



Performing, creating, and responding to music are the fundamental music processes in which humans engage. 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. A broad experience with a variety of music is necessary if students are to make informed musical judgments. Similarly, this background enables them to begin to understand the connections and relationships between music and other disciplines. Every course in music, including performances courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter. The study of music contributes in important ways to the quality of every student's life. The adult life of every student is enriched by the skills, knowledge, and habits acquired in the study of music.

The music department is committed to providing a quality music education that is grounded in a biblical worldview. We believe that music truly can make a difference in the lives of our students and we strive to provide meaningful experiences that will enable them to become life-long musicians. We hold a vision to enrich the musical experiences of students while developing their skills through training, learning opportunities and performance, while our purpose is to enhance the student's worldview through music and to evaluate its biblical role in society, culture and lifestyle.

Courses Offered

- Early Education General Music (Pre-K)
- Elementary General Music (K-4)
- Intermediate School General Music (5-6)
- Intermediate Band (5)
- Intermediate Band (6)
- Intermediate Chorus (5-6)
- Middle School Band (7-8)
- Middle School Choir (7-8)
- Ignite (7-8) *extra curricular*
- High School Band (9-12)
- Blue Flame Jazz Band (8-12)
- High School Choir (9-12)
- Image (9-12)

Major Content Objectives

- To provide opportunities for students to perform, create, and respond to music.
- To develop the student's understanding of music as a basic expression of human culture.
- To provide a balanced, comprehensive, and sequential program of study.
- To provide a variety of repertoire to enrich student learning.

- To provide students with the knowledge and skills necessary to communicate intellectually about music.
- To expand the students understanding of the connections and relationships between music and other disciplines.
- To provide instruction in creating, performing, listening to, and analyzing music.

- To enrich the musical experiences of students while developing their skills through training, learning opportunities and performance.
- To enhance the student's worldview through music and to evaluate its biblical role in society, culture and lifestyle.
- To recognize music as a gift of God.

**Mansfield Christian School
Kindergarten
Music Curriculum Guide**

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced		L – Lecture		RC-Rehearsal Content			
Developed		D – Demonstration		A-Assignment			
Reinforced		Q&A-Question and Answer					
Not Addressed		G – Group Activity					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Resources	Assessment of Learning	Biblical Integration
<u>Historical, Cultural and Social Contexts</u> Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students	1. Identify and demonstrate same and different.	Introduced	Ongoing	Songs Demonstration	Sing or play musical examples having students explain their answer, Text	Observation	Music has a rightful place in the commemoration of historical events, the celebration of victories and other special occasions. 1Chronicles 15:16, II Chronicles 7:6
	2. Sing songs representing their cultures.	Introduced	Ongoing	Songs	Various Folk Songs, Text	Observation Participation	
	3. Sing, listen and move to music from various historical periods.	Introduced	Ongoing	Songs Demonstration	Various Historical Songs, Text	Observation	
	4. Identify, listen and respond to music of different composers.	Introduced	Ongoing	Lecture Experience	Various Music, Text	Observation	
	5. Recognize how sounds and music are used in daily lives	Introduced	Ongoing	Lecture Discussion Listening	Various Examples, Text	Observation Participation	

analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.							
<p><u>Creative Expression and Communication</u></p> <p>Students sing, play instruments, improvise, compose, read and notate music.</p>	<p>1. Sing, alone and with others, a varied repertoire of songs maintaining a steady beat.</p> <p>2. Use the head voice to produce a light, clear sound.</p> <p>3. Play, alone and with others, a variety of classroom instruments with proper technique.</p> <p>4. Improvise movement to songs and recorded music.</p> <p>5. Use icons to represent the beat.</p>	<p>Introduced</p> <p>Introduced</p> <p>Introduced</p> <p>Introduced</p> <p>Introduced</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Songs Demonstration</p> <p>Demonstration Experience</p> <p>Songs Demonstration</p> <p>Demonstration Create</p> <p>Demonstration Manipulative</p>	<p>Various Examples, Text</p> <p>Singing Listening, Text, Text</p> <p>Various Examples Instruments</p> <p>Various Examples, Text</p> <p>Worksheet, Text</p>	<p>Observation</p> <p>Observation</p> <p>Observation</p> <p>Observation</p> <p>Formal Assessment</p>	<p>The beliefs, attitudes, and goals of men are reflected in the music they produce and use Psalm 92:1-4 Psalm 96:1-6</p>
<p><u>Analyzing and Responding</u></p> <p>Students listen to a varied repertoire</p>	<p>1. Demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm:</p>	<p>Introduced</p>	<p>Ongoing</p>	<p>Demonstration Songs</p>	<p>Various Examples, Text</p>	<p>Observation and formal assessment</p>	<p>God established the principles by which sound works, and which govern</p>

of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.	fast/slow; melody: high/low).	Introduced	Ongoing	Demonstration Participation	Various Examples, Text	Observation	music
	2. Listen and respond to various music styles (e.g., march).	Introduced	Ongoing	Demonstration	Various Examples, Text	Observation	
	3. Identify the sources of a wide variety of sounds.	Introduced	Ongoing	Demonstration	Performance Examples	Observation Oral questioning	
<u>Valuing Music/Aesthetic Reflection</u> Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.	1. Participate in developmentally appropriate music activities.	Introduced	Ongoing	Demonstration Participation	Various Examples, Text	Observation	God made man with responsiveness to music. 1 Samuel 16:23
	2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.	Introduced	Ongoing	Participation	Attend Various Performances	Observation	
	3. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).	Introduced	Ongoing	Participation	Various Musical Examples Text, Text	Observation	
	4. Listen and respond to various music styles (e.g., march, lullaby).	Introduced	Ongoing	Demonstration Participation	Various Musical Examples, Text	Observation	

<p><u>Connections, Relationships and Applications</u></p> <p>Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.</p>	1. Use music and/or found sounds together with dance, drama and visual art.	Introduced	Ongoing	Demonstration Participation	Various Examples of Music/Art/Drama, Text	Observation	<p>Music and art have frequently been combined in times of worship and celebration. 1Chronicles 13:8</p>
	2. Observe connections between music experiences and another curricular subject (e.g., English language arts).	Introduced	Ongoing	Lecture	Various Examples of connections between Music and other Curriculum, Text	Observation Oral Questioning	
	3. Sing songs representing their cultures.	Introduced	Ongoing	Demonstration Participation	Examples of cultural songs, Text	Observation	
	4. Identify a musician.	Introduced	Ongoing	Lecture	Examples of Musicians, Text	Oral Questioning	

Mansfield Christian School
1st Grade
Music Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced		L – Lecture and discussion					
Developed		D – Demonstration					
Reinforced		Lab – Laboratory					
Not Addressed		G – Group Activity					
		P- Participation					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Resources	Assessment of Learning	Biblical Integration
<u>Historical, Cultural and Social Contexts</u> Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the	1. Identify and demonstrate echo and call/response.	Developed	Ongoing	Songs Demonstration	Various musical examples, text	Observation	Music has a rightful place in the commemoration of historical events, the celebration of victories and other special occasions.
	2. Sing songs representing their cultures.	Developed	Ongoing	Songs Participation	Various folk songs, text	Observation Participation	
	3. Sing, listen and move to music from various historical periods.	Developed	Ongoing	Demonstration Participation	Various Historical songs, text,	Observation Participation	
	4. Identify, listen and respond to music of different composers.	Developed	Ongoing	Lecture Experience	Various songs by different composers, text	Observation	
	5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).	Developed	Ongoing	Lecture Discussion Participation	Various Pieces of Music, text	Observation Participation	

function and role of music in the lives of people.							
<p><u>Creative Expression and Communication</u></p> <p>Students sing, play instruments, improvise, compose, read and notate music.</p>	<p>1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and developing accurate pitch.</p> <p>2. Use the head voice to produce a light, clear sound.</p> <p>3. Play, alone and with others, a variety of classroom instruments with proper technique.</p> <p>4. Improvise on selected lyrics (text) of known songs.</p> <p>5. Read, write and perform using eighth notes, quarter notes and quarter rests.</p> <p>6. Read, write and perform tri tonic (la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</p>	Developed	Ongoing	Demonstration Participation	Various examples of Music, text	Observation	
		Developed	Ongoing	Demonstration Participation	Teacher/student voice	Observation	
		Developed	Ongoing	Participation	Classroom Instruments	Observation	
		Introduced	Ongoing	Participation	Varied common songs, text	Formal Assessment With Written Assignment	
		Introduced	Ongoing	Group Work Formal Assessment	Varied pieces of Music, text Whiteboard/ Worksheets	Formal Assessment	
		Introduced	Ongoing	Lecture Group Work Formal Assessment	Varied pieces of Music, text Whiteboard/ worksheets	Formal Assessment	
<p><u>Analyzing and Responding</u></p> <p>Students listen to a varied repertoire of music and respond by analyzing and describing music</p>	<p>1. Identify and demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).</p> <p>2. Identify and</p>	Developed	Ongoing	Demonstration Participation	Varied pieces of Music, text	Observation Laboratory	
		Introduced	Ongoing	Demonstration Participation	Various Musical Examples, text	Formal Assessment	

<p>using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.</p>	<p>demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege). 3. Identify same/different phrases. 4. Identify classroom instruments (e.g., tambourine, maracas, rhythm sticks, triangle, woodblock, finger cymbals, drums) visually and aurally. 5. Recognize and discuss individual and group performance.</p>	<p>Developed</p> <p>Developed</p> <p>Introduced</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Formal Assessment</p> <p>Participation</p> <p>Demonstration Participation</p> <p>Group Work Performance</p>	<p>Whiteboard/ Worksheets</p> <p>Varied Musical Examples, text</p> <p>Classroom Instruments</p> <p>Varied Pieces of Music, text</p>	<p>Observation Oral questioning</p> <p>Observation</p> <p>Observation</p>	
<p><u>Valuing Music/Aesthetic Reflection</u></p> <p>Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.</p>	<p>1. Participate in developmentally appropriate music activities. 2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed. 3. Respond physically to a variety of age-appropriate music. 4. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).</p>	<p>Developed</p> <p>Developed</p> <p>Developed</p> <p>Developed</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Participation</p> <p>Participation</p> <p>Participation</p> <p>Demonstration Participation</p>	<p>Various Musical Examples, text,</p> <p>Performances of Various Pieces of Music</p> <p>Varied Music Examples, text</p> <p>Varied Music Examples, text</p>	<p>Observation</p> <p>Observation</p> <p>Observation</p> <p>Observation</p>	

