

DIOCESE OF SAVANNAH

Music Curriculum

Kindergarten – Grade 8

Fall 2021



MUSIC CURRICULUM

2021

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MUSIC CURRICULUM

2021

Acknowledgements

The Diocese of Savannah Office of Catholic Schools thanks the members of the 2021 Integrated Arts – Music Curriculum Revision Committee for their time, dedication and commitment to the process of developing a well-rounded rigorous curriculum steeped in Catholic knowledge and tradition.

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MUSIC CURRICULUM

2021

Introduction

The Diocese of Savannah Integrated Arts Curriculum develops students who are intellectual, social, moral and spiritual life-long learners. Music is a part of daily life and essential to the development of the whole child: physical, emotional, mental, and spiritual. Music fosters creative thinking, logical reasoning, problem solving, emotional intelligence, and resilience across all subject areas. Furthermore, Music teaches the skills of self-expression, self-reflection, respectful communication, and open-mindedness, all of which generate an appreciation for one's own place in school and society as well as an appreciation for the diverse talents and cultures of others.

The program is divided into sections:

- Student Information – characteristics of a student in a particular grade level and skills they are expected to acquire in the current year to assure they will enter the following year's classroom with confidence, ready for success.
- Co-Requisite Standards – essential moral and life-skills benchmarks in the education of students taught through the lens of Catholicism.
 - Catholic Identity - divided into common grade level principles based upon church documents and The Cardinal Newman Society Catholic Curriculum Standards (highlighted in purple)
 - Critical Thinking
 - Communication
 - Collaboration
 - Creativity
- Georgia Standards of Excellence

MUSIC CURRICULUM

KINDERGARTEN – GRADE 2

2021

KINDERGARTEN – GRADE 2 NARRATIVE

Kindergarten – Grade 2 learners are curious, spontaneous, hands-on, and energetic. They are full of wonder which helps them explore music. This student learns about music best through active involvement. Learning opportunities may include singing, dancing/movement, playing musical instruments, active listening, composing, and relating music to events/holidays in their lives. They may find music and rhythm all around them in everyday sounds and events. They may begin to recognize several music symbols, opportunities for music composition and notation, basic music history, and music genres.

CHARACTERISTICS OF THE LEARNER	CONTENT AREA SKILLS	CONCEPTS
<ul style="list-style-type: none"> ❖ Hands-on/explorative ❖ Active/Independent learners ❖ Engages in student-centered activities ❖ Observant/Inquisitive ❖ Make connections to everyday world ❖ Learning to accept / respect differences ❖ In need of security ❖ Concrete learners, gradually transitioning to abstract 	<ul style="list-style-type: none"> ❖ Speaks in clear sentences ❖ Waits for turn to speak ❖ Listens to others attentively and respectfully ❖ Retells familiar stories ❖ Asks questions ❖ Represents ideas with pictures and words ❖ Displays appropriate group time behavior ❖ Follows directions ❖ Verbalizes/write/draws ideas or concepts ❖ Memorizes ❖ Makes connections ❖ Distinguishes between fact/fiction ❖ Uses learned knowledge to make real world applications ❖ Analyzes material with guidance ❖ Firm understanding of expectations ❖ Maintains focus 	<ul style="list-style-type: none"> ❖ Responding ❖ Creating ❖ Performing ❖ Connecting

CO-REQUISITE STANDARDS

CATHOLIC IDENTITY

Principle:

Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society

K-2.MU.CI

SWBAT demonstrate ways in which music is essential to the rites and rituals of the Catholic Church through active participation.

K-2.MU.CI

SWBAT identify ways in which music is essential to the rites and rituals of the Catholic Church.

K-2.MU.CI

SWBAT sing from memory responses and simple songs for songs at Mass.

Principle:

Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God

K-2.MU.CI

SWBAT explain that music can enhance an individual's ability to deepen their spirituality and experience of God.

K-2.MU.CI

SWBAT recognize and identify various sung portions of the Mass are taken from Scripture.

Principle:

Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ

K-2.MU.CI

SWBAT identify, create and perform music pieces that demonstrate Catholic beliefs and glorify God.

Principle:

Encourages a synthesis of faith, life, and culture

K-2.MU.CI

SWBAT recognize music that represent Catholic faith, values, or traditions.

