



Music and Performing Arts Curriculum Framework

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MUSIC AND PERFORMING ARTS PHILOSOPHY AND RATIONALE

Philosophy

Music is a part of daily life and essential to the development of the whole child (physical, emotional, mental, and spiritual). Music education fosters thinking, socialization, and communication skills; promotes self-expression; and stimulates creativity. All human beings are innately musical regardless of age, talent, or ability level. The study of music/performing arts benefits both students and society, touching human beings in ways that are solely unique to the music/performing arts disciplines.

Rationale for a Music/Performing Arts Program

In Archdiocese of Louisville schools, we believe and understand that each person is created in the image of God as unique and loveable. We are endowed with personal and collective worth through God's love. As independent thinkers and lifelong learners, we must practice the principles of stewardship and share our God-given innate talents and gifts.

Because of these beliefs, each school must work toward developing a comprehensive and fully implemented Music/Performing Arts Program.

Such a program:

- provides avenues for self-expression, communication, and creativity
- promotes socialization and appreciation for diversity
- addresses a variety of interests, learning styles, and readiness levels
- increases cognitive development, critical thinking and problem-solving skills, and higher-order thinking skills
- improves student self-esteem, attendance, and school atmosphere
- reinforces cross-curricular and life-skills learning
- engages spiraling, life-long learning processes

If a school does not have a full time/part time music/performing arts teacher and the music curriculum is taught in the regular classroom, those teachers should have copies of the curriculum framework and access to the curriculum guide to assist them with implementation of the local music curriculum. Copies of the Archdiocese of Louisville Music/Performing Arts Curriculum Framework and Curriculum Guide can be found on the Archdiocese of Louisville website, www.archlou.org.

Music and Performing Arts Curriculum Framework

Archdiocese of Louisville

The Archdiocese of Louisville Music and Performing Arts Curriculum Framework is standards and performance based. The curriculum framework is aligned with the Music Educators National Conference *National Standards for Arts Education*.

National Content Standards for Music/Performing Arts Music Educators National Conference

A musically educated person will demonstrate:

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. Improvising melodies, variations, and accompaniments
4. Composing and arranging music within specified guidelines
5. Reading and notating music
6. Listening, analyzing, and describing music
7. Evaluating music and music performances
8. Understanding relationships between music, the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

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Creativity and the Arts – Pre-K

Essential Understandings	Guided Questions
<ul style="list-style-type: none"> • Art fosters creativity and is an avenue for personal expression. • Creativity and the arts promote the development of the whole child. 	<ul style="list-style-type: none"> • How does this creation/experience make you feel? • What did you gain from this experience? • How does being exposed to the different art forms expand your awareness of the world around you?
Content Guidelines	Performance Standards
<p>Creativity</p> <p>Appreciation</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use a variety of media, materials, and tools for creative expression • demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance • show and talk about what they have made or done • show interest and respect for the creative work of self and others • demonstrate appreciation for different forms of artistic expression • share opinions and thoughts about art and creative expression in a respectful manner

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Singing Kindergarten through Grade Two		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Vocal repertoire incorporates the ten elements of music. • Accurate participation involves engaged listening. • Singers express ideas and emotions through music. • Singers interpret music in different ways. 	<ul style="list-style-type: none"> • How are the elements of music incorporated when singing a song? • How does changing one musical element make the listener feel differently? • Why is it important to listen while singing? • What occurs during group singing when singers do not listen to each other? • What are the ideas and emotions expressed in a given song? • How does the singer communicate ideas and feelings? • How does the song make you feel? • How does the song help the listener to see things in different ways? • Why do particular songs make the listener want to move? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.14 Students make sense of ideas and communicate ideas with music.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.64 Students demonstrate recognition of the sacredness of time through the celebration of the hours, liturgical seasons, and special feasts and days.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p>Academic Expectation 7.4 Students participate actively in a community of faith.</p>	<ul style="list-style-type: none"> • Vocal pedagogy • Speech, chant, and song repertoire • Solfege syllables • Rhythmic syllables • Meter • Vocal harmony 	<p>Students will:</p> <ul style="list-style-type: none"> • participate in vocal warm-up exercises (e.g., breathing, vowels, tone placement, body alignment, diction) • demonstrate high/low melodic contour • produce sound using head voice and chest voice • sing with appropriate timbre, diction, and body alignment, maintaining a steady tempo • follow simple, basic conducting cues related to dynamics, phrasing, and interpretation • speak, chant, and sing expressively and accurately while following the conductor • sing, individually and in groups, a variety of musical styles, tempi, rhythms, pentatonic melodies, and tonal centers • perform a varied repertoire (e.g., American folk songs, world folk songs, popular songs, nursery rhymes, poetry) • sing simple songs, responses, and refrains for seasonal liturgies • match and perform simple pitches (e.g., sol, mi, la and/or mi, re, do) • perform simple rhythm patterns with use of syllables (e.g., ta and ti-ti) • perform simple ostinati in duple and triple patterns • perform partner songs, canons, rounds, and vocal ostinati

