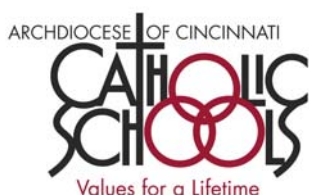


Archdiocese of Cincinnati

# Teaching for the 21<sup>st</sup> Century



A Graded Course of Study for  
Music

2006

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## Archdiocese of Cincinnati Graded Course of Study for Music 2006

### PROGRAM PHILOSOPHY

Beyond the obvious pleasure of making and listening to music, an understanding and appreciation of music is a skill and a gift that enriches a person's entire life. Music surrounds us in our homes, cars, offices, stores, restaurants, and places of entertainment. Music not only enhances films and theater performances, but it is an important element in worship as well.

Arts education, including music, should permeate all areas of curricula, enhance and attract students to many different areas of learning, and provide them the opportunity to engage in creative, productive, and enjoyable experiences. It fosters an awareness and appreciation for the symbolic, the fantastic, and the historical as well as the realistic. It reflects aspects of culture and social development as nothing else can.

Good music education should include a balance of an appreciation or criticism of music, a knowledge of its historical and cultural aspects, and the ability to produce music as well. It is the intent of this graded course of study for music to promote just that.

### Introduction:

The **Graded Course of Study for Music** is based on the *National Content Standards for Music Education*, 1994. They also reflect the *Ohio Academic Content Standards for the Arts*, 2004. (see Appendices).

While the Ohio Academic Content Standards for the Fine Arts detail comprehensive arts education programs including music, art, drama, and dance, the Archdiocesan graded courses of study recognize that not all schools have the means to provide in-depth arts education in all four areas. This document, therefore, focuses on the development of the music goals and objectives in the traditional areas of classroom music, but strongly recommends that schools incorporate and broaden their programs to include dance and drama whenever possible. Generally, **drama** is studied to some extent in literature (reading) programs, and **dance** is included in both music and physical education objectives.

Schools that employ music specialists should make every effort to provide these professionals with opportunities to interact with classroom teachers to help **integrate the arts** with the specific curriculum being taught at various grade levels.

This Graded Course of Study sets out the objectives that should be addressed in a classroom music program. It is not meant to be a complete, detailed listings of exactly what to say, when, and how to do it. There are some excellent music series available whose purpose is to do just that, and there are suggested lessons and websites included with this GCS. The Graded Course of Study for Music presents guidelines as to **what should be taught** at various levels so that there is some continuity and basis for further music instruction. This is also meant to **take advantage of the expertise and interests of the teachers and students**, since

the objectives can be approached in a variety of ways. If teachers have the expertise and the time to **go beyond** what is listed here, they are encouraged to do so. But all students should be receiving a **balanced program** (not all performance, not all theory or historical/cultural study) in the essential elements and skills of music education outlined here.

## Graded Course of Study for Music

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[I. Aesthetic Perception and Criticism/Appreciation](#)

[II. Music History and Culture](#)

[III. Music performance and Expression](#)

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### [Introductory Scavenger Hunt](#)

## Program Goal I. Aesthetic Perception and Criticism/Appreciation

Personal preferences in music abound, but knowledgeable students of music should be able to identify various aspects and elements of music and understand how they work together to express musical ideas. Students also should be able to appreciate what a composer or performer does well and communicate meaningfully regarding musical works and performances. This goal relates directly to the [National Content Standards for Music Education](#), #6 and #7 (see Appendix), and the [Ohio Content Standards for the Arts](#), *Historical, Culture, and Social Contexts*, *Valuing Music/Aesthetic Reflection* and *Analyzing and Responding*.

Objectives listed should be **introduced and developed** at the first grade level listed, and well-developed or **mastered** by the last grade level listed.

### Program Objective:

Students will communicate knowledgeably about musical compositions and performances.

### Grades PreK-K students will:

46. Identify contrasting elements in music (e.g., high/low pitch; soft/loud dynamics; fast/slow tempo)
47. Begin to connect musical style to purpose (e.g., march, lullaby, hymn)

**Grades 1-2 students will:**

48. Identify:
  - a. tempo
  - b. rhythm and beat
  - c. mood of music
49. Discuss how elements of music (rhythm, dynamics, melody) convey ideas or moods
50. Sing, listen, and move to music of various composers and styles
51. Recognize or describe how songs are used for a variety of occasions (e.g., birthday's holidays, religious services, etc.)
52. Identify classroom musical instruments and how sound is produced
53. Identify commonly encountered instruments (e.g., piano, guitar, flute, violin, trumpet, drums)
54. Attend live performances and exhibit appropriate behavior

**Grades 3-5 Students will:**

55. Identify:
  - a. tempo
  - b. rhythm and beat
  - c. meter
  - d. mood of music
  - e. tonality (major, minor key)
  - f. melody, harmony
  - g. variations in melody, rhythm
  - f. form of composition
56. Identify a variety of instruments including orchestra, band, and classroom instruments
57. Identify and demonstrate elements of music using developmentally appropriate vocabulary and musical terms
58. Discuss how elements of music convey ideas, images, feelings or moods
59. Identify and explain personal preferences for specific music selections
60. Attend live performances and exhibit appropriate behavior

