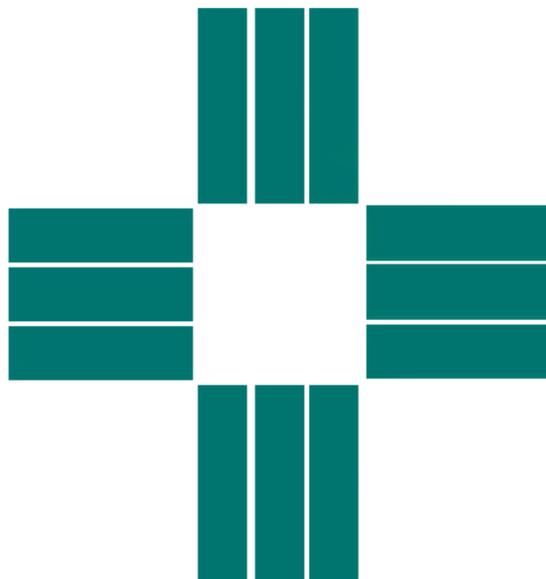


**ARCHDIOCESE OF PORTLAND IN OREGON**

**ELEMENTARY SCHOOL**

**MUSIC**

**CURRICULUM GUIDE**



**Department of Catholic Schools  
2007**

**Curriculum Guidelines for Music  
Archdiocese of Portland, Oregon**

**The Department of Catholic Schools extends sincere appreciation to the members of the Archdiocesan Music Curriculum Committee who contributed their professional expertise and invested many hours of valuable time bringing these guidelines into reality. We also express deep gratitude to the principals for the sacrifices made in order to release teachers to do this very important work. We pray that our gratitude to all involved may be realized by the implementation of these guidelines.**

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## **ARCHDIOCESAN MUSIC CURRICULUM PHILOSOPHY STATEMENT**

As music educators in the Catholic Schools of the Archdiocese of Portland, Oregon we believe that:

- Music is a gift from God that fosters spiritual, emotional, physical, social, and intellectual growth for all.
- Music is an essential part of a student's total educational experience.
- Music education incorporates all academic subjects and cultivates respect for cultural diversity.

## **MUSIC CURRICULUM GOALS AND OBJECTIVES**

- Nurture personal spirituality.
- Sing a variety of music, alone and with others.
- Perform a variety of music on instruments, alone and with others.
- Read and notate music.
- Listen to, analyze and describe music.
- Improvise and compose.
- Evaluate music performances.
- Understand relationships between music, the arts and other disciplines.
- Understand music in relation to history and other cultures.

## **STANDARDS**

### **Standard I- Nurture personal spirituality.**

#### **PRIMARY**

##### **The learner will**

- **Use music as a prayer form.**

- **Participate in a variety of liturgical celebrations using sacred music.**

The pre-kindergarten student will:

- sing liturgical songs by rote
- participate with movement to liturgical music

The kindergarten student will:

- sing liturgical songs by rote
- participate with movement to liturgical music

The first grade student will:

- sing liturgical songs by rote
- participate with movement to liturgical music

The second grade student will:

- sing liturgical songs by rote
- participate with movement to liturgical music

## **INTERMEDIATE**

### **The learner will**

- **Participate in leadership roles in liturgical celebrations.**

The third grade student will:

- sing liturgical songs by rote
- participate with movement to liturgical music

The fourth grade student will:

- sing liturgical songs by rote
- participate with movement to liturgical music
- participate in leadership roles in liturgical celebrations

The fifth grade student will:

- sing liturgical songs by rote
- participate with movement to liturgical music

- participate in leadership roles in liturgical celebrations

## **MIDDLE SCHOOL**

### **The learner will**

- **Participate in leadership roles in liturgical celebrations.**

The sixth grade student will:

- sing liturgical songs by rote
- participate with movement to liturgical music
- participate in leadership roles in liturgical celebrations

The seventh and eighth grade student will:

- sing liturgical songs by rote
- participate with movement to liturgical music
- participate in leadership roles in liturgical celebrations

## **Standard II- Sing a variety of music, alone and with others.**

### **PRIMARY**

#### **The learner will**

- **Sing independently, on pitch and in rhythm.**
- **Sing ostinatos, rounds and partner songs.**

The pre-kindergarten student will:

