



Our Savior Christian Academy

Curriculum Framework for: **Music**

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 K	Grade 1	Grade 2	Grade 3	Grade 4
Independent Singing	<p>Use singing, speaking, whispering and shouting voices</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Karoke • Use praise music along with hymns • Explain that the voice can be used in many ways. • Discuss possibilities: singing, speaking, whispering, shouting, etc. • Experiment with each type of voice. 	<p>Reproduce/echo melodies in limited range [<i>sol-mi, la-sol-mi</i>]</p> <p>Use a singing voice with a head tone</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Karoke • Use praise music along with hymns • Explain that the voice can be used in many ways. • Discuss possibilities: singing, speaking, whispering, shouting, etc. • Experiment with each type of voice. 	<p>Apply accurate *pitch relationships while singing in a limited range [<i>la-sol-mi, sol-mi-re-do</i>]</p> <p>Demonstrate appropriate singing posture</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Karoke • Use praise music along with hymns • Play and sing the chromatic scale. • Explain that the voice can be used in many ways. • Discuss possibilities: singing, speaking, whispering, shouting, etc. • Experiment with each type of voice. 	<p>Apply accurate pitch relationships while singing in a limited range [<i>la-sol-mi, sol-mi-re-do</i>]</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Karoke • Use praise music along with hymns • Play and sing the chromatic scale. • Explain that the voice can be used in many ways. • Discuss possibilities: singing, speaking, whispering, shouting, etc. • Experiment with each type of voice. 	<p>Match pitch in an extended range [octave]</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Karoke • Use praise music along with hymns • Play and sing the chromatic scale. • Tape record students for play back. • Explain that the voice can be used in many ways. • Discuss possibilities: singing, speaking, whispering, shouting, etc. • Experiment with each type of voice.
National Standards	MU 1	MU 1	MU 1	MU 1	MU 1
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts – integrating faith by using scripture even in the most expressive and poetic Hebrew to communicate the Word through song.

B.	Grade K/1	Grade 2	Grade 3	Grade 4
Expressive Singing	<p>Demonstrate fast and slow *tempo</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Create home made instruments. • Beat on the instrument to various tempos. • Play various kinds of music and have students determine fast or slow tempo. • Play various hymns. • Distribute streamers to the students. Allow students to move freely in ways to match the music. • 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. 	<p>Demonstrate loud and soft *dynamics [<i>p</i>, <i>f</i>] and fast and slow tempo</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Create home made instruments. • Beat on the instrument to various tempos. • Play various kinds of music and have students determine fast or slow tempo. • Play various hymns. • Distribute streamers to the students. Allow students to move freely in ways to match the music. • 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. 	<p>Demonstrate dynamics [<i>p</i>, <i>f</i>, <i>*crescendo</i>, <i>*decrescendo/diminuendo</i>] and tempi [fast, slow, <i>*ritardando</i>]</p> <p>Interpret expressive markings [accent, <i>*fermata</i>]</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Create home made instruments. • Beat on the instrument to various tempos. • Play various kinds of music and have students determine fast or slow tempo. Introduce Time Signature. • Play various hymns. • Sing the Psalms. • Distribute streamers to the students. Allow students to move freely in ways to match the music. • 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	MU 1	
Content Standards	FA 1	FA 1	FA 1	

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts – integrating faith by using scripture even in the most expressive and poetic Hebrew to communicate the Word through song.

C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Repertoire	<p style="text-align: center;">Perform a varied repertoire of songs, including</p> <ul style="list-style-type: none"> • *patriotic • *folk • Seasonal • *spirituals <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Sing songs during announcements. • Have a play or musical both seasonal and liturgical. • Read verses of Folk songs, explaining and defining unfamiliar words. Perform a variety of folk songs (ex. Home on the Range and Clementine) 				<p>Perform a varied repertoire of songs including</p> <ul style="list-style-type: none"> • patriotic • folk • seasonal • spirituals • multicultural <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Sing songs during announcements. • 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.
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 scripture even in the most expressive and poetic Hebrew to communicate the Word through song.

