) MA, LA
- d. Sing call/response, rounds, chants, ostinatos, descants, and partner songs (Form) (Melody) (Harmony) SC, LA
- e. Sing after an introduction (Form) SC
- f. Sing with/without accompaniment (Timbre) (Melody) (Harmony) SC, LA

4.1.2. Sing a varied repertoire of songs representing genres and styles from different cultures

- a. Perform a variety of songs including folk, patriotic, seasonal, singing games (Melody) (Rhythm) (History/Style) SS, LA, RE
- b. Continue to build a repertoire of songs from many cultures (Melody) (Harmony/Style)

4.1.3. Use body movements to internalize sounds

- a. Reflect the repetitions and changes in timbre, melodic patterns, dynamics or tempo (e.g. create body shapes and/or body energies to characterize loud/soft) (Expression) PE
- b. Enjoy folk dances from a variety of cultures (Form) (History/Style) PE
- c. Move prayerfully to liturgical music

4.1.4. Sing liturgical music, traditional songs and contemporary Christian Songs

- a. Use the “Gather” hymnal and the “Spirit and Song” hymnal to sing
- b. Song lead and play instruments during masses and prayer services (Performance/Skills) (Melody) (Harmony) (History/Style) RE, SS, LA
- c. Prepare songs for the **4th grade annual Christmas Program, all school masses, prayer services and other special occasions** (Melody) (Harmony) (History/Style) (Audience/Performance Skills) RE, SS, LA

STANDARD 2: Perform on instruments, alone and with others, a varied repertoire of music

OBJECTIVES:

4.2.1. Be able to play a melodic instrument

- a. Begin to play the recorder with correct hand positions (e.g. the left hand is at the top of the instrument), correct fingering and correct articulation (e.g. whisper “too” as you blow into the instrument) (Melody) (Harmony) (Timbre) (Performance Skills)
- b. Be able to play G, A, B on the recorder
- c. Play with/without piano or CD accompaniment (Melody) (Harmony) (Timbre) SC

- 4.2.2. Perform independently or with others on a variety of simple instruments with expressions, a steady beat and correct rhythm instruments**
- a. Play a variety of classroom and multicultural instruments responding to the cues of a conductor (Performance Skills) (Melody) (Rhythm) MA
 - b. Add accompaniments to songs (e.g. rhythm instruments to “This Land is Your Land”) (Melody) (Harmony) (Rhythm)

STANDARD 3: Improvise melodies, variations and accompaniments

OBJECTIVES:

- 4.3.1. Create original music and add expression and timbres**
- a. Create simple rhythm and/or melody patterns together (e.g. improvise call/response; manipulate a variety of ways to achieve varied effects) (Timbre) (Form) SC
 - b. Improvise a sound track to a story or song using vocalizations, instrument effects, and body sounds
 - c. Create variations in the form of a song (e.g. create an introduction or a coda)
 - d. Change the accompaniment of a song by using different timbres (Timbre) SC

STANDARD 4: Read and notate music

OBJECTIVES:

- 4.4.1. Read notation on the staff**
- a. Recognize CDEFGAB on the staff
 - b. Recognize parts of the staff (e.g. treble clef, meter signature, measure, bar line)
 - c. Recognize and perform melodies and rhythms on a melodic instrument in 2/4 3/4 4/4 using the musical notes and rests (e.g. quarter note, eighth half note, dotted half note, whole note, quarter rest, half rest, whole rest)
- 4.4.2. Recognize terms and symbols for tempo and dynamics**
- a. Recognize visually the symbols ppp, pp, p, mp, mf, f, ff, fff (Expression)
 - b. Recognize visually dynamic terms (e.g. forte, piano, mezzo forte, pianissimo) (Expression) LA, FL
 - c. Recognize visually terms for tempo (e.g. allegro, moderato, largo) (Expression) LA, FL

STANDARD 5: Listening to, analyzing and describing music

OBJECTIVES:

- 4.5.1. Identify forms in music**
- a. Identify visually and aurally AB, ABA, AABA, call/response introductions and coda (Form) SC

4.5.2. Identify sound sources

- a. Identify visually and aurally the instruments in the orchestra (Timbre) SC
- b. Identify visually and aurally the instruments in a band (Timbre) SC
- c. Identify whether a band or orchestra is playing in a listening selection (Timbre) SC
- d. Aurally and visually recognize the four families of instruments (e.g. strings, brass, woodwinds and percussion) (Timbre) SC
- e. Identify solo and group vocal timbres including male, female and children's voices (Timbre) SC
- f. Identify style in a listening selection (spiritual, opera, classical, country) (Style) LA, SS, RE
- g. Recognize and demonstrate solo, duet, trio, quartet (Form) SC

