

INSTRUCTION

All students at Sacred Heart, grades K-5, receive 45 minutes of Music instruction a week. The instructor introduces song, instruments and composers. Emphasis is placed on participation and enjoyment. Students who wish to take private lessons can do so with the music instructor.

EVALUATION

Students are graded on their willingness to participate and positive attitude. They are graded every marking term.

Music

KINDERGARTEN

Singing

- Introduce singing from memory a variety of songs representing genres and styles from diverse cultures and historical periods

Playing Instruments

- Introduce playing rhythm instruments such as tambourine, sticks and maracas.

Critical Response

- Introduce and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, and dynamics
- Introduce listening to various styles, genres, cultural and historical periods
- Introduce using appropriate terminology in describing music, music notation, music instruments and voices, and music performances
- Introduce identifying the sounds of a variety of instruments, including many orchestra and band instruments from various cultures, as well as children's voices and male and female adult voices
- Introduce responding through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music
- Introduce and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings

Music

FIRST GRADE

Singing

- Reinforce singing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately produced sound (timbre), clear diction, and correct posture
- Reinforce singing expressively with appropriate dynamics, phrasing, and interpretation
- Reinforce singing from memory a variety of songs representing genres and styles from diverse cultures and historical periods
- Introduce ostinatos, partner songs, rounds and simple two-part songs, with and without accompaniment

Playing Instruments

- Reinforce playing rhythm instruments

Critical Response

- Reinforce, perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, and dynamics
- Reinforce listening to and describing aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context
- Reinforce using appropriate terminology in describing music, music notation, music instruments and voices, and music performances
- Reinforce identifying the sounds of a variety of instruments, including many orchestra and band instruments from various cultures, as well as children's voices and male and female adult voices
- Reinforce responding through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music
- Reinforce and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings

Music

SECOND GRADE

Singing

- Reinforce singing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately produced sound (timbre), clear diction, and correct posture
- Reinforce singing expressively with appropriate dynamics, phrasing, and interpretation
- Reinforce singing from memory a variety of songs representing genres and styles from diverse cultures and historical periods
- Reinforce singing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
- Reinforce ostinatos, partner songs, rounds and simple two-part songs, with and without accompaniment

Reading and Notation

- Introduce and respond to:
 - The beat
 - Division of the beat
 - Meter (2/4, 3/4, 4/4)
 - Rhythmic notation
 - Half notes and rests
 - Quarter notes and rests
 - Eighth notes and rests
- Introduce and identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- Introduce using standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher

Playing Instruments

- Introduce performing in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- Introduce performing independent instrumental parts while other students sing or play contrasting parts

Critical Response

- Reinforce, perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture and dynamics. Introduce harmony and form.
- Reinforce listening to and describing aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context

- Reinforce using appropriate terminology in describing music, music notation, music instruments and voices, and music performances
- Reinforce identifying the sounds of a variety of instruments, including many orchestra and band instruments from various cultures, as well as children's voices and male and female adult voices
- Reinforce responding through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music
- Reinforce and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings

Music

THIRD GRADE

Singing

- Reinforce singing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately produced sound (timbre), clear diction, and correct posture
- Reinforce singing expressively with appropriate dynamics, phrasing, and interpretation
- Reinforce singing from memory a variety of songs representing genres and styles from diverse cultures and historical periods
- Reinforce singing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
- Reinforce ostinatos, partner songs, rounds and simple two-part songs, with and without accompaniment

Reading and Notation

- Reinforce and respond to:
 - The beat
 - Division of the beat
 - Meter (2/4, 3/4, 4/4)
 - Rhythmic notation
 - Half notes and rests
 - Quarter notes and rests
 - Eighth notes and rests
- Introduce a system (syllables, numbers or letters) to read and sing at sight simple pitch notation in the treble clef
- Reinforce identifying symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- Reinforce using standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher

Playing Instruments: Recorders

- Introduce playing independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture
- Introduce playing expressively with appropriate dynamics, phrasing and articulation, and interpretation
- Introduce playing from memory and written notation a varied repertoire representing genres and styles from diverse cultures and historical periods
- Introduce echoing and performing easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments

- Introduce performing in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- Introduce performing independent instrumental parts while other students sing or play contrasting parts

Critical Response

- Reinforce, perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form
- Reinforce listening to and describing aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context
- Reinforce using appropriate terminology in describing music, music notation, music instruments and voices, and music performances
- Reinforce identifying the sounds of a variety of instruments, including many orchestra and band instruments from various cultures, as well as children's voices and male and female adult voices
- Reinforce responding through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music
- Reinforce and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings

Music

FOURTH GRADE

Singing

- Master singing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately produced sound (timbre), clear diction, and correct posture
- Master singing expressively with appropriate dynamics, phrasing, and interpretation
- Master singing from memory a variety of songs representing genres and styles from diverse cultures and historical periods
- Master singing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
- Master ostinatos, partner songs, rounds and simple two-part songs, with and without accompaniment

Reading and Notation

- Master and respond to:
 - The beat
 - Division of the beat
 - Meter (2/4, 3/4, 4/4)
 - Rhythmic notation
 - Half notes and rests
 - Quarter notes and rests
 - Eighth notes and rests
- Reinforce a system (syllables, numbers or letters) to read and sing at sight simple pitch notation in the treble clef
- Master identifying symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- Master using standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher

Critical Response

- Master, perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form
- Master listening to and describing aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context
- Master using appropriate terminology in describing music, music notation, music instruments and voices, and music performances
- Master identifying the sounds of a variety of instruments, including many orchestra and band instruments from various cultures, as well as children's voices and male and female adult voices

- Master responding through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music
- Master and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings

Music

FIFTH GRADE

Singing

- Introduce and reinforce singing independently with increased accuracy, expanded breath control, and extended vocal range

Reading and Notation

- Introduce reading in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and alla breve meter signatures:
 - Whole notes and rests
 - Half notes and rests
 - Quarter notes and rests
 - Eighth notes and rests
 - Dotted notes and rests
- Introduce reading and singing at sight simple melodies and intervals in both the treble and bass clefs
- Introduce using standard notation to record their own musical ideas and those of others
- Introduce identifying, defining, and using standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- Introduce in a choral/instrumental ensemble or class:
 - Sight-read, accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6

Critical Response

- Introduce analyzing the uses of elements in aural examples representing diverse genres and cultures
- Introduce specific music occurrences in a given aural example, using appropriate terminology
- Introduce the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music
- Introduce interpreting more complex music through movement
- Introduce listening to formal and informal performances with attention, showing understanding of the protocols of audience behavior appropriate to the style of the performance