

MUSIC CURRICULUM



DIOCESE OF ARLINGTON

2005

May 2005

Dear Teachers:

These Fine Arts: Music Guidelines are the new guidelines that should be implemented for the 2005-2006 school year. I am grateful to the music teachers who willingly served on the Music Curriculum Review Committee. They have spent a school year looking at national music standards as well as state and local information. They have pieced that information together with their knowledge and experience to develop a curriculum that reflects the development of children, music and our faith.

The music guidelines are written with the professional music teacher in mind. They serve as the core of the music curriculum. It is recognized that not every school has a music teacher. The classroom teacher, therefore, can be guided by the objectives for each grade, general concept, and skill area, but understandably would not be able to cover the guidelines in depth. Likewise, it is recognized that school resources vary and some concepts may not be covered in depth if resources are not available.

May God continue to bless each of you as you assist the students in the Arlington Diocese in praising Him through music. The Curriculum Review Committee hopes these guidelines will assist you in your day to day activities with the students.

In Christ,

Diane Elliott
Special Services Coordinator

**Music Curriculum
Diocese of Arlington
2005-2006**

Philosophy, Methodology and Usage

Philosophy

Music instruction continues to be cited as a profoundly positive element of educating young students. Our own experience as well as countless studies validate the benefits of elementary music education in the development of a student's ability to understand new concepts, think logically, solve problems, exercise intellectual and personal discipline and perform confidently individually and as part of a group. Further, as a Fine Art, music draws on virtually all elements of multiple intelligences and introduces opportunities for exposure to varied cultural and historical elements so critical to today's learning environment and lifelong success in academic and vocational pursuits. Finally, as Catholic educators, we are exhorted to consider the importance of music, especially in its liturgical application, in shaping the whole person presented to us by God for our care and instruction.

All this said, it is a lamentable fact that prioritizing and funding of elementary music education at the beginning of this century is being challenged and, in some cases, compromised or even eliminated, despite the continuing strong influence of its allies, including the Music Educators National Conference (MENC). Our special mission as Catholic educators calls us to stand firm against this trend, employing guidelines that are comprehensive, functional and applied as universally as possible by our gifted music educators and their principals to insure the continued viability of this valuable element of a young person's educational experience.

It is in this context that the Diocesan Music Curriculum Guidelines Review Committee, with input from and endorsement of our colleagues throughout the Diocese, presents these Guidelines for instruction, along with an explanation of their methodology and resources for their implementation, planning and tracking.

Methodology

In order to provide the most useful and effective Guidelines possible, the Committee followed some fundamental principles in its methodology.

First, the Guidelines incorporate four categories or "themes" of instructional objectives most conducive to music education, and endorsed by our public education colleagues (as evidenced by the organization of their "Standards of Learning") as well as the MENC: **Perform, Create, Understand and Connect.**

Perform incorporates:

- Singing, alone and with others, a varied repertoire of music (National Standard 1)
- Performing on instruments, alone and with others, a varied repertoire of music (National Standard 2)
- Movement to accompany performed music
- Improvising melodies, variations and accompaniments (National Standard 3)

Create incorporates:

- Composing and arranging music within specified guidelines (National Standard 4)
- Reading and notating music (National Standard 5)

Understand incorporates:

- Listening to, analyzing and describing music (National Standard 6)
- Evaluating music and music performances (National Standard 7)

Connect incorporates:

- Understanding relationships between music, the other arts, and disciplines outside the arts (National Standard 8)
- Understanding music in relation to history and culture (National Standard 9)
- Developing skills in working cooperatively with others to produce music
- Performing and understanding Liturgical Music

Second, the Guidelines specifically divide instruction between Grades K-6 and “Middle School,” Grades 7 and 8. This satisfies three fundamental objectives:

To establish a fundamental base, developed sequentially according to age-appropriate objectives following the four categories, in grades K-6;

To incorporate creative, effective and engaging learning activities best suited to the changing mindsets and needs of pre-adolescent learners which *are rooted in the foundational curriculum in grades K-6*; and

Given the many demands and time/resource constraints in overall middle school curricula and scheduling, to allow maximum flexibility for teachers and principals to form and implement an instructional plan which accommodates modified (e.g. “block”) scheduling. This is accomplished through cooperative “objectives planning” before the school year between teacher and principal, given the unique scheduling conditions of each school.