**Grades 6-8 Students will:**

61. Identify:
  - a. tonality (major, minor key)
  - b. melody, harmony

- c. variations in melody, rhythm
  - d. dynamics
  - e. theme or motive (motif)
  - f. form of composition
62. Identify various instruments by tone color (timbre)
  63. Identify orchestral instruments
  64. Explain how and why people use and respond to music
  65. Understand and use musical terms and vocabulary
  66. Discuss a composition/performance in terms of its effectiveness in conveying its mood and achieving its purpose
  67. Compare, contrasts various compositions/performances
  68. Express with supporting reasons personal reactions to various compositions or performances
  69. Practice proper etiquette at concerts, performances
  70. Understand how the elements of visual arts (line, color, balance, etc.) are represented in music

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## Program Goal II. Music History and Culture

Music pervades our own culture and every other culture as well. It serves a wide variety of purposes, conveys the whole spectrum of emotions, and often reflects the thought and mood of the time, place, or culture in which it originated. Students should be aware of the importance of music in this cultural sense and be able to identify various ways it reflects and contributes to the culture. They should also be able to identify aspects of music that are distinctive of various cultures. They should be knowledgeable of major composers, performers, works, and periods of music as well as of careers in the field of music. This goal reflects to [National Content Standards for Music Education](#) # 8 and #9 (see Appendix), [and Ohio Content Standards for the Arts](#) *Historical, Culture, and Social Contexts, and Connections, Relationships, and Applications*.

Objectives listed should be **introduced and developed** at the first grade level listed, and well-developed or **mastered** by the last grade level listed.

### Program Objective:

**Students will recognize the influence and contribution of music to various cultures and societies.**

**Grades PreK-K students will:**

- 71. Learn simple folk, patriotic, seasonal, game and nonsense songs by rote
- 72. Listen and move to music from various cultures and periods

**Grades 1-2 Students will:**

- 73. Recognize how sounds and music are used in daily life
- 74. Identify, discuss and respond to music written for specific purposes (holidays, liturgies, lullabies, marches)
- 75. Learn patriotic songs, simple religious songs, etc.

**Grades 3-5 Students will:**

- 76. Sing, listen, and move to music of various historical periods, world cultures, composers and styles
- 77. Recognize and discuss ways music is used in various cultures
- 78. Identify instruments used by various cultures
- 79. Become familiar with the lives and times of composers from various historical periods.
- 80. Identify various styles of music (folk, jazz, patriotic, country, etc.)
- 81. Identify various styles of sacred music
- 82. Understand the place and importance of music in liturgy

**Grade 6-8 Students will:**

- 83. Understand how societies express values and beliefs through music
- 84. Recognize how the study of music/dance compliments the study of societies
- 85. Identify contextual elements (time, location, culture, social and political climate) that shape the development of music
- 86. Identify representative composers, works, styles from various periods of history (see [Appendix](#) for suggestions)
- 87. Identify various styles and periods of sacred music
- 88. Compare, contrast the elements of oratorios, opera, ballet, and musical theatre
- 89. Explore careers involving music
- 90. Explore the impact of technology on music composition/performance

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## Program Goal III. Music Performance

All students should have the opportunity to express themselves musically and to create music both individually and with others. They should be knowledgeable of the elements of music and the fundamental ways in which music is notated and performed. This goal is aligned with to [National Content Standards for Music Education](#) #1, #2, #3, #4 and #5 (see appendix), and [Ohio Content Standards for the Arts](#) for *Creative Expression and Communication*.

Objectives listed should be **introduced and developed** at the first grade level listed, and well-developed or **mastered** by the last grade level listed.

### Program Objective:

**Students will express themselves musically both individually and with others.**

#### Grades PreK-K students will:

91. Chant short familiar poems in different voices (e.g., scary, whisper, high, low)
92. Perform simple rote songs in generally good pitch and rhythm
93. Perform simple "dances" (Hokey Pokey, Chicken Dance, etc)
94. Follow rhythm or beat with hand, foot, body movement
95. Imitate and improvise movement to songs and recorded music

#### Grades 1-2 Students will:

96. Sing alone and with others a varied repertoire of songs maintaining a steady beat and accurate pitch
97. Identify and demonstrate:
  - a. echo and call/response compositions
  - b. rounds/canons
  - c. verse/refrain form
98. Accompany songs/musical selections:
  - a. with body rhythms (finger snaps, claps, etc,)
  - b. with rhythm instruments
  - c. with melody instruments
99. Play, alone and with others, a variety of classroom instruments with proper technique
100. Improvise movement to songs and recorded music
101. Learn simple dances (Bunny Hop, etc.)
102. Understand that printed notes represent length and pitch of sound
103. Begin to follow (read) a printed melody line
104. Begin to recognize ways to improve personal performance