STANDARD 6: Evaluate music and music performances

OBJECTIVES:

4.6.1. Summarize personal preferences in music selections

- a. Discuss music from a listening selection or a live performance
- b. Use musical terms (e.g. form, timbre, expression) when describing a listening selection or performance LA, RE

4.6.2. Evaluate quality, while creating music performances

- a. Examine personal success and achievement of others

STANDARD 7: Understand relationships between music, the other arts and disciplines outside the arts

OBJECTIVES:

4.7.1. Understand ways that the other arts are related to music

- a. Discuss ways that dance, art, etc. are connected to music (e.g. art and music both have form, texture and mood) AR, LA, PE

4.7.2. Understanding ways that other disciplines are related to art

- a. Discuss how math, religion, social studies, and language arts relate to music (e.g. music style/social studies, religion/the develop of church music) RE, LA, SS, FL

STANDARD 8: Understand music in relation to history and culture

OBJECTIVES

4.8.1. Identify composers and some of their works

- a. Demonstrate knowledge of famous historical composer (e.g. Ludwig Von Beethoven)
- b. Identify aurally some famous historical listening selections

- c. Sing the first line of a famous instrumental work with words that provide biographical information of a historical composer (e.g. “Beethoven’s 5th Symphony”)

4.8.2. Understand appropriate behavior for performances

1. Demonstrate congregational behavior appropriate for liturgical celebration (e.g. sit quietly, sing in a reverent manner) (Performance/Audience Skills) RE, SS
2. Demonstrate appropriate behavior for the context and style of music (e.g. sitting quietly, applauding at appropriate times) (Audience/Performance Skills) SS

4.8.3. Understand the care and use of equipment

- a. Demonstrate the appropriate way to hold instruments (Audience/Performance Skills)
- b. Demonstrate the appropriate way to play an instrument (Audience/Performance Skills)
- c. Carefully put instruments away (Audience/Performance Skills)

FIFTH GRADE

WITHIN OUR FIFTH GRADE MUSIC CURRICULUM, STUDENTS WILL:

STANDARD 1: Develop the voice and body as instruments of God

OBJECTIVES:

5.1.1. Sing independently with appropriate timbre, dynamics and diction and maintain a steady tempo

- a. Demonstrate a number one (or singing) position with the body (Audience/Performance Skills)
- b. Sing in tune with a natural voice, free from strain (Melody) (Expression)
- c. Perform a song with expression responding to the cues of a conductor (Melody) (Audience/Performance Skills) MA, LA
- d. Sing call/response, rounds, chants, ostinatos, descants, and partner songs (Form) (Melody) (Harmony) SC, LA
- e. Sing with/without accompaniment (Timbre) (Melody) (Harmony) SC, LA

5.1.2. Sing a varied repertoire representing genres and styles from diverse cultures

- a. Perform a variety of songs including folk, patriotic, and seasonal songs (Melody) (Rhythm) (History/Style) SS, LA, RE
- b. Continue to build a repertoire of songs from many cultures (e.g. “Sakura” from Japan) (Melody) (Harmony) (History/Style) SS, LA, RE

- 5.1.3. Use body movements to internalize sounds and to create expression**
- Reflect the repetitions and changes in timbre, melodic patterns, dynamics or tempo (e.g. create body shapes and/or body energies to characterize melodic contour) (Expression) PE
 - Enjoy folk dances from a variety of cultures (Form) (History/Style) PE
 - Move prayerfully to liturgical music
- 5.1.4. Sing liturgical music, traditional hymns and contemporary Christian Songs**
- Use the “Gather” hymnal and the “Spirit and Song” hymnal to sing mass parts (e.g. psalm response), traditional hymns (e.g. “We are Called”) and contemporary songs (e.g. “Go Light Your World”) (Melody) (Harmony) (History/Style) RE, SS, LA
 - Song lead and play instruments during masses and prayer services (Melody) (Harmony) RE, SS, SR
 - Prepare songs for the **5th, 6th musical play (an every other year event), all school masses, prayer services and other special occasions** (Melody) (Harmony) (History/Style) (Audience/Performance Skills) RE, SS, LA

