

1 - Creating

Anchor Standard 1: **Imagine:** *Generate musical ideas for various purposes and contexts.*

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Questions: How do musicians generate creative ideas?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will:</i></p> <p>MU:Cr1.1.2a <i>Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</i></p>	<p>Step 1 (K): MU:Cr1.1.Ka Explore and experience music concepts such as beat and melodic contour.</p> <p>Step 2 (1st gr.): MU:Cr1.1.1a Create musical ideas such as answering a musical question for a specific purpose.</p>	<ul style="list-style-type: none"> *Greg and Steve's "Bear Hunt" *Melodic Contour Cards *Echo Simple Solfege Patterns *Rhythm Flashcards 	<ul style="list-style-type: none"> *Working together as a member of God's Family. (1 Corinthians 13:4) *Rhythms using Biblical Names, Saints, and Apostles. *Singing and listening to songs that are faith filled. (Psalm 147:7) *Expect ONLY behavior that is within the child's capacity. (1 Corinthians 13:11) *Helping students to learn something new. (Luke 2:52) *Discuss God (Deuteronomy 4:9-10)
<p>MU:Cr1.1.2b Generate musical patterns and ideas <i>within the context of a given tonality</i> (such as major and minor) and meter (such as duple and triple).</p>	<p>Step 1 (K): MU:Cr1.1.Kb Generate musical ideas such as movements or motives.</p> <p>Step 2 (1st gr.): MU:Cr1.1.1b Generate musical ideas in multiple tonalities such as major and minor, and meters such as duple and triple</p>	<ul style="list-style-type: none"> *Sway and/or marching to the beat. *Mozart "Sonata in D" and "Eine Kleine Nacht Musik" Form ABA *Add actions to indicate where the sectional changes occur. 	<ul style="list-style-type: none"> *Working together as a member of God's Family. (1 Corinthians 13:4)

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p>	<p>Step 1 (3rd gr.): MU:Cr1.1.3a Improvise rhythmic and melodic ideas, <i>and describe connection to specific purpose and context (such as personal and social).</i></p> <p>Step 2 (4th gr.): MU:Cr1.1.4a Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and <i>explain connection to specific purpose and context (such as social and cultural).</i></p>	<p>*Choose a musical selection and then change the meter, the mode, the tempo, or other aspects of the music.</p> <p>*Going from student to student, ensuring that every student participates, a 4 measure improv will be performed as a whole class. Each student adds to what previous students have presented, continuing the song.</p> <p>*Students will be assigned a tonality, a meter, a tempo, or a style (or a combination of teacher's choice). They will then compose a multi measure piece of music within the specified guidelines.</p> <p>*Choose a song from your text and use instruments to create an accompaniment.</p>	<p>*After reading an excerpt from the Bible, choose a sacred text and then change the meter, the mode, the tempo, or other aspects of the music. (2 Timothy 3:15)</p> <p>*Choose a saint or other biblical figure that is relevant to the student. (2 Timothy 3:15; Luke 2:52)</p>
<p>MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and <i>simple chord changes</i>.</p>	<p>Step 1 (3rd gr.): MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality <i>and/or meter</i>.</p> <p>Step 2 (4th gr.): MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and <i>simple accompaniment patterns</i>) within <i>related tonalities</i> (such as major and minor) and meters.</p>	<p>*"Joyful, Joyful We Adore Thee," taken from Beethoven's 9th Symphony. Generate the accompaniment using instruments in your classroom. **If you have a band or orchestra, have them bring their instruments to class and incorporate those.</p>	<p>(Psalm 147:7)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including <i>introductions, transitions, and codas</i>) that convey expressive intent.</p>	<p>Step 1 (6th gr.) MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>Step 2 (7th gr..) MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and <i>variations over harmonic accompaniments</i> within AB, ABA, or theme and variation forms that convey expressive intent.</p>		

Creating

Anchor Standard 2: **Plan and Make:** *Select and develop musical ideas for defined purposes and contexts*

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Questions: How do musicians make creative decisions?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will:</i></p> <p>MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting <i>patterns and ideas for music</i> that represent expressive intent.</p>	<p>Step 1 (K): MU:Cr2.1.Ka Demonstrate and choose favorite musical ideas.</p> <p>Step 2 (1st gr.): MU:Cr2.1.1a Demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p>	<p>*Listen to various styles of music throughout history. For example, use "Mary Had A Little Lamb" and re-create the song in chosen style</p>	<p>**"Mary Had A Little Lamb": Mary and the Lamb and the Bible connection. Discuss songs from your church songbooks that tie into this. (2 Timothy 3:15)</p>
<p>MU:Cr2.1.2b Use iconic or standard notation and/or recording technology to <i>combine, sequence,</i> and document personal musical ideas.</p>	<p>Step 1: (K) MU:Cr2.1.Kb Organize personal musical ideas using iconic notation and/or recording technology.</p> <p>Step 2: (1st gr.) MU:Cr2.1.1b Use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</p>	<p>*Using the technology available, students will notate and record their newly created composition.</p>	<p>*Students are respectful of every student and their ideas. We are all members of God's Family and should treat each other as such. (Colossians 3:18-19; Philippians 2:3)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p>	<p>Step 1 (3rd gr.): MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</p> <p>Step 2 (4th gr.): MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</p>	<p>*Write a descriptive paragraph about the completed work.</p> <p>*Create a PowerPoint about the completed work.</p> <p>*Draw a picture or series of pictures illustrating the completed work.</p> <p>*Create a video. i.e., talk show host/guest style interview.</p>	<p>*Composition will be written for praise or reflection of Catholicity. (Luke 2:52)</p>
<p>MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</p>	<p>Step 1 (3rd gr.): MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p> <p>Step 2 (4th gr.): MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p>	<p>*Using the technology available, students will notate and record their newly created composition.</p> <p>*Write a song within specified guidelines. For example: Write a 4 measure song in common time using chords I and V</p>	<p>*Students are respectful of every student and their ideas. We are all members of God's Family and should treat each other as such. (Colossians 3:18-19; Philippians 2:3)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate <i>tension and release, unity and variety, balance,</i> and convey expressive intent.</p>	<p>Step 1 (Gr.6): MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>Step 2 (7th gr.): MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate <i>unity and variety</i> and convey expressive intent.</p>	<p>*Write a descriptive paragraph about the completed work. *Create a PowerPoint about the completed work. *Draw a picture or series of pictures illustrating the completed work. *Create a video. i.e., talk show host/guest style interview.</p>	<p>*Composition will be written for praise or reflection of Catholicity. (Luke 2:52)</p>
<p>MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p>	<p>Step 1 (6th gr.): MU:Cr2.1.6a Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic <i>phrases</i>, and <i>two-chord</i> harmonic musical ideas.</p> <p>Step 2 (7th gr.): MU:Cr2.1.7a Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p>	<p>*Using the technology available, students will notate and record their newly created composition. *Write a song within specified guidelines. For example: Write a 4 measure song in common time using chords I and V.</p>	<p>*Students are respectful of every student and their ideas. We are all members of God's Family and should treat each other as such. (Colossians 3:18-19; Philippians 2:3)</p>