D.	Grade 2	Grade 3	Grade 4
Part Singing	Perform <i>*ostinati</i> Curriculum <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=4tNp_IZ3J0o • Sing songs in conjunction with the seasons or weather. Ostinati can be realized at various school plays and musicals, or as a part of a Chapel service.	Perform <i>ostinati</i> and <i>*rounds</i> Curriculum <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=4tNp_IZ3J0o • Conduct rounds during performances. Father I Adore You • http://www.youtube.com/watch?v=5lap6cgvln4 • For rounds Ostinati and rounds can be realized at various school plays and musicals, or as a part of a Chapel service.	Perform <i>ostinati</i> , rounds , canons and partner songs Curriculum <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=4tNp_IZ3J0o • Conduct rounds during performances. Father I Adore You • http://www.youtube.com/watch?v=5lap6cgvln4 • For rounds • http://www.youtube.com/watch?v=PkAnFBsQK00 • for partner singing Ostinati and rounds can be realized at various school plays and musicals, or as a part of a Chapel service.
National Standards	MU 1	MU 1	MU 1
Content Standards	FA 1	FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts – integrating faith by using singing skills and performance opportunities to share the saving message of Jesus Christ.					
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Group Singing	Perform in groups following cues of the * conductor Curriculum <ul style="list-style-type: none"> • Use student designated conductors to tap out rhythm and perform it. • Tape out a Psalm or Proverb. 	Perform in groups using a steady beat following the cues of the conductor Curriculum <ul style="list-style-type: none"> • Students keep a steady beat with a student conductor. 	Perform in groups using a steady beat, matching dynamics, following the cues of the conductor Curriculum <ul style="list-style-type: none"> • Students watch and mimic a conductor. • The conductor designs various hand gestures that communicate what the audience should do. 	Perform in groups matching tempo and dynamic changes, following the cues of the conductor Curriculum <ul style="list-style-type: none"> • Assemble in groups and designate a student conductor. • Follow cues. Include varying tempos and rhythm. 	Demonstrate characteristic * timbre , dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor Curriculum <ul style="list-style-type: none"> • Assemble in groups and designate a student conductor. • Follow cues. Include varying tempos and rhythm. • Have student conductor perform during one song at a public musical. • Have conductor count measures. Use a baton. • Video tape and have students analyze and assess.
National Standards	MU 1	MU 1	MU 1	MU 1	MU 1
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts.						
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Instrumental Performance Skills	Perform using two dynamic levels—soft and loud Echoes simple rhythms (long and short sounds) Curriculum <ul style="list-style-type: none"> • Tap out various songs. • Do the Duck Dance http://www.ttrb.co.uk/subscriptions/Downloads/support/vocal_activities.pdf for all grades. • Play a singing game that uses both soft and loud, such as “Grizzly Bear” or, “John Jacob Jingleheimer Smith.” 	Perform a steady beat Echo simple rhythmic patterns Curriculum <ul style="list-style-type: none"> • Chariot’s comin song. • Divide into groups. Echo the leader of the group. Use your body as percussion. Other groups check for accuracy. • Play a singing game that uses both soft and loud, such as “Grizzly Bear” or, “John Jacob Jingleheimer Smith.” 	Perform the following rhythmic patterns using standard or iconic notation: <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/ rest • Eighth note pairs Curriculum • Divide into groups. Echo the leader of the group. Use your body as percussion. Other groups check for accuracy. 	Read and perform at least three (3) pitches on a melodic instrument Read and perform rhythmic patterns <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest pairs • Dotted half note • Sixteenth notes Curriculum • Divide into groups. Echo the leader of the group. Use your body as percussion. Other groups check for accuracy. 		
National Standards	MU 2	MU 2	MU 2	MU 2	MU 2	
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts – integrating faith by finding various expression marks in hymns and other Christian music.				
B.	Grade 1	Grade 2	Grade 3	Grade 4
Expression and Technical Skills	Demonstrate fast and slow tempi Curriculum <ul style="list-style-type: none"> • Largo • Adagio • Preso Act these out using movement.	Demonstrate loud and soft dynamics [<i>p</i> , <i>f</i>] and fast and slow tempi Curriculum <ul style="list-style-type: none"> • http://library.thinkquest.org/15413/theory/expression.htm • largo • larghetto • adagio • lento • moderato • preso • prestissimo Act out using movement. Students will sing loudly/softly and quickly/slowly, with good singing voices. Students will identify loud and soft dynamics, fast tempo, and separated [articulation or style] of recorded music through movement and listening.	Interpret expressive markings [accent, <i>fermata</i>] Demonstrate dynamics [<i>p</i> , <i>f</i>] and tempi [fast, slow] Curriculum <ul style="list-style-type: none"> • http://library.thinkquest.org/15413/theory/expression.htm • Act various expression marks as the teacher holds up the expression card. Students will sing loudly/softly and quickly/slowly, with good singing voices. Students will identify loud and soft dynamics, fast tempo, and separated [articulation or style] of recorded music through movement and listening.	Interpret expressive markings [accent, <i>fermata</i>] Demonstrate dynamics [<i>p</i> , <i>f</i> , crescendo, <i>decrescendo/dim-inuendo</i>] and tempi [fast, slow, <i>ritardando</i>] Curriculum <ul style="list-style-type: none"> • Act out expression marks using the body as the teacher holds up the symbol or written word. • Students will sing loudly/softly and quickly/slowly, with good singing voices. Students will identify loud and soft dynamics, fast tempo, and separated [articulation or style] of recorded music through movement and listening.
National Standards	MU 1	MU 1	MU 1	MU 1
Content Standards	FA 1	FA 1	FA 1	FA 1

