

DIOCESE
OF
LANSING

MUSIC CURRICULUM GUIDELINES K-8



**Diocese of Lansing Music Curriculum Guidelines
2005-06**

FINE ARTS PHILOSOPHY

The Fine Arts curriculum provides a holistic approach to education which incorporates many aspects of the core curriculum and should be integrated into the total educational experience. The Fine Arts stimulate inventive and imaginative expression through music, drama and visual arts.

The uniqueness of the Catholic school provides the opportunity to develop the spiritual life of the students through the Fine Arts experience.

These opportunities promote student creativity, self-expression and self-esteem, as well as cooperative work habits.



MISSION STATEMENT

Music is the drive to express the inexpressible; therefore, music is in all aspects of life. Music demands aural, tactile, visual and kinesthetic sensory input, involving the entire body.

Music is an important means of praising and worshiping God. Music is essential and an active integrated part of every human life; therefore, we will implement and integrate this curriculum into all areas of student learning.

Diocese of Lansing Music Curriculum Guidelines
2005-06

Contents

FINE ARTS PHILOSOPHY 2

MISSION STATEMENT 2

Content Standard 1: Singing alone and with others 4

 Early Elementary Benchmarks (K-2)..... 4

 Later Elementary Benchmarks (3-5)..... 5

 Middle School Benchmark (6-8) 5

Content Standard 2: Performing on instruments..... 7

 Early Elementary Benchmark (K-2) 7

 Later Elementary Benchmark (3-5) 7

 Middle School Benchmarks (6-8)..... 8

Standard 3: Listening, analyzing and evaluating music performance 9

 Early Elementary Benchmark (K-2) 9

 Later Elementary Benchmark (3-5) 9

 Middle School Benchmark (6-8) 10

Standard 4: Theory..... 11

 Early Elementary Benchmark (K-2) 11

 Later Elementary Benchmark (3-5) 11

 Middle School Benchmarks (6-8)..... 12

Standard 5: History/composers 13

 Early Elementary Benchmark (K-2) 13

 Later Elementary Benchmark (3-5) 13

 Middle School Benchmarks (6-8)..... 14

 Standard 6: Students identify similarities and difference between music and other arts disciplines. 16

 Early Elementary Benchmark (K-2) 16

 Later Elementary Benchmarks (3-5)..... 16

 Middle School Benchmarks (6-8)..... 17

**Diocese of Lansing Music Curriculum Guidelines
2005-06**

Content Standard 1: Singing alone and with others

Using a varied repertoire of music.

Early Elementary Benchmarks (K-2)

- ▲ *Students sing independently on pitch and in rhythm. Students will sing liturgical, cultural and a variety of genres.*

Objectives

1. Students will sing individually or with a group, utilizing inner hearing and high vs. low.
 - a. The pitch is usually satisfactory.
 - b. The students can hear and echo a pitched response with general satisfaction as well as sing from memory, accompanied and a capella.
2. Students accompany and perform liturgical music, and participate in performances throughout the year.
3. Students demonstrate steady pulse of beat within rhythm.
4. The students rhythm is generally satisfactory, reinforcing fast and slow.
5. Students hear and echo a rhythm pattern vocally with general satisfaction. Rhythm notation should consist of whole note, half note, quarter note and associated rest with use of Ta, Ti, Ti, or other models.
6. Students will be able to follow conductor's cues.

Diocese of Lansing Music Curriculum Guidelines
2005-06

Later Elementary Benchmarks (3-5)

- ▲ *Students will sing independently on pitch and in rhythm with appropriate timbre, diction and posture. Students sing liturgical, cultural and a variety of genres.*

Objectives

1. Students will sing individually or with a group, utilizing inner hearing and high vs. low.
 - a. The student's pitch is mostly accurate with minor discrepancies.
 - b. Diction and tone quality are clear.
 - c. Students sing from memory, accompanied and a capella.
2. Students accompany and perform liturgical music and participate in performances throughout the year.
3. Students will be able to keep a steady beat.
 - a. Rhythm notation should consist of whole note, half note, quarter note and associated rests with the use of Ta, Ti, Ti or other methods.
 - b. Rhythm should also include eighth notes, sixteenth notes and associated rests.
4. Students sit and stand appropriately for good vocal quality.
5. Students are introduced to solfege, with the use of hand signals using so, la, mi, re, do
6. Students actively follow conductor's cues.

