

Diocese of Richmond

Consensus Curriculum for Music

Mission Statement

The mission of the Office of Catholic Schools is to assist the Bishop in his mandate as Teacher of the Catholic Faith, by establishing a climate and framework for fostering excellence in catechetical and academic education in the schools of the diocese in adherence to the Magisterium of the Church.

The mission of the schools in the Catholic Diocese of Richmond is to develop and nurture the spiritual, intellectual, social, and emotional growth of each student in the spirit of the Gospels and the teachings of the Catholic Church.

Purpose

The Music Curriculum is a guideline from which educators within the Diocese of Richmond can provide basic instruction within the context of our Catholic faith. This curriculum is intended to be applied to all music classes to provide consistency of instruction throughout the Diocese.

Framework

This curriculum is organized and informed by the [2014 National Music Standards](#), a document set forth by the National Association for Music Education and the [Virginia Department of Education Standards of Learning](#). The elementary curriculum is a general music curriculum organized by grade level. The middle school curriculum applies to all general music courses in 6th through 8th grade. Each of these general music curriculum guides from Pre-Kindergarten through middle school is a continuation of the previous level to accommodate the skill development and progression. The high school curriculum is separate for instrumental and vocal ensemble classes. This curriculum was designed for music classes that meet regularly. Teachers may need to modify the curriculum to meet the needs of their school's individual program.

Acknowledgements

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Links to Curriculum

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[Kindergarten](#)

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Diocese of Richmond

Music Curriculum

Grade Level: Pre-Kindergarten

MUS PK.1: CREATING: Generate musical ideas for various purposes and contexts.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
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| <p>Explore and experience a variety of music with substantial guidance</p> <p>Compose and/or improvise short rhythmic patterns in duple and triple meter with substantial guidance</p> <p>Compose and/or improvise tonality patterns (i.e. High versus low pitches) in modes and/or tonalities (major and minor) on neutral syllables and/or solfege with correct pitch with substantial guidance</p> <p>Improvise on unpitched percussion or pitched instruments with substantial guidance</p> <p>Improvise short tonal ostinati to simple songs, chants and liturgical music with substantial guidance</p> | <p>How do musicians generate creative ideas?</p> | <p>The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.</p> | <p>Quaver Music Suzuki Music *can be used for all standards</p> <p>Improvise using body percussion and classroom instruments, using simple songs.</p> <p>Improvise using different simple rhythms</p> <p>Use classroom instruments and/or body percussion with CD: <i>"Simplified Rhythm Stick Activities"</i> Kimbo Educational</p> <p>Use simple rhythm pattern cards (pre-made or Flash cards: <i>"Alfred's Essentials of Music Theory Rhythm Flash Cards"</i> by Andrew Sumani, Karen Farnum Surmani, Morton Manus--Alfred.com)</p> |

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| | | | Use pentatonic scale to create a simple 4 measure melodic line. |
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MUS PK.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|--|
| <p>Explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments), with substantial guidance</p> <p>Select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology, with substantial guidance</p> <p>Develop fine motor skills and coordination including basic movement concepts with substantial guidance</p> <p>Recognize elements of music (rhythm, tonality, tempo, dynamics, pitch range)</p> <p>Listen to songs, chants, and liturgical music from a variety of eras, themes and styles with substantial guidance</p> <p>Listen to songs, chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with substantial guidance</p> <p>Use unpitched percussion instruments to develop musical ideas</p> | <p>How do musicians generate creative decisions?</p> | <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> | <p>Students should use guided/unguided movement/dancing to begin developing fine motor skills. (Space, flow, levels, pathways)</p> <p>Introduce guided singing, using call and response, or echo singing.</p> <p>Use curriculum such as "Share the Music" or Making Music", and Magazine series: <u>Music K-8 Magazine</u> (Plank Road Publishing) to supplement ideas for songs.</p> <p>Explore use of body parts, left versus right, skip, run, march, walk</p> <p>Use iPad (iPad App: <u>Garageband</u>, Apple) to improvise rhythmic patterns</p> <p>Use CD-rom: "<i>MusicAce Maestro</i>" by <i>Harmonic Vision</i> on smartboard to identify notes on lines and spaces</p> |

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| <p>Use short tonal ostinati to simple songs, chants and liturgical music with substantial guidance</p> <p>Sing in unison and harmony</p> <p>Use simple rhythmic notation with substantial guidance</p> <p>Recognize musical form (i.e. AB structure, same/different) with substantial guidance</p> <p>Use technology resources to explore music concepts</p> | | | |
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MUS PK.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas with substantial guidance</p> | <p>How do musicians improve the quality of their work?</p> | <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</p> | <p>Use curriculum such as “Share the Music” (McGraw/ McMillan), Making Music” (Silver/Burdett) and/or Music K-8 Magazine to supplement ideas for songs.</p> <p>Using a student-created rhythm, explore changing other musical elements (tempo, dynamics, tonality)</p> |

MUS PK.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Share revised personal musical ideas with peers with substantial guidance</p> <p>Compare and contrast original creations with embellished or refined creations</p> | <p>When is creative work ready to share?</p> | <p>Musicians’ presentation of creative work is the culmination of a process of creation and communication.</p> | <p>Use curriculum such as “Share the Music” (McGraw/ McMillan), Making Music” (Silver/Burdett) and/or Music K-8 Magazine to supplement ideas for songs</p> <p>Share student-created rhythms in an informal classroom concert</p> |

MUS PK.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Demonstrate and state preference for varied musical selections with substantial guidance</p> <p>Explain preference of music</p> | <p>How do performers select repertoire?</p> | <p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> | <p>Use curriculum such as "Share the Music" (McGraw/ McMillan), "Making Music" (Silver/Burdett) and/or Music K-8 Magazine to supplement ideas for songs</p> <p>Students choose from various pre-selected song options for a concert</p> |

MUS PK.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Explore and demonstrate awareness of musical contrasts with substantial guidance</p> <p>Compare and contrast different musical elements (tonality, rhythm, dynamics, tempo, pitch range) within a song, chant or liturgical music with substantial guidance</p> <p>Explain why certain pieces of music are only appropriate at certain times and in certain places (ex: Mass, prayer service, concert, radio, play)</p> | <p>How does understanding the structure and context of musical works inform performance?</p> | <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intern and informs performance.</p> | <p>Use curriculum such as "Share the Music" (McGraw/ McMillan), Making Music" (Silver/Burdett) and/or Music K-8 Magazine to supplement ideas for songs.</p> <p>Discuss songs sung in Mass (Gloria, Alleluia, Amen) compared with songs sung in play (i.e. 2nd Grade Christmas Play)</p> |

MUS PK.7: PERFORMING: Develop personal interpretations that consider creators' intent.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
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| <p>Explore music's expressive qualities (such as voice quality, dynamics, and tempo) with substantial guidance</p> | <p>How do performers interpret musical works?</p> | <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> | <p>Play various examples of the same song with different expressive qualities and discuss the difference</p> <p>Use curriculum such as "Share the Music" (McGraw/ McMillan), Making Music" (Silver/Burdett) and/or Music K-8 Magazine to supplement ideas for songs</p> <p>Have student's express emotions through movement to pre-selected songs of different tempos, styles, etc.</p> |

MUS PK.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Practice and demonstrate what they like about their own performances with substantial guidance</p> <p>Apply personal, peer, and teacher feedback to refine performances with substantial guidance</p> <p>Respond appropriately to peer and teacher feedback</p> <p>Provide respectful feedback to peers recognizing that God’s gift of music manifests differently in everyone</p> <p>Demonstrate through singing proper breathing, diction and support with substantial guidance</p> <p>Sing alone and with others</p> | <p>How do musicians improve the quality of their performance?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Use curriculum such as “Share the Music” (McGraw/ McMillan), Making Music” (Silver/Burdett) and/or Music K-8 Magazine to supplement ideas for songs.</p> <p>Use CDs and YouTube</p> |

MUS PK.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Perform music with expression with substantial guidance</p> <p>Sing or perform on instruments songs, chants, and liturgical music from a variety of eras, themes and styles with substantial guidance</p> <p>Sing chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with substantial guidance</p> <p>Perform songs, with emphasis on different musical elements (meter, tonality, dynamics, tonality, tempo)</p> <p>Perform in unison and harmony with substantial guidance</p> <p>Demonstrate proper performance and audience etiquette in various situations, events, Masses, plays and prayer services with substantial guidance</p> | <p>When is a performance judged ready to present?</p> <p>How do context and the way musical work is presented influence audience response?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Performing for audiences</p> <p>Use curriculum such as “Share the Music” (McGraw/ McMillan), Making Music” (Silver/Burdett) and/or Music K-8 Magazine to supplement ideas for songs</p> <p>Use CDs and YouTube</p> <p>Collaborate with homeroom and/or resource teachers with thematic units</p> <p>Use of classroom instruments, body percussion</p> <p>Use maracas and claves with Spanish songs as a rhythm ostinati</p> <p>Teach performance etiquette and respectful behaviors during performances. (Performing and not performing)</p> |

MUS PK.10: RESPONDING: Choose music appropriate for a specific purpose or context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>State personal interests and demonstrate why they prefer some music selections over others with substantial guidance</p> <p>Categorize songs to use for various times of the year and purposes</p> | <p>How do individuals choose music to experience?</p> | <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> | <p>Practice music used in a liturgical setting using specific hymns and service music.</p> <p>Select songs for each holiday or prayer service</p> <p>Play a selection of songs in different modalities and have students express how the songs made them feel.</p> <p>Use curriculum such as "Share the Music" (McGraw/ McMillan), Making Music" (Silver/Burdett) and/or Music K-8 Magazine to supplement ideas for songs</p> |

MUS PK.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Explore musical contrasts in music with substantial guidance</p> <p>Explain how different songs make the listener feel differently</p> | <p>How does understanding the structure and context of the music influence a response?</p> | <p>Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p> | <p>Use curriculum such as “Share the Music” (McGraw/ McMillan), Making Music” (Silver/Burdett) and/or Music K-8 Magazine to supplement ideas for songs</p> <p>Use songs to ask the students how beat and melodic contour change a piece of music.</p> |

MUS PK.12: RESPONDING: Support interpretations of musical works that reflect creators’/performers’ expressive intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Explore music’s expressive qualities (such as dynamics and tempo) with substantial guidance</p> <p>Explain how different songs make the listener feel differently</p> | <p>How do we discern the musical creators’ and performers’ expressive intent?</p> | <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> | <p>Use curriculum such as “Share the Music” (McGraw/ McMillan), Making Music” (Silver/Burdett) and/or Music K-8 Magazine to supplement ideas for songs</p> <p>Play same songs with different tempos</p> |

MUS PK.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
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| <p>Discuss personal and expressive preferences in music with substantial guidance</p> <p>Explore and discuss likes and dislikes in music, in regards to listening and playing instruments</p> | <p>How do we judge the quality of musical work(s) and performance(s)</p> | <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> | <p>Explore different genres, styles, tempos, forms, dynamics, etc. in musical excerpts and songs.</p> |

MUS PK.14: CONNECT: Synthesize and relate knowledge and personal experiences to make music.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>Compose or refine music based upon personal experiences</p> | <p>How do musicians make meaningful connections to creating, performing, and responding?</p> | <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> | <p>Write a simple rhythm ostinati based on a favorite song</p> |

MUS PK.15: CONNECT: Relate musical ideas and works with varied context to deepen understanding.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</p> <p>Perform songs, chants and liturgical music based on cross-curricular subjects and events with substantial guidance</p> | <p>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p> | <p>Understanding connections to varied contexts and daily life enhances musicians’ creating performing, and responding.</p> | <p>Singing and moving to songs based on other subjects and daily life. Helps with cross-curricular studies. (Letters, numbers, shapes, hygiene, manners, etc.)</p> <p>Collaborate with homeroom and/or resource teachers to create cross-curricular thematic lessons (i.e. Valentine's Day)</p> |



Diocese of Richmond
Music Curriculum
Grade Level: Kindergarten

MUS K.1: CREATING: Generate musical ideas for various purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|--|
| <p>Explore and experience music concepts (such as beat and melodic contour) with guidance</p> <p>Generate musical ideas (such as movements or motives) with guidance</p> <p>Compose and/or improvise short rhythmic patterns in duple and triple meter with guidance</p> <p>Compose and/or improvise tonality patterns (i.e. High versus low pitches) in modes and/or tonalities (major and minor) on neutral syllables and/or solfege with correct pitch with guidance</p> <p>Improvise on unpitched percussion or pitched instruments with guidance</p> <p>Improvise short tonal ostinati to simple songs, chants and liturgical music with guidance</p> | <p>How do musicians generate creative ideas?</p> | <p>The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources.</p> | <p>Quaver Music Suzuki Music *can be used for all standards</p> <p>Use curriculum such as “Share the Music” (McGraw/ McMillan), “Making Music” (Silver/Burdett) and/or Music K-8 Magazine to supplement ideas for songs</p> <p>Book: God Made Kindermusic. Published by Praise Hymn Inc. 1994</p> <p>Improvise and arrange using different simple rhythms</p> <p>Use classroom instruments, Orff instruments, boomwackers, and/or body percussion</p> <p>Use rhythm pattern cards to create a simple phrase up to 8 measures</p> |