<p><u>Connections, Relationships and Applications</u></p> <p>Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.</p>	<p>1. Use music and/or found sounds together with dance, drama and visual art. 2. Identify similar terms (e.g., patterns, texture) in the arts. 3. Recognize connections between music experiences and another curricular subject (e.g., English language arts). 4. Identify various uses of music in their cultures. 5. Recognize a musician.</p>	<p>Developed</p> <p>Introduced</p> <p>Introduced</p> <p>Developed</p> <p>Developed</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Group Work Participation</p> <p>Lecture Participation</p> <p>Lecture Participation</p> <p>Lecture Group Work</p> <p>Lecture</p>	<p>Varied Music/Drama/Art Examples, text</p> <p>Varied Examples in the Arts, text</p> <p>Varied Examples of relationship between Music and other curriculum, text</p> <p>Various Music of Culture, text</p> <p>Examples of Musicians, text</p>	<p>Observation</p> <p>Observation Oral Questioning</p> <p>Oral Questioning</p> <p>Observation</p> <p>Oral Questioning</p>	
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Mansfield Christian School
2nd Grade
Music Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced		L – Lecture and Discussion		P- Participation			
Developed		D – Demonstration		R-Rehearsal context			
Reinforced		W-Worksheet/written assignment					
Not Addressed		Lab – Laboratory					
		G – Group Activity					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Resources	Assessment of Learning	Biblical Integration
<u>Historical, Cultural and Social Contexts</u> Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role	1. Identify and demonstrate rounds/canons.	Introduced	Ongoing	Demonstration	Various round/canons, Text	Observation	Music has a rightful place in the commemoration of historical events, the celebration of victories and other special occasions. 1 Chronicles 15:16 II Chronicles 7:6
	2. Identify and describe contrasting music styles (e.g., marches and lullabies).	Developed	Ongoing	Demonstration	Various Styles of Music, Text	Observation	
	3. Sing, listen and move to music from various historical periods.	Developed	Ongoing	Demonstration Participation	Examples of Music from Various Historical Periods, Text	Observation	
	4. Identify, listen and respond to music of different composers.	Developed	Ongoing	Demonstration Participation	Examples of Music from Various Composers, Text	Observation	
	5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).	Developed	Ongoing	Demonstration Group work	Examples of Holiday/Occasion Music Text	Observation	

of music in the lives of people.							
<p><u>Creative Expression and Communication</u> Students sing, play instruments, improvise, compose, read and notate music.</p>	1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch.	Developed	Ongoing	Demonstration Participation	Varied Pieces of Music, Text	Observation	<p>The beliefs, attitudes, and goals of men are reflected in the music they produce and use. Psalm 92:1-4 Psalm 96:1-6</p>
	2. Use the head voice to produce a light, clear sound and maintain appropriate posture.	Developed	Ongoing	Demonstration Participation	Varied Pieces of Music to Sing, Text	Observation	
	3. Play, alone and with others, a variety of classroom instruments with proper technique.	Developed	Ongoing	Participation	Classroom Instruments/Music, Text	Observation	
	4. Improvise and compose simple rhythmic and melodic phrases.	Introduced	Ongoing	Participation Group Work	Music Staff Worksheets, Text	Formal Assessment	
	5. Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.	Developed	Ongoing	Demonstration Participation	Whiteboard/Worksheets, Text	Formal Assessment	
	6. Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or	Developed	Ongoing	Demonstration Participation	Various Pieces of Music Whiteboard/Worksheets, Text	Formal Assessment	

	letters).						
<p><u>Analyzing and Responding</u> Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.</p>	<p>1. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege). 2. Identify and respond to the patterns of same and different phrases in simple poems and songs. 3. Identify selected music instruments (e.g., flute, trumpet, guitar, violin, sitar, congas, bagpipes, synthesizer). 4. Discuss individual and group music performance.</p>	Developed	Ongoing	Lecture Demonstration Participation	Various Examples of Music, Text	Formal Assessment	<p>God established the principles by which sound works, and which govern music. Genesis 1:1</p>
		Developed	Ongoing	Demonstration Participation	Various Poems/Song, Text	Observation	
		Introduced	Ongoing	Lecture Demonstration Participation	Various pieces of Music Photos of Instruments, Text	Oral Questioning	
		Developed	Ongoing	Participation	Various pieces of Music to Perform, Text	Oral Questioning	
<p><u>Valuing Music/Aesthetic Reflection</u> Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of</p>	<p>1. Participate in developmentally appropriate music activities. 2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed. 3. Respond physically, emotionally and/or</p>	Developed	Ongoing	Participation	Developmentally Appropriate Music, Text	Observation	<p>God made man with responsiveness to music. 1 Samuel 16:23</p>
		Developed	Ongoing	Participation	Live Musical Performances	Observation	
		Developed	Ongoing	Participation	Age-Appropriate Music, Text	Observation	

music in their lives.	intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music. 4. Demonstrate how music communicates meaning of text, feelings and moods or images.	Introduced	Ongoing	Demonstration Participation	Various Examples of Music	Oral questioning	
<p><u>Connections, Relationships and Applications</u> Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.</p>	<p>1. Respond to music using dance, drama and visual art. 2. Recognize similarities and differences among the arts, including music, dance, drama and visual art. 3. Identify and describe connections between music experiences and other curricular subjects (e.g., English language arts, mathematics and social studies). 4. Identify various uses of music in the United States. 5. Identify the role of a musician.</p>	Developed	Ongoing	Participation Small Group Work	Examples of Music/Drama/Art	Observation Small Group Presentations	<p>Music and art have frequently been combined in times of worship and celebration. 1 Chronicles 13:8</p>
		Developed	Ongoing	Lecture Participation in small groups	Examples of Music and how it relates to other Curriculum	Small group Assignment/Presentation	
		Introduced	Ongoing	Lecture and discussion	Examples of Music from the United States	Oral Questioning	
		Developed	Ongoing	Lecture and discussion	Examples of Musicians and their roles	Oral Questioning	

Mansfield Christian School
3rd Grade
Music Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced Developed Reinforced Not Addressed		L – Lecture and discussion D – Demonstration Q&A-Question/Answer G – Group Activity		RC- Rehearsal Content			
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Resources	Assessment of Learning	Biblical Integration
<u>Historical, Cultural and Social Contexts</u> Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and	1. Identify and demonstrate AB form and verse/refrain form. 2. Sing, listen and move to music from world cultures. 3. Discuss the purpose of music from selected historical periods. 4. Identify, listen and respond to music of different composers. 5. Recognize and describe ways that music serves as an expression in various cultures.	Introduced	Ongoing	Demonstration Participation	Various forms of music, text	Observation	Music has a rightful place in the commemoration of historical events, the celebration of victories and other special occasions. I Chronicles 15:16 II Chronicles 7:6
		Developed	Ongoing	Participation	Music from different World Cultures, text	Observation	
		Developed	Ongoing	Lecture	Music from different historical periods, text	Oral Question and Answer Observation	
		Reinforced	Ongoing	Participation	Music from different composers, text		
		Reinforced	Ongoing	Lecture	Music from different cultures, text	Oral Questioning	

political forces that have influenced the function and role of music in the lives of people.							
<p><u>Creative Expression and Communication</u></p> <p>Students sing, play instruments, improvise, compose, read and notate music.</p>	<p>1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.</p> <p>2. Use the head voice to produce a light, clear sound and maintain appropriate posture.</p> <p>3. Play, alone and with others, a variety of classroom instruments with proper technique.</p> <p>4. Improvise and compose simple rhythmic and melodic phrases and ostinati (e.g., compose a melody for a poem, question/answer).</p> <p>5. Read, write and perform using sixteenth</p>	Developed	Ongoing	Participation	Varied Repertoire of music, text	Observation	<p>The beliefs, attitudes, and goals of men are reflected in the music they produce and use.</p> <p>Psalm 92:1-4</p> <p>Psalm 96:1-6</p>
		Developed	Ongoing	Demonstration Participation	Varied pieces of Music for Singing, text	Observation	
		Reinforce	Ongoing	Participation	Classroom Instruments	Observation	
		Introduced	Ongoing	Demonstration Participation Group work	Whiteboard/worksheets/music staff paper, text	Formal Assessment	
		Introduced	Ongoing	Lecture Demonstration Participation	Whiteboard/worksheets/music staff paper, text	Formal Assessment	
		Developed	Ongoing	Demonstration Participation	Whiteboard/Worksheet/ Music staff paper, text	Formal Assessment	

	notes, eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter. 6. Read, write and perform extended pentatonic melodies with high do (do'-la-sol-mi-re- do) on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).						
<p><u>Analyzing and Responding</u></p> <p>Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.</p>	<p>1. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte). 2. Identify how elements of music communicate ideas or moods. 3. Identify and respond to simple music forms (e.g., rondo, AB). 4. Identify the four families of orchestral</p>	Developed	Ongoing	Demonstration Participation	Whiteboard/Worksheets, text	Formal Assessment	<p>God established the principles by which sound works, and which govern music. Genesis 1:1</p>
		Developed	Ongoing	Demonstration Participation	Various Styles of Music, texts	Oral Questions and Answers	
		Developed	Ongoing	Demonstration Participation	Various Examples of Music, text	Oral questioning	
		Introduced	Week 18	Lecture Demonstration Participation	Photos of orchestral instruments/orchestral music, text	Oral Questioning	
			Ongoing		Performance opportunities of		

