

# **Mt. Calvary-Grace Lutheran School**

## ***Music Curriculum Guide***

### **Philosophy of Music**

Music and the ability to produce music are precious gifts of our God. Not only does music exert cultural influence and provide enjoyment and recreation, but above all, it is a wonderful way for us to praise and glorify God. Music speaks to every person in unique ways: emotionally, intellectually, and spiritually. Repeatedly Scripture calls upon us to sing to the Lord: “Sing to the Lord with thanksgiving; make music to our God on the harp.” (Ps. 147:7) “Sing to the Lord a new song: sing unto the Lord, all the earth.” (Ps. 96:1) The Christian teacher has many opportunities to develop the gift of music in the children at Mt. Calvary–Grace Lutheran School. Music embraces, enhances, and supports all other subject areas and still maintains its own integrity as a very special gift of God. It also directs this gift into God-pleasing avenues. Not only should it be the concern of the Christian teacher to develop beautiful singing, but also to develop an appreciation for all styles of music including a love for the great heritage that our Lutheran Church has in its treasury of Christian hymns and chorales.

### **General Objectives for Music**

Through Christ-centered music instruction, teachers strive to lead each child to:

- Develop God-given talents to express thoughts, feelings, and faith through music.
- Learn to appreciate the beauty of music.
- Use talents and skills in the fine arts as opportunities for expressing faith and joy.

### **We Teach Music**

Not because we expect you to major in music,  
Not because we expect you to sing or play all your life,  
Not just so you can relax, Not just so you can have fun,  
But—  
So you will grow in your faith,  
So you can witness to that faith,  
So you can praise your Lord in song.

### **Grade Level Objectives for Music**

#### **Pre-Kindergarten**

- Use voice to praise God
- Grow in faith in the Savior
- Witness faith in Jesus
- Develop God-given talents
- Sing melody in tune
- Match pitch of music
- Recognize patterns in music
- Clap or feel beat of music
- Respond to beat of music
- Create body movements to enhance music
- Learn to enjoy listening to music
- Use music for enjoyment and relaxation
- Build repertoire of songs
- Discover appreciation of different kinds of music

## **Kindergarten**

- Use their voices to the glory of God
- Be able to match pitches
- Be able to discover a rhythm and reproduce it
- Recognize differences between higher and lower pitches
- Recognize loud and soft in music examples
- Recognize long and short sounds in music examples
- Create body movements to enhance the music as it is sung
- To find enjoyment in singing and listening to music
- Recognize that melody moves up and down
- Recognize that songs have a variety of moods
- Produce high and low sounds with their voice
- Match pitches
- Explore locomotor movements with music
- Participate in finger plays and singing games
- Play simple rhythm patterns using rhythm instruments
- Respond to loud and soft, fast and slow - with instruments and movement
- Listen to a variety of styles of music
- Prepare hymns for worship services

## **Grade 1**

- Recognize music with steady beat, uneven beat, strong and weak beat
- Identify long and short sounds and different rhythmic patterns
- Identify high and low pitches
- Recognize up and down movement of melody
- Show an understanding of phrase endings and repeated phrases
- Demonstrate the ability to sing with or without accompaniment
- Recognize an ostinato in a song
- Discover sounds found outside in nature and in their general environment
- Experience different tone qualities produced by groups and individuals
- Associate individual instruments with their various sounds
- Identify verse and refrain, solo and chorus parts of a song
- Recognize repetition and contrast within a piece of music
- Discover that music has a variety of styles, cultures and moods
- Experiment with songs, chants, and rhymes
- Recognize differences in dynamics - loud and soft
- Identify tempos - fast and slow
- Explore vocals and mouth sounds - speaking - singing
- Match pitches within a limited range C - G
- Demonstrate an ability to sing in tune with expression
- Demonstrate clear diction
- Experience solo singing
- Move to different rhythm patterns
- Perform action songs
- Experience playing various instruments

## **Grade 2**

- Knows the symbol treble clef
- Knows the make-up of the musical staff
- Knows measures are the rooms for notes

- Recognizes and knows the duration of these notes and rests: whole, half, quarter, eighth
- Knows notes have placement on lines or spaces
- Can reproduce notes and rests (not eighth rest)
- Knows octave syllables and hand signs
- Works with minor third (sol - mi)
- Ascends and descends various scales
- Recognize the God-given instrument, the voice, has many abilities: volume, pitch, expression
- Learns a variety of songs
- Introduced to instruments and their sounds (piano, strings, flute, clarinet, trumpet, trombone, percussion)
- Uses various instruments to reproduce melodies or rhythms of music (xylophone, rhythm stick, etc.)
- Compares orchestral and band music
- Recognizes melodic patterns such as rising, descending, repeating
- Perceives fast and slow tempos
- Recognizes loud and soft sounds
- Performs rhythmic actions to music (claps, marches, etc.)
- Understands the term refrain
- Becomes acquainted with various types of music: marches, classical, jazz, country, lullaby, rock

