

ST. JOHN'S EVANGELICAL LUTHERAN SCHOOL
Curriculum in Music

*[Speak] to one another with psalms, hymns, and songs from the Spirit.
Sing and make music from your heart to the Lord, always giving thanks to God the Father for everything, in the name of our Lord Jesus Christ.*

Ephesians 5:19-20

Scriptural Rationale:

Music is a gift God gave us to enjoy. Music is used to respond to God's goodness and mercy. The psalms exhort Christians to praise and thank God with singing and with the use of instruments: "Sing to the Lord with grateful praise; make music to our God on the harp" (Psalm 147:7). "O sing unto the Lord a new song; sing unto the Lord, all the earth" (Psalm 96:1). Music is a servant of God's Word. It aids in building the Church. Since music is part of our worship, musical education is essential in our Lutheran school.

from Sing and Make Music

General Objectives:

Through a study of music students will:

- ✦ Praise God through the gift of song.
- ✦ Understand and appreciate God's gift of music.
- ✦ Become involved in performing music using various instruments.
- ✦ Extend their knowledge of musical theory, e.g. note values, time signatures, key signatures, dynamics, and rhythm patterns.

Grade-Specific Measurable Objectives:

Grades K3-K4 students will...

Content Area

Music Activities

Objectives

Create sounds and rhythms using voice, body, instruments, or sound-producing objects.

Sing a variety of short songs.

Listen and respond to short musical works (e.g., singing, answering questions, following instructions).

Identify fast and slow tempos.

Recognize a wide variety of sounds.

Demonstrate understanding that instruments make different sounds and names familiar people who play various instruments

Associate songs with experiences (e.g. movies, holidays) and emotions (serious, scary, happy).

Dance and Movement

Create simple movements (e.g., twirl, turn around, shake).

Respond rhythmically to different types of music (e.g., fast, slow).

Grade K5 students will...

Content Area

Voice

Objectives

Learn the voice can produce several types of speaking sounds as well as singing sounds

Use his or her voice to produce these sounds.

Dynamics

Learn that musical sounds may be loud or soft.

Distinguish between loud and soft.

Produce sounds that are either loud or soft.

Content Area

Rhythm

Objectives

Sound and Silence, Long and Short Duration:

Learn that music consists of sound and silence.

Learn that durations of sound and silence may be long or short.

Steady Beat:

Learn that music moves to a steady beat.

Move to and play steady beats.

Same and Different Patterns:

Learn that two rhythm patterns may be either the same or different.

Produce rhythm patterns that are either the same or different.

Tempo

Learn that music can be fast or slow.

Recognize and produce music which has either fast or slow motion.

Learn that music can get faster and get slower.

Recognize and produce music which gets faster and gets slower.

Sounds: Same and Different

Tell whether two musical examples are the same or different.

Produce musical examples that are either the same or different.

Pitch

High and Low and Middle:

Learn that musical sounds may be high or low.

Distinguish between sounds which are high and low.

Produce musical sounds which are either higher or lower when compared to one another.

Learn that when three pitches are compared, one is highest, one is lowest, and one is in the middle.

Learn these same pitches can be arranged in any order.

Content Area

Pitch (cont.)

Objectives

Ascending, Descending, and Repeated-Note Patterns

Learn that pitches of melodies can move up, move down, or stay the same.

Distinguish between these directions.

Play a series of pitches that move up, move down, or stay the same.

Harmony

Learn music may have only one sound or melody (unison).

Learn music may include two or more simultaneously performed sounds or melodies.

Learn the texture of simultaneously performed sounds may be either thick or thin.

Distinguish between these types of music.

Timbre: Rhythm Band Instruments

Learn different instruments have different timbres (colors, sounds).

Learn rhythm instruments produce various timbres such as jingle (ring), bang (boom), tap (click, clack), and shake (rattle, swish).

Form: Phrases

Learn that melodies have segments called *phrases*.

Identify phrases in short songs.

The Classics

Respond to the elements of music.

Become acquainted with a composition by a major composer.

Become acquainted with a composition of the classical repertoire.

Worship

Learn that worshiping God involves hearing God's Word, praying to God and singing to God.

Become aware of the church year, beginning with one of the major festivals, Christmas.

Become aware of church appointments, beginning with the cross.

Learn about these aspects of worshiping God: the people involved, a liturgical song and a hymn, several appointments in the church building, and five major church seasons.

Grade 1 students will be able to...

Recognize music and the ability to make music as gifts from God.
Use music for God's glory and in his service.
Understand and use music in worship.
Know and value the heritage on Lutheran church music.
Sing independently and with others, to the best of their abilities.
Read music notation and use music vocabulary.
Listen to music with understanding.
Express musical ideas by playing common classroom instruments, by moving to music, and by creating music.
Understand basic concepts of pitch, rhythm, harmony, form, dynamics, tempo, and timbre.
Become familiar with many types of music.
Sing melodies.

