



Music Curriculum Guidelines

Kindergarten – Eighth Grade

2009



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Office of Curriculum

The formation of the Allentown Music Guidelines has been a work in process for over a year. The Music Committee met faithfully to produce a document that would be helpful to new and veteran Music teachers alike. It contains a guide for every grade, resources and other important information.

The Guide is based on the *National Standards for Music Education*. We are most grateful to the Archdiocese of Philadelphia for the use of their Music Guidelines as reference. The committee's hope is that the Music Guidelines will meet the needs of those responsible for teaching Music in the Allentown Diocese.

Gratitude is also extended to the Music teachers who worked so diligently and faithfully on this project.

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Diocese of Allentown Music Mission Statement

The Music curriculum of the Diocese of Allentown is designed to broaden a student's knowledge of Musical skills and concepts at all levels of education. Through participation in the Music program, students are lead to a deeper understanding of liturgy, performance and theory. Music is of paramount importance in the development of the whole child.

The National Standards for Music Education

- 1. Singing, alone and with others, a varied repertoire of Music.**
- 2. Performing on instruments, alone and with others, a varied repertoire of Music**
- 3. Improving melodies, variations, and accompaniments.**
- 4. Composing and arranging Music within specified guideline**
- 5. Reading and notating Music.**
- 6. Listening to, analyzing and describing Music.**
- 7. Evaluating Music and Music performances.**
- 8. Understanding relationships between Music, the other arts, disciplines outside the arts.**
- 9. Understanding Music in relation to history and culture.**

KINDERGARTEN

1. SINGING ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC

- 1a. Students sing on pitch and in rhythm with appropriate diction and posture.
- 1b. Students sing expressively with appropriate dynamics.
- 1c. Students sing from memory multi-cultural songs.
- 1d. Students sing in groups responding to the cues of a conductor.
- 1e. Students recognize upward and downward movement of Music.

2. INSTRUMENTAL PERFORMANCE

- 2a. Identify classroom percussion instruments
- 2b. Students perform easy rhythmic patterns while maintaining a steady tempo.
- 2c. Students perform in groups with Musical accompaniment, responding to cues of a conductor.

3. COMPOSITION AND IMPROVISATION

4. MOVEMENT

- 4a. Students respond rhythmically through movement to various works and styles.
- 4b. Students dramatize various songs and moods.

5. READING AND NOTATION

6. LISTENING SKILLS

- 6a. Students identify styles, rhythm and moods of various songs.
- 6b. Students identify vocal qualities.
- 6c. Students identify various environmental sounds.
- 6d. Students identify sounds of a variety of instruments.

7. EVALUATION

8. INTEGRATION

9. UNDERSTANDING MUSIC HISTORICALLY AND CULTURALLY

- 9a. Understanding that singing is praying twice, students are encouraged to participate in the Music of liturgy.
- 9b. Students are taught patriotic songs, including the National Anthem.
- 9c. Students demonstrate appropriate audience behavior.

FIRST GRADE

1. SINGING ALONE AND WITH OTHERS

- 1a. Students sing alone, on pitch and in rhythm, with appropriate diction and posture and maintain a steady tempo.
- 1b. Students sing expressively with appropriate dynamics and interpretation.
- 1c. Students sing from memory varied repertoire of multi-cultural songs.
- 1d. Students sing in groups, recognizing upward and downward movement of Music, and respond to the cues of a conductor.
- 1e. Students sing ostinatos.

2. INSTRUMENTAL PERFORMANCE

- 2a. Students identify classroom percussion and melodic instruments.
- 2b. Students perform easy rhythmic and melodic patterns while maintaining a steady tempo.
- 2c. Students echo short rhythmic and melodic patterns.
- 2d. Students perform in groups, responding to the cues of a conductor.
- 2e. Students perform simple rhythmic patterns while others sing or play contrasting parts.

