

**CLASSROOM MUSIC  
SCOPE and SEQUENCE  
BETHANY LUTHERAN SCHOOL  
LONG BEACH, CALIFORNIA**

**KINDERGARTEN**

**Content Standard 1. Singing, alone and with others, a varied repertoire of music**

- 1.1 Children sing independently:
  - on pitch
  - in rhythm
  - with appropriate diction
  - with appropriate posture
  - maintaining a steady tempo
  
- 1.2 Children sing expressively:
  - using appropriate dynamics
  - with appropriate phrasing
  - with appropriate interpretation
  
- 1.3 Children sing from memory a varied repertoire of age-appropriate songs representing genres and styles from diverse cultures
  
- 1.4 Children sing:
  - ostinatos
  
- 1.5 Children sing in groups
  - matching dynamic levels
  - responding to the cues of a conductor

**Lutheran Addendum**

- 1.6 Students demonstrate by the way they use their voices that they recognize them to be gifts from God
  
- 1.7 Students sing from memory a basic repertoire of simple sacred songs suitable for Christian worship and compatible with the child's development
  
- 1.8 Students join in congregational singing of short hymns and brief sections of Lutheran liturgies

## **Content Standard 2. Performing on instruments, along and with others, a varied repertoire of music**

- 2.1 Children perform:
  - on pitch
  - in rhythm
  - with appropriate dynamics
  - with appropriate tone color
  - maintaining a steady tempo
  -
- 2.2 Children perform accurately and independently on appropriate classroom instruments
  - easy rhythmic patterns
  - easy melodic patterns
- 2.3 Children perform expressively a varied repertoire of music representing diverse genres and styles
- 2.4 Children echo
  - short rhythms
  - short melodic patterns
- 2.5 Children perform in groups
  - blending instrumental tone colors
  - matching dynamic levels
  - responding to the cues of a conductor
- 2.6 Children perform independent instrumental parts while other children sing or play contrasting parts

### **Lutheran Addendum**

- 2.7 Students demonstrate the understanding that many kinds of instruments are useful in Christian worship
- 2.8 Students participate in Lutheran worship experiences where they hear and variety of instruments played by adults and older students
- 2.9 Students play, according to their ability, untuned percussion, simple bar instruments, autoharp, and recorders in worship services
- 2.12 Students demonstrate good stewardship and Christian care for the property of others by protective care and proper handling of instruments

## **Content Standard 3. Improvising melodies, variations and accompaniments**

- 3.1 Children improvise “answers” in the same style
  - to given rhythmic phrases
  - to given melodic phrases
- 3.2 Children improvise
  - simple rhythmic ostinato accompaniments
  - simple melodic ostinato accompaniments
  - short songs and instrumental pieces, using a variety of sound sources and classroom instruments

#### Lutheran Addendum

- 3.3 Students, using simple instruments or other sound sources, improvise sound effects for the reading or dramatization of Bible readings
- 3.4 Student, according to their ability, improvise accompaniments for school chapel music

#### **Content Standard 4. Composing and arranging music within specified guidelines**

- 4.1 Children create and arrange music to accompany readings or dramatizations
- 4.2 Children create and arrange short songs and instrumental pieces within specified guidelines
- 4.3 Children use a variety of sound sources when composing

#### Lutheran Addendum

- 4.4 Students compose or arrange, with teacher’s help, simple melodies for short Bible verses
- 4.5 Students compose, with teacher’s help, simple accompaniments for singing groups or solo instrument performance in school chapel

#### **Content Standard 5. Reading and notating music**

- 5.1 Children read whole, half, dotted half, quarter and eighth notes and rests in meter signatures of 2/4, 3/4, 4/4

- 5.2 Children use a system (syllables, numbers, or letters) to read a simple pitch notation in the treble clef in major keys
- 5.3 Children identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- 5.4 Children use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns

#### Lutheran Addendum

- 5.5 Students will use basic music reading skills to “decode” and perform worship music that may be unfamiliar to them (hymns, psalm tones, liturgical songs)
- 5.6 Students will notate, with teacher’s help, (body-percussion scoring, iconic notation, melodic mapping, and traditional notation) melodies composed for use with Bible verses
- 5.7 Students will notate, with teacher help, simple liturgical music they have composed

