



Our Savior Christian Academy

*Curriculum Framework for: **Music 5-8***

Our Savior Christian Academy's "Curriculum Framework for Music" is designed as a tool that will follow the same format for all grades K-4. Each grade level will have a separate section based on classroom structure, and it will be up to each individual teacher to design a lesson plan that fits their classroom needs based on these standards and suggestions.

Our Savior Christian Academy's "Curriculum Framework for Music" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.

✠ PHILOSOPHY ✠

God created music for our enjoyment and as a way to praise and glorify Him. It is only because we are created in God's image that we are able to express ourselves in music. Music education enhances our recognition of the relationship between music and the other disciplines.

Our Savior Christian Academy

Broad Goals

Our Savior Christian Academy's Music goals include:

To incorporate Jesus Christ in all core areas.

Teaching of the Christian faith through Christian songs and programs.

Providing the children with a wide range of knowledge, skills, and related music activities that help him/her to develop an understanding of the world and God's word.

Encouraging the children to be confident and to communicate effectively through reading, writing, singing, and listening to Christian music.

Providing learning experiences in which students will recognize, develop, and apply effective skills at or above grade level in the areas of music.

Our Savior Christian Academy obtains this through:

Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum.

Fascinating and significant music experiences through multi-sensory activities.

Applying music to other core areas of learning.

Speaking the Christian faith through Christian music and programs, such as the Christmas program and Thanksgiving Toast.

Relating the Christian faith to the lives of the children and world experiences through music.

Continuous assessment for analysis and planning in Music.

- Focuses on the identification of the children's existing knowledge and strategies.
- Updating curriculum to meet changing state standards along with student needs.
- Provides information that will enable the teacher to cater for individual differences in ability, previous learning and learning style, and to resist pressure to push the child to premature mastery.

Work samples and results that are shared with the parents, congregants, and community.

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts integrate faith by singing faith-based music.		
A.	Grade 5	Grades 6–8
Independent Singing	Use breath control and accurate *diction while singing Curriculum <input checked="" type="checkbox"/> Karoke <input checked="" type="checkbox"/> Use praise music along with hymns <input checked="" type="checkbox"/> Tape record students for play back. <input checked="" type="checkbox"/> Explain that the voice can be used in many ways. <input checked="" type="checkbox"/> Experiment with each type of voice while using breath control.	General Music Classes: Demonstrate singing skills using a singing voice [Reasoning: Some MS classes are part of an exploratory wheel – may be keyboards only, world music, etc.) Vocal Classes Demonstrate singing skills using a singing voice and match pitch in an appropriate range Demonstrate appropriate singing posture, breath support, and diction Curriculum <input checked="" type="checkbox"/> Karoke <input checked="" type="checkbox"/> Use praise music along with hymns <input checked="" type="checkbox"/> Tape record students for play back. <input checked="" type="checkbox"/> Explain that the voice can be used in many ways. <input checked="" type="checkbox"/> Watch for singing posture, breathe support, and dictation
National Standards	MU 1	MU 1
Content Standards	FA 1	FA 1

1. Develop and apply singing skills to perform and communicate through the arts		
B.	Grade 5	Grades 6–8
Expressive Singing	Use dynamics and *phrasing to communicate an interpretation of a given *style Curriculum <input checked="" type="checkbox"/> Play various hymns. <input checked="" type="checkbox"/> Sing the Psalms. <input checked="" type="checkbox"/> Distribute streamers to the students. Allow students to move freely in ways to match the music. <input checked="" type="checkbox"/> Discuss some of the movements that matched the soft, slow, and smooth quality of the music; along with the loud, fast, and choppy quality of music.	General Music Classes: Use dynamics and phrasing to communicate an interpretation of a given style Vocal Performance Classes: Apply vocal techniques required for expressive performance of varied literature Curriculum <input checked="" type="checkbox"/> Play various hymns. <input checked="" type="checkbox"/> Sing the Psalms. <input checked="" type="checkbox"/> Distribute streamers to the students. Allow students to move freely in ways to match the music. <input checked="" type="checkbox"/> Discuss some of the movements that matched the soft, slow, and smooth quality of the music; along with the loud, fast, and choppy quality of music.
National Standards	MU 1	MU 1
Content Standards	FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts		
C.	Grade 5	Grades 6–8
Repertoire	Perform a varied repertoire of songs including <ul style="list-style-type: none"> • patriotic • folk • seasonal including some from memory Curriculum <input checked="" type="checkbox"/> Sing songs during announcements. <input checked="" type="checkbox"/> Read verses of Folk songs, explaining and defining unfamiliar words. Perform a variety of folk songs (ex. Home on the Range and Clementine) Have a play or musical both seasonal and liturgical.	<u>General Music Classes:</u> Apply stylistic elements needed to perform the music of various *genres and cultures <u>Vocal Performance Classes:</u> Apply stylistic elements needed to perform the music of various genres and cultures Curriculum Read verses from music of various genres and cultures. Apply the stylistic elements when repeating
National Standards	MU 1	MU 1
Content Standards	FA 1	FA 1