3. COMPOSITION AND IMPROVISATION

- 3a. Students use a variety of sounds when composing and improvising.
- 3b. Students create accompaniments to readings of dramatizations with both Musical and non-Musical sounds.
- 3c. Students improvise “responses” to rhythmic and melodic “call-response” patterns.
- 3d. Students improvise accompaniments using a variety of sounds.

4. MOVEMENT

- 4a. Students respond through movement to various Musical works and styles.
- 4b. Students dramatize various songs and moods.
- 4c. Students demonstrate appropriate movement to specific Musical characteristics of events (meter, dynamics, and tempo).

FIRST GRADE

5. READING AND NOTATION

- 5a. Students identify whole, half, and quarter notes and rests in 2, 3, and 4 meter.
- 5b. Students recognize high and low placement of notes in the treble clef.
- 5c. Students identify simple symbols and notation of dynamics, meter and tempo.

6. LISTENING SKILLS

- 6a. Students identify styles, rhythms and mood of various songs.
- 6b. Students identify vocal qualities, high, low, male, female and children.
- 6c. Students identify various environmental sounds.
- 6d. Students identify a variety of instruments, according to family.
- 6e. Students begin to use basic appropriate terminology in identification and explanation.

7. EVALUATION

- 7a. Students discuss personal preferences to styles and works.

8. INTEGRATION

- 8a. Students identify relationship of Music to other subjects (rhythm to mathematics, foreign language to language, songs to cultures, and expressive elements to interpretive readings).
- 8b. Students identify specific cultural, seasonal and special event Music.
- 8c. Students identify roles of Musicians, (conductor, choir member, soloist, and accompanist).

9. UNDERSTANDING MUSIC HISTORICALLY AND CULTURALLY

- 9a. Understanding that singing is praying twice, students are encouraged to participate in the Music of liturgy.
- 9b. Students are taught patriotic songs, including the National Anthem.
- 9c. Students describe ways Music fits into their daily lives, e.g., worship and special occasions.
- 9d. Students demonstrate appropriate audience behavior.

SECOND GRADE

1. SINGING ALONE AND WITH OTHERS

- 1a. Students sing alone, on pitch and in rhythm, with correct posture, appropriate diction and tone quality, while maintaining a steady tempo.
- 1b. Students sing with others, blending vocal tones, being able to match dynamic levels in response to a director's cues.
- 1c. Students sing from memory a variety of songs representing different cultures and styles, ostinatos, rounds and partner songs, with expression, dynamics, phrasing and interpretation.

2. INSTRUMENTAL PERFORMANCE

- 2a. Students perform easy rhythmic and melodic patterns on classroom instruments, while playing on pitch with accuracy, and maintaining a steady beat.
- 2b. Students perform a variety of Music which represents different styles and genres, while being able to echo short melodic patterns and rhythms.
- 2c. Students play instruments in groups, blending tone quality, achieving dynamic levels with the aide of a conductor.
- 2d. Students play by themselves while other students sing or play different parts.

3. COMPOSITION AND IMPROVISATION

- 3a. Students create and improvise simple rhythmic, melodic, ostinato, and "answer" accompaniments.
- 3b. Students improvise short songs and Music to accompany readings, dramatizations, songs, and instrumental pieces using a variety of sound sources.

4. MOVEMENT

- 4a. Students respond through movement with a purpose to special selected characteristics or to specific Musical events while listening.
- 4b. Through movement, students are able to answer questions to show their perceptive skills in the different styles of Music
- 4c. Students dramatize various songs and moods.

SECOND GRADE

5. READING AND NOTATION

5a. Students identify and read whole, half, dotted-half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter, while being able to identify and explain symbols and terms of dynamics, tempo, and articulation.

5b. Students use a system to read pitches in the treble clef while using symbols to represent meter, rhythm, pitch and dynamics presented by the teacher.

6. LISTENING SKILLS

6a. Students identify simple Music forms when given an aural presentation.

6b. Students use correct terms in describing Music theory, including instruments, voices, and performance, and are able to describe sounds of various instruments, including orchestral, band, and multi-cultural Music, as well as recognizing male, female, and children's voices.