	instruments visually and aurally. 5. Discuss and evaluate individual music performance.	Developed		Participation	various styles of music, text		
<p><u>Valuing Music/Aesthetic Reflection</u></p> <p>Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.</p>	<p>1. Participate in developmentally appropriate music activities. 2. Develop criteria for reflecting on their performances. 3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of the music performed. 4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music. 5. Demonstrate how music communicates meaning of text, feelings and moods or images. 6. Identify</p>	Reinforced	Ongoing	Participation	Developmentally Appropriate Music, text	Observation	<p>God made man with responsiveness to music. 1 Samuel 16:23</p>
		Introduced	Ongoing	Lecture Participation	Whiteboard/Worksheets, text	Oral Questioning	
		Reinforced	Ongoing	Participation	Live performances to attend	Oral Questioning	
		Reinforced	Ongoing	Participation	Age-appropriate Music, text	Observation	
		Developed	Ongoing	Participation	Various Forms of Music, text	Oral Questions/Answers	
		Introduced	Ongoing	Participation	Various Forms of Music, text	Oral Questions/Answers	

	personal preferences for specific music selections.						
<p><u>Connections, Relationships and Applications</u></p> <p>Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.</p>	<p>1. Interpret music through dance, drama and visual art.</p> <p>2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.</p> <p>3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.</p> <p>4. Identify similarities and differences in music of the United States.</p> <p>5. Discuss that some people write music, direct music and/or perform music as jobs.</p>	Developed	Ongoing	Participation	Various Forms of Music, text	Observation	<p>Music and art have frequently been combined in times of worship and celebration.</p> <p>1 Chronicles 13:8</p>
		Developed	Ongoing	Lecture Participation	Various Examples of Music/Drama/Dance/ Art, text	Oral Questions/Answers	
		Developed	Ongoing	Lecture Participation	Whiteboard/Worksheets, text	Formal Assessment	
		Developed	Ongoing	Lecture Group Work	Whiteboard/Worksheets, text	Verbal Summaries of Group Work	
		Introduced	Week 21	Lecture Participation	DVD about Careers in Music, text	Oral Questions/Answers	

**Mansfield Christian School
4th Grade
Music Curriculum Guide**

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced Developed Reinforced Not Addressed		L – Lecture D – Demonstration Q&A-Question and Answer G – Group Activity		RC-Rehearsal Content A-Assignment			
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Resources	Assessment of Learning	Biblical Integration
<u>Historical, Cultural and Social Contexts</u> Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the	1. Identify and demonstrate partner songs and rondo form.	Developing	Ongoing	Demonstration	,text Songs from other Cultures around the World	Observation	Music has a rightful place in the commemoration of historical events, the celebration of victories and other special occasions.
	2. Sing and respond to music from world cultures.	Developing	Ongoing	Demonstration	Various Resources about Composers, text	Observation	
	3. Discuss the lives and times of composers from various historical periods.	Developing	Ongoing	Lecture Question and Answer	Music of Different Composers, text	Observation	
	4. Identify, listen and respond to music of different composers.	Developing	Ongoing	Demonstration	Music from other Cultures, text	Observation Oral Questioning	
	5. Recognize and describe ways that music serves as an expression in regional cultures.	Developing	Ongoing	Lecture Question and Answer			

function and role of music in the lives of people.							
<p><u>Creative Expression and Communication</u></p> <p>Students sing, play instruments, improvise, compose, read and notate music.</p>	<p>1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.</p> <p>2. Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.</p> <p>3. Play, alone and with others, a variety of classroom instruments with proper technique.</p> <p>4. Improvise and compose short compositions using a variety of classroom instruments and sound sources.</p> <p>5. Read, write and perform using sixteenth through whole note values including a syncopated rhythm of eighth-quarter-eighth in 2/4, 3/4 and 4/4 meter.</p> <p>6. Read, write and perform extended pentatonic melodies</p>	<p>Developed</p> <p>Developed</p> <p>Developed</p> <p>Developed</p> <p>Developed</p> <p>Developed</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Rehearsal Content</p> <p>Rehearsal Content</p> <p>Demonstration Participation</p> <p>Group Work</p> <p>Participation Create Rhythms</p> <p>Participation Create Melodies</p>	<p>Various pieces of Music, Text</p> <p>Various pieces of Music, text</p> <p>Classroom Instruments/Examples of Music, text</p> <p>Classroom Instruments/Other Sound Sources, text</p> <p>Various Pieces of Music Whiteboard/ Music Staff paper, text</p> <p>Various Pieces of Music Whiteboard/Music Staff Paper, text</p> <p>Various Examples of</p>		<p>The beliefs, attitudes, and goals of men are reflected in the music they produce and use.</p>

	with high do, low la and low sol (do'-la-sol-mi-re-do-la'-sol') on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters). 7. Read, write and perform melodies in treble clef.	Introduced	Ongoing	Participation Create Melodies	Music Whiteboard/Music staff paper, text,		
<u>Analyzing and Responding</u> Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.	1. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte). 2. Identify how elements of music communicate ideas or moods. 3. Identify and respond to music forms (e.g., round, canon, partner songs, call-response). 4. Classify instruments by the four families of the orchestra.	Developed	Ongoing	Demonstration Question and Answer	Sheet Music of Various Songs, text		God established the principles by which sound works, and which govern music.
		Developed	Ongoing	Demonstration Question and Answer	Examples of Music that Communicates Ideas or Moods, text		
		Developed	Ongoing	Demonstration Participation	Examples of Different Music Forms, text		
		Developed	Week 18,19,20	Lecture Demonstrations	Examples of Orchestral Instruments Visually/Aurally, text		
		Introduced	Ongoing	Demonstrate Participation	Examples of various kinds of Instruments, text		

	5. Describe the way sound is produced on various instruments and with the human voice. 6. Discuss and evaluate individual and group music performance.	Developed	Ongoing	Rehearsal Content Performance Question and Answer	Various DVDs of performances/ Live Performances, text		
<p><u>Valuing Music/Aesthetic Reflection</u></p> <p>Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.</p>	1. Participate in developmentally appropriate music activities.	Developing	Ongoing	Participation	Age Appropriate Music Activities, text		God made man with responsiveness to music.
	2. Develop criteria for reflecting on their performances and the performances of others.	Developing	Ongoing	Participation Question and Answer	DVD/Live Performances of Music		
	3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.	Developing	Ongoing	Participation Question and Answer Field Trips	Live Performances to Attend		
	4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.	Developing	Ongoing	Demonstration Participation	Various Pieces of Music that is Age-appropriate, text		
	5. Demonstrate how	Developing	Ongoing	Demonstration Participation	Examples of Music and It's Communication of text feelings, and moods Various Examples of Music Selections, text		
		Developing	Ongoing	Lecture			

	music communicates meaning of text, feelings and moods or images. 6. Identify and describe personal preferences for specific music selections.			Question and Answer			
<p><u>Connections, Relationships and Applications</u></p> <p>Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.</p>	<p>1. Interpret music through dance, drama and visual art. 2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms. 3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts. 4. Identify similarities and differences in music of the United States and various cultures. 5. Describe roles of musicians in various music settings.</p>	Developing	Ongoing	Participation Demonstration	Various Examples of Music, text Art Supplies		<p>Music and art have frequently been combined in times of worship and celebration.</p>
		Developing	Ongoing	Lecture Participation	Various Examples of Music/Art/Drama/Dance, text		
		Developing	Ongoing	Lecture Question and Answer	Examples of Music as It relates to Other Curriculum, text		
		Developing	Ongoing	Demonstration Participation	Music of the United States and other Cultures, text		
		Developing	Developing	Lecture Question and Answer	Examples of the roles of Musicians in Different settings, texts		

Mansfield Christian School
5th Grade
Music Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>			<u>Assessment of Learning Key</u>		
Introduced Developed Reinforced Not Addressed		L – Lecture D – Demonstration Q&A – Question and Answer G – Group Activity RC – Rehearsal Context P – Performance W – Worksheet			O – Teacher observation of student participation during classroom activities or discussion WA – Written Assignment P - Presentation *Note: BCM - “Biblical Concept of Music” See pgs 20,21 of <i>Encyclopedia of Bible Truths, Fine Arts/Health</i> By Ruth C. Haycock		
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Resources	Assessment of Learning	Biblical Integration
<u>Historical, Cultural and Social Contexts</u> Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political	1. Recognize, identify and demonstrate theme and variations in the music of various cultures and/or historical periods.	Developed	Ongoing	L, Q&A, RC	Listening Examples, Repertoire	O, WA	BCM 2.2 Examples from Israel’s history (Genesis, Exodus, Judges, Ezra, Luke, etc.) BCM 2.5
	2. Compare and contrast opera and American music theatre.	Introduced	Week 29	L, Q&A	Examples, <i>Music Connections</i>	O, WA	BCM 2.5a, 3.2
	3. Research and identify music instruments from different historical periods and world cultures.	Developed	Week 1	L, Q&A	Examples, <i>Music Connections</i>	O, WA	BCM 1.4, 2.1
	4. Identify, listen and respond to music of different composers.	Developed	Ongoing	Q&A	Listening Examples	O, WA	BCM 2.2
	5. Recognize and discuss the influence of American history	Developed	Ongoing	L, Q&A	<i>Music Connections & Kodály In the Classroom</i>	O, WA	