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts – integrating faith by telling the story of the birth of Jesus through music and performance.

C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
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"> Perform a Christmas musical. Introduce the lap harp and recorder. Introduce key vocabulary. http://www.ckcolorado.org/units/Kindergarten/K_TeachingMusicalInstruments.pdf Core Knowledge Foundation. Core Knowledge Sequence: Content Guidelines For Grades K-8. Core Knowledge Foundation. Charlottesville, VA. 1999. 1-890517-20-8. (all lessons) Hausherr, Rosemarie. What Instrument Is This? Scholastic, Inc. 1992. 0590446444. (Culminating Activity) 					
National Standards	MU 2					
Content Standards	FA 1					

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts						
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Imitation (play by ear)	<p style="text-align: center;">Echo short rhythmic patterns on rhythm instruments and/or body percussion Curriculum</p> <ul style="list-style-type: none"> • Perform a Christmas musical. • Introduce the lap harp and recorder. • Introduce key vocabulary. • http://www.ckcolorado.org/units/Kindergarten/K_TeachingMusicalInstruments.pdf • Echo four-beat rhythmic patterns played by the teacher using body percussion or classroom instruments. 			<p style="text-align: center;">Echo short rhythmic and melodic patterns on *classroom instruments Curriculum</p> <ul style="list-style-type: none"> • Perform a Christmas musical. • Introduce the lap harp and recorder. • Introduce key vocabulary. • http://www.ckcolorado.org/units/Kindergarten/K_TeachingMusicalInstruments.pdf • Echo four-beat rhythmic patterns played by the teacher using body percussion or classroom instruments. 		
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 – integrating faith through a personal Christian lifestyle congruent with their performance					
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Group Playing	Perform in groups following cues of the conductor Curriculum <ul style="list-style-type: none"> • A personal Christian lifestyle congruent with their performance; • Hear music, sing and adjust according to the conductor. 	Perform in groups using a steady beat following the cues of the conductor Curriculum <ul style="list-style-type: none"> • A personal Christian lifestyle congruent with their performance; • Hear music, sing and adjust according to the conductor. 	Perform in groups using a steady beat, matching dynamics, and following the cues of the conductor Curriculum <ul style="list-style-type: none"> • Perform art music; <ul style="list-style-type: none"> • Teach their instrument; • A personal Christian lifestyle congruent with their performance; • Hear music, sing and adjust according to the conductor. 	Perform in- groups matching tempo and dynamic changes, and following the cues of the conductor Curriculum <ul style="list-style-type: none"> • Perform art music; <ul style="list-style-type: none"> • Teach their instrument; • A personal Christian lifestyle congruent with their performance; 	Perform independently in a group, demonstrating characteristic timbre, tempo, and dynamics, following the cues of the conductor Curriculum <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; <ul style="list-style-type: none"> • Working with an ensemble. • A personal Christian lifestyle congruent with their performance;
National Standards	MU 2	MU 2	MU 2	MU 2	MU 2
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

3. Develop and apply improvisation skills in music to communicate through the arts – integrating faith by analyzing the difference between secular and Christian music and the benefits to immersing oneself in varieties that are faith-based.