Instruments Kindergarten through Grade Two		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Instrumental repertoire incorporates the ten elements of music. • Accurate participation involves engaged listening. • People experience music through their various senses. • Musicians express ideas and emotions through music. • Musicians create different effects by changing musical elements. 	<ul style="list-style-type: none"> • How are the elements of music incorporated when playing a piece? • How does changing one musical element make the listener feel differently? • Why is it important to listen while playing an ensemble piece? • What occurs during ensemble playing when musicians do not listen to each other? • How does playing the music make the listener feel? • How does the music help the listener to respond in a different way? • How does the musician communicate ideas and feelings? • What are the ideas and emotions expressed in a given piece? • How do musicians create different effects by changing musical elements? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> • Instrumental pedagogy • Speech, chant, body percussion, and pitched and non-pitched percussion repertoire • Meter and rhythmic imitation • Melodic and harmonic imitation 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate simple procedures for the care, management, and playing of instruments • model body placement relating to use of pitched and non-pitched percussion technique • perform in ensembles expressively and accurately, blending timbres, dynamic levels, phrasing and interpretation while responding correctly to conducting cues • perform simple accompaniments: speech, chant, body percussion, bordun, rhythmic ostinati, tremolos, and glissandi • perform on instruments, in a group/individually, a variety of musical styles, rhythms, and tonal centers • perform on a wide assortment of standard, ethnic, and homemade instruments (e.g., xylophones, drums, and shakers) • perform using body percussion and/or instruments in a liturgical setting • recognize conducting patterns • echo simple rhythms with the use of syllables (e.g., ta and ti-ti for rhythm) • play simple ostinato patterns • echo-sing melodic patterns using pitches with text, letter names, and solfege syllables • play melodic ostinati, canons, and rounds

Improvising and Composing

Kindergarten through Grade Two

Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Music has basic elements and structure. • Musicians create different effects by changing musical elements. • Creating music involves problem solving. 	<ul style="list-style-type: none"> • How does the composer use the basic elements of music within a select structure? • How does changing one musical element alter the composition? • How does a composer’s experience influence music? • How might a composer refine a musical creation? • What cooperative skills and social skills might composers use? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.23 Students analyze works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p>	<ul style="list-style-type: none"> • Exploring and improvising • Composing and arranging 	<p>Students will:</p> <ul style="list-style-type: none"> • explore musical instruments • invent “question” and “answer” phrases of a determined length • improvise both rhythmic and melodic “question” and “answer” phrases • improvise simple rhythmic and melodic ostinato patterns • improvise to familiar melodies through movement • compose short songs and instrumental pieces within given musical guidelines • use a variety of sound sources when composing music (e.g., body percussion, invented instruments) • compose rhythmic/melodic ostinatos • arrange simple original pieces for voices or instruments using a variety of forms (canon, round, binary, ternary, and rondo form) • use technology to collect and organize ideas, and compose musical pieces (e.g., finale)

Reading and Notating Music

Kindergarten through Grade Two

Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Music consists of basic elements and form. • Musicians utilize a system of symbols to convey meaning. 	<ul style="list-style-type: none"> • How are musical elements and form indicated? • How are forms of music similar and different? • How do musicians identify individual written symbols? • How do musicians create combinations of written symbols? • How does working together benefit the production of music? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p>	<ul style="list-style-type: none"> • Reading and notating music 	<p>Students will:</p> <ul style="list-style-type: none"> • represent musical elements through movement and graphic and standard notation • recognize, read, notate, and correctly perform music using graphic and standard notation for form, timbre, meter, rhythm, tonality, intervals, dynamics, tempo (fast and slow), and articulation • use systems describing how music is similar or different (e.g., verse/refrain, binary, ternary) • recognize duple and triple meters ((2/4, 4/4, and 3/4) • apply and organize rhythm (eighth, quarter, half, and whole notes/rests) • use a system (i.e. syllables, numbers, or letters) to read simple pitch notation in treble clef • recognize melodic intervals (step, skip, leap, repeat) • practice reading and notating with technology (e.g., Music Ace Maestro)