Creating

Anchor Standard 3: **Evaluate and Refine:** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Questions: How do musicians improve the quality of their creative work?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will:</i></p> <p>MU:Cr3.1.2a <i>Interpret</i> and apply personal, peer, and teacher feedback <i>to revise personal music.</i></p>	<p>Step 1: MU:Cr3.1.2Ka and 1a Apply personal, peer, and teacher feedback in refining personal musical ideas.</p> <p><i>Discuss and</i> apply personal, peer, and teacher feedback to refine personal musical ideas.</p>	<p>*Perform composition for the class. Discuss and provide feedback.</p>	<p>*Learning how to be supportive to your brothers and sisters in God's family using the Golden Rule. Teaching positivity in how we communicate the feedback in God's world. (Philippians 2:3; 1 Timothy 4:12, Proverbs 12:18)</p>
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, <i>and explain rationale for changes.</i></p>	<p>Step 1 (3rd gr.): MU:Cr3.1.21a <i>Evaluate, refine, and document</i> revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.</p> <p>Step 2 (4th gr.): MU:Cr3.1.4a Evaluate, refine, and document revisions to personal <i>music</i>, applying teacher-provided and collaboratively-developed criteria and feedback <i>to show improvement over time.</i></p>	<p>*Perform composition for the class. Discuss and provide feedback. Students will then go back and revise their composition, making necessary adjustments.</p>	<p>*Learning how to be supportive to your brothers and sisters in God's family using the Golden Rule. Teaching positivity in how we communicate the feedback in God's world. (Philippians 2:3; 1 Timothy 4:12; Proverbs 12:18; Luke 6:31; Romans 12:10; Ephesians 4:29-32; Colossians 3:12-14)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including <i>appropriate application of compositional techniques, style, form,</i> and use of sound sources.</p>	<p>Step 1 (6th gr.): MU:Cr3.1.6a Evaluate their own work, applying teacher-provided criteria such as <i>application of selected elements of music,</i> and use of sound sources.</p> <p>Step 2 (7th gr.): MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as <i>appropriate application of elements of music</i> including style, form, and use of sound sources.</p>	<p>*Perform composition for the class. Discuss and provide feedback. Students will then go back and revise their composition, making necessary adjustments.</p>	<p>*Learning how to be supportive to your brothers and sisters in God's family using the Golden Rule. Teaching positivity in how we communicate the feedback in God's world. (Philippians 2:3; 1 Timothy 4:12; Proverbs 12:18; Luke 6:31; Romans 12:10; Ephesians 4:29-32; Colossians 3:12-14)</p>

Creating

Anchor Standard 3 (cont.): **Present:** *Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Questions: When is creative work ready to share?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will:</i></p> <p>MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers <i>or informal audience.</i></p>	<p>Step 1: MU:Cr3.2.Ka Demonstrate a final version of personal musical ideas to peers.</p> <p>Step 2: MU:Cr3.2.1a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers and informal audience.</p>	<p>*Present final composition after feedback has been given.</p>	<p>*Appreciating God's Given Talents. (Romans 12:10; Colossians 3:12-14)</p>
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Cr3.2.5a Present the final version of personal created music to others <i>that demonstrates craftsmanship</i>, and explain connection to expressive intent.</p>	<p>Step 1 (3rd gr.): MU:Cr3.2.3a Present the final version of personal created music to others, <i>and describe connection</i> to expressive intent.</p> <p>Step 2 (4th gr.): MU:Cr3.2.4a Present the final version of personal created music to others, <i>and explain connection</i> to expressive intent.</p>	<p>*Present final composition after feedback has been given.</p>	<p>*Appreciating God's Given Talents. (Romans 12:10; Colossians 3:12-14)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and <i>balance</i> to convey expressive intent.</p>	<p>Step 1 (6th gr.): MU:Cr3.2.6a 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>Step 2 (7th gr..): MU:Cr3.2.7a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.</p>	<ul style="list-style-type: none"> *Review chords and progressions, dynamics, compositional structure/form. *Listen to various selections to determine chord variations creating tension and release. *Write a short paragraph explaining the feelings that were created through the expressiveness of the music on a personal level. *Perform it live. For example, you could have a Recital, concert, or class presentation. *Create a recording, video or audio. *Create a PowerPoint presentation. *Additional activities as technology allows. 	<ul style="list-style-type: none"> *Encourage positive and respectful audience behavior. (Philippians 2:3) *Challenge students to do something new; to experience new things. (1 Timothy 4:12) *Gives student greater responsibility. (Titus 3:14) *Speaking positively as a critic about the performance. (Proverbs 12:18) *Listening to music. (Psalm 147:7)

2 - Performing

Anchor Standard 4: **Select:** *Select varied musical works to present based on interest, knowledge, technical skill, and context.*

Enduring Understanding: 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.

Essential Questions: How do performers select repertoire?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will:</i></p> <p>MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p>	<p>Step 1: (PK) MU:Pr4.1.PKa With substantial guidance, demonstrate and state preference for varied musical selections.</p> <p>Step 2: (K) MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.</p> <p>Step 3: (1st gr.) MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, <i>knowledge about, and purpose</i> of varied musical selections.</p>	<p>*Discuss students’ favorite songs, religious or secular. Have them tell you what their favorite is and why. How does it make you feel?</p>	<p>*Listening to music. (Psalm 147:7) *Protect student from evil and harmful influences. (1 John 2:15-17) *Encourage student to be generous and respectful to others. (Philippians 2:3) *Give student responsibility. (Titus 3:14) *Give student solid advice. (Proverbs 4:1-4)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as <i>their personal and others' technical skill</i>.</p>	<p>Step 1: (3rd gr.) MU:Pr4.1.3a Demonstrate and explain <i>how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context</i></p> <p>Step 2: (4th gr.) MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</p>	<p>*Discuss students' favorite songs, religious or secular. Have them tell you what their favorite is and why. How does it make you feel? *Pick a theme. Brainstorm songs that fit into theme. Demonstrate solo or within a group the song chosen from the class list.</p>	<p>*Listening to music. (Psalm 147:7) -Protect student from evil and harmful influences. (1 John 2:15-17) *Encourage student to be generous and respectful to others. (Philippians 2:3) *Give student responsibility. (Titus 3:14) *Give student solid advice. (Proverbs 4:1-4)</p>
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Pr4.1.8a Apply personally-developed criteria for selecting <i>music of contrasting styles</i> for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.</p>	<p>Step 1: (6th gr.) MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</p> <p>Step 2: (Gr.7) MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting <i>music of contrasting styles for a program</i> with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and <i>reasons</i> for choices.</p>	<p>*Discuss students' favorite songs, religious or secular. Have them tell you what their favorite is and why. How does it make you feel? *Pick a theme for a specific audience. Brainstorm and research appropriate songs that fit into given them. Perform.</p>	<p>*Listening to music. (Psalm 147:7) *Protect student from evil and harmful influences. (1 John 2:15-17) *Encourage student to be generous and respectful to others. (Philippians 2:3) *Give student responsibility. (Titus 3:14) *Give student solid advice. (Proverbs 4:1-4)</p>

2-Performing

Anchor Standard 4 (cont.): **Analyze:** *Analyze the structure and context of varied musical works and their implications for performance.*

