

ARCHDIOCESE OF PHILADELPHIA



MUSIC GUIDELINES

2006

MISSION STATEMENT

MUSIC

The Music curriculum of the Archdiocese of Philadelphia is designed to broaden a student's general knowledge of basic musical skills and concepts at all levels of elementary education. Through participation in the music program, students are lead in a deeper appreciation of liturgy, ethnic cultures, and musical styles. Music holds a prominent place in the spectrum of Arts and is of paramount importance in the development of the whole child.

Kindergarten

1. Singing Alone and with Others

- 1a. Students sing alone and on pitch and in rhythm with appropriate diction and posture.
- 1b. Students sing expressively with appropriate dynamics.
- 1c. Students sing from memory a varied repertoire of multi-cultural songs.
- 1d. Students sing in groups responding to the cues of a conductor.
- 1e. Students recognize upward and downward movement of music.

2. Instrumental Performance

- 2a. Identify classroom percussion instruments.
- 2b. Students perform easy rhythmic patterns while maintaining a steady tempo.
- 2c. Students perform in groups with musical accompaniment, responding to cues of a conductor.

3. Composition and Improvisation

4. Movement

- 4a. Students respond rhythmically through movement to various works and styles.
- 4b. Students dramatize various songs and moods.

5. Reading and Notation

6. Listening Skills

- 6a. Students identify styles, rhythm and moods of various songs.
- 6b. Students identify vocal qualities.
- 6c. Students identify various environmental sounds.
- 6d. Students identify sounds of a variety of instruments.

7. Evaluation

8. Integration

9. Understanding Music Historically and Culturally

9a. Students demonstrate appropriate audience behavior.

First Grade

1. Singing Alone and with Others

- 1a. Students sing alone, on pitch and in rhythm, with appropriate diction and posture and maintain a steady tempo.
- 1b. Students sing expressively with appropriate dynamics and interpretation.
- 1c. Students sing from memory a varied repertoire of multi-cultural songs.
- 1d. Students sing in groups, recognizing upward and downward movement of music,
and responding to the cues of a conductor.
- 1e. Students sing ostinatos.

2. Instrumental Performance

- 2a. Students identify classroom percussion and melodic instruments.
- 2b. Students perform easy rhythmic and melodic patterns while maintaining a steady tempo.
- 2c. Students echo short rhythmic and melodic patterns.
- 2d. Students perform in groups, blending instrumental timbres, with musical accompaniment, responding to the cues of a conductor.
- 2e. Students perform simple rhythmic patterns while others sing or play contrasting parts.

3. Composition and Improvisation

- 3a. Students use a variety of sounds when composing and improvising.
- 3b. Students create accompaniments to readings or dramatizations with both musical and non-musical sounds.
- 3c. Students improvise "responses" to rhythmic and melodic "call-response" patterns.
- 3d. Students improvise accompaniments using a variety of sounds.

4. Movement

- 4a. Students respond through movement to various musical works and styles.
- 4b. Students dramatize various songs and moods.
- 4c. Students demonstrate perceptual skills through appropriate movement to specific musical characteristics or events (meter, dynamics, tempo).

5. Reading and Notation

- 5a. Students read whole, half and quarter notes and rests in 2, 3, and 4 meter.
- 5b. Students recognize high and low placement of notes in the treble clef.
- 5c. Students identify simple symbols and notation of dynamics, meter and tempo.

6. Listening Skills

- 6a. Students identify styles, rhythms and mood of various songs.
- 6b. Students identify vocal qualities, high, low, male, female and children
- 6c. Students identify various environmental sounds.
- 6d. Students identify a variety of instruments, according to family.
- 6e. Students begin to use basic appropriate terminology in identification and explanation.

7. Evaluation

- 7a. Students discuss personal preference to styles and works.

8. Integration

- 8a. Students identify relationship of music to other subjects (rhythm to mathematics, foreign language to language, songs to cultures, expressive elements to interpretive readings.)
- 8b. Students identify specific cultural, seasonal and special events music.
- 8c. Students identify roles of musicians. (conductor, choir member, soloist, accompanist)

9. Understanding Music Historically and Culturally

- 9a. Students describe ways music fits into their daily lives, e.g., special occasions and worship.
- 9b. Students demonstrate appropriate audience behavior.