forces that have influenced the function and role of music in the lives of people.	on the development of folk music. 6. Describe conditions under which music is created and performed in various cultures.	Developed	Ongoing	L, Q&A, G	<i>Music Connections & Kodály In the Classroom</i>	O, WA	BCM 2.2, 2.5
<p><u>Creative Expression and Communication</u></p> <p>Students sing, play instruments, improvise, compose, read and notate music.</p>	<p>1. Sing and/or play, alone and with others, using good posture and breath control, a varied repertoire of music representing diverse genres and cultures with appropriate dynamics, expression and tempo for the work being performed.</p> <p>2. Play a variety of instruments independently and with other contrasting parts.</p> <p>3. Respond appropriately to the cues of a conductor.</p> <p>4. Create short melodies using traditional notation.</p> <p>5. Improvise melodies in a call-and-response setting.</p> <p>6. Read, write and perform rhythm patterns (in 2/4, 3/4 and 4/4 meter) using</p>	Introduced	Week 2	RC	Band – <i>Essential Elements 2000 Book 1</i> Choir – Repertoire Gen. Music – <i>The Music Connection and Kodály In the Classroom</i>	O	BCM 3.9 1 Chron.15:22, 25:7, 2 Chron. 5:13
		Introduced	Week 3	RC	“ “	O	BCM 3.2 Ps. 150:3-5 Daniel 3:5
		Introduced	Week 30	RC	“ “	O	BCM 3.7 1 Cor. 14:7-11
		Introduced	Week 31	D, W	Staff Paper, Pencils, Board, Markers	WA	BCM 3.9 1 Chron. 15:22
		Developed	Ongoing	D, P	Teacher voice or instrument	O	BCM 1.3f 1 Sam. 16:23
		Introduced	Week 30	RC	*See Indicator 1	O	BCM 3.7 1 Cor. 14:7-11
	Introduced	Week 26	D, RC	*See Indicator 1	O, WA	BCM 3.7	

	<p>sixteenth through whole notes including dotted half-note and syncopated rhythms.</p> <p>7. Read, write and perform diatonic melodies with fa and ti and the major scale on the treble staff in G-do using a system (e.g., solfege, numbers or letters).</p> <p>8. Identify key signatures.</p>	Developed	Ongoing	RC	*See Indicator 1	O	<p>1 Cor. 14:7-11</p> <p>BCM 3.7 1 Cor. 14:7-11</p>
<p><u>Analyzing and Responding</u></p> <p>Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.</p>	<p>1. Identify dynamics, tempo, meter and tonality in various pieces of music aurally.</p>	Developed	Ongoing	RC, Q&A	Listening Examples	O, WA	<p>BCM 3.7 1 Cor. 14:7-11</p>
	<p>2. Identify terms related to form (e.g., DC al Fine; DC dal segno; DS al Coda; repeat signs, first and second endings).</p>	Introduced	Week 10	RC, O&A	Repertoire	O, WA	<p>BCM 3.7 1 Cor. 14:7-11</p>
	<p>3. Identify selected electronic and world music instruments.</p>	Developed	Week 20	L, Q&A	Listening Examples, Pictures	WA	<p>BCM 3.2</p>
	<p>4. Analyze a piece of music using music vocabulary.</p>	Developed	Week 10	L, Q&A	Repertoire	O, WA	<p>BCM 3.7 & 3.8 1 Cor. 14:7-16</p>
	<p>5. Evaluate and describe individual and group performances.</p>	Developed	Week 6	L, Q&A	Repertoire, Listening Examples	O, WA	<p>BCM 3.9 1 Chron. 15:22</p>
<p>6. Differentiate between melody and harmony.</p>	Developed	Week 24	L, Q&A	Repertoire, Listening Examples	O	<p>BCM 3.7 1 Cor. 14:7-11</p>	

<p><u>Valuing Music/Aesthetic Reflection</u></p> <p>Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.</p>	<p>1. Describe audience etiquette associated with various music performances and settings.</p> <p>2. Identify and discuss aesthetic qualities in their performances and in the performances of others.</p> <p>3. Demonstrate how music communicates meaning through text, feelings, moods or images.</p> <p>4. Identify elements of music that contribute to aesthetic qualities in a specific music work.</p> <p>5. Explain how expressive music elements determine the quality of a composition.</p> <p>6. Develop and apply criteria to support personal preferences for specific music works.</p>	<p>Introduced</p> <p>Developed</p> <p>Developed</p> <p>Developed</p> <p>Developed</p>	<p>Week 20</p> <p>Week 4</p> <p>Week 29</p> <p>Week 10</p> <p>Week 20</p> <p>Week 14</p>	<p>L, Q&A</p> <p>L, Q&A</p> <p>RC, P</p> <p>L, Q&A</p> <p>L, Q&A</p> <p>G, Q&A</p>	<p>Repertoire</p> <p>Repertoire</p> <p>Repertoire</p> <p>Repertoire, Listening Examples</p> <p>Repertoire, Listening Examples</p> <p>Listening Examples</p>	<p>O, WA</p> <p>O, WA</p> <p>O</p> <p>O, WA</p> <p>WA, O</p> <p>WA</p>	<p>BCM 2.5, 3.6 Num. 10:1-10 Rom. 14:19</p> <p>BCM 2.5, 3.9 Num. 10:1-10 1 Chron. 15:22</p> <p>BCM 1.3d, 2.6 Col. 1:16 2 Chron. 35:25 Lamentations</p> <p>BCM 2.5</p> <p>BCM 1.3d, 3.9 Col. 1:16</p> <p>BCM 3.5b Prov. 23:7</p>
<p><u>Connections, Relationships and Applications</u></p> <p>Students identify similarities and differences between music and</p>	<p>1. Interpret music through dance, drama and visual art.</p> <p>2. Identify the use of similar elements in music and other art forms and compare how ideas and</p>	<p>Reinforced</p> <p>Introduced</p>	<p>Week 5</p> <p>Week 10</p>	<p>RC, P</p> <p>RC, L, Q&A</p>	<p>Repertoire</p> <p>Repertoire, Examples</p>	<p>O</p> <p>O, WA</p>	<p>BCM 3.4</p> <p>BCM 3.4</p>

<p>other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.</p>	<p>emotions are expressed in each art form using the same elements. 3. Define basic arts terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.</p>	Introduced	Week 20	L, Q&A	Examples	O, WA	BCM 3.4
	4. Describe how knowledge of music connects to learning in other subject areas.	Developed	Week 3	L, Q&A	Research	WA	BCM 3.4
	5. Discuss how culture influences music.	Reinforced	Ongoing	L, Q&A	Research, Examples	WA	BCM 1.4 Examples from Israel's history (Genesis, Exodus, Judges, Ezra, Luke, etc.)
	6. Identify the specific skills needed to be a musician.	Reinforced	Ongoing	L, Q&A	Examples	WA	BCM 1.3 1 Sam. 16:17-18, 2 Sam 1:19-27, 18:33,23:1-2, 1 Kgs. 11:4, 14:8 (David's qualifications for songwriting)

**Mansfield Christian School
6th Grade
Music Curriculum Guide**

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>			<u>Assessment of Learning Key</u>		
Introduced Developed Reinforced Not Addressed		L – Lecture D – Demonstration Q&A – Question and Answer G – Group Activity RC – Rehearsal Context P – Performance W – Worksheet			O – Teacher observation of student participation during classroom activities or discussion WA – Written Assignment P - Presentation *Note: BCM - “Biblical Concept of Music” See pgs 20,21 of <i>Encyclopedia of Bible Truths, Fine Arts/Health</i> By Ruth C. Haycock		
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Resources	Assessment of Learning	Biblical Integration
<u>Historical, Cultural and Social Contexts</u> Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces	1. Describe distinguishing characteristics of music forms (i.e., verse-refrain, AB, ABA, rondo, canon, theme and variations) from various cultures and/ or historical periods.	Developed	Ongoing	RC, L	Repertoire, <i>Music Connections, Essential Elements 2000 Book 1</i>	O, WA	BCM 3.3 Examples from Israel’s history (Genesis, Exodus, Judges, Ezra, Luke, etc.) BCM 1.4 Gen. 4:21, 31:27, Ezra 2:65, Daniel 3:5, 7, 15 BCM 1.4 BCM 1.4 BCM 2.2, 2.5 Examples from Israel’s history (Genesis, Exodus, Judges,
	2. Examine the chronological development of various music styles.	Developed	Ongoing	RC, L, Q&A	*See Indicator 1	O	
	3. Identify the major periods or genres in the development of world music history (e.g., Renaissance Period, Peking opera, Lali).	Developed	Ongoing	RC, L, Q&A	*See Indicator 1	O, WA	
	4. Identify selected composers and their works and place them in the appropriate historical period.	Introduced	Week 15	L, Q&A, RC	*See Indicator 1	WA	
		Developed	Ongoing	L, Q&A, RC	*See Indicator 1	O, WA	

that have influenced the function and role of music in the lives of people.	5. Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music.						Ezra, Luke, etc.)
<p><u>Creative Expression and Communication</u></p> <p>Students sing, play instruments, improvise, compose, read and notate music.</p>	1. Sing and/or play, alone and with others, using good posture and breath control throughout their range, a varied repertoire of music representing diverse cultures with appropriate dynamic expression and tempo for the work being performed.	Developed	Ongoing	RC	Repertoire	O	BCM 3.1, 3.9 2 Chron. 29:25-30, 1 Chron. 15:22
	2. Play a variety of instruments, alone and with others, with increasingly complex rhythms and melodic phrases.	Developed	Ongoing	RC	Repertoire	O	BCM 3.2, 3.9 Ps. 150:3-5, Chron. 15:22
	3. Respond appropriately to the cues of a conductor.	Developed	Week 20	L, Q&A, A	<i>Music Connections & Essential Elements 2000 Book 1</i>	WA	BCM 1.3e The Psalms
	4. Create and notate music compositions using one or more parts.	Introduced	Week 29	L, D, G	Repertoire	O	BCM 3.5b Prov. 23:7
	5. Improvise melodies over a given bass line.	Developed	Ongoing	RC	Repertoire	O, WA	BCM 1.3e The Psalms
	6. Read, write and perform rhythm patterns in 2/4, 3/4, 4/4 and 6/8 meter.	Introduced	Week 10	L, Q&A	<i>Music Connections & Essential Elements 2000 Book 1</i>	O, WA	BCM 3.7 1 Cor. 14:7-11