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will:</i></p> <p>MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p>	<p>Step 1: (K) MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as <i>high/low, loud/soft, same/different</i>) in a variety of music selected for performance.</p> <p>Step 2: (1st gr.) MU:Pr4.2.1a With limited guidance, demonstrate <i>knowledge</i> of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>	<p>*Listen to a variety of musical selections, both vocal and instrumental, and have the students describe what they hear. Have the students determine meter, form, tonality, and the cultural implication of the music. *Echoing: Teacher says "<i>piano, soft,</i>" in a whisper voice "<i>mezzo piano, medium soft,</i>" a little louder "<i>mezzo forte, medium loud</i>" and so forth and the students echo what the teacher says and how they say it. *Whole body movement: Teacher plays a "high note" on the piano, students get as tall and big as they can. Teacher plays a "low note" on the piano, students get as low to the ground and as small as they can.</p>	<p>*Listen to selections from church and Christian bands that allow the student to hear the message of God. (Psalm 147:7) *Using well known stories from the Bible, have students explore musical dynamics, textures, and voices that could be used to tell the story. For example, when Noah was on the Ark, and the storm was raging, do you think the thunder was "<i>piano</i>" or was the thunder "<i>forte</i>?" Then talk about how Noah would have had to use his "<i>forte</i>" voice when speaking.</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will (con't):</i></p> <p>MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p>	<p>Step 1: (1st gr.) MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p>	<p>*Let the students have actual music in hand that is being listened to and evaluated. Have the students see the syllabic breakdown in relation to notes and values.</p>	<p>*Listening to and performing the music. (Psalm 147:7). *Challenging the students to see the varying rhythmic patterns. (1 Timothy 4:12)</p>
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p>	<p>Step 1: (3rd gr.) MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.</p> <p>Step 2: (4th gr.) MU:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p>	<p>*Take a piece of music and show the mapping of the structure of the song and what you hear in part A and part B. Using different colors to show dynamics. *Demonstrate structure through age appropriate, school appropriate movement.</p>	<p>*Listening to and performing the music. (Psalm 147:7). *Challenging the students to see the varying rhythmic patterns. (1 Timothy 4:12)</p>
<p>MU:Pr4.2.5b When analyzing selected music, read and perform using standard notation.</p>	<p>Step 1: (3rd gr.) MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation</p> <p>Step 2: (4th gr.) MU:Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation.</p>	<p>*Let the students have actual music in hand that is being listened to and evaluated. Have the students see the syllabic breakdown in relation to notes and values.</p>	<p>*Listening to and performing the music. (Psalm 147:7). *Challenging the students to see the varying rhythmic patterns. (1 Timothy 4:12)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will (con't):</i></p> <p>MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.</p>	<p>Step 1: (3rd gr.) MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance.</p> <p>Step 2: (4th Gr.) MU:Pr4.2.4c <i>Explain</i> how context (such as social and cultural) informs a performance.</p>	<p>*Studying various composers and music from different eras and cultures, and how their music has affected the church. *Explain through a written assignment that they understand how culture and society has influenced the music we are studying.</p>	<p>*Studying various composers and music from different eras and cultures, and how their music has affected the church.</p>
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Pr4.2.8a <i>Compare</i> the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p>	<p>Step 1: (6th gr.) MU:Pr4.2.6a <i>Explain</i> how understanding the structure and the elements of music are used in music selected for performance.</p> <p>Step 2: (7th gr.) MU:Pr4.2.7a <i>Explain and demonstrate</i> the structure of <i>contrasting pieces of music</i> selected for performance and how elements of music are used.</p>	<p>*Student will research various composers, eras, cultures, genres, etc. He or she will then write a report (length determined by the teacher) or construct a PowerPoint that encompasses the assignment. *As an extension to the writing assignment, student can give an oral presentation of their report to their peers. **Can be done individually or as a group.</p>	<p>*Music is referenced many times throughout the scriptures. Students can use the Bible as a reference for their report. *Music from the church repertoire can be used as listening examples for their report. (Exodus 15:1-21 <i>vocal/instrumental</i>; Psalms)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 8th grade, the student will (con't):</i></p> <p>MU:Pr4.2.8b When analyzing selected music, sight-read in <i>treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</i></p>	<p>Step 1: (6th gr.) MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p>Step 2: (7th gr..) MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p>	<p>*Let the students have actual music in hand that is being listened to and evaluated. Have the students see the syllabic breakdown in relation to notes and values.</p> <p>*Pair up or partner in small groups and discuss their findings of the various theory items that the teacher has highlighted to be of importance for that assignment.</p> <p>*Write about the findings from the assignment given above. Students will present their findings to their class.</p>	<p>*Listening to and performing the music. (Psalm 147:7).</p> <p>*Challenging the students to see the varying rhythmic patterns. (1 Timothy 4:12)</p> <p>*Discuss selections used in the weekly Mass. Identify rhythmic patterns, meter, tonalities, etc. Also, identify the music's composer when appropriate.</p>
<p>MU:Pr4.2.8c Identify how cultural and historical context inform performances and result in different <i>musical effects.</i></p>	<p>Step 1: (6th gr.) MU:Pr4.2.6c Identify how cultural and historical context inform performances.</p> <p>Step 2: (7th gr..) MU:Pr4.2.7c Identify how cultural and historical context inform performances and result in <i>different music interpretations.</i></p>	<p>*Looking at cultural and historical events that were taking place during the time period that the music comes from, describe how that would have an effect on how and where the music should be performed. Present the findings in written form or in a class discussion.</p> <p>*Debate or discuss what makes secular music secular and what makes religious music religious.</p>	

2-Performing

Anchor Standard 4 (cont.): **Interpret:** *Develop personal interpretations that consider creators' intent.*

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will:</i></p> <p>MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</p>	<p>Step 1: (K) MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>Step 2: (1st gr.) MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).</p>	<p>*Sing "John, Jacob, Jingleheimer Schmidt" (or any song) using dynamics cards to sing from pianissimo to fortissimo. Can give students cards with the different dynamic markings and sing through song starting at fortissimo all the way down pianissimo. Students get the visual for dynamics and they get to demonstrate their understanding of them.</p> <p>*By using the daily readings, discuss the dynamics/expression that the readings are conveying. Even though this is not musical, we are using the expression and dynamics through the intent to show emotion that can be transferred over to performance of songs. **this is also part of the Faith Connection.</p>	<p>*Psalm 147:7 – Singing and listening to music. *Deuteronomy 4:9-10 – Discussion of God.</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</p>	<p>Step 1: (3rd gr.) MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</p> <p>Step 2: (4th gr.) MU:Pr4.3.4a Demonstrate and explain how intent is conveyed through <i>interpretive decisions</i> and expressive qualities (such as dynamics, tempo, and timbre).</p>	<p>*Sing "John, Jacob, Jingleheimer Schmidt" (or any song) using dynamics cards to sing from pianissimo to fortissimo. Can give students cards with the different dynamic markings and sing through song starting at fortissimo all the way down pianissimo. Students get the visual for dynamics and they get to demonstrate their understanding of them.</p> <p>**"You are the Healing" by Scott Soper, song out of the OCP music issue. Apply crescendo through phrases.</p>	<p>*Psalm 147:7 – Singing and listening to music. *Deuteronomy 4:9-10 – Discussion of God.</p>
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).</p>	<p>Step 1: (6th gr.) MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>Step 2: (7th gr.) MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p>	<p>*Select pieces of music for performance purposes that the students will demonstrate their understanding of the different elements of music. For example, sing "Peace is Flowing Like a River" versus "Lead Me Lord," or songs of your choice that you have at your disposal.</p>	<p>*Psalm 147:7 – Singing and listening to music. *Deuteronomy 4:9-10 – Discussion of God.</p>

