

Diocese of Richmond

Consensus Curriculum for Music

Mission Statement

The mission of the Office of Catholic Schools is to assist the Bishop in his mandate as Teacher of the Catholic Faith, by establishing a climate and framework for fostering excellence in catechetical and academic education in the schools of the diocese in adherence to the Magisterium of the Church.

The mission of the schools in the Catholic Diocese of Richmond is to develop and nurture the spiritual, intellectual, social, and emotional growth of each student in the spirit of the Gospels and the teachings of the Catholic Church.

Purpose

The Music Curriculum is a guideline from which educators within the Diocese of Richmond can provide basic instruction within the context of our Catholic faith. This curriculum is intended to be applied to all music classes to provide consistency of instruction throughout the Diocese.

Framework

This curriculum is organized and informed by the [2014 National Music Standards](#), a document set forth by the National Association for Music Education and the [Virginia Department of Education Standards of Learning](#). The elementary curriculum is a general music curriculum organized by grade level. The middle school curriculum applies to all general music courses in 6th through 8th grade. Each of these general music curriculum guides from Pre-Kindergarten through middle school is a continuation of the previous level to accommodate the skill development and progression. The high school curriculum is separate for instrumental and vocal ensemble classes. This curriculum was designed for music classes that meet regularly. Teachers may need to modify the curriculum to meet the needs of their school's individual program.

Acknowledgements

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Music Standards

[Pre-Kindergarten](#)

[Kindergarten](#)

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Diocese of Richmond

Music Curriculum

Grade Level: Pre-Kindergarten

MUS PK.1: CREATING: Generate musical ideas for various purposes and contexts.

- a. Explore and experience a variety of music with substantial guidance
- b. Compose and/or improvise short rhythmic patterns in duple and triple meter with substantial guidance
- c. Compose and/or improvise tonality patterns (i.e. High versus low pitches) in modes and/or tonalities (major and minor) on neutral syllables and/or solfege with correct pitch with substantial guidance
- d. Improvise on unpitched percussion or pitched instruments with substantial guidance
- e. Improvise short tonal ostinati to simple songs, chants and liturgical music with substantial guidance

MUS PK.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

- a. Explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments), with substantial guidance
- b. Select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology, with substantial guidance
- c. Develop fine motor skills and coordination including basic movement concepts with substantial guidance
- d. Recognize elements of music (rhythm, tonality, tempo, dynamics, pitch range)
- e. Listen to songs, chants, and liturgical music from a variety of eras, themes and styles with substantial guidance
- f. Listen to songs, chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with substantial guidance
- g. Use unpitched percussion instruments to develop musical ideas
- h. Use short tonal ostinati to simple songs, chants and liturgical music with substantial guidance
- i. Sing in unison and harmony
- j. Use simple rhythmic notation with substantial guidance
- k. Recognize musical form (i.e. AB structure, same/different) with substantial guidance
- l. Use technology resources to explore music concepts

MUS PK.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

- a. Consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas with substantial guidance

MUS PK.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

- a. Share revised personal musical ideas with peers with substantial guidance
- b. Compare and contrast original creations with embellished or refined creations

MUS PK.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

- a. Demonstrate and state preference for varied musical selections with substantial guidance
- b. Explain preference of music

MUS PK.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

- a. Explore and demonstrate awareness of musical contrasts with substantial guidance.
- b. Compare and contrast different musical elements (tonality, rhythm, dynamics, tempo, pitch range) within a song, chant or liturgical music with substantial guidance
- c. Explain why certain pieces of music are only appropriate at certain times and in certain places (ex: Mass, prayer service, concert, radio, play)

MUS PK.7: PERFORMING: Develop personal interpretations that consider creators' intent.

- a. Explore music's expressive qualities (such as voice quality, dynamics, and tempo) with substantial guidance

MUS PK.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

- a. Practice and demonstrate what they like about their own performances with substantial guidance
- b. Apply personal, peer, and teacher feedback to refine performances with substantial guidance
- c. Respond appropriately to peer and teacher feedback
- d. Provide respectful feedback to peers recognizing that God's gift of music manifests differently in everyone
- e. Demonstrate through singing proper breathing, diction and support with substantial guidance
- f. Sing alone and with others

MUS PK.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

- a. Perform music with expression with substantial guidance
- b. Sing or perform on instruments songs, chants, and liturgical music from a variety of eras, themes and styles with substantial guidance
- c. Sing chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with substantial guidance
- d. Perform songs, with emphasis on different musical elements (meter, tonality, dynamics, tonality, tempo)
- e. Perform in unison and harmony with substantial guidance
- f. Demonstrate proper performance and audience etiquette in various situations, events, Masses, plays and prayer services with substantial guidance

MUS PK.10: RESPONDING: Choose music appropriate for a specific purpose or context.

- a. State personal interests and demonstrate why they prefer some music selections over others with substantial guidance
- b. Categorize songs to use for various times of the year and purposes

MUS PK.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

- a. Explore musical contrasts in music with substantial guidance
- b. Explain how different songs make the listener feel differently

MUS PK.12: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

- a. Explore music's expressive qualities (such as dynamics and tempo) with substantial guidance
- b. Explain how different songs make the listener feel differently

MUS PK.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

- a. Discuss personal and expressive preferences in music with substantial guidance
- b. Explore and discuss likes and dislikes in music, in regards to listening and playing instruments

MUS PK.14: CONNECT: Synthesize and relate knowledge and personal experiences to make music.