The Committee is grateful for the endorsement of this approach Diocese-wide. It is considered to be both academically sound and logistically practical in today’s ever-evolving learning environment, and it insures a solid music education across the grade-level continuum.

Third, the Guidelines, while using as detailed and clear language as possible, is distilled into a “flow-chart” format, allowing an easy-to-track concordance from year to year of

the objectives as they build on each other within the various categories and sub-categories. The Committee and its colleagues feel this is a simpler way to convey the learning objectives and the fruits of their achievement from year to year. It is also simpler to correspond the Monitoring Sheets for tracking objectives taught for both teachers and principals.

Fourth, for planning and tracking purposes, the “Monitoring Sheets,” incorporated Diocese-wide for all curricula, continue, with revision, to be used for Grades K-6. A new “Middle School Music Curriculum Plan” sheet forms the planning and tracking mechanism for the new paradigm in grades 7 and 8.

Fifth, a “Middle School Toolkit,” developed by music teachers Diocese-wide and the Committee, is the springboard of resources for creating and implementing a curriculum for grades 7 and 8 that has been “test-driven” by our colleagues with great success. In addition to those lessons/units in the toolkit included with this document, it is anticipated that many more lessons/units adaptable for middle school use will continue to be published and shared via a new “Diocesan Music Teachers Website,” also an outgrowth of this Committee’s work.

Sixth, and finally, an additional resource has been created as part of this Guidelines “package:” an audio CD with public-domain and/or authorized performances of the music selections outlined in the Guidelines as *standard* for instruction at different grade levels. This insures that a teacher has all the resources necessary to meet the Guidelines, but of course does not preclude the study of additional, age-appropriate music selections throughout the year, which we wholeheartedly encourage.

Usage

At the beginning of each school year, the teacher and principal meet to review the Guidelines and the teacher’s plan for their implementation throughout the year. *It is anticipated that teachers and principals will work cooperatively to design and track a program of instruction which, staying “true” to the Guidelines, best suits the learning environment, resources and scheduling constraints of that school.*

Grades K-6

Teachers can use the “Monitoring Sheets” as a planning tool, where quarter-by-quarter progress in meeting objectives can be discussed (and modified as needed) with their principals. The “matrix” form of the Guidelines is straightforward in this regard. It is important to note here that the Guidelines have been designed *independent of any particular text or other resources*, allowing for maximum potential for compliance with whatever resources the school has at its disposal. While schools and teachers are encouraged to enhance their physical resources to the greatest extent possible, it is understood that many schools cannot afford certain instruments or other resources. As often as possible, the Guidelines specify “if available” in cases where this may be the

case. Discretion remains, therefore, in the hands of the teachers and principals to comply with the Guidelines as closely as possible.

Grades 7 and 8

- Each fall, Middle School music teachers will create a “Middle School Curriculum Plan” sheet, drawing on the units and lessons included in the Middle School Toolkit (in print or on the Web) designed and tested specifically for grade 7 and 8 students.
- Based on the school’s scheduling for grades 7 and 8, the teacher is expected to select a number of “units” per quarter for instruction. Some units may include as many as 9 lessons, others only 1 or 2.
- These units/lessons are ALL designed to build on the fundamental curriculum established in grades K-6. If the teacher chooses to create units/lessons on his own, drawing on special expertise or talent, care should be taken to build on these same foundational skills. Such lesson creation is encouraged, as long as the teacher and principal agree on its validity.
- Teacher and principal will meet prior to Fall classes to discuss, evaluate and agree on the proposed curriculum plan. Their signatures solidify their understanding that the plan is accepted and is to be followed as closely as possible.
- As with the Monitoring Sheets, teacher and principal meet throughout the year to assess and modify, if necessary, the achieved objectives and remainder of the plan. Their initials signify their agreement and/or modification of the plan’s progress.
- This cooperative, yet comprehensive, planning approach is designed for flexibility, creativity AND accountability—all elements of a positive working relationship between teacher and principal—and is considered an ideal approach to address the special needs of the pre-adolescent learner.

It is our privilege to present this document and all its resources for your use. It is our sincere hope that it will guide all of us toward better fulfilling our mission as Catholic educators in the shaping of the precious young hearts and minds placed in our care, by preparing them with the creative and cultural gifts found in the joy of music and the arts.