6c. Through movement and description or aural examples, students are able to answer questions to show their perceptive skills in the different styles of Music which represent various cultures.

6d. Students respond through movement with a purpose to special selected characteristics or to specific Musical events while listening.

7. EVALUATION

7a. Students devise criteria for evaluating Musical performances and compositions.

7b. Using correct Musical terms, students describe their own preferences to specific styles and Musical works.

8. INTEGRATION

8a. Students identify similarities and differences in the meanings of common terms used in the various arts.

8b. Students identify ways Music is integrated to other school subjects.

SECOND GRADE

9. UNDERSTANDING MUSIC HISTORICALLY AND CULTURALLY

9a. Understanding that singing is praying twice, students are encouraged to participate in the Music of liturgy.

9b. Students are taught patriotic songs, including the National Anthem.

9c. Students identify various examples of Music by styles or genre and describe in simple terms (fast, slow, loud, soft), how elements of Music are used in Musical examples from different historical periods and cultures.

9d. Students describe and identify the roles of Musicians in different multi-cultural Musical settings.

9e. Students describe ways that various Musical characteristics can become suitable in their daily lives and how Music can fit into circumstances of their lives.

9f. Students show audience behavior appropriate for the type and style of Music being performed.

THIRD GRADE

1. SINGING ALONE AND WITH OTHERS

- 1a. Students sing alone and on pitch and in rhythm with appropriate diction and posture, maintaining a steady tempo.
- 1b. Students sing expressively with appropriate dynamics, phrasing and interpretation.
- 1c. Students sing from memory a varied repertoire of multi-cultural songs.
- 1d. Students sing ostinatos, partner songs, rounds and countermelody.
- 1e. Students sing in groups, blending timbre, matching dynamic levels, responding to the cues of a conductor.
- 1f. Students recognize upward/downward and repeated tones, match calling tones, and identify vocal range high/low.
- 1g. Students identify same/different melodic patterns and phrases.

2. INSTRUMENTAL PERFORMANCE

- 2a. Students perform on pitch, in rhythm with appropriate dynamics and timbre maintaining a steady tempo.
- 2b. Students perform easy rhythmic melodic patterns accurately and independently on classroom instruments.
- 2c. Students perform expressively a varied repertoire of Music representing different styles.
- 2d. Students echo short rhythmic and melodic patterns.
- 2e. Students perform simple rhythmic or melodic ostinatos, rhythmic lines while others sing, responding to the cues of a conductor.

3. COMPOSITION AND IMPROVISATION

- 3a. Students improvise “answers” in the same style to given rhythmic and melodic phrases.
- 3b. Students improvise simple and melodic ostinato accompaniments.
- 3c. Students improvise short songs and instrumental pieces, using traditional sounds, non-traditional sounds, e.g., hand clapping, finger snapping, pencil tapping and body sounds.
- 3d. Students create Music and arrange to accompany verse.

THIRD GRADE

4. MOVEMENT

- 4a. Students respond through movement while listening to Music.
- 4b. Students dramatize various songs and moods.
- 4c. Students create movement and dances.

5. READING AND NOTATION

- 5a. Students identify whole, half, dotted half, quarter and eighth note and rests in 2/4, 3/4, and 4/4 meter signature, identify the symbols sharp, and flat.
- 5b. Students use syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 5c. Students identify symbols and traditional terms referring to dynamics, tempo and interpret them correctly when performing.

6. LISTENING SKILLS

- 6a. Students identify simple Musical forms, AB and ABA forms.
- 6b. Students demonstrate perceptual skill by moving, answering questions and, by drawing pictures to explain the moods of various styles of Music, e.g., orchestral, early American folk songs, representing different cultures.

7. EVALUATION

- 7a. Students devise criteria for evaluating compositions using appropriate terminology to explain their personal preferences for specific Musical styles.

8. INTEGRATION

- 8a. Students identify similarities and differences in the meanings of form, line, contrast used in various arts.
- 8b. Students identify ways in which the principles of other disciplines taught in school are inter-related with those of Music. e.g., mathematical basis of value of notes.