STANDARD 2: Perform on instruments, alone and with others, a varied repertoire of music

OBJECTIVES:

- 5.2.1. Be able to play a melodic instrument**
- Continue to play the recorder on a limited basis with correct hand, correct fingering and correct articulation (Melody) (Harmony) (Timbre) (Performance Skills)
 - Be able to play G, A, B, C, D on the recorder or another melodic instrument (e.g. xylophone, piano)
 - Play with/without piano, CD, or other instrumental accompaniment (Melody) (Harmony) (Timbre) SC
- 5.2.2. Perform independently or with others on a variety of simple instruments with expressions, a steady beat and correct rhythm instruments**
- Play a variety of classroom and multicultural instruments responding to the cues of a conductor (Melody) (Rhythm) (History/Style) MA
 - Add accompaniments to songs (e.g. rhythm instruments to “Blowin in the Wind”) (Melody) (Harmony) (Rhythm) (History/Style) (Timbre)

STANDARD 3: Improvise melodies, variations and accompaniments

OBJECTIVES:

- 5.3.1. Create original music and add expression and timbres**
- Create simple rhythm and/or melody patterns together (e.g. improvise call/response; manipulate a variety of ways to achieve varied effects) (Melody) (Harmony) (Timbre) (Form) SC

- b. Improvise a sound track to a story or song using vocalizations, instrument effects, and body sounds
- c. Create variations in the form of a song (e.g. make an AB piece into an ABA piece) (Form) SC
- d. Change the accompaniment of a song by using different timbres (e.g. use multicultural instruments instead of regular classroom instruments) (Timbre) (History/Style) RE

STANDARD 4: Read and notate music

OBJECTIVES:

5.4.1. Read notation on the staff

- a. Recognize most notes on the treble clef
- b. Recognize the bass clef
- c. Recognize parts of the staff (e.g. treble clef, time signature, measure, bar line)
- d. Be able to play a simple melody on an instrument by reading the notes on the staff
- e. Recognize and perform musical notes and rests (e.g. quarter note, eighth half note, dotted half note, whole note, quarter rest, half rest, whole rest)
- f. Read time signatures 2/4, 3/4, 4/4

5.4.2. Recognize terms and symbols for tempo and dynamics

- a. Recognize visually the symbols ppp, pp, p, mp, mf, f, ff, fff (Expression)
- b. Recognize visually dynamic terms (e.g. fortissimo, pianissimo) (Expression) LA, FL
- c. Recognize visually terms for tempo (e.g. allegro, andante) (Expression) LA, FL
- d. Recognize symbols that determine form (e.g. repeat sign, fermata, DC all fine, 1st ending, 2nd ending)

STANDARD 5: Listen to, analyze and describe music

OBJECTIVES:

5.5.1. Communicate their response to musical form in appropriate ways through visual arts, drama, creative movement, language

- a. Draw shapes to represent form (e.g. a circle for A section and a triangle through B section)
- b. Respond to form with movement (e.g. creative body movement to represent the different sections of a rondo)
- c. Use language arts to create form (e.g. write a poem that is a Rondo)
- d. Act out the plot of a story song

5.5.2. Identify sound sources visually and aurally

- a. Identify most instruments in the orchestra (Timbre) SC
- b. Identify most band instruments (Timbre) SC
- c. Recognize the four families of instruments (e.g. strings, brass, woodwinds, and percussion) (Timbre) SC
- d. Identify solo and group vocal timbres including male, female and children's voices (Timbre) SC
- e. Identify style in a listening selection (spiritual, opera, classical, country) (Style) LA, SS, RE
- f. Recognize and demonstrate solo, duet, trio, quartet (Form) SC

STANDARD 6: Evaluate music and music performances

OBJECTIVES:

5.6.1. Summarize personal preferences in music selections

- a. Discuss music from a listening selection or a live performance
- b. Use musical terms (e.g. form, timbre, expression) when describing a listening selection or performance LA, RE

5.6.2. Evaluate quality, while creating music performances

- a. Examine personal success and achievement of others watching the conductor, keeping a steady beat, performing correct dynamics, pitches, and rhythm, starting and stopping together (Expression) (Melody) (Rhythm) (Performance Skills) MA

STANDARD 7: Understand relationships between music, the other arts and disciplines outside the arts

OBJECTIVES:

5.7.1. Understand ways that the other arts are related to music

- a. Discuss ways that dance, art, etc. are connected to music (e.g. art and music both have form, texture and mood) AR, LA, PE

5.7.2. Understand ways that other disciplines are related to art

- a. Discuss how math, religion, social studies, and language arts relate to music (e.g. music style/social studies, religion/the develop of church music) RE, LA, SS, FL

STANDARD 8: Understand music in relation to history and culture

OBJECTIVES

5.8.1. Appreciate and understand the history of American music

- a. Discuss the styles of music that are a part of American music (e.g. jazz, ragtime, work songs, marches, etc.)