The Diocesan Music Curriculum Guidelines Committee
June, 2005

Respectful of the different ways schools schedule music in the 7th and 8th grades, the curriculum committee decided to utilize the music toolkit (distributed to music teachers fall 2004) as a method of expanding on the K-6 curriculum. Music teachers will determine with their principal which areas to expand and can create their own lessons or use the ones in the music toolkit.

PERFORM

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<i>1. Sing/play instruments</i>	<i>1. Sing/play instruments</i>	<i>1. Sing/play instruments</i>	<i>1. Sing/play instruments</i>	<i>1. Sing/play instruments</i>	<i>1. Sing/play instruments</i>	<i>1. Sing/play instruments</i>
a. Echo 2-pitch patterns (sol/mi) that are sung or played	Echo short melodies	Echo longer melodies	Sing with increased accuracy and good tone quality within the range of an octave to include a major scale	Sing expressively using appropriate dynamics, phrasing, and interpretations	Sing expressively and accurately using more complex rhythms	Sing expressively and accurately using complex rhythms
b. Sing songs	Sing songs	Sing songs with multiple verses and refrain	Develop a repertoire of songs appropriate to grade level to include multiple verses and refrains from a printed score	Develop a repertoire of songs appropriate to grade level to include descant, partner song and ostinato	Develop a repertoire of songs appropriate to grade level	Develop a repertoire of songs appropriate to grade level

Perform (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
c. Sing songs with sol/mi pitches	Sing songs with sol, mi, la	Sing range of 6th	Sing two-part rounds and recognize this as beginning harmony	Sing two-part rounds and recognize this as beginning harmony	Sing two-part harmony, with proper diction and breath support	Sing two-part harmony, with proper diction and breath support
d. Use age-appropriate singing skills	Use age-appropriate singing skills	Use age-appropriate singing skills	Develop age appropriate singing skills with increased accuracy in pitch and rhythm	Develop age appropriate singing skills	Continue to develop age appropriate singing skills	Sing with accuracy, using appropriate tone quality, diction, posture, and breath control throughout his/her singing range
e. Play unpitched percussion instruments	Play pitched and unpitched percussion instruments	Play ostinati and simple melodic patterns on pitched and unpitched percussion instruments (if available)	Participate in instrumental ensembles, playing accompaniments using pitched and unpitched percussion instruments (if available)	Perform instrumental accompaniments using pitched and unpitched percussion instruments (if available)	Perform longer instrumental compositions using pitched and unpitched percussion instruments (if available)	Perform longer instrumental compositions using pitched and unpitched percussion instruments (if available)

Perform (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
f.			Play and sight-read simple songs, melodic, and rhythmic patterns on soprano recorder	Play soprano recorder with increased accuracy and improved tone quality (B, A, G, E, D low, C' high and D' high.)		
<i>2. Perform simple rhythmic patterns</i>	<i>2. Perform simple rhythmic patterns</i>	<i>2. Perform simple rhythmic patterns</i>	<i>2. Notate and perform more complex melodic and rhythmic patterns on pitched instruments</i>	<i>2. Notate and perform more complex melodic and rhythmic patterns on pitched instruments</i>	<i>2. Notate and perform more complex melodic and rhythmic patterns on pitched instruments</i>	<i>2. Notate and perform more complex melodic and rhythmic patterns on pitched instruments</i>
a. Perform echo patterns that include rests	Echo 4 beat rhythm patterns	Echo longer 2-measure rhythmic patterns	Echo longer 2-measure rhythmic patterns	Echo more complex 2-measure rhythmic patterns	Echo more complex 2-measure rhythmic patterns	Echo more complex 2-measure rhythmic patterns

