

Music Curriculum Guidelines

Diocese of Arlington

2011-2012

Philosophy, Methodology and Usage

Philosophy

Music instruction continues to be cited as a profoundly positive element of educating young students. Our own experience as well as countless studies validate the benefits of elementary music education in the development of a student's ability to understand new concepts, think logically, solve problems, exercise intellectual and personal discipline and perform confidently individually and as part of a group. Further, as a Fine Art, music draws on virtually all elements of multiple intelligences and introduces opportunities for exposure to varied cultural and historical elements so critical to today's learning environment and lifelong success in academic and vocational pursuits. Finally, as Catholic educators, we are exhorted to consider the importance of music, especially in its liturgical application, in shaping the whole person presented to us by God for our care and instruction.

All this said, it is a lamentable fact that prioritizing and funding of elementary music education at the beginning of this century is being challenged and, in some cases, compromised or even eliminated, despite the continuing strong influence of its allies, including the Music Educators National Conference. Our special mission as Catholic educators calls us to stand firm against this trend, employing guidelines that are comprehensive, functional and applied as universally as possible by our gifted music educators and their principals to insure the continued viability of this valuable element of a young person's educational experience.

It is in this context that the Diocesan Music Curriculum Guidelines Review Committee, with input from and endorsement of our colleagues throughout the Diocese, presents these Guidelines for instruction, along with an explanation of their methodology and resources for their implementation, planning and tracking.

Methodology

In order to provide the most useful and effective Guidelines possible, the Committee followed some fundamental principles in its methodology.

First, the Guidelines incorporate four categories or "themes" of instructional objectives conducive to music education, and endorsed by our public education colleagues (as evidenced by the organization of their "Standards of Learning"): Performance and Production, Cultural Context and Music Theory, Analysis and Critique, and Cross-curricular Connection.

Perform incorporates:

- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music
- Movement to accompany performed music
- Improvising melodies, variations and accompaniments

Cultural Context and Music Theory incorporates:

- Composing and arranging music within specified guidelines
- Reading and notating music

Analysis and Critique incorporates:

- Listening to, analyzing and describing music

Evaluating music and music performances

Cross-Curricular Connection incorporates:

- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture
- Developing skills in working cooperatively with others to produce music
- Performing and understanding Liturgical Music

Second, the Guidelines specifically divide instruction between Grades K-5 and Middle School (Grades 6-8) General Music. This satisfies three fundamental objectives:

- 1) To establish a fundamental base, developed sequentially according to age-appropriate objectives following the four categories, in grades K-5;
- 2) To incorporate creative, effective and engaging learning activities best suited to the changing mindsets and needs of pre-adolescent learners which are rooted in the foundational curriculum in grades K-5; and
- 3) To allow maximum flexibility given the unique scheduling conditions of each school for teachers and principals to form and implement an instructional plan which accommodates modified (e.g. “block”) scheduling.

Third, for planning and tracking purposes, the “Monitoring Sheets,” incorporated Diocese-wide for all curricula, continue, with revision, to be used for Grades K-8.

Fourth, a “Middle School Toolkit,” developed by music teachers Diocese-wide, is the springboard of resources for creating and implementing a curriculum for grades 6, 7 and 8 that has been “test-driven” by our colleagues with great success. It is anticipated that many more lessons/units adaptable for middle school use will continue to be published and shared.

Usage

Grades K-8

Teachers can use the “Monitoring Sheets” as a planning tool, where quarter-by-quarter progress in meeting objectives can be discussed (and modified as needed) with their principals. It is important to note here that the Guidelines have been designed independent of any particular text or other resources, allowing for maximum potential for compliance with whatever resources the school has at its disposal. While schools and teachers are encouraged to enhance their physical resources to the greatest extent possible, it is understood that many schools cannot afford certain instruments or other resources. Discretion remains, therefore, in the hands of the teachers and principals to comply with the Guidelines as closely as possible.

It is our privilege to present this document and all its resources for your use. It is our sincere hope that it will guide all of us toward better fulfilling our mission as Catholic educators in the shaping of the precious young hearts and minds placed in our care, by preparing them with the creative and cultural gifts found in the joy of music and the arts.