K-2.MU.CI

SWBAT compare and contrast sacred music used in liturgical worship with other genres of music.

K-2.MU.CI

SWBAT identify and understand the ways that Catholicism has influenced music and music has influenced Catholicism.

Principle:

Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church

K-2.MU.CI

SWBAT analyze how music develops Catholic values and faith while deepening the connection to God and the community.

K-2.MU.CI

SWBAT demonstrate Catholic values of acceptance and open-mindedness by defending the reasoning behind multiple interpretations of music.

K-2.MU.CI

SWBAT participate in all music components of the Mass.

CRITICAL THINKING

K-2.MU.CT

SWBAT employ critical thinking skills to solve problems and make decisions.

K-2.MU.CT

SWBAT ask questions to become more productive and engaged in their learning process.

K-2.MU.CT

SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

K-2.MU.CT

SWBAT synthesize information in order to capture the essence of an idea, object, or activity and then communicate their thoughts clearly.

COMMUNICATION

K-2.MU.CM

SWBAT demonstrate an understanding of Catholic principles foundational to all relationships.

K-2.MU.CM

SWBAT speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

K-2.MU.CM

SWBAT understand that what they say and write is a reflection upon their character.

K-2.MU.CM

SWBAT recognize the need for prayer and forgiveness in resolving interpersonal conflicts.

COLLABORATION

K-2.MU.CL

SWBAT demonstrate that working collaboratively reflects our response to God's call to love and care for others.

K-2.MU.CL

SWBAT recognize the feelings and perspectives of others by following the teachings of Jesus.

K-2.MU.CL

SWBAT recognize that service is an integral part of our Catholic Faith.

K-2.MU.CL

SWBAT recognize that decisions should follow Catholic teachings, especially social teaching.

CREATIVITY

K-2.MU.CR

SWBAT expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

K-2.MU.CR

SWBAT generate, combine, and categorize and develop ideas without pre-judgement.

K-2.MU.CR

SWBAT explore an idea from multiple points of view.

GEORGIA STANDARDS OF EXCELLENCE

Link:

<https://www.georgiastandards.org/Georgia-Standards/Documents/K-12-Music-Georgia-Standards.pdf>

RESOURCES

Children and the Development of Faith: Implications for pediatric practice
by Patricia Fosarelli, Jan 1 2003

Children's Development of Spirituality
by Katy Abel Familyeducation.com

MUSIC CURRICULUM

GRADE 3 – GRADE 5

2021

GRADE 3 – GRADE 5 NARRATIVE

Grade 3-5 learners are inquisitive, social, self-expressive, and should be encouraged to ask questions during class discussions. Their ability to think abstractly, recall facts, and concentrate for longer periods of time is increasing. Their responsibilities and independence are growing, and they should be given opportunities to demonstrate their growth by offering a variety of learning opportunities including working collaboratively in groups and participating in hands-on activities. Learning opportunities may include singing, dancing/movement, playing musical instruments, composing, active listening, relating music to certain periods of history, and relating music to events/holidays in their lives. The students may engage in cross-curricular learning. Students should be familiar with several genres of music. They should be growing in reading music notation. Students should begin to move from performing in unison to performing in parts.

CHARACTERISTICS OF THE LEARNER	CONTENT AREA SKILLS	CONCEPTS
<ul style="list-style-type: none"> ❖ Self-centered/Student-centered ❖ Group-oriented ❖ Uses technology ❖ Wants to be independent, but needs guidance ❖ Inquisitive/eager to share ❖ Needs connections from prior knowledge for application ❖ Needs fast-paced and short lessons/activities (short attention span) ❖ Beginning to develop skills in application and processing ❖ Reflective ❖ Reads to learn ❖ Applies knowledge to life experiences ❖ Shares personal stories ❖ Learns through role-playing and repetition ❖ Different Learning Modes (visual, auditory, kinesthetic, group vs. independent) ❖ Inquiry-based problem solvers ❖ Different levels and interests ❖ Developing abstract thinking ❖ Still needs to move 	<ul style="list-style-type: none"> ❖ Applies prior knowledge ❖ Interprets/thinks critically ❖ Listens to/verbalizes ideas ❖ Makes real-world applications ❖ Makes cross-curricular connections (reading and writing skills) ❖ Defines problems/Communicates ideas ❖ Obtains/evaluates information ❖ Makes observations ❖ Develops and uses models (charts/graphs, etc.) ❖ Brainstorms and develops solutions to problems ❖ Makes connections (text-to-self, text-to-text, and text-to-world) ❖ Discerns fact from fiction ❖ Researches ❖ Applies learned information to everyday life ❖ Self-expression ❖ Memorizes ❖ 	<ul style="list-style-type: none"> ❖ Responding ❖ Creating ❖ Performing ❖ Connecting