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| | | | <p>Use classroom instruments and/or body percussion with <i>“Simplified Rhythm Stick Activities”</i> Kimbo Educational CD</p> <p>Use simple rhythm pattern cards (pre-made or <i>“Alfred’s Essentials of Music Theory Rhythm Flash Cards”</i> by Andrew Sumani, Karen Farnum Surmani, Morton Manus, Alfred.com</p> |
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MUS K.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|--|
| <p>Demonstrate and choose favorite musical ideas, with guidance</p> <p>Organize personal musical ideas using iconic notation and/or recording technology, with guidance</p> <p>Develop fine motor skills and coordination including basic movement concepts with guidance</p> <p>Identify elements of music (rhythm, tonality, tempo, dynamics, pitch range)</p> <p>Listen to and identify songs, chants, and liturgical music from a variety of eras, themes and styles with guidance</p> <p>Listen to and identify songs, chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with guidance</p> <p>Play unpitched percussion instruments to develop musical ideas</p> <p>Use short tonal ostinati to simple songs, chants and liturgical music with guidance</p> | <p>How do musicians generate creative decisions?</p> | <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> | <p>Use movement/dancing to develop fine motor skills</p> <p>Use call and response (echo singing)</p> <p>Use “<i>Music Ace Maestro</i>” CD-rom by <i>Harmonic Vision</i> with Smartboard (or sets of rhythm card patterns) for students to recognize and clap simple rhythmic patterns</p> <p>Teach American Sign Language to known songs to develop fine motor skills</p> <p>Sample Lesson: Materials: Lyrics to “Somebody’s Knocking at My Door” (available in <i>Gather</i> hymnal by GIA) Rhythm instruments to represent a door, board w/marker to record written rhythms. Method: Teach song (can do one or more verses) by rote. Ask students one by one to demonstrate how Jesus would knock (wood block good). Write rhythm on board, repeat perform for students, then ask all students to imitate that</p> |

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| <p>Sing in unison and harmony</p> <p>Use simple rhythmic notation with guidance</p> <p>Identify musical form (i.e. AB structure, same/different) with guidance</p> <p>Use technology resources to explore music concepts</p> | | | <p>rhythm. Continue with each student, writing each on board where students can visually see different rhythms.</p> |
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MUS K.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|--|
| <p>Apply, with guidance, personal, peer, and teacher feedback in refining personal musical ideas</p> | <p>How do musicians improve the quality of their work?</p> | <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</p> | <p>With student created rhythms, change different elements of music and what they like and dislike.</p> <p>Sample Lesson: Materials: Simple song that has room for alteration (i.e. Row, Row, Row Your Boat). Have each student give a way to change it, apply, then ask for next suggestion. Perform resulting interpretation for students.</p> |

MUS K.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|--|---|
| <p>Demonstrate, with guidance, a final version of personal musical ideas to peers</p> <p>Share original creations with embellished or refined creations</p> | <p>When is creative work ready to share?</p> | <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> | <p>Share student composed work for a classroom concert</p> <p>Sample Lesson: Continuation of K.3 Standard. Have students critique the resulting song interpretation and make recommendations to make it better.</p> |

MUS K.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|--|
| <p>Describe personal interest in varied musical selections, with guidance</p> <p>Explain personal preference of music</p> | <p>How do performers select repertoire?</p> | <p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> | <p>Students can choose songs for a concert based from 5 choices.</p> <p>Sample Lesson: Materials: Variety of songs performable by students, 2-3 different performance scenarios, Chart/board to list selections. Method: Have students list all the songs in their repertoire that are performance ready on the chart. Give the students a scenario, then have them select songs from their repertoire appropriate for that scenario. Have students state why they selected each song.</p> |

MUS K.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Explore and demonstrate, with guidance, awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance</p> <p>Compare and contrast different musical elements (tonality, rhythm, dynamics, tempo, pitch range) within a song, chant or liturgical music with substantial guidance</p> <p>Explain why certain pieces of music are only appropriate at certain times and in certain places (ex: Mass, prayer service, concert, radio, play)</p> | <p>How does understanding the structure and context of musical works inform performance?</p> | <p>Analyzing creators’ context and how they manipulate elements of music provides insight into their intern and informs performance.</p> | <p>Have students compare and contrast the same song that is fast/slow, high/low</p> <p>Sample Lesson: Materials: Large open room free of obstacles, recordings of music with obvious quality such as low, high, staccato, smooth, fast, slow, etc., piano, keyboard or instrument that can demonstrate contrasting musical qualities Method: Assemble students in a circle. Review opposites of music qualities. Ask for student(s) demonstrate how they would move to high, low, fast, slow, staccato, smooth music played on available instrument. Students stand in circle facing same direction. Have them move to recorded music in same manner as in demonstration and “freeze” when music stops. Variation can be done with musical chairs.</p> |

MUS K.7: PERFORMING: Develop personal interpretations that consider creators' intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|--|--|
| <p>Demonstrate, with guidance, awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent</p> | <p>How do performers interpret musical works?</p> | <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> | <p>Discuss the difference between the same song played in different ways (tempo and dynamics)</p> <p>Sample Lesson: Choose some simple songs that most children know that can be sung with different meanings (sad, angry, happy, lonely, etc.). Explain how musical expressive qualities can change the meaning of songs and give students a demonstration. Have students sing the song to the class, each with different meanings.</p> |

MUS K.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|---|
| <p>Apply personal, teacher, and peer feedback, with guidance, to refine performances</p> <p>Use suggested strategies, with guidance, in rehearsal to improve the expressive qualities of music</p> <p>Respond appropriately to peer and teacher feedback</p> <p>Provide respectful feedback to peers recognizing that God’s gift of music manifests differently in everyone</p> <p>Demonstrate through singing proper breathing, diction and support with guidance</p> <p>Sing alone and with others</p> | <p>How do musicians improve the quality of their performance?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Sample Lesson: During Catholic Schools Week, grandparents are often invited to visit. This provides a great informal performance for the students. Materials: Lyrics/music/accompaniment to “A Bushel and a Peck” from musical <i>Guys and Dolls</i>. Directions for ASL (American Sign Language) and other motions depicting lyrics. Method: Teach by rote lyrics to 1st verse of song. Use visual cues to assist students in learning song. If possible, explain terms in song & see what movements students come up with. Have some students sing while others sign along. Challenge students to sing loud w/o shouting & clear. Challenge students to coordinate movements. Students can practice performing before homeroom teachers and other classes.</p> |

MUS K.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|--|---|--|
| <p>Perform, with guidance, music with expression</p> <p>Perform appropriately for the audience</p> <p>Sing or perform on instruments songs, chants, and liturgical music from a variety of eras, themes and styles with guidance</p> <p>Sing chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with guidance</p> <p>Perform songs, with emphasis on different musical elements (meter, tonality, dynamics, tonality, tempo)</p> <p>Perform in unison and harmony with guidance</p> <p>Demonstrate proper performance and audience etiquette in various situations, events, Masses, plays and prayer services with guidance</p> | <p>When is a performance judged ready to present?</p> <p>How do context and the way musical work is presented influence audience response?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Collaborate with homeroom and/or resource teachers with thematic units</p> <p>Use of instruments, body percussion</p> <p>Use maracas and claves with Spanish songs as a rhythm ostinati</p> <p>Teach performance etiquette and respectful behaviors to be used during performances both as performer and audience.</p> <p>Sample Lesson: Materials: Recording & Accompaniment to “Kumbaya”, African drums. Method: Give students background on “Kumbaya”. Teach students how to play African drums. Have students who can maintain beat accompany as class sings song. When class achieves performance level, they could perform at prayer service or during Presentation of Gifts in Mass.</p> |

MUS K.10: RESPONDING: Choose music appropriate for a specific purpose or context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|--|
| <p>List, with guidance, personal interests and experiences and demonstrate why they prefer some music selections over others</p> <p>Categorize songs to use for various times of the year and purposes</p> | <p>How do individuals choose music to experience?</p> | <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> | <p>Select songs for each holiday and religious service</p> <p>Sample Lesson: Materials: Recorded selections of different songs (4 or 5) for an upcoming holiday, Board/chart with titles of songs listed with room to tally votes for each song, marker(s) to tally votes. Method: Brief children that after listening to several songs they are to choose a song to sing for the holiday. Have students choose their favorite, mark by tally on the board next to their selection. Have students explain why their choice is their favorite. Prompt student as needed with questions about tempo, instrumentation, lyrical content, special memory, etc. As class becomes more skilled, a “distractor” song may be used in later lessons and have students explain “why not”.</p> |

MUS K.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|--|---|---|
| <p>Demonstrate, with guidance, how a specific music concept (such as beat or melodic direction) is used in music</p> <p>Explain how different songs make the listener feel differently</p> | <p>How does understanding the structure and context of the music influence a response?</p> | <p>Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p> | <p>Use songs to ask the students how beat and melodic contour change a piece of music.</p> <p>Sample Lesson: Materials: Recording of Saint-Saens’ “Carnival of the Animals” Method: Explain to students that songs can make us think of different animals by the way they sound. Example, ask students to describe an elephant (big, “slow”, trunk, etc.) Explain how big instruments sound low then play “The Elephant” (students can walk pretending to be elephants while they listen) Afterward, ask students if they thought the Bass helped them think about elephants. Repeat with other selections.</p> |

MUS K.12: RESPONDING: Support interpretations of musical works that reflect creators’/performers’ expressive intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|---|
| <p>Demonstrate, with guidance, awareness of expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent</p> <p>Explain how different songs make the listener feel differently</p> | <p>How do we discern the musical creators’ and performers’ expressive intent?</p> | <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> | <p>Play same songs with different tempos</p> <p>Sample Lesson: Materials: Recording of sacred music reflecting joy, sorrow, praise, longing/love, etc. Suggested Music: Ode to Joy, O Sacred Head Surrounded, Glory and Praise to Our God, Jesus Loves Me, etc. Method: Play a song for students. After, ask students how song reflects specific quality by use of tempo, dynamics, style, rhythm, instrumentation, etc. Repeat with each planned song. Check with students in future classes after one of the selections is used in Mass to follow up.</p> |

MUS K.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|--|
| <p>Apply, with guidance, personal and expressive preferences in the evaluation of music</p> <p>Explore and discuss likes and dislikes in music, in regards to listening and playing instruments</p> | <p>How do we judge the quality of musical work(s) and performance(s)</p> | <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> | <p>Take a popular song and change the tempo. Does the student like or dislike it?</p> <p>Sample Lesson: Materials: Sample recordings of music from different eras (Gregorian through current popular style - assure appropriate lyrics for Catholic school) Large chart with spaces for each song, smiley stickers. Students will affix a smiley to the chart in spaces for songs they like. At end, tally stickers. Ask students why they like the songs they like, trying to use musical qualities to describe it. Likewise, students can be asked why they did not like songs in the same manner.</p> |

MUS K.14: CONNECTING: Synthesize and relate knowledge and personal experiences to make music.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|--|---|---|
| <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>Compose or refine music based upon personal experiences</p> | <p>How do musicians make meaningful connections to creating, performing, and responding?</p> | <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> | <p>Using popular music on the radio, have students compose simple rhythms based on the chosen song.</p> <p>Sample Lesson: Materials: Recordings & lyrics to “Take Me Out to the Ballgame”, “National Anthem”, “Pomp & Circumstance #1”, “Wedding March from Lohengrin”, any of the Mass parts used on weekly basis. Recording device and instruments for song creation. Method: Play songs for class one at a time. After each ask if any recognize it and from where. Ask students how they think it fits with that association. Give students situation to inspire a composed song.</p> |

MUS K.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|--|---|--|
| <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</p> <p>Recognize that musical talent at various levels is a gift from God</p> <p>Use music as a form of worship</p> | <p>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p> | <p>Understanding connections to varied contexts and daily life enhances musicians’ creating performing, and responding.</p> | <p>Singing and moving to songs based on other subjects and daily life. Helps with cross-curricular studies. (Letters, numbers, shapes, hygiene, manners, etc.)</p> <p>Collaborate with homeroom and/or resource teachers to create cross-curricular thematic lessons (i.e. Valentine’s Day) Sample Lessons: Materials: Recorded or sheet music for variety of interactive songs. Suggested songs: “ABC” for letters “Head, Shoulders, Knees & Toes” for body parts “Rainbow Song” for colors “People in Your Neighborhood” for community “Jesus Loves Me” for primary religious “Old MacDonald” for farm animals Alt. Lesson: Use Little Einstein’s series for visual example of arts integration.</p> |



