

Music

Music education is an integral part of aesthetic experiences and, by its very nature, an interdisciplinary study which enables students to develop sensitivities to life and culture.

Active learning will develop attitudes, knowledge, and performance skills which help students perceive and respond to the power of music as an art.

Preparation, understanding, and participation of students in Catholic schools in religious celebrations enrich both the mind and heart in the offering of prayer to God through song, instruments, and dance. Music education is sequential and cumulative in content, knowledge, and skills.

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PROGRAM GOAL I: ELEMENTS OF MUSIC

PROGRAM OBJECTIVES:

- A. Perceives relative length of sounds and silences (Rhythm)
- B. Recognizes the melodic component of a composition, the basic melody line (Melody)
- C. Experiences the vertical pitches of sound which ornament a melody line (Harmony)
- D. Perceives the effect of combining sounds simultaneously (Texture)
- F. Distinguishes structural schemes of musical works (Form)
- G. Distinguishes the various aspects of sound interpretation

SKILL LEVELS:

I-Introduce

D-Develop

M-Master/Maintain

SUBJECT OBJECTIVES:		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	RHYTHM									
A1.	Differentiates rhythm and beat	I	I	D	D	M	M	M	M	M
A2.	Recognizes the beat of whole, half, dotted half, and quarter notes, and rests	I	I	D	D	M	M	M	M	M
A3.	Recognizes the beat of dotted, quarter, eighth, dotted eighth, and sixteenth notes, and rests									
A4.	Counts time value of whole, half, dotted half, and quarter notes, and rests	I	I	D	D	M	M	M	M	M
A5.	Counts time value of dotted quarter, eighth, dotted eighth, and sixteenth notes, and rests									
A6.	Responds to articulation marks				I	D	D	M	M	M
A7.	Recognizes time signatures		I	I	D	D	M	M	M	M
A8.	Identifies the tempo of a musical passage		I	I	D	D	D	M	M	M

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A9.	Identifies the meter of a musical passage		I	I	D	D	D	D	D	D
A10.	Analyzes a measure of music		I	D	D	M	M	M	M	M
B.	MELODY									
B1.	Distinguishes melody direction as ascending or descending	I	I	D	M	M	M	M	M	M
B2.	Demonstrates melody direction as ascending or descending	I	I	D	D	M	M	M	M	M
B3.	Distinguishes low, medium, and high registers	I	I	D	D	M	M	M	M	M
B4.	Identifies a phrase	I	I	D	D	M	M	M	M	M
B5.	Hears difference of intervals between tones	I	I	D	D	D	M	M	M	M
B6.	Hears a scale of five whole and two half notes							I	D	D
B6.	Hears a scale of five whole and two half notes							I	D	D
B7.	Distinguishes clefs visually and aurally							I	D	D
B8.	Demonstrates a scale of five whole and two half tones			I	D	M	M	M	M	M
B9.	Analyzes contour							I	D	D
B10.	Describes use of repetition			I	D	D	D	D	M	M
B11.	Identifies a motive				I	D	D	D	D	D
B12.	Identifies a sequence				I	D	D	M	M	M
B13.	Associates a relationship of clef and sound					I	D	D	D	D
B14.	Identifies improvisation aurally							I	D	D
C.	HARMONY									
C1.	Distinguishes single tone from a chord	I	I	D	D	M	M	M	M	M
C2.	Distinguishes consonant chords	I	I	D	D	M	M	M	M	M
C3.	Distinguishes dissonant chords	I	I	D	D	M	M	M	M	M