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- b. Compose or refine music based upon personal experiences

MUS PK.15: CONNECT: Relate musical ideas and works with varied context to deepen understanding.

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- b. Perform songs, chants and liturgical music based on cross-curricular subjects and events with substantial guidance



Diocese of Richmond
Music Curriculum
Grade Level: Kindergarten

MUS K.1: CREATING: Generate musical ideas for various purposes and contexts.

- a. Explore and experience music concepts (such as beat and melodic contour) with guidance
- b. Generate musical ideas (such as movements or motives) with guidance
- c. Compose and/or improvise short rhythmic patterns in duple and triple meter with guidance
- d. Compose and/or improvise tonality patterns (i.e. High versus low pitches) in modes and/or tonalities (major and minor) on neutral syllables and/or solfege with correct pitch with guidance
- e. Improvise on unpitched percussion or pitched instruments with guidance
- f. Improvise short tonal ostinati to simple songs, chants and liturgical music with guidance

MUS K.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

- a. Demonstrate and choose favorite musical ideas with guidance
- b. Organize personal musical ideas using iconic notation and/or recording technology with guidance
- c. Develop fine motor skills and coordination including basic movement concepts with guidance
- d. Identify elements of music (rhythm, tonality, tempo, dynamics, pitch range)
- e. Listen to and identify songs, chants, and liturgical music from a variety of eras, themes and styles with guidance
- f. Listen to and identify songs, chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with guidance
- g. Play unpitched percussion instruments to develop musical ideas
- h. Use short tonal ostinati to simple songs, chants and liturgical music with guidance
- i. Sing in unison and harmony
- j. Use simple rhythmic notation with guidance
- k. Identify musical form (i.e. AB structure, same/different) with guidance
- l. Use technology resources to explore music concepts

MUS K.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

- a. Apply, with guidance, personal, peer, and teacher feedback in refining personal musical ideas

MUS K.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

- a. Demonstrate, with guidance, a final version of personal musical ideas to peers
- b. Share original creations with embellished or refined creations

MUS K.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

- a. Describe personal interest in varied musical selections, with guidance
- b. Explain personal preference of music

MUS K.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

- a. Explore and demonstrate, with guidance, awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance
- b. Compare and contrast different musical elements (tonality, rhythm, dynamics, tempo, pitch range) within a song, chant or liturgical music with substantial guidance
- c. Explain why certain pieces of music are only appropriate at certain times and in certain places (ex: Mass, prayer service, concert, radio, play)

MUS K.7: PERFORMING: Develop personal interpretations that consider creators' intent.

- a. Demonstrate, with guidance, awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent

MUS K.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

- a. Apply personal, teacher, and peer feedback, with guidance, to refine performances
- b. Use suggested strategies, with guidance, in rehearsal to improve the expressive qualities of music
- c. Respond appropriately to peer and teacher feedback
- d. Provide respectful feedback to peers recognizing that God's gift of music manifests differently in everyone
- e. Demonstrate through singing proper breathing, diction and support with guidance
- f. Sing alone and with others

MUS K.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

- a. Perform, with guidance, music with expression
- b. Perform appropriately for the audience
- c. Sing or perform on instruments songs, chants, and liturgical music from a variety of eras, themes and styles with guidance
- d. Sing chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with guidance
- e. Perform songs, with emphasis on different musical elements (meter, tonality, dynamics, tonality, tempo)
- f. Perform in unison and harmony with guidance
- g. Demonstrate proper performance and audience etiquette in various situations, events, Masses, plays and prayer services with guidance

MUS K.10: RESPONDING: Choose music appropriate for a specific purpose or context.

- a. List, with guidance, personal interests and experiences and demonstrate why they prefer some music selections over others
- b. Categorize songs to use for various times of the year and purposes

MUS K.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

- a. Demonstrate, with guidance, how a specific music concept (such as beat or melodic direction) is used in music
- b. Explain how different songs make the listener feel differently

MUS K.12: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

- a. Demonstrate, with guidance, awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent
- b. Explain how different songs make the listener feel differently

MUS K.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

- a. Apply, with guidance, personal and expressive preferences in the evaluation of music
- b. Explore and discuss likes and dislikes in music, in regards to listening and playing instruments

MUS K.14: CONNECTING: Synthesize and relate knowledge and personal experiences to make music.

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- b. Compose or refine music based upon personal experiences

MUS K.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
- b. Recognize that musical talent at various levels is a gift from God
- c. Use music as a form of worship



Diocese of Richmond Music Curriculum

Grade Level: 1st Grade

MUS 1.1: CREATING: Generate musical ideas for various purposes and contexts.