Perform (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
b. Perform rhythms using body percussion and simple unpitched instruments	Perform rhythms using body percussion and simple unpitched instruments	Rhythmic patterns using traditional notation with pitched and unpitched percussion instruments (if available)	Rhythmic patterns using traditional notation with pitched and/or unpitched percussion instruments (if available)	More complex rhythmic patterns using traditional notation with pitched and/or unpitched percussion instruments (if available)	More complex rhythmic patterns using traditional notation with pitched and/or unpitched percussion instruments (if available)	More complex rhythmic patterns using traditional notation with pitched and/or unpitched percussion instruments (if available)
<i>3. Respond to music with movement</i>	<i>3. Respond to music with movement</i>	<i>3. Respond to music with movement</i>	<i>3. Respond to music with movement</i>	<i>3. Respond to music with movement</i>	<i>3. Respond to music with movement</i>	<i>3. Respond to music with movement</i>
a. Respond to loud/soft, high/low, fast/slow, up/down, long/short, and vocal/instrumental	Respond to directional words with appropriate movement	Respond to directional words including circle right/left, move forward/backward, swing your partner	Perform simple folk dances	Perform line, circle, and partner folk dances		
b. Use movement to illustrate simple rhymes and poems	Use movement to illustrate simple rhymes and poems	Dramatize songs, stories and poems	Dramatize songs, stories and poems	Dramatize children's literature through music and movement		
c. Use locomotor movements e.g. walk, run, hop, skip, or march	Use locomotor movement eg: walk, run, hop, skip, march	Use movement to demonstrate phrase changes	Use movement to demonstrate AB form	Use movement to demonstrate ABA and canon form		

Perform (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
d. Use non-locomotor movement e.g. clap, stamp, toe tap	Move to duple meter	Move to duple and triple meter using tempo and dynamic changes	Move to duple and triple meter using tempo and dynamic changes	Move to duple and triple meter using tempo and dynamic changes	Move to different meters using tempo and dynamic changes	Move to different meters using tempo and dynamic changes
e. Participate in action songs, singing games and finger plays	Participate in action songs, singing games and finger plays	Participate in action songs, singing games and finger plays	Participate in action songs, singing games and finger plays	Participate in action songs and singing games	Participate in action songs	Participate in action songs
4. Demonstrate steady beat	4. Demonstrate steady beat	4. Demonstrate steady beat	4. Demonstrate steady beat	4. Demonstrate steady beat in a variety of musical settings.	4. Demonstrate steady beat in a variety of musical settings.	4. Demonstrate steady beat in a variety of musical settings.
a. Explore steady beat in simple songs	Explore steady beat in simple songs and chants	Explore steady beat in simple songs and chants	Explore steady beat in more complex songs and chants	Explore steady beat in more complex songs and chants	Explore steady beat in more complex songs and chants	Explore steady beat in more complex songs and chants
b. Explore steady beat in body percussion	Explore steady beat on drum	Explore steady beat on drum	Explore steady beat playing B, A, and/or G on soprano recorder			

CREATE

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<i>5. Employ creativity in a variety of music experiences.</i>	<i>5. Employ creativity in a variety of music experiences.</i>	<i>5. Employ creativity in a variety of music experiences.</i>	<i>5. Employ creativity in a variety of music experiences.</i>	<i>5. Employ creativity in a variety of music experiences.</i>	<i>5. Employ creativity in a variety of music experiences.</i>	<i>5. Employ creativity in a variety of music experiences.</i>
a. Create sound effects/movement to accompany songs, poems and/or stories	Create sound effects/movement to accompany songs, poems and/or stories	Create and perform interpretive movement	Create and perform interpretive movement	Create visual responses to music using other art forms	Create visual responses to music using other art forms	Create visual responses to music using other art forms
b. Create simple melodies using sol-mi	Create simple melodies using sol-mi-la	Create longer melodies using sol-mi-la	Create melodies using sol, mi, la, re, and do	Create melodies using the pentatonic scale	Create more complex melodies using the pentatonic scale	Create more complex melodies using the pentatonic scale
c. Create simple rhythms	Create simple rhythms	Create more complex rhythms	Create more complex rhythms	Create more complex rhythms	Create more complex rhythms	Create more complex rhythms
d. Create vocal responses to questions sung by the teacher	Create vocal responses to questions sung by the teacher	Create vocal responses to questions sung by the teacher	Create responses to changes in dynamics and tempi vocally, instrumentally, or with movement	Create simple accompaniments and ostinati to music using the voice, pitches, and unpitched instruments	Create simple accompaniments and ostinati to music using the voice, pitches, and unpitched instruments	Improvise short melodies over a given rhythmic accompaniment