Diocese of Richmond
Music Curriculum

Grade Level: 1st Grade

MUS 1.1: CREATING: Generate musical ideas for various purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|---|
| <p>Create musical ideas (such as answering a musical question) for a specific purpose with limited guidance</p> <p>Generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple) with limited guidance</p> <p>Improvise and/or Compose music on pitched and/or unpitched percussion instruments with limited guidance</p> <p>Improvise and/or compose short tonal ostinati to simple songs, chants and liturgical music with substantial guidance</p> | <p>How do musicians generate creative ideas?</p> | <p>The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.</p> | <p>Quaver Music Suzuki Music *can be used for all standards</p> <p>Use curriculum such as "Share the Music" or Making Music", and Music K-8 Magazine to supplement ideas for songs.</p> <p>Improvise using different simple rhythms</p> <p>Use classroom instruments, Orff instruments, boomwackers, and/or body percussion</p> <p>Use rhythm pattern cards to create a simple 8 measure phrase Use pentatonic scale to create a simple 4 measure melodic line.</p> |

MUS 1.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|--|
| <p>Demonstrate and discuss, with limited guidance, personal reasons for selecting musical ideas that represent expressive intent</p> <p>Use iconic or standard notation and/or recording technology to document and organize personal musical ideas with limited guidance</p> <p>Use fine motor skills and coordination including basic movement concepts</p> <p>Use the elements of music (rhythm, tonality, tempo, dynamics, pitch range)</p> <p>Listen to, identify and sing songs, chants, and liturgical music from a variety of eras, themes and styles with limited guidance</p> <p>Listen to, identify, and sing songs, chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with limited guidance</p> | <p>How do musicians generate creative decisions?</p> | <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> | <p>Use movement/dancing to develop gross motor skills</p> <p>Use call and response (echo singing)</p> <p>Use iPad (Garageband) to compose and improvise rhythmic patterns</p> <p>Sample Lesson: Present students with various rhythmic motifs and song forms. Have students listen (w/music or other notation to reference) to examples of the forms and rhythms. Next provide the students with samples to analyze for some of the same motifs and forms.</p> |

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|--|--|--|--|
| <p>Identify and use pitched and unpitched percussion instruments to develop musical ideas</p> <p>Use short tonal ostinati to simple songs, chants and liturgical music with limited guidance</p> <p>Sing in unison and harmony</p> <p>Use simple rhythmic notation with limited guidance</p> <p>Use musical form (i.e. AB, ABA structure, same/different) with limited guidance</p> <p>Identify and recognize families of instruments of the orchestra</p> | | | |
|--|--|--|--|

MUS 1.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|--|
| <p>Discuss and apply personal, peer, and teacher feedback to refine personal musical ideas with limited guidance</p> | <p>How do musicians improve the quality of their work?</p> | <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</p> | <p>Using a student-created rhythm and/or melody, explore changing other musical elements (tempo, dynamics, tonality)</p> |

MUS 1.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|--|---|
| <p>Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience with limited guidance</p> | <p>When is creative work ready to share?</p> | <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> | <p>Share student-created rhythms and/or melodies in an informal classroom concert</p> |

MUS 1.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|--|
| <p>Demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections with limited guidance</p> | <p>How do performers select repertoire?</p> | <p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> | <p>Students choose from various song options for a concert</p> |

MUS 1.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|--|--|--|
| <p>Demonstrate knowledge, with limited guidance, of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance</p> <p>Read and perform rhythmic patterns using iconic or standard notation when analyzing selected music</p> <p>Explain why certain pieces of music are only appropriate at certain times and in certain places (ex: Mass, prayer service, concert, radio, play)</p> | <p>How does understanding the structure and context of musical works inform performance?</p> | <p>Analyzing creators’ context and how they manipulate elements of music provides insight into their intern and informs performance.</p> | <p>Sample Lesson: Materials: Large open room free of obstacles, recordings of music with obvious quality such as low, high, staccato, smooth, fast, slow, etc., piano, keyboard or instrument that can demonstrate contrasting musical qualities Method: Assemble students in a circle. Review opposites of music qualities. Ask for student(s) demonstrate how they would move to high, low, fast, slow, staccato, smooth music played on available instrument. Students stand in circle facing same direction. Have them move to recorded music in same manner as in demonstration and “freeze” when music stops. Variation can be done with musical chairs.</p> |

MUS 1.7: PERFORMING: Develop personal interpretations that consider creators' intent.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
|---|---|---|---|
| Demonstrate and describe music's expressive qualities (such as dynamics and tempo) | How do performers interpret musical works? | Performers make interpretive decisions based on their understanding of context and expressive intent. | |

MUS 1.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|--|
| <p>Apply personal, teacher, and peer feedback to refine performances with limited guidance</p> <p>Use suggested strategies, with limited guidance, in rehearsal to address interpretive challenges of music</p> <p>Respond appropriately to peer and teacher feedback</p> <p>Provide respectful feedback to peers recognizing that God’s gift of music manifests differently in everyone</p> <p>Demonstrate through singing proper breathing, diction and support with substantial guidance</p> <p>Sing alone and with others</p> | <p>How do musicians improve the quality of their performance?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | |

MUS 1.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|--|---|--|
| <p>Perform music, with limited guidance for a specific purpose with expression</p> <p>Perform appropriately for the audience and purpose</p> <p>Sing or perform on instruments songs, chants, and liturgical music from a variety of eras, themes and styles with limited guidance</p> <p>Sing chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with limited guidance</p> <p>Perform songs, with emphasis on different musical elements (meter, tonality, dynamics, tonality, tempo)</p> <p>Perform in unison and harmony with limited guidance</p> <p>Demonstrate proper performance and audience etiquette in various situations, events, Masses, plays and prayer services with limited guidance</p> | <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Performing for audiences</p> <p>Use CDs and YouTube</p> <p>Collaborate with homeroom and/or resource teachers with thematic units</p> <p>Use of classroom instruments, body percussion</p> <p>Use maracas and claves with Spanish songs as a rhythm ostinati</p> <p>Teach performance etiquette and respectful behaviors during performances. (Performing and not performing)</p> |

MUS 1.10: RESPONDING: Choose music appropriate for a specific purpose or context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|---|
| <p>Identify and demonstrate how personal interests and experiences influence musical selection for specific purposes with limited guidance</p> <p>Categorize songs to use for various times of the year and purposes</p> | <p>How do individuals choose music to experience?</p> | <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> | <p>Practice music used in a liturgical setting using specific hymns and service music.</p> <p>Select songs for each holiday or prayer service</p> |

MUS 1.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|--|---|--|
| <p>Demonstrate and identify, with limited guidance, how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose</p> <p>Explain how different songs make the listener feel differently</p> | <p>How does understanding the structure and context of the music influence a response?</p> | <p>Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p> | |

MUS 1.12: RESPONDING: Support interpretations of musical works that reflect creators’/performers’ expressive intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|--|
| <p>Demonstrate and identify, with limited guidance, expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent</p> <p>Explain how different songs make the listener feel differently</p> | <p>How do we discern the musical creators’ and performers’ expressive intent?</p> | <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> | <p>Play same songs with different tempos have students dance to them and then ask how the dance changed with the music</p> |

MUS 1.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|--|
| <p>Apply personal and expressive preferences in the evaluation of music for specific purposes with limited guidance</p> <p>Explore and discuss likes and dislikes in music, in regards to listening and playing instruments</p> | <p>How do we judge the quality of musical work(s) and performance(s)</p> | <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> | <p>Listen to different musical repertoire and have students evaluate it based from parameters given by the teacher. Can use listening maps and vocal explorations to achieve this.</p> |

MUS 1.14: CONNECTING: Synthesize and relate knowledge and personal experiences to make music.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|--|---|---|
| <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> | <p>How do musicians make meaningful connections to creating, performing, and responding?</p> | <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> | <p>Peer discussion on likes and dislikes in music.</p> <p>Sample Lesson: Have students make a list (column) of different occupations and interests. Afterwards, have students come up with a selection that might be a favorite for each. Ex. Bus Driver - Wheels on the Bus, Ballerina - Swan Lake, Italian Chef - On Top of Spaghetti.</p> <p>Additional activity w/use of internet to research favorite songs of various famous people in different careers.</p> |

MUS 1.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|--|---|---|
| <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</p> <p>Recognize that musical talent at various levels is a gift from God</p> <p>Use music as a form of worship</p> | <p>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p> | <p>Understanding connections to varied contexts and daily life enhances musicians’ creating performing, and responding.</p> | <p>Discuss historical relationships in music and choose music that encompasses these different subjects. (Seasons, holidays, math science, religious subjects, etc.)</p> <p>Sample Lesson: Ode to Joy Introduce students to melody for Ode to Joy. Give background on its use in Beethoven’s 9th Sym., translation from German of lyrics, Little Einstein’s “Huge Adventure” can supplement with introducing other disciplines (dance, art). Present hymns used for Mass that use melody (“All Saints in Glory” - for All Saints Day, etc.)</p> |



Diocese of Richmond
Music Curriculum

Grade Level: 2nd Grade

MUS 2.1: CREATING: Generate musical ideas for various purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|--|
| <p>Improvise rhythmic and melodic patterns and musical ideas for a specific purpose</p> <p>Improvise, arrange and/or compose music on pitched and/or unpitched percussion instruments with limited guidance</p> <p>Improvise, arrange and/or compose short tonal ostinati to simple songs, chants and liturgical music with limited guidance</p> <p>Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple)</p> | <p>How do musicians generate creative ideas?</p> | <p>The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.</p> | <p>Quaver Music Suzuki Music *can be used for all standards</p> <p>Schaum Notespeller</p> <p>Create a simple ostinato using quarter and eighth note patterns with ta-ti-ti or rhythmic words to accompany a song</p> <p>Use musical questions and answers by having students build conversations using only their singing voices. (Q: What's your favorite food? A: My favorite food is pizza.)</p> <p>Sample Lesson: Use "pie" as ta and have students give different flavors, creating rhythms. Ex. "ap-ple" pie is example of ti-ti-ta. "Strawberry" produces Triplet rhythm, "Huckleberry" produces ti-ka-ti-ka sixteenth notes. Particularly good lesson on 3/14 ("Pi Day")</p> |

MUS 2.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|---|
| <p>Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent</p> <p>Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas</p> <p>Use fine motor skills and coordination including basic movement concepts</p> <p>Use the elements of music (rhythm, tonality, tempo, dynamics, pitch range)</p> <p>Use songs, chants, and liturgical music from a variety of eras, themes and styles with limited guidance</p> <p>Use songs, chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with limited guidance</p> <p>Use pitched and unpitched percussion instruments to develop musical ideas</p> <p>Use short tonal ostinati to simple songs, chants and liturgical music with limited guidance</p> | <p>How do musicians generate creative decisions?</p> | <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> | <p>Sample Lesson: Once students understand basic note values, introduce note groupings into measures with time signatures. Explain purpose of top and bottom numbers of signature. Have available for students a chart/reference for note values in order, with associated math fraction, from whole note (1/1) to eighth (1/8). Give several examples of different time signatures, ensuring students understand how top & bottom number are derived.</p> <p>Activity: Write out using notation for one measure of a time signature and have students figure what the written signature would be. Also, do opposite having students write the notation.</p> <p>Application: Play/perform music from hymn/Mass and have students figure the time signature for each. Ex. Morning Has Broken is an example for 9/8 time.</p> |

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| <p>Sing in unison and harmony</p> <p>Use simple rhythmic notation with limited guidance</p> <p>Use musical form (i.e. AB, ABA structure, same/different) with limited guidance</p> <p>Identify and recognize families of instruments of the orchestra</p> <p>Identify basic music notation</p> | | | |
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MUS 2.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|---|
| <p>Interpret and apply personal, peer, and teacher feedback to revise personal music</p> | <p>How do musicians improve the quality of their work?</p> | <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</p> | <p>After creating and performing a short body percussion composition, have students use a rubric to evaluate their own and peers' performances and allow students to refine their composition to perform again.</p> |

MUS 2.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|--|---|
| <p>Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience</p> | <p>When is creative work ready to share?</p> | <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> | <p>Perform student compositions in class, talent show, PTO meeting, school board meeting, or another school event.</p> <p>If rhythms/ostinati are to a usable hymn, have students accompany choir/singer during Mass.</p> |

MUS 2.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|---|
| <p>Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections</p> | <p>How do performers select repertoire?</p> | <p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> | <p>Sample Lesson: Have students make a list of their general skills as a class. This includes use solfege, rhythm, vocal range (help them find this), instrumental proficiency, vocabulary (including age appropriate), music format (form, multiple parts, etc.). Put this where students can refer to it. Next have students (in groups) use media available for students to do a seek, find of 2 or 3 selections that meet these requirements and agree that they are selections they would like to do. If wanted, students can then present findings to class for evaluation. *media include text books, song books, websites pre-approved by instructor.</p> |

MUS 2.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|--|--|--|
| <p>Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance</p> <p>Read and perform rhythmic and melodic patterns using iconic or standard notation when analyzing selected music</p> <p>Explain why certain pieces of music are only appropriate at certain times and in certain places (ex: Mass, prayer service, concert, radio, play)</p> | <p>How does understanding the structure and context of musical works inform performance?</p> | <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> | <p>Have students listen to and sing when appropriate various styles of music. After a teacher led discussion, have students compare and contrast the music in relationships of meter, tempo, tonality and purpose.</p> |

