

# **Music Curriculum**

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**Zion Lutheran School**

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## Philosophy

<sup>4</sup>“Shout for joy to the LORD, all the earth,  
burst into jubilant song with music;  
<sup>5</sup> make music to the LORD with the harp,  
with the harp and the sound of singing,  
<sup>6</sup> with trumpets and the blast of the ram’s horn—  
shout for joy before the LORD, the King.”

Psalm 98:4-6

Music is a gift from God. Music is one of the fundamental means of worshiping and praising our Creator and Savior. Music communicates meaning through sound images – alone or in tandem with words and images. Since music’s communication is abstract, students must be taught to “read” the language of music in order to understand it.

The music curriculum of Zion Lutheran School seeks to enable students to better experience, understand, appreciate, and use God’s gift of music. This is accomplished through the study of music theory and music history and through the development of music appreciation and performance. The music curriculum consists of music classes, recorders, hand chimes, Junior Choir and band as well as regular opportunities for all students to sing for worship services at Zion Church.

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## Content Standards

### Music Performance

- Students will sing, alone and with others, a varied repertoire of music.

***Rationale:** Singing is a basic means of musical expression in all cultures. Learning proper use of the voice in singing and speaking from an early age is vital for effective communication. Students’ ability to use the voice effectively in singing opens the door to more confidently and expressively praise God in public and private worship, to personal fulfillment and expression, as well as to valuable activities in the school and community.*

- Students will play, alone and with others, a varied repertoire of music on instruments.

***Rationale:** Throughout history, people have played instruments as accompaniment, for communication, and as an important means of personal expression. Instrumental music thus has a unique history and a body of quality literature written for particular instruments or groups of instruments. Like singing, the students’ ability to perform on an instrument opens the door to more confidently and expressively praise God in public and private worship, to personal fulfillment and expression, as well as to valuable activities in the school and community.*

## Music Theory

- Students will read and notate music.

**Rationale:** *Much like letters and words in a novel or a poem, music notation represents another language or symbolic system of communication. Unlike the written or spoken word, music and music notation transcend the boundaries of countries and cultures. Reading and notating music gives the students access to a vast body of contemporary and historical music literature, as well as to a unique mode of personal expression.*

- Students will compose and arrange music.

**Rationale:** *Composing and arranging music is an important creative activity and a means of personal expression. The performance of one's own musical work is a source of great satisfaction as well as an important way of sharing musical inspiration with others. These creative activities are possible at any age, depending upon a person's level of music skills and knowledge.*

## Music Appreciation

- Students will analyze and describe music.

**Rationale:** *Students learn to appreciate music when they understand the elements of music and the way those elements are organized to create a music composition. Performance with understanding requires this same analysis and discussion. The ability to analyze music is the foundation for meaningful learning and participation in most other aspects of music experience.*

- Students will evaluate music and music performances.

**Rationale:** *In today's society, music is all around us. As producers and consumers of music, all people benefit from applying their understanding of the structure and elements of musical expression to evaluating music and music performances. This ability enables students to make informed decisions and develop a greater appreciation of the music they hear or perform.*

- Students will relate music to the other arts and disciplines outside the arts.

**Rationale:** *There are numerous connections and commonalities that exist among the arts, other disciplines, and issues within our global society. Relating music to the other arts as well as disciplines outside the arts enhances student understanding in each discipline. Building connections gives students the chance to understand culture as a whole and the relationships between its parts.*

- Students will evaluate lyrics of songs in light of their Christian faith.

***Rationale:*** *Today's students are bombarded with music through radio, TV, and internet sources. Students are constantly making choices about what songs they like and what they will listen to. Students must be taught how to use their faith and knowledge of God's Word to guide their choices for music listening.*

## **Music History**

- Students will relate music to its historical and cultural context.