THIRD GRADE

9. UNDERSTANDING MUSIC HISTORICALLY AND CULTURALLY

- 9a. Understanding that singing is praying twice, students are encouraged to participate in the Music of liturgy.
- 9b. Students are taught patriotic songs, including the National Anthem.
- 9c. Students describe in simple terms how elements of Music are used by singing songs in various languages from various cultures of the world.
- 9d. Students identify various uses of Music in their daily experiences, e.g., special occasions, worship.
- 9e. Students demonstrate appropriate audience behavior.

FOURTH GRADE

1. SINGING ALONE AND WITH OTHERS

- 1a. Students sing alone, on pitch and in rhythm with appropriate diction and posture while maintaining a steady beat.
- 1b. Students sing expressively using appropriate dynamics, phrasing and interpretation.
- 1c. Students sing from memory a varied repertoire of multi-cultural songs.
- 1d. Students sing ostinatos, partner songs, rounds and countermelody, creating harmony.
- 1e. Students sing in groups, responding to the cues of a conductor while blending vocal timbres.

2. INSTRUMENTAL PERFORMANCE

- 2a. Students perform on pitch, in rhythm, with appropriate dynamics while maintaining a steady tempo.
- 2b. Students accurately and independently perform easy rhythmic, melodic and chordal patterns.
- 2c. Students perform expressively a varied repertoire which represents many genres and styles.
- 2d. Students perform in groups, blending instrumental tone colors.
- 2e. Students perform in groups responding to the cues of a conductor.
- 2f. Students perform independent instrumental parts while other students perform contrasting parts, both sung and played.

3. COMPOSITION AND IMPROVISATION

- 3a. Students create simple songs and instrumental pieces.
- 3b. Students use a variety of sound sources when creating melodies.
- 3c. Students improvise “answer” phrases to Musical questions.
- 3d. Students improvise simple rhythmic and ostinato phrases.
- 3e. Students improvise simple songs and instrumental pieces, using traditional and non-traditional sounds.

4. MOVEMENT

- 4a. Students respond through movement while listening to Music.
- 4b. Students dramatize various songs and moods.
- 4c. Students create movement and dances.

FOURTH GRADE

5. READING AND NOTATION

- 5a. Students demonstrate proper usage of whole, half, and dotted half notes.
- 5b. Students identify basic Musical symbols such as bar lines, repeat signs, slurs, ties, etc.
- 5c. Students write traditional symbols as directed by the teacher.
- 5d. Students use correct terminology in explaining Music.
- 5e. Students understand basic Musical form.

6. LISTENING SKILLS

- 6a. Students identify styles, rhythm, and mood of various songs.
- 6b. Students identify orchestral and band instruments from both their own culture and from other cultures.
- 6c. Students identify children's adult male and female voices.

7. EVALUATION

- 7a. Students evaluate Musical performances through various criteria.
- 7b. Students explain their personal preferences for specific Musical works or styles.

8. INTEGRATION

- 8a. Students identify similarities and differences and the meanings of common terms used in various arts.
- 8b. Students identify the relationship of Music to various historical periods and cultures.
- 8c. Students identify math and its role as related to Music.
- 8d. Students identify ways in which other subjects taught in school are inter-related to Music.

FOURTH GRADE

9. UNDERSTANDING MUSIC HISTORICALLY AND CULTURALLY

9a. Understanding that singing is praying twice, students are encouraged to participate in the Music of liturgy.

9b. Students are taught patriotic songs, including the National Anthem.

9c. Students identify Music of various cultures and historical periods.

9d. Students describe in simple terms how elements of Music are used in various languages and multi-cultures.

9e. Students identify various uses of Music in their daily lives, e.g., worship, special occasions, etc. and describe Musical characteristics which make Music suitable for each use.

9f. Students identify roles of Musicians in various settings and multi-cultures.

9g. Students demonstrate appropriate audience behavior.