A.	Grade 1	Grade 2	Grade 3	Grade 4
Improvisation	<p>*Improvise short rhythmic patterns Curriculum</p> <p>Students shall listen to, analyze, describe, and evaluate a variety of music.</p> <ul style="list-style-type: none"> Improvise simple rhythmic accompaniments using body percussion and classroom instruments. 	<p>Improvise short rhythmic and melodic patterns Curriculum</p> <p>Students shall listen to, analyze, describe, and evaluate a variety of music.</p> <ul style="list-style-type: none"> Improvise simple rhythmic accompaniments using body percussion and classroom instruments. 	<p>Improvise simple rhythmic and melodic ostinati accompaniments Curriculum</p> <p>Students shall listen to, analyze, describe, and evaluate a variety of music.</p> <p>Design and use a rhythm chart.</p> <ul style="list-style-type: none"> Improvise more complex rhythmic accompaniments using body percussion and classroom instruments. 	<p>Improvise simple rhythmic and melodic ostinati accompaniments Curriculum</p> <p>Students shall listen to, analyze, describe, and evaluate a variety of music.</p> <p>Design and use a rhythm chart.</p> <ul style="list-style-type: none"> Improvise more complex rhythmic accompaniments using body percussion and classroom instruments.
National Standards	MU 3	MU 3	MU 3	MU 3
Content Standards	FA 1	FA 1	FA 1	FA 1

Product Performance

4. Develop and apply skills to *compose, *arrange, and create music to communicate through the arts				
A.	Grade 1	Grade 2	Grade 3	Grade 4
Composition and Arrangement	Create a single tone or non-pitched accompaniment for songs and stories <div style="text-align: center;">Curriculum</div> <ul style="list-style-type: none"> • Provide instruments for students to play. • Record what students play and ask them to recreate it again. 	Create a rhythmic composition using *icons Create a *phrase by arranging rhythms <div style="text-align: center;">Curriculum</div> <ul style="list-style-type: none"> • Provide instruments for students to play. • Record what students play and ask them to recreate it again. • Try recreating it using notation. 	Create a rhythmic and/or melodic composition using icons <div style="text-align: center;">Curriculum</div> <ul style="list-style-type: none"> • Provide instruments for students to play. • Record what students play and ask them to recreate it again. • Try recreating it using notation. • Compose music using an online system. 	Create rhythmic and/or melodic <i>ostinati</i> and *soundscapes <div style="text-align: center;">Curriculum</div> <ul style="list-style-type: none"> • Provide instruments for students to play. • Record what students play and ask them to recreate it again. • Try recreating it using notation. • Compose music using an online system.
National Standards	MU 4	MU 4	MU 4	MU 4
Content Standards	FA 1	FA 1	FA 1	FA 1

Artistic Perceptions

1. Develop and apply the knowledge and skills to read and notate music					
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Rhythmic *Notation	<p>Read icons for long and short sounds and silence in duple meter</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Play any favorite duple meter song on the piano • Establish a secure pat-clap body percussion movement with while they chant either “one—two” or “pat—clap” or knees—hands.” 	<p>Read simple rhythm patterns (using iconic or standard notation) consisting of:</p> <ul style="list-style-type: none"> • quarter note/rest • eighth-note pairs <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Play any favorite duple meter song on the piano • Establish a secure pat-clap body percussion movement with while they chant either “one—two” or “pat—clap” or knees—hands.” 	<p>Read simple rhythm patterns (using iconic or standard notation) consisting of:</p> <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Play any favorite duple meter song on the piano • Establish a secure pat-clap body percussion movement with while they chant either “one—two” or “pat—clap” or knees—hands.” • Add syncopation. 	<p>Read simple rhythm patterns (using iconic or standard notation) consisting of:</p> <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Play any favorite duple meter song on the piano • Establish a secure pat-clap body percussion movement with while they chant either “one—two” or “pat—clap” or knees—hands.” • Add syncopation. 	<p>Read standard rhythmic notation in 2/4, 3/4, 4/4 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 <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Play any favorite duple meter song on the piano • Establish a secure pat-clap body percussion movement with while they chant either “one—two” or “pat—clap” or knees—hands.” • Add syncopation. • Analyze works throughout the hymnal stamping out the rhythmic notation.
National Standards	MU 5	MU 5	MU 5	MU 5	MU 5
Content Standards	FA 2	FA 2	FA 2	FA 2	FA 2