- b. Demonstrate knowledge of some American composers (e.g. John Phillip Sousa, Stephen Foster)
- c. Be aware of music that evolved out of certain historical events (e.g. the Civil War, the Revolutionary War)
- d. Memorize patriotic songs (e.g. “The Star Spangled Banner,” “America the Beautiful”)

5.8.2. Identify composers and some of their works

- a. Demonstrate knowledge of a famous historical composer (e.g. George Fredric Handel)
- b. Identify aurally some famous historical listening selections
- c. Sing the first line of a famous instrumental work with words that provide biographical information of a historical composer (e.g. “The Hallelujah Chorus”)

5.8.3. Understand appropriate behavior for performances

- a. Demonstrate congregational behavior appropriate for liturgical celebration (e.g. sit quietly, sing in a reverent manner) (Performance/Audience Skills) RE, SS
- b. Demonstrate appropriate behavior for the context and style of music (e.g. sitting quietly, applauding at appropriate times) (Audience/Performance Skills) SS

5.8.2. Understand the care and use of equipment

- a. Demonstrate the appropriate way to hold instruments (Audience/Performance Skills)
- b. Demonstrate the appropriate way to play an instrument (Audience/Performance Skills)
- c. Carefully put instruments away (Audience/Performance Skills)

SIXTH GRADE

WITHIN OUR SIXTH GRADE MUSIC CURRICULUM, STUDENTS WILL:

STANDARD 1: Develop the voice and body as instruments of God

OBJECTIVES:

6.1.1. Sing independently with appropriate timbre, dynamics and diction and maintain a steady tempo

- a. Demonstrate a number one (or singing) position with the body (Audience/Performance Skills)
- b. Sing in tune with a natural voice, free from strain (Melody) (Expression)
- c. Perform a song with expression responding to the cues of a conductor (Melody) (Audience/Performance Skills) MA, LA

- d. Sing call/response, rounds, chants, ostinatos, descants, and partner songs (Form) (Melody) (Harmony) SC, LA
- e. Sing with/without accompaniment (Timbre) (Melody) (Harmony) SC, LA

6.1.2. Sing a varied repertoire representing genres and styles from diverse cultures

- a. Perform a variety of songs including folk, patriotic, and seasonal songs (Melody) (Rhythm) (History/Style) SS, LA, RE
- b. Continue to build a repertoire of songs from many cultures (Melody) (Harmony) (History/Style) SS, LA, RE

6.1.3. Use body movements to internalize sounds and to create expression

- a. Reflect the repetitions and changes in timbre, melodic patterns, dynamics or tempo (e.g. create body shapes and/or body energies to characterize elements of tempo – fast/slow, presto/allegro) (Expression) PE
- b. Enjoy folk dances from a variety of cultures (Form) (History/Style) PE
- c. Move prayerfully to liturgical music

6.1.4. Sing liturgical music, traditional hymns and contemporary Christian Songs

- a. Use the “Gather” hymnal and the “Spirit and Song” hymnal to sing Mass parts (e.g. Psalm Response), traditional hymns (e.g. “Though the Mountains May Fall”) and contemporary songs (e.g. “You are My All in All”) (Melody) (History/Style) RE, SS, LA
- b. Song lead and play instruments during masses and prayer services (Melody) (Harmony) RE, SS, SR
- c. Prepare songs for the 5th, 6th musical play (an every other year event), all school masses, prayer services and other special occasions (Melody) (Harmony) (History/Style) (Audience/Performance Skills) RE, SS, LA

STANDARD 2: Perform on instruments, alone and with others, a varied repertoire of music

OBJECTIVES:

6.2.1. Be able to play a melodic instrument

- a. Play a melodic instrument such as recorder, xylophone, or a band instrument (Melody)
- b. Play with/without piano, CD, or other instrumental accompaniment (Melody) (Harmony) (Timbre) SC