Performing

Anchor Standard 5 (cont.): **Rehearse, Evaluate and Refine:** *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do musicians improve the quality of their performance?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will:</i></p> <p>MU:Pr5.1.2a - Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</p>	<p>Step 1: (K) MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>Step 2: (1st gr.) MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances</p>	<p>*Establish a rubric to be used where the student will grade his or her own performances and the performance of his or her peers. Teacher will also use said rubric to grade student performance.</p>	<p>*Luke 15:20 – Performer knows that they are loved. *Colossians 3:18-19; Philippians 2-3 Shown loving respect to one’s self as showing respect to others. *1st gr. Timothy 4:12: Challenging the student to do something that they thought they could not do</p>
<p>MU:Pr5.1.2b – Rehearse, <i>identify</i> and apply strategies to address interpretive, <i>performance</i>, and technical challenges of music.</p>	<p>Step 1: (K) MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</p> <p>Step 2: (1st gr.) MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address <i>interpretive challenges</i> of music.</p>	<p>*Establish a rubric to be used where the student will grade his or her own performances and the performance of his or her peers. Teacher will also use said rubric to grade student performance.</p>	<p>*Luke 15:20 – Performer knows that they are loved. *Colossians 3:18-19; Philippians 2-3 Shown loving respect to one’s self as showing respect to others. *1st gr. Timothy 4:12: Challenging the student to do something that they thought they could not do</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p>	<p>Step 1: (3rd gr.) MU:Pr5.1.3a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.</p> <p>Step 2: (4th gr.) MU:Pr5.1.4a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances</p>	<p>*Establish a rubric to be used where the student will grade his or her own performances and the performance of his or her peers. Teacher will also use said rubric to grade student performance.</p>	<p>*Luke 15:20 – Performer knows that they are loved. *Colossians 3:18-19; Philippians 2-3 Shown loving respect to one’s self as showing respect to others. *1st gr. Timothy 4:12: Challenging the student to do something that they thought they could not do</p>
<p>MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and <i>show improvement over time</i>.</p>	<p>Step 1: (3rd gr.) MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p> <p>Step 2: (4th gr.) MU:Pr5.1.4b Rehearse to refine technical accuracy and expressive qualities, and <i>address performance challenges</i>.</p>	<p>*Establish a rubric to be used where the student will grade his or her own performances and the performance of his or her peers. Teacher will also use said rubric to grade student performance.</p>	<p>*Luke 15:20 – Performer knows that they are loved. *Colossians 3:18-19; Philippians 2-3 Shown loving respect to one’s self as showing respect to others. *1st gr. Timothy 4:12: Challenging the student to do something that they thought they could not do</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Pr5.1.8a Identify and apply <i>personally-developed criteria</i> (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.</p>	<p>Step 1: (6th gr.) MU:Pr5.1.6a Identify and apply <i>teacher-provided criteria</i> (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p>Step 2: (7th gr.) MU:Pr5.1.7a Identify and apply <i>collaboratively-developed criteria</i> (such as demonstrating correct interpretation of notation, technical skill of performer, originality, <i>emotional impact</i>, and interest) to rehearse, refine, and determine when the music is ready to perform.</p>	<p>*Establish a rubric to be used where the student will grade his or her own performances and the performance of his or her peers. Teacher will also use said rubric to grade student performance.</p>	<p>*Luke 15:20 – Performer knows that they are loved. *Colossians 3:18-19; Philippians 2-3 Shown loving respect to one’s self as showing respect to others. *1st gr. Timothy 4:12: Challenging the student to do something that they thought they could not do</p>

Performing

Anchor Standard 6: **Present:** *Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Questions: When is a performance judged ready to present?
How do context and the manner in which musical work is presented influence audience response?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will:</i></p> <p>MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.</p>	<p>Step 1: (K) MU:Pr6.1.Ka With guidance, perform music with expression.</p> <p>Step 2: (1st gr.) MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.</p>	<p>*As you prepare music for Mass each week, encourage positive expression through the music emphasizing the message of each selection.</p> <p>*For non-church performance, students can perform in front of peers and share their talents with their classmates. This also gives students the chance to learn and practice proper audience etiquette. (This also applies to concerts or programs that you have throughout the year at your school.)</p>	<p>*Proverbs 19:20 – Listen to advice and accept instruction that you may gain wisdom in the future.</p> <p>*Luke 2:52 – Helping the student learn new things.</p> <p>*Philippians 2:3 – Being respectful of others.</p> <p>*1st gr. Timothy 4:12 - Challenging the student to do something that he or she thought that they could not do.</p> <p>*Titus 3:14 - Giving responsibility to the student.</p> <p>*Corinthians 13:11 – Behavior within the child’s capacity.</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will (con't):</i></p> <p>MU:Pr6.1.2b Perform appropriately for the audience and purpose.</p>	<p>Step 1: (K) MU:Pr6.1.Kb Perform <i>appropriately for the audience.</i></p> <p>Step 2: (1st gr.) MU:Pr6.1.1a Perform appropriately for the audience and purpose.</p>	<p>*As you prepare music for Mass each week, encourage positive expression through the music emphasizing the message of each selection.</p> <p>*For non-church performance, students can perform in front of peers and share their talents with their classmates. This also gives students the chance to learn and practice proper audience etiquette. (This also applies to concerts or programs that you have throughout the year at your school.)</p>	<p>*Proverbs 19:20 – Listen to advice and accept instruction that you may gain wisdom in the future.</p> <p>*Luke 2:52 – Helping the student learn new things.</p> <p>*Philippians 2:3 – Being respectful of others.</p> <p>*1st gr. Timothy 4:12 - Challenging the student to do something that he or she thought that they could not do.</p> <p>*Titus 3:14 - Giving responsibility to the student.</p> <p>*Corinthians 13:11 – Behavior within the child’s capacity.</p>
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation</p>	<p>Step 1: (3rd gr.) MU:Pr6.1.3a Perform music with expression and technical accuracy.</p> <p>Step 2: (4th gr.) MU:Pr6.1.4a Perform music, <i>alone or with others</i>, with expression and technical accuracy, and appropriate interpretation</p>	<p>*As you prepare music for Mass each week, encourage positive expression through the music emphasizing the message of each selection.</p> <p>*For non-church performance, students can perform in front of peers and share their talents with their classmates. This also gives students the chance to learn and practice proper audience etiquette. (This also applies to concerts or programs that you have throughout the year at your school.)</p>	<p>*Proverbs 19:20 – Listen to advice and accept instruction that you may gain wisdom in the future.</p> <p>*Luke 2:52 – Helping the student learn new things.</p> <p>*Philippians 2:3 – Being respectful of others.</p> <p>*1st gr. Timothy 4:12 - Challenging the student to do something that he or she thought that they could not do.</p> <p>*Titus 3:14 - Giving responsibility to the student.</p> <p>*Corinthians 13:11 – Behavior within the child’s capacity.</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will (con't):</i></p> <p>MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>	<p>Step 1: (3rd gr.) MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</p> <p>Step 2: (4th gr.) MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</p>	<p>*As you prepare music for Mass each week, encourage positive expression through the music emphasizing the message of each selection.</p> <p>*For non-church performance, students can perform in front of peers and share their talents with their classmates. This also gives students the chance to learn and practice proper audience etiquette. (This also applies to concerts or programs that you have throughout the year at your school.)</p>	<p>*Proverbs 19:20 – Listen to advice and accept instruction that you may gain wisdom in the future.</p> <p>*Luke 2:52 – Helping the student learn new things.</p> <p>*Philippians 2:3 – Being respectful of others.</p> <p>*1st gr. Timothy 4:12 - Challenging the student to do something that he or she thought that they could not do.</p> <p>*Titus 3:14 - Giving responsibility to the student.</p> <p>*Corinthians 13:11 – Behavior within the child’s capacity.</p>
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator’s intent.</p>	<p>Step 1: (6th gr.) MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator’s intent.</p> <p>Step 2: (7th gr.) MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator’s intent.</p>	<p>*As you prepare music for Mass each week, encourage positive expression through the music emphasizing the message of each selection.</p> <p>*For non-church performance, students can perform in front of peers and share their talents with their classmates. This also gives students the chance to learn and practice proper audience etiquette. (This also applies to concerts or programs that you have throughout the year at your school.)</p>	<p>*Proverbs 19:20 – Listen to advice and accept instruction that you may gain wisdom in the future.</p> <p>*Luke 2:52 – Helping the student learn new things.</p> <p>*Philippians 2:3 – Being respectful of others.</p> <p>*1st gr. Timothy 4:12 - Challenging the student to do something that he or she thought that they could not do.</p> <p>*Titus 3:14 - Giving responsibility to the student.</p> <p>*Corinthians 13:11 – Behavior within the child’s capacity.</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 8th grade, the student will (con't):</i></p> <p>MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p>	<p>Step 1: (6th gr.) MU:Pr6.1.6b Demonstrate performance decorum (<i>such as stage presence, attire, and behavior</i>) and audience etiquette appropriate for venue and purpose.</p> <p>Step 2: (7th gr.) MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.</p>	<p>*As you prepare music for Mass each week, encourage positive expression through the music emphasizing the message of each selection.</p> <p>*For non-church performance, students can perform in front of peers and share their talents with their classmates. This also gives students the chance to learn and practice proper audience etiquette. (This also applies to concerts or programs that you have throughout the year at your school.)</p>	<p>*Proverbs 19:20 – Listen to advice and accept instruction that you may gain wisdom in the future.</p> <p>*Luke 2:52 – Helping the student learn new things.</p> <p>*Philippians 2:3 – Being respectful of others.</p> <p>*1st gr. Timothy 4:12 - Challenging the student to do something that he or she thought that they could not do.</p> <p>*Titus 3:14 - Giving responsibility to the student.</p> <p>*Corinthians 13:11 – Behavior within the child’s capacity.</p>

3 - RESPONDING

Anchor Standard 7: **SELECT:** Choose music appropriate for a specific purpose or context.