Distinguish between pitches that are higher, lower, or the same.
Identify melody movement: up, down, same, step, skip.
Differentiate beat, accent, and meter.
Recognize note values and rhythm patterns.
Identify instrumental and vocal timbres.
Identify dynamic levels and changes.
Identify tempos and changes.
Understand standard notation symbols: staff, ledger lines, clef signs, notes, rests, meter signature, bar line, and measure.
Sing from notation.
Use melodic symbols and hand signs.
Play classroom instruments from notation.
Observe tempo, dynamic, and other expressive markings.
Write rhythm and pitch patterns upon hearing them.
Listen to and observe the four instrument families.

Grade 2 and Grade 3 students will be able to...

Content Area
Outcomes

Objectives
Recognize music and the ability to make music as gifts from God.
Use music for God's glory and in his service. .
Understand and use music in worship.
Know and value the heritage of Lutheran church music.
Sing independently and with others, to the best of their abilities.
Read music notation and use music vocabulary.
Listen to music with understanding.

Content Area

Outcomes (cont.)

Objectives

Express musical ideas by playing common classroom instruments, by moving to music, and by creating music.

Understand basic concepts of pitch, rhythm, harmony, form, dynamics, tempo and timbre.

Become familiar with many types of music.

Singing

Sing melodies.

Sing parts other than the melody.

Sing with correct vocal technique.

Listening

Distinguish between pitches that are higher, lower, or the same.

Identify melody movement: up, down, same, step, skip, pattern, scale, chord tones.

Differentiate beat, accent, and meter.

Recognize note values and rhythm patterns.

Recognize triads and chords, chord changes and progressions, major and minor modes.

Identify repetitions, alterations, and contrasts.

Recognize motives, sequences, and phrases.

Recognize song forms.

Identify instrumental and vocal timbres.

Identify textures.

Identify dynamic levels and changes.

Identify tempos and changes.

Reading

Understand standard notations symbols: staff, ledger lines, clef signs, names of lines and spaces, sharp, flat, natural, key signature, notes, rests, meter signature, bar line, measure, tie, fermata, symbols for repetition.

Sing from notation.

Use melodic (sol-fa) syllables and hand signs.

Play classroom instruments from notation.

Follow scores.

Content Area

Reading (cont.)

Playing

Moving

Creating

Rhythm

Pitch

Harmony and Texture

Objectives

Observe tempo, dynamic, and other expressive markings.

Write rhythm and pitch patterns upon hearing them.

Play classroom rhythm, melodic, and harmonic instruments.

Add instrumental accompaniments to existing compositions: rhythm patterns, ostinati, chorded accompaniments, descants, and chord roots.

Indicate melodic contour and structure.

Indicate beats, accents, and rhythm patterns.

Apply knowledge of music concepts in creating original material.

Create original accompaniments for existing material.

Express musical elements and meaning through other artistic mediums.

Identify pulse, accent, accent grouping and meter.

Recognize note and rest values and subdivisions of the beat.

Identify rhythm patterns, their repetitions and changes.

Define basic rhythm terms: beat, accents, meter, eve, uneven, syncopations, and anacrusis.

Identify the pitch directions: same, higher, lower, step and skip.

Identify melodic patterns: repetitions and changes.

Name scales and modes: major, minor, church modes, pentatonic, whole tone, chromatic, and tone row.

Identify monophonic, homophonic, and polyphonic textures.

Identify thick and thin textures.

Recognize consonance and dissonance.

Identify triads and chords: major and minor.

Recognize tonality, sense of cadence, changes, of harmony, chord progressions, and change of mode.

Content Area

Form

Objectives

Identify motive, sequence, phrase, and repetition.

Identify forms: AB, ABA, rondo, theme and variations, fugue, concerto, sonata, cantata, oratorio, opera, symphony, concertato, chant, hymn and chorale, and chorale prelude.

Timbre

Name instrument families and timbres.

Identify vocal colors: soprano, alto, tenor, and bass.

Dynamics

Define the dynamic markings: pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, and accent markings, crescendo, decrescendo, and diminuendo.

Tempo

Identify tempos: largo, lento, adagio, andante, moderato, allegretto, allegro, presto, vivo, ritardando and accelerando.

Grade 4 students will be able to...

Content Area

Analysis

Objectives

Identify phrases and sections of music that are the same, similar, and/or different.

Identify simple music forms upon listening to a given example.

Demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.

Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Identify the sounds of a variety of instruments, including many orchestra and band instruments and instruments from various cultures, as well as male and female adult voices.

Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music.

Content Area

Evaluation

Objectives

Devise criteria for evaluating performances and compositions.

Explain, using appropriate music terminology, personal preferences for specific musical works and styles.

History and Culture

Demonstrate audience behavior appropriate for the context and style of music performed.

Listen to and identify, by genre or style, examples of music from various historical periods and world cultures.