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
C4.	Distinguishes inverted chords				I	D	D	M	M	M
C5.	Distinguishes tonal/atonal chords				I	D	D	D	D	D
C6.	Distinguishes triads					I	D	D	M	M
C7.	Hears intervals						I	D	D	D
C8.	Identifies chords						I	D	D	D
C9.	Hears tonic chords						I	D	D	D
D.	TEXTURE									
D1.	Hears monophonic, single melodic line	I	I	D	M	M	M	M	M	M
D2.	Performs monophonic, single melodic line	I	I	D	D	M	M	M	M	M
D3.	Hears repetition	I	I	D	D	D	M	M	M	M
D4.	Recognizes contrast	I	I	D	D	D	M	M	M	M
D5.	Performs call-response (antiphonal)	I	I	D	D	D	M	M	M	M
D6.	Hears homophonic, melody line, supported by chords		I	D	D	M	M	M	M	M
D7.	Performs homophonic, melody line supported by chords			I	D	D	M	M	M	M
D8.	Hears density			I	D	D	D	M	M	M
D9.	Sees and hears polyphony			I	D	D	D	M	M	M
D10.	Performs rounds			I	D	D	D	D	D	D
D11.	Hears variation			I	D	D	D	D	M	M
D12.	Hears counterpoint			I	D	D	D	D	D	D
D13.	Recognizes development of a theme					I	D	D	D	D
E.	PRINCIPLES OF FORM									
E1.	Defines repetition	I	I	D	D	D	M	M	M	M

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
E2.	Identifies contrast					I	D	D	M	M
E3.	Hears variation					I	D	D	M	M
E4.	Analyzes development of theme					I	D	D	M	M
E5.	Recognizes inversion							I	D	D
E6.	Recognizes augmentation							I	D	D
E7.	Recognizes diminution							I	D	D
F.	STRUCTURES OF FORM									
F1.	Identifies binary form :a: :b:	I	I	D	D	D	D	M	M	M
F2.	Identifies ternary form a b a	I	I	D	D	D	D	M	M	M
F3.	Distinguishes variation; melody with modifications						I	D	D	D
F4.	Analyzes rondo: short a b a c a long a b a c a b a							I	D	D
F5.	Identifies strophic a a a a (hymn)								I	D
F6.	Identifies continuous form: canon, fugue								I	D
F7.	Identifies composite form: symphony, quartet, chamber, Mass								I	D
G.	TONE COLOR									
G1.	Demonstrates natural sounds	I	I	D	D	D	M	M	M	M
G2.	Demonstrates dynamics	I	I	D	D	D	M	M	M	M
G3.	Recognizes instruments	I	I	D	D	D	M	M	M	M
G4.	Identifies major and minor tonality					I	D	M	M	M
G5.	Identifies voice types						I	D	D	M
G6.	Imitates pentatonic scales						I	D	D	D
G7.	Imitates diatonic scales							I	D	D
G8.	Imitates chromatic scales							I	D	D

PROGRAM GOAL II: LITURGICAL MUSIC

PROGRAM OBJECTIVES:

- A. Develops singing skills related to liturgical functions
- B. Identifies forms of liturgical music
- C. Develops liturgical performance skills

SKILL LEVELS:

- I-Introduce
- D-Develop
- M-Master/Maintain

SUBJECT OBJECTIVES:		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	LITURGICAL SINGING SKILLS									
A1.	Sings repetition	I	I	D	D	M	M	M	M	M
A2.	Sings antiphonal (call - response)	I	I	D	D	M	M	M	M	M
A3.	Sings Mass service music	I	I	D	D	M	M	M	M	M
A4.	Sings hymns	I	I	D	D	D	M	M	M	M
B.	LITURGICAL MUSIC KNOWLEDGE									
B1.	Identifies psalmody (modal)					I	D	D	D	D
B2.	Identifies hymn					I	D	D	D	D
C.	LITURGICAL PERFORMANCE SKILLS									
C1.	Performs liturgical gestures and movements	I	I	D	D	D	M	M	M	M

PROGRAM GOAL III: MULTICULTURAL MUSIC

PROGRAM OBJECTIVES:

- A. Defines styles of music
- B. Experiences the elements and relationships of music
- C. Identifies an expressive mood of music