1. Develop and apply singing skills to perform and communicate through the arts		
D.	Grade 5	Grades 6–8
Part Singing	Perform simple harmonic songs <ul style="list-style-type: none"> • rounds • canons • partner songs • two-part Curriculum <input checked="" type="checkbox"/> http://www.youtube.com/watch?v=4tNp_Iz3J0o <input checked="" type="checkbox"/> Conduct rounds during performances. Father I Adore You <input checked="" type="checkbox"/> http://www.youtube.com/watch?v=5lap6cgvln4 <input checked="" type="checkbox"/> For rounds <input checked="" type="checkbox"/> http://www.youtube.com/watch?v=PkAnFBsQK00 <input checked="" type="checkbox"/> for partner singing Ostinati and rounds can be realized at various school plays and musicals, or as a part of a Chapel service.	<u>General Music Classes:</u> Perform simple harmonic songs <ul style="list-style-type: none"> • rounds • canons • partner songs • two-part <u>Vocal Performance Classes:</u> Perform *harmony in songs of two and three parts Curriculum <input checked="" type="checkbox"/> http://www.youtube.com/watch?v=4tNp_Iz3J0o <input checked="" type="checkbox"/> Conduct rounds during performances. Father I Adore You <input checked="" type="checkbox"/> http://www.youtube.com/watch?v=5lap6cgvln4 <input checked="" type="checkbox"/> For rounds <input checked="" type="checkbox"/> http://www.youtube.com/watch?v=PkAnFBsQK00 <input checked="" type="checkbox"/> for partner singing Perform in Christmas cantata and Thanksgiving Toast performance
National Standards	MU 1	MU 1
Content Standards	FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts integrating faith by using skills and performance opportunities to share the saving message of Jesus Christ.		
E.	Grade 5	Grades 6-8
Group Singing	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an *ensemble Respond expressively to conductor's cues Curriculum <input checked="" type="checkbox"/> Assemble in groups and designate a student conductor. <input checked="" type="checkbox"/> Follow cues. Include varying tempos and rhythm. <input checked="" type="checkbox"/> Have student conductor perform during one song at a public musical. <input checked="" type="checkbox"/> Have conductor count measures. Use a baton. <input checked="" type="checkbox"/> Video tape and have students analyze and assess.	<u>General Music Classes:</u> Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble Respond expressively to conductor's cues <u>Vocal Performance Classes:</u> Apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble (refer to glossary for *Level of Difficulty) Curriculum <input checked="" type="checkbox"/> Assemble in groups and designate a student conductor. <input checked="" type="checkbox"/> Follow cues. Include varying tempos and rhythm. <input checked="" type="checkbox"/> Have student conductor perform during one song at a public musical. <input checked="" type="checkbox"/> Have conductor count measures. Use a baton. <input checked="" type="checkbox"/> Video tape and have students analyze and assess. Perform in Christmas cantata and Thanksgiving Toast performance
National Standards	MU 1	MU 1
Content Standards	FA 1	FA 1

