



Go Make Disciples

CATHOLIC SCHOOLS
ARCHDIOCESE OF OKLAHOMA CITY

Archdiocesan Curriculum PK-8 Music

*Team/Department Outcomes, Course Outcomes, Unit Concepts
and Unit Goals*

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Mission of the Archdiocese of Oklahoma City's Catholic School Office

We, the members of the Office of Catholic Schools of the Archdiocese of Oklahoma City are called together by the Spirit of God to reflect Christ's light and love by sharing our gifts, talents, and resources, to empower others to minister in the educational and spiritual development of students in the Archdiocese of Oklahoma City, so that the reign of God may flourish.

Curriculum of the Archdiocese of Oklahoma City's Catholic School Office

The Catholic Schools of the Archdiocese of Oklahoma City seek to offer excellent academic and co-curricular programs that are infused with religious truth and values reflecting Christ's Gospel call to love one another. We are committed to preparing students for life in today's Church and society. Therefore, our focus is grounded upon the development of the whole person of the student spiritually, intellectually, socially, and physically.

The curriculum of the Catholic Schools of the Archdiocese of Oklahoma City is rooted in the life and teachings of Jesus Christ and responds to His call to make disciples of all peoples. The Catholic Church – and particularly the Church in the United States – has long prioritized Catholic Schools as essential means for the formation of the whole person in the image and likeness of God, in the full freedom and dignity of His creation. The Archdiocese of Oklahoma City carries out this calling and essential function by supporting the Catholic identity of schools, through which the Christian development of each student is nurtured, and by providing guidelines for academic excellence in the context of our Catholic faith.

Now more than ever, these two aspects of Catholic schools go hand in hand. “Young people of the third millennium must be a source of energy and leadership in our Church and our nation. And therefore, we must provide young people with an academically rigorous and doctrinally sound program of education” (USCCB, 2005). The essential elements of the academically rigorous and doctrinally sound program described by the USCCB require a curriculum that is rigorous, relevant, research-based, and infused with Catholic faith and traditions. (*National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools*, 2012). The Curriculum developed by the Archdiocese of Oklahoma City Department of Catholic Education in collaboration with principals, teachers, and other Catholic educators responds to this call.

Summary of Archdiocesan Curriculum

1. Key facts about the curriculum are provided in the *Overview of the Archdiocesan Music Curriculum* below.
2. A description of the organization and terms used in the curriculum can be found in *Organization of the Archdiocesan Music Curriculum* on page 7.
3. The curriculum is organized chronologically by grade. The page numbers for the beginning of the guidelines for each grade are located above.
4. Each grade (PK-8) includes *Course Outcomes*.
 - a. These are expectations that your students should meet after all instruction during the school year. They are long term (whole year) outcomes.
 - b. The Course Outcomes are **not** presented in chronological sequence.
5. Each grade (PK-8) also includes a *Unit Sequence*.
 - a. The units **are** presented in the order they are intended to be taught, with the exception of grades PK-2 where the order may be adjusted per teacher discretion to adjust for thematic, cross-curricular units.
6. Refer to the Team/Department Outcomes for your grade band (PK-2, 3-5, 6-8) for a list of the Music understandings and practices students are expected to master in the context of learning the content in the units over that three or four-year band.
7. All the curriculum documents you need including unit cover pages and unit planning templates, and additional resources can be found at www.sites.google.com/view/archokccurriculumworkspace.

Overview of the Archdiocesan Subject Curriculum

1. The PK-8 Archdiocesan Music Curriculum was developed in multiple stages by PK-12 teachers, a team of curriculum trainers from various Archdiocesan schools, and administrators from the Archdiocese of Oklahoma City Catholic School Office. The curriculum development process was initiated with feedback and support from ACE Collaborative Staff at the University of Notre Dame.
2. The PK-12 Archdiocesan Music Curriculum emphasizes depth of understanding, not breadth of coverage. **Students are expected to be able to thoroughly use the concepts, practices, and skills learned across multiple contexts.**
3. The Archdiocesan Curriculum is intended to set guidelines for the baseline, or "floor" of what students should know and be able to do. Individual teachers and schools can, should, and do go beyond these expectations in response to the learning needs and capability of their students.
4. The Archdiocesan Curriculum encourages teachers to work collaboratively and use a unit-planning approach to plan their instruction for the year.
5. There are 3 levels of the curriculum, each described below: Team/Department Outcomes; Course Outcomes; Unit Concepts, Goals, and Sequence.
6. At each level of outcome, the abbreviation SWBAT means "Students Will Be Able To".
7. The relevant national benchmark (Common Core State Standard) is provided for each outcome at all levels of outcomes.