Create (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
e.		e. Create interpretative movement	Improvise vocally and instrumentally using text, rhythmic phrases, and “question/answer”	Improvise vocally and instrumentally using more complex text, rhythmic phrases, and “question/answer”	Improvise vocally and instrumentally using more complex text, rhythmic phrases, and “question/answer”	Improvise simple rhythmic accompaniments
f.		Create lyrics to familiar melodies	Create lyrics to familiar melodies		Explore and create non-traditional notation	Explore and create non-traditional notation

UNDERSTAND**Diocese of Arlington Music Curriculum 2005**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<i>6. Recognize and demonstrate expressive qualities in music</i>	<i>6. Recognize and demonstrate expressive qualities in music</i>	<i>6. Recognize and demonstrate expressive qualities in music</i>	<i>6. Recognize and demonstrate expressive qualities in music</i>	<i>6. Recognize and demonstrate expressive qualities in music</i>	<i>6. Recognize and demonstrate expressive qualities in music</i>	<i>6. Recognize and demonstrate expressive qualities in music</i>
a. Recognize music aurally as loud/soft, long/short, up/down, fast/slow, high/low, and vocal/instrumental	Recognize music visually with any graphic notation as loud/soft, long/short, up/down, fast/slow, high/low, and vocal/instrumental	Recognize music visually with standard graphic notation as loud/soft, long/short, up/down, fast/slow, high/low, and vocal/instrumental	Demonstrate an understanding of basic music symbols and dynamic markings	Begin to interpret traditional music symbols and dynamic markings	Interpret traditional music symbols and dynamic markings within a composition	Continue to interpret traditional music symbols and terms within a composition
b. Recognize short melodies as same or different	Identify melodic patterns as moving upward/downward or the same	Demonstrate changes in dynamics/tempi/vocally/instrumental and with movement	Demonstrate changes in dynamics/tempi/vocally/instrumental and with movement	Identify music written in major and minor tonalities	Understand and discriminate the concept of harmony, including I, V chords	Discriminate between unison and harmony including I, IV, V chords

Understand (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
c.				Begin to identify and perform music of diverse styles, periods, and cultures	Identify and perform music of diverse styles, periods, and cultures	Listen to and analyze music of diverse styles, periods, and cultures
d. Identify instrumental versus vocal music	Recognize and identify the difference between men's/women's/children's singing/speaking voices	Identify men's/women's/children's voices accompanied and unaccompanied	Recognize the difference between a solo and group vocal and/or instrumental performance	Recognize and compare different vocal styles	Recognize and compare more different vocal styles and SATB	Recognize and compare more different vocal styles and SATB
e.					Develop criteria for evaluating the quality of vocal music performances	Evaluate the quality of their own and other's performances, compositions, and improvisation

Understand (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<i>7. Sight Singing</i>	<i>7. Sight Singing</i>	<i>7. Sight Singing</i>	<i>7. Sight Singing</i>	<i>7. Sight Singing</i>	<i>7. Sight Singing</i>	<i>7. Sight Singing</i>
a.		Sight sing phrases using sol-mi	Sight-sing phrases using sol, mi, and la	Sight-sing phrases including the pentatonic scale (do, re, mi, sol, la)	Sight-sing phrases including intervals and complex rhythmic patterns	Sight-sing phrases including intervals and complex rhythmic patterns
<i>8. Notate melodic and rhythmic patterns</i>	<i>8. Notate melodic and rhythmic patterns</i>	<i>8. Notate melodic and rhythmic patterns</i>	<i>8. Notate melodic and rhythmic patterns using traditional notation</i>	<i>8. Notate melodic and rhythmic patterns using traditional notation</i>	<i>8. Notate melodic and rhythmic patterns using traditional notation</i>	<i>8. Notate melodic and rhythmic patterns using traditional notation</i>
a.		Identify staff and treble clef	Identify the notes on the treble staff	Identify short melodic patterns written on the treble staff	Identify short melodic patterns written on the treble staff	Sight-read simple melodic patterns written on the treble staff
b.		Identify melodic patterns up/down/same	Identify the melodic contour of music phrases	Identify melodic movement by steps, skips, and repeated tones aurally and visually	Identify melodic movement by steps, skips, and repeated tones aurally and visually	Identify melodic movement by steps, skips, and repeated tones aurally and visually