6.2.2. Perform independently or with others on a variety of instruments

- a. Play a variety of classroom and multicultural instruments responding to the cues of a conductor (Melody) (Rhythm) (History/Style)
- b. Add accompaniments to songs (e.g. rhythm instruments to the Native American song “Go My Son”) (Melody) (Harmony) (Rhythm) (History/Style)

STANDARD 3: Improvise melodies, variations and accompaniments

OBJECTIVES:

6.3.1. Create original music and add expression and timbres

- a. Create simple rhythm and/or melody patterns together (e.g. improvise call/response; ostinati) (Melody) (Harmony) (Timbre) (Form) SC
- b. Improvise a sound track to a story or song using vocalizations, instrument effects, and body sounds
- c. Create an entire composition using form (e.g. rondo, theme and variation) and expressive qualities (e.g. dynamics) and perform it for the class

STANDARD 4: Read and notate music

OBJECTIVES:

6.4.1. Read notation on the staff

- a. Recognize most notes on the treble clef
- b. Recognize the bass clef
- c. Recognize parts of the staff (e.g. treble clef, time signature, measure, bar line)
- d. Be able to play a simple melody on an instrument by reading the notes on the staff
- e. Recognize and perform musical notes and rests (e.g. quarter note, half note, dotted half note, whole note, quarter rest, half rest, whole rest)
- f. Read time signatures 2/4, 3/4, 4/4
- g. Construct triads on the staff
- h. Recognize and perform selected intervals
- i. Understand sharp, flat, natural

6.4.2. Recognize terms and symbols for tempo and dynamics

- a. Recognize visually the symbols ppp, pp, p, mp, mf, f, ff, fff (Expression)
- b. Recognize visually dynamic terms (e.g. fortissimo, pianissimo) (Expression) LA, FL
- c. Recognize visually terms for tempo (e.g. allegro, andante) (Expression) LA, FL
- d. Recognize symbols that determine form (e.g. repeat sign, fermata, DC all fine)

STANDARD 5: Listen to, analyze and describe music

OBJECTIVES:

6.5.1. Communicate their response to musical form in appropriate ways through visual arts, drama, creative movement, language

- a. Respond to form with movement (e.g. creative body movement to represent the different sections of a rondo) (Form) PE, SC
- b. Use language arts to create form (e.g. write a poem that is in the form of a rondo) (Form) LA

- c. Listen and draw music maps of the theme and variation form and Rondo (Form) LA, AR

6.5.2. Identify sound sources visually and aurally

- a. Identify most instruments in the orchestra (Timbre) SC
- b. Identify most band instruments (Timbre) SC, LA
- c. Recognize the four families of instruments (e.g. strings, brass, woodwinds, and percussion) (Timbre) SC, LA
- d. Recognize multicultural instrument tone color (e.g. steel drums)
- e. Identify solo and group vocal timbres including male, female and children's voices (Timbre) SC
- f. Begin to recognize soprano, alto, tenor, bass (Timbre) SC
- g. Identify style in a listening selection (e.g. spiritual, opera, classical, country) (History/Style)
- h. Recognize AB, ABA, AABA, rondo and theme and variations
- i. Identify unison and chordal harmony

6.5.3 Identify composers and their works

- a. Identify aurally some historical musical works (e.g. Beethoven's "Ode to Joy")
- b. Sing the first line of a famous instrumental work with words that provide information of the name of the music selection and composer

STANDARD 6: Evaluate music and music performances

OBJECTIVES:

6.6.1. Summarize personal preferences in music selections

- a. Discuss opinions of a listening selection or live performance LA
- b. Compare two listening selections and distinguish the differences using music terminology (e.g. melody, harmony, form, timbre)

6.6.2. Become aware of careers in music

- a. Discuss the different types of music careers (e.g. conductor, recording engineer, teacher, singer)

STANDARD 7: Understand relationships between music, the other arts and disciplines outside the arts

OBJECTIVES:

6.7.1. Identify similarities and differences in the meaning of common terms used in the various arts

- a. Use terms such as form, expression, and texture to compare music to other art forms (e.g. visual arts, dance, drama, poetry)

- 6.7.2. Begin to understand the different eras from which the arts were formed**
- Use the terms Renaissance, Classical, Baroque, Romantic
 - Discuss the similarities between art, architecture, and music in these eras
 - Be able to name a composer from each era
- 6.7.3. Discuss how music and school subjects relate to music**
- Relate subjects such as math to music (e.g. music uses counting and division to form time signatures and measure, while math also counts and divides)