Enduring Understanding: Individuals’ selection of musical works is influenced by their interests, experiences, understandings and purposes.

Essential Question: How do individuals choose music to experience?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will:</i></p> <p>MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p>	<p>Step 1: (K) MU:Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</p> <p>Step 2: (1st gr.) MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p>	<p><i>*Discuss with students what they like about aspects of music and performers.</i></p>	<p>*James 1:26 - Using words wisely. *Psalm 147:7 – Singing and listening to music. *Galatians 5:22-23 - Character Quality *Titus 3:14 – Responsibility *Luke 2:52 – Learning something new</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Re7.1.5a Demonstrate and explain, <i>citing evidence</i>, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>Step 1: (3rd gr.) MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p> <p>Step 2: (4th gr.) MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p><i>*Discuss with students what they like about aspects of music and performers.</i></p> <p><i>*Discuss experiences within the school day and outside of the school day where they experience music and how music differs from place to place. How does music fulfill different in life?</i></p>	<p>*James 1:26 - Using words wisely.</p> <p>*Psalm 147:7 – Singing and listening to music.</p> <p>*Galatians 5:22-23 - Character Quality</p> <p>*Titus 3:14 – Responsibility</p> <p>*Luke 2:52 – Learning something new</p>
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</p>	<p>Step 1: (6th gr.) MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p> <p>Step 2: (7th gr.) MU:Re7.1.7a Select or choose contrasting music to listen to and <i>compare</i> the connections to specific interests or experiences for a specific purpose.</p>	<p><i>*Discuss with students what they like about aspects of music and performers.</i></p> <p><i>*Discuss experiences within the school day and outside of the school day where they experience music and how music differs from place to place. How does music fulfill different in life?</i></p> <p><i>*Write a reflection paper on the various music forms/eras/genres that influences the students' life both in and out of the educational environment.</i></p>	<p>*James 1:26 - Using words wisely.</p> <p>*Psalm 147:7 – Singing and listening to music.</p> <p>*Galatians 5:22-23 - Character Quality</p> <p>*Titus 3:14 – Responsibility</p> <p>*Luke 2:52 – Learning something new</p>

3 – RESPONDING

Anchor Standard 7 (cont.): **ANALYZE:** *Analyze how the structure and context of varied musical works inform the response.*

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will (con't):</i></p> <p>MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.</p>	<p>Step 1: (K) MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p>Step 2: (1st gr.) MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.</p>	<p>*With arm or body movement, show melodic direction, high pitch/low pitch, and steady beat.</p> <p>*Duple: March Triple: Waltz</p> <p>Find music in different meters and have the students move accordingly or use body percussion to have them experience the beat/meter.</p>	<p>*Learning something new (Luke 2:52)</p> <p>*Listening carefully (Matthew 18:5)</p> <p>*Using words wisely (James 1:26)</p> <p>*Singing or listening to music (Psalm 147:7)</p> <p>*Speaking with loving respect (Colossians 3:18-19)</p> <p>*Being respectful of others (Philippians 2:3)</p> <p>*Challenging the student (1st gr. Timothy 4:12)</p> <p>*Responsibility (Titus 3:14)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Re7.2.5a Demonstrate and explain, <i>citing evidence</i>, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p>	<p>Step 1: (3rd gr.) MU:Re7.2.3a Demonstrate and describe <i>how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social)</i>.</p> <p>Step 2: (4th gr.) MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).</p>	<p>*With arm or body movement, show melodic direction, high pitch/low pitch, and steady beat. *Duple: March Triple: Waltz Find music in different meters and have the students move accordingly or use body percussion to have them experience the beat/meter.</p>	<p>*Learning something new (Luke 2:52) *Listening carefully (Matthew 18:5) *Using words wisely (James 1:26) *Singing or listening to music (Psalm 147:7) *Speaking with loving respect (Colossians 3:18-19) *Being respectful of others (Philippians 2:3) *Challenging the student (1st gr. Timothy 4:12) *Responsibility (Titus 3:14)</p>
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure <i>within programs</i> of music.</p>	<p>Step 1: (6th gr.) MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p> <p>Step 2: (7th gr.) MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p>	<p>*Listen to a variety of musical selections, and through discussions, describe the various elements which could include legato, staccato, meter, form, repetition, mood, dynamics, instrumentation, tempo, etc. *Write a reflection of various musical selections; have them describe the various elements which could include legato, staccato, meter, form, repetition, mood, dynamics, instrumentation, tempo, etc.</p>	<p>*Learning something new (Luke 2:52) *Listening carefully (Matthew 18:5) *Using words wisely (James 1:26) *Singing or listening to music (Psalm 147:7) *Speaking with loving respect (Colossians 3:18-19) *Being respectful of others (Philippians 2:3) *Challenging the student (1st gr. Timothy 4:12) *Responsibility (Titus 3:14)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 8th grade, the student will (con't):</i></p> <p>MU:Re7.2.8b Identify and compare the context of <i>programs</i> of music from a variety of genres, cultures, and historical periods.</p>	<p>Step 1: (6th gr.) MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.</p> <p>Step 2: (7th gr.) MU:Re7.2.7b Identify and <i>compare</i> the context of music from a variety of genres, cultures, and historical periods</p>	<p>*Research and present findings of assigned selections; could include composers, genres, eras, etc.</p>	<p>*Learning something new (Luke 2:52) *Listening carefully (Matthew 18:5)</p>

3 - Interpret

Anchor Standard 8: **Interpret:** *Support interpretations of musical works that reflect creators'/performers' expressive intent*

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will:</i></p> <p>MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.</p>	<p>Step 1 (Gr. K): MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p> <p>Step 2 (1st gr.) : MU:Re8.1.1a With <i>limited guidance, demonstrate and identify expressive qualities</i> (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p>	<p>*Using "John Jacob Jingleheimer Schmidt," use various dynamics to sing the song. Have a visual of flashcards with the dynamics and have the students hold the cards up as they identify which dynamic they are using.</p> <p>*Find recordings of different things that the students can identify (for example, train whistle, birds chirping, thunder, running water). Play the recordings for them and ask them to tell you if it's a loud sound or quiet sound. Have a class discussion and have students brainstorm loud things and quiet things.</p> <p>*Listen to different examples of fast and slow music and have students move in ways that reflect the tempo. i.e. running in place for a fast tempo.</p>	<p>*Singing and listening to music. (Psalm 147:7)</p> <p>*Learning Something New. (Luke 2:52)</p> <p>**one thing that you can do is sing your music for mass in class, and have them sing it "forte" and "piano," and "presto" and "largo." Use the terminology to let them hear the words and make the association that "forte" is LOUD, "largo" is SLOW.</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.</p>	<p>Step 1 (3rd gr.): MU:Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.</p> <p>Step 2 (4th gr.): MU:Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.</p>	<p>*Using religious or secular songs, the student will change the tempo, dynamics, and other various expressive qualities to demonstrate understanding of these various qualities and how they change/enhance the music. Students can write or present their findings.</p> <p>*Having students analyze a piece of music, finding the different interpretations and expressions. Discuss findings.</p>	<p>*Give students responsibility. (Titus 3:14)</p> <p>*Listening to music. (Psalm 147:7)</p>
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Re8.1.7a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.</p>	<p>Step 1 (6th gr.): MU:Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.</p> <p>Step 2 (7th gr.): MU:Re8.1.7a Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.</p>	<p>*The student will study a given piece emphasizing the cultural and historical aspects of the time period and composers life. Research and present findings.</p> <p>*Expanding on the research, have the students interview each other taking on the persona of a given composer.</p> <p>*Find parallels between the students research and the bible.</p>	<p>*Expecting behavior that is within the child's capacity. (1 Corinthians 13:11)</p> <p>*Helping student to learn something new. (Luke 2:52)</p> <p>*Give student responsibility. (Titus 3:14)</p> <p>*Encourage student to be generous and respectful to others. (Philippians 2:3)</p>