	7. Identify whole steps and half steps in the major scales. 8. Recognize key signatures.	Developed	Ongoing	RC	Repertoire	O	BCM 3.7 1 Cor. 14:7-11
<p><u>Analyzing and Responding</u></p> <p>Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.</p>	1. Distinguish the use of dynamics, meter, tempo and tonality in various pieces of music.	Developed	Ongoing	L, Q&A, RC	Listening Examples	O	BCM 3.7 1 Cor. 14:7-11
	2. Describe the principles of breathing techniques, good posture and tone production.	Introduced	Week 1	RC, L, Q&A	Repertoire	O	BCM 1.3d Col. 1:16-17
	3. Describe instruments used in Western traditional instrumental ensembles and in world music ensembles.	Developed	Ongoing	L, Q&A	<i>Music Connections & Essential Elements 2000 Book 1</i>	WA	BCM 3.2 Ps. 150:3-5
	4. Analyze a piece of music with more than one movement using elements of music.	Introduced	Week 11	L, Q&A, A	Repertoire	O, WA	BCM 3.7 1 Cor. 14:7-11
	5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.	Developed	Ongoing	L, Q&A	Listening Examples, Repertoire	O, WA	BCM 3.6, 3.7 Rom. 14:15, 19, 21 1 Cor. 14:7-11
<p><u>Valuing Music/Aesthetic Reflection</u></p> <p>Students demonstrate an understanding of reasons why people value music</p>	1. Practice audience etiquette in selected music settings.	Developed	Ongoing	RC, L, Q&A	Repertoire	O	BCM 3.6 Rom. 14:15, 19, 21
	2. Attend and reflect on a variety of live music performances.	Developed	Ongoing	A	Live Music Performances	WA	BCM 2.5 1 Sam. 16:15-23 Acts 16:25
	3. Communicate ideas about the importance of	Developed	Ongoing	RC, Q&A	Repertoire	O, WA	BCM 1.2, 2.1 Eph. 5:18-19

and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.	music in everyday life. 4. Describe the emotional connection to the musical experience.	Developed	Ongoing	RC, L, Q&A	Repertoire	O	BCM 2.6 2 Sam. 1:17-27 Lamentations
	5. Critique a variety of music performances.	Developed	Ongoing	RC, Q&A, G	Repertoire, Listening Examples	O, WA	BCM 3.9 1 Chron. 15:22
<u>Connections, Relationships and Applications</u> Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.	1. Describe ways that music relates to other art forms using appropriate terminology. 2. Compare in music and other art forms how the characteristic materials of each art (e.g., sound in music, movement in dance) can be used to transform similar events, scenes, emotions or ideas into works of art. 3. Integrate art forms into a well- organized music presentation. 4. Compare and contrast subject matter common to music and other subject areas. 5. Identify different functions and uses of music in their own and other cultures.	Developed	Ongoing	RC, L, Q&A	Repertoire	O, WA	BCM 3.4
		Introduced	Week 25	RC, L, Q&A, A	Repertoire, Examples	O, WA	BCM 3.4
		Introduced	Week 31	RC, L, A	Repertoire	P	BCM 3.4
		Developed	Ongoing	RC, L, Q&A	Repertoire	O, WA	BCM 1.3 Col. 1:16-17
		Developed	Ongoing	RC, L, Q&A, A	Repertoire	O, WA	BCM 2.2 Examples from Israel's history (Genesis, Exodus, Judges, Ezra, Luke, etc.)

	<p>6. Describe roles musicians assume in various cultures and music settings, and identify skills needed for each role.</p> <p>7. Identify various careers for musicians(e.g., in education, in entertainment and to provide technical support).</p>	Developed	Ongoing	L, Q&A, A	Examples	O, WA	<p>BCM 1.5 1 Chron. 15:16-22, 16:4-6, 41-42</p>
		Developed	Ongoing	L, Q&A	Examples	O, WA	<p>BCM 1.5 1 Chron. 15:16-22, 16:4-6, 41-42</p>

Mansfield Christian School
7th Grade
Music Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>			<u>Assessment of Learning Key</u>		
Introduced Developed Reinforced Not Addressed		L – Lecture D – Demonstration Q&A – Question and Answer G – Group Activity RC – Rehearsal Context P – Performance W – Worksheet			O – Teacher observation of student participation during classroom activities or discussion WA – Written Assignment P – Presentation PT – Playing Test *Note: BCM - “Biblical Concept of Music” See pgs 20,21 of <i>Encyclopedia of Bible Truths, Fine Arts/Health</i> By Ruth C. Haycock		
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Resources	Assessment of Learning	Biblical Integration
<u>Historical, Cultural and Social Contexts</u> Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have	1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.	Developed	Week 10-19	L, Q&A, RC	Repertoire & Listening Examples	O	BCM 1.4 Examples from Israel’s history (Genesis, Exodus, Judges, Ezra, Luke, etc.)
	2. Demonstrate how elements of music are used to create various music styles.	Developed	Week 10-19	RC	Repertoire	O	BCM 1.3d Col. 1:16-17
	3. Identify representative music examples from music literature and respond to the style of the historical period of music.	Developed	Week 10-19	L, RC, W	Listening Examples	WA	BCM 1.4
	4. Classify by composer and historical period a varied body of exemplary music works.	Introduced	Week 10-19	L, Q&A, RC	Repertoire and Listening Examples	O, WA	BCM 1.4
		Introduced	Week 10-19	L, Q&A, RC	Teacher resources from college	WA, O	BCM 1.4

influenced the function and role of music in the lives of people.	5. Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.						
<p><u>Creative Expression and Communication</u></p> <p>Students sing, play instruments, improvise, compose, read and notate music.</p>	<p>1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p>2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.</p> <p>3. Respond appropriately to the cues of a conductor.</p> <p>4. Create music compositions using one or more parts in duple, triple and mixed meters.</p> <p>5. Improvise melodies using major scales.</p> <p>6. Read, write and</p>	Developed	Ongoing	RC	Repertoire	O, PT	BCM 3.7, 8, 9 1 Cor. 14:7-11 1 Cor. 14:15-16, 1 Chron. 15:22
		Developed	Ongoing	RC	Repertoire	O, PT	BCM 3.7, 8, 9
		Developed	Ongoing	RC	Repertoire	O	BCM 3.7, 8, 9
		Developed	Week 20-28	L, G, W	?????	WA	BCM 2.5 Num. 10:1-10
		Developed	Week 20-28	D	Scale Sheets & Repertoire	O, WA	BCM 1.3e The Psalms
		Developed	Ongoing	RC	Repertoire	O, WA	BCM 3.7, 8, 9
		Developed	Week	L, Q&A, RC	Scale Sheets &	WA	BCM 2.5 Num. 10:1-10

	perform rhythmic(including dotted rhythms) and melodic patterns in a variety of meters. 7. Identify whole steps, half steps and intervals in major scales. 8. Identify and use key signatures. 9. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B \flat , E \flat , A \flat ; Strings: A, D, G, C, F]. 10. Read and notate melodies in bass clef.	Developed Developed Developed	20-28 Ongoing Ongoing Week 20-28	RC RC RC	Repertoire Scale Sheets & Repertoire Repertoire	O, WA O WA	BCM 2.5 Num. 10:1-10 BCM 2.5 Num. 10:1-10 BCM 2.5 Num. 10:1-10
<u>Analyzing and Responding</u> Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.	1. Apply music vocabulary to describe a varied repertoire of music. 2. Describe use of meter and rhythm in music of various cultures. 3. Analyze form identifying distinct sections of a larger music work. 4. Apply detailed criteria for evaluating quality and effectiveness of music performance and composition.	Developed Developed Developed Developed	Ongoing Ongoing Ongoing Ongoing	L, RC, Q&A RC, L RC, L RC, P, L	Repertoire & Listening Examples Repertoire and Listening Examples Repertoire & Listening Examples Concert Recordings & Other Listening Examples	O, WA O, WA O, WA O, WA	BCM 2.5 Num. 10:1-10
<u>Valuing Music/Aesthetic Reflection</u>	1. Practice audience etiquette in selected music settings.	Developed	Ongoing	L, D, RC	?????	O	BCM 2.5. 3.5b, 3.9 Num. 10:1-10

potential careers in and outside the arts. Students develop a desire for lifelong learning in music.	5 Identify problem-solving and creative thinking skills used in music.	Developed	Week 29-38	L, RC, Q&A	Repertoire & Listening examples	O, WA	
	6. Using elements of music, describe distinguishing characteristics of music from a variety of cultures. 7. Identify exemplary music role models and describe their activities and achievements in the music field.	Developed	Ongoing	L, RC, O&A	Biographies, Examples	W, P	