Listening, Analyzing, Describing, and Evaluating Music and Music Performances

Kindergarten through Grade Two

Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Musicians express ideas and emotions through music and assorted performance venues. • People interpret music and musical performances in different ways. • People experience music and performances through their various senses. • Musical performances portray and transmit culture. 	<ul style="list-style-type: none"> • How are new ideas generated by listening to and watching others? • Why do people have diverse responses to music? • How does the musician communicate ideas and feelings? • How do different types of music and performances make you feel? • What are appropriate audience responses and behaviors for various musical venues? • How do purpose and audience influence choices in music? • How might an understanding of a culture enhance the listener's experience? • Why are there different styles in music? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.23 Students analyze works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways the components work together or affect each other.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> • Listening, analyzing , and describing • Evaluating music and music performances 	<p>Students will:</p> <ul style="list-style-type: none"> • respond through movement to musical and drama elements and styles • use appropriate music terminology to explain dynamics, tempi, articulation, and musical performances • identify simple music forms (e.g., call and response, binary, ternary) • identify instrumental sounds and human voices • compare and contrast similarities and differences between musical selections and performances • use musical terminology, movement, and/or art to positively critique their own and others' performances and compositions • evaluate the effectiveness of sets, music, costumes, lighting, and sound in conveying the intended emotion and message

Understanding Relationships between Music, Fine Arts, and Other Academic Disciplines

Kindergarten through Grade Two

Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Musical study can highlight basic relationships between fine arts and other academic disciplines. • Historical and cultural influences shape music. • Musical evolution enriches and deepens human understanding. 	<ul style="list-style-type: none"> • How does music study help people perceive things in different ways? • How does music study promote the understanding of relationships between fine arts and other disciplines? • How do historical and cultural influences impact music? • What influences a musician's style? • How is the music of various cultures similar and different? • How do people understand history and cultures through the study of music? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.14 Students make sense of ideas and communicate ideas with music.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.58 Students demonstrate an understanding of the relationship between faith and culture as it is found in the arts, sciences, and technology.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> • Music and fine arts • Music and other disciplines • Music culture and history 	<p>Students will:</p> <ul style="list-style-type: none"> • compare and contrast the use of terms common to the various fine arts (e.g., line, color, pattern) • identify and describe relationships between the study of music and theatre, dance, opera, and visual art • apply music principles to curricular areas (e.g., math: geometric shapes used in simple folk dancing; science: sound production related to vibrations) • perform world songs, speech chants, poems, and rhymes in English and other languages • perform body percussion, hand clap games, jump rope rhymes, circle games, marches, and folk dances from a variety of world cultures • dramatize childhood stories and literature (e.g., Mother Goose, multicultural fables, and fairy tales) • compare and contrast how elements of music are used throughout the world • identify various uses of music within culture (e.g., lullaby, patriotic songs, work songs, religious hymns) • identify the role of musicians within a social structure (e.g., cantor, orchestral conductor, master drummer) • model appropriate audience behavior according to cultural etiquette

Singing Grades Three through Five

Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Participation involves engaged listening and focused performance skills. • Unique elements characterize different vocal styles and interpretations. • Music enhances communication of information, ideas, and feelings. 	<ul style="list-style-type: none"> • How does working together benefit the production of music? • How does engaged listening improve the sound of the ensemble? • How do the elements of music distinguish distinctive vocal styles? • How does changing one or more musical elements make the listener respond differently? • How are ideas and emotions expressed in a song? • How does the singer communicate information, ideas, and feelings? • How does the same song evoke different reactions from different listeners? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.14 Students make sense of ideas and communicate ideas with music.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.64 Students demonstrate recognition of the sacredness of time through the celebration of the hours, liturgical seasons, and special feasts and days.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p> <p>Academic Expectation 7.4 Students participate actively in a community of faith.</p>	<ul style="list-style-type: none"> • Vocal pedagogy • Speech, chant, and song repertoire • Solfege syllables • Rhythmic syllables • Meter • Vocal harmony 	<p>Students will:</p> <ul style="list-style-type: none"> • participate in vocal warm-up exercises (e.g., breathing, vowels, tone placement, body alignment, diction) • demonstrate high/low melodic contour • produce sound using head voice and chest voice • sing with appropriate timbre, diction, and body alignment, maintaining a steady tempo • follow conducting cues related to dynamics, phrasing, and interpretation • speak, chant, and sing expressively and accurately while following the conductor • sing, individually and in groups, a variety of musical styles, tempi, rhythms, pentatonic melodies, and tonal centers • perform a varied repertoire (e.g., American folk songs, world folk songs, popular songs, nursery rhymes, poetry) • sing hymns and responses for liturgies • match and perform pitches • perform rhythm patterns • perform simple ostinati in varied metric patterns • model basic conducting patterns • perform partner songs, canons, rounds, and vocal ostinati • perform in two-part and three-part harmony

