

Purpose

Pre–Kindergarten students will be introduced to music and movement. They will learn that music plays a role in their cognitive, physical, and emotional development. They will also learn that music is fun. They will continue to foster a sincere love of God through liturgical music.

Outcomes

The students will

- sing familiar songs.
- add movements to familiar songs.
- sing familiar tunes set to different lyrics.
- add movements to unfamiliar songs.
- listen to musical compositions.
- perform various rhythmic movements to a song.

Teaching Strategies

- Singing together as a group
- Clapping and/or moving to specific rhythmic patterns
- Echo singing (call and response) with the teacher
- Listening to music on CDs/cassettes

Assessments

- Auditory assessment of singing
- Visual and auditory assessment of movement and rhythmic patterns
- Questions and answers about the music being listened to

Resources

- Personal library of song and movement books, CDs/cassettes
- The Music Express (magazine) – Hal Leonard Publication

Music

Kindergarten

Purpose

Kindergarten students will continue their study of music and movement. The students will also be introduced to a variety of musical instruments. They will continue to foster a sincere love of God through liturgical music.

Outcomes

The students will

- sing familiar songs.
- add movements to familiar songs.
- sing familiar tunes set to different lyrics.
- add movements to unfamiliar songs.
- listen to musical compositions.
- perform various rhythmic movements to a song.
- be able to identify various musical instruments.

Teaching Strategies

- Singing together as a group
- Clapping and/or moving to specific rhythmic patterns
- Echo singing (call and response) with the teacher
- Listening to music on CDs/cassettes
- Reading aloud books that introduce musical instruments
- Listening to music that identifies musical instruments

Assessments

- Auditory assessment of singing
- Visual and auditory assessment of movement and rhythmic patterns
- Questions and answers about the music being listened to
- Questions and answers about the musical instruments being studied

Resources

- Personal library of song and movement books
- Personal library of CDs/cassettes
- The Music Express (magazine) – Hal Leonard Publication

Purpose

First Grade students will expand their understanding of how music is involved in everyday life. They will continue to follow the curriculum introduced thus far. They will also explore their own heritage through the use of American and ethnic songs and dances. They will continue to foster a sincere love of God through liturgical music.

Outcomes

The students will

- sing familiar and unfamiliar songs.
- perform movements to both familiar and unfamiliar songs.
- substitute words to familiar songs.
- listen to musical compositions.
- increase their identification of musical instruments.
- sing American and ethnic folk songs.
- learn the basics of rhythmic structure within a song.

Teaching Strategies

- Singing together as a group
- Clapping and/or moving to specific rhythmic patterns
- Echo singing (call and response) with the teacher
- Listening to music on CDs/cassettes
- Reading aloud books that introduce musical instruments
- Listening to music that identifies musical instruments
- Playing unpitched instruments (such as rhythm sticks)

Assessments

- Auditory assessment of singing
- Visual and auditory assessment of movement and rhythmic patterns, including the use of rhythm sticks
- Questions and answers about the music being listened to
- Questions and answers about the musical instruments being studied

- Use of rhythmic games to assess meter

Resources

- Personal library of song and movement books
- Personal library of CDs/cassettes
- The Music Express (magazine) – Hal Leonard Publication

Purpose

Second Grade students will continue with the curriculum set forth thus far. The students will be introduced to the basics of theory and ear training. They will learn how to read music (theory) and recognize melodic movement (ear training). They will continue to foster a sincere love of God through liturgical music.

Outcomes

The students will

- sing familiar and unfamiliar songs.
- perform movements to both familiar and unfamiliar songs.
- substitute words to familiar songs.
- listen to musical compositions.
- increase their identification of musical instruments.
- sing American and ethnic folk songs.
- learn the basics of rhythmic structure within a song.
- be able to read a simple piece of music.
- learn about dynamic ranges (soft versus loud).