#### **Content Standard 6. Listening to, analyzing, and describing music**

- 6.1 Children identify simple music forms when presented aurally
- 6.2 Children demonstrate perceptual skills through aural examples of music of various styles representing diverse cultures by
  - moving
  - answering questions
  - describing
- 6.3 Children use appropriate terminology in explaining
  - basic elements in music (high/low, fast/slow, loud/soft, beat)
  - music notation
  - music instruments and voices
  - music performances
- 6.4 Children identify
  - orchestra and band instruments
  - instruments from various cultures
- 6.5 Children identify children’s voices and male and female adult voices

- 6.6 While listening to music children respond to selected prominent music characteristics or to specific music events through purposeful movement

#### Lutheran Addendum

- 6.7 Students demonstrate joy when experiencing music, one of God's gifts
- 6.8 Students use body percussion to respond to and participate in simple songs of praise
- 6.9 Students identify simple portions of the Lutheran liturgy when presented aurally
- 6.10 Students recognize and identify a basic core of hymns and other songs of worship when presented aurally
- 6.11 Students identify simple music forms in familiar hymnody (ABA, AABB, etc.)

#### **Content Standard 7. Evaluating music and music performances**

- 7.1 Children devise criteria for evaluating performances and compositions
- 7.2 Children explain, using appropriate music terminology, their personal preferences for specific music works and styles

#### Lutheran Addendum

- 7.3 Students explain that God is pleased for us to sing to Him and that in Christian worship we choose specific songs and instrumental music because we want to thank Him and glorify His name
- 7.4 Students explain that while we offer our "best" in everything we do, in our worship we make a special effort in order to clearly communicate God's love for us and to show our love for Him

#### **Content Standard 8. Understanding relationship between music, the other arts, and disciplines outside the arts**

- 8.1 Children identify similarities and differences in the meanings of common terms used in the various arts
- 8.2 Children identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

#### Lutheran Addendum

- 8.3 Students devise short worship service presentations combining music and the other arts (Gospel dramas, children's message presentations, movement activity to express the meaning of a hymn)
- 8.4 Students create visual art that gives expression to the meaning of hymns or other worship songs
- 8.5 Students play untuned percussion and selected bells or bars in random manner for the entrance rite and Gospel processions
- 8.6 Students identify the various uses of music in daily experiences
- 8.7 Students identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby)

### **Content Standard 9. Understanding music in relation to history and culture**

- 9.1 Children Identify listening selections from various historical periods and cultures by genre or style
- 9.2 Children describe in simple terms how elements of music, voices and instruments are used in music examples from various cultures in the world
- 9.3 Children identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- 9.4 Children identify and describe roles of musicians in various music settings and cultures
- 9.5 Children demonstrate audience behavior appropriate for the context and style of music performed
- 9.6 Children sing and play simple singing games from various cultures

#### **Lutheran Addendum**

- 9.7 Students identify the book of Psalms as the hymnal of David and the Jewish people long ago but still a relevant, useful resource for our worship today
- 9.8 Students explain that Christian people have created songs about Jesus since the beginning of the Church and that these songs are also useful for worship in our time
- 9.9 Students explain that Christian songs representing the world's cultures, if the songs are compatible with the Lutheran faith

## GRADE 1

### **Content Standard 1. Singing, alone and with others, a varied repertoire of music**

- 1.1 Children sing independently:
  - on pitch
  - in rhythm
  - with appropriate diction
  - with appropriate posture
  - maintaining a steady tempo
- 1.2 Children sing expressively:
  - using appropriate dynamics
  - with appropriate phrasing
  - with appropriate interpretation
- 1.3 Children sing from memory a varied repertoire of age-appropriate songs representing genres and styles from diverse cultures
- 1.4 Children sing
  - ostinatos
  - partner songs
  - rounds
- 1.5 Children sing in groups
  - matching dynamic levels
  - responding to the cues of a conductor

### Lutheran Addendum

- 1.6 Students demonstrate by the way they use their voices that they recognize them to be gifts from God
- 1.7 Students sing from memory a basic repertoire of simple sacred songs suitable for Christian worship and compatible with the child's development
- 1.8 Students join in congregational singing of short hymns and brief sections of Lutheran liturgies