**Grades 3-5 Students will:**

105. Read a printed melody line
106. Sing alone and with others a varied repertoire of songs maintaining a steady rhythm and accurate pitch
107. Identify and demonstrate:
  - a. partner songs and counter melodies
  - b. Sing ostinatos and descants
  - c. Sing simple harmonies
108. Accompany songs/musical selections:
  - a. with body rhythms (finger snaps, claps, etc,)
  - b. with rhythm instruments
  - c. with melody instruments
109. Identify whole, half, quarter, eighth and sixteenth notes, rests, and dotted notes
110. Identify syncopation
111. Write a simple melody using standard notation
112. Accurately interpret 2/4, 3/4, and 4/4 meter signatures
113. Identify key signatures for C, F, and G
114. Learn basic dances (square dances, line dances, ethnic dances)
115. Improvise on melodies
116. Create variations on melodies
117. Create own songs
118. Sing sacred music related to liturgies
119. Perform various styles of sacred music
120. Practice good choral singing techniques
121. Play, alone and with others, a variety of classroom instruments with proper technique
122. Follow a conductor
123. Recognize ways to improve personal performance



### **Grades 6-8 Students will:**

124. Read melody and harmony lines in printed music
125. Accurately interpret and perform duple, triple, and mixed meter
126. Understand key signatures for the treble clef
127. Read notation in the bass clef
128. Identify and interpret various meter signatures
129. Learn basic social dances
130. Sing two-part and three-part harmonies
131. Improvise on melody
132. Create variations on melody
133. Create own songs
134. Sing sacred music related to liturgies
135. Perform various styles of sacred music
136. Follow a conductor
137. Practice good choral singing techniques
138. Accompany songs/musical selections:
  - a. with body movement or rhythms (finger snaps, claps, steps, etc,)
  - b. with rhythm and/or melody instruments
139. Play melodies
140. Create accompaniments (rhythmic and/or melodic)
141. Create variations (rhythmic and/or melodic)
142. Recognize ways to improve personal performance

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## Grades Pre-K-Kindergarten

Objectives listed should be **introduced and developed** at the first grade level listed, and well-developed or **mastered** by the last grade level listed.

### Grades PreK-K students will:

**Goal 1: Students will communicate knowledgeably about musical compositions and performances.**

1. Identify contrasting elements in music (e.g., high/low pitch; soft/loud dynamics; fast/slow tempo)
2. Begin to connect musical style to purpose (e.g., march, lullaby, hymn)

**Goal II: Students will recognize the influence and contribution of music to various cultures and societies.**

26. Learn simple folk, patriotic, seasonal, game and nonsense songs by rote
27. Listen and move to music from various cultures and periods

**Goal III: Students will express themselves musically both individually and with others.**

46. Chant short familiar poems in different voices (e.g., scary, whisper, high, low)
47. Perform simple rote songs in generally good pitch and rhythm
48. Perform simple "dances" (Hokey Pokey, Chicken Dance, etc)
49. Follow rhythm or beat with hand, foot, body movement
50. Imitate and improvise movement to songs and recorded music

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<b>Grade PK-K Music</b>	<b>Class</b> _____ <b>Date</b> _____	
<b>Announcements:</b>	<b>Teacher Materials:</b>	
<b>Instructional Objectives:</b>  <b>Aesthetic Perception/Criticism</b>  1. Identify contrasting elements in music (e.g., high/low pitch; soft/loud dynamics; fast/slow tempo)  2. Begin to connect musical style to purpose (e.g., march, lullaby, hymn)  <b>Music History/Culture</b> 26. Learn simple folk, patriotic, seasonal, game and nonsense songs by rote  27. Listen and move to music from various cultures and periods  <b>Music Performance</b> 46. Chant short familiar poems in different voices (e.g., scary, whisper, high, low)  47. Perform simple rote songs in generally good pitch and rhythm  48. Perform simple “dances” (Hokey Pokey, Chicken Dance, etc)  49. Follow rhythm or beat with hand, foot, body movement  50. Imitate and improvise movement to songs and recorded music		
	<b>Procedure:</b>	
		<b>Evaluation:</b>

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<b>Grade 1-2</b>
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Objectives listed should be **introduced and developed** at the first grade level listed, and well-developed or **mastered** by the last grade level listed.

**Grade 1-2 students will:**

**Goal 1: Students will communicate knowledgeably about musical compositions and performances.**

3. Identify:
  - a. tempo
  - b. rhythm and beat
  - c. mood of music
4. Discuss how elements of music (rhythm, dynamics, melody) convey ideas or moods
5. Sing, listen, and move to music of various composers and styles
6. Recognize the purpose of the composition
7. Identify classroom musical instruments and how sound is produced
8. Identify commonly encountered instruments (e.g., piano, guitar, flute, violin, trumpet, drums)
9. Attend live performances and exhibit appropriate behavior

**Goal II: Students will recognize the influence and contribution of music to various cultures and societies.**

28. Recognize how sounds and music are used in daily life
29. Identify, discuss and respond to music written for specific purposes (holidays, liturgies, lullabies, marches)
30. Learn patriotic songs, simple religious songs