Understand (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
c.		Identify 7 letters of the musical alphabet	Review the 7 letters of the musical alphabet	Recognize the major scale on pitched instruments	Recognize the minor scale on pitched instruments	Notate major and minor scales
d.		Use standard notation to read and write simple 4-beat rhythmic patterns	Identify more complex rhythmic patterns using whole notes, half notes, quarter notes, eighth notes with corresponding rests (except the eighth rest)	Read, notate, and perform more complex rhythmic patterns to include the dotted half note	Read, notate, and perform more complex rhythmic patterns to include the dotted quarter note, eighth note, and eighth rest	Read, notate, and perform more complex rhythmic patterns
e.			Identify accented beats in duple and triple meter	Recognize and perform music written in 2/4, 3/4, and 4/4 meters	Recognize and perform music written in 2/4, 3/4, 4/4, and 6/8 meters	Recognize and perform music written in 2/4, 3/4, 4/4, and 6/8 meters
f.			Write simple music notation, to include whole notes and whole rests	Identify the function of the top and bottom numbers of the meter signature	Identify the function of the top and bottom numbers of the meter signature	Begin to identify notes on the bass clef

Understand (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<i>9. Explore orchestral families and selected instruments</i>	<i>9. Explore orchestral families and selected instruments</i>	<i>9. Explore orchestral families and selected instruments</i>	<i>9. Explore orchestral families and selected instruments</i>	<i>9. Explore orchestral families and selected instruments</i>	<i>9. Explore orchestral families and selected instruments</i>	<i>9. Explore orchestral families and selected Instruments</i>
a. Listen to selected orchestral pieces	Recognize orchestral families and selected instruments	Identify orchestral families and selected instruments	Identify selected band and orchestral instruments	Identify band and orchestral instruments	Identify band and orchestral instruments	Review band and orchestral instruments.
<i>10. Recognize form</i>	<i>10. Recognize form</i>	<i>10. Recognize form</i>	<i>10. Recognize form</i>	<i>10. Recognize form</i>	<i>10. Recognize form/genre</i>	<i>10. Recognize form/genre</i>
a.		Identify AB form with introduction and coda	Identify and demonstrate an understanding of AB and ABA form including introduction and coda	Identify and demonstrate an understanding of AB, ABA, and rondo form including introduction and coda	Identify and respond to musical compositions such as theme and variations	Identify and respond to a repertoire of music that contains a variety of musical forms (sonata-allegro form)
b.	Identify like and unlike phrases	Identify the beginning and ending of phrases	Identify the beginning and ending of phrases	Identify and perform phrasing using pitched instruments (if available)	Identify and sing the contour of a musical phrase	Identify and sing the contour of a musical phrase

Understand (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
c.				Identify and respond to the musical genres such as overture, suite and symphonic poems	Identify and respond to the musical genres such as concerto and symphony	Identify and respond to the musical genres such as opera, musical or oratorio
<i>11. Explore composers with age-appropriate stories</i>	<i>11. Explore composers with age-appropriate stories</i>	<i>11. Explore composers with age-appropriate stories</i>	<i>11. Explore composers with age-appropriate stories</i>	<i>11. Explore composers with age-appropriate stories</i>	<i>11. Explore composers with age-appropriate stories</i>	<i>11. Explore composers with age-appropriate stories</i>
a. Explore Sousa and <i>Stars and Stripes Forever</i>	Explore Tchaikovsky and <i>The Nutcracker Suite</i>	Explore Haydn and the <i>Surprise Symphony</i>	Explore Bach and the Toccata and <i>Fugue in D Minor</i>	Explore Copland and <i>Appalachian Spring</i>	Explore Beethoven and the <i>Symphony No. 5 in C Minor</i>	Explore any opera or Broadway musical play
b.	Review composers from previous year	Review composers from previous year	Review composers from previous year	Review composers from previous year	Review composers from previous year	Review composers from previous year

Understand (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<i>12. Use Music Terminology</i>	<i>12. Use Music Terminology</i>	<i>12. Use Music Terminology</i>	<i>12. Use Music Terminology</i>	<i>12. Use Music Terminology</i>	<i>12. Use Music Terminology</i>	<i>12. Use Music Terminology</i>
a.	Express personal interpretation of music (e.g. smooth/jumpy)	Recognize standard terminology in personal interpretation of music (e.g. legato/staccato)	Express personal interpretation of music using standard terminology	Use music terminology to compare and contrast various styles of music	Use music terminology to compare and contrast various styles of music	Use music terminology to compare and contrast various styles of music
<i>13. Music Technology</i>	<i>13. Music Technology</i>	<i>13. Music Technology</i>	<i>13. Music Technology</i>	<i>13. Music Technology</i>	<i>13. Music Technology</i>	<i>13. Music Technology</i>
a.				Explore music notation and/or composition software using computer related technology, if available	Explore music notation and/or composition software using computer related technology, if available	Explore music notation and/or composition software using computer related technology, if available