Mansfield Christian School
8th Grade
Music Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>			<u>Assessment of Learning Key</u>		
Introduced Developed Reinforced Not Addressed		L – Lecture D – Demonstration Q&A – Question and Answer G – Group Activity RC – Rehearsal Context P – Performance W – Worksheet			O – Teacher observation of student participation during classroom activities or discussion WA – Written Assignment P – Presentation PT – Playing Test *Note: BCM - “Biblical Concept of Music” See pgs 20,21 of <i>Encyclopedia of Bible Truths, Fine Arts/Health</i> By Ruth C. Haycock		
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Resources	Assessment of Learning	Biblical Integration
<u>Historical, Cultural and Social Contexts</u> Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have	1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.	Developed	Week 10-19	L, Q&A, RC	Repertoire, Listening Examples	O, WA, P	BCM 1.4 & 2.2 Examples from Israel’s history (Genesis, Exodus, Judges, Ezra, Luke, etc.)
	2. Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.	Developed	Week 10-19	L, Q&A, RC	Repertoire, Listening Examples	O, WA, P	
	3. Compare representative music examples from different historical time periods.	Developed	Week 10-19	L, Q&A, RC	Repertoire, Listening Examples	O, WA	
	4. Compare and contrast selected composers and their works.	Developed	Week 10-19	L, Q&A, RC	Repertoire, Listening Examples	O, WA	
	5. Discuss how	Introduced	Week 10-19	L, Q&A	Music Current Event Publications (Music Ed. Professional Magazines)	O, WA	

influenced the function and role of music in the lives of people.	current developments in music reflect society in reference to themselves, their community and the world around them.						
<p><u>Creative Expression and Communication</u></p> <p>Students sing, play instruments, improvise, compose, read and notate music.</p>	<p>1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p>2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.</p> <p>3. Respond appropriately to the cues of a conductor.</p> <p>4. Create music compositions using one or more parts in duple, triple and mixed meters.</p> <p>5. Improvise melodies using major and minor scales.</p> <p>6. Read, write and perform rhythmic(including</p>	Developed	Ongoing	RC, P	Repertoire	O, PT	<p>BCM 3.7, 8, 9 1 Cor. 14:7-11 1 Cor. 14:15-16, 1 Chron. 15:22</p>
		Developed	Ongoing	RC, P	Repertoire	O, PT	
		Developed	Ongoing	RC, P	Repertoire	O	
		Developed	Week 20-28	L, D, Q&A, W	Examples, Scale Sheets	O, WA	
		Developed	Week 20-28	L, D, Q&A, W, P	Scale Sheets, Examples	O, WA, P	
		Developed	Ongoing	L, D, RC, P, W	Repertoire	O, WA	
		Developed	Week 20-28	L, RC, W	Scale Sheets, Repertoire	O, WA	

	dotted rhythms) and melodic patterns in a variety of meters. 7. Identify whole steps, half steps and intervals in major and natural minor scales. 8. Read and notate melodies in bass clef. 9. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B \flat , E \flat , A \flat . Strings: A, D, G, C, F].	Developed Developed	Week 20-28 Ongoing	L, RC, W L, RC, W	Repertoire, Bass Clef Examples Repertoire, Scale Sheets	O, WA O, WA	
<u>Analyzing and Responding</u> Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.	1. Compare and contrast a varied repertoire of music on the basis of how elements of music are used to make the works unique and expressive. 2. Identify components of larger music works (e.g., symphony, mass, concerto). 3. Identify distinct sections in a larger music work aurally. 4. Use appropriate criteria to support personal preferences for specific music works.	Developed Introduced Introduced Developed	Ongoing Week 10-19 Week 10-19 Ongoing	L, Q&A, W L, Q&A, W L, Q&A, W L, Q&A, RC, W	Repertoire, Listening Examples, Printed Examples Listening Examples, Printed Examples Listening Examples Listening Examples, Teacher Provided Criteria	O, WA, P O, WA O, WA, P O, WA, P	BCM 3.3, 3.5 Examples from Israel's history (Genesis, Exodus, Judges, Ezra, Luke, etc.) Prov. 23:7
<u>Valuing Music/Aesthetic Reflection</u>	1. Practice audience etiquette in selected music settings.	Developed	Ongoing	RC	Repertoire, Examples Repertoire	O	BCM 1.3, 3.5, 3.6 The Psalms

<p>Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.</p>	<p>2. Participate in and reflect on a variety of live music performances and activities. 3. Explain how and why people use and respond to music. 4. Evaluate music performances and compositions based on elements of music. 5. Develop and apply criteria based on elements of music to support personal preferences for specific music works.</p>	<p>Developed</p> <p>Developed</p> <p>Developed</p> <p>Developed</p>	<p>Ongoing</p> <p>Week 29-38</p> <p>Ongoing</p> <p>Week 29-38</p>	<p>L, P, RC, W</p> <p>L, Q&A, W</p> <p>L, Q&A, RC, W</p> <p>L, Q&A, RC, W</p>	<p>Examples</p> <p>Repertoire, Examples</p> <p>Examples</p>	<p>O, WA, P</p> <p>O, WA, P</p> <p>O, WA</p> <p>O, WA, P</p>	<p>Prov. 23:7 Rom. 14:15, 19, 21</p>
<p><u>Connections, Relationships and Applications</u></p> <p>Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers</p>	<p>1. Compare in two or more art forms the common terms and contrasting definitions used for various artistic elements. 2. Describe how roles of creators, performers and others involved in music are similar to or different from those in other art forms. 3. Use technology in creating, performing and/or researching music. 4. Use problem-solving and creative thinking skills</p>	<p>Developed</p> <p>Developed</p> <p>Developed</p> <p>Developed</p> <p>Developed</p>	<p>Week 29-38</p> <p>Ongoing</p> <p>Week 29-38</p> <p>Ongoing</p> <p>Week 29-38</p>	<p>L, Q&A, RC</p> <p>L, Q&A, G, RC</p> <p>D, G</p> <p>L, D, RC</p> <p>L, G, RC</p>	<p>Examples, other art mediums</p> <p>Examples</p> <p>Technology (notation software, recording equipment, etc)</p> <p>Repertoire</p> <p>Examples, Repertoire</p>	<p>WA, P, O</p> <p>O, WA, P</p> <p>WA, P</p> <p>O, P</p> <p>O, WA, P</p>	<p>BCM 1.2, 3.5 Col. 3:16 Prov. 23:7</p>

in and outside the arts. Students develop a desire for lifelong learning in music.	experienced in other disciplines in music. 5. Identify various uses of music in their daily experiences.	Developed	Week 29-38	L, G, RC	Examples	O, WA, P	
	6. Describe characteristics that make their music of choice applicable to their daily experiences. 7. Identify nonperforming careers in music.	Developed	Week 29-38	L, Q&A, G	Examples	O, WA, P	

Mansfield Christian School
9th Grade
Music Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced Developed Reinforced Not Addressed		L – Lecture D – Demonstration G – Group Activity QA – Question and Answer RC – Rehearsal Context A – Assignment					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Resources	Assessment of Learning	Biblical Integration
<u>Historical, Cultural and Social Contexts</u> Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the	1. Recognize and describe form in music literature of various historical periods. 2. Compare various music styles from the United States, other cultures and historical periods 3. Recognize and classify Western music literature by historical periods. 4. Discuss and perform music literature from various composers. 5. Identify the social context from which music of various cultures evolved.	Developed	Ongoing	QA	Repertoire	Observation	*EBT 1.4 Music appeared early in the history of man and has been an important part of every known culture of every age.
		Developed	Ongoing	QA	Repertoire Listening Examples	Observation Compare/Contrast	
		Introduced	Ongoing	L	Listening Examples	QA	
		Reinforced	Ongoing	RC	Repertoire	Observation Journal	
		Developed	Ongoing	RC	Repertoire	QA	

lives of people.							
<p><u>Creative Expression and Communication</u></p> <p>Students sing, play instruments, improvise, compose, read and notate music.</p>	<p>1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures.</p> <p>2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control.</p> <p>3. Respond appropriately to the cues of a conductor or section leader.</p> <p>4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing as part of a group.</p> <p>5. Demonstrate sight-reading abilities.</p> <p>6. Improvise over given chord progressions and symbols.</p> <p>7. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B\flat, E\flat, A\flat; Strings: A, D, G,</p>	Reinforced	Ongoing	RC	Repertoire	Observation	<p>EBT 2.6 Music serves as an outlet for various emotions.</p>
		Reinforced	Ongoing	D	Repertoire	Observation	
		Reinforced	Ongoing	D	Repertoire	Observation	
		Reinforced	Ongoing	RC	Repertoire	Observation	
		Developed	Ongoing	D	Exercises	Demonstration	
				RC	Repertoire	Observation	
		Introduced	Ongoing	D	Exercises	Observation	
		Developed	Ongoing	L	Exercises	Observation	
				A		Demonstration	
		Introduced	Ongoing	D	Exercises	Observation	

	<p>C, F; Vocal/Choral: A, D, G, C, F, B, E].</p> <p>8. Read, perform and/or notate a one-octave chromatic scale, ascending and descending.</p> <p>9. Read and perform music with dotted eighth and sixteenth notes and syncopation in duple, triple and compound meters.</p> <p>10. Define vocabulary in all rehearsed and performed music.</p>	Reinforced	Ongoing	RC	Repertoire	Observation	
		Developed	Ongoing	QA	Exercises Repertoire	Quiz QA	
<p><u>Analyzing and Responding</u></p> <p>Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.</p>	<p>1. Analyze conducting patterns and gestures as they relate to music selections.</p> <p>2. Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.</p> <p>3. Describe basic terminology and symbols used in a varied repertoire of music.</p>	Developed	Ongoing	D RC	Exercises Repertoire	Observation Observation	<p>EBT 3.5 The beliefs, attitudes, and goals of men are reflected in the music they produce and use, or by their lack of disposition to music.</p>
		Developed	Ongoing	RC	Repertoire	QA	
		Reinforced	Ongoing	L RC	Exercises Repertoire	Quiz Observation	
		Developed	Ongoing	RC	Repertoire	Journal	

<p>Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.</p>	<p>different examples of music and other arts disciplines. 2. Identify art forms that involve collaboration with multiple art forms (e.g., musical theater, opera). 3. Apply problem-solving and creative thinking skills used in music to other content areas. 4. Explain the role of technology in creating, performing and listening to music. 5. Incorporate subject matter common to music and other academic areas into a music presentation. 6. Describe the role of music and musicians in various cultures. 7. Determine criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio).</p>	Developed	Ongoing	RC	Exercises	QA	<p>commemoration of historical events, the celebration of victories and other special occasions.</p>
		Developed	Ongoing	RC	Exercises	Observation	
		Developed	Ongoing	L	Listening Examples	QA	
				G	Exercises	Observation	
		Developed	Ongoing	G	Exercises	Observation	
		Developed	Ongoing	RC	Repertoire	Discussion	
		Introduced	Ongoing	G A	Exercises	Observation Rubric	

* Haycock, R. (1993). Encyclopedia of Bible Truths. Purposeful Design Publications, Colorado Springs, CO. p. 20-38.