MUS 2.7: PERFORMING: Develop personal interpretations that consider creators' intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|--|--|
| <p>Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent</p> | <p>How do performers interpret musical works?</p> | <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> | <p>Sample Lesson: Have various examples of use of dynamics, tempo, articulation used in music to create a specific response or idea. Ex. Haydn Surprise Symphony, 2nd Movement Saint-Saens Carnival of Animals “The Elephant, The Aviary, etc. Rimsky-Korsakov “Flight of the Bumblebee” If there is enough room, have students “act out” music to internalize concept.</p> |

MUS 2.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances</p> <p>Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music</p> <p>Respond appropriately to peer and teacher feedback</p> <p>Provide respectful feedback to peers recognizing that God’s gift of music manifests differently in everyone</p> <p>Demonstrate through singing proper breathing, diction and support with substantial guidance</p> <p>Sing alone and with others</p> | <p>How do musicians improve the quality of their performance?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Sample Lesson: Assign a song to students that is well within the abilities of all/most of the class. Ensure it contains pitch range, rhythmic complexity, and other interpretive qualities to make adequate judgement of student’s mastery in each area. Have developed rubric to cover graded qualities distributed to students at beginning with explanation of expectations. Ex. “Gentle Woman” - smoothness, memorize words (Hail Mary) dynamics between verse/refrain “Somebody’s Knocking at My Door” - Correct rhythms, call/response interpretation, Beat (students with impaired abilities, this may be the most important concept to master)</p> |

MUS 2.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|--|---|---|
| <p>Perform music for a specific purpose with expression and technical accuracy</p> <p>Perform appropriately for the audience and purpose</p> <p>Sing or perform on instruments songs, chants, and liturgical music from a variety of eras, themes and styles with limited guidance</p> <p>Sing chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with limited guidance</p> <p>Perform songs, with emphasis on different musical elements (meter, tonality, dynamics, tonality, tempo)</p> <p>Perform in unison and harmony with limited guidance</p> <p>Demonstrate proper performance and audience etiquette in various situations, events, Masses, plays and prayer services with limited guidance</p> | <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Lesson Sample: Use songs in previous example for Mass. Second Grade may be featured with/without Mass choir as appropriate.</p> <p>Collaborate with class teacher to expose students to music from various cultures studied in social studies</p> <p>Familiarize students with songs to be sung at school Mass to encourage participation in Mass. Additionally, teach students how to follow along in a hymnal transitioning from verse to verse/ verse to refrain etc.</p> |

MUS 2.10: RESPONDING: Choose music appropriate for a specific purpose or context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes</p> <p>Categorize songs to use for various times of the year and purposes.</p> | <p>How do individuals choose music to experience?</p> | <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> | <p>Sample Lesson: During the Christmas season, play various songs, both sacred and secular. Explain what songs can be used during Mass and which should not.</p> |

MUS 2.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Describe how specific music concepts are used to support a specific purpose in music</p> <p>Explain how different songs make the listener feel differently</p> | <p>How does understanding the structure and context of the music influence a response?</p> | <p>Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p> | <p>Lesson Sample: Explain the purpose of the March and how the 2 beat is practical. Do likewise with waltz. Play examples of both, having students move in a circle together for each (slight lean with the ¾ time lilt as students are able) Ex. “Stars & Stripes Forever” by J.P. Sousa for march - emphasize national pride, use in parades, etc.</p> <p>“Blue Danube Waltz” by J. Strauss, Jr. - describe elegance of ballroom dance and when it was popular</p> |

MUS 2.12: RESPONDING: Support interpretations of musical works that reflect creators’/performers’ expressive intent.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
|---|---|---|---|
| <p>Demonstrate knowledge of music concepts and how they support creators’/performers’ expressive intent</p> <p>Explain how different songs make the listener feel differently</p> | <p>How do we discern the musical creators’ and performers’ expressive intent?</p> | <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> | <p>Sample Lesson: Review different expressive qualities and techniques of composition. Example, the use of the dim7 chord to create tension, then play music that uses it, like Bach Toccata & Fugue in D minor</p> |

MUS 2.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Apply personal and expressive preferences in the evaluation of music for specific purposes</p> <p>Explore and discuss likes and dislikes in music, in regards to listening and playing instruments</p> | <p>How do we judge the quality of musical work(s) and performance(s)</p> | <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> | <p>Sample Lesson: Discuss different occasions for music (weddings, parties, holidays, etc.) Play various excerpts of music used for specific purposes. Have students select uses for each excerpt.</p> |

MUS 2.14: CONNECTING: Synthesize and relate knowledge and personal experiences to make music.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> | <p>How do musicians make meaningful connections to creating, performing, and responding?</p> | <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> | <p>Sample Lesson: Assemble listening list with variety of styles to play for the class. Poll class to see which are their favorites. Have students share why they like certain pieces. Students may want to dance, clap or sing along.</p> |

MUS 2.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</p> <p>Recognize that musical talent at various levels is a gift from God</p> <p>Use music as a form of worship</p> | <p>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p> | <p>Understanding connections to varied contexts and daily life enhances musicians’ creating performing, and responding.</p> | <p>Music Math - compare note values to coins (quarter/quarter note, half dollar/half note, dollar/whole note) or fraction pie charts</p> <p>“Lincoln Portrait” by Aaron Copland combines history in a tone poem with narration. Good for Presidents’ Day.</p> <p>“Tis a Gift to Be Simple” from Gather hymnal pub. by GIA. Can combine with listening to the variations in Copland’s “Appalachian Spring”</p> <p>Incorporate patriotic songs and meanings particularly around Veteran’s Day, Memorial Day, election day, etc.</p> |



Diocese of Richmond

Music Curriculum

Grade Level: 3rd Grade

MUS 3.1: CREATING: Generate musical ideas for various purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|---|
| <p>Improvise rhythmic and melodic ideas</p> <p>Generate original musical ideas (such as rhythms and melodies)</p> <p>Arrange short musical ideas to form a composition</p> <p>Create, improvise, echo, and differentiate short rhythmic patterns in duple and triple meter</p> | <p>How do musicians generate creative ideas?</p> | <p>The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources.</p> | <p>Quaver Music Suzuki Music *can be used for all standards</p> <p>Silver Burnett (Making Music) or McGraw-Hill (Share the Music) Texts, Resource books, CDs and online resources. Orff Instrumental Method books. YouTube, Homeschooling resources.</p> <p>*The opening scene from “The Music Man” by Meredith Willson. He uses the beat, sounds and rhythms of a train to give the background for the main story. Lyrics are rhythmic rap-like lines done to the tempo of the train. Sounds of the train is imitated in score. Materials: Video clip from the movie, appropriate audio examples of rap that demonstrate same type of scoring, items needed to create example.</p> |

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| | | | <p>Student activities:</p> <ol style="list-style-type: none">1. Compare two pieces2. Create a score w/lyrics that has something suggesting a rhythmic background (i.e. clock, fan, copier, etc.)3. Perform work complete with costumes and set (show) <p>Create a 4-bar rhythmic composition using body percussion and rhythm words. (peanut butter, jelly, jam/huckleberry, pie,/ ti-ki-ti-ki...etc.)</p> <p>Create a simple melodic composition using mallet instruments or voice. Begin with simple rhythm words assigning each word a note in a 5 note pentatonic scale. (Example: Begin on C and end on C, use only C-E-G or C-D-E-F-G, etc.)</p> |
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MUS 3.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|--|
| <p>Demonstrate selected musical ideas for a simple improvisation or composition to express intent</p> <p>Compose a strand of rhythm patterns to forms a complete composition</p> <p>Compare and contrast tonality patterns in major and minor tonality on neutral syllables</p> <p>Use simple rhythmic notation</p> <p>Identify intermediate music notation</p> | <p>How do musicians generate creative decisions?</p> | <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> | <p>Experience songs in all modes and tonalities incorporating chant, Catholic/Christian liturgical music</p> |

MUS 3.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|--|
| <p>Evaluate, refine and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback</p> <p>Use teacher created rubrics for critique and revision</p> <p>Learn correct terminology when evaluating music</p> <p>Identify classroom instruments pitched and unpitched</p> | <p>How do musicians improve the quality of their work?</p> | <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</p> | <p>Have students create their own five-point rubric for an evaluation of their newly created composition.</p> <p>Students self-assess their own work by giving a thumbs up (I did great), thumbs sideways (I did OK with a few mistakes) or a thumbs down (I need to try again).</p> |

MUS 3.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|--|--|
| <p>Present the final version of personally created music to others, and describe connection to expressive intent</p> | <p>When is creative work ready to share?</p> | <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> | <p>Provide students with opportunities for informal performances</p> <p>Class performances, Catholic Schools' Week performances, Christmas Program, Talent Show, Solo and Ensemble</p> |

MUS 3.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
|---|---|--|---|
| Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context | How do performers select repertoire? | Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. | Brainstorm situations in daily life where music is experienced. |

MUS 3.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Demonstrate understanding of the structure in the music selected for performance</p> <p>Identify simple musical form: AB, ABA, ABAB</p> <p>Read and perform rhythmic patterns and melodic phrases using standard and non-standard notation</p> <p>Explain how context (personal and social) can inform a performance</p> | <p>How does understanding the structure and context of musical works inform performance?</p> | <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> | <p>Listen to simple songs with clear AB, ABA, and ABAB form (most 'pop' songs with verses and chorus).</p> <p>Use rhythm cards to read and perform 4 beat phrases using whole, half, quarter, eighth notes and quarter rests. Put them together to create longer phrases.</p> <p>Use the rhythm cards and phrases to create their own AB, ABA, and ABAB forms with rhythms.</p> <p>Play them on Orff instruments for variety.</p> <p>Students sing familiar songs and decide where the songs repeat or change to determine form. Flash cards with traditional and non-standard notation of rhythms used in the songs they sing will help reinforce reading notation</p> |

MUS 3.7: PERFORMING: Develop personal interpretations that consider creators' intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|--|---|
| <p>Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo) and how they are used to show expressive intent</p> | <p>How do performers interpret musical works?</p> | <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> | <p>Students watch a movie and describe how the music flows with and enhances the actions, settings, and moods of the movie.</p> |

MUS 3.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Apply criteria (teacher-provided, as well as collaboratively-developed) and feedback to evaluate accuracy of ensemble performances</p> <p>Follow conducting cues from the director</p> <p>Perform on unpitched and/or pitched instruments with proper technique</p> <p>Rehearse to refine technical accuracy expressive qualities, and identified performance challenges</p> <p>Sing alone and with others including liturgical music/Christian music</p> <p>Perform songs in various languages especially Latin</p> <p>Demonstrate good diction</p> | <p>How do musicians improve the quality of their performance?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Lingua Angelica Song Book (Cheryl Lowe) - Memoria Press</p> <p>Words with Wings - Wilko Brouwers Church Music Association of America Copyright 2012</p> |

MUS 3.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Perform music, alone and with others, with expression and technical accuracy using dynamics</p> <p>Demonstrate age-appropriate tone quality and awareness of vocal ranges using high and low pitch</p> <p>Demonstrate proper breathing and support with correct alignment</p> <p>Demonstrate performance decorum and audience etiquette appropriate for the context and venue</p> <p>Demonstrate appropriate, respectful behavior in various situations and events (Mass, concerts, etc.)</p> <p>Perform, listen to, and identify music from various time periods and cultures</p> <p>Perform in unison and harmony (simple rounds, partner songs, etc.)</p> | <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Knowledge: Soprano -adults, children, Alto - adults, males Pitch</p> | <p>Work as a class to develop expectations for performance decorum in different settings (Mass, concert, play, informal concert)</p> |

MUS 3.10: RESPONDING: Choose music appropriate for a specific purpose or context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes</p> <p>Listen to and discuss the purpose of music from various cultures and genres</p> <p>Discuss the purpose of various types of Christian music (Gregorian chants, hymns, Christmas Carols, Sunday school songs)</p> | <p>How do individuals choose music to experience?</p> | <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> | <p>Sing Sunday school songs and discuss their bible teaching - how bible stories were learned through songs.</p> <p>Select music for a specific Mass or prayer service</p> |

MUS 3.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|--|---|--|
| <p>Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (personal and social)</p> <p>Identify simple musical form: AB, ABA, ABAB</p> <p>Use appropriate technical vocabulary, such as dynamics, tempo, pitch, to describe a chosen piece of music</p> <p>Compare and contrast different styles of music</p> | <p>How does understanding the structure and context of the music influence a response?</p> | <p>Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p> | <p>Identify situations in daily life where music is experienced.</p> <p>Identify the form and style of various songs both secular and sacred</p> |

