



Music Curriculum Guide

Philosophy of Music

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

We apply this philosophy in our formal music instruction, but also in all musical applications that are offered to our students. A band program is offered to all students in grades five through eight and a piano program to all students in kindergarten through grade eight. Students have the opportunity to sing to their Lord as they apply what is learned in their music education during Sunday church service singing. Also, there is a Junior Choir available to all students in grades first through eighth to further apply their musical abilities in worship to our God.

We Teach Music

Not because we expect you to major in music,
Not because we expect you to sing or play all your life,
Not just so you can relax, Not just so you can have fun,

But--

So you will grow in your faith,
So you can witness to that faith,
So you can praise your Lord in song.

General Objectives for Music

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

- Recognize music and the ability to make music as gifts from God.
- Use music to God's glory and in His service.
- Understand and use music in worship.

- Know and value the heritage of Lutheran church music.
- Sing independently and with others, to the best of their abilities.
- Read music notation and use music vocabulary.
- Listen to music with understanding.
- Express musical ideas by playing common classroom instruments, by moving to music, and by creating music.
- Understand basic concepts of pitch, rhythm, harmony, form, dynamics, temp, and timbre.
- Become familiar with many types of music.
- Develop God-given talents to express thoughts, feelings, and faith through music.
- Learn to appreciate the beauty of music.
- Use talents and skills in the fine arts as opportunities for expressing faith and joy.

General Attitudes for Student to Develop in Music

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

- To become acquainted with music from around the world
- Love for music
- Open mind to difference
- Enjoy
- Respect
- Develop a positive attitude
- Can do

Kindergarten Objectives

By the end of kindergarten, the students will:

1. recognize music and the ability to make music as gifts from God.
2. use music to give glory to God.
3. sing independently and with others, to the best of their ability.
4. use basic music vocabulary.
5. listen to music with understanding.
6. express musical ideas by playing classroom instruments and moving to music.
7. understand basic concepts of pitch, rhythm, harmony, form, dynamics, tempo and timbre.
8. become familiar with many types of music.

Kindergarten Scope and Sequence

September: The Voice

- know the voice produces several types of speaking and singing sounds
- be able to use voice to produce these sounds

Dynamics; Loud and Soft

- know musical sounds may be loud or soft
- be able to distinguish between loud and soft
- be able to produce loud and soft

October: Rhythm: Sound and Silence, Long and Short Duration

- know music consists of sound and silence
- know that duration of sound and silence can be long or short

Rhythm: Steady beat

- know music moves to a steady beat
- be able to move to and play a steady beat

November: Tempo

- know that music can be fast or slow
- know that music can get faster or slower
- be able to recognize and produce these tempos

December: Learning Christmas songs and parts for the Christmas service.

January: Pitch: High and Low

- know musical sounds may be high or low
- be able to distinguish between sounds which are high or low
- be able to produce sounds which are higher or lower than compared sound

Pitch: High/Low/Middle

- know when 3 pitches are compared, one is highest, one is lowest and one is in the middle
- realize these pitches can be arranged in any order

February: Pitch: Ascending/ Descending/ Repeated Note Patterns

Rhythm: Same and Different Patterns

March: Harmony: One and Many Sounds/ Thick and Thin Textures

Timbre: Rhythm Band Instruments

April: Form: Phrases

The Classics

May: Worship

Kindergarten Resources

Meyer, Edward H. Sing and Make Music: Level One. Milwaukee: Northwestern Publishing House 1998

Grades 1 and 2 Objectives

By the end of grade 2, the students will:

1. know that music has beats.
2. know that beats may be arranged in groups of two, three, and four.