Mansfield Christian School
10th Grade
Music Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced Developed Reinforced Not Addressed		L – Lecture D – Demonstration G – Group Activity QA – Question and Answer RC – Rehearsal Context A – Assignment					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Resources	Assessment of Learning	Biblical Integration
<u>Historical, Cultural and Social Contexts</u> Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have	1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods.	Developed	Ongoing	L RC	Repertoire	Observation	*EBT 1.4 Music appeared early in the history of man and has been an important part of every known culture of every age.
	2. Interpret various music styles from the United States, other cultures and historical periods.	Developed	Ongoing	RC	Repertoire	Journal	
	3. Discuss and evaluate the performance of music from different historical time periods.	Developed	Ongoing	QA	Examples	Journal	
	4. Examine (e.g., listening, performing, score study) music literature of various composers.	Developed	Ongoing	RC	Repertoire	QA	
	5. Explain how technology has influenced the development of music over time.	Developed	Ongoing	L	Media	QA	

influenced the function and role of music in the lives of people.							
<p><u>Creative Expression and Communication</u></p> <p>Students sing, play instruments, improvise, compose, read and notate music.</p>	1. Interpret selected music while singing or playing alone and/or in ensembles and demonstrate accurate use of various meters and complex rhythms.	Reinforced	Ongoing	RC	Repertoire	Observation	EBT 2.6 Music serves as an outlet for various emotions.
	2. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group.	Reinforced	Ongoing	RC	Repertoire	Observation	
	3. Perform a variety of phrases with attention to pitch and rhythmic accuracy and demonstrate increased independence.	Reinforced	Ongoing	RC	Repertoire	Observation	
	4. Demonstrate sight-reading abilities.	Developed	Ongoing	D	Exercises	Observation	
	5. Improvise over given chord progressions and symbols.	Developed	Ongoing	D	Exercises	Observation	
	6. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B \flat , E \flat , A \flat ; Strings: A, D, G, C, F; Vocal/Choral: E, A, D, G, C, F, B \flat , E \flat , A \flat , D \flat].	Developed	Ongoing	A	Exercises	Quiz	
	7. Read and perform literature appropriate for the instrument	Reinforced	Ongoing	RC	Repertoire	Observation	
		Developed	Ongoing	RC	Repertoire	Observation	
		Developed	Ongoing	RC	Repertoire	Observation	

	<p>studied using the key signatures in Indicator six above.</p> <p>8. Read complex rhythms in mixed meter.</p> <p>9. Incorporate expressive symbols and terms when sight-reading.</p> <p>10. Identify articulations, expressive symbols and terms.</p>	Reinforced	Ongoing	RC	Repertoire	Observation	
<p><u>Analyzing and Responding</u></p> <p>Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.</p>	<p>1. Describe the use of elements of music as they relate to expression in a varied repertoire of music.</p> <p>2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually.</p> <p>3. Respond to conducting patterns and gestures to interpret selected pieces musically.</p> <p>4. Identify traditional harmonic progressions (e.g., I-IV-V-I) in selected repertoire aurally.</p> <p>5. Evaluate the use of elements of music in music examples of contrasting genres and/or cultures.</p>	Reinforced	Ongoing	RC	Repertoire	QA	EBT 3.5 The beliefs, attitudes, and goals of men are reflected in the music they produce and use, or by their lack of disposition to music.
		Developed	Ongoing	RC	Repertoire	QA	
		Reinforced	Ongoing	RC	Repertoire	Observation	
		Developed	Ongoing	RC	Repertoire	QA	
		Developed	Ongoing	RC	Repertoire	QA	
<u>Valuing</u>	1. Describe how the	Reinforced	Ongoing	QA	Listening Examples	Journal	EBT 3.6

<p><u>Music/Aesthetic Reflection</u></p> <p>Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.</p>	<p>use of elements of music affects the aesthetic impact of a music selection.</p> <p>2. Explain how people from different backgrounds use and respond to music and cite specific examples.</p> <p>3. Defend choices of music works and performances based on knowledge of music concepts.</p>	Developed	Ongoing	QA	Examples	QA	<p>Our use of music should be for the glory of God and should be tempered by its effect on others and our concern for them.</p>	
		Developed	Ongoing	QA	Repertoire	Assignment Observation		
<p><u>Connections, Relationships and Applications</u></p> <p>Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning</p>	<p>1. Explain how the creative process is used in similar and different ways in the arts.</p> <p>2. Apply problem-solving and creative thinking skills used in music to other content areas.</p> <p>3. Demonstrate one or more uses of technology in creating, performing and listening to music.</p> <p>4. Incorporate subject matter common to music and other academic areas into a music presentation.</p> <p>5. Use accurate music terminology to describe similarities and differences in music from various cultures.</p>	Developed	Ongoing	QA	Examples	Journal	<p>EBT 2.2 Music has a rightful place in the commemoration of historical events, the celebration of victories and other special occasions.</p>	
		Developed	Ongoing	RC	Exercises	Observation		
		Developed	Ongoing	D	Examples	Observation		
		Developed	Ongoing	G	Examples	Presentation		
		Developed	Ongoing	RC	Repertoire	Observation		
		Introduced	Ongoing	L	Examples	Journal		

in music.	6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/ community music organizations, arts advocacy, consumer).						
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* Haycock, R. (1993). Encyclopedia of Bible Truths. Purposeful Design Publications, Colorado Springs, CO. p. 20-38.

**Mansfield Christian School
11th Grade
Music Curriculum Guide**

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced Developed Reinforced Not Addressed		L – Lecture D – Demonstration G – Group Activity QA – Question and Answer RC – Rehearsal Context A – Assignment WP – Written Practice GW – Guided Writing I – Investigation					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Resources	Assessment of Learning	Biblical Integration
<u>Historical, Cultural and Social Contexts</u> Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political	1. Identify and trace the development of music forms across historical periods. 2. Analyze various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created. 3. Compare and contrast the performance practices of music from various historical periods. 4. Compare and contrast music selections from various composers and describe the distinguishing	Introduced	Ongoing	L	Examples	Observation	*EBT 1.4 Music appeared early in the history of man and has been an important part of every known culture of every age.
		Developed	Ongoing	RC	Repertoire	Observation	
		Introduced	Ongoing	QA	Examples	Journal	
		Introduced	Ongoing	QA	Examples	Observation	
		Introduced	Ongoing	QA	Discussion	Observation	

forces that have influenced the function and role of music in the lives of people.	characteristics of their works. 5. Explain how music reflects the political events of history.						
<p><u>Creative Expression and Communication</u></p> <p>Students sing, play instruments, improvise, compose, read and notate music.</p>	<p>1. Prepare and perform accurately a varied repertoire of music incorporating complex meters and rhythms in major and minor keys</p> <p>2. Perform an appropriate part in an ensemble and demonstrate well-developed ensemble skills.</p> <p>3. Demonstrate advanced tonal concepts in singing or playing an instrument.</p> <p>4. Sing or play music compositions incorporating elements of music and demonstrating an understanding of music style and form.</p> <p>5. Improvise over given chord progressions and symbols.</p>	Reinforced	Ongoing	RC	Repertoire	Observation	EBT 2.6 Music serves as an outlet for various emotions.
		Reinforced	Ongoing	RC	Repertoire	Observation	
		Reinforced	Ongoing	RC	Repertoire	Observation	
		Reinforced	Ongoing	RC	Repertoire	Observation	
		Developed	Ongoing	D	Exercises	Observation	
		Reinforced	Ongoing	WP	Exercises	Quiz	

	<p>6. Identify and/or notate concert pitch major scales [i.e., Band: D, G, C, F, B\flat, E\flat, A\flat; Strings: E, A, D, G, C, F, B\flat; Vocal/Choral: B, E, A, D, G, C, F, B\flat, E\flat, A\flat, D\flat].</p> <p>7. Read and perform music literature in a wide variety of major and minor keys.</p> <p>8. Read and perform music literature that incorporates modal scales.</p> <p>9. Identify homophonic and polyphonic texture.</p> <p>10. Interpret articulations, expressive symbols and terms when performing.</p>	Reinforced	Ongoing	RC	Repertoire	Observation	
		Introduced	Ongoing	RC	Repertoire	Observation	
		Developed	Ongoing	RC	Repertoire	Observation	
		Reinforced	Ongoing	RC	Repertoire	Observation	
<p><u>Analyzing and Responding</u></p> <p>Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the</p>	<p>1. Demonstrate extensive knowledge of the technical vocabulary of music.</p> <p>2. Analyze a given work on the basis of how elements of music are used in the selection to make it unique.</p> <p>3. Analyze how</p>	Reinforced	Ongoing	RC	Repertoire	Observation	EBT 3.5 The beliefs, attitudes, and goals of men are reflected in the music they produce and use, or by their lack of disposition to music.
		Reinforced	Ongoing	QA	Discussion	Journal	
		Reinforced	Ongoing	RC	Repertoire	Observation	