CO-REQUISITE STANDARDS

CATHOLIC IDENTITY

Principle:

Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society

3-5.MU.CI

SWBAT demonstrate ways in which music is essential to the rites and rituals of the Catholic Church through active participation.

3-5.MU.CI

SWBAT identify ways in which music is essential to the rites and rituals of the Catholic Church.

A. Identify the value and purpose of liturgical music in the liturgy

3-5.MU.CI

SWBAT sing from memory responses and simple songs for songs at Mass.

Principle:

Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God

3-5.MU.CI

SWBAT explain that music can enhance an individual's ability to deepen their spirituality and experience of God.

3-5.MU.CI

SWBAT recognize and identify various sung portions of the Mass are taken from Scripture.

Principle:

Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ

3-5.MU.CI

SWBAT identify, create and perform music pieces that demonstrate Catholic beliefs and glorify God.

Principle:

Encourages a synthesis of faith, life, and culture

3-5.MU.CI

SWBAT recognize music that represents Catholic faith, values, or traditions.

3-5.MU.CI

SWBAT compare and contrast sacred music used in liturgical worship with other genres of music.

3-5.MU.CI

SWBAT identify and understand the ways that Catholicism has influenced music and music has influenced Catholicism.

Principle:

Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church

3-5.MU.CI

SWBAT analyze how music develops Catholic values and faith while deepening the connection to God and the community.

3-5.MU.CI

SWBAT demonstrate Catholic values of acceptance and open-mindedness by defending the reasoning behind multiple interpretations of music.

3-5.MU.CI

SWBAT participate in all music components of the Mass.

CRITICAL THINKING

3-5.MU.CT

SWBAT employ critical thinking skills to solve problems and make decisions.

3-5.MU.CT

SWBAT ask questions to become more productive and engaged in their learning process.

3-5.MU.CT

SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

3-5.MU.CT

SWBAT synthesize information in order to capture the essence of an idea, object, or activity and then communicate their thoughts clearly.

COMMUNICATION

3-5.MU.CM

SWBAT demonstrate an understanding of Catholic principles foundational to all relationships.

3-5.MU.CM

SWBAT speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

3-5.MU.CM

SWBAT understand that what they say and write is a reflection upon their character.

3-5.MU.CM

SWBAT recognize the need for prayer and forgiveness in resolving interpersonal conflicts.

COLLABORATION**3-5.MU.CL**

SWBAT demonstrate that working collaboratively reflects our response to God's call to love and care for others.

3-5.MU.CL

SWBAT recognize the feelings and perspectives of others by following the teachings of Jesus.

3-5.MU.CL

SWBAT recognize that service is an integral part of our Catholic Faith.

3-5.MU.CL

SWBAT recognize that decisions should follow Catholic teachings, especially social teaching.

CREATIVITY**3-5.MU.CR**

SWBAT expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

3-5.MU.CR

SWBAT generate, combine, and categorize and develop ideas without pre-judgement.

3-5.MU.CR

SWBAT explore an idea from multiple points of view.

GEORGIA STANDARDS OF EXCELLENCE

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RESOURCES

Children and the development of Faith: Implications for pediatric practice
by Patricia Fosarelli Jan. 1, 2003

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MUSIC CURRICULUM

GRADE 6 – GRADE 8

2021

GRADE 6 – GRADE 8 NARRATIVE

Grade 6-8 learners ask complex questions, enjoy hands-on experiments, and are growing in self-confidence and independence. These learners thrive on social interaction, work well in groups, are tech-savvy, and develop an interest in specific musical areas. These learners may also struggle with: proper classroom behavior in an attention-seeking manner, relationships with peers, ideas of rules and fairness, and may challenge authority. Learning opportunities may include singing, dancing/movement, playing musical instruments, composing, active listening, relating music to certain periods of history and other cultures, and relating music to events/holidays in their lives. The students may engage in cross-curricular learning. Students should become familiar with periods of music. They should be growing in reading music notation. Students should be performing in multiple parts, solos, and small ensembles.