Archdiocese of Oklahoma City's Catholic School Office's Approach to Curriculum

"Go into the whole world and spread the good news. Go therefore, and make disciples of all peoples. Baptize them and teach them to carry out everything I have commanded you." (Mk. 16:15)

"Catholic schools afford the fullest and best opportunity to realize the fourfold purpose of Christian education, namely to provide an atmosphere in which the Gospel message is proclaimed, community in Christ is experienced, service to our sisters and brothers is the norm, and thanksgiving and worship of our God is cultivated." (US Conference of Catholic Bishops, 2005)

"Catholic schools provide young people with sound Church teaching through a broad-based curriculum, where faith and culture are intertwined in all areas of a school's life. By equipping our young people with a sound education, rooted in the Gospel message, the Person of Jesus Christ, and rich in the cherished traditions and liturgical practices of our faith, we ensure that they have the foundation to live morally and uprightly in our complex modern world." (USCCB, 2005)

Definition of Curriculum

Curriculum has many definitions among education professionals, and many more among the parents and students who experience it. For the purposes of this document, curriculum is most basically defined as “What we teach.” More specifically for this document, it is the concepts and skills that students are expected to understand and demonstrate in each grade and grade band.

Archdiocesan Curriculum

This document contains the *Archdiocesan Curriculum* for Music for all students in grades PK-8 in the Archdiocese of Oklahoma City. It provides the baseline of expectations for skills and content knowledge that all students should develop. It provides specific expectations for grade bands (called “Team/Department Outcomes” for PK-2, 3-5, 6-8), grades (called “Course Outcomes” for each grade from PK through 8), and units of study (called “Unit Sequence” for each grade or course). More detail on the specific meanings of those categories and their implications for classroom instruction and assessment are provided below.

The expectations provided in the Archdiocesan Curriculum are conveyed as a “floor” and not a “ceiling” of concepts and skills students should experience. It ensures a consistent, coherent, and guaranteed set of concepts and skills for all students in the Archdiocese of Oklahoma City Catholic Schools. A guaranteed and viable curriculum such as this, if implemented fully and consistently, is among the most significant school factors that affect learning (Marzano, 2003).

Classroom Curriculum

Consistent with the Catholic principle of subsidiarity, teachers are responsible for developing the classroom curriculum that their students will experience each day, week, and month throughout the school year. The *Classroom Curriculum* includes the specific activities, simulations, readings, and other content from which students will learn the concepts and skills in the Archdiocesan Curriculum. It also includes the instructional strategies that teachers use to teach the concepts and skills, as well as the assessment strategies used to guide instruction and evaluate student growth. Each teacher’s Classroom Curriculum should be developed under the leadership of the Principal and attend to the needs of his or her students, the expectations and priorities of parents, the teacher’s judgment about what is in the best interest of his or her students, and the particular traditions and charisms of the school

Organization of the Archdiocesan Music Curriculum

Team/Department Outcomes

Team/Department Outcomes are the broadest level of outcome. They describe what students should know or be able to do at the end of four phases of their education: PK-2, 3-5, 6-8, and 9-12. They are stated broadly as the highest priorities for outcomes for Archdiocese of Oklahoma City students.

They are named “Team/Department” outcomes because they are intended to be used by elementary, intermediate, and middle school planning and instructional teams (e.g., PK-2 teachers) or high school departments as a reference and periodic check to make sure that unit and lesson planning within and across grade levels are staying on track with the highest priorities.

Team/Department Outcomes should be used as a reference and periodic check to make sure that unit and lesson planning within and across grade levels are staying on track with the highest priorities. Teachers should therefore refer to the Team/Department Outcomes when planning instruction to ensure that these high-level outcomes are cultivated in units and courses.

Course Outcomes

Course outcomes describe what students should know and be able to do at the end of each grade (for grades PK-8) and each specific course (for grades 9-12). They are the highest priorities for outcomes for the Archdiocese of Oklahoma City students at each grade.

Course Outcomes should be used by individual teachers and teams of teachers at each school who teach the same grade. They should be used as a reference and periodic check to make sure that unit and lesson planning during the year is on track at a specific grade. They should also be used to ensure that the same content is not being taught at multiple grades.

Course Outcomes are not meant to have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction. They are not expected to be mastered in one unit.

Unit Concepts, Goals, and Sequence

Unit Concepts provide the specific concepts that should be the focus of each unit of instruction for each grade (grades PK-8) or course (grades 9-12). These are the “titles” of the units. **Unit Goals** provide the expectations for what students should be able to do with knowledge, skills, and practices related to the unit concept.

Unit Concepts and Unit Goals are meant to provide anchors for the development of units and lessons. They provide specific big ideas, practices, and skills that should be pursued through individual lessons and entire units.

