

St. John's Lutheran Music Curriculum

Standard:

1. Sings a varied repertoire of music

Benchmarks:

Kindergarten

- Sings from memory a varied repertoire of songs
- Uses voice to speak, chant and sing
- Performs loud and soft dynamics

First

- Sings from memory a varied repertoire of songs representing different genres and styles
- Uses developmentally appropriate vocal range
- Performs dynamics (getting softer, getting louder, soft, medium, loud)

Second

- Sings from memory, a varied repertoire of songs representing genres and styles from diverse cultures
- Uses head tone in an expanded vocal range
- Performs dynamics (crescendo, decrescendo, soft, medium, loud)

Third

- Sings on pitch and in rhythm
- Maintains a steady tempo
- Sings with appropriate phrasing
- Sings in a variety of ostinati (A short melody or pattern that is constantly repeated, usually in the same part at the same pitch)
- Matches and responds to the cues (starts and stops, tempi) of a conductor

Fourth

- Sings on pitch and in rhythm using good posture
- Sings with appropriate phrasing and dynamics
- Sings with a variety of rounds
- Matches and responds to the cues (i.e., starts, stops, tempi, retards, accelerando) of a conductor

Fifth

- Sings on pitch and in rhythm using good posture and diction.
- Sings with appropriate phrasing and dynamics in an expressive style.
- Sings a variety of partner songs.
- Matches and responds to the cues (i.e., starts, stops, tempi, ritards, accelerando, dynamics, phrasing) of a conductor.

Sixth

- Sings on pitch and in rhythm using good posture, diction, and with appropriate timbre
- Sings with appropriate phrasing and dynamics in an expressive style

Seventh

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Eighth

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Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

Kindergarten

- Performs on a variety of classroom instruments (e.g., drum, rhythm sticks, tone bells) and is able to use other sound sources for making music
- Performs loud and soft dynamics

First

- Performs a steady beat on a variety of classroom instruments and other sound sources
- Performs dynamics (soft, medium and loud)
- Plays simple rhythmic patterns (quarter notes, eighth notes and quarter rests) on classroom instruments

Second

- Maintains a steady beat, independently, on a variety of classroom instruments
- Plays simple rhythmic patterns on classroom instruments (half, quarter, and eighth notes and quarter rests)
- Uses appropriate posture, playing position and technique when performing on classroom instruments
- Performs dynamics (soft, medium, loud, getting softer, getting louder)

Third

- Responds to a variety of tempi on classroom instruments
- Performs simple, independent rhythmic instrumental parts
- Performs on a variety of classroom instruments (e.g., recorders)
- Performs expressively – (piano, forte, crescendo, decrescendo)

Fourth

- Performs instrumental melodic ostinati
- Performs on a variety of instruments
- Performs expressively (piano, forte, mezzo piano, mezzo forte, accent, crescendo, decrescendo)

Fifth

- Performs instrumental rhythmic patterns.
- Performs on a variety of melodic and rhythmic instruments (dependent on what instruments are available)
- Performs expressively (crescendo, decrescendo, pianissimo, fortissimo, piano, mezzo piano, mezzo forte, accent)

Sixth

- Performs instrumental contrasting rhythmic patterns while other students sing or play
- Performs expressively (pianissimo, fortissimo, piano, forte, mezzo forte, mezzo piano, crescendo, decrescendo, accent)

Seventh

- Performs on bells, recorders, keyboard, or guitar with appropriate posture and correct playing position
- Performs music of modest difficulty using correct pitch, rhythm, steady tempo, and an appropriate tone
- Performs music of modest difficulty individually and in small ensembles

Eighth

- Performs instrumental rhythmic patterns.
- Performs music of moderate difficulty using correct pitch, rhythm, steady tempo and an appropriate tone
- Performs music of moderate difficulty individually and in small ensembles
- Performs with expression, a varied repertoire of music representing diverse genres and styles (e.g., classical, romantic, contemporary, folk)

Standard:**3. Creates music through improvising or composing/arranging within specified guidelines****Benchmarks:****Kindergarten**

- Improvises vocal and instrumental accompaniments to activities

First

- Improvises instrumental accompaniments to stories and poems

Second

- Improvises instrumental accompaniments to songs and recorded selections
- Composes simple rhythmic and melodic patterns

Third

- Improvises simple rhythmic and melodic patterns
- Composes simple rhythmic and melodic patterns using concepts in music currently under study

Fourth

- Improvises short answers to given rhythmic and melodic patterns
- Composes simple songs or accompaniments (e.g., recorded selections, stories or poems) using concepts in music currently under study

Fifth

- Improvises simple rhythmic and melodic variations on given pentatonic melodies.
- Composes simple songs or accompaniments (e.g., to recorded selections, stories, or poems) using a variety of sound sources (e.g., classroom instruments, electronic keyboards, CD-ROM's and environmental timbres)
- Creates new lyrics to familiar songs.