MUS 3.12: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Demonstrate and describe how the expressive qualities (dynamics and tempo) are used in performers' interpretations to reflect expressive intent</p> <p>Discuss the influence of music on different cultures</p> | <p>How do we discern the musical creators' and performers' expressive intent?</p> | <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> | <p>Describe and discuss two different performances of a song and how each performer made the song different because of the performer's interpretation and expressive intent. (Amazing Grace- traditional choral performance and Harlem Gospel Choir)</p> |

MUS 3.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|--|
| <p>Evaluate a variety of musical works and performances, applying established criteria</p> <p>Evaluate various types of music including Gregorian Chant, liturgical music, Folk, Patriotic</p> <p>Discuss how musical talents are gifts from God</p> <p>Listen to and describe music from different time periods and cultures</p> | <p>How do we judge the quality of musical work(s) and performance(s)</p> | <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> | <p>Students listen to recordings of various styles of music and research the origin of each style.</p> |

MUS 3.14: CONNECTING: Synthesize and relate knowledge and personal experiences to make music.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|--|---|---|
| <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context</p> <p>Present the final version of created music for others, and describe connection to expressive intent</p> | <p>How do musicians make meaningful connections to creating, performing, and responding?</p> | <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> | <p>Invite a guest music artist to discuss the creative process of composing music/writing lyrics to songs</p> |

MUS 3.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|--|---|--|
| <p>Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life</p> <p>Recognize that musical talent at various levels is a gift from God</p> <p>Use music as a form of worship</p> | <p>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p> | <p>Understanding connections to varied contexts and daily life enhances musicians’ creating performing, and responding.</p> | <p>Collaborate with classroom teachers to generate ideas for how to incorporate music into other areas of the curriculum (a song that can work with science/social studies or a book the class has read)</p> |



Diocese of Richmond
Music Curriculum

Grade Level: 4th Grade

MUS 4.1: CREATING: Generate musical ideas for various purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|--|
| <p>Improvise rhythmic and melodic ideas</p> <p>Generate original musical ideas (such as rhythms and melodies) within a given tonality and/or meter</p> <p>Create, improvise, echo, and differentiate short rhythmic patterns in duple and triple meter</p> <p>Create and improvise tonal patterns, various dynamics</p> | <p>How do musicians generate creative ideas?</p> | <p>The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Knowledge Dynamic Markings P, mp, f, mf = Piano, Mezzo Piano, Forte, Mezzo Forte</p> | <p>Quaver Music *can be used for all standards</p> <p>Use rhythm cards and phrases to lead improvisations.</p> <p>Use the pentatonic scale on xylophones to create tonal melodies that can be played together.</p> |

MUS 4.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|---|
| <p>Demonstrate selected musical ideas for a simple improvisation or composition to express intent</p> <p>Compose a strand of rhythm patterns to forms a complete composition</p> <p>Arrange short musical ideas to form composition</p> <p>Use technology resources to develop musical ideas</p> | <p>How do musicians generate creative decisions?</p> | <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> | <p>www.noteflight.com</p> <p>www.themightymaestro.com</p> |

MUS 4.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
|--|---|---|---|
| <p>Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time</p> <p>Use teacher or peer created rubrics for critique and revision</p> <p>Use correct technical terminology when evaluating music</p> | <p>How do musicians improve the quality of their work?</p> | <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</p> | <p>Keep a creative journal with ideas, improvisations, compositions, and creative process as a whole. (This portfolio could also be digital if technology allows)</p> |

MUS 4.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
|---|---|--|---|
| <p>Present the final version of personal created music to others, and describe connection to expressive intent</p> | <p>When is creative work ready to share?</p> | <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> | <p>Silver Burnett (Making Music) or McGraw-Hill (Share the Music) Texts, Resource books, CDs and online resources. Orff & Instrumental Method books (Standard of Excellence, Smart Music, Essential Elements, String Basics.) YouTube, Homeschooling resources.</p> <p>Provide students with opportunities for informal performances.</p> |

MUS 4.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
|--|---|--|--|
| Demonstrate and explain how the selection of music to be performed is influenced by personal interest, knowledge, context, and technical skill | How do performers select repertoire? | Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. | Words with Wings- Wilko Brouwers Lingua Angelica Song Book- Cheryl Lowe Identify situations in daily life where music is experienced. Select specific music example for varied events (mass, prayer service, commercials, etc.) |

MUS 4.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|--|--|---|
| <p>Demonstrate understanding of the structure and the elements of music (rhythm, pitch, and form) in music selected for a performance</p> <p>Read and perform using standard and non-standard notation when analyzing selected music</p> <p>Explain how context (social and cultural) informs a performance</p> | <p>How does understanding the structure and context of musical works inform performance?</p> | <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> | <p>Practice and prepare an instrumental arrangement for recorder and/or mallets</p> |

MUS 4.7: PERFORMING: Develop personal interpretations that consider creators' intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|--|--|
| <p>Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (dynamics, tempo, and timbre)</p> | <p>How do performers interpret musical works?</p> | <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> | <p>Interpret various forms of the same piece of music to evaluate compositions and performances.</p> |

MUS 4.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|---|
| <p>Apply criteria (teacher-developed and collaboratively developed) and feedback to evaluate accuracy and expressiveness of ensemble and personal performances</p> <p>Demonstrate proper technique including: posture, embouchure, hand position, playing position, tone production that is clear, free of tension, sustained and unwavering pitch</p> <p>Follow conductor cues from the director</p> <p>Demonstrate good diction, correct alignment and proper breathing and support</p> <p>Rehearse to refine technical accuracy and expressive qualities, and address performance challenges</p> <p>Demonstrate rehearsal decorum and audience etiquette appropriate for the context, venue, and genre</p> | <p>How do musicians improve the quality of their performance?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Singing in church weekly masses/cantoring</p> <p>Words With Wings - Wilko Brouwers</p> <p>Lingua Angelica - Song Book - Cheryl Lowe</p> <p>Hymnal Book from Church</p> <p>Listen and evaluate recordings of your own compositions.</p> |

MUS 4.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
|---|---|---|---|
| <p>Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation</p> <p>Demonstrate pitch range: high and low</p> <p>Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre</p> <p>Perform in unison and harmony (simple rounds, partner songs, etc.)</p> <p>Perform songs in various languages especially Latin</p> <p>Perform and listen to music from various time periods and cultures</p> <p>Perform short tonal ostinati to simple songs</p> | <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Participate in an ensemble setting (classroom, choral, instrumental)</p> |

MUS 4.10: RESPONDING: Choose music appropriate for a specific purpose or context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|---|
| <p>Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts</p> <p>Listen to and discuss the purpose of music from various time periods, cultures and genres</p> <p>Discuss the purpose of various types of Christian music (Gregorian chants, hymns, Christmas Carols, Sunday school songs)</p> | <p>How do individuals choose music to experience?</p> | <p>Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> | <p>Have students discuss reasons for selecting certain songs on a playlist.</p> |

MUS 4.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
|---|--|---|---|
| <p>Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (social and cultural)</p> <p>Identify simple musical form: AB, ABA ABAB, Rondo</p> <p>Use appropriate technical vocabulary for tempo, dynamics, meter, etc. to describe examples of music, including liturgical Catholic/Christian music</p> <p>Compare and Contrast and discuss preference of songs in various modes and tonalities</p> | <p>How does understanding the structure and context of the music influence a response?</p> | <p>Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p> | <p>Discuss the use of musical elements in both secular and sacred music</p> |

MUS 4.12: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|---|
| <p>Demonstrate and explain how the expressive qualities (dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent</p> <p>Identify the influence of music on different cultures</p> | <p>How do we discern the musical creators' and performers' expressive intent?</p> | <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> | <p>Expose students to music from various cultures around the world, country, and state</p> <p>Possibly collaborate with social studies lesson</p> |

MUS 4.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
|---|---|---|---|
| <p>Evaluate all forms of musical works and performances, including liturgical, cultural and Catholic/Christian music, applying established criteria</p> <p>Recognize musical talents as unique gifts from God</p> | <p>How do we judge the quality of musical work(s) and performance(s)</p> | <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> | |

MUS 4.14: CONNECTING: Synthesize and relate knowledge and personal experiences to make music.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|--|---|--|
| <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> | <p>How do musicians make meaningful connections to creating, performing, and responding?</p> | <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> | |

MUS 4.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|--|---|--|
| <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</p> <p>Recognize that musical talent at various levels is a gift from God</p> <p>Use music as a form of worship</p> | <p>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p> | <p>Understanding connections to varied contexts and daily life enhances musicians’ creating performing, and responding.</p> | |



Diocese of Richmond

Music Curriculum

Grade Level: 5th Grade

MUS 5.1: CREATING: Generate musical ideas for various purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|---|
| <p>Improvise rhythmic, melodic, and harmonic ideas</p> <p>Generate original musical ideas (such as rhythms and melodies) within a given tonality and/or meter</p> <p>Create and improvise, echo, and differentiate short rhythmic patterns in duple and triple and non-standard meter</p> <p>Compare and contrast music from a variety of eras and styles, Gregorian Chant, Liturgical Hymns, Catholic/Christian, Folk, Patriotic</p> | <p>How do musicians generate creative ideas?</p> | <p>The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.</p> | <p>Quaver Music *can be used for all standards</p> <p>Silver Burnett (Making Music) or McGraw-Hill (Share the Music) Texts, Resource books, CDs and online resources. Orff & Instrumental Method books (Standard of Excellence, Smart Music, Essential Elements, String Basics). YouTube, Homeschooling resources.</p> <p>Composition lesson: Students create a rhythmic composition using rhythm words or basic rhythm notation. Can also add a melodic line</p> |

MUS 5.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|---|
| <p>Demonstrate selected musical ideas for a simple improvisation or composition to express intent</p> <p>Compose a strand of rhythm patterns to form a complete composition</p> <p>Use standard and non-standard notation and/or recording technology to record personal rhythmic, melodic and two-chord harmonic musical ideas</p> <p>Create and improvise tonal patterns</p> | <p>How do musicians generate creative decisions?</p> | <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> | <p>Technology Resources: Kids Make Music Composer Game</p> <p>Sample Lesson: Give students a short selection from Psalms and write a musical accompaniment for it. Students will analyze their lines for beat groupings and rhythmic patterns. Provide guidance to students as they select tonality, apply chord progression and melodic line to the lyrics. When ideas completed, have them write their composition for peer review and performance (use solfege or standard notation)</p> |

MUS 5.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|--|
| <p>Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback and explain reasons for changes</p> | <p>How do musicians improve the quality of their work?</p> | <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</p> | <p>Sample Lesson: Assist students in developing their own rubric for compositions It can be simple Yes/No for each criteria area (i.e., workable beat groupings, appropriate notation, legibility, etc.) Have students use the created rubric to evaluate a previously composed selection. They can evaluate compositions of other students with rubric. Have students keep a composition journal to keep track of their revisions.</p> |

MUS 5.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
|---|---|--|--|
| <p>Present the final version of personal created music to others, and describe connection to expressive intent</p> | <p>When is creative work ready to share?</p> | <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> | <p>Self- assessment of performance</p> <p>Present creation in an informal setting "coffeehouse" event for parents</p> <p>Sample Lesson: As the students prepare for a concert of their compositions, they will create a program for the audience that explains the inspiration for their compositions.</p> |

MUS 5.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|---|
| <p>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill</p> | <p>How do performers select repertoire?</p> | <p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> | <p>Have students select music for Mass or a concert. Allow time to discuss their reasons for selection</p> <p>Sample Lesson: Students will plan the music for a Mass based on the topic of the readings, Gospel and any associated memorial or holiday. Include the hymns, ordinary of the Mass if appropriate. Ensure the performers for choir (including instrumentalists) have the skills to perform the selections.</p> |

MUS 5.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|--|--|--|
| <p>Demonstrate understanding of the structure and the elements of music (rhythm, pitch, form, and harmony) in music selected for performance</p> <p>Read and perform using standard notation when analyzing selected music</p> <p>Explain how context (social and cultural) informs a performance</p> | <p>How does understanding the structure and context of musical works inform performance?</p> | <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intern and informs performance.</p> | <p>Have students practice reading rhythm and melodic notation</p> <p>Have students perform music from different cultures</p> <p>Sample Lesson: Music of Middle Eastern Asia - Using the song "Hava Nagila", Have students listen, identify tonality, instrumentation, rhythm patterns. Have students sing along using lyrics in Hebrew, using appropriate instruments in accompaniment. Discuss the applications of music (Jewish celebrations). Teach the students to dance the hora to the song.</p> |

MUS 5.7: PERFORMING: Develop personal interpretations that consider creators' intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|--|---|
| <p>Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (dynamics, tempo, and timbre)</p> | <p>How do performers interpret musical works?</p> | <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> | <p>Sample Lesson: Have students listen to “Sheherezade” by Rimsky-Korsokov. Give them the back story on the “1001 Arabian Nights” Good information can be found in Encyclopedia Britannia under “Scherhezade”. Highlight characters through themes & instrumentation, effects for the sea, etc. This lesson should be over 2 class meetings, with teacher intentionally stopping to create a “cliff hanger” like the heroine.</p> |