CONNECT

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<i>14. Connect music to liturgy</i>	<i>14. Connect music to liturgy</i>	<i>14. Connect music to liturgy</i>	<i>14. Connect music to liturgy</i>	<i>14. Connect music to liturgy</i>	<i>14. Connect music to liturgy</i>	<i>14. Connect music to liturgy</i>
a. Sing liturgical songs	Sing a greater variety of liturgical songs	Sing a greater variety of liturgical songs and common parts of the Mass	Sing a greater variety of liturgical songs and identify and perform common parts of the Mass	Demonstrate understanding of common parts of the Mass	Demonstrate understanding of common parts of the Mass and expand liturgical repertoire, including Gregorian chant, when appropriate	Recognize common parts of the Mass and expand liturgical repertoire and increase liturgical repertoire and involvement (e.g. prepare students to be leaders at student liturgies according to Parish/school customs)

Connect (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<i>15. Connect music with other disciplines</i>	<i>15. Connect music with other disciplines</i>	<i>15. Connect music with other disciplines</i>	<i>15. Connect music with other disciplines</i>	<i>15. Connect music with other disciplines</i>	<i>15. Connect music with other disciplines</i>	<i>15. Connect music with other disciplines</i>
a.	Explore relationship between music and math	Explore relationship between music and math	Explore relationship between music and math	Explore relationship between music and math	Explore relationship between music and math	Explore relationship between music and math
b.	Respond to music through art or dance	Respond to music through art or dance	Respond to music through art or dance	Respond to music through art or dance	Demonstrate an understanding of the artistic components of opera (singing, acting, dancing, set design, and lighting)	Demonstrate an understanding of the artistic components of opera (singing, acting, dancing, set design, and lighting)
c. Explore relationship between music and social studies	Explore relationship between music and social studies	Explore relationship between music and social studies	Explore relationship between music and social studies (geographical songs about rivers, states, etc.)	Explore relationship between music and social studies (American songs, spirituals, civil war songs)	Explore relationship between music and social studies (world music: Latin American, European, African, Asia, Pacific Rim, Middle East)	Explore relationship between music and social studies (Medieval, Renaissance)

Connect (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
d.	Explore relationship between music and science (eg. understand the size of instrument affects pitch and instruments vibrate to create sound)	Continue to explore relationship between music and science (eg. instrumental and vocal sound production, sound waves)	Explore how vocal inflections change the meaning of a story, poem, or song	Explore basic knowledge of correct vocal production, anatomy, and physiology of the voice	Explore basic knowledge of correct vocal production, anatomy, and physiology of the voice	Explore careers in music
e.	Explore relationship between music and reading/literature (eg. follow words from top to bottom; left to right and relate to reading rhythm)	Explore relationship between music and reading/literature (eg. follow words from top to bottom; left to right and relate to reading rhythm)	Dramatize children's literature through music and movement	Explore how poetry can be set to music	Explore how literature can be set to music	Recognize the various uses of music in daily experiences

Connect (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<i>16. Sing songs and play games related to Americans, history, and major holidays</i>	<i>16. Sing songs and play games related to Americans, history, and major holidays</i>	<i>16. Sing songs and play games related to Americans, history, and major holidays</i>	<i>16. Sing songs and play games related to Americans, history, and major holidays</i>	<i>16. Sing songs and play games related to Americans, history, and major holidays</i>	<i>16. Sing songs and play games related to Americans, history, and major holidays</i>	<i>16. Sing songs and play games related to Americans, history, and major holidays</i>
a. Recognize patriotic music, (eg. <i>God Bless America</i>)	Learn patriotic music, including the <i>Star Spangled Banner</i>	Expand repertoire of patriotic music	Expand repertoire of patriotic music	Expand repertoire of patriotic music	Expand repertoire of patriotic music	Expand repertoire of patriotic music
<i>17. Experience music from a variety of cultures</i>	<i>17. Experience music from a variety of cultures</i>	<i>17. Experience music from a variety of cultures</i>	<i>17. Experience music from a variety of cultures</i>	<i>17. Experience music from a variety of cultures</i>	<i>17. Experience music from a variety of cultures</i>	<i>17. Experience music from a variety of cultures</i>
a. Experience music from a variety of cultures through songs, dances, and games	Experience music from a variety of cultures through songs, dances, and games	Experience music from a variety of cultures through songs, dances, and games	Experience music from a variety of cultures through songs, dances, and games	Experience music from a variety of cultures through songs, dances, and games	Experience music from a variety of cultures through songs, dances, and games	Experience music from a variety of cultures through songs, dances, and games