3. know that accents occur at the beginning of each group.
4. know that each group forms a unit called a measure.
5. be able to identify melodic movements: moving up, moving down, and staying the same.
6. be able to distinguish between even and uneven rhythm patterns.
7. be able to identify melodic movement: moving upward and downward by steps, moving upward and downward by skips, and remaining the same.
8. recognize the tonal relationship between the so-mi syllables and will be able to read and use symbols that represent them.
9. recognize tonal relationship between the so-la syllables and will be able to read the use symbols that represent them.
10. recognize that tonal relationship between the so-la-mi syllables and will be able to read and use symbols that represent them.
11. recognize that melodies have phrases, which can be either the same or different.
12. able to identify four families of instruments and instrumental color.
13. recognize that music can be fast or slow, and that music can become faster or slower.
14. recognize that music can be loud or soft, and that music can become louder or softer.
15. recognize whether a melody is performed with or without an accompaniment, whether a melody has other melodies added to it, and whether the melody with an accompaniment has a thin or thick texture.
16. gain experience in identifying music elements and will become aware that music elements may represent ideas.
17. gain a better understanding of these aspects of Christian worship: music for worship, the church year as a celebration of the events in Jesus' life, and the church building and its appointments.

Grades 1 and 2 Scope and Sequence

September: 1A- Rhythm Groups
 1B- Rhythm Groups
 2A- Rhythm Note Values
 2B- Rhythm Note Values
 3A- Pitch: Ascending

October: 3B- Pitch: Ascending
 4A- Rhythm: Even and Uneven Patterns
 4B- Rhythm: Even and Uneven Patterns
 5A- Pitch: Melodic Movement
 5B- Pitch: Melodic Movement

November: 6A- Pitch: Syllables (so-mi)
 6B- Pitch: Syllables (so-mi)
 7A- Pitch: Syllables (so-la)
 7B- Pitch: Syllables (so-la)

December: 8A- Pitch: Syllables (so-la-mi)
 8B- Pitch: Syllables (so-la-mi)

9A- Form: Phrases
9B- Form: Phrases

January: 10A- Timbre: 4 instruments
10B- Timbre: 4 instruments
11A- Tempo: Fast, Slow
11B- Tempo: Becoming Faster or Slower

February: 12A- Dynamics: Loud, Soft
12B- Dynamics: Becoming Louder and Softer
13A- Harmony: Accompaniment
13B- Harmony: Accompaniment

March: 14A- The Classics: Carnival
14B- The Classics: Peter and the Wolf
15A- Worship
15B- Worship

April: Missed lessons and practicing church songs

May: Practicing for musical

Grades 1 and 2 Resources

Meyer, Edward H. Sing and Make Music: Level Two. Milwaukee: Northwestern Publishing House, 1998.

Sunday School Songs CD

Bible Action Songs CD

Grade 3 and 4 Objectives

By the end of grade 4 the students will:

1. recognize, read, and perform music having the following note values: half note and rest, quarter note and rest, eighth note and rest, sixteenth note and rest
2. recognize, read, and perform music having syncopated patterns, triplets, dotted notes, and compound meters
3. interpret time signatures
4. recognize the tonal relationship between the do-re-mi syllables and will be able to read and use symbols that represent them
5. recognize rounds and ostinato patterns and will be able to sing and play them
6. improve the ability to sing in the following areas: respiration (posture and breathing), phonation (voice production in lower and upper registers), and pitch accuracy
7. recognize that music has different volumes, and be loud, moderately loud, soft, and moderately soft

8. recognize that music has crescendo and decrescendo, and gradually become louder or softer
9. know and apply some Italian terms and symbols that relate to dynamics
10. recognize phrases in music
11. recognize that there are many tempos in music
12. gain greater proficiency in singing harmony
13. recognize the tonal relationships between do-re-mi-so and di-mi-so-la
14. be able to read tonal relationships in music
15. distinguish keyboard instruments – their shapes, methods of sound production, and timbres
16. gain competence in reading and playing a score made for rhythm band instruments
17. become aware of and respond to phrases and sections of a musical composition
18. gain a better understanding of Christian worship in these areas: music for worship, orders of worship, the church year, musical instruments for worship, and the church building and its appointments