Artistic Perceptions

1. Develop and apply the knowledge and skills to read and *notate music				
B.	Grade 1	Grade 2	Grade 3	Grade 4
Melodic Notation	Identify icons for high and low sounds Curriculum <ul style="list-style-type: none"> • Create diagram. Add color to each icon diagram using oil crayons or permanent non-fading marker. • Display for students to read and refer to. 	Identify melodies that move up, down, or stay the same Transfer melodic icons to pitch notation (e.g., two line *staff) Curriculum <ul style="list-style-type: none"> • Create diagram. Add color to each icon diagram using oil crayons or permanent non-fading marker. • Display for students to read and refer to. 	Transfer short melodic *solfege (e.g., sol-mi, sol-la, sol-la-sol-mi) to pitch notation on the staff using the treble *clef Curriculum <ul style="list-style-type: none"> • Create diagram. Add color to each icon diagram using oil crayons or permanent non-fading marker. • Display for students to read and refer to. • Play tic-tac-toe with various notes and clefs. 	Identify standard pitch notation in the treble clef Curriculum <ul style="list-style-type: none"> • Create diagram. Add color to each icon diagram using oil crayons or permanent non-fading marker. • Display for students to read and refer to. • Play tic-tac-toe with various notes and clefs.
National Standards	MU 5	MU 5	MU 5	MU 5
Content Standards	FA 2	FA 2	FA 2	FA 2

Artistic Perceptions

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.

C.	Grade 1	Grade 2	Grade 3	Grade 4
Symbols of Expression	<p>Recognize fast and slow tempi</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Use different locomotor movements to show fast and slow tempos Listening- tap the steady beat to match the tempo changes heard on a recording. Tap the beat in tempo with two pieces of music. 	<p>Identify <i>p</i> for <i>piano</i> and <i>f</i> for <i>forte</i></p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Use different locomotor movements to show fast and slow tempos Listening- tap the steady beat to match the tempo changes heard on a recording. Tap the beat in tempo with two pieces of music. 	<p>Identify standard symbols</p> <ul style="list-style-type: none"> <i>p</i> for <i>piano</i> <i>f</i> for <i>forte</i> <i>cresc</i> or < for <i>crescendo</i> <i>deces</i> or > for <i>decrescendo</i> <i>dim</i> for <i>diminuendo</i> fast slow <i>ritardando</i> *accent <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Use different locomotor movements to show fast and slow tempos Listening- tap the steady beat to match the tempo changes heard on a recording. Tap the beat in tempo with two pieces of music. 	<p>Identify standard symbols</p> <ul style="list-style-type: none"> <i>p</i> for <i>piano</i> <i>f</i> for <i>forte</i> <i>mp</i> for <i>mezzo piano</i> <i>mf</i> for <i>mezzo forte</i> <i>cresc</i> or < for <i>crescendo</i> <i>deces</i> or > for <i>decrescendo</i> <i>dim</i> for <i>diminuendo</i> fast slow <i>ritardando</i> accent <i>fermata</i> *ties *slurs <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Use different locomotor movements to show fast and slow tempos Listening- tap the steady beat to match the tempo changes heard on a recording. Tap the beat in tempo with multiple pieces of music. Have students identify what standard symbol would be used for various clips from arranged pieces. Utube, iPod clips available
National Standards	MU 5	MU 5	MU 5	MU 5
Content Standards	FA 2	FA 2	FA 2	FA 2