The Diocesan Music Curriculum Guidelines Committee
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Kindergarten

Performance and Production

- MU.K.1 The student will sing songs and play instruments.
 - MU.K.1.1 Participate individually and in groups
 - MU.K.1.2 Accompany songs and chants with body percussion and classroom instruments
 - MU.K.1.3 Imitate simple patterns sung or played

MU.K.2 The student will perform rhythmic patterns that include sounds and silences.

MU.K.3 The student will sing, play or move at the appropriate time following a vocal/instrumental introduction.

MU.K.4 The student will respond to music with movement.

- MU.K.4.1 Match movement to rhythmic patterns
- MU.K.4.2 Employ large body movement
- MU.K.4.3 Employ locomotor and non-locomotor movements
- MU.K.4.4 Use movement to enhance music, stories or poems
- MU.K.4.5 Perform dances and games from various cultures
- MU.K.4.6 Use the body to illustrate moods and contrasts in music

MU.K.5 The student will demonstrate the difference between a singing voice and a speaking voice.

MU.K.6 The student will demonstrate steady beat.

- MU.K.6.1 Use body percussion, instruments and movement
- MU.K.6.2 Use children's literature, chant and song

MU.K.7 The student will create music through a variety of experiences.

- MU.K.7.1 Use classroom instruments, body percussion and movement
- MU.K.7.2 Use the voice in speech and song
- MU.K.7.3 Dramatize songs, stories or poems

Cultural Context and Music Theory

MU/K.8 The student will recognize and demonstrate expressive qualities of music: fast/slow and loud/soft.

MU.K.9 The student will identify classroom instruments by sight and sound.

MU.K.10 The student will distinguish between tone colors.

- MU.K.10.1 Identify instrumental vs. vocal music
- MU.K.10.2 Identify men's, women's and children's voices

MU.K.11 The student will sing liturgical songs.

Analysis and Critique

MU.K.12 The student will exhibit respect for the contributions of self and others in a music setting.

- MU.K.12.1 Contribute to a group effort of making music
- MU.K.12.2 Contribute to a group effort of listening to music
- MU.K.12.3 Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship

Cross-Curricular Connection

MU.K.13 The student will identify the relationship between music and other disciplines.

Grade One

Performance and Production

- MU.1.1 The student will sing a repertoire of songs and play instruments.
 - MU.1.1.1 Sing songs that contain sol, mi and la pitches
 - MU.1.1.2 Sing a variety of songs individually and in groups
 - MU.1.1.3 Play pitched and non-pitched instruments when available

- MU.1.2 The student will perform rhythmic patterns.
 - MU.1.2.1 Perform and notate rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests
 - MU.1.2.2 Demonstrate melodic rhythm

- MU.1.3 The student will respond to music with movement.
 - MU.1.3.1 Perform dances and games from our own and various cultures
 - MU.1.3.2 Demonstrate locomotor and non-locomotor movements
 - MU.1.3.3 Dramatize songs, stories or poems

- MU.1.4 The student will create music through a variety of experiences.
 - MU.1.4.1 Improvise, using classroom instruments, body percussion and movement
 - MU.1.4.2 Use the voice in speech and song
 - MU.1.4.3 Create musical sounds to enhance songs, stories, or poems

Cultural Context and Music Theory

- MU.1.5 The student will distinguish between melodic rhythm and steady beat, using sight and sound.

- MU.1.6 The student will recognize when music changes from one section to a contrasting section.

- MU.1.7 The student will recognize and describe sudden changes in expressive qualities of music.
 - MU.1.7.1 Demonstrate changes in dynamics vocally, instrumentally or with movement
 - MU.1.7.2 Demonstrate changes in tempo vocally, instrumentally or with movement

- MU.1.8 The student will identify high pitches and low pitches.
 - MU.1.8.1 Demonstrate different pitches vocally or instrumentally and with movement
 - MU.1.8.2 Distinguish between extreme contrasts of sound

- MU.1.9 The student will identify pitched and non-pitched classroom instruments, using sight and sound.

- MU.1.10 The student will distinguish between accompanied and unaccompanied vocal music.

- MU.1.11 The student will sing liturgical songs.

Analysis and Critique

- MU.1.12 The student will exhibit respect for the contributions of self and others in a music setting.
 - MU.1.12.1 Contribute to a group effort of making music
 - MU.1.12.2 Contribute to a group effort of listening to music
 - MU.1.12.3 Participate in music activities that involve sharing, taking turns and other ways of demonstrating good citizenship

Cross-Curricular Connection

- MU.1.13 The student will identify the relationships between music and other disciplines.