- perform chants or speech ensembles, e.g., nursery rhymes, playground chants, etc.
- participate in singing songs for dramatization, games and dances and special occasions
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs
- perform a repertoire of many types of songs, including:  
patriotic songs, action songs, songs of the us and other countries, child-centered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers
- sing on pitch, demonstrating a clear, natural and relaxed singing tone
- hear a melody in his/her head and sing on cue

The kindergarten student will:

- perform chants or speech ensembles, e.g., nursery rhymes, playground chants, etc.
- participate in singing songs for dramatization, games and dances and special occasions
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs
- perform a repertoire of many types of songs, including:  
patriotic songs, actions songs, songs of the us and other countries, child-centered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers
- sing on pitch, demonstrating a clear, natural and relaxed singing tone
- hear a melody in his/her head and sing on cue
- perform chants or speech ensembles, e.g., nursery rhymes, playground chants, etc.

The first grade student will:

- participate in singing songs for dramatization, games and dances and special occasions
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs
- perform a repertoire of many types of songs, including: patriotic songs, actions songs, songs of the us and other countries, child-centered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers
- sing on pitch, demonstrating a clear, natural and relaxed singing tone
- hear a melody in his/her head and sing on cue

The second grade student will:

- perform chants or speech ensembles, e.g., nursery rhymes, playground chants, etc.
- participate in singing songs for dramatization, games and dances and special occasions
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs
- perform a repertoire of many types of songs, including: patriotic songs, action songs, songs of the us and other countries, child-centered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers
- sing on pitch, demonstrating a clear, natural and relaxed singing tone
- hear a melody in his/her head and sing on cue

## INTERMEDIATE

The learner will

- **Sing independently, on pitch and in rhythm.**
- **Sing music written in two parts.**
- **Sing with good breath control, posture, timbre and diction.**

The third grade student will:

- sing simple rounds, canons, partner songs, descants, countermelodies and ostinati
- participate in singing songs for dramatization, games and dances and special occasions
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs
- convey feeling, mood and message of songs
- perform a repertoire of many types of songs, including:

patriotic songs, actions songs, songs of the us and other countries, child-centered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers

- sing on pitch, demonstrating a clear, natural and relaxed singing tone
- hear a melody in his/her head and sing on cue

The fourth grade student will:

- sing simple rounds, canons, partner songs, descants, countermelodies and ostinati
- participate in singing songs for dramatization, games and dances and special occasions
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs
- convey feeling, mood and message of songs
- perform a repertoire of many types of songs, including:  
patriotic songs, actions songs, songs of the us and other countries, child-centered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers
- sing on pitch, demonstrating a clear, natural and relaxed singing tone
- demonstrate skill in proper breath support and vocal technique

The fifth grade student will:

- sing simple rounds, canons, partner songs, descants, countermelodies and ostinati
- participate in singing songs for dramatization, games and dances and special occasions
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs
- convey feeling, mood and message of songs
- perform a repertoire of many types of songs, including:  
patriotic songs, actions songs, songs of the us and other countries, child-centered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers
- sing on pitch, demonstrating a clear, natural and relaxed singing tone
- demonstrate skill in proper breath support and vocal technique

## **MIDDLE SCHOOL**

**The learner will**

- **Sing independently, on pitch and in rhythm.**

- **Sing accurately throughout their vocal ranges, with good breath control.**
- **Sing music written in two and three parts.**

The sixth grade student will:

- sing simple rounds, canons, partner songs, descants, countermelodies and ostinati
- participate in singing songs for dramatization, games and dances and special occasions
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs
- convey feeling, mood and message of songs
- perform a repertoire of many types of songs, including:  
patriotic songs, actions songs, songs of the us and other countries, child-centered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers
- sing on pitch, demonstrating a clear, natural and relaxed singing tone
- demonstrate skill in proper breath support and vocal technique

**Standard III -Perform a variety of music on instruments, alone and with others.**

**PRIMARY**

**The learner will**

- **Play a variety of pitched and unpitched percussion instruments.**
- **Play basic rhythmic and melodic patterns.**

The pre-kindergarten student will:

- play echo rhythm patterns on percussion instruments
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tom-toms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color

The kindergarten student will:

- play echo rhythm patterns on percussion instruments
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tom-toms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color

The first grade student will:

- play echo rhythm patterns on percussion instruments
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tom-toms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color

The second grade student will:

- play echo rhythm patterns on percussion instruments
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tom-toms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells

- demonstrate ability to play pitched percussion such as glockenspiels, xylophones, metallophones and bells
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color
- perform using dynamic contrast

## INTERMEDIATE

### The learner will

- **Perform on at least one string, wind, or percussion instrument.**
- **Perform simple songs and accompaniments with expression and technical accuracy.**

The third grade student will:

- play echo rhythm patterns on percussion instruments
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tom-toms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells
- demonstrate ability to play pitched percussion such as glockenspiels, xylophones, metallophones and bells
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color
- perform using dynamic contrast

The fourth grade student will:

- play rhythm and melodic patterns on instruments
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tom-toms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells
- demonstrate ability to play pitched percussion such as glockenspiels, xylophones, metallophones and bells
- demonstrate ability to play melodic instruments (e.g. keyboard, soprano and/or alto recorder, band and orchestra), alone and in ensemble
- play ostinati accompaniments on melody instruments
- play by ear and sight ostinati, descants, introductions, codas and accompaniments
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color
- perform using dynamic contrast including *p*, *mf*, *f*, *sforzando*, *crescendo*, *decrescendo*, *diminuendo*, *staccato* and *legato*
- demonstrate understanding of relevant terminology such as *ritardando*, *accelerando*, *andante*, *presto*, *largo*, *allegro* and *fermatat*

The fifth grade student will:

- play rhythm and melodic patterns on instruments
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tom-toms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells
- demonstrate ability to play pitched percussion such as glockenspiels, xylophones, metallophones and bells
- demonstrate ability to play melodic instruments (e.g. keyboard, soprano and/or alto recorder, band and orchestra), alone and in ensemble
- play ostinati accompaniments on melody instruments
- play by ear and sight ostinati, descants, introductions, codas and accompaniments
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color
- perform using dynamic contrast including *p*, *mf*, *f*, *sforzando*, *crescendo*, *decrescendo*, *diminuendo*, *staccato* and *legato*
- demonstrate understanding of relevant terminology such as *ritardando*, *accelerando*, *andante*, *presto*, *largo*, *allegro* and *fermatat*

## MIDDLE SCHOOL

The learner will

- **Perform a variety of pitched and unpitched instruments independently and in ensembles.**
- **Play simple melodies and simple accompaniments.**

The sixth grade student will:

- play rhythm and melodic patterns on instruments
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tom-toms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells
- demonstrate ability to play pitched percussion such as glockenspiels, xylophones, metallophones and bells
- demonstrate ability to play melodic instruments (e.g. keyboard, soprano and/or alto recorder, band and orchestra), alone and in ensemble
- play ostinati accompaniments on melody instruments
- play by ear and sight ostinati, descants, introductions, codas and accompaniments
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color
- perform using dynamic contrast including *p*, *mf*, *f*, *sforzando*, *crescendo*, *decrescendo*, *diminuendo*, *staccato* and *legato*

- demonstrate understanding of relevant terminology such as *ritardando*, *accelerando*, *andante*, *presto*, *largo*, *allegro* and *fermatat*
- explore electronic music

## **Standard IV- Read and notate music.**

### **PRIMARY**

#### **The learner will**

- **Read whole, half, dotted half, quarter, eighth notes and rests in 2/4, 3/4 and 4/4 meters.**
- **Use a system (syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.**

#### The pre-kindergarten student will:

- read, write and perform standard rhythmic notation, for example: quarter note and quarter rest
- demonstrate understanding of meter signatures and measures

#### The kindergarten student will:

- read, write and perform standard rhythmic notation, for example: quarter note and quarter rest
- demonstrate understanding of meter signatures and measures

#### The first grade student will:

- read, write and perform standard rhythmic notation, for example: quarter note, quarter rest, eighth note and eighth rest
- demonstrate understanding of meter signatures and measures

#### The second grade student will:

- read, write and perform standard rhythmic notation, for example: quarter note, quarter rest, eighth note, eighth rest, half note, half rest, whole note and whole rest
- demonstrate understanding of meter signatures and measures
- recognize from visual presentation whether the melody stays the same or moves by steps or skips, and respond verbally
- recognize visually short melodic patterns (e.g. sol-mi, sol-la-sol-mi, mi-re-do, sol-la-sol-mi, sol-mi-re-do): through singing, playing and notations
- demonstrate sight reading, writing skills and ear training development