**Goal III: Students will express themselves musically both individually and with others.**

51. Sing alone and with others a varied repertoire of songs maintaining a steady beat and accurate pitch
52. Identify and demonstrate:
  - a. echo and call/response compositions
  - b. rounds/canons
  - c. verse/refrain form

- 53. Accompany songs/musical selections:
  - d. with body rhythms (finger snaps, claps, etc.)
  - e. with rhythm instruments
  - f. with melody instruments
- 54. Play, alone and with others, a variety of classroom instruments with proper technique
- 55. Improvise movement to songs and recorded music
- 56. Learn simple dances (Bunny Hop, etc.)
- 57. Understand that printed notes represent length and pitch of sound
- 58. Begin to follow (read) a printed melody line
- 59. Begin to recognize ways to improve personal performance

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<b>Grade 1-2 Music</b>	<b>Class</b> _____ <b>Date</b> _____	
<b>Announcements:</b>	<b>Teacher Materials:</b>	
<b>Instructional Objectives:</b>  <b>Aesthetic Perception/Criticism</b> 3. Identify: <ul style="list-style-type: none"> <li>a. tempo</li> <li>b. rhythm and beat</li> <li>c. mood of music</li> </ul> 4. Discuss how elements of music (rhythm, dynamics, melody) convey ideas or moods 5. Sing, listen, and move to music of various composers and styles 6. Recognize the purpose of the composition 7. Identify classroom musical instruments and how sound is produced 8. Identify commonly encountered instruments (e.g., piano, guitar, flute, violin, trumpet, drums) 9. Attend live performances and exhibit appropriate behavior  <b>Music History/Culture</b> 28. Recognize how sounds and music are used in daily life 29. Identify, discuss and respond to music written for specific purposes (holidays, liturgies, lullabies, marches) 30. Learn patriotic songs, simple religious songs  <b>Music Performance</b> 51. Sing alone and with others a varied repertoire of songs maintaining a steady beat and accurate pitch 52. Identify and demonstrate: <ul style="list-style-type: none"> <li>a. echo and call/response compositions</li> <li>b. rounds/canons</li> <li>c. verse/refrain form</li> </ul> 53. Accompany songs/musical selections: <ul style="list-style-type: none"> <li>a. with body rhythms (finger snaps, claps, etc.)</li> <li>b. with rhythm instruments</li> <li>c. with melody instruments</li> </ul> 54. Play, alone and with others, a variety of classroom instruments with proper technique 55. Improvise movement to songs and recorded music 56. Learn simple dances (Bunny Hop, etc.) 57. Understand that printed notes represent length and pitch of sound 58. Begin to follow (read) a printed melody line 59. Begin to recognize ways to improve personal performance	<b>Student Materials:</b>	
	<b>Procedure:</b>	
	<b>Evaluation:</b>	

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**Grades 3-5**

Objectives listed should be **introduced and developed** at the first grade level listed, and well-developed or **mastered** by the last grade level listed.

**Grades 3-5 Students will:**

**Goal 1: Students will communicate knowledgeably about musical compositions and performances.**

10. Identify:

- a. tempo
- b. rhythm and beat
- c. meter
- d. mood of music
- e. tonality (major, minor key)
- f. melody, harmony
- g. variations in melody, rhythm
- h. form of composition

11. Identify the sounds of a variety of instruments including orchestra, band, and classroom instruments

12. Identify and demonstrate elements of music using developmentally appropriate vocabulary and musical terms

13. Discuss how elements of music convey ideas, images, feelings or moods

14. Identify and describe personal preferences for specific music selections

15. Attend live performances and exhibit appropriate behavior

**Goal II: Students will recognize the influence and contribution of music to various cultures and societies.**

31. Sing, listen, and move to music of various historical periods, world cultures, composers and styles

32. Recognize and discuss ways music is used in various cultures

33. Identify instruments used by various cultures

34. Become familiar with the lives and times of composers from various historical periods.

35. Identify various styles of music (folk, jazz, patriotic, country, etc.)

36. Identify various styles of sacred music

37. Understand the place and importance of music in liturgy

**Goal III: Students will express themselves musically both individually and with others.**

60. Read a printed melody line
61. Sing alone and with others a varied repertoire of songs maintaining a steady rhythm and accurate pitch
62. Identify and demonstrate:
  - a. partner songs and counter melodies
  - b. Sing ostinatos and descants
  - c. Sing simple harmonies
63. Accompany songs/musical selections:
  - d. with body rhythms (finger snaps, claps, etc,)
  - e. with rhythm instruments
  - f. with melody instruments
64. Identify whole, half, quarter, eighth and sixteenth notes, rests, and dotted notes
65. Identify syncopation
66. Write a simple melody using standard notation
67. Accurately interpret 2/4, 3/4, and 4/4 meter signatures
68. Identify key signatures for C, F, and G
69. Learn simple dances (Bunny Hop, etc.)
70. Improvise on melodies
71. Create variations on melodies
72. Create own songs
73. Sing sacred music related to liturgies
74. Perform various styles of sacred music
75. Practice good choral singing techniques
76. Play, alone and with others, a variety of classroom instruments with proper technique
77. Follow a conductor
78. Recognize ways to improve personal performance

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[To Goals](#)**Grades 6-8**

Objectives listed should be **introduced and developed** at the first grade level listed, and well-developed or **mastered** by the last grade level listed.