Teaching Strategies

- Singing together as a group
- Clapping and/or moving to specific rhythmic patterns
- Echo singing (call and response) with the teacher
- Listening to music on CDs/cassettes
- Reading aloud books that introduce musical instruments
- Listening to music that identifies musical instruments
- Playing unpitched instruments (such as rhythm sticks)
- Reading music from books and magazines
- Using the piano for theory and ear training

Assessments

- Auditory assessment of singing

- Visual and auditory assessment of movement and rhythmic patterns, including the use of rhythm sticks
- Questions and answers about the music being listened to
- Questions and answers about the musical instruments being studied
- Use of rhythmic games to assess meter
- Use of musical games to assess theory and ear training

Resources

- Personal library of song and movement books
- Personal library of CDs/cassettes
- The Music Express (magazine) – Hal Leonard Publication
- Personal library of sheet music

Purpose

Since music is cumulative, each new concept that is introduced is based on what the students have learned thus far. Therefore, in addition to the previous curriculum, the Third grade students will learn the concepts of harmony and form. Also, they will begin listening to “classical” music. They will continue to foster a sincere love of God through liturgical music.

Outcomes

The students will

- sing familiar and unfamiliar songs.
- listen to more varied types of music.
- build upon the fundamentals of rhythmic structure.
- read a piece of music from beginning to end.
- identify instruments by their sound.
- identify different styles of music (classical, jazz, etc...).
- sing songs that have two or more melodic lines.
- build upon the fundamentals of theory and ear training.

Teaching Strategies

- Singing together as a group
- Singing two part melodies by dividing the class in half
- Listening to music on CDs/cassettes
- Reading music from books and magazines
- Listening to music that identifies musical instruments
- Playing unpitched instruments (such as rhythm sticks)
- Using the piano for theory and ear training

Assessments

- Auditory assessment of singing
- Visual and auditory assessment of ability to read a piece of music (by singing and/or playing rhythm instruments)

- Group discussion in regards to listening to musical compositions
- Use of rhythmic games to assess meter
- Use of musical games to assess theory and ear training

Resources

- Personal library of song and movement books
- Personal library of CDs/cassettes
- The Music Express (magazine) – Hal Leonard Publication
- Personal library of sheet music

Purpose

In addition to the music curriculum already learned, the Fourth Grade students will learn to play a pitched musical instrument (recorder or xylophone). They will also learn how to analyze a more complex musical composition. They will continue to foster a sincere love of God through liturgical music.

Outcomes

The students will

- sing familiar and unfamiliar songs.
- listen to more varied types of music.
- build upon the fundamentals of rhythmic structure.
- read a piece of music from beginning to end.
- identify instruments by their sound.
- identify different styles of music (classical, jazz, etc...).
- sing songs that have two or more melodic lines.
- build upon the fundamentals of theory and ear training.
- learn to play the recorder or xylophone.
- begin to sing in harmony.

Teaching Strategies

- Singing together as a group
- Singing two part melodies by dividing the class in half
- Listening to music on CDs/cassettes
- Reading music from books and magazines
- Listening to music that identifies musical instruments
- Playing instruments together and in small groups
- Using the piano for theory and ear training
- Singing two part harmonies by dividing the class in half
- Teacher presentations and note taking

Assessments

- Auditory assessment of singing
- Visual and auditory assessment of ability to read a piece of music (by singing and/or playing rhythm instruments)
- Group discussion in regards to listening to musical compositions
- Use of rhythmic games to assess meter
- Use of musical games to assess theory and ear training
- Individual performance on the recorder or xylophone

Resources

- Personal library of song and movement books
- Personal library of CDs/cassettes
- The Music Express (magazine) – Hal Leonard Publication
- Personal library of sheet music

Purpose

In continuance with the musical curriculum studied thus far, the Fifth Grade students will begin to study the orchestra. They will continue with recorder or xylophone lessons. The students will also begin to study music history. They will continue to foster a sincere love of God through liturgical music.

Outcomes

The students will

- sing familiar and unfamiliar songs.
- listen to more varied types of music.
- read more complex pieces of music.
- identify the families of orchestral instruments.
- identify different styles of music (classical, jazz, etc...).
- play more difficult instrumental songs.
- build upon the fundamentals of theory and ear training.
- become familiar with some major orchestral compositions.
- sing in harmony.