Second Grade

1. Singing Alone and with Others

- 1a. Students sing alone, on pitch and in rhythm, with correct posture, appropriate diction and tone quality, while maintaining a steady tempo.
- 1b. Students sing with others, blending vocal tones, being able to match dynamic levels in response to a director's cues.
- 1c. Students sing from memory a variety of songs representing different cultures and styles, ostinatos, rounds and partner songs, with expression, dynamics, phrasing and interpretation.

2. Instrumental Performance

- 2a. Students perform easy rhythmic, melodic and chordal patterns on harmonic classroom instruments, while playing on pitch with accuracy and independently, in rhythm and with appropriate tone quality, while maintaining a steady beat.
- 2b. Students perform a variety of music which represents different styles and genres, while being able to echo short melodic patterns and rhythms.
- 2c. Students play instruments in groups, blending tone quality, achieving dynamic levels with the aid of a conductor.
- 2d. Students play by themselves while other students sing or play different parts.

3. Composition and Improvisation

- 3a. Students create and improvise simple rhythmic, melodic, ostinato, and "answer" accompaniments, while performing simple rhythmic variations and melodic embellishments on familiar melodies.
- 3b. Students create and arrange short songs and music to accompany readings, dramatizations, songs, and instrumental pieces within specified guidelines, using a variety of sound sources.

4. Movement

- 4a. Students respond through movement with a purpose to special selected characteristics or to specific musical events while listening.
- 4b. Through movement, students are able to answer questions to show their perceptive skills in the different styles of music.
- 4c. Students dramatize various songs and moods.

5. Reading and Notation

- 5a. Students identify and read whole, half, dotted-half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter, while being able to identify and explain symbols and terms of dynamics, tempo and articulation.
- 5b. Students use a system to identify pitch or major keys in the treble clef while using symbols in simple patterns to represent meter, rhythm, pitch and dynamics presented by the teacher.

6. Listening Skills

- 6a. Students identify various music forms when given an aural presentation.
- 6b. Students use correct terms in describing music theory, including notation, instruments, voices and performance, and are able to describe sounds of various instruments, including orchestral, band, and multi-cultural music, as well as recognizing male, female and children's voices.
- 6c. Through movement and description or aural examples, students are able to answer questions to show their perceptive skills in the different styles of music which represent various cultures.
- 6d. Students respond to movement with a purpose to special selected characteristics or to specific musical events while listening.

7. Evaluation

- 7a. Students write methods for evaluating musical performances and compositions.
- 7b. Using correct musical terms, students describe their own preferences to specific styles and musical works.

8. Integration

- 8a. Students identify differences and ways in which terms are expressed in the various arts and the manner in which the content of other subjects is integrated into the music curriculum.

9. Understanding Music Historically and Culturally

- 9a. Students identify various examples of music by style or genre and describe how elements of music are used in musical examples from different historical periods and cultures.
- 9b. Students describe the identity of musicians and their roles in different multi-cultural musical settings.
- 9c. Students describe ways that various musical characteristics can become suitable in their daily lives and how music can fit into each circumstance of their lives.
- 9d. Students show audience behavior appropriate for the type and style of music being performed.

Third Grade

1. Singing Alone and with Others

- 1a. Students sing alone and on pitch and in rhythm with appropriate diction and posture, maintaining a steady tempo.
- 1b. Students sing expressively with appropriate dynamics, phrasing and interpretation.
- 1c. Students sing from memory a varied repertoire of multi-cultural songs.
- 1d. Students sing ostinatos, partner songs, rounds and counter melody.
- 1e. Students sing in groups, blending timbre, matching dynamic levels, responding to the cues of a conductor.
- 1f. Students recognize upward/downward and repeated tones, match calling tones, and identify vocal range high/low.
- 1g. Students identify same/different melodic patterns and phrases.

2. Instrumental Performance

- 2a. Students perform on pitch, in rhythm with appropriate dynamics and timbre maintaining a steady tempo.
- 2b. Students perform easy rhythmic melodic patterns accurately and independently on classroom instruments,
- 2c. Students perform expressively a varied repertoire of music representing different styles.
- 2d. Students echo short rhythmic and melodic patterns.
- 2e. Students perform simple rhythmic or melodic ostinatos, rhythmic lines while others sing, responding to the cues of a conductor.