- a. Create musical ideas (such as answering a musical question) for a specific purpose with limited guidance
- b. Generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple) with limited guidance
- c. Improvise and/or Compose music on pitched and/or unpitched percussion instruments with limited guidance
- d. Improvise and/or compose short tonal ostinati to simple songs, chants and liturgical music with substantial guidance

MUS 1.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

- a. Demonstrate and discuss, with limited guidance, personal reasons for selecting musical ideas that represent expressive intent
- b. Use iconic or standard notation and/or recording technology to document and organize personal musical ideas with limited guidance
- c. Use fine motor skills and coordination including basic movement concepts
- d. Use the elements of music (rhythm, tonality, tempo, dynamics, pitch range)
- e. Listen to, identify and sing songs, chants, and liturgical music from a variety of eras, themes and styles with limited guidance
- f. Listen to, identify, and sing songs, chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with limited guidance
- g. Identify and use pitched and unpitched percussion instruments to develop musical ideas
- h. Use short tonal ostinati to simple songs, chants and liturgical music with limited guidance
- i. Sing in unison and harmony
- j. Use simple rhythmic notation with limited guidance
- k. Use musical form (i.e. AB, ABA structure, same/different) with limited guidance
- l. Identify and recognize families of instruments of the orchestra

MUS 1.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

- a. Discuss and apply personal, peer, and teacher feedback to refine personal musical ideas with limited guidance

MUS 1.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

- a. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience with limited guidance

MUS 1.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

- a. Demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections with limited guidance

MUS 1.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

- a. Demonstrate knowledge, with limited guidance, of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
- b. Read and perform rhythmic patterns using iconic or standard notation when analyzing selected music
- c. Explain why certain pieces of music are only appropriate at certain times and in certain places (ex: Mass, prayer service, concert, radio, play)

MUS 1.7: PERFORMING: Develop personal interpretations that consider creators' intent.

- a. Demonstrate and describe music's expressive qualities (such as dynamics and tempo)

MUS 1.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

- a. Apply personal, teacher, and peer feedback to refine performances with limited guidance
- b. Use suggested strategies, with limited guidance, in rehearsal to address interpretive challenges of music
- c. Respond appropriately to peer and teacher feedback
- d. Provide respectful feedback to peers recognizing that God's gift of music manifests differently in everyone
- e. Demonstrate through singing proper breathing, diction and support with substantial guidance
- f. Sing alone and with others

MUS 1.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

- a. Perform music, with limited guidance for a specific purpose with expression.
- b. Perform appropriately for the audience and purpose
- c. Sing or perform on instruments songs, chants, and liturgical music from a variety of eras, themes and styles with limited guidance
- d. Sing chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with limited guidance
- e. Perform songs, with emphasis on different musical elements (meter, tonality, dynamics, tonality, tempo)
- f. Perform in unison and harmony with limited guidance
- g. Demonstrate proper performance and audience etiquette in various situations, events, Masses, plays and prayer services with limited guidance

MUS 1.10: RESPONDING: Choose music appropriate for a specific purpose or context.

- a. Identify and demonstrate how personal interests and experiences influence musical selection for specific purposes with limited guidance
- b. Categorize songs to use for various times of the year and purposes

MUS 1.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

- a. Demonstrate and identify, with limited guidance, how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose
- b. Explain how different songs make the listener feel differently

MUS 1.12: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

- a. Demonstrate and identify, with limited guidance, expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent
- b. Explain how different songs make the listener feel differently

MUS 1.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

- a. Apply personal and expressive preferences in the evaluation of music for specific purposes with limited guidance
- b. Explore and discuss likes and dislikes in music, in regards to listening and playing instruments

MUS 1.14: CONNECTING: Synthesize and relate knowledge and personal experiences to make music.

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MUS 1.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
- b. Recognize that musical talent at various levels is a gift from God
- c. Use music as a form of worship



Diocese of Richmond Music Curriculum

Grade Level: 2nd Grade

MUS 2.1: CREATING: Generate musical ideas for various purposes and contexts.

- a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose
- b. Improvise, arrange and/or compose music on pitched and/or unpitched percussion instruments with limited guidance
- c. Improvise, arrange and/or compose short tonal ostinati to simple songs, chants and liturgical music with limited guidance
- d. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple)

MUS 2.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

- a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent
- b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas
- c. Use fine motor skills and coordination including basic movement concepts
- d. Use the elements of music (rhythm, tonality, tempo, dynamics, pitch range)
- e. Use songs, chants, and liturgical music from a variety of eras, themes and styles with limited guidance
- f. Use songs, chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with limited guidance
- g. Use pitched and unpitched percussion instruments to develop musical ideas
- h. Use short tonal ostinati to simple songs, chants and liturgical music with limited guidance
- i. Sing in unison and harmony
- j. Use simple rhythmic notation with limited guidance
- k. Use musical form (i.e. AB, ABA structure, same/different) with limited guidance
- l. Identify and recognize families of instruments of the orchestra
- m. Identify basic music notation

MUS 2.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

- a. Interpret and apply personal, peer, and teacher feedback to revise personal music

MUS 2.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

- a. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience

MUS 2.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

- a. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections

MUS 2.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

- a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance
- b. Read and perform rhythmic and melodic patterns using iconic or standard notation when analyzing selected music
- c. Explain why certain pieces of music are only appropriate at certain times and in certain places (ex: Mass, prayer service, concert, radio, play)

MUS 2.7: PERFORMING: Develop personal interpretations that consider creators' intent.