Instruments Grades Three through Five		
Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Performing on instruments enriches and extends experiences and understandings. • Musicians change and combine elements of music to produce an effect. • Music enhances communication of information, ideas, and feelings. • Music portrays and transmits culture. 	<ul style="list-style-type: none"> • How does performing on instruments enrich and extend experiences and understandings? • What influences musicians when they choose to perform on select instruments? • How does working together benefit the production of instrumental ensemble music? • How do musicians change the instrumentation and dynamics to serve the music? • How does the change and combination of elements of music lead to a desired effect? • How are forms of music similar and different? • How does performing instrumental music enhance the communication of information, ideas, and feelings? • What factors influence a musician's style? • How is the music of various cultures similar and different? • In what ways does multicultural music impact our knowledge and understanding of history, people, and environments? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> • Instrumental pedagogy • Speech, chant, body percussion, and pitched and non-pitched percussion repertoire 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate competence in setting up, playing, caring for, and putting away instruments • model body placement, breath control, and bowing/stick control relating to use of pitched and non-pitched instruments • perform in ensembles expressively and accurately, blending timbres, dynamic levels, phrasing, and interpretation while responding correctly to teacher/student conducting cues • perform with an increasing range of dynamics, phrasing, and expression • analyze ways instruments of various families create sound, ways size of instruments affects pitch, and ways different playing techniques affect sound • perform complex accompaniments: speech, chant, body percussion, bordun, rhythmic ostinati, tremolos, and glissandi • perform on instruments, in a group/individually, a variety of musical styles, rhythms, and tonal centers • perform on a wide assortment of standard, ethnic, and homemade instruments (e.g., xylophones, drums, recorders, PVC pipe, tuned glasses) • perform using body percussion and/or instruments in a liturgical setting

	<ul style="list-style-type: none"> • Meter and rhythmic imitation • Melodic and harmonic imitation 	<ul style="list-style-type: none"> • perform in instrumental ensembles (e.g., recorder, hand bells, strings, brass, keyboard) • apply conducting patterns • play ostinato patterns • perform complex rhythms • echo-sing melodic patterns using pitches with text, letter names, and solfege syllables • play melodic ostinati, canons, and rounds • perform complex pitches • sight-read music for a variety of instruments using limited pitches and rhythms • perform two- to four-part canons/rounds
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**Improvising and Composing
Grades Three through Five**

Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Creating and composing music involves analytical and divergent thinking. • Musicians change, develop, and combine unique elements to create different musical forms. • Independent musical improvisation occurs as a result of ongoing melodic and harmonic exploration and practice. 	<ul style="list-style-type: none"> • How does the musician determine the most appropriate musical form? • What is the difference between imitating given material and creating new material? • How do feedback and self-reflection help in refining music? • How does positive evaluation or critique of music impact the musician’s work? • How do purpose and audience influence choices in music? • How can listening to and watching others generate new ideas? • How does working together benefit the production of music? • How does the musician improvise through exploration of melody? • How does the musician improvise through exploration of harmony? • How does an evaluation process impact the musician’s work? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.23 Students analyze works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p>	<ul style="list-style-type: none"> • Exploring and improvising • Composing and arranging 	<p>Students will:</p> <ul style="list-style-type: none"> • invent “question” and “answer” phrases of a determined length • improvise both rhythmic and melodic “question” and “answer” phrases • improvise rhythmic and melodic ostinato patterns • create improvisation based on familiar melodies using movement, rhythmic variation, and melodic and/or harmonic embellishment • improvise within given musical guidelines exploring how musical elements create unity and variety • create music to accompany literature/poetry, liturgical readings, folklore, and dramatizations • improvise more complex rhythmic, melodic, and harmonic accompaniments • improvise short melodies using varied styles, meters, and tonalities • compose short songs and instrumental pieces within given musical guidelines (e.g., unison, two-part and three-part harmony) • use a variety of sound sources when composing music (e.g., body percussion, invented instruments) • compose rhythmic/melodic ostinati • arrange simple original pieces for voices or instruments using a variety of forms (canon, round, binary, ternary, and rondo form) • compose within given musical guidelines exploring how musical elements create unity and variety • compose music to accompany literature/poetry, liturgical readings, folklore, and dramatizations • use technology to collect and organize ideas and compose musical pieces (e.g., finale)