Middle School Benchmark (6-8)

- ▲ *Students will sing independently on pitch and in rhythm with appropriate timbre, diction, posture. The voice is resonant and supported by the diaphragm. Students will sing liturgical, cultural and a variety of genres.*

Objectives

1. Students sing individually or with a group utilizing correct pitch, with minimal errors.
2. Students will accompany and perform liturgical music and participate in a variety of performances throughout the year.
3. Students actively clap, count and verbalize rhythmic notion to a steady beat.
 - a. Rhythms previously learned of eighth notes, sixteenth notes and associated rests with addition of dotted rhythms.

Diocese of Lansing Music Curriculum Guidelines
2005-06

4. Students sit and stand appropriately for good vocal quality.
5. Students are introduced to solfege, with use of hand signals using do, re, mi, fa, soh, la, ti, do.
6. Students actively follow conductor's cues.
7. Students sing from memory and a capella
 - a. Diction, tone quality, dynamics, phrasing, interpretation and expression are demonstrated.

**Diocese of Lansing Music Curriculum Guidelines
2005-06**

Content Standard 2: Performing on instruments

Alone and with others using a repertoire of music. The students will receive an introduction to the instruments within the classroom and the symphony orchestra.

Early Elementary Benchmark (K-2)

▲ *Perform on non-pitched instruments alone and with a group.*

Objectives

1. Students echo and repeat rhythms with overall group accuracy.
2. Students are introduced to proper use and handling of instruments.
3. Students are introduced to winds, strings and percussions families and how they produce sound.
4. Students actively follow cues of conductor.
5. Students accompany liturgical music and participate in performances throughout the year.
 - a. Students perform simplified genres and cultural music.

Later Elementary Benchmark (3-5)

▲ *Perform on pitched and non-pitched instruments alone and with a group.*

Objectives

1. Students echo and repeat rhythms with overall group accuracy.
 - a. Students read rhythmic notation and follow cues of the conductor.
2. Students show proper use, handling, cleaning and maintaining of instruments.
3. Students are introduced to families and sub-families of orchestral and band instruments.
4. Students are introduced to keyboard instruments including piano, pipe organ, etc.
5. Students actively follow cues of conductor with expression.

Diocese of Lansing Music Curriculum Guidelines
2005-06

6. Students accompany liturgical music and participate in a variety of performances throughout the year.
 - a. Students will perform various styles and cultural music.

Middle School Benchmarks (6-8)

- ▲ *Perform on pitched and non-pitched instruments alone and with a group with precision.*

Objectives

1. Students echo and repeat rhythms with group accuracy.
 - a. Students read rhythmic notation with accuracy.
2. Students show proper use, handling, cleaning and maintenance of instruments.
3. Students develop knowledge of families and sub-families of orchestral and band instruments.
 - a. Knowledge of keyboard instruments is reinforced.
4. Students actively follow the cues of the conductor.
 - a. Students play with accurate rhythm and a steady beat using proper dynamics, phrasing and style.
5. Students accompany liturgical music and performances throughout the year.
 - a. Students perform with expression and technical accuracy applying all general music knowledge to various styles of music.

Diocese of Lansing Music Curriculum Guidelines
2005-06

Standard 3: Listening, analyzing and evaluating music performance.

Early Elementary Benchmark (K-2)

▲ *Students will listen, respond and become actively engaged in the music presented.*

Objectives

1. Students hear and respond to the musical expression heard, through a variety of activities.
2. Students hear and demonstrate musical expression through a variety of activities.
3. Demonstrate/respond to contrasting elements (e.g., dynamics, loud/soft; rhythm, fast/slow; melody, high/low).
4. Students demonstrate appropriate behavior while listening to music performance.
5. Identify and respond to various musical patterns and forms.
6. Discuss and evaluate individual music performance.
7. Students are introduced to liturgical music.

Later Elementary Benchmark (3-5)

▲ *Students will listen, respond and become actively engaged in the music presented.*
Students will use correct terminology to analyze the styles and structure of music.

Objectives

Students hear and respond to the musical expression heard through a variety of activities.

1. Students hear and demonstrate musical expression through a variety of activities.
2. Demonstrate/respond to contrasting elements (e.g., dynamics, loud/soft; rhythm, fast/slow; melody, high/low).
3. Students demonstrate appropriate behavior while listening to music performance.
4. Identify and respond to various musical patterns and forms (e.g., round, canon, partner song, call and response).
5. Discuss and evaluate individual performance.