Sixth

- Improvises simple rhythmic and melodic variations of given pentatonic melodies and melodies in major keys
- Composes or arranges short pieces of music using voices, instruments or other sound sources (e.g., classroom instruments, electronic keyboard, CD-ROM's and environmental timbres)

Seventh

- Improvise simple rhythmic and melodic patterns on the bells, recorder, keyboard, or guitar within specified guidelines

Eighth

- Improvises simple rhythmic and melodic patterns on bells, recorder, keyboard or guitar
- Composes short pieces of music using voices, instruments, or other sound sources (e.g., classroom instruments, electronic keyboards, CD-ROM's and environmental timbres)
- Improvises, composes or arranges instrumental accompaniments on recorder, keyboard, or guitar to songs or recorded selections

Standard:

4. Reads and notates music

Benchmarks:

Kindergarten

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First

- Uses a system (e.g., syllables, counting) to read quarter and eighth notes and quarter rests in simple patterns
- Uses a system (e.g., syllables, numbers, letters) to read simple melodic patterns in the treble clef in major keys

Second

- Uses a system (e.g., syllables, counting) to read and notate half, dotted half, quarter and eighth notes and quarter rests in simple patterns
- Uses a system (e.g., syllables, numbers, letters) to read and notate simple melodic patterns in the treble clef in major keys
- Recognizes and uses standard notational symbols and terms (staff, treble clef, bar line, repeat sign, accent, piano, forte, crescendo, decrescendo)

Third

- Reads whole, half, dotted half and quarter notes and rests, as well as patterns consisting of two eighths and four sixteenth groups
- Notates whole, half, and quarter notes and rests, as well as patterns consisting of two eighths and four sixteenth note groups
- Knows letter names B, A, G on treble staff
- Recognizes standard notational symbols and terms (staff, treble clef, bar line, repeat sign, accent, piano, forte, crescendo, decrescendo, fermata, quarter note, quarter rest, half note, eighth note, half rest, sixteenth notes, whole note, whole rest, measure, meter sign)

Fourth

- Reads whole, half, dotted half and quarter notes and rests, as well as patterns consisting of two eighth notes, four sixteenth notes, eighth note and triplet values of dotted quarter notes and rests and triplet patterns of three eighth notes
- Notates whole, half, dotted half and quarter notes and rests, as well as patterns consisting of two eighth notes, four sixteenth notes and triplet values of dotted quarter notes and rests and patterns of three eighth note triplets
- Knows letter names of lines and spaces on treble staff
- Recognizes standard notational symbols and terms (staff, treble clef, bar line, repeat sign, accent, piano, forte, crescendo, decrescendo, fermata, quarter note, quarter rest, half note, eighth note, half rest, sixteenth notes,

whole note, whole rest, accelerando, ritardando, orchestral families, conductor, symphonic band and orchestra, ostinato, mezzo piano, mezzo forte

Fifth

- Reads whole, half, dotted half, and quarter notes and rests, as well as patterns consisting of two eighth notes, four sixteenth notes, eighth quarter eighth note syncopated patterns and triplet values of dotted quarter note and rests and triplet patterns of three eighth notes.
- Notates whole, half, dotted half and quarter notes and rests, as well as patterns consisting of two eighth notes, four sixteenth notes, eighth quarter eighth note syncopated patterns and triplet values of dotted quarter notes and rests and patterns of three eighth note triplets
- Recognizes standard notational symbols and terms (staff, treble clef, bar line, repeat sign, accent, piano, forte, crescendo, decrescendo, fermata, quarter note, quarter rest, half note, eighth note, half rest, sixteenth notes, whole note, whole rest, accelerando, ritardando, orchestral families, conductor, symphonic band and orchestra, ostinato, mezzo piano, mezzo forte, D.C. al Fine, unison, fortissimo, pianissimo, dotted notes and dotted rests.