**Grades 6-8 Students will:**

**Goal 1: Students will communicate knowledgeably about musical compositions and performances.**

## 16. Identify:

- a. tonality (major, minor key)
- b. melody, harmony
- c. variations in melody, rhythm
- d. dynamics of piece
- e. theme or motive (motif)
- f. form of composition

17. Identify various instruments by tone color (timbre)

18. Identify instruments of the symphony orchestra

19. Explain how and why people use and respond to music

20. Understand and use musical terms and vocabulary

21. Discuss the composition/performance in terms of its effectiveness in conveying its mood and achieving its purpose

22. Compare, contrasts various compositions/performances

23. Express with supporting reasons personal reactions to various compositions or performances

24. Practice proper etiquette at concerts, performances

25. Understand how the elements of visual arts (line, color, balance, etc.) are represented in music

**Goal II: Students will recognize the influence and contribution of music to various cultures and societies.**

38. Understand how societies express values and beliefs through music

39. Recognize how the study of music/dance complements the study of societies

40. Identify contextual elements (time, location, culture, social and political climate) that shape the development of music

41. Identify representative composers, works, styles from various periods of history

- 42. Identify various styles and periods of sacred music
- 43. Compare, contrast the elements of ballet, opera, and musical theatre
- 44. Explore careers involving music
- 45. Explore the impact of technology on music composition

**Goal III: Students will express themselves musically both individually and with others.**

- 79. Read melody and harmony lines in printed music
- 80. Accurately interpret and perform duple, triple, and mixed meter
- 81. Understand key signatures for the treble clef
- 82. Read notation in the bass clef
- 83. Identify and interpret various meter signatures
- 84. Learn basic social dances
- 85. Sing two-part and three-part harmonies
- 86. Improvise on melody
- 87. Create variations on melody
- 88. Create own songs
- 89. Sing sacred music related to liturgies
- 90. Perform various styles of sacred music
- 91. Follow a conductor
- 92. Practice good choral singing techniques
- 93. Accompany songs/musical selections:
  - a. with body rhythms (finger snaps, claps, etc,)
  - b. with rhythm instruments
  - c. with melody instruments
- 94. Play melodies
- 95. Create accompaniments (rhythmic and/or melodic)
- 96. Create variations (rhythmic and/or melodic)
- 97. Recognize ways to improve personal performance

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## Appendix

### National Content Standards for Music Education

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Ohio Content Standards for Music: [Ohio Content Standards for the Arts](#)

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[Suggestions for Teaching](#)

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### National Content Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture

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## PREKINDERGARTEN (AGE 2-4)

The years before children enter kindergarten are critical for their musical development. Young children need a rich musical environment in which to grow. The increasing number of day-care centers, nursery schools, and early-intervention programs for children with disabilities and children at risk suggests that information should be available about the musical needs of infants and young children and that standards for music should be established for these learning environments as well as for K-12 settings.

The standards outlined in this section reflect the following beliefs concerning the musical learning of young children:

1. All children have musical potential
2. Children bring their own unique interests and abilities to the music learning environment
3. Very young children are capable of developing critical thinking skills through musical ideas
4. Children come to early-childhood music experiences from diverse backgrounds
5. Children should experience exemplary musical sounds, activities, and materials
6. Children should not be encumbered with the need to meet performance goals
7. Children's play is their work
8. Children learn best in pleasant physical and social environments
9. Diverse learning environments are needed to serve the developmental needs of many individual children
10. Children need effective adult models

### Curriculum Guidelines

A music curriculum for young children should include many opportunities to explore sound through singing, moving, listening, and playing instruments, as well as introductory experiences with verbalization and visualization of musical ideas. The music literature included in the curriculum should be of high quality and lasting value, including traditional children's songs, folk songs, classical music, and music from a variety of cultures, styles, and time periods 2.

Play is the primary vehicle for young children's growth, and developmentally appropriate early music experiences should occur in child-initiated, child-directed, teacher-supported play environments. In the pre-kindergarten, the teacher's role is to create a musically stimulating environment and then to facilitate children's engagement with music materials and activities by asking questions or making suggestions that stimulate children's thinking and further exploration.

from *The K-12 National Standards, PreK Standards, and What They Mean to Music Educators* for full text, go to: <http://www.menc.org/publication/books/prek12st.html>

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## GRADES K-4

Performing, creating, and responding to music are the fundamental music processes in which humans engage. Students, particularly in grades K-4, learn by doing. Singing, playing instruments, moving to music, and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. Learning to read and notate music gives them a skill with which to explore music independently and with others. Listening to, analyzing, and evaluating music are important building blocks of musical learning. Further, to participate fully in a diverse, global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. Because music is a basic expression of human culture, every student should have access to a balanced, comprehensive, and sequential program of study in music.