3 - Interpret

Anchor Standard 9: **EVALUATE:** *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will:</i></p> <p>MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>Step 1 (Gr. K): MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.</p> <p>Step 2 (1st gr.): MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>*Discuss personal preferences of music. Discuss the expression found in the different selections of music through</p> <p>*Movement Circles : Have students form small circle groups. With one student in the center, have that student apply their personal expressive style when the music begins. The students on the circle will imitate the student in the center. When the music selection changes, a new leader goes to the center to express the style of music through movement. The activity continues until all students have been in the center.</p>	<p>*Be a good role model for student. (Ephesians 5:1)</p> <p>*Challenge and help student to do something that they felt they could not do. (1 Timothy 4:12)</p> <p>*Encourage students to be generous and respectful of others. (Philippians 2:3)</p> <p>*Sing and Listen to music. (Psalm 147:7)</p> <p>*Expect only behavior that is within the students age capacity. (1Corinthians 13:11)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, <i>citing evidence from the elements of music.</i></p>	<p>Step 1 (3rd gr.): MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.</p> <p>Step 2 (4th gr.): MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</p>	<p>*Find and show different musical performances, both vocal and instrumental. (i.e. find an instrumental “Amazing Grace” vs. a vocal, or a choral arrangement vs. a solo performance. Can be any song you choose). Discuss what they hear.</p>	<p>*Give student solid advice. (Proverbs 4:1-4) *Help students learn something new. (Luke 2:52) *Singing and listening to music. (Psalm 147:7) *Encourage student to be generous and respectful to others (Philippians 2:3) *Challenge and help student to do something they thought they could not do. (1 Timothy 4:12) *Be a good role model for student. (Ephesians 5:1)</p>
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	<p>Step 1 (6th gr.): MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.</p> <p>Step 2 (7th gr.): MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.</p>	<p>*Find and show different musical performances, both vocal and instrumental. (i.e. find an instrumental “Amazing Grace” vs. a vocal, or a choral arrangement vs. a solo performance. Can be any song you choose) Discuss what they hear. *The students share their personal experiences and interpretations either verbally or in a written assignment.</p>	<p>*Give student solid advice. (Proverbs 4:1-4) *Help students learn something new. (Luke 2:52) *Singing and listening to music. (Psalm 147:7) *Encourage student to be generous and respectful to others (Philippians 2:3) *Challenge and help student to do something they thought they could not do. (1 Timothy 4:12) *Be a good role model for student. (Ephesians 5:1)</p>

CONNECTING

Anchor Standard 10: **Connect:** Synthesize and relate knowledge and personal experiences to make music.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Questions: How do musicians make meaningful connections to creating, performing, and responding?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will:</i></p> <p>MU:Cn10.0.2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>Step 1 (Gr. K): MU:Cn10.0.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Step 2 (1st gr.): MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>*Discuss what music one might listen to when:</p> <ol style="list-style-type: none"> at a sporting event. getting ready for bed while studying at a birthday party during prayer time etc. <p>*Students discuss how they would respond differently to each situation and the music listed above.</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3)</p> <p>*Exhibit patience with student. (1 Corinthians 13:4)</p> <p>*Speak positively about student. (Proverbs 12:18)</p> <p>*Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>
<p>MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting <i>patterns and ideas for their music</i> that represent expressive intent.</p>	<p>Step 1 (Gr. K): NA</p> <p>Step 2 (1st gr.): MU:Cr2.1.1a <i>With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</i></p>	<p>*Students discuss different reasons for the selections made in the previous section.</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3)</p> <p>*Exhibit patience with student. (1 Corinthians 13:4)</p> <p>*Speak positively about student. (Proverbs 12:18)</p> <p>*Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade, the student will (con't):</i></p> <p>MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers <i>or informal audience.</i></p>	<p>Step 1 (Gr. K): MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.</p> <p>Step 2 (1st gr.): MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers <i>or informal audience.</i></p>	<p>*Students share their version of personal musical ideas.</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3) *Exhibit patience with student. (1 Corinthians 13:4) *Speak positively about student. (Proverbs 12:18) *Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>
<p>MU:Pr4.3.2a Demonstrate <i>understanding</i> of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</p>	<p>Step 1 (Gr. K): MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>Step 2 (1st gr.): MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).</p>	<p>* The student will expand on their choice list sharing expressions through various dynamics, tempos, and different voices (instrumental, vocal, percussive).</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3) *Exhibit patience with student. (1 Corinthians 13:4) *Speak positively about student. (Proverbs 12:18) *Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade, the student will (con't):</i></p> <p>MU:Re7.1.2a <i>Explain and demonstrate</i> how personal interests and experiences influence musical selection for specific purposes.</p>	<p>Step 1 (Gr. K): NA</p> <p>Step 2 (1st gr.): NA</p>	<p>“How does the music make you feel?”</p> <p>*Where might you hear this music?”</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3)</p> <p>*Exhibit patience with student. (1 Corinthians 13:4)</p> <p>*Speak positively about student. (Proverbs 12:18)</p> <p>*Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>Step 1 (3rd gr.): MU:Cn10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Step 2 (4th gr.): MU:Cn10.0.4a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>*Create a playlist and present it to the class. Explain how the choices were made and where performances of each selection would be appropriate.</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3)</p> <p>*Exhibit patience with student. (1 Corinthians 13:4)</p> <p>*Speak positively about student. (Proverbs 12:18)</p> <p>*Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will (con't):</i></p> <p>MU:Cr2.1.5a Demonstrate selected and <i>developed</i> musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p>	<p>Step 1 (3rd gr.): MU:Cr2.1.3a Demonstrate <i>selected musical ideas</i> for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</p> <p>Step 2 (4th gr.):MU:Cr2.1.4a Demonstrate selected and <i>organized</i> musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</p>	<p>*Take a given melody from one of the musical selections chosen from the student list and change tempo, dynamics, meter, instrumentation, and other musical elements. Find various examples that the students can listen to that have the changed elements. **Examples should be school appropriate.</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3) *Exhibit patience with student. (1 Corinthians 13:4) *Speak positively about student. (Proverbs 12:18) *Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>