Artistic Perceptions

1. Develop and apply the knowledge and skills to read and notate music		
D.	Grade 3	Grade 4
Symbols for Rhythm, Pitch, and Expressive Elements	<p>Notate rhythmic patterns and dynamics presented by the teacher</p> <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> <p style="text-align: center;">Curriculum</p> <p>Students, working with a partner, identify and create a rhythmic and a melodic ostinato accompaniment to one section of an assigned piece. Students select any rhythmic or melodic instruments found in the classroom. Using selected classroom instruments, students notate their creation and share it with the class.</p>	<p>Notate rhythmic patterns and dynamics presented by the teacher</p> <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>cresc</i> for <i>crescendo</i> • <i>decresc</i> for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> <p style="text-align: center;">Curriculum</p> <p>Students, working with a partner, identify and create a rhythmic and a melodic ostinato accompaniment to one section of an assigned piece. Students select any rhythmic or melodic instruments found in the classroom. Using selected classroom instruments, students notate their creation and share it with the class.</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 – integrating faith by holding a special performance to present songs that show what has been learned through praise and worship music.

A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Musical * Forms	Distinguish between same and different <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Create a song and perform actions while singing. 	Distinguish between music opposites <ul style="list-style-type: none"> • same/different • high/low • fast/slow • long/short • smooth/separated • soft/loud • up/down <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Create a song and perform actions while singing. 	Recognize basic forms and composition techniques <ul style="list-style-type: none"> • question/answer • call/response • AB • repeated patterns [<i>ostinati</i>] • verse/refrain • repeat sign • *introduction <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Create a song and perform actions while singing. 	Recognize basic forms and composition techniques <ul style="list-style-type: none"> • question/answer • call/response • AB • repeated patterns [<i>ostinati</i>] • verse/refrain • repeat sign • canon • ABA • introduction/*interlude <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Create a song and perform actions while singing. 	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • AB • ABA • canon • <i>ostinati</i> • verse/refrain • repeat sign • partner songs • rondo • first and second endings • *coda • *blues <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Create a song and perform actions while singing. • Notate song using appropriate composition techniques.
National Standards	MU 6	MU 6	MU 6	MU 6	MU 6
Content Standards	FA 3	FA 3	FA 3	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 K	Grade 1	Grade 2	Grade 3	Grade 4
Musical Characteristics, Events, and Descriptors	<p>Respond and move to aural examples of music</p> <ul style="list-style-type: none"> • sound and silence <p>Differentiate between nature, man-made, and animal sounds</p> <p>Differentiate between various vocal productions:</p> <ul style="list-style-type: none"> • singing • whispering • shouting • speaking <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Read light, green light dancing to music • Play variety of sounds and allow students to determine the different sounds. • Experiment with different vocal productions. 	<p>Demonstrate through movement musical opposites</p> <ul style="list-style-type: none"> • high/low • fast/slow • long/short • smooth/ separated • soft/loud • same/different • up/down • beat/no beat <p>Differentiate between male, female, and children’s voices</p> <p>Differentiate between accompanied and unaccompanied</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Read light, green light dancing to music • Play variety of sounds and allow students to determine the different sounds. • Experiment with different vocal productions. 	<p>Demonstrate through movement musical opposites and basic forms</p> <ul style="list-style-type: none"> • high/low • fast/slow • long/short • smooth/ separated • soft/loud • same/different • up/down • question/ answer • call/response • AB • repeated pattern [<i>ostinati</i>] • verse/refrain <p>Differentiate between classroom pitched/non-pitched percussion instruments</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Read light, green light dancing to music • Play variety of sounds and allow students to determine the different sounds. • Experiment with different vocal productions. • Attend a professional production and create a report on what was experienced. 	<p>Demonstrate and/or respond through movement to aural examples of music</p> <ul style="list-style-type: none"> • music forms • expressive elements <p>Visually and aurally identify instrumental families</p> <p>Distinguish between methods of sound production</p> <p>Differentiate between ensemble groupings (solo vs. group)</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Read light, green light dancing to music • Play variety of sounds and allow students to determine the different sounds. • Experiment with different vocal productions. • Attend a professional production and create a report on what was experienced. 	<p>Distinguish between vocal ensemble groupings and orchestral instruments</p> <p>Identify instruments as representative of various cultures</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Read light, green light dancing to music • Play variety of sounds and allow students to determine the different sounds. • Experiment with different vocal productions. • Attend a professional production and create a report on what was experienced.
	National Standards	MU 6	MU 6	MU 6	MU 6
Content Standards	FA 3	FA 3	FA 3	FA 3	FA 3