- a. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent

MUS 2.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

- a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances
- b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music
- c. Respond appropriately to peer and teacher feedback
- d. Provide respectful feedback to peers recognizing that God's gift of music manifests differently in everyone
- e. Demonstrate through singing proper breathing, diction and support with substantial guidance
- f. Sing alone and with others

MUS 2.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

- a. Perform music for a specific purpose with expression and technical accuracy
- b. Perform appropriately for the audience and purpose
- c. Sing or perform on instruments songs, chants, and liturgical music from a variety of eras, themes and styles with limited guidance
- d. Sing chants, and liturgical music in various languages and cultures (i.e. Spanish, Latin) with limited guidance
- e. Perform songs, with emphasis on different musical elements (meter, tonality, dynamics, tonality, tempo)
- f. Perform in unison and harmony with limited guidance
- g. Demonstrate proper performance and audience etiquette in various situations, events, Masses, plays and prayer services with limited guidance

MUS 2.10: RESPONDING: Choose music appropriate for a specific purpose or context.

- a. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes
- b. Categorize songs to use for various times of the year and purposes

MUS 2.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

- a. Describe how specific music concepts are used to support a specific purpose in music
- b. Explain how different songs make the listener feel differently

Standard 2.12: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

- a. Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent
- b. Explain how different songs make the listener feel differently

Standard 2.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

- a. Apply personal and expressive preferences in the evaluation of music for specific purposes
- b. Explore and discuss likes and dislikes in music, in regards to listening and playing instruments

Standard 2.1: CONNECTING: Synthesize and relate knowledge and personal experiences to make music.

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

Standard 2.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- b. Recognize that musical talent at various levels is a gift from God
- c. Use music as a form of worship



Diocese of Richmond Music Curriculum

Grade Level: 3rd Grade

MUS 3.1: CREATING: Generate musical ideas for various purposes and contexts.

- a. Improvise rhythmic and melodic ideas
- b. Generate original musical ideas (such as rhythms and melodies)
- c. Arrange short musical ideas to form a composition
- d. Create, improvise, echo, and differentiate short rhythmic patterns in duple and triple meter

MUS 3.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

- a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent
- b. Compose a strand of rhythm patterns to form a complete composition
- c. Compare and contrast tonality patterns in major and minor tonality on neutral syllables
- d. Use simple rhythmic notation
- e. Identify intermediate music notation

MUS 3.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

- a. Evaluate, refine and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback
- b. Use teacher created rubrics for critique and revision
- c. Learn correct terminology when evaluating music
- d. Identify classroom instruments pitched and unpitched

MUS 3.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

- a. Present the final version of personally created music to others, and describe connection to expressive intent

MUS 3.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

- a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context

MUS 3.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

- a. Demonstrate understanding of the structure in the music selected for performance
- b. Identify simple musical form: AB, ABA, ABAB
- c. Read and perform rhythmic patterns and melodic phrases using standard and non-standard notation
- d. Explain how context (personal and social) can inform a performance

MUS 3.7: PERFORMING: Develop personal interpretations that consider creators' intent.

- a. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo) and how they are used to show expressive intent

MUS 3.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

- a. Apply criteria (teacher-provided, as well as collaboratively-developed) and feedback to evaluate accuracy of ensemble performances
- b. Follow conducting cues from the director
- c. Perform on unpitched and/or pitched instruments with proper technique
- d. Rehearse to refine technical accuracy expressive qualities, and identified performance challenges
- e. Sing alone and with others including liturgical music/Christian music
- f. Perform songs in various languages especially Latin
- g. Demonstrate good diction

MUS 3.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

- a. Perform music, alone and with others, with expression and technical accuracy using dynamics
- b. Demonstrate age-appropriate tone quality and awareness of vocal ranges using high and low pitch
- c. Demonstrate proper breathing and support with correct alignment
- d. Demonstrate performance decorum and audience etiquette appropriate for the context and venue
- e. Demonstrate appropriate, respectful behavior in various situations and events (Mass, concerts, etc.)
- f. Perform, listen to, and identify music from various time periods and cultures
- g. Perform in unison and harmony (simple rounds, partner songs, etc.)

MUS 3.10: RESPONDING: Choose music appropriate for a specific purpose or context.

- a. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes
- b. Listen to and discuss the purpose of music from various cultures and genres
- c. Discuss the purpose of various types of Christian music (Gregorian chants, hymns, Christmas Carols, Sunday school songs)

MUS 3.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

- a. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (personal and social)
- b. Identify simple musical form: AB, ABA, ABAB
- c. Use appropriate technical vocabulary, such as dynamics, tempo, pitch, to describe a chosen piece of music
- d. Compare and contrast different styles of music

MUS 3.12: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

- a. Demonstrate and describe how the expressive qualities (dynamics and tempo) are used in performers' interpretations to reflect expressive intent
- b. Discuss the influence of music on different cultures

MUS 3.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

- a. Evaluate a variety of musical works and performances, applying established criteria
- b. Evaluate various types of music including Gregorian Chant, liturgical music, Folk, Patriotic
- c. Discuss how musical talents are gifts from God
- d. Listen to and describe music from different time periods and cultures

MUS 3.14: CONNECTING: Synthesize and relate knowledge and personal experiences to make music.