The Units are expected to be taught in the sequence in which they are provided in the Archdiocesan curriculum. Within each unit, Lesson Concepts (see below) can be determined and taught in the sequence determined by the teacher to be most effective for his or her class. Likewise, the approach used to teach each unit and lesson is to be determined by the teacher, considering the content, skills, and practices involved; the resources available; and the needs of his/her students. A broad range of instructional strategies and resources should be considered when designing units and lessons to help students achieve the Unit Goals.

Students are expected to thoroughly **know and be able to use** the concepts, practices, and skills across multiple contexts. Therefore, all lessons and instruction in a given unit should be linked back to the Unit Goal. While it is important to establish factual content knowledge that knowledge should always be learned in the service of the performances students are expected to demonstrate, as articulated in the Unit Goals.

Primary Grades PK-2 Music

PK-2 Team/Department Outcomes

- Broad statements of the highest priorities for outcomes for Archdiocese of Oklahoma City.
- All students will achieve these outcomes as a result of their **combined** PK-2 experience. Students should always be working toward these outcomes.
- Team/Department Outcomes are not listed in chronological order, or in the order of complexity.
- Team/Department Outcomes should be discussed when grade level teams or partners or the PK-2 faculty of a school meet in professional learning communities or grade level meetings.

PK-2 Music Team/Department Outcomes

Team/Department Outcomes		Standards
1	SWBAT create a simple rhythmic or melodic idea to compliment moods or themes in music.	
2	SWBAT express their emotional connection to music.	
3	SWBAT point out defend key themes and values of their choice of musical genre.	
4	SWBAT participate and recognize the sung order of the Ordinary of Mass.	

Pre-Kindergarten Course Outcomes

- The highest priorities for Pre-Kindergarten Music learning for all students.
- All students will achieve these outcomes as a result of their Music experience in **Pre-Kindergarten**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

Pre-Kindergarten Music Course Outcomes

Course Outcomes		Standards for Course Outcomes
1	SWBAT imitate sung pitches and short melodic patterns. TDO 1,2	
2	SWBAT model simple rhythmic patterns. TDO 1,2	
3	SWBAT respond kinesthetically to what they hear. TDO 2, 3	
4	SWBAT recognize differences in various vocal, instrumental and environmental sounds. TDO 4	
5	SWBAT re-create, with scaffolding, symbols and ideas in their artwork.	

Pre-Kindergarten Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Music “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

Pre-Kindergarten Music Unit Concepts, Goals, and Rationale

Most music teachers in the archdiocese do not see the PK students, or see them so infrequently that we have decided to opt out of an Archdiocesan-wide unit concepts, unit goals for PK.

Kindergarten Course Outcomes

- The highest priorities for Kindergarten Music learning for all students.
- All students will achieve these outcomes as a result of their Music experience in **Kindergarten**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

Kindergarten Music Course Outcomes

Course Outcomes	Standards for Course Outcomes
1 SWBAT sing pitches and short melodic patterns with an appropriate tone quality while maintaining steady beat	
2 SWBAT play simple rhythmic patterns using body percussion and/or classroom instruments maintaining steady tempo	
3 SWBAT improvise simple rhythmic and melodic patterns.	
4 SWBAT respond kinesthetically to visual rhythmic and pitch notation.	
5 SWBAT identify differences in various vocal, instrumental and environmental sounds.	
6 SWBAT describe situations in daily life where music is experienced.	
7 SWBAT discuss basic music vocabulary with scaffolding.	

Kindergarten Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Music “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

Kindergarten Music Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units
1		Tempo	SWBAT maintain a steady beat with scaffolding	suggested songs include: Johnny Works with One Hammer, Bluebird, Stars and Stripes Forever, Twinkle Twinkle Little Star, Engine Engine Number 9		
2		Melody: Call and Response, High and Low	SWBAT participate in call and response and recognize the difference between high and low sounds.	Suggested songs include: Hello, How are You, calling roll, Lucy Locket, Bow Wow Wow, Bear Hunt		
3		Dynamics: Soft and Loud	SWBAT demonstrate soft and loud sounds.	Suggested songs include: John Jacob Jingleheimer Schmidt, Surprise Symphony, Hush Little Baby (any lullaby)		
4		Listening	SWBAT perform sounds using found instruments and/or classroom percussion instruments	Suggested songs/activities: Peter and the Wolf, Instrument Bingo, Benjamin Britten’s Guide to the Orchestra		
5		Rhythm	SWBAT differentiate between long and short notation.	Suggested songs/activities include: using object pictures to compare syllables		

1st Grade Course Outcomes

- The highest priorities for 1st Grade Music learning for all students.
- All students will achieve these outcomes as a result of their Music experience in **1st Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