### **INTERMEDIATE**

**The learner will**

- **Read dotted quarter, dotted eighth, sixteenth notes and rests, triplets and syncopated rhythms in 2/4, 3/4, 4/4, 6/8, and 3/8 meters.**
- **Identify and define symbols for pitch, rhythm, dynamics, tempo and expression.**
- **Use technology when available.**

The third grade student will:

- read, write and perform standard rhythmic notation, for example: quarter note, quarter rest, eighth note, eighth rest, half note, half rest, whole note, whole rest, dotted half, triplets and sixteenth notes
- demonstrate understanding of meter signatures 2/4, 3/4, and 4/4
- recognize from visual presentation whether the melody stays the same or moves by steps or skips, and respond verbally
- recognize visually short melodic patterns (e.g. sol-mi, sol-la-sol-mi, mi-re-do, sol-la-sol-mi, sol-mi-re-do): through singing, playing and notations
- demonstrate sight reading, writing skills and ear training development

The fourth grade student will:

- read, write and perform standard rhythmic notation, for example: quarter note, quarter rest, eighth note, eighth rest, half note, half rest, whole note, whole rest, dotted half, triplets, sixteenth notes, and syncopation
- demonstrate understanding of meter signatures 2/4, 3/4, 4/4, 6/8
- recognize from aural and visual presentation whether the melody stays the same, moves higher or lower, moves by steps or skips, and demonstrate these through physical movement
- recognize visually short melodic patterns (e.g. add fa, high-do, and ti): through singing, playing and notations
- recognize and play specific intervals (e.g. 2nds, 3rds, 4ths, etc. in the scales of c, f, and g on the staff)
- demonstrate the ability to read the staff

The fifth grade student will:

- read, write and perform standard rhythmic notation, for example: quarter note, quarter rest, eighth note, eighth rest, half note, half rest, whole note, whole rest, dotted quarter note, dotted half, triplets, sixteenth notes, and syncopation
- demonstrate understanding of meter signatures 2/4, 3/4, 4/4, 6/8
- recognize from aural and visual presentation whether the melody stays the same, moves higher or lower, moves by steps or skips, and demonstrate these through physical movement
- recognize visually short melodic patterns (e.g. add fa, high-do, and ti): through singing, playing and notations

- recognize and play specific intervals (e.g. 2nds, 3rds, 4ths, etc. in the scales of c, f, and g on the staff)
- demonstrate the ability to read the staff

## **MIDDLE SCHOOL**

### **The learner will**

- **Read in both treble and bass clefs.**
- **Use appropriate musical terminology when discussing music.**
- **Demonstrate the ability to read music notation through performing.**
- **Use technology when available.**

The sixth grade student will:

- read, write and perform standard rhythmic notation, for example: quarter note, quarter rest, eighth note, eighth rest, half note, half rest, whole note, whole rest, dotted quarter note, dotted half, triplets, sixteenth notes, and syncopation
- demonstrate understanding of meter signatures  $2/4$ ,  $3/4$ ,  $4/4$ ,  $6/8$
- recognize from aural and visual presentation whether the melody stays the same, moves higher or lower, moves by steps or skips, and demonstrate these through physical movement
- recognize visually short melodic patterns (e.g. add fa, high-do, and ti): through singing, playing and notations
- recognize and play specific intervals (e.g. 2nds, 3rds, 4ths, etc. in the scales of c, f, and g on the staff)
- demonstrate the ability to read the staff

## **Standard V -Listen to, analyze and describe music.**

### **PRIMARY**

#### **The learner will**

- **Use physical movement to respond to music characteristics while listening to music.**
- **Identify simple melodic contours and music forms.**
- **Identify families of instruments by sight and sound.**