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- b. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context
- c. Present the final version of created music for others, and describe connection to expressive intent

MUS 3.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

- a. Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life
- b. Recognize that musical talent at various levels is a gift from God
- c. Use music as a form of worship



Diocese of Richmond Music Curriculum

Grade Level: 4th Grade

MUS 4.1: CREATING: Generate musical ideas for various purposes and contexts.

- a. Improvise rhythmic and melodic ideas
- b. Generate original musical ideas (such as rhythms and melodies) within a given tonality and/or meter
- c. Create, improvise, echo, and differentiate short rhythmic patterns in duple and triple meter
- d. Create and improvise tonal patterns, various dynamics

MUS 4.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

- a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent
- b. Compose a strand of rhythm patterns to form a complete composition
- c. Arrange short musical ideas to form composition
- d. Use technology resources to develop musical ideas

MUS 4.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

- a. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time
- b. Use teacher or peer created rubrics for critique and revision
- c. Use correct technical terminology when evaluating music

MUS 4.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

- a. Present the final version of personal created music to others, and describe connection to expressive intent

MUS 4.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context .

- a. Demonstrate and explain how the selection of music to be performed is influenced by personal interest, knowledge, context, and technical skill

MUS 4.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

- a. Demonstrate understanding of the structure and the elements of music (rhythm, pitch, and form) in music selected for a performance
- b. Read and perform using standard and non-standard notation when analyzing selected music
- c. Explain how context (social and cultural) informs a performance

MUS 4.7: PERFORMING: Develop personal interpretations that consider creators' intent.

- a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (dynamics, tempo, and timbre)

MUS 4.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others .

- a. Apply criteria (teacher-developed and collaboratively developed) and feedback to evaluate accuracy and expressiveness of ensemble and personal performances
- b. Demonstrate proper technique including: posture, embouchure, hand position, playing position, tone production that is clear, free of tension, sustained and unwavering pitch
- c. Follow conductor cues from the director
- d. Demonstrate good diction
- e. Demonstrate correct alignment
- f. Demonstrate proper breathing and support
- g. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges
- h. Demonstrate rehearsal decorum and audience etiquette appropriate for the context, venue, and genre

MUS 4.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

- a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation
- b. Demonstrate pitch range: high and low
- c. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre
- d. Perform in unison and harmony (simple rounds, partner songs, etc.)
- e. Perform songs in various languages especially Latin
- f. Perform and listen to music from various time periods and cultures
- g. Perform short tonal ostinati to simple songs

MUS 4.10: RESPONDING: Choose music appropriate for a specific purpose or context.

- a. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts
- b. Listen to and discuss the purpose of music from various time periods, cultures and genres
- c. Discuss the purpose of various types of Christian music (Gregorian chants, hymns, Christmas Carols, Sunday school songs)

MUS 4.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

- a. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (social and cultural)
- b. Identify simple musical form: AB, ABA ABAB, Rondo
- c. Use appropriate technical vocabulary for tempo, dynamics, meter, etc. to describe examples of music, including liturgical Catholic/Christian music
- d. Compare and Contrast and discuss preference of songs in various modes and tonalities

MUS 4.12: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

- a. Demonstrate and explain how the expressive qualities (dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent
- b. Identify the influence of music on different cultures

MUS 4.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

- a. Evaluate all forms of musical works and performances, including liturgical, cultural and Catholic/Christian music, applying established criteria
- b. Recognize musical talents as unique gifts from God

MUS 4.14: CONNECTING: Synthesize and relate knowledge and personal experiences to make music.

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MUS 4.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
- b. Recognize that musical talent at various levels is a gift from God
- c. Use music as a form of worship



Diocese of Richmond Music Curriculum

Grade Level: 5th Grade

MUS 5.1: CREATING: Generate musical ideas for various purposes and contexts.

- a. Improvise rhythmic, melodic, and harmonic ideas
- b. Generate original musical ideas (such as rhythms and melodies) within a given tonality and/or meter
- c. Create and improvise, echo, and differentiate short rhythmic patterns in duple and triple and non-standard meter
- d. Compare and contrast music from a variety of eras and styles, Gregorian Chant, Liturgical Hymns, Catholic/Christian, Folk, Patriotic

MUS 5.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

- a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent
- b. Compose a strand of rhythm patterns to form a complete composition
- c. Use standard and non-standard notation and/or recording technology to record personal rhythmic, melodic and two-chord harmonic musical ideas
- d. Create and improvise tonal patterns

MUS 5.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

- a. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback and explain reasons for changes

MUS 5.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

- a. Present the final version of personal created music to others, and describe connection to expressive intent

MUS 5.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

- a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill

MUS 5.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

- a. Demonstrate understanding of the structure and the elements of music (rhythm, pitch, form, and harmony) in music selected for performance
- b. Read and perform using standard notation when analyzing selected music
- c. Explain how context (social and cultural) informs a performance

MUS 5.7: PERFORMING: Develop personal interpretations that consider creators' intent.

- a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (dynamics, tempo, and timbre)

MUS 5.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

- a. Apply criteria (teacher-provided and collaboratively developed) and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances
- b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time

MUS 5.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

- a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation
- b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style

MUS 5.10: RESPONDING: Choose music appropriate for a specific purpose or context.