Reading and Notating Music
Grades Three through Five

Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Musicians make sense of symbols. • Many musicians communicate through a common written language. • Musicians create varied forms. 	<ul style="list-style-type: none"> • How do musicians make sense of individual written symbols? • How do musicians make sense of combinations of written symbols? • How do musicians communicate through a common written language? • Why is music sometimes called the “universal language”? • What might be the limitations of a written musical language? • How are forms of music similar and different? • How does working together benefit the production of music? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p>	<ul style="list-style-type: none"> • Reading and notating music 	<p>Students will:</p> <ul style="list-style-type: none"> • represent musical elements through movement and graphic and standard notation • recognize, read, notate, and correctly perform music using graphic and standard notation • use systems describing how music is similar or different (e.g., verse/refrain, binary, ternary) • recognize duple (2/4 and 4/4), triple (3/4), and compound meters (6/8) • apply and organize rhythm (simple syncopation, dotted quarter note, dotted half note, eighth rest, sixteenth notes, sixteenth rest, triplets) • use a system (i.e. syllables, numbers, or letters) to read simple pitch notation in treble clef with pentatonic, major, minor, ethnic scales • recognize melodic intervals (step, skip, leap, repeat) • perform with additional solfege fa and ti syllables • perform chordal patterns (e.g., bordun, triads, arpeggio, I, IV, V) • illustrate two and three part harmonizations • apply ff, f, mf, mp, pp, crescendo, and decrescendo • apply tempo markings (e.g., allegro, moderato, adagio, largo) • perform articulation markings (e.g., legato, staccato, marcato, accent) • perform expression markings (e.g., animato, cantabile, dolce) • practice reading and notating with technology (e.g., Music Ace Maestro) • sight-read music for a variety of instruments

Listening, Analyzing, Describing, and Evaluating Music and Music Performances

Grades Three through Five

Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Unique elements characterize different musical forms. • Music enhances communication of information, ideas, and feelings. • Musical performances portray and transmit culture. • Evaluating a variety of musical performances promotes deeper understanding of the universality of musical expression. 	<ul style="list-style-type: none"> • How are unique elements characteristic of different musical forms? • How are forms of music similar and different? • How can music increase the effectiveness of communication? • How are feelings and attitudes reflected in music? • How do artists choose and combine art forms to communicate? • How do purpose and audience influence choices in music? • How are new ideas generated by listening to and watching others? • Why do people have diverse responses to music? • What are appropriate audience responses to an art form or presentation? • In what way is an evaluation process most meaningful? • How does constructive feedback and self-reflection help in refining music? • How can listening to and watching others generate new ideas? • How does working together benefit the production of music? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.23 Students analyze works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways the components work together or affect each other.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p>	<ul style="list-style-type: none"> • Listening, analyzing, and describing • Evaluating music and music performances 	<p>Students will:</p> <ul style="list-style-type: none"> • respond through movement to musical elements and styles • describe musical styles (e.g., ethnic, band, orchestral, jazz, folk) • use appropriate music terminology to explain meter, rhythm, dynamics, tempi, articulation, tonality, chords, harmonization, and musical performances • identify music forms (e.g., call and response, binary, ternary, rondo, theme, variation) • classify instrumental sounds and human voices • compare and contrast similarities and differences between musical selections and performances • demonstrate similarities/differences between musical instrumentation, elements, and style through written, verbal, and artistic expression • apply rubrics to assess peers and self • evaluate the effectiveness of sets, music, costumes, lighting, and sound in conveying the intended emotion and message

Understanding Relationships between Music, Fine Arts, and Other Academic Disciplines

Grades Three through Five

Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Musical study can clarify and illuminate myriad relationships between fine arts and other academic disciplines. • Music is shaped by and influences history and culture. • Musical evolution enriches and deepens understanding of history and culture. 	<ul style="list-style-type: none"> • How does music study help people see a broader viewpoint? • How does music study promote the understanding of relationships between fine arts and other disciplines? • What historical and cultural factors influence a musician's style? • Why do people have diverse responses to music? • How is the music of various cultures similar and different? • How does music affect knowledge and understanding of history, people, and environments? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.14 Students make sense of ideas and communicate ideas with music.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.58 Students demonstrate an understanding of the relationship between faith and culture as it is found in the arts, sciences, and technology.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> • Music and fine arts • Music and other disciplines • Music, culture, and history 	<p>Students will:</p> <ul style="list-style-type: none"> • compare and contrast the use of terms common to the various fine arts • identify and describe relationships between the study of music and theatre, dance, opera, and visual art • apply music principles to curricular areas (e.g., math: fractions and note values; science: the human hearing process and causes of hearing loss) • perform world songs, speech chants, poems, and rhymes in English and other languages • perform body percussion, hand clap games, jump rope rhymes, circle games, marches, and folk dances from a variety of world cultures • dramatize childhood stories and literature (e.g., Mother Goose, multicultural fables, and fairy tales) • compare and contrast how elements of music are used throughout the world • identify various uses of music within culture (e.g., lullaby, patriotic songs, work songs, religious hymns) • identify the role of musicians within a social structure (e.g., cantor, orchestral conductor, master drummer) • model appropriate audience behavior according to cultural etiquette