#### The pre-kindergarten student will:

- respond physically to music with large body movements such as: walking, running, skipping, galloping, hopping, trotting, jumping, marching and swaying
- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music
- respond through large body movement to indicate that they hear high and low pitches
- respond through body movement to demonstrate understanding of melodic phrases
- respond verbally or by movement to AB, ABA, and Rondo forms and relate to visual forms
- demonstrate an understanding of relevant terminology, such as faster and slower through singing, playing and moving
- demonstrate gradual and sudden variations in dynamics through singing, playing, and moving
- demonstrate an understanding of relevant terminology such as loud, soft, gradually loud and gradually soft through singing, playing and discussion
- explore the various possible timbres of classroom instruments such as resonator bells; piano and other keyboard instruments; autoharp; and pitched and unpitched percussion instruments (Pitch-tunable to a certain key on the piano)
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions

#### The kindergarten student will:

- respond physically to music with large body movements such as: walking, running, skipping, galloping, hopping, trotting, jumping, marching and swaying
- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music
- respond through large body movement to indicate that they hear high and low pitches

- respond through body movement to demonstrate understanding of melodic phrases
- respond verbally or by movement to AB, ABA, and Rondo forms and relate to visual forms
- demonstrate an understanding of relevant terminology, such as faster and slower through singing, playing and moving
- demonstrate gradual and sudden variations in dynamics through singing, playing, and moving
- demonstrate an understanding of relevant terminology such as loud, soft, gradually loud and gradually soft through singing, playing and discussion
- explore the various possible timbres of classroom instruments such as resonator bells; piano and other keyboard instruments; autoharp; and pitched and unpitched percussion instruments (Pitch-tunable to a certain key on the piano)
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions

The first grade student will:

- respond physically to music with large body movements such as: walking, running, skipping, galloping, hopping, trotting, jumping, marching and swaying
- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music
- respond through large body movement to indicate that they hear high and low pitches
- respond through body movement to demonstrate understanding of melodic phrases
- respond verbally or by movement to AB, ABA, and Rondo forms and relate to visual forms
- demonstrate an understanding of relevant terminology, such as faster and slower through singing, playing and moving
- demonstrate gradual and sudden variations in dynamics through singing, playing, and moving
- demonstrate an understanding of relevant terminology such as loud, soft, gradually loud and gradually soft through singing, playing and discussion
- explore the various possible timbres of classroom instruments such as resonator bells; piano and other keyboard instruments; autoharp; and pitched and unpitched percussion instruments (Pitch-tunable to a certain key on the piano)
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions

The second grade student will:

- respond physically to music with large body movements such as: walking, running, skipping, galloping, hopping, trotting, jumping, marching and swaying
- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music
- demonstrate understanding of melodic phrases through body movement or verbal response
- recognize aurally short melodic patterns (e.g. sol-mi, sol-la-sol-mi, mi-re-do, sol-la-sol-mi, sol-mi-re-do): through singing, playing, or notations
- respond verbally or by movement to AB, ABA, and Rondo forms and relate to visual forms
- demonstrate an understanding of relevant terminology, such as faster and slower through singing, playing and moving
- demonstrate gradual and sudden variations in dynamics through singing, playing, and moving
- demonstrate an understanding of relevant terminology such as loud, soft, gradually loud and gradually soft through singing, playing and discussion
- explore the various possible timbres of classroom instruments such as resonator bells; piano and other keyboard instruments; autoharp; and pitched and unpitched percussion instruments (Pitch-tunable to a certain key on the piano)
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions
- identify overall similarity and differences in rhythmic and melodic patterns through physical movement and verbal response
- demonstrate changes in tempo through singing, playing or moving
- demonstrate an understanding of dynamic contrasts
- identify by sight and sound stringed, wind, brass, and percussion instruments through hearing live or recorded performances
- identify the various tones of colors of families of instruments
- describe how certain instruments or voices contribute to the mood and style of a piece

## **INTERMEDIATE**

### **The learner will**

- **Use proper terms when explaining music, music notation, and performances of various styles and cultures.**
- **Identify tone colors of various instruments and voices by sight and sound.**

The third grade student will:

- respond physically to music with large body movements such as: walking, running, skipping, galloping, hopping, trotting, jumping, marching and swaying
- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music
- demonstrate understanding of melodic phrases through body movement or verbal response
- recognize aurally short melodic patterns (e.g. sol-mi, sol-la-sol-mi, mi-re-do, sol-la-sol-mi, sol-mi-re-do, low-la, low-sol): through singing, playing, or notations
- respond verbally or by movement to AB, ABA, and Rondo forms and relate to visual forms
- demonstrate an understanding of relevant terminology, such as faster and slower through singing, playing and moving
- demonstrate gradual and sudden variations in dynamics through singing, playing, and moving
- demonstrate an understanding of relevant terminology such as loud, soft, gradually loud and gradually soft through singing, playing and discussion
- explore the various possible timbres of classroom instruments such as resonator bells; piano and other keyboard instruments; autoharp; and pitched and unpitched percussion instruments (Pitch-tunable to a certain key on the piano)
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions
- identify overall similarity and differences in rhythmic and melodic patterns through physical movement and verbal response
- demonstrate changes in tempo through singing, playing or moving
- demonstrate an understanding of dynamic contrasts
- identify by sight and sound stringed, wind, brass, and percussion instruments through hearing live or recorded performances
- identify the various tones of colors of families of instruments
- describe how certain instruments or voices contribute to the mood and style of a piece

The fourth grade student will:

- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music
- demonstrate understanding of like or unlike melodic phrases
- recognize aurally short melodic patterns (e.g. add fa, high-do, and ti to known pitches): through singing, playing, or notations
- respond verbally or by movement to AB, ABA, Theme and Variation and Rondo forms and relate to visual forms

- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions
- demonstrate changes in tempo through singing, playing or moving
- demonstrate an understanding of dynamic contrasts
- identify by sight and sound stringed, wind, brass, and percussion instruments through hearing live or recorded performances
- identify the various tones of colors of families of instruments
- describe how certain instruments or voices contribute to the mood and style of a piece
- visually recognize a melodic sequence or repeated pattern
- listen to and identify musical elements

The fifth grade student will:

- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music
- demonstrate understanding of like or unlike melodic phrases
- recognize aurally short melodic patterns (e.g. add fa, high-do, and ti to known pitches): through singing, playing, or notations
- respond verbally or by movement to AB, ABA, Theme and Variation and Rondo forms and relate to visual forms
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions
- demonstrate changes in tempo through singing, playing or moving
- demonstrate an understanding of dynamic contrasts and the relationship between dynamics and melodic contour
- identify by sight and sound stringed, wind, brass, and percussion instruments through hearing live or recorded performances
- identify the various tones of colors of families of instruments
- describe how certain instruments or voices contribute to the mood and style of a piece
- visually recognize a melodic sequence or repeated pattern
- listen to and identify musical elements
- identify soprano, alto, tenor, bass, changed and unchanged voices
- recognize specific composers' work

## **MIDDLE SCHOOL**

**The learner will**

- **Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in music analysis.**

The sixth grade student will:

- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music

- demonstrate understanding of like or unlike melodic phrases
- recognize aurally short melodic patterns (e.g. add fa, high-do, and ti to known pitches): through singing, playing, or notations
- respond verbally or by movement to AB, ABA, Theme and Variation and Rondo forms and relate to visual forms
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions
- demonstrate changes in tempo through singing, playing or moving
- demonstrate an understanding of dynamic contrasts and the relationship between dynamics and melodic contour
- identify by sight and sound stringed, wind, brass, and percussion instruments through hearing live or recorded performances
- identify the various tones or colors of families of instruments
- describe how certain instruments or voices contribute to the mood and style of a piece
- visually recognize a melodic sequence or repeated pattern
- listen to and identify musical elements
- identify soprano, alto, tenor, bass, changed and unchanged voices
- recognize specific composers' work
- identify and define some of the following musical structures and designs: introduction, coda, interlude, canon, fugue, opera, oratorio, musical theater, symphony, and concerto
- research, discuss and/or write information about a composer, performer, form, and history of the composition
- identify the various tone colors of voices, folk and orchestral instruments and electronic equipment

## **Standard VI - Improvise and compose.**

### **PRIMARY**

#### **The learner will**

- **Create and arrange short rhythmic patterns and melodies within specific guidelines.**
- **Create movements to accompany readings or music.**
- **Use a variety of sound sources when improvising or composing.**

#### The pre-kindergarten student will:

- create sound dramatizations using instruments, vocal sounds or body percussion
- experiment with and create simple melodies by ear, resonator bells, pitched percussion or keyboard instrument

#### The kindergarten student will:

- create sound dramatizations using instruments, vocal sounds or body percussion
- experiment with and create simple melodies by ear, resonator bells, pitched percussion or keyboard instrument