Describe in simple terms how elements of music are used in music examples from various cultures of the world.

Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

Identify and describe roles of musicians in various music settings and world cultures.

Grade 5 and Grade 6 students will be able to...

Content Area

Singing

Objectives

Sing independently, on pitch using neutral syllables or solfege.

Sing accurately with good breath control, alone and/or in small and large ensembles.

Sing expressively with appropriate dynamics, phrasing and interpretation.

Sing from memory a varied repertoire of hymns and songs representative of the Church Year and the core teachings of Scripture.

Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

Sing ostinati, partner songs, rounds, and two-part music.

Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor.

Content Area

Instrumental

Objectives

Play in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
Demonstrate basic characteristic tone on their instrument.
Play easy rhythmic and chordal patterns accurately and independently on rhythmic and harmonic classroom instruments.
Play expressively a varied repertoire of music representing diverse genres and styles.
Echo short rhythmic patterns.
Play in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
Play independent instrumental parts while other student sing or play contrasting parts.

Improvisation

Improvise in the same style *answers* to given rhythmic *questions*.
Improvise simple rhythmic ostinato accompaniments.

Composition

Create and arrange music to accompany readings or dramatizations.
Create and arrange short songs and instrumental pieces within specified guidelines.
Use a variety of sound sources when composing and arranging.

Reading and Notating

Read whole, half, quarter, eighth and dotted notes and rests in 2/4, 3/4, 4/4 and 6/8 meter signatures.
Use solfege to read simple pitch notation in the treble clef in major and minor keys.
Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
Use standard symbols to notate meter, rhythm, pitch and dynamics in pattern or song.

Analysis

Identify phrases and sections of music that are the same similar and/or different.
Identify simple musical devices such as form, contrast and texture.
Demonstrate perceptual skills by listening to, answering questions about and describing music of various styles representing diverse cultures.
Use appropriate terminology in explaining music, music notation, music instruments and voices and musical performances.

Content Area

Analysis (cont.)

Objectives

Identify the sounds of a variety of instruments, including many orchestra and band instruments and instruments from various cultures, as well as male and female adult voices.

Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music.

Evaluation

Know specific criteria that affect the quality and effectiveness of musical performances and compositions.

Evaluate the quality and effectiveness of their own and others' performances and offer constructive suggestions for improvement.

Evaluate the quality, functionality and effectiveness of music used in worship according to its purpose and function (liturgical element, hymn or psalm embellishment, teaching, response to God's Word, prayer and/or praise).

Music Connections

Identify terms common in the arts, such as texture, color, form and movement.
Recognize the relationship of music to principles in other disciplines.

Grade 7 and Grade 8 students will be able to...

Content Area

Singing

Objectives

Sing independently, on pitch using neutral syllables or solfege.

Sing accurately with good breath control throughout their singing ranges, alone and/or in small and large ensembles.

Sing expressively with appropriate dynamics, phrasing and interpretation.

Sing from memory a varied repertoire of hymns and songs representative of the Church Year and the core teachings of Scripture.

Sing music written in two and three parts.

Content Area

Instrumental

Objectives

Play accurately and independently on a classroom instrument, alone and in small and large ensembles.

Play music representing diverse genres and cultures, with expression appropriate for the music.

Play simple melodies and accompaniments on an instrument.

Improvisation

Improvise simple rhythmic variations and simple melodic embellishments on given pentatonic melodies and melodies in major keys.

Improvise short melodies unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality.

Composition

Compose short pieces within specific guidelines, demonstrating use of the elements of music.

Arrange simple pieces for voices or instruments other than those for which the pieces are written.

Use a variety of traditional and nontraditional sound sources when composing and arranging.

Reading and Notating

Read whole, half, quarter, eighth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8 and alla breve (2/2) meter signatures.

Use solfege to read simple pitch notation in the treble and bass clef in major and minor keys.

Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Use standard notation and nontraditional notation to record their musical ideas and the musical ideas of others.

Analysis

Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions and their application in analyzing written and/or aural examples of music.

Content Area

Analysis (cont.)

Objectives

Analyze and compare the use of the elements of music upon listening to examples representing diverse genres and cultures.

Identify and discuss commonly used musical forms (such as AB [binary] and ABA [ternary], rondo, theme and variations, and fugue).

Analyze the uses of elements of music upon listening to given examples representing diverse genres and cultures.

Evaluation

Know specific criteria that affect the quality and effectiveness of musical performances and compositions.

Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music and will offer constructive suggestions for improvement.

Evaluate the quality and effectiveness of their own and others' performances and offer constructive suggestions for improvement.

Evaluate the quality, functionality and effectiveness of music used in worship according to its purpose and function (liturgical element, hymn or psalm embellishment, teaching, response to God's Word, prayer and/or praise).

Music Connections

Identify terms common in the arts, such as texture, color, form and movement.

Recognize the relationship of music to principles in other disciplines.