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Singing Grades Six through Eight

Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> Participation involves engaged listening and focused performance skills. Unique elements characterize different vocal styles and interpretations. Music and musical styles enhance communication of information, ideas, and feelings. 	<ul style="list-style-type: none"> How does working together benefit the production of music? How does engaged listening improve the sound of the ensemble? What challenges are presented by the maturing voice? How do the elements of music distinguish distinctive vocal styles? How does changing one or more musical elements make the listener respond differently? How are ideas and emotions expressed in a song? How does the singer communicate information, ideas, and feelings? How does the same song evoke different reactions from different listeners? How does mastery of basic elements impact development of style? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.28 Students understand and communicate in a second language.</p>	<ul style="list-style-type: none"> Vocal pedagogy Speech, chant, and song repertoire Solfège syllables Rhythm Meter Vocal harmony 	<p>Students will:</p> <ul style="list-style-type: none"> participate in vocal warm-up exercises (e.g., breathing, vowels, tone placement, body alignment, diction) produce sound using head voice and chest voice sing with appropriate timbre, unified vowels, diction, and body alignment in groups, small ensembles, and independently respond to increasingly complex conductor cues indicating changes in meter, volume, tempo, and expression simultaneously speak, chant, and sing expressively and accurately sing, individually and in groups, a variety of musical styles, tempi, rhythms, and tonal centers perform a varied repertoire (e.g., American folk songs, world folk songs, popular songs, songs from musical theater, art songs, poetry) sing hymns and responses for liturgies demonstrate leadership in liturgies (e.g., music planner, cantor, choral ensemble/choir singer) sing multi-part choral literature match and perform pitches sight-sing unison or two-part music perform polyrhythmic patterns demonstrate standard counting or syllables perform simple ostinati in varied metric patterns model basic conducting patterns conduct metric patterns of duple and triple meter perform partner songs, canons, rounds, and vocal ostinati perform in multi-part harmony

Instruments

Grades Six through Eight

Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> Performing on instruments enriches and extends experiences and understandings. Musicians change and combine elements of music to produce an effect. Music and musical styles enhance communication of information, ideas, and feelings. Music portrays and transmits culture. 	<ul style="list-style-type: none"> How does performing on instruments enrich and extend experiences and understandings? What influences musicians when they choose to perform on select instruments? How does working together benefit the production of instrumental ensemble music? How do musicians change the instrumentation and dynamics to serve the music? How does the change and combination of elements of music lead to a desired effect? How are forms of music similar and different? How does mastery of basic elements impact development of style? How does performing instrumental music enhance the communication of information, ideas, and feelings? What factors influence a musician's style? How is the music of various cultures similar and different? In what ways does multicultural music impact our knowledge and understanding of history, people, and environments? 	
<p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view</p>	<ul style="list-style-type: none"> Instrumental pedagogy Speech, chant, body percussion, and pitched and non-pitched percussion repertoire 	<p>Students will:</p> <ul style="list-style-type: none"> demonstrate competence in setting up, playing, caring for, and putting away instruments model body placement, breath control, and bowing/stick control relating to use of pitched and non-pitched instruments perform in ensembles expressively and accurately, blending timbres, dynamic levels, phrasing and interpretation while responding correctly to teacher/student conducting cues perform with an extensive range of dynamics, phrasing, expression, and interpretation analyze ways instruments of various families create sound, ways size of instruments affects pitch, and ways different playing techniques affect sound analyze and arrange various families of instruments for varied repertoire perform graded repertoire expressively (e.g., speech, chant, body percussion, bordun, rhythmic ostinati, tremolos, glissandi) while following teacher/student conductor perform on instruments, in a group/individually, a variety of musical style, rhythms, and tonal centers (e.g., recorder, hand bells, strings, brass, keyboard) perform on a wide assortment of standard, ethnic, and homemade instruments (e.g., xylophones, drums, recorders, PVC pipe, tuned glasses) perform using body percussion and/or instruments in a liturgical setting

	<ul style="list-style-type: none"> • Meter and rhythmic imitation • Melodic and harmonic imitation 	<ul style="list-style-type: none"> • play ostinato patterns • perform complex rhythms • apply conducting patterns in duple and triple meter • echo-sing melodic patterns using pitches with text, letter names, and solfege syllables • play melodic ostinati, canons, and rounds • perform complex pitches • sight-read music for a variety of instruments using scales and rhythms • perform two- to four-part canons/rounds • perform simple melodies by ear on a melodic instrument • perform simple accompaniments by ear on a harmonic instrument
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Improvising and Composing Grades Six through Eight

Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Creating and composing music involves analytical and divergent thinking. • Purpose and audience influence the creation of music. • Musicians manipulate, develop, and combine unique compositional elements to create an effect. • Independent musical improvisation occurs as a result of ongoing melodic and harmonic exploration and practice. • Creating music requires ethical awareness, responsibility, and collaboration. 	<ul style="list-style-type: none"> • How does the musician determine the most appropriate musical form? • How does constructive feedback and self-reflection help in refining music? • How do purpose and audience influence choices in music? • How do life experiences trigger a response to compose? • How do musicians manipulate, develop, and combine unique compositional elements to create an effect? • How can listening to and watching others generate new ideas? • How does working together benefit the production of music? • How does the musician improvise through exploration of melody? • How does the musician improvise through exploration of harmony? • How does an evaluation process impact the musician's work? • How does risk taking lead to development of personal style? • What role do ethics play in selecting ideas for creating musical works? • How does the musician use language and humor responsibly? • What is the difference between imitating given material and creating new material? • How is plagiarism related to responsible choices in music production? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.23 Students analyze works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p>	<ul style="list-style-type: none"> • Exploring and improvising 	<p>Students will:</p> <ul style="list-style-type: none"> • invent "question" and "answer" phrases of a determined length • improvise both rhythmic and melodic "question" and "answer" phrases • improvise rhythmic and melodic ostinato patterns • create improvisation based on familiar melodies using movement, rhythmic variation, and melodic and/or harmonic embellishment • improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys • improvise and explore ways musical elements create unity and variety • create music to accompany literature/poetry, liturgical readings, folklore, and dramatizations • improvise complex rhythmic, melodic, and harmonic accompaniments • improvise short melodies using varied styles, meters, and tonalities

	<ul style="list-style-type: none"> • Composing and arranging 	<ul style="list-style-type: none"> • compose rhythmic/melodic ostinati • compose short songs and instrumental pieces within given musical guidelines (e.g., unison, two-part and three-part harmony) • use a variety of traditional and nontraditional sound sources when composing and arranging (e.g., body percussion, invented instruments) • arrange simple original pieces for voices or instruments using a variety of forms (canon, round, binary, ternary, and rondo form) • compose within given musical guidelines exploring how musical elements create unity and variety, tension and release • compose music to accompany literature/poetry, liturgical readings, folklore, and dramatizations • use technology to collect and organize ideas and compose musical pieces (e.g., finale) • arrange simple pieces for voices or instruments other than those for which the pieces were written • use technology to collect and organize ideas and compose musical pieces (e.g., finale)
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Reading and Notating Music

Grades Six through Eight

Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Musicians apply standard notation symbols. • Many musicians communicate through a common written language. • Musicians create varied forms. 	<ul style="list-style-type: none"> • How do musicians apply standard notation symbols? • How do musicians combine standard notation symbols? • How do musicians communicate through a common written language? • Why is music sometimes called the “universal language”? • What might be the limitations of a written musical language? • How do musicians use symbols and elements to create form and express ideas, moods, and/or feelings? • How are forms of music similar and different? • How does working together benefit the production of music? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 1.3 Students make sense of the various things they observe.</p> <p>Academic Expectation 2.22 Students create works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p>	<ul style="list-style-type: none"> • Reading and notating music 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate musical elements through movement and graphic and standard notation • recognize, read, notate, and correctly perform music using graphic and standard notation • use systems describing how music is similar or different (e.g., call and response, canon, fugue, theme and variation, sonata, twelve-bar blues, jazz) • recognize duple, triple, compound, and mixed meters • apply and organize rhythm (simple syncopation, dotted quarter note, dotted half note, eighth rest, sixteenth notes, sixteenth rest, triplets) • use a system to read standard notation in bass and treble clef (e.g., pentatonic, major, minor, ethnic scales, blues, jazz, whole tone scales) • recognize melodic intervals (step, skip, leap, repeat) • perform I IV V chordal progressions • illustrate multi-part harmonization • apply ff, f, mf, mp, pp, crescendo, and decrescendo • apply tempo markings (e.g., presto, scherzo, allegro, moderato, cantabile, dolce, adagio, largo) • perform articulation markings (e.g., legato, staccato, marcato, accent) • perform expression markings (e.g., animato, cantabile, dolce) • practice reading and notating with technology (e.g., Music Ace Maestro, finale) • sight-read music for a variety of instruments