STANDARD 8: Understand music in relation to history and culture

OBJECTIVES

- 6.8.1. Study the different aspects of a musical in our culture**
- Define the term “Musical Comedy”
 - Understand all the terms related to musicals (e.g. overture, lyrics, libretto, score)
 - Make a diorama of a scene from a musical
 - See a performance of a musical either live or on DVD
- 6.8.2. Explain how music can communicate a certain meaning or serve a specific service**
- Discuss the different venues for music (e.g. concert, wedding, festival)
 - Discuss the styles and timbres used at different events (e.g. organ at weddings)
- 6.8.3. Understand appropriate behavior for performances**
- Demonstrate congregational behavior appropriate for liturgical celebrations (e.g. sit quietly, sing in a reverent manner) (Performance/Audience Skills) RE, SS
 - Demonstrate appropriate behavior for the context and style of music (e.g. sitting quietly, applauding at appropriate times) (Audience/Performance Skills) SS
- 6.8.4. Understand the care and use of equipment**
- Demonstrate the appropriate way to hold instruments (Audience/Performance Skills)
 - Demonstrate the appropriate way to play an instrument (Audience/Performance Skills)
 - Carefully put instruments away (Audience/Performance Skills)

SEVENTH GRADE

WITHIN OUR SEVENTH GRADE MUSIC CURRICULUM, STUDENTS WILL:

STANDARD 1: Develop the voice and body as instruments of God

OBJECTIVES:

- 7.1.1. Sing independently with appropriate timbre, dynamics and diction and maintain a steady tempo**
- Demonstrate a number one (or singing) position with the body (Audience/Performance Skills)
 - Sing in tune with a natural voice, free from strain (Melody) (Expression)
 - Perform a song with expression responding to the cues of a conductor (Melody) (Audience/Performance Skills) MA, LA
- 7.1.2. Sing liturgical music, traditional hymns and contemporary Christian Songs**
- Use the “Gather” hymnal and the “Spirit and Song” hymnal to sing mass parts (e.g. psalm response), traditional hymns (e.g. “Though the Mountains May Fall”) and contemporary songs (e.g. “You are My All in All”) (Melody) (History/Style) RE, SS, LA
 - Prepare any new liturgical music for mass
 - Song lead and play instruments during masses and prayer services (Melody) (Harmony) RE, SS, SR

STANDARD 5: Listen to, analyze and describe music

OBJECTIVES:

- 7.5.1. Understand the difference between listening and hearing**
- Perform several listening exercises to discern listening from hearing (e.g. Have a few students say different sentences all at the same time. Have one listener describe what he/she heard, and what he/she listened to.) LA
 - Describe in words the difference between listening and hearing LA
- 7.5.2. Communicate responses to musical form in appropriate ways through visual arts**
- Use language arts to create form (e.g. write a poem that is in the form of a rondo) (Form) LA
 - Listen and draw music maps of listening selections (e.g. the first section of the overture to “West Side Story”) (Form) LA, AR
- 7.5.3 Identify sound sources visually and aurally**
- Recognize individual timbres in a music recording (e.g. recognize timbres used in “Star Wars” sound track (Timbre) SC
 - Identify style in a listening selection (e.g. spiritual, opera, classical, country) (History/Style)

STANDARD 6: Evaluate music and music performances

OBJECTIVES:

7.6.1. Summarize personal preferences in music selections

- a. Discuss opinions of a listening selection or live performance LA
- b. Compare two listening selections and distinguish the differences in mood (e.g. As each selection is playing, writing single words on the board that describe the mood, like “frantic” or “peaceful.” Compare both lists.) (Expression) LA

STANDARD 7: Understand relationships between music, the other arts and disciplines outside the arts

OBJECTIVES:

7.7.1. Understand the important role of music in the entertainment industry

- a. Understand the importance of music in movies (e.g. discuss how mood affects a scene; what would happen to a scene in which the music is taken away) (Expression) LA
- b. Choose different music for a movie scene, so that the mood changes (e.g. change an exciting and dangerous mood to a calm and peaceful mood)
- c. Conclude that music works in our lives in ways we rarely analyze.