Grade Two

Performance and Production

- MU.2.1 The student will sing songs and play instruments.
 - MU.2.1.1 Sing melodies within the range of a sixth
 - MU.2.1.2 Sing a variety of songs, individually and in groups
 - MU.2.1.3 Play ostinato and single-chord accompaniments on classroom instruments where available

- MU.2.2 The student will perform and notate rhythm patterns using traditional notation and body percussion including paired eighth notes, quarter notes, quarter rests, half notes and whole notes.

- MU.2.3 The student will respond to music with movement.
 - MU.2.3.1 Perform dances and games from our own and various cultures
 - MU.2.3.2 Demonstrate locomotor and non-locomotor movements
 - MU.2.3.3 Dramatize songs, stories or poems
 - MU.2.3.4 Perform choreographed and interpretive movements

- MU.2.4 The student will read lyrics containing more than one verse with words divided into syllables.

- MU.2.5 The student will create music through variety of music experiences.
 - MU.2.5.1 Create lyrics to familiar melodies
 - MU.2.5.2 Create new verses to songs
 - MU.2.5.3 Create accompaniments and ostinatos
 - MU.2.5.4 Create musical sounds to enhance songs, stories or poems
 - MU.2.5.5 Create movement to illustrate meter and form

Cultural Context and Music Theory

- MU.2.6 The student will identify form in music.
 - MU.2.6.1 Identify like and unlike melodic phrases
 - MU.2.6.2 Identify and perform music in AB and ABA forms
 - MU.2.6.3 Identify the beginning and ending of phrases

- MU.2.7 The student will identify sudden and gradual changes in expressive qualities of music.
 - MU.2.7.1 Demonstrate changes in dynamics and tempo vocally, instrumentally and with movement.
 - MU.2.7.2 Use music terminology to describe changes

- MU.2.8 The student will identify selected orchestral families and folk instruments by sight and sound.

- MU.2.9 The student will identify melodic patterns that move upward, downward, and remain the same.
 - MU.2.9.1 Use the voice, instruments, and movement identify melodic patterns that move upward, downward and remain the same
 - MU.2.9.2 Apply music terminology, including staff and treble clef
 - MU.2.9.3 Use the seven letters of the music alphabet

- MU.2.10 The student will sing liturgical songs and common parts of the Mass.

Analysis and Critique

- MU.2.11 The student will exhibit respect for the contributions of self and others in a music setting.
 - MU.2.11.1 Contribute to a group effort of making music

MU.2.11.2 Contribute to a group effort of listening to music

MU.2.11.3 Participate in music activities that involve sharing, taking turns and other ways of demonstrating good citizenship

Cross-Curricular Connection

MU.2.12 The student will identify the relationship between music and other disciplines.

Grade Three

Performance and Production

- MU.3.1 The student will sing a repertoire of songs in tune with a clear tone quality.
- MU.3.1.1 Sing melodies within the range of an octave
 - MU.3.1.2 Develop a repertoire of familiar songs
 - MU.3.1.3 Perform in a two-part music ensemble
 - MU.3.1.4 Accompany singing with rhythm and/or melodic instruments when available
- MU.3.2 The student will notate and perform rhythmic patterns that include single eighth notes, paired eighth notes, quarter notes, quarter rests, half notes, dotted half notes and whole notes, using body percussion, melodic percussion instruments, non-pitched percussion instruments or voice.
- MU.3.3 The student will notate and perform melodies from the treble staff using traditional notation.
- MU.3.3.1 Use voice or melodic instruments (i.e. recorder, barred instruments, keyboards)
 - MU.3.3.2 Use a wide range of tempi and dynamics
 - MU.3.3.3 Recognize that music is divided into measures
- MU.3.4 The student will respond to music with movement.
- MU.3.4.1 Perform line and circle dances
 - MU.3.4.2 Dramatize songs, stories or poems
 - MU.3.4.3 Perform choreographed and non-choreographed movements
- MU.3.5 The student will perform in a two-part ensemble, using pitched and non-pitched instruments.
- MU.3.6 The student will create music through a variety of experiences.
- MU.3.6.1 Create accompaniments or ostinatos for songs or chants
 - MU.3.6.2 Create movement to illustrate meter and form
 - MU.3.6.3 Create lyrics to familiar melodies or new verses to songs