- a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MUS 5.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

- a. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (social, cultural, and historical)
- b. Listen to and identify songs in various modes and tonalities

MUS 5.12: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

- a. Demonstrate and explain how the expressive qualities (dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent
- b. Compare and contrast the influence of music on different cultures

MUS 5.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

- a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music

MUS 5.14: CONNECTING: Synthesize and relate knowledge and personal experiences to make music.

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MUS 5.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
- b. Recognize that musical talent at various levels is a gift from God
- c. Use music as a form of worship
- d. Discuss how music relates to other subjects, such as math, science, reading, history, foreign language, Art, etc.



Diocese of Richmond
Music Curriculum
Grade Level: 6th-8th Grade

MUS MS.1: CREATING: Generate musical ideas for various purposes and contexts.

- a. Improvise alone and with others
- b. Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys. (see Orff method)
- c. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent
- d. Create musical ideas intended for various audience, locations, purposes including Mass
- e. Use available technology resources to supplement music concepts

MUS MS.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

- a. Arrange and/or compose music within teacher specified parameters, using available technology.
- b. Embellish a piece of liturgical music
- c. Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent
- d. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences
- e. Identify the parts of the instrument being studied
- f. Identify the parts of the vocal anatomy and their use for proper vocal tone productions and breath support and control
- g. Explain compositional devices and techniques
- h. Recognize chord progressions

MUS MS.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

- a. Evaluate their own work, applying criteria such as application of selected elements of music, and use of sound sources
- b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others

MUS MS.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

- a. Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent

MUS MS.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

- a. Apply criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and identify expressive qualities, technical challenges, and reasons for choices
- b. Select music for a specific liturgical purpose

MUS MS.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

- a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used
- b. Read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form when analyzing selected music
- c. Identify how cultural and historical context inform performances and result in different music interpretations
- d. Dictate rhythmic and melodic passages from a given source
- e. Use technical vocabulary of music during analysis

MUS MS.7: PERFORMING: Develop personal interpretations that consider creators' intent.

- a. Perform contrasting pieces of music
- b. Demonstrate and explain how the music's intent is conveyed by interpreting the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing)

MUS MS.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

- a. Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performers, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform
- b. Evaluate a variety of genres and works in terms of skill level and context

MUS MS.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

- a. Perform the music with technical accuracy and stylistic expression to convey the creator's intent
- b. Respond to a variety of conducting gestures
- c. Demonstrate proper posture and breathing (instrumental and vocal), embouchure, hand position, and playing position
- d. Produce tones that are clear, free of tension, sustained and unwavering in pitch
- e. Perform vocally with proper diction identifying and demonstrating pure vowels and articulated consonants
- f. Demonstrate ensemble skills by blending timbres and matching dynamic levels, style and intonation
- g. Demonstrate musical phrasing through the use of dynamics, tempo and melodic contour
- h. Sing music written in unison or harmony, with or without instrumental accompaniment
- i. Demonstrate a variety of articulations including legato and staccato
- j. Read a musical score
- k. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context

MUS MS.10: RESPONDING: Choose music appropriate for a specific purpose or context.

- a. Select contrasting music to listen to and compare the connections to specific interests or experiences for a personal purpose

MUS MS.11

RESPONDING: Analyze how the structure and context of varied musical works inform the response.

- a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces
- b. Identify and compare the context of music from a variety of genres, cultures, and historical periods
- c. 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

MUS MS.12: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

- a. Describe how different types of music (genres, cultures, historical periods) elicit personal responses
- b. Compare the influence of music in different cultural traditions and how it contributes to personal identity
- c. Sight-read simple phrases accurately and expressively on instruments and vocals

MUS MS.13: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

- a. Select from teacher-provided criteria or personally developed criteria to evaluate musical works or performances
- b. Articulate personal preference of music

MUS MS.14: Connect: Synthesize and relate knowledge and personal experiences to make music.

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- b. Identify various roles, both secular and sacred, of musicians
- c. Identify key factors in maintaining vocal health (i.e. the effect of caffeine, drugs, alcohol, etc.)

MUS MS.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

- a. Demonstrate understanding of relationships between music and the other arts, academic disciplines, varied contexts, and daily life
- b. Identify the role of music in the history of Christianity and the Catholic Church
- c. Recognize that musical talent at various levels is a gift from God
- d. Use music as a form of worship



Diocese of Richmond Music Curriculum

Grade Level: 9th-12th Grade - Instrumental Ensemble

MUS HSIE.1: CREATING: Generate musical ideas for various purposes and contexts.

Novice / Intermediate

- a. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or texts studied in rehearsal
- b. Improvise stylistically appropriate harmonizing parts for contemporary Christian music

Proficient /Advanced

- a. Improvise stylistically appropriate harmonizing parts in a variety of styles
- b. Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristics of music from a variety of cultures and historical periods studied in rehearsal
- c. Compose and improvise musical ideas for a variety of purposes and contexts

MUS HSIE.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

Novice/ Intermediate

- a. Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music and texts studied & audio record
- b. Arrange already written pieces for alternative instrument/ voices demonstrating knowledge of the ranges and traditional usages of the sound sources

Proficient/Advanced

- a. Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate imagination and understanding of characteristics of music from the historical periods and cultures studied in rehearsal
- b. Notate and audio record these works
- c. Improvise original melodies over given chord progressions to use as warm-ups, each in a consistent style, meter and tonality
- d. Arrange pieces for instruments or voices other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music