<p>MU:Cr3.2.5a Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent.</p>	<p>Step 1 (3rd gr.): MU:Cr3.2.3a Present the final version of created music for others, and describe connection to expressive intent,</p> <p>Step 2 (4th gr.): MU:Cr3.2.4a Present the final version of created music for others, and explain connection to expressive Intent.</p>	<p>*Present final project to the class using a grade level appropriate rubric and explain what they did and why. How did the expression of the music change from the original to the student version</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3) *Exhibit patience with student. (1 Corinthians 13:4) *Speak positively about student. (Proverbs 12:18) *Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will (con't):</i></p> <p>MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as <i>their personal and others' technical skill</i>.</p>	<p>Step 1 (3rd gr.): MU:Pr4.1.3a Demonstrate and explain <i>how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context</i>.</p> <p>Step 2 (4th gr.): MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</p>	<p>*Listen to songs that are appropriate for religious settings, secular settings, and explain your personal interest in your choice. *Perform selection. *Performing their piece concentrating on technical skill. Teacher will provide a grade level appropriate rubric.</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3) *Exhibit patience with student. (1 Corinthians 13:4) *Speak positively about student. (Proverbs 12:18) *Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>
<p>MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</p>	<p>Step 1 (3rd gr.):MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</p> <p>Step 2 (4th gr.): MU:Pr4.3.4a Demonstrate and explain how intent is conveyed through <i>interpretive decisions</i> and expressive qualities (such as dynamics, tempo, and timbre).</p>	<p>*Performing their piece concentrating on technical skill. Teacher will provide a grade level appropriate rubric. *Give a presentation on the expressive qualities inherent in the music.</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3) *Exhibit patience with student. (1 Corinthians 13:4) *Speak positively about student. (Proverbs 12:18) *Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will (con't):</i></p> <p>MU:Re7.1.5a Demonstrate and explain, <i>citing evidence</i>, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>Step 1 (3rd gr.): MU:Re7.1.3a Demonstrate and describe how <i>selected music connects to</i> and is influenced by specific interests, experiences, or purposes.</p> <p>Step 2 (4th gr.): MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>*Look at historical landmarks and look at the music that was inspired by the events of the time. Discuss how the emotions are emitted through the music. Keep timbre, dynamics, meter, and other musical elements in mind. **For step 2, keep context in mind and focus on local and global events.</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3) *Exhibit patience with student. (1 Corinthians 13:4) *Speak positively about student. (Proverbs 12:18) *Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>Step 1 (6th gr.): MU:Cn10.0.6a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Step 2 (7th gr.): MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>*Performing their piece concentrating on technical skill. Teacher will provide a grade level appropriate rubric. *Give a presentation on the expressive qualities and personal choices inherent in the music. *As a class, discuss different responses to the same piece of music.</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3) *Exhibit patience with student. (1 Corinthians 13:4) *Speak positively about student. (Proverbs 12:18) *Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 8th grade, the student will (con't):</i></p> <p>MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate <i>tension and release, unity and variety,</i> and <i>balance</i>, and convey expressive intent.</p>	<p>Step 1 (6th gr.): MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for <i>arrangements and compositions</i> within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>Step 2 (7th gr..): MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for <i>arrangements, songs, and compositions</i> within AB, ABA, or <i>theme and variation</i> forms that demonstrate <i>unity and variety</i> and convey expressive intent.</p>	<p>*Review AB and ABA form. *Create a portfolio for their arrangements and original compositions using the AB and ABA form.</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3) *Exhibit patience with student. (1 Corinthians 13:4) *Speak positively about student. (Proverbs 12:18) *Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 8th grade, the student will (con't):</i></p> <p>MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and <i>balance</i> to convey expressive intent.</p>	<p>Step 1 (6th gr.): MU:Cr3.2.6a 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>Step 2 (7th gr..): MU:Cr3.2.7a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.</p>	<p>*Student will compile all composition and arrangements and present it to peers or audience. Explain the form of the piece and expressive intent (is it song of love, or anger, or other emotion.)</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3) *Exhibit patience with student. (1 Corinthians 13:4) *Speak positively about student. (Proverbs 12:18) *Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>
<p>MU:Pr4.1.8a Apply personally-developed criteria for selecting <i>music of</i> contrasting styles for a program with a specific purpose and/or context and explain expressive qualities, technical challenges, and reasons for choices.</p>	<p>Step 1 (6th gr.): MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.</p> <p>Step 2 (7th gr..): MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of <i>contrasting styles for a program</i> with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and <i>reasons</i> for choices.</p>	<p>*Create a program to be performed for a specific audience. *The student will choose their own school-appropriate criteria for selections of music and to validate their choices of the music. *The student will put themselves into the teacher's shoes. *Perform!</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3) *Exhibit patience with student. (1 Corinthians 13:4) *Speak positively about student. (Proverbs 12:18) *Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 8th grade, the student will (con't):</i></p> <p>MU:Pr4.3.8a Perform <i>contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).</i></p>	<p>Step 1 (6th gr.): MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>Step 2 (7th gr.): MU:Pr4.3.7a Perform <i>contrasting pieces</i> of music demonstrating their personal interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p>	<p>*Teacher needs to ask the students what they are intending to convey to the audience through the performance of the pieces chosen. *Convey how the pieces contrast.</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3) *Exhibit patience with student. (1 Corinthians 13:4) *Speak positively about student. (Proverbs 12:18) *Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>
<p>MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</p>	<p>Step 1 (6th gr.): MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p> <p>Step 2 (7th gr.): MU:Re7.1.7a Select or choose contrasting music to listen to and <i>compare</i> the connection to specific interests or experiences for a specific purpose.</p>	<p>*Choose a time period and pick certain historical landmarks. Listen to the music of the time and discuss the experiences that people went through during this time being expressed through the music.</p>	<p>*Encourage student to be generous and respectful to others. (Philippians 2:3) *Exhibit patience with student. (1 Corinthians 13:4) *Speak positively about student. (Proverbs 12:18) *Expect only behavior that is within the students age capacity. (1 Corinthians 13:11)</p>