1st Grade Music Course Outcomes

Course Outcomes		Standards for Course Outcomes
1	SWBAT sing a variety of songs in expanding ranges and dynamics with appropriate tone quality, good posture, and steady beat.	
2	SWBAT play short patterns using body percussion and pitched/unpitched classroom instruments using correct technique and maintaining a steady tempo.	
3	SWBAT to create short rhythmic and melodic patterns and accompaniments to songs.	
4	SWBAT interpret basic rhythms and pitches using syllables.	
5	SWBAT identify similarities and differences in various vocal, instrumental and environmental sounds.	
6	SWBAT identify the importance of music in their lives, including the Ordinary of the Mass.	
7	SWBAT articulate the meaning of basic music vocabulary with scaffolding.	

1st Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Music “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

1st Grade Art Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units
<u>1</u>		Tempo	SWBAT maintain a steady beat at various tempos with scaffolding.	Suggested activities include active listening, creative movement, and tactile activities,. Head and Shoulders, Hop Old Squirrel Cobbler, Cobbler, Tinker Tailor		
<u>2</u>		Melody: Simple Songs	SWBAT participate in singing simple songs with visual cues.	Suggested activities include: introduction to sol and mi, call and response. Bounce High, Bounce Low, Bee, Bee Bumble Bee, Snail, Snail, We Are Dancing in the Forest, Tinker Tailor		
<u>3</u>		Basic Dynamics	SWBAT perform various soft and loud sounds such as piano and forte.	Suggested activities include modeling soft vs. loud, comparing “daily” sounds. Lucky Locket		
<u>4</u>		Listening	SWBAT identify common instrument sounds.	Suggested activities include guided listening to various instruments and performing ensembles Canadian Brass, Yo-Yo Ma, Peter and the Wolf (Greg Patillo’s version), Carnival of the Animals, Tubby the Tuba, The magic flute,		
<u>5</u>		Rhythm	SWBAT demonstrate quarter, beamed eighth notes, quarter rests, and half notes.	Suggested activities include rhythm sticks/shakers/cards for rhythmic dictation. I climbed up the apple tree, Rain, Rain,		

2nd Grade Course Outcomes

- The highest priorities for 2nd Grade Music learning for all students.
- All students will achieve these outcomes as a result of their Music experience in **2nd Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

2nd Grade Music Course Outcomes

Course Outcomes		Standards for Course Outcomes
1	SWBAT sing a variety of music with accurate pitch, appropriate tone quality and good diction/posture while following basic cues from a conductor. TDO 1,2	
2	SWBAT play melodic and rhythmic patterns on classroom instruments using correct technique, dynamics and maintaining steady tempo while following basic cues from a conductor. TDO 1,2	
3	SWBAT create melodies, rhythms, variations and accompaniments to songs. TDO 1,2	
4	SWBAT model simple music notation in rhythmic and melodic patterns. TDO 2	
5	SWBAT identify instrumental families by sight as well as recognize instrumental and vocal tone color. TDO 4	
6	SWBAT express the role of music in their lives, including the Ordinary of the Mass. TDO 3,4,5	
7	SWBAT explain the meaning of basic music vocabulary. TDO 4	

2nd Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Music “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

2nd Grade Music Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units
1		Tempo	SWBAT alternate between various tempi.	Suggested activities include conducting gesture changes, modeling tempo through clapping, selection of tempo, Freddy the Frog!		
2		Melody: Simple Songs	SWBAT participate in simple song performance.	Suggested activities include follow the direction, following noteheads on a small scale ((by measure), rounds, Rocky Mountain, Hunt Cows, Frosty Weather		
3		Basic Dynamics	SWBAT demonstrate visually and aurally various dynamic levels.	Suggested activities include “Forte-Piano”, John Jacob...., Surprise Symphony		
4		Listening	SWBAT recognize instrument families, styles, and genres.	Suggested activities include Cheryl Lavender’s Instrument Bingo, Benjamin Britten Guide to the Orchestra, Mighty Music Man, Game Show		
5		Rhythm	SWBAT recognize quarter, half, dotted half whole, eighth notes.	Suggested activities include “Making Music Fun”, Math Races, Flash Cards. See saw, Tinker Tailor, Doggie Doggie, This Old Man, Here we go round the Mulberry Bush,		

Intermediate Grades 3-5 Music

3-5 Team/Department Outcomes

- Broad statements of the highest priorities for outcomes for Archdiocese of Oklahoma City.
- All students will achieve these outcomes as a result of their **combined** 3-5th grade experience. Students should always be working toward these outcomes.
- Team/Department Outcomes are not listed in chronological order, or in the order of complexity.
- Team/Department Outcomes should be discussed when grade level teams or partners or the 3rd-5th grade faculty of a school meet in professional learning communities or grade level meetings.