***Rationale:*** *Accepting the growing diversity of our culture and understanding one another can often be accomplished through music. Music reflects significant historical events and cultural relationships. By relating music to personal history and culture as well as the history and culture of others, students will understand and connect historical events of the world, as well as music's functions within various cultures. Religion is a large factor in creating our culture, and therefore students will also make connections between the music of the Church and the various eras and events in the Church's history.*

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# Content Benchmarks

## Music Theory

- Exposure (K)
  - Beat & Rhythm
  - Tempo
  - Pitch
- Introductory (1<sup>st</sup> & 2<sup>nd</sup>)
- Beginning (3<sup>rd</sup> & 4<sup>th</sup>)
  - Review introductory theory
  - Note names – treble and bass clef
  - Note & rest values
  - Sharps & Flats
  - Tempo markings
  - Dynamic markings
- Intermediate (5<sup>th</sup> & 6<sup>th</sup>)
  - Review Beginning Theory
  - Ledger lines
  - Keys
  - Scales
  - Major/minor
  - Basic chord structure
- Advanced (7<sup>th</sup> & 8<sup>th</sup>)
  - Review Beginning Theory
  - Review Intermediate Theory
  - Chord structures
  - Chord progression
  - C-clef
  - Transposing
  - Composing

## Music Appreciation

- Instrument Families
  - Strings
  - Woodwinds
  - Brass
  - Percussion
  - Keyboard
- Your voice as an instrument

- Styles (combine with study of music history and composers)
  - Classical
  - Opera
  - Movie Music
  - Broadway
  - Choral
  - Church Music
  - Jazz
  - Ragtime
  - Country
  - Western
  - Rock
  - Pop
  - Rap
  - Heavy Metal
  - Big Band
  - Swing
  - Blues
  - Folk
  - Bluegrass
  - New Age
- Critical Listening

## **Music History**

- Middle Ages
  - Church music
    - Chant
  - Minstrels
- Renaissance Europe
  - Church music
    - Handel
    - Bach
    - Luther
    - Chorale
    - Organ
  - Court composers
    - Mozart
    - Beethoven
    - Haydn
    - Brahms
  - Entertainment
    - Symphony
    - Concerto
    - Opera

- Last 2 centuries
  - Specialization
    - Chopin
    - Liszt
    - Paganini
  - Performers
    - Itzhak Perlman
    - YoYo Ma
    - James Galway
- American Music
  - Church Music
  - Classical
    - Gershwin
    - Aaron Copland
  - Broadway
    - Rogers & Hammerstein
  - Movie Music
    - John Williams
    - Howard Shore
    - James Horner
  - Ragtime
    - Scott Joplin
  - Jazz
    - Louis Armstrong
  - Swing
  - Country
    - Nashville
  - Bluegrass
  - Rock 'n Roll
    - Elvis
    - Beatles?
  - Heavy Metal
  - Rap
  - New Age

## **Music Performance**

- Singing in church
- Concerts
- Band
- Jr. Choir
- Handchimes
- Recorders

### **3<sup>rd</sup> and 4<sup>th</sup> Grade Music Overview**

- Theory - Heavy emphasis on music reading
  - Note names
  - Note values
  - Treble and bass clef
  - Rests
  - Sharps and Flats
- Performance - Heavy emphasis on performing rhythm patterns
  - Counting the beats
  - Various percussive instruments
  - Vocal training – proper singing techniques
  - Recorders and handchimes
- Appreciation – Begin to identify common styles of music
  - Country
  - Rock
  - Classical
  - Jazz
- History – Focus primarily on American composers and musicians

### **5<sup>th</sup> and 6<sup>th</sup> Grade Music Overview**

- Theory – Reinforce music reading. New emphasis on keys and scales.
  - Review Beginning Theory
  - Ledger lines
  - Keys
  - Scales
  - Major/minor
  - Basic chord structure
  - Basic melody writing
- Performance – participation in choir, handchimes, and/or band.
- Appreciation – Emphasis on song structure
  - Ostinato
  - Canon/round
  - Theme & Variations
- History – Emphasis on church music

### **7<sup>th</sup> and 8<sup>th</sup> Grade Music Overview**

- Theory – Emphasis on composing/arranging.
  - Chord structures
  - Chord progression
  - Transposing
  - Composing
- Performance – participation in choir, handchimes, and/or band.



- Appreciation – Emphasis on styles of music related to periods of music history and critical listening and thinking in evaluating sacred and secular songs.
- History – Emphasis on the development of western music – medieval to modern.