### **Content Standard 2. Performing on instruments, along and with others, a varied repertoire of music**

- 2.1 Children perform:
  - on pitch

- in rhythm
- with appropriate dynamics
- with appropriate tone color
- maintaining a steady tempo

- 2.2 Children perform accurately and independently on appropriate classroom instruments
- easy rhythmic patterns
  - easy melodic patterns
- 2.3 Children perform expressively a varied repertoire of music representing diverse genres and styles
- 2.4 Children echo
- short rhythms
  - short melodic patterns
- 2.5 Children perform in groups
- blending instrumental tone colors
  - matching dynamic levels
  - responding to the cues of a conductor
- 2.6 Children perform independent instrumental parts while other children sing or play contrasting parts

#### Lutheran Addendum

- 2.7 Students demonstrate the understanding that many kinds of instruments are useful in Christian worship
- 2.8 Students participate in Lutheran worship experiences where they hear and variety of instruments played by adults and older students
- 2.9 Students play, according to their ability, untuned percussion, simple bar instruments, autoharp, and recorders in worship services
- 2.10 Students demonstrate good stewardship and Christian care for the property of others by protective care and proper handling of instruments

#### **Content Standard 3. Improvising melodies, variations and accompaniments**

- 3.1 Children improvise “answers” in the same style
- to given rhythmic phrases
  - to given melodic phrases

- 3.2 Children improvise
- simple rhythmic ostinato accompaniments
  - simple melodic ostinato accompaniments
  - short songs and instrumental pieces, using a variety of sound sources and classroom instruments

#### Lutheran Addendum

- 3.3 Students, using simple instruments or other sound sources, improvise sound effects for the reading or dramatization of Bible readings
- 3.4 Student, according to their ability, improvise accompaniments for school chapel music

### **Content Standard 4. Composing and arranging music within specified guidelines**

- 4.1 Children create and arrange music to accompany readings or dramatizations
- 4.2 Children create and arrange short songs and instrumental pieces within specified guidelines
- 4.3 Children use a variety of sound sources when composing

#### Lutheran Addendum

- 4.4 Students compose or arrange, with teacher's help, simple melodies for short Bible verses
- 4.5 Students compose, with teacher's help, simple accompaniments for singing groups or solo instrument performance in school chapel

### **Content Standard 5. Reading and notating music**

- 5.1 Children read whole, half, dotted half, quarter and eighth notes and rests in meter signatures of 2/4, 3/4, 4/4
- 5.2 Children use a system (syllables, numbers, or letters) to read a simple pitch notation in the treble clef in major keys
- 5.3 Children identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing

- 5.4 Children use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns

#### Lutheran Addendum

- 5.5 Students will use basic music reading skills to “decode” and perform worship music that may be unfamiliar to them (hymns, psalm tones, liturgical songs)
- 5.6 Students will notate, with teacher’s help, (body-percussion scoring, iconic notation, melodic mapping, and traditional notation) melodies composed for use with Bible verses
- 5.7 Students will notate, with teacher help, simple liturgical music they have composed

#### **Content Standard 6. Listening to, analyzing, and describing music**

- 6.1 Children identify simple music forms when presented aurally
- 6.2 Children demonstrate perceptual skills through aural examples of music of various styles representing diverse cultures by
- moving
  - answering questions
  - describing
- 6.3 Children use appropriate terminology in explaining
- basic elements in music (high/low, fast/slow, loud/soft, beat)
  - music notation
  - music instruments and voices
  - music performances
- 6.4 Children identify
- orchestra and band instruments
  - instruments from various cultures
- 6.5 Children identify children’s voices and male and female adult voices
- 6.6 While listening to music children respond to selected prominent music characteristics or to specific music events through purposeful movement

#### Lutheran Addendum

- 6.7 Students demonstrate joy when experiencing music, one of God’s gifts

- 6.8 Students use body percussion to respond to and participate in simple songs of praise
- 6.9 Students identify simple portions of the Lutheran liturgy when presented aurally
- 6.10 Students recognize and identify a basic core of hymns and other songs of worship when presented aurally
- 6.11 Students identify simple music forms in familiar hymnody (ABA, AABB, etc.)