3-5 Music Team/Department Outcomes

Team/Department Outcomes		Standards
1	SWBAT prepare a musical.	
2	SWBAT apply a rhythmic or melodic idea to compliment moods or themes in music.	
3	SWBAT analyze their emotional connection to music.	
4	SWBAT defend point out key themes and values of their choice of musical genre.	
5	SWBAT participate and demonstrate the sung order of the Ordinary of Mass.	

3rd Grade Course Outcomes

- The highest priorities for 3rd Grade Music learning for all students.
- All students will achieve these outcomes as a result of their Music experience in **3rd Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

3rd Grade Music Course Outcomes

Course Outcomes	Standards for Course Outcomes
1 SWBAT sing unison songs from various cultures with accurate pitch and vocal expression.	
2 SWBAT read quarter notes, beamed eighth notes, half notes and quarter rest.	
3 SWBAT play pitched and unpitched instruments with a steady beat, appropriate dynamics and technique, alone and with others.	
4 SWBAT identify musical elements such as dynamics, form (AB, ABA and Rondo) and instrumentation.	
5 SWBAT create simple rhythmic patterns within teacher guidelines.	
6 SWBAT express their opinion concerning the main theme of a musical example.	
7 SWBAT relate the songs used in the Ordinary of the Mass to Catholic social teachings and their everyday life at an appropriate level.	
8 SWBAT identify ways that music enhances understanding of other disciplines.	

3rd Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Music “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

3rd Grade Music Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment	Standards for Units
1		Tempo	SWBAT operate seamlessly among various tempi.	Suggested activities include use of metronome markings. By, Baby Bunting, Fed my Horse, Old Mr. Rabbit		
2		Melody: Singing and Form	SWBAT demonstrate highs and lows, steps and skips, and basic sight-reading patterns.	Suggested activities include basic music repertoire. Dance Josey, Great Big House, Rocky Mountain, Ida Red.		
3		Dynamics	SWBAT demonstrate visually and aurally increasingly challenging dynamic markings.	Suggested activities include the use of specific dynamic markings including (pp, p, mp, mf, f, FF) crescendo and decrescendo.		
4		Public Performance	SWBAT perform in school or community setting.	Suggested activities include veterans day, christmas program, grandparents day, advent, talent show, etc.		
5		Listening	SWBAT identify specific instruments in a piece of music.	Suggested activities include Peter and the Wolf, Carnival of Animals, Benjamin Britten..., Fantasia		
6		Rhythm	SWBAT perform quarter, dotted quarter, half, dotted half whole, eighth notes and accompanying rests.	Suggested activities include rhythm telephone, boomwhackers, orff, etc. B Liza Jane, Tideo, drumming.		

4th Grade Course Outcomes

- The highest priorities for 4th Grade Music learning for all students.
- All students will achieve these outcomes as a result of their Music experience in **4th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

4th Grade Music Course Outcomes

Course Outcomes

1	SWBAT sing rounds, partner song and songs with ostinatos using appropriate vocal technique.
2	SWBAT read quarter notes, beamed eighth notes, half notes, quarter rest, whole note, dotted half notes, half rest, whole rest, and four beamed sixteenth notes.
3	SWBAT play ostinatos and rhythmic patterns on pitched and unpitched instruments with appropriate technique.
4	SWBAT describe musical elements such as dynamics, form (AB, ABA, and Rondo) and instrumentation through movement, writing or illustration.
5	SWBAT create simple rhythmic and melodic patterns within teacher guidelines.
6	SWBAT analyze with scaffolding oral or written compositions.
7	SWBAT relate the songs used in the Ordinary of the Mass to Catholic social teachings and their everyday life at an appropriate level.
8	SWBAT compare similarities between music and other subjects.

4th Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Music “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

4th Grade Art Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
<u>1</u>		Tempo: Use and Vocabulary	SWBAT correlate between tempo vocabulary and performance of the requested tempo.	Suggested activities include freddy the frog, tempo marking in repertoire. Down in the Valley.	
<u>2</u>		Melody: Harmony	SWBAT perform highs and lows, steps and skips, sight-reading patterns, and part singing.	SAI partner songs, solfege and hand signs, rounds, descants, Repeat it Sign it Sing it, recorders (if used). Canoe Song, Land of the Silver Birch, Sioux Lullaby	
<u>3</u>		Dynamics	SWBAT perform visually and aurally increasingly challenging dynamic markings.	SAI dynamic cards, call and response, appropriate repertoire.	
<u>4</u>		Public Performance	SWBAT interpret important aspects in relation to a performance including audience etiquette, following a conductor, memorization.	SAI school trips, performance in honor choirs/bands, performance in special programs (at school and community), recorders (if used).	
<u>5</u>		Applied Listening and Appreciation	SWBAT identify the difference in musical styles, instruments, and history.	SAI Cheryl Lavender, multimedia/internet	
<u>6</u>		Rhythm	SWBAT perform quarter, dotted quarter, half, dotted half whole, eighth notes, triplets, and syncopation accompanying rests	SAI syn-co-pah, clapping, classroom instruments, recorders, (if used). Canoe Song, Land of the Silver Birch, La Cucaracha, Hey, Ho, Nobody Home, Shady Grove, Circle Round the Zero	

