

# Philosophy of Music Education

Music is basic to a truly Christian education. The Bible is filled with references to music. It establishes music making as an important part of worship for all Christians. The two-pronged goal of a Christ-centered music program should be to enable a child not only to participate in uplifting musical activities but also to make the kinds of musical choices that will build him up in the Lord. If we are to assist students in growing in the grace and knowledge of Christ (II Peter 3:18), then the subjects they study should relate directly to this goal.

## Kindergarten

- A. Apply skills and knowledge to perform in the arts
  1. Demonstrate uses of the voice, proper instrumental technique, and steady beat
  2. Sing and play music from a variety of styles and cultures
  3. Sing and play expressively utilizing extreme opposites of dynamics and interpretation
  4. Sing melodies with confidence in a large group
  5. Follow cues of the conductor to begin and for a cut-off
  6. Play a steady beat
  7. Replicate short rhythmic and melodic patterns
  8. Play a steady beat in a group while other students sing a song.
  9. Use a system to read quarter notes and quarter rests.
  10. Use a system to read two or more pitches (sol-mi)
  11. Recognize contrasting expressions of music.
  
- B. Apply skills and knowledge to create in the arts
  1. Create through exploration, improvisation, and composition, an accompaniment for a selection with nonpitched percussion classroom instruments.
  2. Create through exploration, improvisation, and composition, an answer to a melodic question
  3. Create vocal embellishments for a song or rhyme
  4. Create a song about self and family
  5. Use a variety of traditional and nontraditional sound sources and electronic media when composing, arranging, and improvising appropriate to kindergarten
  6. Add vocal and physical responses to a selection presented in kindergarten
  7. All students will analyze, describe, and evaluate works of art
  8. Identify echo songs and recognize the same and different sections of the music when presented aurally
  9. Use invented or standard notation to transcribe increasingly difficult rhythms and melodies

10. .3 Describe the music performed and presented in kindergarten by moving, drawing, or through other appropriate responses.
11. Introduce music vocabulary emphasizing opposites i.e. fast/slow, loud/soft
12. Categorize the timbre of non-pitched percussion instruments. Identify male, female, and children's voices
13. Devise student-created criteria for objective evaluation of performances and compositions
14. Identify and support personal reactions to a musical selection
15. Understand, analyze, and describe the arts in their historical, social, and cultural contexts
16. Identify and describe distinguishing characteristics of starkly contrasting styles
17. Describe how elements of art are used in examples from world cultures, using music performed and presented in kindergarten
18. Demonstrate audience appropriate behavior for the context and style of music presented and performed in kindergarten

C. Recognize, analyze, and describe connections among the arts, between the arts and other disciplines, and everyday life

1. Observe and identify similarities and differences in the meanings of common vocabulary used in the various kindergarten arts.
2. Observe and identify cross-curricular connections within the kindergarten curriculum
3. Discuss the various rationales for using music in daily experiences.

## 1st Grade

A. Apply skills and knowledge to perform in the arts

1. Demonstrate uses of the voice, proper instrumental technique, steady beat and melodic rhythm
2. Sing and play music from memory songs representing several cultures
3. Sing and play expressively with phrasing and interpretation
4. Sing melodies with confidence in a small group
5. Follow cues of the conductor for expressive qualities
6. Play a variety of rhythmic instruments
7. Replicate longer rhythmic and melodic patterns
8. Play instrumental parts in a group while other students sing or recite rhymes
9. Use a system to read quarter notes, quarter rests and eighth notes.
10. Use a system to read four or more pitches (so,mi, la, do)
11. Perform a variety of expressions of music

B. Apply skills and knowledge to create in the arts

1. Create through exploration, improvisation, and composition, an accompaniment for a selection with nonpitched percussion classroom instruments and voices.