Teaching Strategies

- Singing together as a group (melodies and harmonies)
- Listening to music on CDs/cassettes
- Reading and analyzing music from books and magazines
- Playing instruments in groups and individually
- Using the piano for theory and ear training
- Teacher presentations and note taking

Assessments

- Auditory assessment of singing
- Group and individual assessment of instrumental performance
- Group discussion in regards to listening to musical compositions

- Use of musical games to assess theory, ear training, and music history
- Performance in Christmas and/or spring recitals

Resources

- Personal library of music books
- Personal library of CDs/cassettes
- The Music Express (magazine) – Hal Leonard Publication
- Handouts of sheet music
- Handouts of instrumental music

Purpose

As a continuation of all musical concepts learned thus far, the Sixth Grade students will become more familiar with the evolution of musical styles. They will be introduced to the major classical composers. The students will also learn to play a second instrument. They will continue to foster a sincere love of God through liturgical music.

Outcomes

The students will

- sing familiar and unfamiliar songs.
- listen to more varied types of music.
- read more complex pieces of music.
- identify the families of orchestral instruments.
- play more difficult instrumental songs.
- build upon the fundamentals of theory and ear training.
- expand their knowledge of orchestral compositions.
- follow the evolution of music into its present day styles.
- identify the major composers of the classical era.
- play simple songs on their second instrument.

Teaching Strategies

- Singing together as a group (melodies and harmonies)
- Listening to music on CDs/cassettes (from classical to modern)
- Reading and analyzing music from books and magazines
- Playing instruments in groups and individually
- Using the piano for theory and ear training
- Teacher presentations and note taking

Assessments

- Auditory assessment of singing
- Group and individual assessment of instrumental performance
- Group discussion in regards to listening to musical compositions

- Use of musical games to assess theory, ear training, and music history
- Performance in Christmas and/or spring recitals
- Projects
- Tests

Resources

- Personal library of music books
- Personal library of CDs/cassettes
- The Music Express (magazine) – Hal Leonard Publication
- Handouts of sheet music
- Handouts of instrumental

Purpose

In addition to previous concepts studied, the Seventh Grade students will be introduced to jazz music and its major composers. Also, the students will learn how music is composed. They will continue to foster a sincere love of God through liturgical music.

Outcomes

The students will

- sing familiar and unfamiliar songs.
- listen to more varied types of music.
- read more complex pieces of music.
- build upon the fundamentals of theory and ear training.
- analyze different types of musical compositions.
- follow the evolution of jazz music.
- identify the major jazz composers.
- compose a simple piece of music.

Teaching Strategies

- Singing together as a group (melodies and harmonies)
- Listening to music on CDs/cassettes (from classical to modern)
- Reading and analyzing music from books and magazines
- Using the piano for theory and ear training
- Teacher presentations and note taking
- Working in groups to compose a simple song

Assessments

- Auditory assessment of singing
- Group discussion in regards to listening to musical compositions
- Use of musical games to assess theory, ear training, and music history
- Performance in Christmas and/or spring recitals
- Projects
- Tests

Resources

- Personal library of music books
- Personal library of CDs/cassettes
- The Music Express (magazine) – Hal Leonard Publication
- Handouts of sheet music
- Internet handouts

Purpose

In addition to previous concepts studied, the Eighth Grade students will be introduced to Broadway musicals. They will study a variety of musicals from the 1950's to present day. The students will review theory, harmony, ear training, and composition. They will continue to foster a sincere love of God through liturgical music.

Outcomes

The students will

- sing familiar and unfamiliar songs.
- listen to more varied types of music.
- read more complex pieces of music.
- have good knowledge of theory, harmony, ear training, and composition.
- analyze different types of musical compositions.
- follow the evolution of Broadway musicals.
- identify the major Broadway composers and the musicals they composed.
- study the importance of lyrics to a musical composition.

Teaching Strategies

- Singing together as a group (melodies and harmonies)
- Listening to music on CDs/cassettes (from classical to modern)
- Reading and analyzing music from books and magazines
- Using the piano for theory and ear training
- Teacher presentations and note taking
- Dividing the class into small groups to study the music, lyrics, and plot of a musical
- Watching a video of a Broadway musical

Assessments

- Auditory assessment of singing
- Group discussion in regards to listening to musical compositions
- Use of musical games to assess theory, ear training, and music history
- Performance in Christmas and/or spring recitals

- Projects
- Tests
- Oral presentations

Resources

- Personal library of music books
- Personal library of CDs/cassettes
- The Music Express (magazine) – Hal Leonard Publication
- Handouts of sheet music
- Personal library of video tapes
- Internet handouts