FIFTH GRADE

1. SINGING ALONE AND WITH OTHERS

1a. Students sing alone and in groups, on pitch, in rhythm with appropriate diction and posture while maintaining a steady beat.

1b. Students sing expressively using appropriate dynamics, phrasing and interpretation including some songs performed from memory.

1c. Students sing a varied repertoire of multi-cultural songs with expression for the work being performed.

1d. Students sing ostinatos, partner songs, rounds, and countermelody, thereby creating harmony in two and three parts.

1e. Students sing in groups, responding to the cues of a conductor while blending vocal timbres.

1f. Students begin to develop a varied repertoire of vocal literature.

2. INSTRUMENTAL PERFORMANCES

2a. Students perform on at least one instrument, e.g., recorder or band instrument, on pitch and in rhythm, with appropriate dynamics while maintaining a steady tempo.

2b. Students perform easy rhythmic, melodic and chordal patterns with expression and technical accuracy.

2c. Students perform expressively a varied repertoire that represents many genres and styles.

2d. Students play both melodies and harmonies on a variety of instruments.

2e. Students perform in groups responding to the cues of a conductor.

2f. Students perform instrumental parts while other students perform contrasting parts, both sung and played.

3. COMPOSTION AND IMPROVISATION

3a. Students create simple songs and instrumental pieces.

3b. Students improvise simple melodic and harmonic accompaniments.

3c. Students improvise embellishments in major and pentatonic keys.

3d. Students improvise answer phrases to Musical questions

3e. Students improvise simple rhythmic and ostinato phrases.

3f. Students improvise simple songs and instrumental pieces, using traditional and non-traditional sounds.

FIFTH GRADE

4. MOVEMENT

- 4a. Students respond through movement while listening to Music.
- 4b. Students dramatize various songs and moods.
- 4c. Students create movement and dances.

5. READING AND NOTATION

- 5a. Students recognize simple Musical notation and meter.
- 5b. Students identify basic Musical symbols.
- 5c. Students use traditional symbols to notate Music as directed by the teacher.
- 5d. Students use correct terminology in explaining Music.
- 5e. Students who participate in a choral or instrumental ensemble or class understand basic Musical form.
- 5f. Students sight-read simple melodic and harmonic melodies accurately.

6. LISTENING SKILLS

- 6a. Students identify styles, rhythm and mood of various songs.
- 6b. Students identify many orchestral and band instruments from both their own culture and from other cultures.
- 6c. Students describe Musical events in a given aural example.
- 6d. Students analyze the uses of elements of Music in aural examples representing multi-cultural genres.
- 6e. Students recognize the basic principles of meter, rhythm, and tonality.

7. EVALUATION

- 7a. Students evaluate Musical performances through various criteria and apply the criteria in their personal listening and performing.
- 7b. Students explain their personal preferences for specific Musical works or styles.
- 7c. Students offer constructive suggestions for improvement in peer critiques.

8. INTEGRATION

- 8a. Students identify similarities and differences and the meanings of common terms used in the various arts.
- 8b. Students identify Music of various historical periods and cultures.
- 8c. Students identify the interrelationships between Music and other disciplines.

FIFTH GRADE

9. UNDERSTANDING MUSIC HISTORICALLY AND CULTURALLY

9a. Understanding that singing is praying twice, students are encouraged to participate in the Music of liturgy.

9b. Students are taught patriotic songs, including the National Anthem.

9c. Students describe characteristics representative of multi-cultural Music.

9d. Students describe how the elements of Music are used in Musical examples of various cultures.

9e. Students identify various uses of Music in their daily experiences.

9f. Students identify and describe roles of Musicians in various settings and cultures.

9g. Students demonstrate appropriate audience behavior.

SIXTH GRADE

1. SINGING ALONE AND WITH OTHERS

- 1a. Students sing in small and large groups with breath control throughout their various singing ranges.
- 1b. Students sing expressively using appropriate dynamics, phrasing and interpretation including some songs from memory.
- 1c. Students sing a varied repertoire of multi-cultural songs with expression for the work being performed.
- 1d. Students sing ostinatos, partner songs, rounds, canons, and countermelody thereby creating harmony in two and three parts.
- 1e. Students begin to develop a varied repertoire of advancing vocal literature including some songs performed from memory.