### **Content Standard 7. Evaluating music and music performances**

- 7.1 Children devise criteria for evaluating performances and compositions
- 7.2 Children explain, using appropriate music terminology, their personal preferences for specific music works and styles

#### Lutheran Addendum

- 7.3 Students explain that God is pleased for us to sing to Him and that in Christian worship we choose specific songs and instrumental music because we want to thank Him and glorify His name
- 7.4 Students explain that while we offer our “best” in everything we do, in our worship we make a special effort in order to clearly communicate God’s love for us and to show our love for Him

### **Content Standard 8. Understanding relationship between music, the other arts, and disciplines outside the arts**

- 8.1 Children identify similarities and differences in the meanings of common terms used in the various arts
- 8.2 Children identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

#### Lutheran Addendum

- 8.3 Students devise short worship service presentations combining music and the other arts (Gospel dramas, children’s message presentations, movement activity to express the meaning of a hymn)
- 8.4 Students create visual art that gives expression to the meaning of hymns or other worship songs

- 8.5 Students play untuned percussion and selected bells or bars in random manner for the entrance rite and Gospel processions
- 8.6 Students identify the various uses of music in daily experiences
- 8.7 Students identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby)

### **Content Standard 9. Understanding music in relation to history and culture**

- 9.1 Children Identify listening selections from various historical periods and cultures by genre or style
- 9.2 Children describe in simple terms how elements of music, voices and instruments are used in music examples from various cultures in the world
- 9.3 Children identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- 9.4 Children identify and describe roles of musicians in various music settings and cultures
- 9.5 Children demonstrate audience behavior appropriate for the context and style of music performed
- 9.6 Children sing and play simple singing games from various cultures

#### Lutheran Addendum

- 9.7 Students identify the book of Psalms as the hymnal of David and the Jewish people long ago but still a relevant, useful resource for our worship today
- 9.8 Students explain that Christian people have created songs about Jesus since the beginning of the Church and that these songs are also useful for worship in our time
- 9.9 Students explain that Christian songs representing the world's cultures, if the songs are compatible with the Lutheran faith

## **GRADE 2**

### **Content Standard 1. Singing, alone and with others, a varied repertoire of music**

- 1.1 Children sing independently:
  - on pitch
  - in rhythm

- with appropriate diction
- with appropriate posture
- maintaining a steady tempo

- 1.2 Children sing expressively:
  - using appropriate dynamics
  - with appropriate phrasing
  - with appropriate interpretation
- 1.3 Children sing from memory a varied repertoire of age-appropriate songs representing genres and styles from diverse cultures
- 1.4 Children sing and chant
  - ostinatos
  - partner songs
  - rounds
- 1.5 Children sing in groups
  - matching dynamic levels
  - responding to the cues of a conductor

#### Lutheran Addendum

- 1.6 Students demonstrate by the way they use their voices that they recognize them to be gifts from God
- 1.7 Students sing with the singing-channel head-voice, the light upper adjustment, as opposed to the speaking channel, chest-voice, lower adjustment
- 1.8 Students sing with well-supported, focused, bright head-voice production but never shouting or screaming; gentle but not in a lifeless manner
- 1.9 Students sing from memory a basic repertoire of simple sacred songs suitable for Christian worship and compatible with the child's developmental level
- 1.10 Students join in congregational singing of short hymns and brief sections of Lutheran liturgies

#### **Content Standard 2. Performing on instruments, along and with others, a varied repertoire of music**

- 2.1 Children perform:
  - on pitch
  - in rhythm

- with appropriate dynamics
- with appropriate tone color
- maintaining a steady tempo

- 2.2 Children perform accurately and independently on appropriate classroom instruments
- easy rhythmic patterns
  - easy melodic patterns
  - easy harmonic patterns
- 2.3 Children perform expressively a varied repertoire of music representing diverse genres and styles
- 2.4 Children echo
- short rhythms
  - short melodic patterns
- 2.5 Children perform in groups
- blending instrumental tone colors
  - matching dynamic levels
  - responding to the cues of a conductor
- 2.6 Children perform independent instrumental parts while other children sing or play contrasting parts