Grades 3 and 4 Scope and Sequence

- Unit 1—Rhythm: Note and Rest Values
- Unit 2—Rhythm: Note and Rest Values, Time Signatures
- Unit 3—Pitch: Syllables (do-re-mi)
- Unit 4—Pitch: Syllables (do-mi-so)
- Unit 5—Harmony: Rounds and Ostinato Patterns
- Unit 6—Singing: Respiration, Phonation, and Pitch Accuracy
- Unit 7—Dynamics: Musical Terms and Symbols
- Unit 8—Form: Song Forms
- Unit 9—Tempo: Italian Terms
- Unit 10—Harmony: Partner Songs and Tone-Blending Activities
- Unit 11—Pitch: Syllable Groupings (do-re-mi-so and do-mi-so-la)
- Unit 12—Timbre: Keyboard Instruments
- Unit 13—Timbre and Rhythm: Rhythm and Band Instruments with a Score by Mozart
- Unit 14—The Classics: Trumpet Tune and Air
- Unit 15—Worship

Grades 3 and 4 Resources

Meyer, Edward H. Sing and Make Music: Level Three. Milwaukee: Northwestern Publishing House, 1998.

Grades 5 and 6 Objectives (2 year cycle)

By the end of grade 6 the students will:

1. recognize music and the ability to make music as gifts from God.
2. use music to God's glory and in His service.
3. understand and use music in worship.

4. know and value the heritage of Lutheran church music.
5. sing independently and with others, to the best of their abilities.
6. read music notation and use music vocabulary.
7. listen to music with understanding.
8. express musical ideas by playing common classroom instruments, by moving to music, and by creating music.
9. understand basic concepts of pitch, rhythm, harmony, form, dynamics, tempo, and timbre.
10. become familiar with many types of music.
11. appreciate music of all different types from varying ethnic backgrounds.
12. sing melodies.
13. sing parts other than melody.
14. sing with correct vocal techniques.
15. understand the difference between religious and secular music.
16. distinguish between pitches that are higher, lower, or the same.
17. identify melody movement: up, down, same, step, skip, pattern, scale, and chord tones.
18. differentiate beat, accent, and meter.
19. recognize note values and rhythm patterns.
20. recognize triads and chords, chord changes and progressions, major and minor modes.
21. identify repetitions, alterations, and contrasts.
22. recognize motives, sequences, and phrases.
23. recognize song forms.
24. identify instrumental and vocal timbres.
25. identify textures.
26. identify dynamic levels and changes.
27. identify tempos and changes.
28. be able to perform learned music in church or in other public forums.
29. know the differences among soprano, alto, tenor and bass parts.
30. be able to identify musical instruments by hearing them played.

Grades 5 and 6 Scope and Sequence

(Year 1- Music)

- 1A – Rhythm: Note and Rest Values
- 2A – Pitch: Syllable Groupings (do-re-mi-so, do-mi-so-la, and do-re-mi-so-la)
- 3A – Rhythm: Compound Meter
- 4A – Pitch: Staff
- 5A – Pitch: Syllable Fa
- 6A – Pitch: Accidentals (sharps, flats, naturals)
- 7A – Singing: Resonant Tone Production
- 8A – Rhythm: Tie
- 9A – Pitch: Syllables Ti and Do’
- 10A – Dictionary of Music Terms

- 11A – Timbre: Instruments of the Orchestra
- 12A – Pitch: Major Scales and Octaves
- 13A – The Classics: Music of the Baroque Era – Pachelbel
- 14A – The Classics: Music of the Classical Era – Mozart
- 15A – Worship

(Year 2 – Music)