## GRADES 5-8

The period represented by grades 5-8 is especially critical in students' musical development. The music they perform or study often becomes an integral part of their personal musical repertoire. Composing and improvising provide students with unique insight into the form and structure of music and at the same time help them to develop their creativity. Broad experience with a variety of music is necessary if students are to make informed musical judgments. Similarly, this breadth of background enables them to begin to understand the connections and relationships between music and other disciplines. By understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in communities that are increasingly multicultural. The role that music will play in students' lives depends in large measure on the level of skills they achieve in creating, performing, and listening to music.

from *The K-12 National Standards, PreK Standards, and What They Mean to Music Educators* for full text, go to: <http://www.menc.org/publication/books/prek12st.html>

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Ohio Content Standards for Music: [Ohio Content Standards for the Arts](#)

## Copyright Law

Copyright law <http://www.sls.lib.il.us/reference/workshop/suite6.html>

### Music Publishers Association of the United States

<http://www.mpa.org>

Their FAQs provide a good, quick and dirty overview. See **Copying Under Copyright: A Practical Guide** <http://www.mpa.org/copyright/copyrigh.html#out-of-print>

***Music On & Off the Web: A Suite of Handouts***, Presented Fall 1998; Revised April 1999 by Nell Ingalls and Cris Sakalas, Research Librarians, Suburban Library Service Reference Service <http://www.sls.lib.il.us/reference/workshop/suite1.html> Locate music, copyrights.

# WHO OWNS A SONG?

**What** are five important items you own? How do you protect them? How would you feel if someone used them without your permission?

Songwriters own the songs they compose. They protect their songs by requesting a **copyright** for them. Copyright laws are based on two basic rules: the owners have exclusive rights to their songs, and these rights have a time limit. After that time period, the song becomes **public domain**.

## Exclusive Rights

In 1976 Congress added guidelines to the copyright law so that the owner of a song controls five elements.

- Making copies of the sheet music or recording
- Selling the copies and recordings
- Performing the song
- Making an arrangement of the song
- Displaying the song

A singer who wants to make a first recording of a song must ask for permission. The owner sells the singer a license to record the song. A royalty is paid on each copy of the recording that is sold. This is one way a songwriter can earn money from a song.

## Registering Your Property

If you wanted to copyright an original song you would register it with the United States Copyright Office. The Copyright Office will register a song for a fee of \$30.00 if it is original and available in print or a recording. Contact the Copyright Office to learn about the official registration process.

You can also create a “poor man’s copyright.” Put a copy of your song in a stamped, sealed envelope with your name and address on the outside, then mail it to yourself. The Post Office stamps the date and time that the envelope was handled. When you receive it back, put it *unopened* in a safe place. Some courts will recognize the date on the *unopened* envelope as proof of copyright.

### PRO TIPS

Performers whose songs have been recorded but not notated or published are also protected by copyright laws.

**copyright** A legal right granted for exclusive publication, sale, or distribution of a literary, musical, dramatic, or artistic work.