#### Lutheran Addendum

- 2.7 Students demonstrate the understanding that many kinds of instruments are useful in Christian worship
- 2.8 Students participate in Lutheran worship experiences where they hear and variety of instruments played by adults and older students
- 2.9 Students play, according to their ability, untuned percussion, simple bar instruments, autoharp, and recorders in worship services
- 2.10 Students demonstrate good stewardship and Christian care for the property of others by protective care and proper handling of instruments

#### **Content Standard 3. Improvising melodies, variations and accompaniments**

- 3.1 Children improvise “answers” in the same style
- to given rhythmic phrases
  - to given melodic phrases
- 3.2 Children improvise

- simple rhythmic ostinato accompaniments
- simple melodic ostinato accompaniments

- 3.3 Children improvise simple melodic embellishments on familiar melodies
- 3.4 Children improvise short songs and instrumental pieces, using a variety of sound sources, including traditional, sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means

#### Lutheran Addendum

- 3.5 Students, using simple instruments or other sound sources, improvise sound effects for the reading or dramatization of Bible readings
- 3.6 Student, according to their ability, improvise accompaniments for school chapel music

#### **Content Standard 4. Composing and arranging music within specified guidelines**

- 4.1 Children create and arrange music to accompany readings or dramatizations
- 4.2 Children create and arrange short songs and instrumental pieces within specified guidelines
- 4.3 Children use a variety of sound sources when composing

#### Lutheran Addendum

- 4.4 Students compose or arrange, with teacher's help, simple melodies for short Bible verses
- 4.5 Students compose, with teacher's help, simple accompaniments for singing groups or solo instrument performance in school chapel

#### **Content Standard 5. Reading and notating music**

- 5.1 Children read whole, half, dotted half, quarter and eighth notes and rests in meter signatures of 2/4, 3/4, 4/4
- 5.2 Children use a system (syllables, numbers, or letters) to read a simple pitch notation in the treble clef in major keys

- 5.3 Children identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- 5.4 Children use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns

#### Lutheran Addendum

- 5.5 Students will use basic music reading skills to “decode” and perform worship music that may be unfamiliar to them (hymns, psalm tones, liturgical songs)
- 5.6 Students will notate, with teacher’s help, (body-percussion scoring, iconic notation, melodic mapping, and traditional notation) melodies composed for use with Bible verses
- 5.7 Students will notate, with teacher help, simple liturgical music they have composed

#### **Content Standard 6. Listening to, analyzing, and describing music**

- 6.1 Children identify simple music forms when presented aurally
- 6.2 Children demonstrate perceptual skills through aural examples of music of various styles representing diverse cultures by
  - moving
  - answering questions
  - describing
- 6.3 Children use appropriate terminology in explaining
  - basic elements in music (high/low, fast/slow, loud/soft, beat)
  - music notation
  - music instruments and voices
  - music performances
- 6.4 Children identify
  - orchestra and band instruments
  - instruments from various cultures
- 6.5 Children identify children’s voices and male and female adult voices
- 6.6 While listening to music children respond to selected prominent music characteristics or to specific music events through purposeful movement

#### Lutheran Addendum

- 6.7 Students demonstrate joy when experiencing music, one of God's gifts
- 6.8 Students use body percussion to respond to and participate in simple songs of praise
- 6.9 Students identify simple portions of the Lutheran liturgy when presented aurally
- 6.10 Students recognize and identify a basic core of hymns and other songs of worship when presented aurally
- 6.11 Students identify simple music forms in familiar hymnody (ABA, AABB, etc.)

### **Content Standard 7. Evaluating music and music performances**

- 7.1 Children devise criteria for evaluating performances and compositions
- 7.2 Children explain, using appropriate music terminology, their personal preferences for specific music works and styles

#### Lutheran Addendum

- 7.3 Students explain that God is pleased for us to sing to Him and that in Christian worship we choose specific songs and instrumental music because we want to thank Him and glorify His name
- 7.4 Students explain that while we offer our "best" in everything we do, in our worship we make a special effort in order to clearly communicate God's love for us and to show our love for Him

### **Content Standard 8. Understanding relationship between music, the other arts, and disciplines outside the arts**

- 8.1 Children identify similarities and differences in the meanings of common terms used in the various arts
- 8.2 Children identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