5th Grade Course Outcomes

- The highest priorities for 5th Grade Music learning for all students.
- All students will achieve these outcomes as a result of their Music experience in **5th Grade**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

5th Grade Music Course Outcomes

Course Outcomes	
1	SWBAT sing two part songs and partner songs with appropriate vocal technique.
2	SWBAT read quarter notes, beamed/flagged eighth notes, half notes, quarter rest, whole note, dotted half notes, half rest, whole rest, dotted quarter, four beamed sixteenth notes, and tied notes.
3	SWBAT play melodic and rhythmic patterns by rote and by reading using pitched and percussion instruments with appropriate technique.
4	SWBAT analyze written or aural musical elements within a variety of musical styles through written text, movement or illustration.
5	SWBAT compose original musical patterns within teacher guidelines.
6	SWBAT analyze written and aural compositions.
7	SWBAT relate the songs used in the Ordinary of the Mass to Catholic social teachings and their everyday life at an appropriate level.
8	SWBAT explain discover interdisciplinary connections in specific musical examples or activities.
9	SWBAT demonstrate proper performance etiquette.

5th Grade Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Music “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

5th Grade Music Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
1		Tempo	SWBAT determine tempo using appropriate musical terms.	SAI repertoire, cards, conducting patterns. Come Let's Dance, Ah Poor Bird	
2		Melody - Harmony	SWBAT execute highs and lows, steps and skips, sight-reading exercising, and part singing.	SAI repertoire, composition, melody bingo, Johnny Has Gone for a Soldier,	
3		Dynamics	SWBAT relate dynamic markings to appropriate scenarios.	SAI conducting patterns, playing a wide range of music and determining feeling.	
4		Public Performance	SWBAT utilize important aspects in relation to a performance including audience etiquette, following a conductor, memorization, stage presence.	SAI concert reviews, “film study” (in class and out), school trips	
5		Applied Listening and Appreciation	SWBAT distinguish between genres, instruments, composers, time periods.	SAI Composer Video Series, timelines, infographics, Mr. Beethoven Lives upstairs, Mr. Bach Comes to Call, Mozart's Magic Fantasy, Tchaicovsky Discovers America, Handel's Messiah.	
6		Rhythm	SWBAT perform with accuracy quarter, dotted quarter, half, dotted half whole, eighth notes, triplets, and syncopation accompanying rests.	SAI - student conductor, composition series, classroom instruments, DONE, All Night, All Day, Ghost of Tom, Tumbalalaika, Mango Walk	

Middle Grades 6-8 Music

6-8 Team/Department Outcomes

- Broad statements of the highest priorities for outcomes for Archdiocese of Oklahoma City.
- All students will achieve these outcomes as a result of their **combined** 6th-8th grade experience. Students should always be working toward these outcomes.
- Team/Department Outcomes are not listed in chronological order, or in the order of complexity.
- Team/Department Outcomes should be discussed when grade level teams or partners or the 6th-8th grade faculty of a school meet in professional learning communities or grade level meetings.

6-8 Music Team/Department Outcomes

Team/Department Outcomes	
1	SWBAT produce musical components necessary for a successful performance.
2	SWBAT compose a rhythmic or melodic idea to compliment moods or themes in music.
3	SWBAT defend support their emotional connection to music.
4	SWBAT classify organize themes and values of their choice of musical genre.
5	SWBAT participate in and relate the sung portions of the Ordinary of Mass to liturgical theory and practice.