CONNECTING

Anchor Standard 11: **Connect:** *Relate musical ideas and works with varied context to deepen understanding.*

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Questions: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will:</i></p> <p>MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Step 1 (Gr. K): MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</p> <p>Step 2 (1st gr.): MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>*Look at architectural structures, well-known art, literature that relates to the time period and other disciplines being studied. Ask: "How can this be related to the music of that time period?"</p>	<p>*Help the student learn something new. (Luke 2:52) *Student should be generous and respectful to others. (Philippians 2:3)</p>
<p>MU:Cr1.1.2a <i>Improvise rhythmic and melodic patterns and musical ideas</i> for a specific purpose.</p>	<p>Step 1 (Gr. K): NA</p> <p>Step 2 (1st gr.): MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</p>	<p>*Echo simple solfege. *Echo rhythmic patterns. *Sing melodic patterns (i.e. name game songs.)</p>	<p>*Help the student learn something new. (Luke 2:52) *Student should be generous and respectful to others. (Philippians 2:3) *Listen carefully. (Matthew 18:5) *Exhibit patience. (1 Corinthians 13:4)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will (con't):</i></p> <p>MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p>	<p>Step 1 (Gr. K): MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as <i>high/low, loud/soft, same/different</i>) in a variety of music selected for performance.</p> <p>Step 2 (1st gr.): MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>	<p>*Identify beat in music from different music cultures. *Demonstrate using various methods (clapping, body percussion, rhythm sticks, drums, etc.) ENSURE THAT THE BEAT REMAINS STEADY!!!</p>	<p>*Help the student learn something new. (Luke 2:52) *Student should be generous and respectful to others. (Philippians 2:3) *Listen carefully. (Matthew 18:5) *Exhibit patience. (1 Corinthians 13:4)</p>
<p>MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.</p>	<p>Step 1 (Gr. K): NA</p> <p>Step 2 (1st gr.): MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.</p>	<p>*Singing "Alleluia" expressively.</p>	<p>*Help the student learn something new. (Luke 2:52) *Student should be generous and respectful to others. (Philippians 2:3) *Listen carefully. (Matthew 18:5) *Exhibit patience. (1 Corinthians 13:4)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 2nd grade the student will (con't):</i></p> <p>MU:Re7.2. Describe how specific music concepts are used to support a specific purpose in music.</p>	<p>Step 1 (Gr. K): MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p>Step 2 (1st gr.): MU:Re7.2.1a With limited guidance, demonstrate and <i>identify</i> how specific music concepts (such as beat or <i>pitch</i>) is used in various styles of music for a purpose.</p>	<p>*Listen to marching band music. March along in place. Create an imaginary marching band where students march playing pretend instruments.</p> <p>*The Ants Go Marching – YouTube.</p>	<p>*Help the student learn something new. (Luke 2:52)</p> <p>*Sing or listen to music. (Psalm 147:7)</p> <p>*Encourage student to be generous and respectful of others. (Philippians 2:3)</p>
<p>MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>Step 1 (Gr. K): MU:Re9.1.Ka With guidance, <i>apply personal and expressive preferences in the evaluation of music</i>.</p> <p>Step 2 (1st gr.): MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p>*Apply musical expression using a mass song with the purpose to be performed at Mass. Discuss the different parts of the Mass and WHY certain songs are used in the various places of the Mass.</p>	<p>*Help the student learn something new. (Luke 2:52)</p> <p>*Sing or listen to music. (Psalm 147:7)</p> <p>*Encourage student to be generous and respectful of others. (Philippians 2:3)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will:</i></p> <p>MU:Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Step 1 (3rd gr.): MU:Cn11.0.3a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Step 2 (4th gr.): MU:Cn11.0.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>*Look at architectural structures, well-known art, literature that relates to the time period and other disciplines being studied. Ask: "How can this be related to the music of that time period?"</p>	<p>*Help the student learn something new. (Luke 2:52) *Sing or listen to music. (Psalm 147:7) *Encourage student to be generous and respectful of others. (Philippians 2:3)</p>
<p>MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p>	<p>Step 1 (3rd gr.): MU:Cr1.1.3a Improvise rhythmic and melodic ideas, <i>and describe connection</i> to specific purpose and context (such as personal and social).</p> <p>Step 2 (4th gr.): MU:Cr1.1.4a Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and <i>explain connection</i> to specific purpose and context (such as social and cultural).</p>	<p>*Echo simple solfege. *Echo rhythmic patterns. *Sing melodic patterns (i.e. name game songs). *Sing rounds and partner songs to gain a better understanding of harmony.</p>	<p>*Help the student learn something new. (Luke 2:52) *Sing or listen to music. (Psalm 147:7) *Encourage student to be generous and respectful of others. (Philippians 2:3)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will (con't):</i></p> <p>MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.</p>	<p>Step 1 (3rd gr.): MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance.</p> <p>Step 2 (4th gr.): MU:Pr4.2.4c <i>Explain</i> how context (such as social and cultural) informs a performance.</p>	<p>*Class discussion and exploration of world music. Look at instrumentation and performance venues and how society responds to the movement of music. How is it different than what we know here?</p>	<p>*Help the student learn something new. (Luke 2:52) *Sing or listen to music. (Psalm 147:7) *Encourage student to be generous and respectful of others. (Philippians 2:3)</p>
<p>MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style</p>	<p>Step 1 (3rd gr.): MU:Pr6.1.3b Demonstrate <i>performance decorum</i> and <i>audience etiquette</i> appropriate for the context and venue.</p> <p>Step 2 (4th gr.): MU:Pr6.1.4b Demonstrate <i>performance decorum</i> and <i>audience etiquette</i> appropriate for the context, venue, and genre.</p>	<p>*Give scenarios of various performances (rock concert vs. jazz performance vs. symphony). Have the students demonstrate appropriate audience etiquette. Try listening to examples of music and have them show you correct behavior</p>	<p>*Help the student learn something new. (Luke 2:52) *Sing or listen to music. (Psalm 147:7) *Encourage student to be generous and respectful of others. (Philippians 2:3)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 5th grade, the student will (con't):</i></p> <p>MU:Re7.2.5a Demonstrate and explain, <i>citing evidence</i>, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p>	<p>Step 1 (3rd gr.): MU: Re7.2.3a Demonstrate and describe <i>how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social)</i>.</p> <p>Step 2 (4th gr.): MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).</p>	<p>*Teach students how to respond to the structure of the music. You can do this by discussion, lecture, visual (showing a video). There is a difference in how one responds to single movement and multi movement pieces.</p> <p>*Focus on what is culturally acceptable.</p>	<p>*Help the student learn something new. (Luke 2:52)</p> <p>*Sing or listen to music. (Psalm 147:7)</p> <p>*Encourage student to be generous and respectful of others. (Philippians 2:3)</p>
<p>MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, <i>citing evidence from the elements of music</i>.</p>	<p>Step 1 (3rd gr.): MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe <i>appropriateness to the context</i>.</p> <p>Step 2 (4th gr.): MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain <i>appropriateness to the context</i>,</p>	<p>*Pass out a listening sheet that includes an analyzing grid with established criteria (questions about different ways to use the music and elements that you are listening for.)</p> <p>*Discuss findings.</p>	<p>*Help the student learn something new. (Luke 2:52)</p> <p>*Sing or listen to music. (Psalm 147:7)</p> <p>*Encourage student to be generous and respectful of others. (Philippians 2:3)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 8th grade, the student will:</i></p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Step 1 (6th gr.): MU:Cn11.0.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Step 2 (7th gr.): MU:Cn11.0.7a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>*Look at architectural structures, well-known art, literature that relates to the time period and other disciplines being studied. Ask: "How can this be related to the music of that time period?" *Write a story, draw a picture, create a clay structure, make a diorama, etc.</p>	<p>*Help the student learn something new. (Luke 2:52) *Sing or listen to music. (Psalm 147:7) *Encourage student to be generous and respectful of others. (Philippians 2:3)</p>
<p>MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including <i>introductions, transitions, and codas</i>) that convey expressive intent.</p>	<p>Step 1 (6th gr.): MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>Step 2 (7th gr.): MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and <i>variations over harmonic accompaniments</i> within AB, ABA, or theme and variation forms that convey expressive intent.</p>	<p>*Review forms listed. *Create your own accompaniment to a Mass song following the rules of music writing. Use various instruments that are available to you.</p>	<p>*Help the student learn something new. (Luke 2:52) *Sing or listen to music. (Psalm 147:7) *Encourage student to be generous and respectful of others. (Philippians 2:3)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 8th grade, the student will (con't):</i></p> <p>MU:Pr4.2.8c Identify how cultural and historical context inform performance and results in different <i>musical effects</i>.</p>	<p>Step 1 (6th gr.): MU:Pr4.2.6c Identify how cultural and historical context inform the performances.</p> <p>Step 2 (7th gr.): MU:Pr4.2.7c Identify how cultural and historical context inform performance and results in <i>different music interpretations</i>.</p>	<p>*Class discussion and exploration of world music. Look at instrumentation and performance venues and how society responds to the movement of music. How is it different than what we know here?</p>	<p>*Help the student learn something new. (Luke 2:52) *Sing or listen to music. (Psalm 147:7) *Encourage student to be generous and respectful of others. (Philippians 2:3)</p>
<p>MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p>	<p>Step 1(6th gr.): MU:Pr6.1.6b Demonstrate performance decorum(<i>such as stage presence attire, and behavior</i>) and, audience etiquette appropriate for venue and purpose.</p> <p>Step 2 (7th gr.): MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.</p>	<p>*Give scenarios of various performances (rock concert vs. jazz performance vs. symphony). Have the students demonstrate appropriate audience etiquette. Try listening to examples of music and have them show you correct behavior.</p>	<p>*Help the student learn something new. (Luke 2:52) *Sing or listen to music. (Psalm 147:7) *Encourage student to be generous and respectful of others. (Philippians 2:3)</p>

INDICATORS	BUILDING BLOCKS	ACTIVITIES	FAITH CONNECTION
<p><i>By the end of 8th grade, the student will (con't):</i></p> <p>MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p>	<p>Step 1 (6th gr.): MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.</p> <p>Step 2 (7th gr.): MU:Re7.2.7b Identify and <i>compare</i> the context of music from a variety of genres, cultures, and historical periods.</p>	<p>*Listen to various programs of music from various musical periods. Create a venn diagram of the various programs. Use this to have a debate on the context of music of various times.</p>	<p>*Help the student learn something new. (Luke 2:52) *Sing or listen to music. (Psalm 147:7) *Encourage student to be generous and respectful of others. (Philippians 2:3)</p>
<p>MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	<p>Step 1 (6th gr.): MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.</p> <p>Step 2 (7th gr.): MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.</p>	<p>*Pass out a listening sheet that includes an analyzing grid with established criteria (questions about different ways to use the music and elements that you are listening for.) *Discuss findings.</p>	<p>*Help the student learn something new. (Luke 2:52) *Sing or listen to music. (Psalm 147:7) *Encourage student to be generous and respectful of others. (Philippians 2:3)</p>