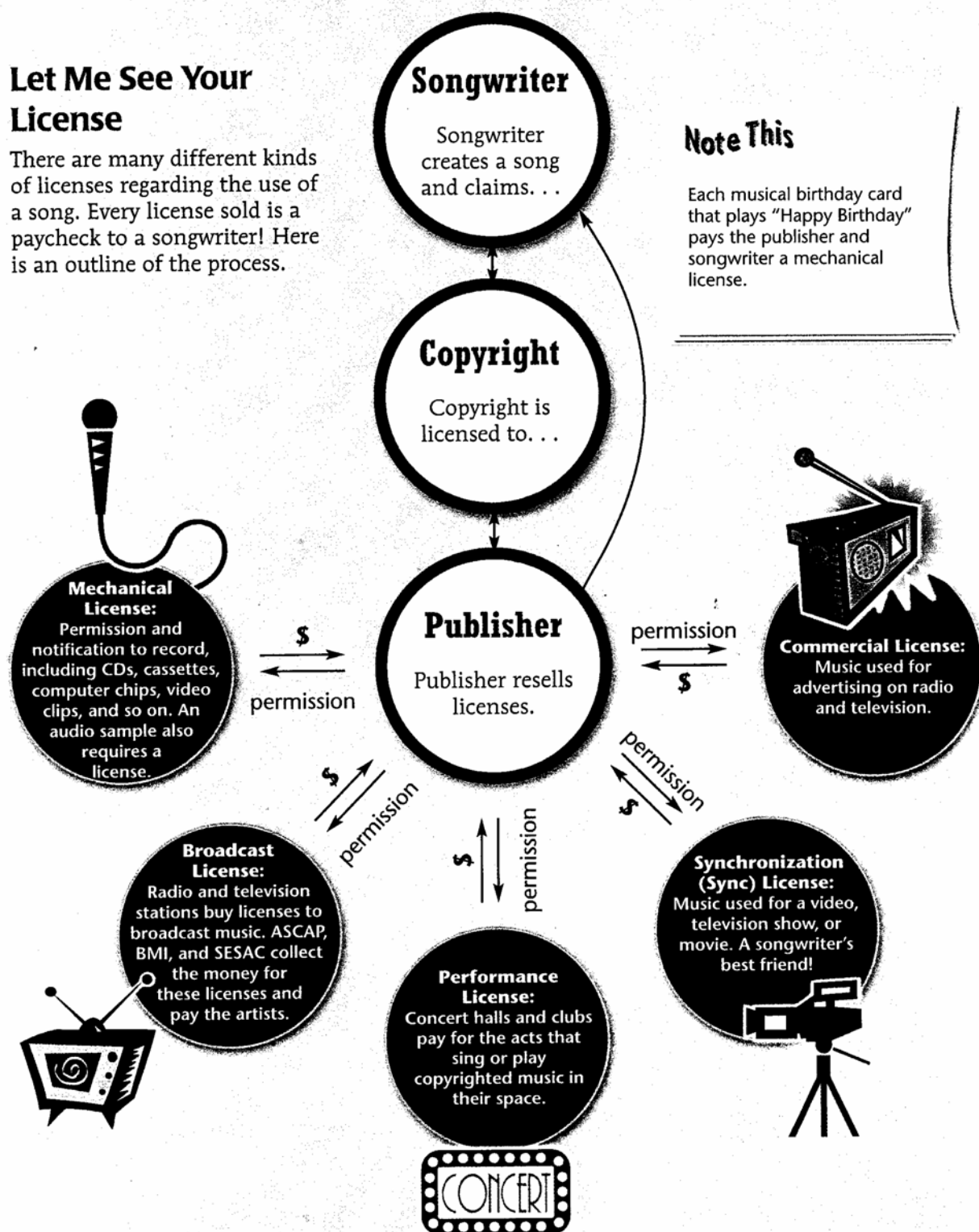
**public domain** Belonging to the general public.

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## Let Me See Your License

There are many different kinds of licenses regarding the use of a song. Every license sold is a paycheck to a songwriter! Here is an outline of the process.



From *Making Music* Grade 7. Copyright © 2005 by Pearson Education, Inc. Used with permission.

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**MIDI (Musical Instrument Digital Interface):** A standard protocol used in music technology to allow communication between various electronic keyboards, computers, and other related music equipment.

Basic materials needed are:

- MIDI-accessible musical equipment, usually containing "IN", "OUT", and "THRU" MIDI ports (5-hole openings), on the back panel or control strip
- MIDI cables (with 5-pin connectors on each end)
- MIDI interface (when using a computer) to enable MIDI cables to be connected to the computer
- MIDI music software (when using a computer)

This technology, which was introduced in 1983, is a standard which manufacturers of electronic keyboards, and other music equipment voluntarily agree to use in order to allow their instruments to be cross-compatible with other brands or types of MIDI-accessible equipment. By agreeing and setting their standards the same, the manufacturers have given the world a powerful tool for music performing, recording, and composing. MIDI technology offers many benefits, including the ability to link different MIDI instruments together with MIDI cables and then control all of them from one main instrument or master controller. Another benefit is that it allows MIDI instruments to be linked to computers.

With the use of music software, music played on a MIDI instrument can be loaded into a computer in real time, with the notes instantly appearing on the computer screen in standard sheet music form. The music can be printed out, stored in computer MIDI files, and played back at any time. The MIDI files can be shared across different networks or kept for personal use.

This makes MIDI technology a valuable tool for use in the music classroom. It allows students the opportunity to compose music quickly and easily, while also allowing their pieces to be saved on disk for future study and use. The teacher also benefits from the great amount of time being saved in not having to wait for students to hand-write their compositions, thus allowing time for additional music instruction.

Other programs such as *Garage Band* (Macintosh) are available and can replicate MIDI features.

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## Suggestions for Teaching

### Suggestions for units of study, individual projects:

Folk music	around the world)
Spirituals	Band instruments (Sousa)
Patriotic music	Orchestral instruments
Program music (Ferde Grofe, Grand Canyon Suite; DeBussey)	Electronic instruments
Operas (Puccini, Rossini, Verdi; in English, Gian Carlo Menotti)	Various musical forms, styles
Broadway musicals	Composers
Origins of jazz, calypso, reggae	Specific work of specific composer
Ancient instruments	Individual performers, groups
Ethnic instruments (ex: guitars	Musical traditions of various countries
	Careers in music