#### The first grade student will:

- create sound dramatizations using instruments, vocal sounds or body percussion
- experiment with and create simple melodies by ear, resonator bells, pitched percussion or keyboard instrument

#### The second grade student will:

- create sound dramatizations using instruments, vocal sounds or body percussion
- improvise and compose rhythmic patterns and ostinati through body percussion, speech, singing and/or use of rhythm instruments
- improvise or compose short melodies to perform by singing or playing
- improvise ostinati accompaniments on melody instruments
- improvise simple forms on pitched or nonpitched instruments

### **INTERMEDIATE**

**The learner will**

- **Compose short pieces within specific guidelines demonstrating the elements of music (use technology if available).**
- **Use a variety of traditional and nontraditional sound sources when composing and arranging.**

The third grade student will:

- create sound dramatizations using instruments, vocal sounds or body percussion
- create songs, additional verses to familiar songs, introductions, codas, ostinati and accompaniments on melody and percussion instruments and the autoharp
- improvise and compose rhythmic patterns and ostinati through body percussion, speech, singing and/or use of rhythm instruments
- improvise or compose short melodies to perform by singing or playing
- improvise ostinati accompaniments on melody instruments
- improvise simple forms on pitched or nonpitched instruments

The fourth grade student will:

- create sound dramatizations using instruments, vocal sounds or body percussion
- create songs, additional verses to familiar songs, introductions, codas, ostinati and accompaniments on melody and percussion instruments and the autoharp
- improvise and compose rhythmic patterns and ostinati through body percussion, speech, singing and/or use of rhythm instruments
- improvise or compose short melodies to perform by singing or playing
- improvise ostinati accompaniments on melody instruments
- improvise simple forms on pitched or nonpitched instruments

The fifth grade student will:

- create sound dramatizations using instruments, vocal sounds or body percussion
- create songs, additional verses to familiar songs, introductions, codas, ostinati and accompaniments on melody and percussion instruments and the autoharp
- improvise, compose, and notate rhythmic patterns on melody instruments
- improvise ostinati accompaniments on melody instruments
- improvise simple forms on pitched or nonpitched instruments
- improvise and/or compose (without notation) original melodies to perform for the class

**MIDDLE SCHOOL**

**The learner will**

- **Create a simple harmonic accompaniment.**
- **Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality.**
- **Use technology, when available, for composing and arranging.**

The sixth grade student will:

- create sound dramatizations using instruments, vocal sounds or body percussion
- create songs, additional verses to familiar songs, introductions, codas, ostinati and accompaniments on melody and percussion instruments and the autoharp
- improvise, compose, and notate rhythmic and melodic patterns and ostinati
- improvise harmonic accompaniment on melody instruments
- improvise simple forms on pitched or nonpitched instruments
- improvise and/or compose (without notation) original melodies to perform for the class

**Standard VII- Evaluate music performances.**

**PRIMARY**

**The learner will**

- **Discuss and demonstrate proper audience behavior.**
- **Compare two compositions.**
- **Explain musical preferences using correct musical terminology.**
- **Evaluate own performance.**

The pre-kindergarten student will:

- experience live performance and demonstrate appropriate concert behavior
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures

The kindergarten student will:

- experience live performance and demonstrate appropriate concert behavior
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures

The first grade student will:

- experience live performance and demonstrate appropriate concert behavior
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures

The second grade student will:

- experience live performance and demonstrate appropriate concert behavior
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures

**INTERMEDIATE**

**The learner will**

- **Develop a class evaluation tool with which to evaluate performances.**
- **Evaluate the quality and effectiveness of their own and others' performances.**

The third grade student will:

- experience live performance and demonstrate appropriate concert behavior
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures
- help evaluate own progress and make suggestions for improvement

The fourth grade student will:

- experience live performance and demonstrate appropriate concert behavior
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures
- help evaluate own progress and make suggestions for improvement

The fifth grade student will:

- experience live performance and demonstrate appropriate concert behavior
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures
- help evaluate own progress and make suggestions for improvement

**MIDDLE SCHOOL**

**The learner will**

- **Evaluate the quality and effectiveness of their own and others' performances by applying specific criteria and offer constructive suggestions for improvement.**
- **Apply the class evaluation tool to personal performances and listening preferences.**