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts		
A.	Grade 5	Grades 6–8
Instrumental Performance Skills	<p>Read and perform at least five (5) pitches on a melodic instrument</p> <p>Read and perform rhythms in simple *meter</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest • Dotted half note • Sixteenth notes • Dotted quarter followed by eighth • *Syncopation <p>Curriculum</p> <p><input checked="" type="checkbox"/> Divide into groups. Echo the leader of the group. Use your body as percussion. Other groups check for accuracy.</p>	<p><u>General Music Classes:</u></p> <p>Read and perform at least five (5) pitches on a melodic instrument</p> <p>Read and perform rhythms in simple meter</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest • Dotted half note • Sixteenth notes • Dotted quarter followed by eighth • Syncopation <p>Read and perform a short song/piece using effective expression and characteristic timbre</p> <p><u>Instrumental Performance Classes:</u></p> <p>Demonstrate instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, *articulation)</p> <p>Demonstrate instrument maintenance and care</p> <p>Curriculum</p> <p><input checked="" type="checkbox"/> Divide into groups. Echo the leader of the group. Use your body as percussion. Other groups check for accuracy.</p> <p>Perform in Christmas cantata and Thanksgiving Toast performance while using bells and other instruments</p>
National Standards	MU 2	MU 2
Content Standards	FA 1	FA 1
2. Develop and apply instrumental music skills to perform and communicate through the arts		
B.	Grade 5	Grades 6–8
Expression and Technical Skills	<p>Read and perform a short song using effective *expression and characteristic timbre</p> <p>Curriculum</p> <p><input checked="" type="checkbox"/> Act out expression marks and characteristic timbre using the body as the teacher plays short songs.</p>	<p><u>Instrumental Performance Classes:</u></p> <p>Read and perform music notation at a “beginning” to 2 grade–level (refer to glossary for Level of Difficulty)</p> <p>Read and perform a short song/piece using effective expression and characteristic timbre</p> <p>Curriculum</p> <p><input checked="" type="checkbox"/> Act out expression marks and characteristic timbre using the body as the teacher plays short songs.</p> <p>Perform in Christmas cantata and Thanksgiving Toast performance while using bells and other instruments</p>
National Standards	MU 2	MU 2
Content Standards	FA 1	FA 1

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts		
C.	Grade 5	Grades 6–8
Repertoire	<p>Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perform a Christmas musical. <input type="checkbox"/> Introduce the lap harp and recorder. <input type="checkbox"/> Introduce key vocabulary. <input type="checkbox"/> http://www.ckcolorado.org/units/Kindergarten/K_TeachingMusicalInstruments.pdf <input type="checkbox"/> Core Knowledge Foundation. Core Knowledge Sequence: Content Guidelines For Grades K–8. Core Knowledge Foundation. Charlottesville, VA. 1999. 1–890517–20–8. (all lessons) <input type="checkbox"/> Hausherr, Rosemarie. What Instrument Is This? Scholastic, Inc. 1992. 0590446444. <p style="text-align: center;">(Culminating Activity)</p>	<p><u>General Music Classes:</u> Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p> <p><u>Instrumental Performance Classes:</u> Perform a varied repertoire of music representing diverse cultures, genres and styles</p> <p>Apply stylistic elements needed to perform the music of various cultures, genres and styles</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perform a Christmas musical. <input type="checkbox"/> Introduce the lap harp and recorder. <input type="checkbox"/> Introduce key vocabulary. <input type="checkbox"/> http://www.ckcolorado.org/units/Kindergarten/K_TeachingMusicalInstruments.pdf <input type="checkbox"/> Core Knowledge Foundation. Core Knowledge Sequence: Content Guidelines For Grades K–8. Core Knowledge Foundation. Charlottesville, VA. 1999. 1–890517–20–8. (all lessons) <input type="checkbox"/> Hausherr, Rosemarie. What Instrument Is This? Scholastic, Inc. 1992. 0590446444. <p>(Culminating Activity) Perform in Christmas cantata and Thanksgiving Toast performance while singing songs in sign language, German, and other styles and genres</p>
National Standards	MU 2	MU 2
Content Standards	FA 1	FA 1