Artistic Perceptions

2. Develop and apply the knowledge and skills to evaluate music and musical performance						
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
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"> • appropriate singing voice • loud/soft • steady beat • posture/stage presence 		Curriculum		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 • posture/stage presence 	
	<ul style="list-style-type: none"> • Demonstrate and assess different musical elements while practicing and performing in the Thanksgiving Toast and Christmas program 		Curriculum			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
			Curriculum			
National Standards	MU 7		MU 7		MU 7	
Content Standards	FA 3		FA 3		FA 3	

Artistic Perceptions

2. Develop and apply the knowledge and skills to evaluate music and musical performance					
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Critique Musical Performances and Compositions	<p>Use prerequisite music terms to describe their personal response to a musical example (feelings)</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> While listening to age-appropriate music; demonstrate feelings towards music through text and/or pictures. 	<p>Use prerequisite appropriate music terms to describe their personal responses to a musical example (images/stories)</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Present music that is God-pleasing vs. something that might draw us further from Him. Analyze lyrics. 	<p>Use prerequisite music terms to describe their personal response to a musical example (tempo)</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Present music that is God-pleasing vs. something that might draw us further from Him. Analyze lyrics. 	<p>Use prerequisite music terms to describe their personal response to a musical example (tone, timbre)</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Present music that is God-pleasing vs. something that might draw us further from Him. Analyze lyrics. 	<p>Use prerequisite music terms to describe their personal response to a musical example (function/style)</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Present music that is God-pleasing vs. something that might draw us further from Him. Analyze lyrics.
National Standards	MU 7	MU 7	MU 7	MU 7	MU 7
Content Standards	FA 3	FA 3	FA 3	FA 3	FA 3

Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts – integrating faith by showing the relationship between Christian symbols, music, and a growing faith walk.

A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Connections Between Music and Related Arts and Humanities	<p>Use terms such as plain or fancy, same or different, bright or dark, in music class and art class</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> While performing various music styles, use visual aids (e.g., paintings) to match tone (e.g., plain, fancy, same, different, bright, and/or dark) 	<p>Name words and ideas that are used to describe works of music, art, dance, or theatre, such as happy and sad, light and dark, or same and different</p> <p>Identify ways ideas are used differently in music, art, dance, or theatre (e.g., how music heard or sung in class makes you feel, and do the same after viewing a painting, or play, or ballet</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> While performing various music styles, use visual aids (e.g., paintings) to match tone (e.g., plain, fancy, same, different, bright, and/or dark) 	<p>Tell how concepts such as repetition and contrast are used in the fine arts</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> While performing various music styles, use visual aids (e.g., paintings) to match tone (e.g., plain, fancy, same, different, bright, and/or dark) Play various kinds of music and ask children how it makes them feel. Present music that is God-pleasing vs. something that might draw us further from Him. 	<p>Compare and contrast terms used in the arts (e.g., identify similarities when comparing selected painting and listening to a musical piece</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> While performing various music styles, use visual aids (e.g., paintings) to match tone (e.g., plain, fancy, same, different, bright, and/or dark) Play various kinds of music and ask children how it makes them feel. Present music that is God-pleasing vs. something that might draw us further from Him. 	<p>Compare and contrast meanings of terms used in the arts, such as unity, variety, repetition and contrast (e.g., listen to a rondo and study pictures of buildings designed by famous architects; tell where you see or hear examples of repetition</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> While performing various music styles, use visual aids (e.g., paintings) to match tone (e.g., plain, fancy, same, different, bright, and/or dark) Play various kinds of music and ask children how it makes them feel. Present music that is God-pleasing vs. something that might draw us further from Him. Analyze lyrics.
National Standards	MU 8	MU 8	MU 8	MU 8	MU 8
Content Standards	FA 4	FA 4	FA 4	FA 4	FA 4

Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts				
B.	Grade 1	Grade 2	Grade 3	Grade 4
Connections Between Music and Non-Arts Disciplines	<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music List common themes found in all subject areas (e.g., repetition)</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts 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>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music Show how the arts are studied in ways common to other subjects (e.g., relate rhythmic groups in music to sets in mathematics)</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts 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>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music Relate ideas learned or discussed in music to other situations in life (e.g., learn a song about imagination, and talk about how imagination can help you in many ways)</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts 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>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts 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	MU 8	MU 8
Content Standards	FA 4	FA 4	FA 4	FA 4