MUS 5.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|---|
| <p>Apply criteria (teacher-provided and collaboratively developed) and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p>Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time</p> | <p>How do musicians improve the quality of their performance?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Sample Lesson: Assign a selection for the ensemble or class to prepare for a performance. Ensure selection is within the reach of the specific ensemble (Grade level of difficulty of works does not need to correlate with actual school grade of students - which also may be mixed) Before rehearsing, explain to the ensemble/class why you selected that piece, what you hope for the class to achieve from working it, and your expectation of the students to do evaluation of rehearsals on both a personal and an ensemble level. These observations can be journaled, then applied to rubric to chart the progress. Students will also note how to improve on deficient areas.</p> |

MUS 5.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|---|
| <p>Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation</p> <p>Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style</p> | <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Sample Lesson: Have students prepare a piece for performance using lesson from MUS 5.8. Provide the students a forum for performance, whether it be for classroom or formal on stage. Students from the class will be in the audience and perform audience etiquette: sitting quietly in assigned seat, not talking, using cellphones, listening to the performance and giving applause for performer (even if subpar, it takes courage to get up in front to perform and this needs to be recognized)</p> |

MUS 5.10: RESPONDING: Choose music appropriate for a specific purpose or context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|---|---|---|
| <p>Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts</p> | <p>How do individuals choose music to experience?</p> | <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> | <p>Sample Lesson: Present to the students how music is used for important moments in our lives, from Baptism through Rite of Committal (refer to usccb.org for information on Church regulations concerning use of music for Sacraments). Using comprehensive missals (choir editions are ideal), have the students individually or in groups, develop the music to accompany one of the Sacramental Masses. Once complete, students can present their "Mass" selections and explain why each choice fits the occasion. A rubric or an outline may be used to guide students in this lesson.</p> |

MUS 5.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|--|--|---|--|
| <p>Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (social, cultural, and historical)</p> <p>Listen to and identify songs in various modes and tonalities</p> | <p>How does understanding the structure and context of the music influence a response?</p> | <p>Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p> | |

MUS 5.12: RESPONDING: Support interpretations of musical works that reflect creators’/performers’ expressive intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
|---|---|---|---|
| <p>Demonstrate and explain how the expressive qualities (dynamics, tempo, timbre, and articulation) are used in performers’ and personal interpretations to reflect expressive intent</p> <p>Compare and contrast the influence of music on different cultures</p> | <p>How do we discern the musical creators’ and performers’ expressive intent?</p> | <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> | <p>Sample Lesson: Play Haydn’s Sym. 94, 2nd Mvt. for the class. Once the class experiences the subito fff, the teacher can explain how the composer was employed to write music for a trip to England (1791) and make an impression upon the audience (unsubstantiated rumor has him “waking” a sleeping king) Here instrumentation, the necessity of a constant pp before the subito created this intent. Use of tonality & tempo changes (Eastern Europe, Balkan, Middle East Asia), particular rhythms (“Scottish”) dotted, drone (India & British Isles), pentatonic (Far East Asia, Native North American) and the cross influence of Afro-Cuban music of Central/South America.</p> |

MUS 5.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music</p> | <p>How do we judge the quality of musical work(s) and performance(s)</p> | <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> | <p>Sample Lesson: Mock Auditions. If there are skilled students, they can participate, if not try to engage a couple local musicians to come into class (follow Diocese guidelines). You can start by playing a credible recording of an excerpt from standard repertoire normally used in professional auditions. Have the musicians play the excerpt, but having different flaws such as wrong rhythms, notes, dynamics, articulations, etc. Have each play with one obvious flaw and one subtler. Have one audition play the excerpt correctly also. After each “audition”, ask the students to give their answer on the mistake in each audition.</p> |

MUS 5.14: CONNECTING: Synthesize and relate knowledge and personal experiences to make music.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
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| Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music | How do musicians make meaningful connections to creating, performing, and responding? | Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. | |

MUS 5.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</p> <p>Recognize that musical talent at various levels is a gift from God</p> <p>Use music as a form of worship</p> <p>Discuss how music relates to other subjects, such as math, science, reading, history, foreign language, Art, etc</p> | <p>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p> | <p>Understanding connections to varied contexts and daily life enhances musicians’ creating performing, and responding.</p> | <p>Field Trips - VMFA</p> |



Diocese of Richmond
Music Curriculum

Grade Level: 6th-8th Grade

MUS MS.1: CREATING: Generate musical ideas for various purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Improvise alone and with others</p> <p>Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys. (see Orff method)</p> <p>Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent</p> <p>Create musical ideas intended for various audience, locations, purposes including Mass</p> <p>Use available technology resources to supplement music concepts</p> | <p>How do musicians generate creative ideas?</p> | <p>The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Different types of music are generated for different contexts.</p> | <p>Quaver Music *can be used for all standards</p> <p>Improvise a verse using the 12-bar blues individually or as a group.</p> <p>Improvise using solfege syllables (vocal) or on mallet instruments with an I-V-I chord progression.</p> <p>Expose students to multiple versions of the same piece (ex: Star Spangled Banner) and discuss the context for each</p> <p>Discuss different genres, with specific emphasis on liturgical and popular Christian music and their appropriate use</p> <p>www.noteflight.com</p> |

MUS MS.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Arrange and/or compose music within teacher specified parameters, using available technology</p> <p>Embellish a piece of liturgical music</p> <p>Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent</p> <p>Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences</p> <p>Identify the parts of the instrument being studied</p> <p>Identify the parts of the vocal anatomy and their use for proper vocal tone productions and breath support and control</p> <p>Explain compositional devices and techniques</p> <p>Recognize chord progressions</p> | <p>How do musicians generate creative decisions?</p> <p>How do musicians determine the format of their musical creations? (Vocal, instrumental, utilize technology, etc.)</p> | <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> | <p>Compose a 4 to 8 bar song using rhythmic words and 3 to 5 note melody. Use any available music software for students to transcribe their composition.</p> <p>Embellish a simple well known melodic song (ex. Amazing Grace) using tension and resolution notes by proceeding resolution notes with an appoggiatura (vocal or instrumental).</p> <p>Invite an artist in residence or guest speaker to discuss the creative process</p> <p>Visit local symphony, opera, recording studios, cathedrals, churches, etc.</p> <p>Compose a song together as a class for a specific purpose, event, or theme.</p> <p>Discuss different genres, with specific emphasis on liturgical and popular Christian music and their appropriate use</p> |

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| | | | <p>Collaborative project with PE Teacher: Students create an exercise video for the elementary students to use when they have rainy day recess. The students have to create their own music using the instruments in the room or using Garageband. This resource/experience fits all standards.</p> |
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MUS MS.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Evaluate their own work, applying criteria such as application of selected elements of music, and use of sound sources</p> <p>Describe the rationale for revising the music based on evaluation criteria and feedback from others</p> | <p>How do musicians improve the quality of their work?</p> <p>What criteria can be used to evaluate and refine a work?</p> | <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</p> | <p>Establish class norms for evaluation/peer review recognizing students as children of God and that all appropriate ideas are valid</p> <p>Create a student feedback form (“3 glows and a grow”, etc.)</p> <p>Have students record their compositions and playback to seek feedback and evaluate/refine based on feedback</p> <p>Design a rubric for evaluating musical compositions created in class</p> |

MUS MS.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent</p> | <p>When is creative work ready to share?</p> | <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> | <p>Provide opportunities for students to share created works in informal settings (ex: talent show, coffeehouses, concert features)</p> <p>Teach a created song to a lower grade level (Create a Bible school song to teach to Preschool/Kindergarten)</p> |

MUS MS.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Apply criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and identify expressive qualities, technical challenges, and reasons for choices</p> <p>Select music for a specific liturgical purpose</p> | <p>How do performers select repertoire?</p> | <p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context/audience for a performance influence the selection of repertoire.</p> | <p>Teacher provided repository of selected works for analysis (YouTube, Spotify, etc.)</p> <p>Have students plan all of the liturgical music for a specific Mass or prayer service</p> <p>Students select/arrange songs for the Luminous mysteries for rosary prayer services, carols to use during nativity service</p> |

MUS MS.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used</p> <p>Read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form when analyzing selected music</p> <p>Identify how cultural and historical context inform performances and result in different music interpretations.</p> <p>Dictate rhythmic and melodic passages from a given source</p> <p>Use technical vocabulary of music during analysis</p> | <p>How does understanding the structure and context of musical works inform performance?</p> | <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intern and informs performance.</p> <p>Technical Vocabulary:</p> <ul style="list-style-type: none"> ● Pitch ● rhythm ● dynamics ● tempo ● articulation ● expression | <p>www.teoria.com</p> <p>Dictation software/websites</p> <ul style="list-style-type: none"> ● www.noteflight.com ● www.finalemusic.com <p>Identify form, expressive elements, melodic contour and other musical elements of performance pieces.</p> <p>Compare two musical performances of the same piece during two different time periods and identify the differences in interpretations (ex: Chester from R. Schuman's New England Tryptic)</p> |

MUS MS.7: PERFORMING: Develop personal interpretations that consider creators' intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Perform contrasting pieces of music</p> <p>Demonstrate and explain how the music's intent is conveyed by interpreting the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing)</p> | <p>How do performers interpret musical works?</p> | <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> | <p>Listen to various interpretations of the same piece of music</p> <ul style="list-style-type: none"> ○ Amazing Grace <p>Give students one piece of music (a Christmas carol, hymn, etc.) to interpret individually after presenting, discuss the differences</p> <p>Listen to different performers within the same genre and discuss the differences</p> <ul style="list-style-type: none"> ○ Ex: Contemporary Christian Artists: LeCrae, Francesca Battistelli, Sara Hart, Crowder, Red, Sidewalk Prophets <p>Students demonstrate the various ways the musical elements can be changed in the song "Twinkle Twinkle Little Star" and discuss how the musical elements can change the music's intent.</p> |

MUS MS.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performers, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform</p> <p>Evaluate a variety of genres and works in terms of skill level and context</p> | <p>How do musicians improve the quality of their performance?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Have students record (audio and video) performances to evaluate their work</p> <ul style="list-style-type: none"> ● Provide criteria for evaluation or develop criteria as a class ● Reflection could be individual or as a class discussion |

MUS MS.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Perform the music with technical accuracy and stylistic expression to convey the creator’s intent</p> <p>Respond to a variety of conducting gestures</p> <p>Demonstrate proper posture and breathing (instrumental and vocal), embouchure, hand position, and playing position</p> <p>Produce tones that are clear, free of tension, sustained and unwavering in pitch</p> <p>Perform vocally with proper diction identifying and demonstrating pure vowels and articulated consonants</p> <p>Demonstrate ensemble skills by blending timbres and matching dynamic levels, style and intonation</p> <p>Demonstrate musical phrasing through the use of dynamics, tempo and melodic contour</p> <p>Sing music written in unison or harmony, with or without instrumental accompaniment</p> | <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Prepare for formal performances (concerts, Mass, prayer services)</p> <p>Select repertoire that emphasizes a specific element, technique, or concept</p> <p><u>Teaching Music Through Performance</u> (GIA Publications)</p> |

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| <p>Demonstrate a variety of articulations including legato and staccato</p> <p>Read a musical score</p> <p>Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context</p> | | | |
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MUS MS.10: RESPONDING: Choose music appropriate for a specific purpose or context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Select contrasting music to listen to and compare the connections to specific interests or experiences for a personal purpose</p> | <p>How do individuals choose music to experience?</p> | <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> | <p>Discuss how students select music for a personal playlist</p> <p>“Music that Inspires” assignment (students present an appropriate piece of music from any genre with the intent to explain why it uniquely inspires them.</p> <p>Discuss why a certain song is their favorite?</p> <ul style="list-style-type: none"> ○ Lyrics, rhythm, tune, etc. <p>Students select music that describes them and their interests to create a playlist- “Soundtrack of My Life”</p> |

MUS MS.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces</p> <p>Identify and compare the context of music from a variety of genres, cultures, and historical periods</p> <p>Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices</p> | <p>How does understanding the structure and context of the music influence a response?</p> | <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> | <p>Classify unfamiliar pieces of music by genre or style and by historical period or culture unfamiliar and explain the reasoning behind their classifications</p> <p>Play aural examples of contrasting musical pieces and have students identify the category the piece belongs to by analyzing the elements of music within the pieces. (Genre, historical period, culture)</p> |

MUS MS.12: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Describe how different types of music (genres, cultures, historical periods) elicit personal responses</p> <p>Compare the influence of music in different cultural traditions and how it contributes to personal identity</p> <p>Sight-read simple phrases accurately and expressively on instruments and vocals</p> | <p>How do we discern the musical creators' and performers' expressive intent?</p> | <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> | <p>Mass interpretations from Gregorian through modern including different purposes such as Requiem, Coronation, etc.</p> <p>Music reflection journal</p> <p>Listen to soundtracks, movie scores - how does music build anticipation, etc.</p> <p>Unit on world music</p> <ul style="list-style-type: none"> ● Can tie into cultural festivals, Hispanic Heritage Month (Sept-Oct) ● Influence of African rhythms on contemporary forms (R&B, Hip Hop, Motown, Rap) |