2. Create through exploration, improvisation, and composition, an answer to a melodic question
  3. Create vocal and rhythmic embellishments for a song or rhyme
  4. Create a song about community
  - 5... Use a variety of traditional and nontraditional sound sources and electronic media when composing, arranging, and improvising appropriate to 1st grade
  6. Add vocal and physical responses to a selection presented in 1st grade
- C. All students will analyze, describe, and evaluate works of art
1. Identify call and response, solo, chorus, and ABA when presented aurally
  2. Use invented or standard notation to transcribe increasingly difficult rhythms and melodies
  3. Describe the music performed and presented in 1st grade by moving, drawing, or through other appropriate responses.
  4. Introduce vocabulary for the elements of music i.e., melody, harmony, rhythm, tone color and form
  5. Identify the timbre of pitched classroom instruments
  6. Devise student-created criteria for objective evaluation of performances and compositions
  7. Introduce aesthetic responses to music
- D. Understand, analyze, and describe the arts in their historical, social, and cultural contexts
1. Identify and describe distinguishing characteristics of several different styles presented in first grade
  2. Describe how the elements of music are used in examples from world cultures, using music performed and presented in 1st grade
  3. Demonstrate audience appropriate behavior for the context and style of music presented and performed in 1st grade
- E. Recognize, analyze, and describe connections among the arts, between the arts and other disciplines, and everyday life
1. Observe and identify similarities and differences in the meanings of common vocabulary used in the various 1st grade arts.
  2. Observe and identify cross-curricular connections within the 1st grade curriculum
  3. Discuss the various rationales for using music in daily experiences.

## **Second Grade**

- A. Apply skills and knowledge to perform in the arts
1. Use developmentally appropriate singing voice and physically show melodic contour
  2. Sing and play music from memory songs representing various cultures and genres
  3. Sing and play expressively with phrasing and dynamics
  4. Sing an ostinato

5. Respond to the cues of the conductor for dynamic levels and expressive qualities
6. Play melodic instruments
7. Expand the complexity of patterns
8. Play instrumental parts independently
9. Use a system to read quarter notes and rests, eighth notes and half notes
10. Use a system to read pitch notation for a pentatonic scale
11. Know and use beginning vocabulary for articulation and tempo

B. Apply skills and knowledge to create in the arts

1. Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments
2. Create through exploration, improvisation, and composition, answers that are rhythmic and melodic
3. Create through exploration, improvisation, and composition, rhythmic variations for a familiar song
4. Create a pentatonic instrumental song
5. Use a variety of traditional and nontraditional sound sources and electronic media when composing, arranging, and improvising appropriate to 2nd grade
6. Add vocal and physical responses to a selection presented in 2nd grade
7. All students will analyze, describe, and evaluate works of art
8. Identify phrases, verse, and refrain when presented aurally
9. Use invented or standard notation to transcribe increasingly difficult rhythms and melodies
10. Describe the music performed and presented in 2nd grade
11. Introduce vocabulary to describe the qualities of various styles
12. Identify the timbre of instrument families
13. Devise student-created criteria for objective evaluation of performances and compositions
14. Support aesthetic responses to musical works and styles

C. Understand, analyze, and describe the arts in their historical, social, and cultural contexts

1. Identify and describe distinguishing characteristics of several different styles presented in 2nd grade
2. Describe how the elements of music are used in examples from world cultures, using music performed and presented in 2nd grade
3. Demonstrate audience appropriate behavior for the context and style of music presented and performed in 2nd grade

D. Recognize, analyze, and describe connections among the arts, between the arts and other disciplines, and everyday life

1. Observe and identify similarities and differences in the meanings of common vocabulary used in the various 2nd grade arts.
2. Observe and identify cross-curricular connections within the 2nd grade curriculum
3. Discuss the various rationales for using music in daily experiences.

## Third Grade

- A. Apply skills and knowledge to perform in the arts
  1. Use developmentally appropriate singing voice, sing melodies accurately and physically demonstrate micro and macro beat
  2. Continue to develop repertoire
  3. Sing and play expressively utilizing a broader continuum of dynamics and interpretation
  4. Sing melodies with confidence in a large group
  5. Blend timbres and match dynamic levels in response to the cues of the conductor
  6. Play rhythmic and chordal ostinati and melodies
  7. Expand the complexity of patterns
  8. Play instrumental parts independently while other students sing
  9. Use a system to read quarter notes and rests, eighth notes, half notes and whole notes
  10. Use a system to read pitch notation for a major scale
  - 11... Perform music with a variety of expressive qualities, articulation and tempo
  