2. INSTRUMENTAL PERFORMANCE

- 2a. Students perform in small or large groups on at least one instrument, (when available), e.g. recorder or band instrument, on pitch and in rhythm, with appropriate dynamics with good playing position, good breath, bow or stick control.
- 2b. Students perform expressively with technical accuracy on string, wind, percussion or classroom instruments a varied repertoire of advancing instrumental literature.
- 2c. Students perform expressively a varied repertoire representing many genres and styles.
- 2d. Students play both melodies and harmonies on melodic and harmonic instruments.
- 2e. Students perform in instrumental ensembles including solo performance.

3. COMPOSTION AND IMPROVISATION

- 3a. Students improvise simple melodic and rhythmic phrases.
- 3b. Students improvise melodic and ostinato phrases over rhythmic accompaniments.

4. MOVEMENT

- 4a. Students respond through movement while listening to Music.
- 4b. Students dramatize various songs and moods.
- 4c. Students create movement and dances.

SIXTH GRADE

5. READING AND NOTATION

- 5a. Students recognize Musical notation and meter.
- 5b. Students identify basic Musical symbols, including both treble and bass clefs.
- 5c. Students identify and define standard notation symbols for rhythm, dynamics and tempo.
- 5d. Students use notation to record Musical ideas.
- 5e. Students begin to sight-read accurately and expressively.

6. LISTENING SKILLS

- 6a. Students listen to and describe specific Musical events (e.g. entry of oboe, change of meter, return of refrain) in a given aural example.
- 6b. Students analyze the uses of the elements of Music in aural examples representing multi-cultural genres.
- 6c. Students recognize the basic principles of meter, rhythm, tonality, intervals, and chord progressions.

7. EVALUATION

- 7a. Students evaluate Musical performances through various criteria and apply the criteria in their personal listening and performing.
- 7b. Students evaluate the quality and effectiveness of their own and other performances and compositions by applying specific criteria appropriate for the style of the Music and offer constructive suggestions.

8. INTEGRATION

- 8a. Students identify similarities and differences in various Arts and compare characteristics of each.
- 8b. Students identify the interrelationships between Music and other disciplines.

9. UNDERSTANDING MUSIC HISTORICALLY AND CULTURALLY

- 9a. Understanding that singing is praying twice, students are encouraged to participate in the Music of liturgy.
- 9b. Students are taught patriotic songs, including the National Anthem.
- 9c. Students describe characteristics representative of multi-cultural Music.
- 9d. Students describe how the elements of Music (rhythm, tempo, etc.) are used in Musical examples of various cultures.
- 9e. Students identify and describe roles of Musicians in various settings and cultures.
- 9f. Students demonstrate appropriate audience behavior.

SEVENTH AND EIGHTH GRADES**COURSE CONTENT**

The introduction and elements of Music are essential material for every general Music class. The remainder of the topics should be used at the discretion of the teacher according to the needs of the students and the time available.

The History of Music Course follows the same outline as the General Music Course. Begin to cover the study of Musical styles. For each period, stress the characteristics of the era, highlighting the representative composers, works and forms.

Using the resources that are available, Musical examples from all periods should be used to teach the elements. Students should be actively involved in each listening experience. The writing and taping of original student's rhythm compositions is suggested.

Teacher made worksheets, study guides, and listening charts should be created, using the materials with which the teacher is most comfortable.

GOALS

1. To help students understand the role of Music in liturgy and personal spiritual development.
2. To help the students become more aware of beauty in life through increased aesthetic experience.
3. To generate an understanding of the basic elements of Music.
4. To develop the students' ability to make judgments regarding the quality of works of Music.
5. To provide opportunity for creativity and skill development.
6. To broaden the students' understanding of the cultural heritage of Music through recognition of major composers and the social milieu in which they lived.
7. To appreciate America's Musical heritage.
8. To understand innovative methods of contemporary Musical composition and performance.