- SKILL LEVELS:**
 I-Introduce
 D-Develop
 M-Master/Maintain

SUBJECT OBJECTIVES:		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	STYLE OF MUSIC									
A1.	Differentiates international dance, song, and music					I	D	D	D	D
A2.	Differentiates American music: folk, jazz, country, rock, musical, spiritual					I	D	D	D	D
A3.	Experiences music of various periods					I	D	D	D	D
A4.	Researches the development of music periods: Primitive, Medieval, Renaissance, Baroque, Classical, Romantic, Modern								I	D
B.	RELATIONSHIPS WITHIN MUSIC									
B1.	Identifies musical elements of cultural music					I	D	D	D	D
B2.	Identifies musical instruments of cultural					I	D	D	D	D
C.	MUSICAL EXPRESSIONS									
C1.	Performs ethnic, cultural dances	I	I	D	D	D	D	D	D	D
C2.	Timelines the development of USA music					I	D	D	D	M
C3.	Appreciates ethnic dance, song, and music						I	D	D	D
C4.	Explores the specific musical elements which create differences in cultural music							I	D	D

PROGRAM GOAL IV: CAREERS IN MUSIC

PROGRAM OBJECTIVES:

SKILL LEVELS:

A. Lists career options in music

I-Introduce
D-Develop
M-Master/Maintain

SUBJECT OBJECTIVES:		GRADE LEVEL											
		K	1	2	3	4	5	6	7	8			
A.	CAREER OPTIONS												
A1.	Discusses careers in music		I	D	D	D	D	D	D	D	D	D	D

PROGRAM GOAL IV: ELEMENTS OF PERFORMANCE

PROGRAM OBJECTIVES:

- A. Improves comprehension of musical performance
- B. Develops individual and group performance ability

SKILL LEVELS:

- I-Introduce
- D-Develop
- M-Master/Maintain

SUBJECT OBJECTIVES:		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	COMPREHENSION									
A1.	Relates word and music to style of performance	I	I	D	D	D	D	M	M	M
A2.	Follows directions of conductor	I	I	D	D	D	M	M	M	M
A3.	Interprets mood of music	I	I	D	D	D	M	M	M	M
B.	PERFORMANCE									
B1.	Demonstrates knowledge of correct physical posture and movement	I	I	D	D	M	M	M	M	M
B2.	Demonstrates knowledge of correct musical technique	I	I	D	D	D	D	M	M	M
B3.	Performs at scheduled programs	I	I	D	D	D	M	M	M	M
B4.	Expresses style of music through performance	I	I	D	D	D	D	M	M	M
B5.	Performs for the joy of self-expression	I	I	D	M	M	M	M	M	M

**PROGRAM GOAL VI: INTERRELATIONSHIP OF MUSIC, ART, AND LITERATURE
(OPTIONAL)**

PROGRAM OBJECTIVES:

Optional:

A broadening and enrichment section

SKILL LEVELS:

I-Introduce

D-Develop

M-Master/Maintain

A. Interrelates elements of music with art and

SUBJECT OBJECTIVES:		GRADE LEVEL											
		K	1	2	3	4	5	6	7	8			
A.	KNOWLEDGE OF ELEMENTS OF MUSIC, ART, AND LITERATURE												
A1.	Perceives color			I	D	D	D	M	M	M			
A2.	Perceives repetition			I	D	D	D	M	M	M			
A3.	Illustrates rhythm			I	D	D	D	M	M	M			
A4.	Contrasts line				I	D	D	M	M	M			
A5.	Identifies pattern					I	D	D	D	M			
A6.	Identifies variation					I	D	D	D	M			
A7.	Indicates medium					I	D	D	D	M			
A8.	Analyzes harmony					I	D	D	D	D			
A9.	Identifies contrast					I	D	D	D	D			
A10.	Identifies form						I	D	D	M			
A11.	Distinguishes ornamentation						I	D	D	M			

**PROGRAM GOAL VII: SPECIAL CHOIRS
(OPTIONAL)**

PROGRAM OBJECTIVES:

A. Performance skills

SKILL LEVELS:

I-Introduce

D-Develop

M-Master/Maintain

SUBJECT OBJECTIVES:		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	PERFORMANCE SKILLS									
A1.	Performs counterpoint							I	D	D
A2.	Performs polyphony						I	D	D	D
A3.	Performs liturgical dance						I	D	D	D
A4.	Performs instrumental accompaniment						I	D	D	D
A5.	Performs as cantor and/or song leader						I	D	D	D