- B. Apply skills and knowledge to create in the arts
  1. Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments
  2. Create through exploration, improvisation, and composition, answers that are rhythmic and melodic
  3. Create through exploration, improvisation, and composition, melodic embellishments for a familiar song
  4. Create an instrumental song with lyrics
  5. Use a variety of traditional and nontraditional sound sources and electronic media when composing, arranging, and improvising appropriate to 3rd grade
  6. Add vocal and physical responses to a selection presented in 3rd grade
  7. All students will analyze, describe, and evaluate works of art
  8. Identify round and canon when presented aurally
  9. Use invented or standard notation to transcribe increasingly difficult rhythms and melodies
  10. Describe the music performed and presented in 3rd grade by moving, drawing, or through other appropriate responses
  11. With teacher guidance, use music vocabulary to analyze, describe, and evaluate music of various styles
  12. Identify the timbre of instrument in string, brass, woodwinds, and percussion families
  13. Devise student-created criteria for objective evaluation of performances and compositions
  14. Use music vocabulary to express personal reactions for musical works and styles

15. Understand, analyze, and describe the arts in their historical, social, and cultural contexts
  16. Identify and describe distinguishing characteristics of contrasting styles
  17. Describe how elements of music are used in examples from world cultures, using music performed and presented in 3rd grade
  18. Demonstrate audience appropriate behavior for the context and style of music presented and performed in 3rd grade
- C. Recognize, analyze, and describe connections among the arts, between the arts and other disciplines, and everyday life
1. Observe and identify similarities and differences in the meanings of common vocabulary used in the various 3rd grade arts.
  2. Observe and identify cross-curricular connections within the 3rd grade curriculum
  3. Discuss the various rationales for using music in daily experiences.

## **Fourth Grade**

- A. Apply skills and knowledge to perform in the arts
1. Sing and play in a small group with accurate pitch, intonation, rhythm, and technique within various music contexts
  2. Expand repertoire
  3. Sing and play expressively with understanding, expressively with appropriate dynamics, phrasing and interpretation
  4. Sing melodies with confidence in a large group
  5. Blend timbres and match dynamic levels in response to the cues of the conductor
  6. Play rhythmic, melodic and harmonic instruments
  7. Perform with accuracy, rhythmic, and melodic patterns
  8. Play instrumental parts independently while other students sing a contrasting part
  9. Use a system to read quarter notes and rests, eighth notes, half notes and whole notes
  10. Use a system to read pitch notation for a minor scale
  11. Recognize the basic expressive markings of music
- B. Apply skills and knowledge to create in the arts
1. Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments
  2. Create through exploration, improvisation, and composition, answers that are rhythmic and melodic
  3. Create through exploration, improvisation, and composition, melodic embellishments for a familiar song
  4. Arrange a song in various ways
  5. Use a variety of traditional and nontraditional sound sources and electronic media when composing, arranging, and improvising appropriate to 4th grade

6. Add vocal and physical responses to a selection presented in 4th grade
  7. All students will analyze, describe, and evaluate works of art
  8. Identify theme and variation, coda, D. S. D. C. and other forms when presented aurally
  9. Use invented or standard notation to transcribe increasingly difficult rhythms and melodies
  10. Describe the music performed and presented in 4th grade by moving, drawing, or through other appropriate responses
  11. In small groups, use music vocabulary to analyze, describe, and evaluate music
  12. Identify the timbre of non-Western instruments
  13. Devise student-created criteria for objective evaluation of performances and compositions
  14. Use music vocabulary and aesthetic vocabulary to describe personal responses to music
- C. Understand, analyze, and describe the arts in their historical, social, and cultural contexts.
1. Describe distinguishing instrumentation of music genres and styles from various cultures
  2. Describe how elements of music are used in examples from world cultures, using music presented and performed in the 4th grade
  3. Demonstrate audience appropriate behavior for the context and style of music presented and performed in 4th grade
  4. Recognize, analyze, and describe connections among the arts, between the arts and other disciplines and everyday life
  5. Observe and identify similarities and differences in the meanings of common vocabulary used in the various 4th grade arts
  6. Observe and identify cross-curricular connections within the 4th grade curriculum
  7. Discuss the various rationales for using music in daily experiences.