3. Composition and Improvisation

- 3a. Students improvise "answers" in same style to given rhythmic and melodic phrases.
- 3b. Students improvise simple and melodic ostinato accompaniments.
- 3c. Students improvise short songs and instrumental pieces, using traditional sounds, non-traditional sounds, e.g., hand clapping, finger snapping, pencil tapping and body sounds.
- 3d. Students create music and arrange to accompany verse.

4. Movement

- 4a. Students respond through movement while listening to music.
- 4b. Students dramatize various songs and moods.
- 4c. Students create movement and dances.

5. Reading and Notation

- 5a. Students read whole, half, dotted half, quarter and eighth note and rests in 2/4, 3/4 and 4/4 meter signatures. Identify sharps/flats.
- 5b. Students use syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 5c. Students identify symbols and traditional terms referring to dynamics, tempo and Interpret them correctly when performing.

6. Listening Skills

- 6a. Students identify simple musical forms, AB and ABA forms.
- 6b. Students demonstrate perceptual skill by moving, answering questions about, by drawing pictures to explain the moods of various styles of music, e.g., orchestral, early American Folk songs, representing different cultures.

7. Evaluation

- 7a. Students devise criteria for evaluating compositions using appropriate terminology to explain their personal preferences for specific musical styles.

8. Integration

- 8a. Students identify similarities and differences in the meanings of form, line, contrast used in various arts.
- 8b. Students identify ways in which the principles of other disciplines taught in school are inter-related with those of music.,e.g., mathematical basis of value of notes.

9. Understanding Music Historically and Culturally

- 9a. Students describe in simple terms how elements of music are used by singing songs various languages from various cultures of the world.
- 9b. Students identify various uses of music in their daily experiences, e.g., special occasions, worship.
- 9c. Students demonstrate appropriate audience behavior.

Fourth Grade

1. Singing Alone and with Others

- 1a. Students sing alone, on pitch and in rhythm with appropriate diction and posture while maintaining a steady beat.
- 1b. Students sing expressively using appropriate dynamics, phrasing and interpretation.
- 1c. Students sing from memory a varied repertoire of multi-cultural songs.
- 1d. Students sing ostanatos, partner songs, rounds and counter melody, creating harmony.
- 1e. Students sing in groups, responding to the cues of a conductor while blending vocal timbres.

2. Instrumental Performance

- 2a. Students perform on pitch, in rhythm, with appropriate dynamics while maintaining a steady tempo.
- 2b. Students accurately and independently perform easy rhythmic, melodic and chordal patterns.
- 2c. Students perform expressively a varied repertoire which represents many genres and styles.
- 2d. Students perform in groups, blending instrumental tone colors.
- 2e. Students perform in groups responding to the cues of a conductor.
- 2f. Students perform independent instrumental part while other students perform contrasting parts, both sung and played.

3. Composition and Improvisation

- 3a. Students create simple songs and instrumental pieces.
- 3b. Students use a variety of sound sources when creating melodies.
- 3c. Students improvise "answer" phrases to musical questions.
- 3d. Students improvise simple rhythmic and ostinato phrases.
- 3e. Students improvise simple songs and instrumental pieces, using traditional and non-traditional sounds.

4. Movement

- 4a. Students respond through movement while listening to music.
- 4b. Students dramatize various songs and moods.
- 4c. Students create movement and dances.

5. Reading and Notation

- 5a. Students recognize simple musical notation.
- 5b. Students identify basic musical symbols.
- 5c. Students use traditional symbols to notate music as directed by the teacher.
- 5d. Students use correct terminology in explaining music.
- 5e. students understand basic musical form.

6. Listening Skills

- 6a. Students identify styles, rhythm, and mood of various songs.
- 6b. Students identify many orchestral and band instruments from both their own culture and from other cultures.
- 6c. Students identify children's, adult male and female voices.

7. Evaluation

- 7a. Students evaluate musical performances through various criteria.
- 7b. Students explain their personal preferences for specific musical works or styles.

8. Integration

- 8a. Students identify similarities and differences used in various arts.
- 8b. Students identify music of various historical periods and cultures.
- 8c. Students identify math and its role as related to music.
- 8d. Students identify ways in which other subjects taught in school are inter-related to music.