Product Performance

D.	Grade 5	Grades 6–8
Imitation (play by ear)	<p>Echo short rhythmic and melodic patterns on *classroom instruments</p> <p>Curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Perform a Christmas musical. <input checked="" type="checkbox"/> Introduce the lap harp and recorder. <input checked="" type="checkbox"/> Introduce key vocabulary. <input checked="" type="checkbox"/> http://www.ckcolorado.org/units/Kindergarten/K_TeachingMusicalInstruments.pdf <input checked="" type="checkbox"/> Core Knowledge Foundation. Core Knowledge Sequence: Content Guidelines For Grades K–8. Core Knowledge Foundation. Charlottesville, VA. 1999. 1–890517–20–8. (all lessons) <input checked="" type="checkbox"/> Hausherr, Rosemarie. What Instrument Is This? Scholastic, Inc. 1992. 0590446444. <p>(Culminating Activity)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Echo four–beat rhythmic patterns played by the teacher using body percussion or classroom instruments. 	<p><u>General Music Classes:</u> Echo rhythmic and melodic patterns of increasing complexity on classroom instruments</p> <p><u>Instrumental Performance Classes:</u> Play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument</p> <p>Curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Perform a Christmas musical. <input checked="" type="checkbox"/> Introduce the lap harp and recorder. <input checked="" type="checkbox"/> Introduce key vocabulary. <input checked="" type="checkbox"/> http://www.ckcolorado.org/units/Kindergarten/K_TeachingMusicalInstruments.pdf <input checked="" type="checkbox"/> Core Knowledge Foundation. Core Knowledge Sequence: Content Guidelines For Grades K–8. Core Knowledge Foundation. Charlottesville, VA. 1999. 1–890517–20–8. (all lessons) <input checked="" type="checkbox"/> Hausherr, Rosemarie. What Instrument Is This? Scholastic, Inc. 1992. 0590446444. <p>(Culminating Activity)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Echo four–beat rhythmic patterns played by the teacher using body percussion or classroom instruments. <p>Listen and repeat simple melodies</p>
National Standards	MU 2	MU 2
Content Standards	FA 1	FA 1

2. Develop and apply instrumental music skills to perform and communicate through the arts

Product Performance

E.	Grade 5	Grades 6–8
Group Playing	<p>Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Practical application of written and aural music theory; • Keyboard proficiency; • Pedagogical skills; • Use of multi-media and computer-related equipment; • Music and dramatic production; • Music composition and arranging; • Adaptation of music to indigenous cultures; <p><input checked="" type="checkbox"/> Working with an ensemble. A personal Christian lifestyle congruent with their performance;</p>	<p><u>General Music Classes:</u> Demonstrate characteristic timbre, tempo, and dynamics on classroom/percussion instruments for group performance, responding expressively to the cues of the conductor</p> <p><u>Instrumental Performance Classes:</u> Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Practical application of written and aural music theory; • Keyboard proficiency; • Pedagogical skills; • Use of multi-media and computer-related equipment; • Music and dramatic production; • Music composition and arranging; • Adaptation of music to indigenous cultures; <p><input checked="" type="checkbox"/> Working with an ensemble. A personal Christian lifestyle congruent with their performance; Perform in Christmas cantata and Thanksgiving Toast performance while using bells and other instruments</p>
National Standards	MU 2	MU 2
Content Standards	FA 1	FA 1

Product Performance

3. Develop and apply improvisation skills in music to communicate through the arts

integrating faith by encouraging students to apply what they have learned as a choral offering during an Order of Worship.

A.	Grade 5	Grades 6–8
Improvisation	Improve short rhythmic and melodic patterns Improve simple rhythmic, melodic and/or harmonic accompaniments Improve simple rhythmic *variations on familiar melodies Improve short songs and instrumental pieces, using a variety of sound sources Curriculum <input checked="" type="checkbox"/> Students shall listen to, analyze, describe, and evaluate a variety of music. <input checked="" type="checkbox"/> Design and use a rhythm chart. <input checked="" type="checkbox"/> Improve more complex rhythmic accompaniments using body percussion and classroom instruments	<u>General Music Classes:</u> Improve short rhythmic and melodic patterns Improve simple rhythmic, melodic and/or harmonic accompaniments Improve simple rhythmic variations on familiar melodies Improve short songs and instrumental pieces, using a variety of sound sources <u>Vocal and Instrumental Performance Classes:</u> Improve simple rhythmic variations in a consistent style and meter Curriculum <input checked="" type="checkbox"/> Students shall listen to, analyze, describe, and evaluate a variety of music. <input checked="" type="checkbox"/> Design and use a rhythm chart. <input checked="" type="checkbox"/> Improve more complex rhythmic accompaniments using body percussion and classroom instruments Perform in Christmas cantata and Thanksgiving Toast performance while using bells and other instruments
National Standards	MU 3	MU 3
Content Standards	FA 1	FA 1

4. Develop and apply skills to *compose, *arrange, and create music to communicate through the arts

integrating faith by encouraging students to apply what they have learned as a choral offering during an Order of Worship.