- 1B – Rhythm: Note and Rest Values
- 2B – Pitch: Syllable Groupings (do-re-mi-so, do-mi-so-la, and do-re-mi-so-la)
- 3B – Rhythm: Compound Meter
- 4B – Pitch: Staff
- 5B – Pitch: Syllable Fa
- 6B – Pitch: Accidentals (sharps, flats, naturals)
- 7B – Singing: Resonant Tone Production
- 8B – Rhythm: Tie
- 9B – Pitch: Syllables Ti and Do'
- 10B – Dictionary of Music Terms
- 11B – Timbre: Instruments of the Orchestra
- 12B – Pitch: Major Scales and Octaves
- 13B – The Classics: Music of the Baroque Era – Bach
- 14B – The Classics: Music of the Romantic Era – Chopin
- 15B – Worship

Grades 5 and 6 Resources

Sing and Make Music, Northwestern Publishing House, Milwaukee, WI. Copyright 2000

World of Music Grade6, Silver Burdett and Ginn, 1990

Christian Worship: A Lutheran Hymnal, Northwestern Publishing House, 1993

Let All the People Praise You, Northwestern Publishing House, 2003

Piano

Accordion

Varying Instruments

Grades 7 and 8 Objectives

By the end of grade 8, the student will:

1. review the treble and bass clef signs.
2. review the names of the lines and spaces on the staves.
3. learn to use ledger lines, the alto clef, and octave transposition signs.
4. identify the location of the syllable *do* on the staff through an analysis of the key signature.
5. use information on vocal tone production to improve singing ability.

6. review the syllables, intervals, and notation of the major scale and understand and use key signatures.
7. review the syllables of the major scale and the concepts of raised and lowered syllables and be able to use *fi*, *si*, and *te* in theoretical and melodic settings.
8. understand the structure and use of minor scale.
9. become more proficient at sight-reading melodies in major and minor scales.
10. understand the concept of triads and write them.
11. identify the I, IV, and V chords.
12. assign them to melodies.
13. identify the terms and symbols for many musical facts and concepts.
14. gain further insights about meters and syncopated patterns and skill in using them.
15. know how to name and classify intervals.
16. become aware of the characteristics of music in the Romantic Era by studying a composer and one of his compositions.
17. gain a better understanding of Christian worship as it relates to the following: (1) music in the worship of Bible times, (2) two liturgical songs, (3) order of worship, (4) types of hymns, (5) the church year- calendar and symbols for the seasons, and (6) the history of church architecture.

Grade 7 and 8 Scope and Sequence

September: Music Basic

Starting with Note Names

1A- Pitch: Music- Reading

1B- Pitch: Music- Reading

2A- Pitch: Staff, Ledger Lines

October: 2B- Pitch: Octave Transportation

3A- Pitch: Key Signature

3B- Pitch: Key Signature

4A- Singing: Intonation, Ranges, Classes

November: 4B- Singing: Diction, Expression

5A- Pitch: Major Scale & Key Signature

5B- Pitch: Major Scale & Key Signature

6A- Pitch: Altered syllables (*fi*, *si*, *te*)

December: 6B- Pitch: Altered syllables (*fi*, *si*, *te*)

7A- Pitch: Minor Scale

7B- Pitch: Minor Scale

8A- Pitch: Sight Reading

January: 8B- Pitch: Sight Reading

9A- Harmony: Triads and I, IV, V chords

10A- Dictionary of Music terms

February: 11A- Rhythm: Meters and Syncopation
11B- Rhythm: Meters and Syncopation
12A- Harmony and Pitch: Intervals
12B- Harmony and Pitch: Intervals

March: 13A- The Classics: Music of the Romantic Era
13B- The Classics: Music of the Romantic Era
14A- The Classics: Music of the Romantic Era
14B- The Classics: Music of the Late Romantic Era

April: 15A- Worship
15B- Worship

May: Recorder

Grades 7 and 8 Resources

D'Auberge, Alfred and Morton Manus. It's Recorder Time. Sherman Oaks: Alfred Publishing Co, Inc., 1968.

Meyer, Edward H. Sing and Make Music: Level Five. Milwaukee: Northwestern Publishing House, 1998.

WELS Commission on Worship. Let All the People Praise You. Milwaukee: Northwestern Publishing House, 2003