6th-8th Grade General Music w/Performance Course Outcomes

- The highest priorities for 6th-8th Grade Music w/Performance learning for all students.
- All students will achieve these outcomes as a result of their Music experience in **6th-8th Grade Music w/Performance**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

6th-8th Grade Music w/ Performance Course Outcomes

Course Outcomes	
1	SWBAT perform appropriate melodic, harmonic and rhythm parts individually and in groups. TDO 1,2
2	SWBAT develop melodies, accompaniments, and simple arrangements, individually and in groups, through the use of traditional, technology-aided or improvisation methods. TDO 1,2
3	SWBAT demonstrate harmonic patterns, note values up to sixteenth notes, simple and compound meter, treble or bass clef melodies and musical terms. TDO 1,2
4	SWBAT compare and contrast music from a technical and cultural standpoint, including how it can convey a particular mood. TDO 1,4
5	SWBAT compare how music and culture are historically connected. TDO 2,3,4
6	SWBAT compare elements specific to music and disciplines across the curriculum. TDO 3,4
7	SWBAT demonstrate ways in which various styles of sacred music relate to our Catholic culture. TDO 3,4,5
8	SWBAT relate the songs used in the Ordinary of the Mass to Catholic social teachings and their everyday life. TDO 3,5

6th-8th Music w/Performance Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Music “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

6th-8th Music w/Performance Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
<u>1</u>		Vocal Technique	SWBAT perform using skills including breathing, vowel formation, phrasing, perform tuneful singing, posture.	Breathing, Vowel Formation, Phrasing, Perform Tuneful Singing, Posture	
<u>2</u>		Instrumental Technique	SWBAT perform using skills including appropriate percussive strokes, wind instrument techniques, proper care for instruments.	Percussive Strokes, Wind Instruments (Recorder), Care for instrument, Instrument families, instrument timbres	
<u>3</u>		Music Appreciation	SWBAT identify important aspects of music in daily life and liturgical music.	Music in Daily Life, Liturgical Music	
<u>4</u>		Performance Technique	SWBAT demonstrate vital performance technique skills including stage presence, expression, and rehearsal expressions.	Stage Presence, Expression, Rehearsal Expectations	
<u>5</u>		Music History	SWBAT articulate differences and similarities in regards to genres, composers, styles, and time periods.	Genres, Composers, Styles, Time Periods	
<u>6</u>		Music Theory	SWBAT apply staff reading, rhythm reading, terminology, aural skills, and scales.	Staff Reading, Rhythm Reading, Terminology, Aural Skills, Scales,	

6th-8th Grade General Music w/o Performance Course Outcomes

- The highest priorities for 6th-8th Grade Music without Performance learning for all students.
- All students will achieve these outcomes as a result of their Music experience in **6th-8th Grade Music without Performance**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

6th-8th Grade Music w/o Performance Course Outcomes

Course Outcomes

- 1 SWBAT compare how music and culture are historically connected.
- 2 SWBAT summarize both American and World music from a historical and cultural context.
- 3 SWBAT discuss ways in which various styles of sacred music relate to our Catholic culture.
- 4 SWBAT compare elements specific to music and disciplines across the curriculum.
- 5 SWBAT relate the songs used in the Ordinary of the Mass to Catholic social teachings and their everyday life.
- 6 SWBAT compare and contrast music from a technical and cultural standpoint, including how it can convey a particular mood.

6th-8th Music w/o Performance Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Music “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

6th-8th Music w/o Performance Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
1		Elements of Music	SWBAT define the elements of Music: Melody, Pitch, Tone color, Rhythm, expression.	Melody, Pitch, Tone Color, Rhythm, Expressive Qualities (Tempo/Dynamics)	
2		History of Music - Baroque and Classical Periods	SWBAT compare Time Periods, Composers, Genres, Instruments, and Relevance to Catholic Church during the Baroque and Classical periods.	Time Periods, Composers, Genres , Instruments	
3		History of Music - Romantic and Modern periods	SWBAT compare time periods, composers, genres, instruments, and relevance to the Catholic Church during the Baroque and Classical periods.	Genres, Instruments, Time Periods	
4		Appreciation	SWBAT evaluate music in daily living and liturgical music.	Music in Daily Living, Liturgical Music	

6th-8th Grade Choir Course Outcomes

- The highest priorities for 6th-8th Grade Choir learning for all students.
- All students will achieve these outcomes as a result of their Music experience in **6th-8th Grade Choir**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

6th-8th Grade Choir Course Outcomes

Course Outcomes

- 1 SWBAT perform appropriate melodic, harmonic and rhythm parts individually and in groups. TDO 1,2
- 2 SWBAT develop melodies, accompaniments, and simple arrangements, individually and in groups, through the use of traditional, technology-aided or improvisation methods. TDO 1,2
- 3 SWBAT demonstrate harmonic patterns, note values up to sixteenth notes, simple and compound meter, treble or bass clef melodies and musical terms. TDO 1,2
- 4 SWBAT compare and contrast music from a technical and cultural standpoint, including how it can convey a particular mood. TDO 1,4
- 5 SWBAT compare how music and culture are historically connected. TDO 2,3,4
- 6 SWBAT compare elements specific to music and disciplines across the curriculum. TDO 3,4
- 7 SWBAT demonstrate ways in which various styles of sacred music relate to our Catholic culture. TDO 3,4,5
- 8 SWBAT relate the songs used in the Ordinary of the Mass to Catholic social teachings and their everyday life. TDO 3,5