Connect (continued)

Diocese of Arlington Music Curriculum 2005

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<i>18. Practice appropriate concert behavior</i>	<i>18. Practice appropriate concert behavior</i>	<i>18. Practice appropriate concert behavior</i>	<i>18. Practice appropriate concert behavior</i>	<i>18. Practice appropriate concert behavior</i>	<i>18. Practice appropriate concert behavior</i>	<i>18. Practice appropriate concert behavior</i>
a. Learn and demonstrate age-appropriate concert behavior	Learn and demonstrate age-appropriate concert behavior	Learn and demonstrate age-appropriate concert behavior	Learn and demonstrate age-appropriate concert behavior	Learn and demonstrate age-appropriate concert behavior	Learn and demonstrate age-appropriate concert behavior	Learn and demonstrate age-appropriate concert behavior
<i>19. Contribute positively to the group effort of making music</i>	<i>19. Contribute positively to the group effort of making music</i>	<i>19. Contribute positively to the group effort of making music</i>	<i>19. Contribute positively to the group effort of making music</i>	<i>19. Contribute positively to the group effort of making music</i>	<i>19. Contribute positively to the group effort of making music</i>	<i>19. Contribute positively to the group effort of making music</i>
a. Participate in classroom activities	Participate in classroom activities	Participate in classroom activities	Participate in classroom activities	Participate in classroom activities	Participate in classroom activities	Participate in classroom activities
<i>20. Field Trips</i>	<i>20. Field Trips</i>	<i>20. Field Trips</i>	<i>20. Field Trips</i>	<i>20. Field Trips</i>	<i>20. Field Trips</i>	<i>20. Field Trips</i>
a. Enjoy live music (if possible)	Enjoy live music (if possible)	Enjoy live music (if possible)	Enjoy live music (if possible)	Enjoy live music (if possible)	Enjoy live music (if possible)	Enjoy live music (if possible)

**Diocese of Arlington
Office of Catholic Schools
Middle School Music Curriculum Plan
School Year: _____**

Teacher: _____
School: _____

Quarter 1

(3-5 units/lessons suggested)

LESSON/UNIT TITLE	LENGTH	OBJECTIVES COVERED (ref. "concordance")	MET (init.)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Quarter 2

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(Enter data carried over from Quarter 1 here if necessary)

Quarter 3

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(Enter data carried over from previous quarters here if necessary)

Quarter 4

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(Enter data carried over from previous quarters here if necessary)

Initial Agreement to Plan (Fall)

Principal Signature/Date: _____

Teacher Signature/Date: _____

The Middle School Music Toolkit currently has plans for the following lessons:

Amahl
American Idol
American Music
Ballads
Chorus
Creative Percussion
Dramatic Performing
Great Composers
History of Jazz, Blues and Rock
History of Rock and Roll
Identifying Rondo Form
Journal and Composer
Marching Band Lesson
Movie Soundtracks
Multicultural-Indian Ragas
Musical Journal
Musical Periods
Musical Scavenger Hunt
NEA video series
Rhythm for Everybody
Singing with a Theme
Show Choir
Solo Singing
Stomp
Stomp Percussion Composition
Vista
12 Bar Blues

As teachers submit new ideas/plans, they will be added to the toolkit for others to use. These plans will be posted on a website for all the music teachers to access.

Music teachers are not bound by these lessons. They are free to be as creative as they can be in building on the K-6 guidelines for the middle school lessons. The curriculum committee tried to be respectful in allowing flexibility for the teachers keeping in mind the many ways schools schedule their middle school music programs.