9. Understanding Music Historically and Culturally

- 9a. Students identify music of various cultures and historical periods.
- 9b. Students describe in simple terms how elements of music are used in various languages and multi-cultures.
- 9c. Students identify various uses of music in their daily lives, e.g., special occasions, worship etc. and describe musical characteristics which make music suitable for each use.
- 9d. Students identify roles of musicians in various settings and multi-cultures.
- 9e. Students demonstrate appropriate audience behavior.

Fifth Grade

1. Singing Alone and With Others

- 1a. Students sing alone and in groups, on pitch, in rhythm with appropriate diction and posture while maintaining a steady beat.
- 1b. Students sing expressively using appropriate dynamics, phrasing and interpretation including some songs performed from memory.
- 1c. Students sing a varied repertoire of multi-cultural songs with expression for the work being performed.
- 1d. Students sing ostanatos, partner songs, rounds, and countermelody, thereby creating harmony in two and three parts.
- 1e. Students sing in groups, responding to the cues of a conductor while blending vocal timbres.
- 1f. Students begin to develop a varied repertoire of vocal literature.

2. Instrumental Performance

- 2a. Students perform on at least one instrument, e.g. recorder or band instrument, on pitch and in rhythm, with appropriate dynamics while maintaining a steady tempo.
- 2b. Students perform easy rhythmic, melodic and chordal patterns with expression and technical accuracy.
- 2c. Students perform expressively a varied repertoire that represents many genres and styles.
- 2d. Students play both melodies and harmonies on a variety of instruments.
- 2e. Students perform in groups responding to the cues of a conductor.
- 2f. Students perform instrumental parts while other students perform contrasting parts, both sung and played.

3. Composition and Improvisation

- 3a. Students create simple songs and instrumental pieces.
- 3b. Students improvise simple melodic and harmonic accompaniments.
- 3c. Students improvise embellishments in major and minor keys.
- 3d. Students improvise answer phrases to musical questions.
- 3e. Students improvise simple rhythmic and ostinato phrases.
- 3f. Students improvise simple songs and instrumental pieces, using traditional and non-traditional sounds.

4. Movement

- 4a. Students respond through movement while listening to music.
- 4b. Students dramatize various songs and moods.
- 4c. Students create movement and dances.

5. Reading and Notation

- 5a. Students recognize simple musical notation and meter.
- 5b. Students identify basic musical symbols.
- 5c. Students use traditional symbols to notate music as directed by the teacher.
- 5d. Students use correct terminology in explaining music.
- 5e. Students understand basic musical form.
- 5f. Students sight-read melodic and harmonic melodies accurately.

6. Listening Skills

- 6a. Students identify styles, rhythm and mood of various songs.
- 6b. Students identify many orchestral and band instruments from both their own culture and from other cultures.
- 6c. Students describe musical events in a given aural example.
- 6d. Students analyze the uses of elements of music in aural examples representing multi-cultural genres.
- 6e. Students recognize the basic principles of meter, rhythm, tonality, intervals and chord progressions.

7. Evaluation

- 7a. Students evaluate musical performances through various criteria and apply the criteria in their personal listening and performing.
- 7b. Students explain their personal preferences for specific musical works or styles.
- 7c. Students offer constructive suggestions for improvement in peer critiques.

8. Integration

- 8a. Students identify similarities and differences in various arts.
- 8b. Students identify music of various historical periods and cultures.
- 8c. Students identify the interrelationships between music and other disciplines.

9. Understanding Music Historically and Culturally

- 9a. Students describe characteristics representative of multi-cultural music.
- 9b. Students describe how the elements of music are used in musical examples of various cultures.
- 9c. Students identify various uses of music in their daily experiences.
- 9d. Students identify and describe roles of musicians in various setting and cultures.
- 9e. Students demonstrate appropriate audience behavior.

Sixth Grade

1. Singing Alone and with Others

- 1a. Students sing in small and large groups with good breath control throughout their various singing ranges.
- 1b. Students sing expressively using appropriate dynamics, phrasing and interpretation including some songs from memory.
- 1c. Students sing a varied repertoire of multi-cultural songs with expression for the work being performed.
- 1d. Students sing ostinatos, partner songs, rounds, canons, and countermelody thereby creating harmony in two and three parts.
- 1e. Students begin to develop a varied repertoire of advancing vocal literature including some songs performed from memory.