Sixth

- Reads all note and rest patterns detailed in Grade 5 benchmark with the addition of patterns consisting of eighth and two sixteenth notes, sixteenth and dotted eighth notes
- Notates all note and rest patterns in Grade 5 benchmark with the addition of patterns consisting of eighth and two sixteenth notes, sixteenth and dotted eighth notes
- Recognizes standard notational symbols and terms (staff, treble clef, bar line, repeat sign, accent, piano, forte, crescendo, decrescendo, fermata, quarter note, quarter rest, half note, eighth note, half rest, sixteenth note, whole note, whole rest, accelerando, ritardando, orchestral families, conductor, symphonic band and orchestra, ostinato, mezzo piano, mezzo forte, D.C. al Fine, D.S. al Fine, unison, fortissimo, pianissimo, dotted notes and dotted rest, flat, sharp, natural)

Seventh

- Reads whole, half, quarter, eighth notes and rests in $2/4$, $3/4$, $4/4$ meter while performing on guitar, keyboard, melody bells, or recorder
- Recognizes standard symbols used to notate simple melodies in treble clef
- Reads standard notation symbols for pitch (accidentals) and rhythm while performing on guitar, keyboard, melody bells, or recorder
- Notates rhythmic ideas

Eighth

- Reads whole, half, dotted half, quarter, eighth, sixteenth notes and rests in 2/4, 3/4, 4/4 and 6/8 meter while performing on guitar, keyboard or recorder
- Recognizes standard symbols used to notate simple melodies in both bass and treble clefs
- Reads standard notation symbols for pitch (accidentals), rhythm, dynamics (piano, forte, crescendo, decrescendo), tempo, articulation (accents, legato, staccato) and expression (phrasing) while performing on guitar, keyboard or recorder
- Notates melodic and rhythmic ideas

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

Kindergarten

- Uses own vocabulary to describe music
- Moves to demonstrate awareness of the elements of music (e.g., tempo, register, dynamics, meter)

First

- Uses own vocabulary or simple music vocabulary (high/low, loud/soft, fast/slow, short/long) to describe music
- Moves, verbalizes or uses visual representation to demonstrate awareness of the elements of music (tempo, register, dynamics, meter)

Second

- Uses standard music vocabulary (piano, forte) to describe music
- Moves, verbalizes or uses visual representation to demonstrate awareness for the elements of music (tempo, register, dynamics, meter and forms including: AB, ABA, and rondo)

Third

- Uses standard music vocabulary (piano, forte, accent, crescendo, decrescendo) to describe music
- Recognizes simple musical forms AB and ABA, and Rondo
- Recognizes vocal tone color by sound and various tone colors of keyboard, folk, and orchestra instruments by sight and sound

Fourth

- Uses standard music vocabulary (piano, forte, accent, crescendo, decrescendo, allegro, largo) to describe music
- Recognizes simple musical forms AB, ABA, Rondo, and them and variation

- Identifies instruments of the string, brass, woodwind and percussion family by sight and sound
- Responds through purposeful movement (e.g. hand jives, creative movement or choreography) to selected prominent music characteristics (e.g., tempo, meter, dynamics, phrases) while listening

Fifth

- Recognizes the musical forms of AB, ABA, theme, variations, and rondo.
- Recognizes instruments by sight and sound.
- Explains using appropriate terminology, personal preference for specific musical works and styles.
- Knows and applies appropriate criteria for evaluating musical performances and compositions.
- Responds through purposeful movements (e.g., hand jives, creative movement or choreography) to selected prominent music characteristics (e.g., tempo, meter, dynamics, phrases) while listening.

Sixth

- Recognizes a concerto, suite, and symphony
- Recognizes instruments (orchestral, folk, electronic) by sight and sound; vocal tone colors by sights (soprano, alto, tenor, bass)
- Know and applies appropriate criteria for evaluation musical performances and compositions

Seventh

- Compares and contrasts musical events (e.g. – dynamic, meter, and tonality changes)
- Understands the relationship between solo and accompaniment
- Evaluates, using appropriate musical criteria, personal and group performances

Eighth

- Compares and contrasts musical events (e.g., dynamic, meter, and tonality changes) using appropriate terminology
- Understands the relationship between solo and accompaniment/melody and harmony
- Evaluates, using appropriate musical criteria and terminology, personal and group performances

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

Kindergarten

- Knows music is a part of daily life

First

- Identifies ways in which music is part of daily life
- Demonstrates an awareness of music from cultures other than his/her own

Second

- Identifies characteristics that make certain music suitable for specific uses
- Demonstrates an awareness of music from cultures and historical periods other than his/her own
- Recognizes ways in which music is interrelated with the subject of other disciplines taught in the school

Third

- Knows songs representing genres (march, work song, lullaby, and Dixieland)
- Identifies music from different cultures
- Understands ways in which music is interrelated with the subject matter of other disciplines taught in school

Fourth

- Knows songs representing genres and diverse cultures
- Knows how basic elements of music are used musically in various cultures of the world
- Understands ways in which music is interrelated with the subject matter of other disciplines taught in the school

Fifth

- Knows songs and music representing genres, diverse cultures and styles (e.g., various composers and nations) and historical periods on the United States.
- Describes, in simple terms, how the elements of music are used in musical examples from various cultures of the world.
- Understands ways in which music is interrelated with the subject matter of other disciplines taught in the school.
- Describes ways in which the principles and subject matter of music are interrelated with those of other disciplines.