A.	Grade 5	Grades 6–8
Composition and Arrangement	Create and notate a rhythmic and/or melodic ostinati accompaniment within teacher's specified guidelines Curriculum Provide instruments for students to play. <input checked="" type="checkbox"/> Record what students play and ask them to recreate it again. <input checked="" type="checkbox"/> Try recreating it using notation. <input checked="" type="checkbox"/> Compose music using an online system.	<u>General Music Classes:</u> Create and notate a rhythmic and/or melodic ostinati accompaniment within teacher's specified guidelines. <u>Vocal and Instrumental Performance Classes:</u> Create or arrange a short song/piece or phrases using a variety of sound sources within specified guidelines Curriculum Provide instruments for students to play. <input checked="" type="checkbox"/> Record what students play and ask them to recreate it again. <input checked="" type="checkbox"/> Try recreating it using notation. <input checked="" type="checkbox"/> Compose music using an online system. Perform in Christmas cantata and Thanksgiving Toast performance while using bells and other instruments
National Standards	MU 4	MU 4
Content Standards	FA 1	FA 1

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music integrating faith by encouraging students to apply what they have learned as a choral offering during an Order of Worship.		
A.	Grade 5	Grades 6–8
Rhythmic *Notation	<p>Read standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of:</p> <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth–note pairs • dotted half note • sixteenth notes • eighth note/rest • dotted quarter note/rest • 3 eighth notes beamed together in 6/8 • Syncopation <p>Curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Play any favorite duple meter song on the piano <input checked="" type="checkbox"/> Establish a secure pat–clap body percussion movement with while they chant either “one—two” or “pat—clap” or knees—hands.” <input checked="" type="checkbox"/> Add syncopation. <input checked="" type="checkbox"/> Analyze works throughout the hymnal stamping out the rhythmic notation. 	<p><u>General Music Classes:</u> Interpret standard rhythmic notation in 2/4, 3/4, 4/4, and 6/8 meter signatures using bar lines consisting of:</p> <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth–note pairs • dotted half note • sixteenth notes • dotted quarter followed by eighth • dotted quarter note/rest • 3 eighth notes beamed together in 6/8 • syncopation <p><u>Vocal and Instrumental Performance Classes:</u> Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signature with bar lines using all rhythm and note values above</p> <p>Curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Play any favorite duple meter song on the piano <input checked="" type="checkbox"/> Establish a secure pat–clap body percussion movement with while they chant either “one—two” or “pat—clap” or knees—hands.” <input checked="" type="checkbox"/> Add syncopation. <input checked="" type="checkbox"/> Analyze works throughout the hymnal stamping out the rhythmic notation. <p>Perform in Christmas cantata and Thanksgiving Toast performance while using bells and other instruments</p>
National Standards	MU 5	MU 5
Content Standards	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and *notate music		
B.	Grade 5	Grades 6-8
Melodic Notation	Identify standard pitch notation in the treble clef, including one ledger line above and below the staff Identify *accidentals <ul style="list-style-type: none"> • sharps • flats • natural signs Curriculum <input checked="" type="checkbox"/> Create diagram. Add color to each icon diagram using oil crayons or permanent non-fading marker, including one ledger line above and below the staff. <input checked="" type="checkbox"/> Display for students to read and refer to. Play tic-tac-toe with various notes and clefs.	<u>General Music Classes:</u> Identify standard pitch notation in the treble clef, including one ledger line above and below the staff Identify accidentals <ul style="list-style-type: none"> • sharps • flats • natural signs <u>Vocal and Instrumental Performance Classes:</u> Employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and *keys Curriculum <input checked="" type="checkbox"/> Create diagram. Add color to each icon diagram using oil crayons or permanent non-fading marker, including one ledger line above and below the staff. <input checked="" type="checkbox"/> Display for students to read and refer to. Play tic-tac-toe with various notes and clefs. Perform in Christmas cantata and Thanksgiving Toast performance while using bells and other instruments