MUS MS.13: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Select from teacher-provided criteria or personally developed criteria to evaluate musical works or performances</p> <p>Articulate personal preference of music</p> | <p>How do we judge the quality of musical work(s) and performance(s)</p> | <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> | <p>Assist students in developing criteria for evaluating music or articulating their personal preference</p> <p>Design a rubric for their personal preference of music and evaluate aural examples of music based on their rubric.</p> |

MUS MS.14: Connect: Synthesize and relate knowledge and personal experiences to make music.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>Identify various roles, both secular and sacred, of musicians</p> <p>Identify key factors in maintaining vocal health (i.e. the effect of caffeine, drugs, alcohol, etc.)</p> | <p>How do musicians make meaningful connections to creating, performing, and responding?</p> | <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> | <p>Invite guest speakers (musicians, composers) to discuss their creative process, experiences and knowledge.</p> <p>Research and present a musical artist identifying how they make personal connections to their compositions and performances (Adele, John Mayer)</p> <p>Research singers who have had surgery on their larynx to remove polyps and other damaging vocal cord problems and discuss the importance in maintaining vocal health.</p> |

MUS MS.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Demonstrate understanding of relationships between music and the other arts, academic disciplines, varied contexts, and daily life</p> <p>Identify the role of music in the history of Christianity and the Catholic Church</p> <p>Recognize that musical talent at various levels is a gift from God</p> <p>Use music as a form of worship</p> | <p>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p> <p>How has the Catholic Church influenced specific genres of music?</p> | <p>Understanding connections to varied contexts and daily life enhances musicians’ creating performing, and responding.</p> | <p>Plan and prepare music for mass and prayer services.</p> <p>Participate and lead music during mass and prayer services.</p> <p>Create a presentation identifying the relationship between music, art and the Catholic Church during a specific musical period.</p> <p>Field trips to cultural festivals</p> |



Diocese of Richmond
Music Curriculum

Grade Level: 9th-12th Grade - Instrumental Ensemble

MUS HSIE.1: CREATING: Generate musical ideas for various purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice / Intermediate</u> Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or texts studied in rehearsal</p> <p>Improvise stylistically appropriate harmonizing parts for contemporary Christian music</p> <p><u>Proficient /Advanced</u> Improvise stylistically appropriate harmonizing parts in a variety of styles</p> <p>Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristics of music from a variety of cultures and historical periods studied in rehearsal</p> <p>Compose and improvise musical ideas for a variety of purposes and contexts</p> | <p>How do musicians generate creative ideas?</p> | <p>The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources.</p> | <p>Research YouTube</p> <p>Smartmusic</p> <p>O-Generator</p> <p>Method Books, i.e., Essential Elements, Standards of Excellence</p> <p>http://www.jazzbooks.com/</p> |

MUS HSIE.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/ Intermediate</u> Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music and texts studied & audio record</p> <p>Arrange already written pieces for alternative instrument/ voices demonstrating knowledge of the ranges and traditional usages of the sound sources</p> <p><u>Proficient/Advanced</u> Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate imagination and understanding of characteristics of music from the historical periods and cultures studied in rehearsal</p> <p>Notate and audio record these works</p> <p>Improvise original melodies over given chord progressions to use as warm-ups, each in a consistent style, meter and tonality</p> | <p>How do musicians generate creative decisions?</p> | <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> | <p>Student created exercises and warm-ups Drumline cadences</p> <p>Collaboratively arrange music for various instruments to be used as a meditation or small ensemble presentation</p> <p>http://www.jazzbooks.com/</p> |

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| Arrange pieces for instruments or voices other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music | | | |
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MUS HSIE.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
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| <p><u>Novice/Intermediate</u> Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher provided or collaboratively-developed criteria</p> <p><u>Proficient /Advanced</u> Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes and contexts</p> | <p>How do musicians improve the quality of their work?</p> | <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</p> | <p>Listening to recordings of the draft creations from HSIE.2 are used to help the student make objective evaluations of their work.</p> <p>A notated work should be rehearsed by the ensemble it is written for and be peer reviewed.</p> <p>Elicit input from the instrumentalists you will be using to determine appropriateness and difficulty of the arrangement/composition</p> |

MUS HSIE.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/ Intermediate</u> Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts studied in rehearsal</p> <p><u>Proficient/Advanced</u> Share varied, personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes and contexts</p> | <p>When is creative work ready to share?</p> | <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> | <p>Student creative work could be included at Mass, a prayer service or concert</p> <p>Used by pep band at football games</p> <p>Highlighted during small ensemble events</p> |

MUS HSIE.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

| <p style="text-align: center;">Benchmarks The student will be able to:</p> | <p style="text-align: center;">Essential Questions Questions for teachers to consider to guide inquiry</p> | <p style="text-align: center;">Essential Knowledge Information that supports benchmark skills.</p> | <p style="text-align: center;">Suggested Resources/ Experiences</p> |
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| <p><u>Novice /Intermediate</u> Select varied repertoire to study based on interest, music reading skills, context, an understanding of the structure of the music, and the technical skill of the individual or ensemble</p> <p>Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance</p> <p>Sight-read, accurately and expressively, music with a level of difficulty of 2</p> <p><u>Proficient /Advanced</u> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance</p> | <p>How do performers select repertoire?</p> | <p>Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> | <p>Discussions with peers, directors, and other people we know.</p> <p>Past performances and others attended.</p> <p>Music library</p> <p>YouTube</p> <p>music catalogs</p> <p>Instrumental assessment lists of appropriate level repertoire</p> <p>Discuss genres, styles, historical period, and culture of representative aural examples of possible song selections</p> <p>For Proficient/Advanced: Student conductors select a piece that meets certain criteria (applies to standards 5-9)</p> |

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| Sight-read , accurately and expressively, music with a level of difficulty above 2 | | | |
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MUS HSIE.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/ Intermediate</u> Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances</p> <p>Read an instrumental score by describing how the elements of music are used</p> <p>Sight-read traditional hymn melodies</p> <p>Analyze standard chord progressions</p> <p><u>Proficient/ Advanced</u> Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances</p> <p>Describe how the elements of a score are used and explaining all transpositions and clefs</p> | <p>How does understanding the structure and context of musical works inform performance?</p> | <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> | <p>Home study</p> <p>SmartMusic –for sight-reading practice</p> <p>www.Musictheory.net - basic music theory</p> <p>Grove Encyclopedia of Music- historic background of composer and musical works</p> <p>Sight-reading sessions of pieces from the school music library</p> <p>SoundSource</p> |

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| <p>Sight-read, accurately and expressively, secular and sacred level 4 music</p> | | | |
| <p>Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances</p> | | | |

MUS HSIE.7: PERFORMING: Develop personal interpretations that consider creators' intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Demonstrate understanding and performance of expressive qualities in a varied repertoire of music through prepared and improvised performances</p> <p><u>Proficient/Advanced</u> Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience</p> <p>Interpret nonstandard notation symbols used by some 20th-century composers</p> | <p>How do performers interpret musical works?</p> | <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> | <p>Discuss dynamics and performance practice of music studied in class and with private teachers</p> <p>Perform music with and without dynamics and other expressive markings to point out their importance.</p> <p>Incorporate modern art and contemporary music into repertoire</p> <p>Study and discuss timeline of music distinguishing sacred and secular</p> |

MUS HSIE.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

| <p style="text-align: center;">Benchmarks The student will be able to:</p> | <p style="text-align: center;">Essential Questions Questions for teachers to consider to guide inquiry</p> | <p style="text-align: center;">Essential Knowledge Information that supports benchmark skills.</p> | <p style="text-align: center;">Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Refine individual and ensemble performances of a varied repertoire using self-reflection and peer feedback</p> <p>Develop strategies to address technical and expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances</p> <p><u>Proficient/Advanced</u> Develop, apply and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success</p> | <p>How do musicians improve the quality of their performance?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Individual study at home, after school, private lessons</p> <p>Use SmartMusic</p> <p>Listening to, Viewing, and playing along with well-done performances of repertoire on YouTube</p> <p>Student led group sectionals and ensemble playing.</p> <p>Recording of rehearsals and subsequent discussion.</p> |

MUS HSIE.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

| <p style="text-align: center;">Benchmarks The student will be able to:</p> | <p style="text-align: center;">Essential Questions Questions for teachers to consider to guide inquiry</p> | <p style="text-align: center;">Essential Knowledge Information that supports benchmark skills.</p> | <p style="text-align: center;">Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of level 3 music representing diverse cultures and styles in three parts</p> <p>Demonstrate an understanding of the context of the music through prepared and improvised performances</p> <p><u>Proficient/Advanced</u> Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music through prepared and improvised performances of varied repertoire representing diverse cultures, styles, genres, and historical periods</p> <p>Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances</p> | <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Performance opportunities include winter and spring concerts,</p> <p>Participate in District Band and Senior Regional Strings auditions and events</p> <p>Other special events for small ensembles</p> <p>Football games and parades</p> <p>Field trips to participate as an audience member to give perspective</p> <p>A performance is the culmination of selecting, rehearsing and refining the study of a piece of music.</p> |

MUS HSIE.10: RESPONDING: Choose music appropriate for a specific purpose or context.

| <p style="text-align: center;">Benchmarks The student will be able to:</p> | <p style="text-align: center;">Essential Questions Questions for teachers to consider to guide inquiry</p> | <p style="text-align: center;">Essential Knowledge Information that supports benchmark skills.</p> | <p style="text-align: center;">Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context</p> <p><u>Proficient/Advanced</u> Apply criteria to select music for a variety of purposes both sacred and secular, justifying choices by citing characteristics found in the music and connections to interest, individual and ensemble purpose and context</p> | <p>How do individuals choose music to experience?</p> | <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> | <p>Discuss personal playlists and their criteria for selection versus computer generated playlists (Pandora, Spotify)</p> <p>Discuss why certain hymns should be used for specific Masses, services, or parts of the Mass.</p> <p>Ideas for football game music</p> |

MUS HSIE.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Demonstrate extensive knowledge of the technical vocabulary of music</p> <p>Describe how understanding context and the way compositional devices and techniques are manipulated to provide unity/ variety and tension/release in a musical work inform the response to that music</p> <p><u>Proficient/Advanced</u> Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music</p> <p>Explain how the analysis of structures and contexts inform the response to music</p> <p>Perceive and remember music events by describing in detail significant events occurring in a given aural example</p> <p>Identify cultural differences in liturgies and music across the world in terms of musical style and use in performance</p> | <p>How does understanding the structure and context of the music influence a response?</p> | <p>Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p> | <p>Listen to or view a varied repertoire of music, representing diverse genres and cultures that use the elements of music in diverse expressive means.</p> <p>Participation in rehearsal, individual study, and performances.</p> <p>Discuss how different cultures use, perform and rate music</p> |

MUS HSIE.12: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and the setting of the text</p> <p>Compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style</p> <p><u>Proficient/Advanced</u> Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, reference to other art forms and research</p> | <p>How do we discern the musical creators' and performers' expressive intent?</p> | <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> | <p>Listen to musical works representing</p> <ul style="list-style-type: none"> ● Referentialism (Beethoven's <i>Pastoral Symphony</i>) ● Formalism (A Schoenberg tone row) ● Expressionism (Charles Ives' <i>Walt Whitman</i>) works ● Various styles of written music, i.e. Classical, March, Swing, Jazz, Latin, etc. |

MUS HSIE.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Explain the influence of experiences, analysis, and context on interest in and evaluation of music</p> <p>Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context</p> <p><u>Proficient/Advanced</u> Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure, context and the musical means it uses to evoke feelings and emotions</p> | <p>How do we judge the quality of musical work(s) and performance(s)</p> | <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> | <p>Listen to/View both exemplary and Comparable models of repertoire performances and use to develop criteria for personal assessment (examples are available on YouTube)</p> |

MUS HSIE.14: Connecting: Synthesize and relate knowledge and personal experiences to make music.

| <p style="text-align: center;">Benchmarks The student will be able to:</p> | <p style="text-align: center;">Essential Questions Questions for teachers to consider to guide inquiry</p> | <p style="text-align: center;">Essential Knowledge Information that supports benchmark skills.</p> | <p style="text-align: center;">Suggested Resources/ Experiences</p> |
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| <p>Novice/Intermediate Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>Identify various roles that musicians perform</p> <p>Select a varied repertoire to study based on music reading skills, an understanding of formal design in the music, context, and the technical skills of the individual and ensemble and knowledge of historical and cultural context</p> <p>Demonstrate understanding and performance of expressive qualities in a varied repertoire of music through prepared and improvised performances</p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> | <p>How do musicians make meaningful connections to creating, performing, and responding?</p> | <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> | <p>Highlight representative individuals who have functioned in each role a musician can perform and describe their activities and achievements</p> <p>Repertoire should include contemporary popular, American folk, sacred, Western Art and World music</p> <p>Discuss the role of musicians as leaders during football games, concerts, the Mass and other liturgies and small ensemble performances.</p> |