MUS HSIE.3: CREATING: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

Novice/Intermediate

- a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher provided or collaboratively-developed criteria

Proficient /Advanced

- a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes and contexts

MUS HSIE.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Novice/ Intermediate

- a. Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts studied in rehearsal

Proficient/Advanced

- a. Share varied, personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes and contexts

MUS HSIE.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

Novice /Intermediate

- a. Select varied repertoire to study based on interest, music reading skills, context, an understanding of the structure of the music, and the technical skill of the individual or ensemble
- b. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance
- c. Sight-read, accurately and expressively, music with a level of difficulty of 2

Proficient /Advanced

- a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- b. Sight-read, accurately and expressively, music with a level of difficulty above 2

MUS HSIE.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

Novice/ Intermediate

- a. Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances
- b. Read an instrumental score by describing how the elements of music are used
- c. Sight-read traditional hymn melodies
- d. Analyze standard chord progressions

Proficient/ Advanced

- a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances
- b. Describe how the elements of a score are used and explaining all transpositions and clefs.
- c. Sight-read, accurately and expressively, secular and sacred level 4 music
- d. Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances

MUS HSIE.7: PERFORMING: Develop personal interpretations that consider creators' intent.

Novice/Intermediate

- a. Demonstrate understanding and performance of expressive qualities in a varied repertoire of music through prepared and improvised performances

Proficient/Advanced

- a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience
- b. Interpret nonstandard notation symbols used by some 20th-century composers

MUS HSIE.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Novice/Intermediate

- a. Refine individual and ensemble performances of a varied repertoire using self-reflection and peer feedback
- b. Develop strategies to address technical and expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances

Proficient/Advanced

- a. Develop, apply and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success

MUS HSIE.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Novice/Intermediate

- a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of level 3 music representing diverse cultures and styles in three parts.
- b. Demonstrate an understanding of the context of the music through prepared and improvised performances

Proficient/Advanced

- a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music through prepared and improvised performances of varied repertoire representing diverse cultures, styles, genres, and historical periods
- b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances

MUS HSIE.10: RESPONDING: Choose music appropriate for a specific purpose or context.

Novice/Intermediate

- a. Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context

Proficient/Advanced

- a. Apply criteria to select music for a variety of purposes both sacred and secular, justifying choices by citing characteristics found in the music and connections to interest, individual and ensemble purpose and context

MUS HSIE.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

Novice/Intermediate

- a. Demonstrate extensive knowledge of the technical vocabulary of music
- b. Describe how understanding context and the way compositional devices and techniques are manipulated to provide unity/ variety and tension/release in a musical work inform the response to that music

Proficient/Advanced

- a. Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music
- b. Explain how the analysis of structures and contexts inform the response to music
- c. Perceive and remember music events by describing in detail significant events occurring in a given aural example
- d. Identify cultural differences in liturgies and music across the world in terms of musical style and use in performance

MUS HSIE.12: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

Novice/Intermediate

- a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and the setting of the text.
- b. 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

Proficient/Advanced

- a. Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, reference to other art forms and research

MUS HSIE.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

Novice/Intermediate

- a. Explain the influence of experiences, analysis, and context on interest in and evaluation of music.
- b. Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context

Proficient/Advanced

- a. Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure, context and the musical means it uses to evoke feelings and emotion

MUS HSIE.14: Connecting: Synthesize and relate knowledge and personal experiences to make music.

Novice/Intermediate

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- b. Identify various roles that musicians perform
- c. Select a varied repertoire to study based on music reading skills, an understanding of formal design in the music, context, and the technical skills of the individual and ensemble and knowledge of historical and cultural context
- d. Demonstrate understanding and performance of expressive qualities in a varied repertoire of music through prepared and improvised performances
- e. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

Proficient/Advanced

- a. Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
- b. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skills of the individual or ensemble, and the purpose or context of the performance
- c. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances
- d. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience

MUS HSIE.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

Novice/Intermediate

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, worship, and daily life
- b. Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts
- c. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- d. Demonstrate an awareness of the context of the music through performances
- e. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music

Proficient/Advanced

- a. Demonstrate an understanding of the context of the music through prepared and improvised performances
- b. Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.
- c. Explain the influence of experiences, analysis, and context on interest in and evaluation of music.
- d. Connect with an audience through performances to demonstrate an understanding of expressive intent
- e. Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context
- f. 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



Diocese of Richmond Music Curriculum

Grade Level: 9th-12th Grade - Vocal Ensemble

MUS HSVE.1: CREATING: Generate musical ideas for various purposes and contexts.

Novice / Intermediate

- a. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or texts studied in rehearsal
- b. Improvise stylistically appropriate harmonizing parts for contemporary Christian music

Proficient /Advanced

- a. Improvise stylistically appropriate harmonizing parts in a variety of styles
- b. Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristics of music from a variety of cultures and historical periods studied in rehearsal
- c. Compose and improvise musical ideas for a variety of purposes and contexts

MUS HSVE.2: CREATING: Select and develop musical ideas for defined purposes and contexts.