SEVENTH AND EIGHTH GRADES

COURSE OUTLINE

I Introduction

- A. Music- essential component of life
 - 1. Music life in the school
 - 2. Liturgies
 - 3. Cultural experiences
- B. Learning the National Anthem
- C. Concert Conduct

II The Elements of Music

- A. Rhythm
 - 1. Beat, Meter, Time Signature
 - 2. Rhythmic Notation
(Notes: Whole, Half, Quarter, Eighth, Sixteenth, and Dotted Half)
(Rests: Whole, Half, Quarter, Eighth, Sixteenth)
- B. Melody
 - 1. Melodic Movement (Up, Down, Same)
 - 2. Musical Texture (Monophonic, Polyphonic, Homophonic)
- C. Harmony
 - 1. Simple Intervals
 - 2. Two Parts
 - 3. Chords (I, IV, V7)
- D. Tone Color –Timbre
 - 1. Voice Classifications (male, female)
 - 2. Instruments of the Orchestra (Families of Instruments)
- E. Form
 - 1. Repetition, Contrast, Variation
 - 2. Binary, Ternary, Rondo, Theme and Variation, Verse Refrain

III. Music History and Composers

- A. Early Music through the Renaissance
- B. Baroque Period
- C. Classical Period
- D. Romantic Period
- E. Impressionistic Period
- F. Twentieth Century Period
 - 1. Contemporary
 - 2. Jazz
 - 3. Music Theatre
 - 4. Multi-Cultural Music

SEVENTH AND EIGHTH GRADES

IV. Assessment

1. Class Participation
2. Call charts, Work sheets, Study guides
3. Voluntary verbal expressions that reveal understanding of Music
4. Sharing of outside concert experiences
5. Written reports and class presentations
6. Performing for the class individually or in groups
7. Notebooks, quizzes, and a final evaluation each grading period

GLOSSARY

Aesthetics:	A branch of philosophy that focuses on the nature of beauty, the nature and value of the Arts and the inquiry processes and human responses they produce.
Aesthetic criteria:	Standards on which to make judgments about the Musicistic merit of a work of Music, derived from cultural and emotional values and cognitive meaning.
Aesthetic response:	A philosophical reply to works in the Arts.
Artistic choices:	Selections made by Artistic in order to convey meaning.
Arts resource:	An outside community asset (e.g., performances, exhibitions, performers, artists),
Assess:	To analyze and determine the nature and quality of the process/product through means appropriate to the Music form.
Community:	A group of people who share a common social, historical, regional or cultural heritage.
Contemporary technology:	Tools, machines or implements emerging and used today for the practice or production of works in the Arts.
Context:	A set of interrelated background conditions (e.g., social, economic, political) that influence and give meaning to the development and reception of thoughts, ideas or concepts and that define specific cultures and eras.
Create:	To produce works in the Arts using materials, techniques, processes, elements, principles and analysis.
Critical analysis:	The process of examining and discussing the effective uses of specific aspects of works in the Arts.
Contextual criticism:	Discussion and evaluation with consideration of factors surrounding the origin and heritage to works in the Arts and humanities.
Formal Criticism:	Discussion and evaluation of the elements and principles essential to works in the Arts and humanities.

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Intuitive Criticism:
the Arts and humanities.

Discussion and evaluation of one's subjective insight to works in

Critical process:

The use of sequential examination through comparison, analysis, interpretation, formation and testing of hypothesis and evaluation to form judgments.

Critical response:

The act or process of describing and evaluating the media, processes and meanings of works in the Arts and making comparative judgments.

Culture:

The way of life of a group of people, including customs, beliefs, Arts, institutions and worldview. Culture is acquired through many means and is always changing.

Elements:

Core components that support the principles of the Arts.

Genre:

A type or category (e.g., Music - opera, oratorio; theater - tragedy, comedy; dance - modern, ballet; visual Arts- pastoral, scenes of everyday life).