National Standards	MU 5	MU 5
Content Standards	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music		
C.	Grade 5	Grades 6-8
Symbols of Expression	<p>Identify standard symbols for dynamics, tempo and articulation</p> <ul style="list-style-type: none"> • p for piano • f for forte • mp for mezzo piano • mf for mezzo forte • pp for pianissimo • ff for fortissimo • cresc or < for crescendo • decres or > for decrescendo • dim for diminuendo • *accelerando • *ritardando • *allegro • *moderato • *andante • *largo • *a tempo • accent • fermata • ties • slurs • *staccato • *legato <p>Curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use different locomotor movements to show fast and slow tempos <input checked="" type="checkbox"/> Listening– tap the steady beat to match the tempo changes heard on a recording. Tap the beat in tempo with multiple pieces of music. <input checked="" type="checkbox"/> Have students identify what standard symbol would be used for various clips from arranged pieces. youtube, iPod clips available 	<p><u>General Music Classes:</u> Identify standard symbols for dynamics, tempo and articulation</p> <ul style="list-style-type: none"> • p for piano • f for forte • mp for mezzo piano • mf for mezzo forte • pp for pianissimo • ff for fortissimo • cresc or < for crescendo • decres or > for decrescendo • dim for diminuendo • accelerando • ritardando • allegro • moderato • andante • largo • a tempo • accent • fermata • ties • slurs • staccato • legato <p><u>Vocal and Instr. Performance Classes:</u> Apply standard listed for General Music classes</p> <p>Curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use different locomotor movements to show fast and slow tempos <input checked="" type="checkbox"/> Listening– tap the steady beat to match the tempo changes heard on a recording. Tap the beat in tempo with multiple pieces of music. <input checked="" type="checkbox"/> Have students identify what standard symbol would be used for various clips from arranged pieces. youtube, iPod clips available <p>Perform in Christmas cantata and Thanksgiving Toast performance while using bells and other instruments</p>
National Standards	MU 5	MU 5
Content Standards	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music		
D.	Grade 5	Grade 6–8
<p style="text-align: center;">Symbols for Rhythm, Pitch, and Expressive Elements</p>	<p>Notate rhythmic patterns and dynamics presented by the teacher in 2/4, ¾ and 4/4 meter signature using bar lines</p> <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes • p for piano • f for forte • mp for mezzo piano • mf for mezzo forte • cresc for crescendo • decresc for decrescendo • dim for diminuendo • sol-mi-la • eighth note/rest <p>Curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Play any favorite duple meter song on the piano, notating rhythmic patterns and dynamics <input checked="" type="checkbox"/> Establish a secure pat-clap body percussion movement with while they chant either “one—two” or “pat—clap” or knees—hands.” <input checked="" type="checkbox"/> Add syncopation. <input checked="" type="checkbox"/> Analyze works throughout the hymnal stamping out the rhythmic notation. 	<p>General Music Classes: Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures (See Elements of Music)</p> <p>Vocal and Instrumental Performance Classes: Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice (See Elements of Music)</p> <p>Curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Perform in Christmas cantata and Thanksgiving Toast performance while using bells and other instruments
National Standards	MU 5	MU 5
Content Standards	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music		
E.	Grade 5	Grades 6-8
Sight Reading	<p>Vocal and Instrumental Performance Classes: Independently interpret simple rhythmic and melodic notation at sight</p> <p>Curriculum</p> <p><input checked="" type="checkbox"/> While listening to music, interpret simple rhythmic and melodic notation.</p>	<p>Vocal and Instrumental Performance Classes: Sight read standard musical notation at level 2 difficulty [Level 2 -Easy; may include changes of tempo, *key, and meter; modest ranges]</p> <p>Curriculum</p> <p><input checked="" type="checkbox"/> While listening to music, interpret simple rhythmic and melodic notation.</p>
National Standards	MU 5	MU 5
Content Standards	FA 2	FA 2

Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance		
A.	Grade 5	Grades 6–8
Musical *Forms	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • AB • ABA • canon • ostinati • verse/refrain • repeat sign • partner songs • rondo • first and second endings • blues • coda • theme and variation • *DC/*Fine • *DS al coda/*Fine Curriculum <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Create a song and perform actions while singing. <input checked="" type="checkbox"/> Notate song using appropriate composition techniques. 	<u>General Music Classes:</u> Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • AB/*binary • ABA/*ternary • rondo • first and second endings • repeat signs • coda • two-part songs • theme and variation • DC/Fine • DS al coda/Fine • AABA/song form • fugue <u>Vocal and Instrumental Performance Classes:</u> Identify forms used in selected ensemble repertoire Curriculum During assessment, Identify and analyze forms and composition techniques
National Standards	MU 6	MU 6
Content Standards	FA 3	FA 3

Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance		
B.	Grade 5	Grades 6–8
Musical Characteristics, Events, and Descriptors	Identify contrasting musical elements for vocal and instrumental music including melody, harmony, rhythm, expression, form, and timbre (e.g., voice classification–SATB, instrumental ensemble groupings–Jazz Band/Concert Band, etc.) Curriculum <input checked="" type="checkbox"/> Play variety of sounds and allow students to determine the different sounds. <input checked="" type="checkbox"/> Experiment with different vocal productions. <input checked="" type="checkbox"/> Attend a professional production and create a report on what was experienced.	<u>General Music Classes and Vocal and Instrumental Performance Classes:</u> Determine the musical means (source) and size of group of an aural example Describe the musical expression (mood) of an aural example Determine the order and organization of an aural example Determine the possible origin of an aural example (e.g., location and time) Characterize the use of music by its intended function (purpose) and its intended audience Curriculum <input checked="" type="checkbox"/> Play variety of sounds and allow students to determine the different sounds, determine musical components during assessment .
National Standards	MU 7	MU 6
Content Standards	FA 3	FA 3

Artistic Perceptions

2. Develop and apply the knowledge and skills to evaluate music and musical performance		
A.	Grade 5	Grades 6–8
Criteria for Musical Performances and Compositions	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • diction/articulation • posture/stage presence <p>Curriculum</p> <input checked="" type="checkbox"/> Demonstrate and assess different musical elements while practicing and performing in the Thanksgiving Toast and Christmas program	<u>General Music Classes and Vocal and Instrumental Performance Classes:</u> Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • diction/articulation • style • posture/stage presence <p>Curriculum</p> <input checked="" type="checkbox"/> Demonstrate and assess different musical elements while practicing and performing in the Thanksgiving Toast and Christmas program
National Standards	MU 7	MU 7
Content Standards	FA 3	FA 3

2. Develop and apply the knowledge and skills to evaluate music and musical performance		
B.	Grade 5	Grades 6–8
Critique Musical Performances and Compositions	Use prerequisite music terms to describe their personal response to a musical example (offers suggestions for improvement) <p>Curriculum</p> <input checked="" type="checkbox"/> Present music that is God-pleasing vs. something that might draw us further from Him. <input checked="" type="checkbox"/> Analyze lyrics.	<u>General Music Classes:</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening <u>Vocal and Instrumental Performance Classes:</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement <p>Curriculum</p> <input checked="" type="checkbox"/> Present music that is God-pleasing vs. something that might draw us further from Him. <input checked="" type="checkbox"/> Analyze lyrics and demonstrate the ability to distinguish
National Standards	MU 7	MU 7
Content Standards	FA 3	FA 3

Artistic Perceptions

Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts		
A.	Grade 5	Grades 6–8
Connections Between Music and Related Arts and Humanities	Compare the meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast	<u>General Music/Vocal and Instrumental Performance Classes:</u> Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art
	Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art Curriculum	Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
	<input checked="" type="checkbox"/> While performing various music styles, use visual aids (e.g., paintings) to match tone (e.g., plain, fancy, same, different, bright, and/or dark)	Discuss ways that each of the arts can enhance understanding and communication globally Curriculum
	<input checked="" type="checkbox"/> Play various kinds of music and ask children how it makes them feel. <input checked="" type="checkbox"/> Present music that is God-pleasing vs. something that might draw us further from Him. <input checked="" type="checkbox"/> Demonstrate a work of art	<input checked="" type="checkbox"/> While performing various music styles, use visual aids (e.g., paintings) to match tone (e.g., plain, fancy, same, different, bright, and/or dark) <input checked="" type="checkbox"/> Play various kinds of music and ask children how it makes them feel. <input checked="" type="checkbox"/> Present music that is God-pleasing vs. something that might draw us further from Him. <input checked="" type="checkbox"/> Demonstrate a work of art and discuss global impact
National Standards	MU 8	MU 8
Content Standards	FA 4	FA 4

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts		
B.	Grade 5	Grades 6–8

Interdisciplinary Connections

Connections Between Music and Non-Arts Disciplines	<p>Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Compare and contrast common terms used in music and other subject areas (e.g., tell how sound is created and relate this to string instruments and percussion instruments)</p> <p>Compare and contrast patterns in music (e.g., sequence, ABA form, scale patterns) with patterns in mathematics</p> <p>Curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students identify similarities and differences in the meanings of common terms and patterns used in the various arts. <input checked="" type="checkbox"/> Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions) 	<p><u>General Music/Vocal and Instrumental Performance Classes:</u></p> <p>Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.</p> <p>Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)</p> <p>Curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students identify similarities and differences in the meanings of common terms and patterns used in the various arts. <input checked="" type="checkbox"/> Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions)
National Standards	MU 8	MU 8
Content Standards	FA 4, 1.6	FA 4, 1.10