<p>creating and performing of music by using appropriate criteria.</p>	<p>conducting patterns and gestures relate to musical interpretation of various selections. 4. Identify traditional harmonic progressions (e.g., I-vi-IV-V-I) in selected repertoire aurally. 5. Evaluate a selected performance of a specific music work based on selected criteria and musical interpretation.</p>	<p>Developed</p> <p>Reinforced</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>RC</p> <p>D</p> <p>RC</p>	<p>Repertoire</p> <p>Examples</p> <p>Repertoire</p>	<p>Observation</p> <p>Journal</p> <p>Observation</p>	
<p><u>Valuing Music/Aesthetic Reflection</u></p> <p>Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.</p>	<p>1. Critique their performances or compositions in terms of aesthetic qualities. 2. Discuss how the purpose, meaning and value of music works change because of the impact of life experiences. 3. Evaluate music works and performances using criteria for aesthetic qualities.</p>	<p>Reinforced</p> <p>Developed</p> <p>Developed</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>GW</p> <p>QA</p> <p>GW</p>	<p>Media</p> <p>Discussion</p> <p>Discussion</p>	<p>Journal</p> <p>Observation</p> <p>Journal</p>	<p>EBT 3.6 Our use of music should be for the glory of God and should be tempered by its effect on others and our concern for them.</p>
<p><u>Connections, Relationships and Applications</u></p> <p>Students identify</p>	<p>1. Explain how the roles of creators, performers and others involved in the production and</p>	<p>Developed</p>	<p>Ongoing</p>	<p>L</p>	<p>Examples</p>	<p>Journal</p>	<p>EBT 2.2 Music has a rightful place in the commemoration</p>

<p>similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts.</p> <p>Students develop a desire for lifelong learning in music.</p>	<p>presentation of the arts are similar and different.</p> <p>2. Apply problem-solving and creative thinking skills used in music to other content areas.</p> <p>3. Use technology to create and/or perform various forms of music.</p> <p>4. Incorporate subject matter common to music and other academic areas into a music presentation.</p> <p>5. Compare a music work with another work of art (e.g., dance, drama, visual art) from the same culture on the basis of similar nonarts influences.</p> <p>6. Use criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio, college audition/admission, studio musician experience).</p>	Developed	Ongoing	RC	Exercises	Observation	<p>of historical events, the celebration of victories and other special occasions.</p>
		Developed	Ongoing	D	Exercises	Performance	
		Developed	Ongoing	D	Examples	Presentation	
		Developed	Ongoing	QA	Discussion	Journal	
		Introduced	Ongoing	I	Discussion	Journal	

* Haycock, R. (1993). Encyclopedia of Bible Truths. Purposeful Design Publications, Colorado Springs, CO. p. 20-38.

Mansfield Christian School
12th Grade
Music Curriculum Guide

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced Developed Reinforced Not Addressed		L – Lecture D – Demonstration G – Group Activity QA – Question and Answer RC – Rehearsal Context A – Assignment WP – Written Practice I – Investigation VE – Verbal Explanation					
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Resources	Assessment of Learning	Biblical Integration
<u>Historical, Cultural and Social Contexts</u> Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role	1. Evaluate how music forms are influenced by history.	Reinforced	Ongoing	QA	Discussion	Observation	*EBT 1.4 Music appeared early in the history of man and has been an important part of every known culture of every age.
	2. Critique various music styles from the United States, other cultures and historical periods.	Reinforced	Ongoing	L	Discussion	Journal	
	3. Describe and demonstrate authentic performance practice representing the stylistic periods of music history.	Reinforced	Ongoing	RC	Repertoire	Journal	
	4. Demonstrate through performance the stylistic differences of various composers and their works.	Reinforced	Ongoing	RC	Repertoire	Observation	
	5. Explain how music reflects the social events of history.	Reinforced	Ongoing	QA	Discussion	Journal	

of music in the lives of people.							
<p><u>Creative Expression and Communication</u></p> <p>Students sing, play instruments, improvise, compose, read and notate music.</p>	1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.	Reinforced	Ongoing	RC	Repertoire	Observation	<p>EBT 2.6 Music serves as an outlet for various emotions.</p>
	2. Sing or play a significant music composition incorporating elements of music and demonstrating an understanding of music styles and form.	Reinforced	Ongoing	RC	Repertoire	Observation	
	3. Improvise over given chord progressions and symbols.	Reinforced	Ongoing	RC	Exercises	Observation	
	4. Sight-read major, minor and chromatic melodies.	Developed	Ongoing	D	Exercises	Observation	
	5. Identify and/or notate concert pitch major scales and selected minor forms [i.e., Band: D, G, C, F, B \flat , E \flat , A \flat , D \flat , G \flat ; Strings: E, A, D, G, C, F, B \flat , E \flat , A \flat ; Vocal/Choral: C \sharp , F \sharp , B, E, A, D, G, C, F, B \flat , E \flat , A \flat , D \flat , G \flat , C \flat].	Reinforced	Ongoing	WP	Exercises	Quiz	
	6. Interpret music symbols and terms expressively when performing a varied repertoire of music.	Reinforced	Ongoing	RC	Repertoire	Observation	
<p><u>Analyzing and Responding</u></p> <p>Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music</p>	1. Describe compositional devices and techniques (e.g., motives, imitation, suspension, retrograde) that are used to provide unity, variety and tension and release in a music work.	Reinforced	Ongoing	RC	Repertoire	Journal	<p>EBT 3.5 The beliefs, attitudes, and goals of men are reflected in the music they produce and use, or by their lack of disposition to music.</p>
	2. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.	Reinforced	Ongoing	RC	Repertoire	Observation	
3. Identify traditional							

by using appropriate criteria.	harmonic progressions (e.g., I, vi, IV, ii, V7, I) in selected repertoire aurally. 4. Evaluate multiple performances of a specific music work based on selected criteria and musical interpretation.	Reinforced Reinforced	Ongoing Ongoing	RC VE	Repertoire Examples	Observation Observation Journal	
<u>Valuing Music/Aesthetic Reflection</u> Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.	1. Respond to aesthetic qualities of a performance intellectually using music terminology. 2. Form a personal philosophy about the purpose of music. 3. Explain how the purpose, meaning and value of selected music works change because of the impact of life experiences. 4. Alter music works, performances or composition presentations to enhance the quality of the music selection.	Reinforced Reinforced Reinforced Reinforced	Ongoing Ongoing Ongoing Ongoing	RC L QA D	Examples Examples Examples Repertoire Examples	Observation Written Work Journal Observation	EBT 3.6 Our use of music should be for the glory of God and should be tempered by its effect on others and our concern for them.
<u>Connections, Relationships and Applications</u> Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers	1. Recognize aesthetic characteristics common to all art forms. 2. Apply creative thinking and problem-solving skills used in music to other content areas. 3. Use technology to create and/or perform various forms of music. 4. Incorporate subject matter common to music and other academic areas into a music presentation. 5. Compare and contrast different roles musicians assume in various cultures and music settings, and describe skills and training needed.	Reinforced Reinforced Reinforced Reinforced Reinforced	Ongoing Ongoing Ongoing Ongoing Ongoing	QA RC D D QA	Examples Exercises Exercises Examples Examples	Observation Journal Observation Performance Presentation Journal	EBT 2.2 Music has a rightful place in the commemoration of historical events, the celebration of victories and other special occasions.

<p>in and outside the arts.</p> <p>Students develop a desire for lifelong learning in music.</p>	<p>6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).</p>	<p>Reinforced</p>	<p>Ongoing</p>	<p>I</p>	<p>Examples</p>	<p>Journal</p>	
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* Haycock, R. (1993). Encyclopedia of Bible Truths. Purposeful Design Publications, Colorado Springs, CO. p. 20-38.

FINE ARTS SCOPE & SEQUENCE

I: Introduced D: Developed R: Reinforced

<i>FINE ARTS – MUSIC DEPT.</i>	EARLY ED	K	1	2	3	4	5	6	7	8	9	10	11	12
Rhythm														
Beat	I	I	D	D	D	D	D	D	D	D	R	R	R	R
Meter			I	D	D	D	D	D	D	D	R	R	R	R
Duration		I	D	D	D	D	D	D	D	D	R	R	R	R
Rhythm Patterns	I	I	I	D	D	D	D	D	D	D	R	R	R	R
Melody														
Pitch		I	D	D	D	D	D	D	D	D	R	R	R	R
Melodic Contour		I	D	D	D	D	D	D	D	D	R	R	R	R
Step/ Leap/ Repeat			I	D	D	D	D	D	D	D	R	R	R	R
Melodic Patterns			I	D	D	D	D	D	D	D	R	R	R	R
Phrases		I	D	D	D	D	D	D	D	D	R	R	R	R
Scales/ Tonality					I	D	D	D	D	D	D	D	R	R
Harmony														
Texture		I	I	D	D	D	D	D	D	D	R	R	R	R
Chords				I	D	D	D	D	D	D	D	D	R	R
Linear Harmony					I	I	D	D	D	D	D	D	R	R
Tone Color														
Environmental Sounds	I	I	D											
Vocal Sounds	I	I	D	D	D	D	D	D	D	D	R	R	R	R
Instrumental Sounds	I	I	D	D	D	D	D	D	D	D	R	R	R	R
Form														
Forms	I	I	D	D	D	D	D	D	D	D	R	R	R	R
Expressive Qualities														
Style	I	I	D	D	D	D	D	D	D	D	D	D	R	R
Dynamics	I	I	D	D	D	D	D	D	D	D	R	R	R	R
Tempo	I	I	D	D	D	D	D	D	D	D	R	R	R	R
Using the Voice/ Singing Skills	I	I	D	D	D	D	D	D	D	D	R	R	R	R
Moving	I	I	D	D	D	D	D	D			R	R	R	R
Playing Instruments	I	I	D	D	D	D	D	D	D	D	R	R	R	R
Listening	I	I	D	D	D	D	D	D	D	D	R	R	R	R
Creating		I	D	D	D	D	R	R						
Improvisation										I	D	D	D	R
Note Reading			I	D	D	D	D	D	D	D	R	R	R	R
Performance Etiquette	I	I	D	D	D	D	D	D	D	D	R	R	R	R
Playing the Keyboard							I	D						
Basic Band Class [Recorder (Flutophone)]						I								
5 th Grade Beginning Band							I							
6 th Grade Intermediate Band								D						
Junior High Band									D	D				
High School Band											D	D	R	R
Blue Flame Jazz Band										I	D	D	R	R