7.7.2. Demonstrate the ability to use the internet to find possible materials (texts and music) for their works, showing understanding of the necessity of using such materials in an ethical way

- a. Retrieve information about historic composers, their lives, their musical works and their contributions to music today.
- b. Share information about composers in class. (Make a poster with a drawn picture of a particular composer, biographical information, famous works, etc.) (History/Style) AR, LA, IT
- c. Use the internet to play important themes from historical compositions. (History/Style) IT

STANDARD 8: Understand music in relation to history and culture

OBJECTIVES

7.8.1. Explain how music can communicate a certain meaning or serve a specific purpose

- a. Understand and discuss how music is used for different occasions (e.g. weddings, funerals, concerts, baseball games) (History/Style) LA, SS, RE
- b. Discuss or journal why certain styles and timbres in music are used for each specific purpose (History/Style) LA, SC, SS, RE

7.8.2. Understand appropriate behavior for performances

- a. Demonstrate congregational behavior appropriate for liturgical celebrations (e.g. sit quietly, sing in a reverent manner) (Performance/Audience Skills) RE, SS
- b. Demonstrate appropriate behavior for the context and style of music (e.g. sitting quietly, applauding at appropriate times) (Audience/Performance Skills) SS

SEVENTH & EIGHTH GRADE SWING CHOIR

WITHIN OUR SEVENTH & EIGHTH GRADE SWING CHOIR, STUDENTS WILL:

STANDARD 1: Develop the voice and body as instruments of God

OBJECTIVES:

7-8.1.1. Sing independently with correct pitch and posture, and maintain a steady tempo

- a. Demonstrate a number one (good posture) singing position (Performance Skills)
- b. Sing accurately, in tune, with good breath support and a voice free of strain throughout their singing ranges as a group (Performance Skills) (Melody) (Harmony)
- c. Sing expressively using proper dynamics, tempo and timbre and responding with correct entrances and cut offs following the cues of a conductor (Performance Skills) (Expression) (Melody) (Harmony) (Timbre) SC, MA
- d. Understand that singing in a choir involves blending of voices (Timbre) SC

7-8.1.2. Sing a varied repertoire of songs representing different styles

- a. Sing show tunes, sacred and patriotic songs (e.g. "God Bless the USA") (Style) (Melody) (Harmony) (Rhythm) SS, RE

7-8.1.3. Sing liturgical music, traditional songs and contemporary Christian Songs

- a. Use the "Gather" hymnal and the "Spirit and Song" hymnal to sing liturgical music including mass parts (Performance Skills) (Melody) (Harmony) (Rhythm) RE, LA, SS
- b. Song lead and perform mass parts in various/all school Masses (Performance Skills) SR, RE, LA

STANDARD 3: Improvise melodies, variations and accompaniments

OBJECTIVES:

7-8.3.1. Create accompaniment to songs

- a. Explore free body movement as it relates to the style of music (e.g. move freely to a rock song) (Performance Skills) (Style) PE

- b. Assist in creating original choreography for selected songs (e.g. creating motions to a round) (Performance Skills) (Style) (Rhythm) MA, PE, SS

STANDARD 4: Reading and notating music

OBJECTIVES:

7-8.4.1. Sight sing songs

- a. Sing music written in two or three parts
- b. Sing rounds and canons

7-8.4.2. Demonstrate knowledge of basic music signs and symbols

- a. Identify dynamic terms and symbols (e.g. Forte, piano, f, p)
- b. Identify temp terms (e.g. Allegro, andante)
- c. Identify meter (2/4 3/4 4/4)

STANDARD 6: Evaluating music and music performances

OBJECTIVES:

7-8.6.1. Critique group performances

- a. Evaluate verbally in a positive way the effectiveness of performances (e.g. sang in tune, correctly performed dance steps) (Performance Skills) LA
- b. Provide suggestions to improve future performances (e.g. work better as a group, perform with more energy) (Performance Skills) LA
- c. Demonstrate a sense of accomplishment for group performances LA, SS

STANDARD 7: Understand relationships between music, the other arts and disciplines outside the arts

OBJECTIVES:

7-8.7.1. Understand the relationship between dance and song

- a. Understand that each is an expressive art that involves interpretation and mood (Expression) AR
- b. Understand that each is physically demanding PE

STANDARD 8: Understand music in relation to history and culture

OBJECTIVES

7-8.8.1. Understand appropriate behavior for performances

- a. Demonstrate congregational behavior appropriate for liturgical celebration (e.g. sit quietly, sing in a reverent manner) (Performance/Audience Skills) RE, SS
- b. Demonstrate appropriate behavior during Swing Choir performances (e.g. work as a group) (Audience/Performance Skills) SS