2. Instrumental Performance

- 2a. Students perform in small or large groups on at least one instrument, e.g. recorder or band instrument, on pitch and in rhythm, with appropriate dynamics with good playing position, good breath, bow or stick control.
- 2b. Students perform expressively with technical accuracy on string, wind, percussion or classroom instruments a varied repertoire of advancing instrumental literature.
- 2c. Students perform expressively a varied repertoire representing many genres and styles.
- 2d. Students play both melodies and harmonies on melodic and harmonic instruments.
- 2e. Students perform instrumental ensembles including solo performance.

3. Composition and Improvisation

- 3a. Students improvise simple melodic and harmonic pieces.
- 3b. Students improvise embellishments in major and minor keys.
- 3c. Students improvise melodic and ostinato phrases in a consistent style, meter, and tonality over rhythmic accompaniments.

4. Movement

- 4a. Students respond through movement while listening to music.
- 4b. Students dramatize various songs and moods.
- 4c. Students create movement and dances in various cultures and genres.

5. Reading and Notation

- 5a. Students recognize musical notation and meter.
- 5b. Students identify basic musical symbols, including both treble and bass clefs.
- 5c. Students identify and define standard notation symbols for Rhythm, Dynamics and Tempo.
- 5d. Students use notation to record musical ideas.
- 5e. Students sight-read accurately and expressively.

6. Listening Skills

- 6a. Students describe musical events in a given aural example.
- 6b. Students analyze the uses of the elements of music in aural examples representing multi-cultural genres.
- 6c. Students recognize the basic principles of meter, rhythm, tonality, intervals and chord progressions.

7. Evaluation

- 7a. Students evaluate musical performances through various criteria and apply the criteria in their personal listening and performing.
- 7b. Students evaluate the quality and effectiveness of their own and other performances and compositions by applying specific criteria appropriate for the style of the music and offer constructive suggestions.

8. Integration

- 8a. Students identify similarities and differences in various arts and compare characteristic material of each.
- 8b. Students identify the interrelationships between music and other disciplines.

9. Understanding Music Historically and Culturally

- 9a. Students describe characteristics representative of multi-cultural music.
- 9b. Students describe how the elements of music are used in musical examples of various cultures.
- 9c. Students identify and describe roles of musicians in various settings and cultures.
- 9d. Students demonstrate appropriate audience behavior.

Music - Grades 7 & 8

General Music

COURSE CONTENT

The introduction and elements of music are essential material for every General music class. The remainder of the topics should be used at the discretion of the teacher according to the needs of the students and the time available.

The History of Music Course follows the same outline as the General Music Course. Begin to cover the study of musical styles. For each period, stress the characteristics of the era, highlighting the representative composers, works and forms.

Using the resources that are available, musical examples from all periods should be used to teach the elements. Students should be actively involved in each listening experience. The writing and taping of original students rhythm compositions is suggested.

Teacher-made worksheets, study guides, and listening charts should be created, using the material with which the teacher is most comfortable.

GOALS

1. To help the students become more aware of beauty in life through increased aesthetic experience.
2. To generate and understanding of the basic elements of music.
3. To develop the students' ability to make judgements regarding the quality of works of music.
4. To provide opportunity for creativity and skill development.
5. To broaden the students' understanding of the cultural heritage of music through recognition of major composers and the social milieu in which they lived.
6. To appreciate America's musical heritage.
7. To understand innovative methods of contemporary musical composition and performance.