6th-8th Choir Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Music “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

6th-8th Choir Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale	Unit Assessment
1		Vocal Technique	SWBAT perform tuneful singing with appropriate posture, breath, use of registers, and pure unified vowels.	Posture, breathing, registers, vowels, resonance, tuneful singing, diction, physical attributes (diaphragm, soft palate), breath support.	
2		Harmony	SWBAT execute independent singing, rounds, and 2 and 3 part singing.	2 and 3 part singing; 2, 3, and 4 part rounds	
3		Performance Techniques	SWBAT perform with good musicality meaningful expression.	Posture, stage presence, communicative singing	
4		Music Theory	SWBAT utilize terminology, aural skills, musical symbols and form	Audiation, aural Skills, terms, staff, form, clef, rests	
5		Music History	SWBAT recognize varying composers, styles, genres, and time periods.	Composers, styles, genres, musical time periods	

6th-8th Grade Intermediate Band Course Outcomes

- The highest priorities for 6th-8th Grade Beginning Band learning for all students.
- All students will achieve these outcomes as a result of their Music experience in **6th-8th Grade Beginning Band**.
- Course Outcomes are **not** meant to always have a 1:1 connection with units of instruction. Each unit can cover parts of one or more than one Course Outcome. They are not necessarily expected to be mastered in one unit.
- The Course Outcomes are essential outcomes that should be thoroughly taught and learned throughout the year. They are not presented in a chronological sequence for instruction, and they are not presented in order of complexity.

6th-8th Grade Intermediate Band Course Outcomes

Course Outcomes

- 1 SWBAT perform appropriate melodic, harmonic and rhythm parts individually and in groups. TDO 1,2
- 2 SWBAT develop melodies, accompaniments, and simple arrangements, individually and in groups, through the use of traditional, technology-aided or improvisation methods. TDO 1,2
- 3 SWBAT demonstrate harmonic patterns, note values up to sixteenth notes, simple and compound meter, treble or bass clef melodies and musical terms. TDO 1,2
- 4 SWBAT compare and contrast music from a technical and cultural standpoint, including how it can convey a particular mood. TDO 1,4
- 5 SWBAT compare how music and culture are historically connected. TDO 2,3,4
- 6 SWBAT compare elements specific to music and disciplines across the curriculum. TDO 3,4
- 7 SWBAT demonstrate ways in which various styles of sacred music relate to our Catholic culture. TDO 3,4,5
- 8 SWBAT relate the songs used in the Ordinary of the Mass to Catholic social teachings and their everyday life. TDO 3,5

6th-8th Intermediate Band Unit Concepts, Goals, and Sequence

- **Unit Concepts** are the specific Music “big ideas” that students should learn. Each concept should take multiple lessons – an entire unit – to teach.
- **Unit Goals** provide the expectations for what students should **be able to do with** knowledge, skills, and practices related to the unit concept. All lessons should be designed to help students progress toward meeting the Unit Goal.

6th-8th Intermediate Band Unit Concepts, Goals, and Rationale

Unit #	Estimated # of Days	Unit Concept or Question	Unit Goal	Unit Rationale
<u>1</u>		Advanced Beginner Instrumental Techniques	SWBAT demonstrate a correct: tone production, articulation, sight-reading, terminology, dynamics, and intonation	Tone production (correct embouchure, bowing technique), articulation (single tongue, double tongue, martelle or detache bowing, percussion rudiments, etc), tuning (headjoints or other tubing on the instrument, fine tuners, etc
<u>2</u>		Intermediate Instrumental Techniques	SWBAT demonstrate instrumental intermediate techniques in tone, fingering, scale, articulation, rhythm, sight-reading and ensemble skills.	Tone production (correct embouchure, bowing technique), articulation (single tongue, double tongue, martelle or detache bowing, percussion rudiments, etc), tuning (headjoints or other tubing on the instrument, fine tuners, including more range of notes in fingering and scales.
<u>3</u>		Music Theory	SWBAT demonstrate knowledge in terminology, symbols, key signature, sight-reading skills, form and aural skills	Aural Skills, Terms, Staff, Form, Clef, dotted & tied rhythms, sixteenths
<u>4</u>		Musicality and Expression	SWBAT implement factors including tempo, phrasing, and dynamics	Tempo, Phrasing, Dynamics
<u>5</u>		Performance Techniques	SWBAT demonstrate concert etiquette, standard operating procedures for a concert, advanced stage terminology.	Composers, style, time periods
<u>6</u>		Music History & Genres	SWBAT distinguish between different genre styles, time periods, various composers through literature and repertoire	Changing production to represent genre changes