- c. Prepare for performances (e.g. warm up the voice through exercises)
(Performance Skills)

7-8.8.2. Understand the need for community service

- a. Reach out to others by singing at nursing homes, hospitals, and day care centers during the Christmas season

ASSESSMENT

Assessment for the different grades are as follows:

Kindergarten:

- ✓ Participation and teach observation

Grades 1-3:

- ✓ Teacher observation
- ✓ Teacher evaluation of student musical growth and knowledge of music concepts
- ✓ Participation and cooperation

Grades 4-5:

- ✓ Teacher observation
- ✓ Teacher evaluation of student musical growth and knowledge of music concepts
- ✓ Unit work sheets
- ✓ Participation and cooperation

Grades 6-7:

- ✓ Teacher observation
- ✓ Individual and group projects with Rubric assessment sheets
- ✓ Updated music folder
- ✓ Teacher evaluation of cooperative learning groups

Swing Choir:

- ✓ Teacher observation
- ✓ Participation

Although this program of study emphasizes singing and preparing for performance, it instills in each student an acceptance of the value of daily life of appreciating and making music of many kinds. It presumes that good music education leads students to become adults who sing and play instruments at home and in the community, who listen attentively to a variety of music with understanding and a critical ear, who support the efforts of others to make music, and who share their musical interests with family and friends.

Kindergarten – One (1) 30 minute class per week

1st Grade through 5th Grade – Two (2) 30 minute classes per week

6th Grade – Two (2) 45 minute classes per week

7th Grade General Music – One (1) 45 minute class per week

7th-8th Grade Swing Choir – One (1) 45 minute class per week

Students at Queen of Peace School have many opportunities to grow through music performance:

- The Primary Christmas Program for K-3 is a long standing tradition
- 4th graders have their own Christmas program in the music room each year
- 5th and 6th graders produce a musical play every other year
- 7th and 8th graders produce a Broadway musical every other year
- Every grade plans an all school mass or prayer service during the year
- Students sing, play instruments, and song lead
- Students are encouraged to share their talents in class (In the spring, 1st through 6th graders have the opportunity to perform in the music room for their own classes in a mini talent show.)
- Swing Choir performs community service during the Christmas season by singing at different locations in the Madison community

RESOURCES

“Gather Comprehensive” Hymnal – GIA publications

“Spirit and Song” Hymnal – Oregon Catholic Press

“The Music Connection” K-8 Teacher Editions and text books (1995)

“Music Express Teacher Magazine” – Hal Leonard Corporation

Lavender, Cheryl, “Moans, Groans, and Skeleton Bones” Jenson Publications (1991)

Foncannon, Ellen, “Boom-a-Tunes” Wacky Music Group Fun Series

Foncannon, Ellen, “Totally Tubular” Wacky Music Group Fun Series

“God Bless America” Hal Leonard Corporation

“Games Children Sing Around the World” Warner Bros. Publications (edited by Paul Ramsier – Ph.D.) (2001)

Kline, Todd F., “Classic Tunes and Tales” Parker Publishing Co.

Kline, Todd F., “Music Today and Every Day” Parker Publishing Co.

Albrecht, Sally K., “I Sing, You Sing”

Althouse, Jay

Yurko, Michiko, “Music Mind Games” Music 19 (1992)

Van Gunten, Marjie, “Making Music in Middle School” (1999)

Forquer, Nancy E., “Music Bulletin Boards” Parker Publishing Co.

Partin, Marjorie

Athey, Margaret, “A Galaxy of Games for the Music Class” Parker Publishing Co.

Hotchkiss, Gwen

Anderson, William M., “Integrating Music into the Elementary Classroom”

Wadsworth Thompson

Lawrence, Joy E.

Tapes & DVD's

“Around the World with Me”	Hal Leonard
“Behind the Scenes” series	GPN Educational Media
“Can’t Stop Singing”	PBS Home Video
“Emotions in Music”	Dallas Symphony Association, Inc.
“Marsalis on Music” series	Tanglewood Music Center
“The Music and Heroes of America”	Paramount
“The Music Connection” video series	Silver Burdett and Ginn
“Music of the Heart”	Miramax
“Oliver”	Columbia Pictures
“Peter and the Wolf”	Disney
“River Dance”	Tyrone/RTE
“The Story of Silent Night”	Questar Video Presentation
“The Sound of Music”	Twentieth Century Fox
“The Sounds of Mexico”	Mexican Videos