

## **Subject Philosophy for Music**

*Music is included in the curriculum of St. John's Lutheran School because we believe that God has given the unique gift of music as a tool for expressing the Christian faith and praising Him in our school, congregation, and community. The study of music enhances the cognitive and aesthetic development of one's own God-given talents and abilities.*

### **Exit Goals**

- A. Analyze and interpret music using appropriate musical terminology.**
- B. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures and historical contexts.**
- C. Sing and/or play expressively, alone and in small or large ensembles, a varied repertoire of music.**
- D. Identify the role of music in the history of the Christian church.**
- E. Generate, develop, and refine artistic work.**

**Standards/ Objectives adapted from the following:**

**Wisconsin Model Academic Standards for Music:**

<https://dpi.wi.gov/sites/default/files/imce/fine-arts/WIMusicStandardsFINALADOPTED.pdf>

**Integrating the Faith A Teacher's Guide for Curriculum in Lutheran Schools; Concordia Publishing, St. Louis, MO**

## **Grades K-2**

Students in Kindergarten through Second Grade will show, demonstrate, and understand:

- A.1 Recognize and respond to foundational musical elements.
- A.2 Express musical ideas through verbal, physical, written, or artistic means.
- A.3 Identify proper audience etiquette.
- B.1 Express how music relates to self and others.
- B.2 Explore historical and cultural musical connections, similarities, and differences.
- B.3 Recognize how music is used in worship.
- C.1 Explore music through both reading and aural approaches.
- C.2 Discover how to express a piece of music to convey its meaning.
- C.3 Perform within a small group setting.
- D.1 Use musical gifts in worship settings.
- D.2 Express appreciation for differences in the talents and abilities of others.
- D.3 Sing hymns currently published in Lutheran hymnals.
- E.1 Discover musical ideas through simple rhythm and melodic patterns.
- E.2 Identify musical ideas through verbal, written, aural, or technological means.
- E.3 Refine musical ideas through singing or playing on pitch and in rhythm.

## **Grades 3-5**

Students in Third through Fifth Grades will show, demonstrate, and understand:

- A.1 Recognize and interpret grade-appropriate foundational musical elements.
- A.2 Utilize appropriate reflection/evaluation practices of music performances.
- A.3 Demonstrate proper audience etiquette.
- B.1 Explain how music relates to self, others, and the world.
- B.2 Examine and evaluate musical connections, similarities, and differences within cultural and historical contexts.

B.3 Describe how music is used in worship.

C.1 Investigate music through both reading and aural approaches.

C.2 Demonstrate expressive qualities in performance.

C.3 Perform as part of an ensemble.

C.4 Identify the importance of the performer and the audience.

D.1 Explore the role of music in the history of the Christian church.

D.2 Express appreciation for differences in the talents and abilities of others.

D.3 Sing hymns currently published in the Lutheran hymnal.

D.4 Sing a variety of musical settings of the liturgy.

E.1 Explore rhythmic, melodic, and harmonic phrases.

E.2 Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.

E.3 Refine musical ideas through singing and playing on pitch and in rhythm with appropriate dynamics and timbre.

## **Grades 6-8**

Students in Sixth through Eighth Grades will show, demonstrate, and understand:

A.1 Define and demonstrate understanding of foundational musical elements in discussion and written reflections.

A.2 Evaluate and critique musical performances, recordings, and compositions using appropriate music practices.

A.3 Apply proper concert/audience etiquette for a variety of musical settings.

B.1 Analyze the historical and cultural relationships of music's interactions with other disciplines.

B.2 Categorize musical connections, similarities, and differences.

B.3 Evaluate how music is used in worship.

C.1 Demonstrate an understanding of music from written notation and aural traditions.

C.2 Perform collaboratively as part of an ensemble, demonstrating well developed ensemble skills.

- C.3 Perform using expressive qualities and techniques.
- C.4 Analyze the importance of the relationship between the performer and the audience.
- D.1 Analyze the role of music in the history of the Christian church.
- D.2 Identify ways in which the Christian faith is expressed in hymn texts.
- D.3 Show appreciation for differences in the talents and abilities of others.
- D.4 Sing hymns currently published in the Lutheran hymnal.
- D.5 Sing a variety of musical settings of the liturgy.
- E.1 Arrange short pieces using standard and/or alternative notation with symbols using specific guidelines.
- E.2 Improvise rhythmic, melodic, and harmonic variations to embellish a song.
- E.3 Refine musical ideas through singing or playing in groups blending timbres, matching dynamic levels, and responding to the cues of the director.

## Choir Grading Rubric

Behavior/Practice	O	S	NI	U
	Always active in warm-ups, breathing exercises, sight reading, and practice	Usually active in warm-ups, breathing exercises, sight reading, and practice	Sometimes active in warm-ups, breathing exercises, sight reading, and practice	Never active in warm-ups, breathing exercises, sight reading, and practice
	Never talks, distracts, or disturbs others during rehearsal	Rarely talks, distracts, or disturbs others during rehearsal	Sometimes talks, distracts, or disturbs others during rehearsal	Usually talks, distracts, or disturbs others during rehearsal
<b>Performance</b>				
	Sings fully, with excellent attention, and offers a sincere, intelligent, expressive performance without distraction.	Sings well, with good attention, and offers a sincere, intelligent, expressive performance without distraction.	Sings little, with little attention, and offers a non-committal, mediocre performance with distraction.	Hardly sings, with little or no attention, and offers an insincere, unintelligent, non-expressive performance with much distraction.
	Eyes on the conductor throughout the performance.	Eyes sometimes on the conductor throughout the performance.	Eyes rarely on the conductor throughout the performance.	Eyes never on the conductor throughout the performance.