

MUSIC Grades 3 - 5

VALUES AND ATTITUDES

The student will:
Appreciate a variety of styles of music.
Appreciate the musical efforts of self and others.
Appreciate the value of and demonstrate proper care of musical instruments.
Discern appropriate and inappropriate forms of vocal and instrumental musical expression.
Understand that songs convey meaning, images and mood.
Discern appropriate and inappropriate forms of music.
Respect musical preferences of others.
Appreciate the value of music in other curriculum areas.
Understand that music is an integral part of cultural expression.
Develop an understanding and appreciation for liturgical music.
Appreciate the value of musical accompaniment in liturgy.
Understand that music played an important role in the history of the church.
Appreciate music as a form of prayer.

STRAND A: Vocal

OBJECTIVES

Sing a varied repertoire of music alone and with others

- Sing on pitch and in rhythm, with appropriate timbre, diction, posture, and a steady tempo.
- Demonstrate appropriate vocal practices including expression, dynamics, phrasing and interpretation.
- Show appreciation for the musical efforts of others.
- Sing from memory a variety of songs representing diverse cultures.
- Begin to sing with technical accuracy and expression.
- Sing a varied repertoire of songs, including: ostinatos, partner songs, and rounds.
- Sing in groups, blending vocal timbres, matching dynamic levels.
- Respond to the cues of a conductor.
- Sing liturgical music of various styles.
- Celebrate liturgical seasons with song
- Sing responses, refrains and acclamations and simple Gregorian chant.

STRAND B: Instrumental

OBJECTIVES

Perform a varied repertoire of music on instruments

- Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- Play instrument, such as recorder alone or in a group.
- Perform easy rhythmic, melodic, and chordal patterns accurately and independently.
- Perform expressively representing diverse genres and styles.
- Echo short rhythms and patterns.
- Perform in groups, blending instrumental timbres, matching dynamic levels.

- Respond to the cues of a conductor.
- Perform independent instrumental parts while other students sing or play contrasting parts.
- Play simple melodies and simple accompaniments by ear.
- Perform liturgical music of various styles and periods with instruments.
- Accompany responses and refrains and acclamations.

STRAND C: Improvisation/Composition

OBJECTIVES

Improvise melodies, variations and accompaniments; compose and arrange music within specific guidelines

Improvise:

- Musical responses in the same style to given rhythmic and melodic phrases.
- Simple rhythmic and melodic ostinato accompaniments.
- Simple rhythmic variations and simple melodic embellishments on familiar melodies.
- Short songs and instrumental pieces.

Compose

- Music to accompany readings or dramatizations.
- Short songs and instrumental pieces within specific guidelines.

Read and notate

- Whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures.
- Using a system to read simple pitch notation in the treble clef in major keys.
- Use standard symbols to notate.

STRAND D: Artistic Perception

OBJECTIVES

Listen to, analyze and describe music

- Listen to, analyze and describe simple music in appropriate terms of form.
- Develop simple auditory skills.
- Demonstrate perceptual skills by moving, by answering questions about and by describing aural examples of music.
- Identify and use appropriate musical terminology: melody, rhythm, and harmony in selected pieces, meter and chords.
- Identify and describe the sounds of a variety of instruments including: orchestra and band instruments; instruments from various cultures; children's, adult, male and female voices.
- Respond through purposeful movement while listening to music such as beat grouping, rondo form and melodic direction.

STRAND E: Evaluating Music

OBJECTIVES

Evaluate music and music performances

- Identify criteria to analyze and evaluate performances and compositions

- Identify characteristics of an effective musical composition including structure, content, style and meaning.
- Name and discuss differences in tempo and dynamics in contrasting musical selection.
- Use appropriate terminology to explain personal preferences.
- Develop and apply appropriate criteria to support personal preferences

STRAND F: Connections:

OBJECTIVES

Relationships between music, the other arts, and disciplines outside the arts

- Identify similarities and differences in the meanings of common terms used in the various arts.
- Identify differences and similarities in form, line and contrast.
- Demonstrate how an element from music connects to another art form.
- Identify ways in which subject matter of other disciplines are interrelated to music.
- Understand the relationship of music and Religion.
- Use music as a form of prayer.

STRAND G: Historical and Cultural Context

OBJECTIVES

Music in relation to history and culture

- Identify music from different historical periods and cultures.
- Sing or play from memory songs of diverse cultures.
- Discuss impact music may have on important historical events.
- Recognize cultural and historical characteristics that influence form and style of music.
- Understand that all cultures have music: Native American, Arabic, Latin American, French, etc.
- Recognize social functions of a variety of musical forms in various culture and time periods.
- Identify situations they encounter music and describe the purpose of music in that specific context.
- Recognize influence of styles from various cultures on contemporary music in the US.
- Demonstrate appropriate audience behavior.
- Describe the roles of musicians such as orchestra conductor, folksinger, church organist, cantor, etc.
- Identify the role of music in the Catholic Church.
- Identify prayer forms in liturgical worship.
- Identify religious themes in music.
- Understand how to use a church hymnal.