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place – integrating faith by showing the relationship between Christian symbols, music, and a growing faith walk.		
A.	Grade 5	Grades 6–8
Genres and Styles	Identify characteristics of teacher–selected genres or styles <ul style="list-style-type: none"> • *Secular • *Sacred • Multicultural music • American/*patriotic songs • Opera • Ballet • Blues • *Ragtime Curriculum <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music genres or styles. <input checked="" type="checkbox"/> Students identify characteristics of teacher selected genres or styles in writing while listening. 	<u>General Music Classes:</u> Identify music from various styles and historical periods by comparing and contrasting selected elements of music <ul style="list-style-type: none"> • Jazz • *Orchestral • Classical/contemporary • American/world • Musical Theater <u>Vocal and Instrumental Performance Classes:</u> Identify genre or style from various historical periods through listening to selected ensemble repertoire Curriculum <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music genres or styles. <input checked="" type="checkbox"/> Students identify characteristics of teacher selected genres or styles in writing while listening.
National Standards	MU 9	MU 9
Content Standards	FA 5	FA 5

1. Develop and apply the knowledge and skills to understand works of art in time and place		
B.	Grade 5	Grades 6–8
Stylistic Practices	Describe how elements of music are used in teacher–selected examples <ul style="list-style-type: none"> • Secular/sacred • Multicultural music • American/patriotic songs • Opera • Ballet Curriculum <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Play music examples and have students identify different elements of music <input checked="" type="checkbox"/> Describe how elements of music are used in teacher–selected examples of diverse cultures including Missouri and American heritage 	<u>General Music Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples <u>Vocal and Instrumental Performance Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples Curriculum <ul style="list-style-type: none"> • During assessment, match origin and/or historical period to musical examples
National Standards	MU 9	MU 9
Content Standards	FA 5	FA 5

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place		
C.	Grade 5	Grades 6–8
Music's Role and Function in Various Cultures	Describe the function of music in various settings and cultural events <ul style="list-style-type: none"> • Secular/sacred • Multicultural music • American/patriotic songs • Opera • Ballet 	Describe the function of music in various settings and cultural events
	Document understanding of musical experiences through writing samples or illustrations	Attend and describe live musical experiences
	Curriculum <input checked="" type="checkbox"/> Demonstrate the different functions/lessons of music: <ul style="list-style-type: none"> o Lead the class in singing one or more verses of this American lullaby. Students can pretend to rock a baby back and forth slowly and smoothly to the beat as they sing. o Practice various marches, nursery rhymes/chants 	Curriculum <input checked="" type="checkbox"/> Demonstrate the different functions/lessons of music: <ul style="list-style-type: none"> o Lead the class in singing one or more verses of this American lullaby. Students can pretend to rock a baby back and forth slowly and smoothly to the beat as they sing. o Practice various marches, nursery rhymes/chants Attend a live show and identify various components including dress, clapping, demeanor of performers and conductor, special gifts and how the community responded. Report through an SA.
National Standards	MU 9	MU 9
Content Standards	FA 5	FA 5

1. Develop and apply the knowledge and skills to understand works of art in time and place		
D.	Grade 5	Grades 6–8
Careers in Music	Identify available music-related careers in a given setting	Compare and contrast a variety of music and music-related vocations and avocations
	Curriculum <input checked="" type="checkbox"/> Review various forms and works of music through text and internet. <input checked="" type="checkbox"/> Visit a museum that shows musical influence throughout the ages. <input checked="" type="checkbox"/> Attend a live show and identify various components including dress, clapping, demeanor of performers and conductor, special gifts and how the community responded. Report through an SA.	Curriculum <input checked="" type="checkbox"/> Review various forms and works of music through text and internet. <input checked="" type="checkbox"/> Visit a museum that shows musical influence throughout the ages. <input checked="" type="checkbox"/> Attend a live show and identify various components including dress, clapping, demeanor of performers and conductor, special gifts and how the community responded. Report through an SA. <ul style="list-style-type: none"> • Compare and contrast the variety of music
National Standards	MU 9	MU 9
Content Standards	FA 5	FA 5