Cultural Context and Music Theory

- MU.3.7 The student will identify and perform sets of beats that are grouped in twos and threes, using descriptive terminology to strong and weak beats.
- MU.3.8 The student will identify ABC form.
- MU.3.9 The student will recognize music symbols within a musical score and use music terminology to explain their functions.
- MU.3.10 The student will explore the music of world cultures through song, dance and movement.
- MU.3.10.1 Study folk tales and musical settings of folk tales
 - MU.3.10.2 Listen to examples of instruments not traditionally found in bands or orchestras
 - MU.3.10.3 Perform traditional dances or games from various cultures
- MU.3.11 The student will identify the four orchestral families (woodwind, string, brass, percussion), using sight and sound.
- MU.3.12 The student will demonstrate the melodic shape (contour) of a musical phrase using music terminology to describe how pitch levels may move upward, downward or stay the same.

- MU.3.13 The student will identify I and V (V7) chords aurally and visually.
- MU.3.14 The student will sing music connected to the liturgy.
 - MU.3.14.1 Sing songs with multiple verses and refrains from a printed score and common parts of the Mass
 - MU.3.14.2 Identify and perform common parts of the Mass

Analysis and Critique

- MU.3.15 The student will exhibit respect for the contributions of self and others in a music setting.
 - MU.3.15.1 Contribute to a group effort of making music
 - MU.3.15.2 Contribute to a group effort of listening to music
 - MU.3.15.3 Participate in music activities that involve sharing, taking turns and other ways of demonstrating good citizenship

Cross-Curricular Connection

- MU.3.16 The student will describe the relationships between music and other disciplines.

Grade Four

Performance and Production

- MU.4.1 The student will sing a repertoire of songs in tune with a clear tone quality.
- MU.4.1.1 Sing with expression using indicated dynamics and phrasing
 - MU.4.1.2 Sing in a group performing songs in simple harmony
- MU.4.2 The student will notate and perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes and whole rests, using body percussion, voice, pitched instruments or non-pitched instruments.
- MU.4.3 The student will notate and perform melodies from the treble staff using traditional notation.
- MU.4.3.1 Identify melodic movement as step, skip, leap or repeat
 - MU.4.3.2 Use voice or instruments
- MU.4.4 The student will respond to music with movement.
- MU.4.4.1 Perform choreographed and non-choreographed movements or dances
 - MU.4.4.2 Use body percussion
- MU.4.5 The student will perform in a two-part musical ensemble, using pitched and non-pitched instruments.
- MU.4.6 The student will create music through a variety of experiences.
- MU.4.6.1 Improvise simple melodic and rhythmic accompaniments
 - MU.4.6.2 Create melodic or rhythmic motifs to enhance literature using a variety of sound sources, including technology if available
 - MU.4.6.3 Create movement to illustrate meter and form

Cultural Context and Music Theory

- MU.4.7 The student will identify rondo form.
- MU.4.8 The student will recognize dynamic markings and interpret them in performance.
- MU.4.9 The student will identify instruments from various music ensembles by sight and sound, including instruments from other cultures.
- MU.4.10 The student will identify the function of the top and bottom numbers of a time signature involving 2, 3, and 4 beats.
- MU.4.11 The student will distinguish between major and minor tonality.
- MU.4.12 The student will use music terminology to describe various styles of music.
- MU.4.12.1 Place musical examples into broad categories of style
 - MU.4.12.2 Recognize a composer and a music composition from a variety of musical styles
- MU.4.13 The student will identify I, IV, and V (or V7) chords aurally and visually.
- MU.4.14 The student will sing music connected to the liturgy.

MU.4.14.1 Sing songs with multiple verses and refrains from a printed score and common parts of the Mass

MU.4.14.2 Identify and perform common parts of the Mass

Analysis and Critique

MU.4.15 The student will exhibit respect for the contributions of self and others in a music setting.

MU.4.15.1 Contribute to a group effort of making music

MU.4.15.2 Contribute to a group effort of listening to music

MU.4.15.3 Participate in music activities that involve sharing, taking turns and other ways of demonstrating good citizenship

Cross-Curricular Connection

MU.4.16 The student will compare the relationships between music and other disciplines.