**Diocese of Lansing Music Curriculum Guidelines
2005-06**

6. Students identify liturgical music.
7. Describe the way sound is produced on various instruments and with the human voice.
8. Differentiate between melody and harmony.

Middle School Benchmark (6-8)

- ▲ *Students will listen, respond and become actively engaged in the music presented.
Students will use correct terminology to analyze the styles and structure of music.
Students evaluate performance of music using appropriate criteria.*

Objectives

1. Students hear and demonstrate musical expression through a variety of activities.
2. Demonstrate contrasting elements (e.g., dynamics, loud/soft; rhythm, fast/slow; melody, high/low, tempo and tonality).
3. Students identify, visually and aurally, the sources of a wide variety of sounds including the four families of orchestral instruments, electronic, liturgical and world music instruments.
4. Students demonstrate appropriate behavior while listening to music performance.
5. Identify and respond to various musical patterns and forms (e.g., round, canon, partner song, call and response, two part harmony).
6. Discuss and evaluate individual performance.
7. Students identify liturgical music.
8. Describe the way sound is produced on various instruments and with the human voice.
9. Differentiate between melody and harmony.
10. Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary, (e.g., key, signature, temp, coda, repeats bridge).
11. Identify and evaluate music of personal preference.

**Diocese of Lansing Music Curriculum Guidelines
2005-06**

Standard 4: Theory

Students read, notate, compose and improvise music.

Early Elementary Benchmark (K-2)

- ▲ Students sing and/or play non-pitched instruments, a variety of musical styles, accurate rhythm, dynamics, temp. The students will use simplified notations to demonstrate knowledge.

Objectives

1. The students improvise a rhythmic “answer” to a teacher initiated “question”, using generally accurate style, tempo, dynamics.
2. Students will create their own rhythm under the guidance of the teacher.
3. Students recognize AB and ABA forms in familiar songs.

Later Elementary Benchmark (3-5)

- ▲ *Students sing and/or play instruments demonstrating a variety of musical styles, accurate rhythm, dynamics, time signature, key signature and tempo. Students use proper notation to demonstrate knowledge.*

Objectives

1. Students improvise a rhythmic “answer” to a teacher initiated “question” using accurate style, tempo, dynamics.
2. Students read, write and perform using whole notes, half notes, quarter notes, eighth notes and sixteenth notes/rests.
3. Students recognize AB, ABA, ABAC forms in familiar songs as well as coda and repeats.
4. Students listen to theme and variation, and discuss this musical form.
5. Students are introduced to treble and bass clef, meter signatures, and basic dynamic and tempo markings.

**Diocese of Lansing Music Curriculum Guidelines
2005-06**

Middle School Benchmarks (6-8)

- ▲ *Students sing, play, read and write a variety of musical styles using accurate rhythm, tempo, dynamics, utilizing at least 5 key signatures and 5 time signatures.*

Objectives

1. Students improvise a rhythmic “answer” to a teacher initiated “question” using accurate style, tempo, dynamics.
2. Students read, write and perform using whole notes, half notes, quarter notes, eighth notes and sixteenth notes/rests.
3. Students recognize AB, ABA, ABAC forms in familiar songs as well as coda and repeats.
4. Students listen to theme and variation and discuss this musical form.
5. Students create and improvise melodies using simplistic notation in a call and response setting.
6. Students read, write and perform rhythm patterns in a 2/4, 3/4, 4/4 and 6/8 meter using sixteenth notes through whole notes, including dotted and syncopated rhythms.
7. Students identify key signature of familiar music.
8. Students identify and read from grand staff (treble/bass clef).
9. Students identify whole/half steps and intervals in major/minor scales.
10. Students identify and recognize the following:
 - a. Key signature
 - b. Clef
 - c. Meter signature
 - d. Tempo
 - e. Dynamic markings
 - f. All note values
11. Students improvise or compose a short melody that includes key signature and meter signature with proper notation in treble/bass.

**Diocese of Lansing Music Curriculum Guidelines
2005-06**

Standard 5: History/composers

Students describe distinguishing characteristics of representative music genres and events, both past and present. Genres will include but will not be limited to the following: baroque, classical, romantic, renaissance, medieval, contemporary, folk spiritual, Native American, jazz, opera, marches, pop, musical and reggae. Students identify significant contributions of composers to musical heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in people's lives.