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place					
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Genres and Styles	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music 	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • Western and non-Western music • circle games • *call and response Recognize music of now and *long ago <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music 	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • patriotic • Native American • African American • *Singing Games <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music 	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • Play party • Folk dances/folk music Identify "The Star-Spangled Banner" as the National Anthem <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music 	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • *Work songs • Cowboy songs • Square dances • *Spirituals • *Blues Identify music representing diverse cultures including Missouri (including the music of *Scott Joplin) and American heritage <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music
National Standards	MU 9	MU 9	MU 9	MU 9	MU 9
Content Standards	FA 5	FA 5	FA 5	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					
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Stylistic Practices	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants Curriculum <ul style="list-style-type: none"> • Play music examples and have students identify different elements of music 	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • Western and non-Western music • circle games • call and response Curriculum <ul style="list-style-type: none"> • Play music examples and have students identify different elements of music 	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • patriotic • Native American • African American • Singing Games Curriculum <ul style="list-style-type: none"> • Play music examples and have students identify different elements of music 	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • Play party • Folk dances/folk music • National anthem Curriculum <ul style="list-style-type: none"> • Play music examples and have students identify different elements of music 	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • Work songs • Cowboy songs • Square dances • Spirituals • Ragtime • Blues Curriculum <p style="text-align: center;">Play music examples and have students identify different elements of music</p> <p style="text-align: center;">Describe how elements of music are used in teacher-selected examples of diverse cultures including Missouri and American heritage</p>
National Standards	MU 9	MU 9	MU 9	MU 9	MU 9
Content Standards	FA 5	FA 5	FA 5	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 K	Grade 1	Grade 2	Grade 3	Grade 4
Music's Role and Function in Various Cultures	<p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants <p>Identify and demonstrate appropriate listening behavior during a classroom or outside performance</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Demonstrate the different functions/lessons of music: <ul style="list-style-type: none"> ○ 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. ○ Practice various marches, nursery rhymes/chants 	<p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> • Western and non-Western music • circle games • call and response <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Demonstrate the different functions/lessons of music: <ul style="list-style-type: none"> ○ 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. ○ Practice various marches, nursery rhymes/chants 	<p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> • patriotic • Native American • African American • Singing Games <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Demonstrate the different functions/lessons of music: <ul style="list-style-type: none"> ○ 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. ○ Practice various marches, nursery rhymes/chants 	<p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> • Play party • Folk dances/folk music • National anthem <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Demonstrate the different functions/lessons of music: <ul style="list-style-type: none"> ○ 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. ○ Practice various marches, nursery rhymes/chants 	<p>Describe the function of music representing diverse cultures, including Missouri and American heritage, in various settings and cultural events</p> <ul style="list-style-type: none"> • Work songs • Cowboy songs • Square dances • Spirituals • Ragtime • Blues <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Demonstrate the different functions/lessons of music: <ul style="list-style-type: none"> ○ 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. ○ Practice various marches, nursery rhymes/chants
National Standards	MU 9	MU 9	MU 9	MU 9	MU 9
Content Standards	FA 5	FA 5	FA 5	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					
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
Careers in Music	Identify responsibilities of a music leader and group participants in a classroom setting Curriculum <ul style="list-style-type: none"> Review various forms and works of music through text and internet. 	Identify responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting Curriculum <ul style="list-style-type: none"> Review various forms and works of music through text and internet. 	Identify responsibilities of an accompanist and soloist Curriculum <ul style="list-style-type: none"> Review various forms and works of music through text and internet. Visit a museum that shows musical influence throughout the ages. Attend a live show and identify what and how the soloist performs. 	Identify responsibilities of a *composer and conductor Curriculum <ul style="list-style-type: none"> Review various forms and works of music through text and internet. Visit a museum that shows musical influence throughout the ages. Attend a live show and identify what and how the conductor performs. 	Identify available music-related careers in a give setting in the community Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc. Curriculum <ul style="list-style-type: none"> Review various forms and works of music through text and internet. Visit a museum that shows musical influence throughout the ages. 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	MU 9	MU 9	MU 9
Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5