## **Fifth Grade**

- A. Apply skills and knowledge to perform in the arts
1. Sing and play in a small group with accurate pitch, intonation, rhythm, and technique and tempo within various music contexts
  2. Sing from memory and play a varied repertoire of music representing genres and styles from diverse cultures
  3. Sing and play expressively with understanding, expressively with appropriate dynamics, phrasing, and interpretation
  4. Sing melodies with confidence in a large group
  5. Demonstrate ensemble techniques by blending timbre, matching dynamic levels, and responding to the cues of the conductor
  6. Demonstrate technical skills on rhythmic, melodic and harmonic instruments
  7. Perform rhythmic and melodic patterns when presented aurally

8. Play instrumental parts independently while other students sing a contrasting part
9. Use a system to read rhythmic notation in various meters
10. Use a system to read pitch notation in various tonalities
11. Recognize the basic expressive markings of music and demonstrate their understanding through performance

B. Apply skills and knowledge to create in the arts

1. Create through exploration, improvisation, and composition, rhythmic and melodic melodic ostinati accompaniments
2. Create through exploration, improvisation, and composition, answers in the same style to given rhythmic and melodic phrases
3. Create through exploration, improvisation, and composition, simple rhythmic variations and simple melodic embellishments on familiar melodies
4. Create and arrange songs and instrumental pieces within specified guidelines
5. Use a variety of traditional and nontraditional sound sources and electronic media when composing, arranging, and improvising
6. Create and arrange music to accompany readings, dramatizations, or visual media

C. All students will analyze, describe, and evaluate works of art

1. Identify music forms when presented aurally
2. Use invented or standard notation to transcribe music
3. Understand and respect that there are different responses to specific art works in a global community
4. Use music vocabulary to analyze, describe, and evaluate music
5. Identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices
6. Devise criteria for objective evaluation of performances and compositions
7. Explain, using music vocabulary, personal aesthetic response to music

D. Understand, analyze, and describe the arts in their historical, social, and cultural contexts

1. Describe distinguishing characteristics of representative music genres and styles from various historic periods and cultures
2. Describe how elements of music are used in examples from world cultures
3. Demonstrate audience appropriate behavior for the context and style of music presented and performed in 5th grade
4. M.5.5 Recognize, analyze, and describe connections among the arts, between the arts and other disciplines and everyday life

E. Observe and identify similarities and differences in the meanings of common vocabulary used in the various arts.

1. Observe and identify cross-curricular connections
2. Discuss the various rationales for using music in daily experiences.



## Sixth Grade

- A. Apply skills and knowledge to perform in the arts
  1. Sing and play with expression and technical accuracy, an increasingly diverse repertoire of literature at developmentally-appropriate levels.  
Perform one song from memory
  2. Sing melodies with confidence in a large group
  3. Sing and play accurately in both small groups and large ensembles, with appropriate technique and breath control
  4. Use technology in a variety of ways in musical performance
  5. . Sing and play accurately in both small groups and large ensembles, with appropriate technique and breath control
  
- B. Apply skills and knowledge to create in the arts
  1. Improvise tonic accompaniments
  2. Embellish a melody of rhythmic pattern in various ways
  3. Improvise short melodies consistent in style, meter, and tonality
  4. Compose short pieces to communicate ideas and/or stories
  5. Demonstrate an understanding of some instrumental and vocal ranges
  6. Use a variety of traditional and nontraditional sound sources when composing, arranging, and improvising
  
- C. All students will analyze, describe, and evaluate works of art
  1. Identify and describe specific musical elements and events in a given aural example using appropriate terminology
  2. Identify elements of music used in music of diverse genres and styles
  3. Sing and play accurately in both small groups and large ensembles, with appropriate technique and breath control
  4. Develop criteria based on musical knowledge and personal reflection to evaluate the quality and effectiveness of music performance. Apply these criteria as self-evaluation when performing and creating.
  5. Evaluate the quality and effectiveness of one's own and other's musical performance and creations by applying specific and appropriate criteria, and offering constructive suggestions for improvement
  
- D. Understand, analyze, and describe the arts in their historical, social, and cultural contexts
  1. Identify a repertoire of music from diverse cultures
  2. Classify by genre a varied body of exemplary musical works
  3. Compare, in several cultures of the world, the functions music serves
  
- E. Recognize, analyze, and describe connections among the arts, between the arts and other disciplines and everyday life
  1. Identify characteristic materials of each art form
  2. List musical elements and find a connection to at least one other discipline
  3. Identify at least one artistic application of current technology in music