### Suggestions for study of music history:

Medieval period (1100-1450) troubadours, Palestrina

Renaissance period (1450-1600) madrigals

Baroque period (1600-1750) oratorios; Handel, *Messiah*, *Water Music*; Bach

Classical period (1750-1830) Mozart, Beethoven, concertos, symphonies, operas

Romantic period (1830-1900) Brahms, Verdi, Wagner, grand opera; Ravel

Modern period (1900- present) Stravinsky, *Rite of Spring*, *Firebird*; George Gershwin: Aaron Copeland; Bernstein, *West Side Story*; Gilbert and Sullivan; Broadway musicals, Victor Herbert, Rodgers and Hammerstein, Lerner and Loew, Sondheim, Andrew Lloyd Weber; John Williams, film themes

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## Integrating Curriculum (Archdiocesan Graded Courses of Study)

Gr.	Religion	History	Geography/ Culture	Science	Math
K -1	Creation; birth of Jesus	Famous people	Land, water forms	Birds; living, non-living	Numbers, numeration; time of day; position
2	Parables; Mary; major saints	Historic time; lifestyles past and present	Earth regions	Insects; animal behavior	Patterns; basic geometric shapes (2-, 3-D); symmetry
3	Palm Sunday and passion, resurrection	Explorers, Native Americans, inventors	Oceans, continents, Australia, Antarctica	Reptiles, solar system	Lines, angles; lines of symmetry
4	New Testament; saints	Ohio	US states, regions	Ecosystems; plants	Measurement; triangles, quadrilaterals
5	Beatitudes; baptism; images, symbols of Church	World religions	Pre-history, ancient cultures; Africa; climate,	Amphibians; space; body systems	Circles; congruent figures; rotating images; identify flips, turns, slides in patterns
6	Old Testament; sacraments; biblical images	Medieval-present	Asia	Mammals; endangered species	Transform 2-D shapes (rotation, reflection, translations); build 3-D objects
7	Social issues; sexuality	US 1607-1877	Europe	Fish; geology; oceanography	Scale, proportion; draw 3-D objects from different views
8	All of the above	US 1870-present	Central, South America	Energy resources; physical science	

**Language Arts** tie-ins at any level: folk and fairy tales, fables, myths, tales from other cultures; visualization skills; realistic fiction, historical fiction, fantasy; poetry, etc.

**Don't forget the music, dance, drama** of a country or region!

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## Resources on the Web:

**Classics for Kids:** programs, activities, composers, instruments of orchestra, events, links, etc. <http://www.classicsforkids.com/>

San Francisco Symphony site, theory and more for children [www.sfskids.org](http://www.sfskids.org)

An Incomplete List of Musical Terms <http://www.contracosta.cc.ca.us/music/terms.html>

Glossary of Musical Terms <http://www.classicalworks.com/html/glossary.html>

**Musical Terms**, meanings, and signs. Also articles on effects of music on brain  
<http://www.pianoinstructors.com/musicterms/term.html>

Virginia Tech Multimedia **Music Dictionary** (includes signs, pronunciation)  
<http://www.music.vt.edu/musicdictionary/>

Brief **biographies** of selected Classical Composers  
<http://www.cl.cam.ac.uk/users/mn200/music/composers.html>

<http://www.youngcomposers.com/>

**Composers**, bios, and lots of links for classical music <http://www.classical.net>

Children's Music (looks particularly good for preK, primary)  
<http://www.fastq.com/~jbpratt/education/music/children.html>

Online creative music environment for all ages <http://www.creatingmusic.com/>

**BBC Orchestra Guide** <http://www.bbc.co.uk/orchestras/guide/>

Children's Music Portal, rich site for links <http://www.childrens-music.org/>

Primer on **reading music notation** <http://datadragon.com/education/reading/>

**Instruments, genre** (limited), and **This Day in Music History**  
<http://datadragon.com/education/>

**Music Theory** website featuring **free tutorials** <http://www.teoria.com/>

Music Timeline for upper grades: <http://www.classicalworks.com/his/pages/timeline.html>

A great **composer time line poster** for \$19.95: <http://www.carissimi.com/>

**Music timeline**, best for teachers to interpret/simplify for students:  
<http://www.factmonster.com/ipka/A0151192.html>

**Dance** listings, information <http://www.sapphireswan.com/dance/>

Other music topics on FactMonster: <http://www.factmonster.com/ipka/A0885984.html>

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## Introductory Scavenger Hunt

Complete the following by “jumping” to various parts of the Graded Course of Study. Click on the underlined link. The Goals and Appendix will be your main sources for choices.

1. How many program goals are there?
2. How many National Content Standards for Music are there?
3. In Music History and Culture, what should gr. 1-2 students learn?
4. Where was “Who Owns the Song?” originally printed?
5. What page would you direct the printer to print to get the complete gr. 3-5 program?
6. In a grade level band, at what grade should an objective be developed?
7. What website offers free tutorials in music?
8. What should grade 3-5 students identify in Music History and Culture?
9. What is grade 4 studying in Social Studies that would relate to music?
10. Under which goal would grade 6-8 students explore careers in music?
11. Grades 6-8 students should accompany selections in which two ways?
12. Name a good web resource for composer biographies.
13. What do the National Content Standards say is the value of 5-8 grade students composing and improvising their own music?
14. Which composers are suggested for studying the Baroque period?

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