CHARACTERISTICS OF THE LEARNER	CONTENT AREA SKILLS	CONCEPTS
<ul style="list-style-type: none"> ❖ Curious / Questioning ❖ Visual / Tactile learning styles ❖ Group-oriented ❖ Varying levels of maturity ❖ Motivated by personal connections ❖ Developing abstract thinking ❖ Tech savvy ❖ Internalizes, makes connections, synthesizes, personalizes ❖ Influenced by pop culture / current events ❖ Self-conscious / egocentric ❖ Influenced by peers ❖ Socially active ❖ Critical thinkers & problem solvers ❖ Independent workers ❖ Challenges answers ❖ Tentative approach to difficult intellectual tasks 	<ul style="list-style-type: none"> ❖ Recognizes problems ❖ Writes creatively ❖ Takes ownership of choices ❖ Practices critical thought ❖ Learns from positive mentorship ❖ Developing problem solving skills ❖ Aware of consequences ❖ Makes cross-curricular connections ❖ Listens and explores conflicting views ❖ Critical thinking ❖ Application to real world ❖ Interprets the abstract ❖ Developing Inquiry ❖ Researches ❖ Comprehends & verbalizes concepts ❖ Willing to share/talk/play in class 	<ul style="list-style-type: none"> ❖ Responding ❖ Creating ❖ Performing ❖ Connecting

CO-REQUISITE STANDARDS

CATHOLIC IDENTITY

Principle:

Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society

6-8.MU.CI

SWBAT demonstrate ways in which music is essential to the rites and rituals of the Catholic Church through active participation.

6-8.MU.CI

SWBAT identify ways in which music is essential to the rites and rituals of the Catholic Church.

A. Identify the value and purpose of liturgical music in the liturgy.

6-8.MU.CI

SWBAT sing from memory responses and simple songs for songs at Mass.

Principle:

Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God

6-8.MU.CI

SWBAT explain that music can enhance an individual's ability to deepen their spirituality and experience of God.

6-8.MU.CI

SWBAT recognize and identify various sung portions of the Mass are taken from Scripture.

Principle:

Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ

6-8.MU.CI

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Principle:

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6-8.MU.CI

SWBAT recognize music that represent Catholic faith, values, or traditions.

6-8.MU.CI

SWBAT compare and contrast sacred music used in liturgical worship with other genres of music.

6-8.MU.CI

SWBAT identify and understand the ways that Catholicism has influenced music and music has influenced Catholicism

Principle:

Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church

6-8.MU.CI

SWBAT analyze how music develops Catholic values and faith while deepening the connection to God and the community.

6-8.MU.CI

SWBAT demonstrate Catholic values of acceptance and open-mindedness by defending the reasoning behind multiple interpretations of music.

6-8.MU.CI

SWBAT participate in all music components of the Mass.

CRITICAL THINKING

6-8.MU.CT

SWBAT employ critical thinking skills to solve problems and make decisions.

6-8.MU.CT

SWBAT ask questions to become more productive and engaged in their learning process.

6-8.MU.CT

SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

6-8.MU.CT

SWBAT synthesize information in order to capture the essence of an idea, object, or activity and then communicate their thoughts clearly.

COMMUNICATION

6-8.MU.CM

SWBAT demonstrate an understanding of Catholic principles foundational to all relationships.

6-8.MU.CM

SWBAT speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

6-8.MU.CM

SWBAT understand that what they write is a reflection upon their character.

6-8.MU.CM

SWBAT recognize the need for prayer and forgiveness in resolving interpersonal conflicts

COLLABORATION

6-8.MU.CL

SWBAT demonstrate that working collaboratively reflects our response to God's call to love and care for others.

6-8.MU.CL

SWBAT recognize the feelings and perspectives of others by following the teachings of Jesus.

6-8.MU.CL

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6-8.MU.CL

SWBAT recognize that decisions should follow Catholic teachings, especially social teaching

CREATIVITY**6-8.MU.CR**

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6-8.MU.CR

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6-8.MU.CR

SWBAT explore an idea from multiple points of view.

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