Humanities:

The branch of learning that connects the fine Arts, literature, languages, philosophy and cultural science. The humanities are concerned with the understanding and integration of human thought and accomplishment.

Improvisation:

Spontaneous creation requiring focus and concentration.

MIDI keyboard:

(Musical Instrument Digital Interface) A piece of equipment that interacts with a computer that uses a MIDI language set-up to notate and play Music.

Multimedia:

The combined use of media, such as movies, cd-roms, television, radio, print and the internet for entertainment and publicity.

Original works in the Arts:

Dance, Music, theatre and visual Arts pieces created by performing or visual artists.

Principles:

Essential assumptions, basic or essential qualities determining intrinsic characteristics.

Style:

A distinctive or characteristic manner of expression.

Technique:

Specific skills and details employed by an artist, craftsperson or performer in the production of works in the Arts.

Timbre:

A unique quality of sound.

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Traditions:

Knowledge, opinions and customs a group feels is so important that members continue to practice it and pass it onto other generations.

Traditional technology:

Tools, machines or implements used for the historical practice or production of works in the Arts.

Vocabulary:

Age and content appropriate terms used in the instruction of the Arts and humanities that demonstrate levels of proficiency as defined in local curriculum (i.e., fundamental – grade 3, comprehensive – grade 5, discriminating – grade 8 and advanced - grade 12).

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Suggested Resources:

BOOKS:

History of Rock and Roll Music ISBN 0-8251-2676
J. Westin Walch Pub.
P.O. Box #659
Portland, ME 04140-0658

GAMES:

Instrument Bingo (cards and cassette)
Developed by Cheryl Lasendo
Jenson Pub.
Hal Leonard Corp.
7777 W. Bluemound Rd.
P.O. Box #13819
Milwaukee, WI 53213

MAGAZINES:

Music Express
Hal Leonard Corp.
P.O. Box # 13819
Milwaukee, WI 53213
www.Musicexpressmagazine.com

Music K-8
Plank Road Pub. Inc.
P.O. Box #26627
Wauwatosa, WI 53226-0627
www.MusicK8.com

VIDEOS:

Videos from Clearview Inc.
Instruments of the Orchestra Parts I and II

Great Composers Parts I and II
Copyright 1990
Address: 6465 Avondale Ave.
Chicago, Illinois 60631

WEBSITES:

www.puericantores.com American Federation Pueri Cantores
National student choral organization of the
Catholic Church. Opportunities for all
Youth choirs to participate in combined choir
Performances for liturgical and community events.

www.sfskids.com San Francisco Symphony interactive website
For children.

www.dsokids.com Dallas Symphony Orchestra website
Provides Musical learning fun for children.

Nyphil.org/education Kidzone provides instrument and composer
Listening and learning activities.

<http://www.marineband.usmc.mil/>
“The President’s Own” United States Marine
Band. Kid’s corner includes fun listening and
Learning activities.

www.learnnc.org/lp/pages/35767style=print Families of instruments

www.vtmidi.org Beethoven Copycat

www.vhl.com/partners/vh1-Music-studio/supplies/specilas/100-women-5html
101 Greatest Women in Rock and Roll VH1 Music Studio
Cable in Classroom

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www.educaton-world.com/a-lesson/tm/ws-lp303-03.shtml

Lessons on MozMusic and Beethoven

www.eduref.org/Virtual/Lessons/Arts/Music/muso204.html

Beethoven's 9th Symphony

Work accompanies book- Three Weeks in Vienna

MISCELLANEOUS:

Picturing America <http://www.neh.gov>

Materials provided through MENC

Musicians' Prayer

*Lord, please bless my Music
That it might glorify Your name.
May using it to serve you
Always be my aim.*

*Let it be a witness
To Your majesty and love,
And remind us that You're watching
From Your throne above.*

*O Lord, I ask for guidance
In everything I do,
And pray you'll make my Music
An instrument for You.*

Notes and Additional Lesson Ideas