The sixth grade student will:

- experience live performance and demonstrate appropriate concert behavior
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures
- help evaluate own progress and make suggestions for improvement

**Standard VIII -Understand relationships between music, the arts and other disciplines.**

**PRIMARY**

**The learner will**

- **Name terms or ideas that are used the same way in music, art, dance or theater.**
- **Identify common themes found in all subjects.**

The pre-kindergarten student will:

- sing songs, draw pictures, and respond through body movement to mathematics, language arts, geography and daily life

The kindergarten student will:

- sing songs, draw pictures, and respond through body movement to mathematics, language arts, geography and daily life

The first grade student will:

- sing songs, draw pictures, and respond through body movement to mathematics, language arts, geography and daily life

The second grade student will:

- sing songs, draw pictures, and respond through body movement to mathematics, language arts, geography and daily life

**INTERMEDIATE**

**The learner will**

- **Compare and contrast common terms and ideas used in music and other subjects.**
- **Describe ways that music is related to other subjects.**

The third grade student will:

- sing songs, draw pictures, and respond through body movement to mathematics, language arts, geography and daily life

The fourth grade student will:

- explore special areas tailored to student interest such as: science of sound, drama in music, ecology, making instruments, noise pollution, how a piano works inside, and pop hits

The fifth grade student will:

- explore special areas tailored to student interest such as: science of sound, drama in music, ecology, making instruments, noise pollution, how a piano works inside, and pop hits

## **MIDDLE SCHOOL**

### **The learner will**

- **Discuss ways in which the arts are similar to other subjects.**

The sixth grade student will:

- explore special areas tailored to student interest such as: science of sound, drama in music, ecology, making instruments, noise pollution, how a piano works inside, and pop hits

**Standard IX -Understand music in relation to history and other cultures.**

**PRIMARY**

**The learner will**

- **Identify a piece of music that is from the current time period and one from another time period.**
- **Describe in simple terms how the elements of music are used in musical examples from various cultures.**
- **Identify various uses of music in their daily lives: celebrations, special occasions, TV, movies and worship.**

The pre-kindergarten student will:

- sing songs in various languages from various countries and/or regions
- listen to and identify music from various historical periods

The kindergarten student will:

- sing songs in various languages from various countries and/or regions
- listen to and identify music from various historical periods

The first grade student will:

- sing songs in various languages from various countries and/or regions
- listen to and identify music from various historical periods

The second grade student will:

- sing songs in various languages from various countries and/or regions
- listen to and identify music from various historical periods

**INTERMEDIATE**

**The learner will**

- **Compare the functions music serves, roles of musicians, and conditions under which music is typically performed in different cultures.**
- **Identify music from different historical periods by genre and style.**
- **Describe the role of the Catholic Church in the history of music.**

The third grade student will:

- sing songs in various languages from various countries and/or regions
- listen to and identify music from various historical periods

The fourth grade student will:

- sing songs in various languages from various countries and/or regions
- identify differences in the various styles or moods of music from a variety of cultures
- expand their knowledge of other cultures by listening to music of other times and places

The fifth grade student will:

- sing songs in various languages from various countries and/or regions
- identify differences in the various styles or moods of music from a variety of cultures
- expand their knowledge of other cultures by listening to music of other times and places

## **MIDDLE SCHOOL**

### **The learner will**

- **Name the composer and historical period of a familiar musical example.**
- **Classify music from different historical periods by genre and style by its characteristics.**

The sixth grade student will:

- sing songs in various languages from various countries and/or regions
- identify differences in the various styles or moods of music from a variety of cultures
- expand their knowledge of other cultures by listening to music of other times and places

### **Seventh and Eighth grades**

In grades seven and eight the music curriculum is designed to be integrative with other curriculum areas (e.g. math, science, language arts, art, etc.) Available technology such as CDs or CD Rom is recommended to help in achieving this integration.

The music program is more general continuing, reinforcing, and mastering the program goals described in pre-k through grade 6. Areas receiving more emphasis in grades seven and eight are music appreciation, performance skills, expressive qualities, creativity, notational skills, form and harmony.

Each school, in constructing its own music curriculum, provides a broader experience of music appreciation using songs from musicals, folk, jazz, rock, guitar, keyboard, etc.

Orchestra, choral and/or band may augment the prescribed music program.