Novice/ Intermediate

- a. Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music and texts studied & audio record
- b. Arrange already written pieces for alternative instrument/ voices demonstrating knowledge of the ranges and traditional usages of the sound sources

Proficient/Advanced

- a. Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate imagination and understanding of characteristics of music from the historical periods and cultures studied in rehearsal
- b. Notate and audio record these works
- c. Improvise original melodies over given chord progressions to use as warm-ups, each in a consistent style, meter and tonality
- d. Arrange pieces for instruments or voices other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music

MUS HSVE.3: CREATING: Rehearse, evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

Novice/Intermediate

- a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher provided or collaboratively-developed criteria

Proficient /Advanced

- a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes and contexts

MUS HSVE.4: CREATING: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Novice/ Intermediate

- a. Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts studied in rehearsal

Proficient/Advanced

- a. Share varied, personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes and contexts

MUS HSVE.5: PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context.

Novice /Intermediate

- a. Select varied repertoire to study based on interest, music reading skills, context, an understanding of the structure of the music, and the technical skill of the individual or ensemble.
- b. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance
- c. Sight-read, accurately and expressively, music with a level of difficulty of 2

Proficient /Advanced

- a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance

MUS HSVE.6: PERFORMING: Analyze the structure and context of varied musical works and their implications for performance.

Novice/ Intermediate

- a. Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances
- b. Read a vocal score of up to four staves by describing how the elements of music are used.
- c. Sight-read traditional hymn melodies
- d. Analyze standard chord progressions

Proficient/ Advanced

- a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances
- b. Describe how the elements of a full vocal score music are used and explaining all transpositions and clefs
- c. Sight-read, accurately and expressively, secular and sacred level 4 music
- d. Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances

MUS HSVE.7: PERFORMING: Develop personal interpretations that consider creators' intent.

Novice/Intermediate

- a. Demonstrate understanding and performance of expressive qualities in a varied repertoire of music through prepared and improvised performances

Proficient/Advanced

- a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience
- b. Interpret nonstandard notation symbols used by some 20th-century composers

MUS HSVE.8: PERFORMING: Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Novice/Intermediate

- a. Refine individual and ensemble performances of a varied repertoire using self-reflection and peer feedback
- b. Develop strategies to address technical and expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances

Proficient/Advanced

- a. Develop, apply and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success

MUS HSVE.9: PERFORMING: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Novice/Intermediate

- a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of level 3 music representing diverse cultures and styles in three parts
- b. Sing in two-part harmony with one student per part
- c. Demonstrate an understanding of the context of the music through prepared and improvised performances

Proficient/Advanced

- a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of level 5 music in four parts representing diverse cultures, styles, genres, and historical periods
- b. Sing in three and four-part harmony with one student per part
- c. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances

MUS HSVE.10: RESPONDING: Choose music appropriate for a specific purpose or context.

Novice/Intermediate

- a. Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context

Proficient/Advanced

- a. Apply criteria to select music for a variety of purposes both sacred and secular, justifying choices by citing characteristics found in the music and connections to interest, individual and ensemble purpose and context

MUS HSVE.11: RESPONDING: Analyze how the structure and context of varied musical works inform the response.

Novice/Intermediate

- a. Demonstrate extensive knowledge of the technical vocabulary of music
- b. Describe how understanding context and the way compositional devices and techniques are manipulated to provide unity/ variety and tension/release in a musical work inform the response to that music

Proficient/Advanced

- a. Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music
- b. Explain how the analysis of structures and contexts inform the response to music
- c. Perceive and remember music events by describing in detail significant events occurring in a given aural example

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

MUS HSVE.12: RESPONDING: Support interpretations of musical works that reflect creators'/performers' expressive intent.

Novice/Intermediate

- a. Identify and justify interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and the setting of the text.
- b. 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

Proficient/Advanced

- a. Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, reference to other art forms and research

MUS HSVE.13: RESPONDING: Support evaluations of musical works and performances based on analysis, interpretations, and established criteria.

Novice/Intermediate

- a. Explain the influence of experiences, analysis, and context on interest in and evaluation of music.
- b. Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context

Proficient/Advanced

- a. Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure, context and the musical means it uses to evoke feelings and emotions

MUS HSVE.14: CONNECTING: Synthesize and relate knowledge and personal experiences to make music.

Novice/Intermediate

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- b. Identify various roles that musicians perform
- c. Select a varied repertoire to study based on music reading skills, an understanding of formal design in the music, context, and the technical skills of the individual and ensemble and knowledge of historical and cultural context
- d. Demonstrate understanding and performance of expressive qualities in a varied repertoire of music through prepared and improvised performances
- e. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

Proficient/Advanced

- a. Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
- b. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skills of the individual or ensemble, and the purpose or context of the performance
- c. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances
- d. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience

MUS HSVE.15: CONNECTING: Relate musical ideas and works with varied context to deepen understanding.

Novice/Intermediate

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, worship, and daily life
- b. Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts
- c. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- d. Demonstrate an awareness of the context of the music through performances.
- e. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music
- f. Explain the evolution & impact of contemporary Christian music on Catholic worship

Proficient/Advanced

- a. Demonstrate an understanding of the context of the music through prepared and improvised performances
- b. Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
- c. Explain the influence of experiences, analysis, and context on interest in and evaluation of music.
- d. Connect with an audience through performances to demonstrate an understanding of expressive intent
- e. Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context
- f. 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