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| <p><u>Proficient/Advanced</u> Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context</p> <p>Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skills of the individual or ensemble, and the purpose or context of the performance</p> <p>Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances</p> <p>Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience</p> | | | |
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MUS HSIE.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

| <p style="text-align: center;">Benchmarks The student will be able to:</p> | <p style="text-align: center;">Essential Questions Questions for teachers to consider to guide inquiry</p> | <p style="text-align: center;">Essential Knowledge Information that supports benchmark skills.</p> | <p style="text-align: center;">Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, worship, and daily life</p> <p>Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts</p> <p>Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</p> <p>Demonstrate an awareness of the context of the music through performances</p> <p>Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music</p> <p><u>Proficient/Advanced</u> Demonstrate an understanding of the context of the music through prepared and improvised performances</p> | <p>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p> | <p>Understanding connections to varied contexts and daily life enhances musicians’ creating performing, and responding.</p> | <p>Discuss use of music in performances to understand the context to improve for future presentations.</p> <p>Mass, contextually and historically.</p> <p>Create a recording, video or slideshow of images related to selected music, sacred or secular.</p> |

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| <p>Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures</p> <p>Explain the influence of experiences, analysis, and context on interest in and evaluation of music</p> <p>Connect with an audience through performances to</p> <p>Demonstrate an understanding of expressive intent</p> <p>Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context</p> <p>Explain how the roles of creators, performers and others involved in the production and presentation of the arts are similar to and different from one another in the various arts</p> | | | |
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Diocese of Richmond
Music Curriculum

Grade Level: 9th-12th Grade - Vocal Ensemble

MUS HSVE.1: CREATING: Generate musical ideas for various purposes and contexts.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
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| <p><u>Novice / Intermediate</u> Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or texts studied in rehearsal</p> <p>Improvise stylistically appropriate harmonizing parts for contemporary Christian music</p> <p><u>Proficient /Advanced</u> Improvise stylistically appropriate harmonizing parts in a variety of styles</p> <p>Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristics of music from a variety of cultures and historical periods studied in rehearsal</p> <p>Compose and improvise musical ideas for a variety of purposes and contexts</p> | <p>How do musicians generate creative ideas?</p> | <p>The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.</p> | <p>SmartMusic</p> <p>www.noteflight.com</p> <p>Music for Mass</p> <p>Anglican chant progressions</p> <p>Responsorial psalm tunes</p> |

MUS HSVE.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/ Intermediate</u> Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music and texts studied & audio record</p> <p>Arrange already written pieces for alternative instrument/ voices demonstrating knowledge of the ranges and traditional usages of the sound sources</p> <p><u>Proficient/Advanced</u> Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate imagination and understanding of characteristics of music from the historical periods and cultures studied in rehearsal</p> <p>Notate and audio record these works</p> <p>Improvise original melodies over given chord progressions to use as warm-ups, each in a consistent style, meter and tonality</p> | <p>How do musicians generate creative decisions?</p> | <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> | <p>Inspire through text or sound the creation of original music for the church and other purposes.</p> <p>Student-created exercises/ warm-ups based on music being studied representing each distinct style. This could include an improvised melody over a given chord progression or scale.</p> <p>Collaboratively arrange a song for mass using both voices and instruments to be used as a meditation</p> |

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| Arrange pieces for instruments or voices other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music | | | |
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MUS HSVE.3: CREATING: Rehearse, evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate-</u> Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher provided or collaboratively-developed criteria</p> <p><u>Proficient /Advanced</u> Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes and contexts</p> | <p>How do musicians improve the quality of their work?</p> | <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</p> | <p>Listening to recordings of the draft creations from HVSE.2 are used to help the student make objective evaluations of their work.</p> <p>A notated work should be rehearsed by the ensemble it is written for and be peer reviewed.</p> <p>Elicit input from the instrumentalists you will be using to determine appropriateness and difficulty of the arrangement/composition</p> |

MUS HSVE.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

| Benchmarks The student will be able to: | Essential Questions Questions for teachers to consider to guide inquiry | Essential Knowledge Information that supports benchmark skills. | Suggested Resources/ Experiences |
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| <p><u>Novice/ Intermediate</u> Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts studied in rehearsal</p> <p><u>Proficient/Advanced</u> Share varied, personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes and contexts</p> | <p>When is creative work ready to share?</p> | <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> | <p>These could be shared during Mass or even programmed into a concert</p> <p>Students can complete a post-performance reflection (what went well, what would I change, etc.)</p> |

MUS HSVE.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice /Intermediate</u> Select varied repertoire to study based on interest, music reading skills, context, an understanding of the structure of the music, and the technical skill of the individual or ensemble</p> <p>Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance</p> <p>Sight-read, accurately and expressively, music with a level of difficulty of 2</p> <p><u>Proficient /Advanced</u> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance</p> | <p>How do performers select repertoire?</p> | <p>Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> | <p>Music library, performances attended, YouTube, music catalogs, Choral assessment lists of appropriate level repertoire</p> <p>Discuss genres, styles, historical period, and culture of representative aural examples of possible song selections</p> <p>Discuss the event and audience that the music will be selected for (i.e. Christmas, Mass, Competition, Fundraiser, Themed Concert, Peers, Grandparents, Young Children etc.)</p> |

MUS HSVE.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/ Intermediate</u> Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances</p> <p>Read a vocal score of up to four staves by describing how the elements of music are used</p> <p>Sight-read traditional hymn melodies</p> <p>Analyze standard chord progressions</p> <p><u>Proficient/ Advanced</u> Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances</p> <p>Describe how the elements of a full vocal score music are used and explaining all transpositions and clefs</p> | <p>How does understanding the structure and context of musical works inform performance?</p> | <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intern and informs performance.</p> | <p>SmartMusic –for sight-reading practice</p> <p>Musictheory.net- basic music theory</p> <p>Grove Encyclopedia of Music- historic background of composer and musical works</p> <p>Sight-reading sessions of pieces from the school music library</p> |

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| <p>Sight-read, accurately and expressively, secular and sacred level 4 music</p> <p>Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances</p> | | | |
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MUS HSVE.7: PERFORMING: Develop personal interpretations that consider creators' intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Demonstrate understanding and performance of expressive qualities in a varied repertoire of music through prepared and improvised performances</p> <p><u>Proficient/Advanced</u> Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience</p> <p>Interpret nonstandard notation symbols used by some 20th-century composers</p> | <p>How do performers interpret musical works?</p> | <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> | <p>Discuss text, dynamics and performance practice of music studied.</p> <p>Perform music with and without dynamics and other expressive markings to point out their importance.</p> <p>Incorporate modern art music into repertoire</p> |

MUS HSVE.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Refine individual and ensemble performances of a varied repertoire using self-reflection and peer feedback</p> <p>Develop strategies to address technical and expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances</p> <p><u>Proficient/Advanced</u> Develop, apply and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success</p> | <p>How do musicians improve the quality of their performance?</p> | <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p>Listening to/ Viewing well-done performances of repertoire</p> <p>Student led sectionals</p> <p>Recording of rehearsals and subsequent discussion.</p> |

MUS HSVE.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of level 3 music representing diverse cultures and styles in three parts</p> <p>Sing in two-part harmony with one student per part</p> <p>Demonstrate an understanding of the context of the music through prepared and improvised performances</p> <p><u>Proficient/Advanced</u> Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of level 5 music in four parts representing diverse cultures, styles, genres, and historical periods</p> <p>Sing in three and four-part harmony with one student per part</p> | <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> | <p>Musicians judge performance based on criteria that vary across time, place, and cultures.</p> <p>The context and how a work is presented influence the audience response.</p> | <p>Performance opportunities include winter and spring concerts, regular and special Masses and services, District and All-Virginia Chorus auditions and concerts, District assessment, etc.</p> <p>Field trips to participate as an audience member to give perspective</p> <p>A performance is the culmination of selecting, rehearsing and refining the study of a piece of music.</p> |

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| Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances | | | |
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MUS HSVE.10: RESPONDING: Choose music appropriate for a specific purpose or context.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context</p> <p><u>Proficient/Advanced</u> Apply criteria to select music for a variety of purposes both sacred and secular, justifying choices by citing characteristics found in the music and connections to interest, individual and ensemble purpose and context</p> | <p>How do individuals choose music to experience?</p> | <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> | <p>Discuss personal playlists and their criteria for selection versus computer generated playlists (Pandora, Spotify)</p> <p>Discuss why certain hymns should be used for specific Masses, services, or parts of the Mass.</p> |

MUS HSVE.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Demonstrate extensive knowledge of the technical vocabulary of music</p> <p>Describe how understanding context and the way compositional devices and techniques are manipulated to provide unity/ variety and tension/release in a musical work inform the response to that music</p> <p><u>Proficient/Advanced</u> Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music</p> <p>Explain how the analysis of structures and contexts inform the response to music</p> <p>Perceive and remember music events by describing in detail significant events occurring in a given aural example</p> <p>Identify cultural differences in liturgies across the world in terms of musical style and use in the liturgy</p> | <p>How does understanding the structure and context of the music influence a response?</p> | <p>Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p> | <p>Listen to or view a varied repertoire of music, representing diverse genres and cultures that use the elements of music in diverse expressive means.</p> <p>Recognize that each culture has a different view of what is good vocal technique.</p> <p>Discuss the different vocal techniques required for singing classical, pop, jazz, gospel, folk and even barbershop in Western music.</p> |

MUS HSVE.12: RESPONDING: Support interpretations of musical works that reflect creators’/performers’ expressive intent.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Identify and justify interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and the setting of the text</p> <p>Compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style</p> <p><u>Proficient/Advanced</u> Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, reference to other art forms and research</p> | <p>How do we discern the musical creators’ and performers’ expressive intent?</p> | <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> | <p>Listen to musical works representing</p> <ul style="list-style-type: none"> ● Referentialism (Beethoven’s <i>Pastoral Symphony</i>) ● Formalism (A Schoenberg tone row) ● Expressionism (Charles Ives’ <i>Walt Whitman</i>) works |

MUS HSVE.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Explain the influence of experiences, analysis, and context on interest in and evaluation of music</p> <p>Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context</p> <p><u>Proficient/Advanced</u> Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure, context and the musical means it uses to evoke feelings and emotions</p> | <p>How do we judge the quality of musical work(s) and performance(s)</p> | <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> | <p>Use recordings of performances to facilitate self-evaluation of performances, compositions, arrangements and improvisations.</p> <p>Listen to/View both exemplary and Comparable models of repertoire performances and use to develop criteria for personal assessment</p> <p>In most cases, you can find these on YouTube by searching for the name and arranger of the piece you are performing</p> |

MUS HSVE.14: CONNECTING: Synthesize and relate knowledge and personal experiences to make music.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p><u>Novice/Intermediate</u> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>Identify various roles that musicians perform</p> <p>Select a varied repertoire to study based on music reading skills, an understanding of formal design in the music, context, and the technical skills of the individual and ensemble and knowledge of historical and cultural context</p> <p>Demonstrate understanding and performance of expressive qualities in a varied repertoire of music through prepared and improvised performances</p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> | <p>How do musicians make meaningful connections to creating, performing, and responding?</p> | <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> | <p>Highlight representative individuals who have functioned in each role a musician can perform and describe their activities and achievements</p> <p>Repertoire should include contemporary popular, American folk, sacred, Western Art and World music</p> <p>Discuss the role of musicians as leaders during the Mass and other liturgies</p> |

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| <p><u>Proficient/Advanced</u> Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context</p> <p>Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skills of the individual or ensemble, and the purpose or context of the performance</p> <p>Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances</p> <p>Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience</p> | | | |
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MUS HSVE.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

| <p>Benchmarks The student will be able to:</p> | <p>Essential Questions Questions for teachers to consider to guide inquiry</p> | <p>Essential Knowledge Information that supports benchmark skills.</p> | <p>Suggested Resources/ Experiences</p> |
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| <p>Novice/Intermediate Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, worship, and daily life</p> <p>Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts</p> <p>Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</p> <p>Demonstrate an awareness of the context of the music through performances</p> <p>Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music</p> <p>Explain the evolution & impact of contemporary Christian music on Catholic worship</p> | <p>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p> | <p>Understanding connections to varied contexts and daily life enhances musicians’ creating performing, and responding.</p> | <p>Discuss use of music in Mass, contextually and historically.</p> <p>Read texts of songs/hymns as a stand-alone art and discuss how the music aids in the articulation of the ideas and images of the text.</p> <p>Create a video or slide show of images related to selected music, sacred or secular.</p> |

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| <p><u>Proficient/Advanced</u></p> <p>Demonstrate an understanding of the context of the music through prepared and improvised performances</p> <p>Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures</p> <p>Explain the influence of experiences, analysis, and context on interest in and evaluation of music</p> <p>Connect with an audience through performances to demonstrate an understanding of expressive intent</p> <p>Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context</p> <p>Explain how the roles of creators, performers and others involved in the production and presentation of the arts are similar to and different from one another in the various arts</p> | | | |
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