

A. VOCAL: KNOWLEDGE AND PERFORMANCE:*Student Competencies:*

- 1. _____ Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 3 on a scale of 1 to 6, including some songs performed from memory.
- 2. _____ Sing music written in 3 parts, with and without accompaniment.
- 3. _____ Demonstrate well-developed ensemble skills.
- 4. _____ Sing in two part harmony with one student per part.
- 5. _____ Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used.
- 6. _____ Sightread, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

*Sightread traditional monophonic hymns on their particular voice part.

*Sing liturgically appropriate literature with and without piano accompaniment with up to two part harmony.

B. INSTRUMENTAL: KNOWLEDGE & PERFORMANCE:*Student Competencies:*

- 1. _____ Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6.
- 2. _____ Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 3. _____ Perform in duos and trios with one student per part.
- 4. _____ Demonstrate the ability to read an instrumental of up to four staves by describing how the elements of music are used.
- 5. _____ Sightread, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

*Sightread traditional monophonic hymns on their particular instrument.

*Play liturgically appropriate literature in class.

C. IMPROVISATION:*Student Competencies:*

- 1. _____ Improvise stylistically appropriate harmonizing parts.
- 2. _____ Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
- 3. _____ Improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.

D. THEORY & COMPOSITION:*Student Competencies:*

- 1. _____ Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.
- 2. _____ Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.
- 3. _____ Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.
- 4. _____ Analyze standard chordal progressions.
- 5. _____ Demonstrate dictation of rhythm and notation.

*Compose a melody for their instrument/voice part using a biblical passage or Catholic theme of their choice.

E. EVALUATING MUSIC:*Student Competencies:*

- 1. _____ Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.
- 2. _____ Demonstrate extensive knowledge of the technical vocabulary of music.
- 3. _____ Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.
- 4. _____ Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music.
- 5. _____ Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

*Develop an understanding and appreciation for liturgical music through listening to various styles of liturgical music (i.e. chant, plainsong, hymns and contemporary Christian music).

F. CURRICULUM INTEGRATION:*Student Competencies:*

- 1. _____ Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples.
- 2. _____ Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- 3. _____ Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

*Explain and give examples of the use of music as prayer.

*Explain the role and use of music in liturgy.

G. HISTORICAL AND CULTURAL CONTEXT:*Student Competencies:*

- 1. _____ Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.
- 2. _____ Identify sources of American music genres, trace the evolution of those genres and cite well-known musicians associated with them.
- 3. _____ Identify various roles that musicians perform, cite representative individuals who have functioned in each role and describe their activities and achievements.

*Identify significant composers and patrons of music in the church throughout church history.

A. VOCAL: KNOWLEDGE AND PERFORMANCE:*Student Competencies:*

- 1. _____ Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5 on a scale of 1 to 6, including some songs performed from memory.
- 2. _____ Sing music written in more than four parts.
- 3. _____ Sing in three and four part harmony with one student per part.
- 4. _____ Demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs.
- 5. _____ Interpret nonstandard notation symbols used by some 20th-century composers.
- 6. _____ Sightread, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6.

*Sightread traditional 2- and 4-part hymns on their particular voice part.

*Perform liturgically appropriate literature at Mass with and without piano accompaniment with two, three or four part harmony.

B. INSTRUMENTAL: KNOWLEDGE & PERFORMANCE:*Student Competencies:*

- 1. _____ Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6.
- 2. _____ Perform in quartets or larger with one student per part.
- 3. _____ Demonstrate the ability to read a full instrumental score by describing how the elements of music are used and explaining all transpositions and clefs.
- 4. _____ Interpret nonstandard notation symbols used by some 20th-century composers.
- 5. _____ Sightread, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6.

*Sightread traditional 2- and 4-part hymns on their particular instrument.

*Perform liturgically appropriate literature at Mass.

C. IMPROVISATION:*Student Competencies:*

- 1. _____ Improvise stylistically appropriate harmonizing parts in a variety of styles.
- 2. _____ Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter and tonality.

D. THEORY & COMPOSITION:*Student Competencies:*

- 1. _____ Compose music demonstrating imagination and technical skill in applying the principles of composition.
- 2. _____ Arrange already written pieces for alternative instrument/voices.

*Compose a hymn or contemporary song for choir or instruments using scripture or Catholic themes.

E. EVALUATING MUSIC:*Student Competencies:*

- 1. _____ Demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example.
- 2. _____ Compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style.
- 3. _____ Analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive.
- 4. _____ Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.

*Describe different Mass settings and hymns in English and Latin in terms of their appropriateness for specific times in the liturgical year and the aesthetic principles of each.

F. CURRICULUM INTEGRATION:*Student Competencies:*

- 1. _____ Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.
- 2. _____ Explain how the roles of creators, performers and others involved in the production and presentation of the arts are similar to and different from one another in the various arts.

*Explain the evolution and impact of contemporary Christian music on the music industry.

G. HISTORICAL AND CULTURAL CONTEXT:*Student Competencies:*

- 1. _____ Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context.
- 2. _____ Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

*Identify cultural differences in liturgies across the world in terms of musical style and use in the liturgy.