### **Grade 3**

- Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
- Sing with expression and technical accuracy a varied repertoire of vocal literature
- Singing music representing diverse genres and cultures
- Sing ostinato, partner songs, rounds and 2 part songs
- Perform easy chordal patterns on instruments
- Read rhythm patterns in 2/4, 3/4, 4/4 meter
- Read pitch notation in major keys
- Identify symbols and traditional terms referring to dynamics, tempo, articulation, and interpret them correctly
- Identify simple musical forms accurately: AB, ABA, verse - refrain, rondo, theme-variation, canon (round)
- Identify and classify the sounds of a variety of instruments, including band and orchestral instruments
- Use appropriate terminology in talking about music
- Develop personal skills necessary to achieve one's personal best

### **Grade 4**

- Match pitch when singing
- Building pentatonic scales
- Improvisation
- Distinguish instruments of the orchestra by sight and ear
- Play in a beginning recorder course
- Understand and move to rhythm patterns
- Know basic Kodaly scale
- Sing and sight read signaled intervals from Kodaly system
- Know note names

- Know treble staff and location of notes
- Sing basic canons and 2 part singing
- Sight read simple melodies
- Perform and sing to the glory of God
- Experience and develop repertoire of music including secular and Lutheran, both choral and instrumental
- Distinguish key signatures incorporating into singing and playing (apply)
- Use time signatures
- Respect diverse values found in many works
- Know and apply terms affecting quality of tone (choral/recorder)
- Identify moods in music
- Respect etiquette of symphonic and operatic music

### **Grade 5**

- Recognize God-pleasing music
- Commit a number of hymns to memory
- Demonstrate a knowledge of various rhythms
- Recognize melodies and plays and sings melodies
- Recognize various composers and forms
- Recognize various scales
- Can sing with others in harmony
- Learn a variety of musical terms and meanings
- Recognize different forms
- Recognize musical styles of different times and places
- Understand dynamic terms and use them
- Play an instrument
- Play rhythms on rhythm instruments
- Create a piece of music
- Put words to music
- Listen to professionally performed music

### **Grade 6**

- Sing independently with accuracy, appropriate tone quality, posture, diction, and breathing
- Sing 2 part songs, rounds, canons, ostinatos, descants, partner songs
- Sing harmony in thirds and sixths
- Develop breath control, phrasing enunciation, range, and intonation
- Move to show meter and form
- Sing songs from our Lutheran heritage
- Play rhythm accompaniments in proper style
- Perform and create melodies and accompaniments
- Play chords on autoharp to accompany songs
- Play a variety of classroom and folk instruments
- Listen to contemporary music including experimental, electronic, jazz, and Broadway musicals
- Identify the sound of a pentatonic scale
- Recognize cadence
- Identify repetition/contrast
- Recognize sectional forms: AB, ABA, rondo, theme and variations
- Understand composite forms: opera, operetta, musical theater, piano prelude
- Identify band ensembles: marching, symphonic, dance, military, rock

- Recognize relationship of words to form and expressive qualities
- Recognize appropriateness of tempo choices: moderato, accelerando, ritardando, maestoso
- Student should be able to show proficiency with a piano: play chord progressions, improvise melody, play pentatonic improvisation over a given bass

### **Grade 7**

- Use individual musical talents to the best of your God-given ability
- Rhythm/notes/rests to 1/16; syncopation
- Part-singing: 3 part and canon
- In-tune singing: solo, small group, ensemble
- Sight read in treble and bass clef where appropriate
- Read/interpret sheet music
- Develop proper breath and tonal support
- Interpret darkness, sound, feel of minor key
- Interpret modal work
- Appreciation of different styles of music
- General study of music history
- Tempo markings and interpretation/feel
- Discern melody in different octaves with/without accompaniment and/or harmony
- Harmony singing: canon, counter melody, parallel thirds
- Step wise progression: whole step, half step
- Following conducting patterns
- Identifying intervals by ear: major third, fourth, fifth, octave
- Dotted note values
- Application of accidentals
- Reading major key signatures up to 4 sharps/4 flats
- Performance/application of major objectives
- Band or choir for all students
- Music history/appreciation for all students

### **Grade 8**

- Sing expressively with proper enunciation, phrasing, breath control, and pitch
- Develop range and intonation
- Develop acappella singing
- Sing in 2 and 3 part harmony
- Sing ostinatos, partner songs, countermelodies, rounds, and canons
- Make style of singing appropriate to style of music
- Understand the healthy use and care of the voice
- Understand the changing voice
- Sing songs of diverse cultures & styles
- Listen to and compare music of diverse cultures and styles and from various periods of history
- Compare the sounds of major, minor, and chromatic scales
- Identify themes in listening selections
- Distinguish different voices by their vocal qualities
- Differentiate between the unchanged, changing, and changed voice
- Recognize and categorize orchestral, band, electronic, and folk music
- Perceive the use of music to heighten drama
- Play rounds in C, F, G, and D major on the recorder
- Understand an overview of the history of music

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