Grade Five

Performance and Production

- MU.5.1 The student will sing a repertoire of songs in tune with a clear tone quality.
- MU.5.1.1 Demonstrate beginning choral behaviors and skills in group singing
 - MU.5.1.2 Participate in group singing involving two-part or three-part harmony
 - MU.5.1.3 Develop age-appropriate ability in singing skills
- MU.5.2 The student will notate and perform rhythmic patterns that include: sixteenth notes, a dotted eighth followed by a sixteenth note, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes and whole rests, using body percussion, voice, pitched instruments or non-pitched instruments.
- MU.5.3 The student will notate and perform melodies from the treble staff, using traditional notation.
- MU.5.3.1 Use voice or instruments
 - MU.5.3.2 Use computer technology, when available
- MU.5.4 The student will respond to music with movement.
- MU.5.4.1 Perform choreographed and non-choreographed movements
 - MU.5.4.2 Use body percussion
- MU.5.5 The student will perform music of increasing difficulty in music ensembles, using pitched and rhythm instruments.
- MU.5.6 The student will create music through a variety of experiences.
- MU.5.6.1 Improvise melodies and rhythms of increasing complexity
 - MU.5.6.2 Create movement to illustrate meter and form
 - MU.5.6.3 Compose short melodic or rhythmic phrases

Cultural Context and Music Theory

- MU.5.7 The student will identify theme and variations form.
- MU.5.8 The student will use music terminology to describe music performances and compositions.
- MU.5.9 The student will identify instruments from various music ensembles by sight and sound, including instruments from other cultures.
- MU.5.10 The student will identify the functions of the top and bottom numbers of time signatures in duple and triple meters.
- MU.5.11 The student will place music examples into broad categories of style.
- MU.5.11.1 Use music terminology to compare and contrast a variety of sacred and secular music styles
 - MU.5.11.2 Perform a variety of music styles
 - MU.5.11.3 Identify notable characteristics of the music of world cultures
- MU.5.12 The student will sing music connected to the liturgy.
- MU.5.12.1 Sing songs with multiple verses and refrains from a printed score and common parts of the Mass
 - MU.5.12.2 Identify and perform common parts of the Mass

Analysis and Critique

- MU.5.13 The student will exhibit respect for the contributions of self and others in a music setting.
 - MU.5.13.1 Contribute to a group effort of making music
 - MU.5.13.2 Contribute to a group effort of listening to music
 - MU.5.13.3 Participate in music activities that involve sharing, taking turns and other ways of demonstrating good citizenship

Cross-Curricular Connection

- MU.5.14 The student will compare and contrast the relationships between music and other disciplines.

Middle School (Grades 6-8), General Music

All of these objectives are to be met each year of middle school.

Performance and Production

- MU.MS.1 The student will read and perform rhythmic, melodic and harmonic patterns.
- MU.MS.2 The student will sing and/or play music written in two or more parts.
- MU.MS.3 The student will demonstrate a variety of styles, periods, forms and elements of music through singing and movement.
- MU.MS.4 The students will create music through a variety of experiences.
 - MU.MS.4.1 Discuss how a composer communicates ideas through elements of music
 - MU.MS.4.2 Improvise melodies, rhythms, and harmonies
 - MU.MS.4.3 Compose melodies, rhythms, and harmonies
 - MU.MS.4.4 Create arrangements of known melodies, using traditional or nontraditional sound sources, including computer-related technology if available

Cultural Context and Music Theory

- MU.MS.5 The student will investigate musical sounds, forms, styles and genres through listening, discussing or writing, and performing.
- MU.MS.6 The student will investigate the role of music in society.
 - MU.MS.6.1 Identify career pathways in music
 - MU.MS.6.2 Identify the influence of daily music experience in one's personal life
- MU.MS.7 The student will perform music associated with the liturgy and identify common parts of the Mass

Analysis and Critique

- MU.MS.8 The student will describe and evaluate performances, live or recorded, using music terminology.
 - MU.MS.8.1 Identify music of various cultures
 - MU.MS.8.2 Identify instruments, voice classifications (soprano, alto, tenor, bass), and a variety of performing ensembles aurally and visually
 - MU.MS.8.3 Identify traditional and nontraditional sound sources
- MU.MS.9 The student will demonstrate appropriate performance etiquette as a participant and/or listener.
 - MU.MS.9.1 Exhibit respect for the contributions of self and others within a music setting
 - MU.MS.9.2 Demonstrate appropriate audience etiquette for the context and style of music performed

Cross-Curricular Connection

- MU.MS.10 The student will identify and demonstrate the relationships between music and other disciplines.