Listening, Analyzing, Describing, and Evaluating Music and Music Performances

Grades Six through Eight

Essential Understandings	Guided Questions	
<ul style="list-style-type: none"> • Unique elements characterize different musical forms. • Music enhances communication of information, ideas, and feelings. • Musical performances portray and transmit culture. • Evaluating a variety of musical performances promotes deeper understanding of the universality of musical expression. 	<ul style="list-style-type: none"> • How are unique elements characteristic of different musical forms? • How are forms of music similar and different? • How can music increase the effectiveness of communication? • How are feelings and attitudes reflected in music? • How do artists choose and combine art forms to communicate? • How are consumer choices influenced by music? • How does the musician know if a selection communicates intended ideas or feelings? • How are new ideas generated by listening to and watching others? • Why do people have diverse responses to music? • What are appropriate audience responses to an art form or presentation? • How does consideration of function influence the creation of a musical selection? • How do purpose and audience influence choices in music? • In what way is an evaluation process most meaningful? • How do reflection and evaluation promote personal growth in the arts? • How does constructive feedback and self-reflection help in refining music? • How can listening to and watching others generate new ideas? • How does collaboration with others contribute to the production of musical works? • How does personal experience influence appreciation of music? • What are the criteria for judging how effectively a musical work communicates? 	
Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>Academic Expectation 2.23 Students analyze works of art and make presentations to convey a point of view.</p> <p>Academic Expectation 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p>	<ul style="list-style-type: none"> • Listening, analyzing, and describing music and music performances • Evaluating music and music performances 	<p>Students will:</p> <ul style="list-style-type: none"> • respond through movement to musical elements and styles • describe musical styles (e.g., ethnic, band, orchestral, jazz, folk) • use appropriate music terminology to explain meter, rhythm, dynamics, tempi, articulation, tonality, chords, harmonization, and musical performances • identify music forms (e.g., call and response, canon, fugue, theme and variation, sonata, twelve-bar blues, jazz) • classify instrumentation and human voices (e.g., soprano, alto, tenor, bass) • analyze and demonstrate similarities/differences between musical instrumentation, elements, and style through written, verbal, and artistic expression • apply rubrics to assess peers and self

<p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.3 Students identify and analyze systems and the ways the components work together or affect each other.</p> <p>Academic Expectation 2.34 Students perform physical movement skills effectively in a variety of settings.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>		<ul style="list-style-type: none"> • use musical terminology, movement, or art to constructively critique performances and compositions • evaluate the effectiveness of sets, music, costumes, lighting, and sound in conveying the intended emotion and message
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Understanding Relationships between Music, Fine Arts, and Other Academic Disciplines

Grades Six through Eight

Essential Understandings	Guided Questions
<ul style="list-style-type: none"> • Music forms an integral part of the human experience. • Musical study can clarify and illuminate myriad relationships between fine arts and other academic disciplines. • Music is shaped by and influences history and culture. • Musical evolution enriches and deepens understanding of history and culture. 	<ul style="list-style-type: none"> • How do events, cultures, people, and environments affect development of musical styles? • How does music study help people see a broader viewpoint? • How does music study promote the understanding of relationships between fine arts and other disciplines? • What historical and cultural factors influence a musician's style? • Why do people have diverse responses to music? • How does the use of technology impact a musician's style? • How does music affect knowledge and understanding of history, people, and environments? • Why are there different styles in music? • How does music contribute to an appreciation of and respect for different people and environments? • How does music influence culture and events over time?

Academic Expectations	Content Guidelines	Performance Standards
<p>Academic Expectation 1.14 Students make sense of ideas and communicate ideas with music.</p> <p>Academic Expectation 1.15 Students make sense of and communicate ideas with movement.</p> <p>Academic Expectation 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>Academic Expectation 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>Academic Expectation 2.58 Students demonstrate an understanding of the relationship between faith and culture as it is found in the arts, sciences, and technology.</p> <p>Academic Expectation 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.</p>	<ul style="list-style-type: none"> • Music and fine arts • Music and other disciplines • Music, culture, and history 	<p>Students will:</p> <ul style="list-style-type: none"> • compare and contrast the use of terms common to the various fine arts • identify and describe relationships between the study of music and theatre, dance, opera, and visual art • apply music principles to curricular areas (e.g., math: fractions and note values; science: the human hearing process and causes of hearing loss) • perform world songs, speech chants, poems, and rhymes in English and other languages • perform complex movement repertoire (e.g., body percussion, hand clap games, jump rope rhymes, circle games, marches, swing dance, jazz steps, ethnic dances, folk dances from a variety of world cultures) • dramatize stories and literature (e.g., plays, Shakespeare, Scripture) • compare and contrast how elements of music are used throughout the world • identify various uses of music within culture (e.g., lullaby, patriotic songs, work song, religious hymns) • identify the role of musicians within a social structure (e.g., cantor, orchestral conductor, master drummer) • analyze the relationships between historical and social events and music • model appropriate audience behavior according to cultural etiquette