Sixth

- Knows songs and music representing genres, diverse cultures, styles and periods of music history
- Describes how the elements of music are used in musical examples from various cultures of the world
- Understands ways in which music is interrelated with the subject matter of other disciplines taught in the school

Seventh

- Identifies the style, historical period or culture of music being performed on the bells, recorder, keyboard, or guitar

Eighth

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Standard:

7. Understands the use of music within the church to praise God

Benchmarks:

Kindergarten

- Students will have opportunities to sing in worship services (e.g., Christmas program, Lenten service, National Lutheran Schools Week)
- Students will build a stronger faith by using music within the church
- Students will gain an appreciation of the music that is used during worship services
- Students understand that music is a gift from God that should be used to praise Him

First

- Students will have opportunities to sing in worship services (e.g., Christmas program, Lenten service, National Lutheran Schools Week)
- Students will participate in Cherub Choir
- Students will build a stronger faith by using music within the church
- Students will use and follow the liturgy during chapel and church services
- Students will gain an appreciation of the music that is used during worship services

Second

- Students will have opportunities to sing in worship services (e.g., Christmas program, Lenten service, National Lutheran Schools Week)
- Students will participate in Cherub Choir
- Students will build a stronger faith by using music within the church
- Students will use and follow the liturgy during chapel and church services

- Students will gain an appreciation of the music that is used during worship services

Third

- Students will have opportunities to sing in worship services (e.g., Christmas program, Lenten service, National Lutheran Schools Week)
- Students will participate in Cherub Choir
- Students will build a stronger faith by using music within the church
- Students will use and follow the liturgy during chapel and church services
- Students will gain an appreciation of the music that is used during worship services
- Students understand that music is a gift from God that should be used to praise Him

Fourth

- Students will have opportunities to sing in worship services (e.g., Christmas program, Lenten service, National Lutheran Schools Week)
- Students have the opportunity to join Children's Choir, Chime Choir, or Band
- Students will study the history of music in church history
- Students will build a stronger faith by using music within the church
- Students will use and follow the liturgy during chapel and church services
- Students will gain an appreciation of the music that is used during worship services
- Students understand that music is a gift from God that should be used to praise Him

Fifth

- Students will have opportunities to sing in worship services (e.g., Christmas program, Lenten service, National Lutheran Schools Week)
- Students have the opportunity to join Children's Choir, Chime Choir, or Band
- Students will study the history of music in church history
- Students will build a stronger faith by using music within the church
- Students will use and follow the liturgy during chapel and church services
- Students will gain an appreciation of the music that is used during worship services
- Students understand that music is a gift from God that should be used to praise Him
- Students will participate in Praise Group every Friday.

Sixth

- Students will have opportunities to sing in worship services (e.g., Christmas program, Lenten service, National Lutheran Schools Week)
- Students have the opportunity to join Children's Choir, Chime Choir, or Band
- Students will study the history of music in church history
- Students will build a stronger faith by using music within the church
- Students will use and follow the liturgy during chapel and church services
- Students will gain an appreciation of the music that is used during worship services
- Students understand that music is a gift from God that should be used to praise Him
- Students will participate in Praise Group every Friday.

Seventh

- Students will have opportunities to sing in worship services (e.g., Christmas program, Lenten service, National Lutheran Schools Week)
- Students have the opportunity to join Children's Choir, Chime Choir, or Band
- Students will study the history of music in church history
- Students will build a stronger faith by using music within the church
- Students will use and follow the liturgy during chapel and church services
- Students will gain an appreciation of the music that is used during worship services
- Students understand that music is a gift from God that should be used to praise Him
- Students will participate in Praise Group every Friday.

Eighth

- Students will have opportunities to sing in worship services (e.g., Christmas program, Lenten service, National Lutheran Schools Week)
- Students have the opportunity to join Children's Choir, Chime Choir, or Band
- Students will study the history of music in church history
- Students will build a stronger faith by using music within the church
- Students will use and follow the liturgy during chapel and church services
- Students will gain an appreciation of the music that is used during worship services
- Students understand that music is a gift from God that should be used to praise Him
- Students will participate in Praise Group every Friday.