COURSE OUTLINE

- I. Introduction
 - A. Music - essential component of life
 - 1. Music life in the school
 - 2. Liturgies
 - 3. Cultural experiences
- II. The Elements of Music
 - A. Rhythm
 - 1. beat, meter
 - 2. rhythmic notation
 - B. Melody
 - 1. melodic movement
 - 2. musical texture
 - C. Harmony
 - 1. simple intervals
 - 2. two-part
 - 3. chords
 - D. Tone Color - timbre
 - 1. voice classifications
 - 2. instruments of the orchestra
 - E. Form
 - 1. unity and variety
 - 2. simple types of form
- III. Music History
 - A. Early music through the Renaissance
 - B. Baroque period
 - C. Classical period
 - D. Romantic period
 - E. Impressionistic period
 - F. Twentieth-Century period
 - 1. Contemporary
 - 2. Jazz
 - 3. Music Theatre
 - 4. Multi-Cultural Music
- IV. Assessment
 - 1. Class participation
 - 2. Call charts. work sheets, study guides
 - 3. Voluntary verbal expressions that reveal understanding of music.
 - 4. Sharing of outside concert experiences.
 - 5. Written reports and class presentations .
 - 6. Performing for the class individually or in groups.
 - 7. Notebooks, quizzes and a final evaluation each trimester

Instrumental Music

GOALS

1. The instrumental music program provides students with opportunities to learn to play a musical instrument and to cultivate musicianship. Students become acquainted with a variety of music through the literature they play.
2. To develop a facility to interpret musical notation as it applies to the chosen instrument.
3. To develop facility in the mechanics of playing the chosen instrument.
4. To coordinate properly with other players, either by responding to a conductor or by subtler means in smaller groups.
5. To express emotions through the means of instrumental music.
6. To encourage active participation in the many aspects of school and community life which include music.
7. To accept individual responsibility in working toward performance goals.
8. To become a discriminating listener to all types of music.
9. To become a polite and appreciative audience for the efforts of others.

COURSE OUTLINE

- I. Handling Instruments
 - A. Assembling
 - B. Playing Position
 - C. Posture
 - D. Disassembly and Storage
- II. Tone Production
 - A. Characteristic Tone
 - B. Elementary Range
- III. Basic Notation and Counting
 - A. Staff identification
 - B. Count and play - simple notes, rests, duple & triple meter, simple scales and keys

- IV. Technique & Musicianship
 - A. Identify Signs and symbols
 - B. Dynamic Levels
 - C. Demonstrate understanding by performance
- V. Musical Forms
 - A. AB
 - B. ABA
 - C. Rondo

Music Theory

GOALS

1. To provide the students with a course that will enhance their knowledge of music notation.
2. To demonstrate knowledge of basic musical terminology.
3. To visually identify basic intervals.
4. To recognize melodies using I, IV, and V chords.
- 5 To describe basic aspects of musical form

COURSE OUTLINE

- I. Use correctly the symbols identifying pitch
 - A. Staff and Clef signs
 - B. Accidentals
 1. sharps
 2. flats
 3. naturals
 - C. Simple Key Signatures
 - D. Leger Lines and Spaces
 - E. Scales
 1. major
 2. minor
 3. pentatonic
 - F. Intervals by number
 - G. Whole and Half Steps

- II. Use correctly symbols identifying duration
 - A. Note Values
 - B. Rest Values
 - C. Time Signatures
 - D. Bar Lines
 - E. Dots
 - F. Simple and Compound Time
- III. Music Symbols
 - A. Dynamic Markings
 - B. Tempo Markings
 - C. signs and Abbreviations
- IV. Timbre
 - A. Various Instrument Groups
 - B. Vocal Timbre
- V. Simple Forms
 - A. One-part Songs
 - B. Two-part Songs
 - C. Three-part Songs
- VI. Common Types of Texture
 - A. Monophonic
 - B. Homophonic
 - C. Polyphonic
- VII. Construct Simple Melodies
 - A. Phrases
 - B. Cadences

Choral Music

GOALS

Students engaged in choral singing should gain respect for choral music, demonstrate commitment to good choral singing, and derive enjoyment and pleasure from choral participation.

The choral experience should include:

1. Singing, Reading and Listening
2. Gaining communication skills in music and performing for others.
3. Caring for and maintaining the voice.
4. Analyzing music and expanding knowledge of musical styles in history.
5. Singing selected literature in foreign languages.
6. Responding to the Conductor's verbal and nonverbal directions
7. Gaining an understanding of the physical aspects of singing such as:
 - a. posture
 - b. use of relaxation and tension
 - c. bodily control in the breathing process
 - d. gesture and moving
8. Evaluating live and recorded performances

REFERENCES

Publishers -

Silver-Burdett Ginn
McMillan
McGraw-Hill
Plank Road Music K-8
Music Alive!

Educational Videos & CD's

Software - Music Ace