Early Elementary Benchmark (K-2)

- ▲ *Identify and respond, through singing and movement, to music of cultural or historical origin. Identify basic music genres.*

Objectives

1. Sing, listen and move to songs representing various cultures and historical periods.
2. Recognize how sound/music is used in daily lives and occasions.
3. Identify, listen and respond to music of different composers.
4. Students are introduced to and participate in liturgical styles of music.

Later Elementary Benchmark (3-5)

- ▲ *Identify and respond, through singing and movement, to music of cultural or historical origin. Identify basic music genres. Compare and contrast styles throughout music history.*

Objectives

1. Recognize, sing, listen and move to songs representing various cultures and historical periods.
2. Recognize how sound/music is used in daily lives and occasions.

Diocese of Lansing Music Curriculum Guidelines
2005-06

3. Identify, listen and respond to music of different composers.
4. Students identify, understand and participate in liturgical styles of music: chant, Latin, vernacular, praise and worship, traditional Mass and contemporary.
5. Students discuss the lives/times of composers from various historical periods and cultures.
6. Students research and identify musical instruments from various historical periods and cultures.

Middle School Benchmarks (6-8)

- ▲ *Identify and respond, through singing and movement, to music of cultural or historical origin. Identify basic music genres. Compare and contrast styles throughout musical history. Students learn how societal and cultural changes influence music of today.*

Objectives

1. Recognize, sing, listen and move to songs representing various cultures and historical periods.
2. Recognize how sound/music is used in daily lives and occasions.
3. Identify, listen and respond to music of different composers.
4. Students identify, understand and participate in liturgical styles of music: chant, Latin vernacular, praise and worship, traditional Mass and contemporary.
5. Students discuss the lives/times of composers from various historical periods and cultures.
6. Students research and identify musical instruments from various historical periods and cultures.
7. Students recognize and identify historical and cultural elements such as:
 - a. Time
 - b. Place
 - c. Events
 - d. Social and political climate.

Diocese of Lansing Music Curriculum Guidelines
2005-06

8. Students discuss how current developments in music reflect society and reference to themselves, their community, the church and the world.

9. Students compare and contrast selected composer and their works.

**Diocese of Lansing Music Curriculum Guidelines
2005-06**

Standard 6: Students identify similarities and difference between music and other arts disciplines.

Students recognize the relationship between concepts and skills learned in music with knowledge learned in other curricular subjects, life experiences and potential careers. Students develop a desire for life-long learning in music.

Early Elementary Benchmark (K-2)

- ▲ *Explain the way that music interrelates with other subjects, in and outside of the arts. Introduce foundation careers in music (e.g., composer, performer, director/conductor, teacher).*

Objectives

1. Identify and describe connections between music experiences and other curricular subjects (e.g., language arts, social studies, math, science, physical education, etc.).
2. Respond to music using dance, drama and visual arts.
3. Identify, recognize and determine the role of a musician both liturgically and professionally.

Later Elementary Benchmarks (3-5)

- ▲ *Explain the ways that music interrelates with other disciplines in and outside of the arts. Expand on careers in music (e.g., composer, lyricists, instrumentalist, vocalists, conductor, music ministry).*

Objectives

1. Identify and describe connections between music experiences and other curricular subjects.
2. Respond to music with dance, drama and visual arts.
3. Identify, recognize and determine the role and skills of a musician.
4. Describe the roles of musicians in various musical settings.

**Diocese of Lansing Music Curriculum Guidelines
2005-06**

Middle School Benchmarks (6-8)

- ▲ *Explain the ways that music interrelates with other disciplines in and outside of the arts. Identify various careers in music including the use of technology.*

Objectives

1. Identify and describe connections between music experiences and other curricular subjects.
2. Respond to music through dance, drama and other visual arts.
3. Identify, recognize and determine exemplary roles of musicians and describe their activities and their achievements in the music field.
4. Identify performing and non-performing careers in music (e.g., sound board technicians, stage crew, producers, directors, performers, broadcasting and music therapy.)
5. Research and describe the roles of musicians in various music settings.
6. Describe ways that technology is used in creating, performing and listening to music.
7. Integrate art forms into a well- organized music presentation (e.g., drama, visual art, music and dance.)

©Catholic Diocese of Lansing 2006. All rights reserved