#### Lutheran Addendum

- 8.3 Students devise short worship service presentations combining music and the other arts (Gospel dramas, children's message presentations, movement activity to express the meaning of a hymn)
- 8.4 Students create visual art that gives expression to the meaning of hymns or other worship songs

- 8.5 Students play untuned percussion and selected bells or bars in random manner for the entrance rite and Gospel processions

### **Content Standard 9. Understanding music in relation to history and culture**

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#### **Lutheran Addendum**

- 9.6 Students identify the book of Psalms as the hymnal of David and the Jewish people long ago but still a relevant, useful resource for our worship today
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## **GRADE 3**

### **Content Standard 1. Singing, alone and with others, a varied repertoire of music**

- 1.1 Children sing independently:
- on pitch
  - in rhythm
  - with appropriate tone color
  - with appropriate diction
  - with appropriate posture
  - maintaining a steady tempo

- 1.2 Children sing expressively:
  - using appropriate dynamics
  - with appropriate phrasing
  - with appropriate interpretation
- 1.3 Children sing from memory a varied repertoire of age-appropriate songs representing genres and styles from diverse cultures
- 1.4 Children sing and chant
  - ostinatos
  - partner songs
  - rounds
- 1.5 Children sing in groups
  - blending vocal timbres
  - matching dynamic levels
  - responding to the cues of a conductor

#### Lutheran Addendum

- 1.6 Students demonstrate by the way they use their voices that they recognize them to be gifts from God
- 1.7 Students sing with the singing-channel head-voice, the light upper adjustment, as opposed to the speaking channel, chest-voice, lower adjustment
- 1.8 Students will sing with well-supported, focused, bright head-voice production but never shouting or screaming; gentle but not in a lifeless manner
- 1.9 Students sing from memory a basic repertoire of simple sacred songs suitable for Christian worship and compatible with the child's development
- 1.10 Students join in congregational singing of short hymns and brief sections of Lutheran liturgies

#### **Content Standard 2. Performing on instruments, along and with others, a varied repertoire of music**

- 2.1 Children perform:
  - on pitch
  - in rhythm
  - with appropriate dynamics
  - with appropriate tone color
  - maintaining a steady tempo

- 2.2 Children perform accurately and independently on appropriate classroom instruments
  - easy rhythmic patterns
  - easy melodic patterns
  - easy harmonic patterns
- 2.3 Children perform expressively a varied repertoire of music representing diverse genres and styles
- 2.4 Children echo
  - short rhythms
  - short melodic patterns
- 2.5 Children perform in groups
  - blending instrumental tone colors
  - matching dynamic levels
  - responding to the cues of a conductor
- 2.6 Children perform independent instrumental parts while other children sing or play contrasting parts

#### Lutheran Addendum

- 2.7 Students demonstrate the understanding that many kinds of instruments are useful in Christian worship
- 2.8 Students participate in Lutheran worship experiences where they hear and variety of instruments played by adults and older students
- 2.9 Students play, according to their ability, untuned percussion, simple bar instruments, autoharp, and recorders in worship services
- 2.10 Students demonstrate good stewardship and Christian care for the property of others by protective care and proper handling of instruments

#### **Content Standard 3. Improvising melodies, variations and accompaniments**

- 3.1 Children improvise “answers” in the same style
  - to given rhythmic phrases
  - to given melodic phrases
- 3.2 Children improvise
  - simple rhythmic ostinato accompaniments
  - simple melodic ostinato accompaniments
- 3.3 Children improvise:

- simple rhythmic variations
- simple melodic embellishments on familiar melodies

3.4 Children improvise short songs and instrumental pieces, using a variety of sound sources, including traditional, sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means

#### Lutheran Addendum

3.5 Students, using simple instruments or other sound sources, improvise sound effects for the reading or dramatization of Bible readings

3.6 Student, according to their ability, improvise accompaniments for school chapel music

#### **Content Standard 4. Composing and arranging music within specified guidelines**

4.1 Children create and arrange music to accompany readings or dramatizations

4.2 Children create and arrange short songs and instrumental pieces within specified guidelines

4.3 Children use a variety of sound sources when composing

#### Lutheran Addendum

4.4 Students compose or arrange, with teacher's help, simple melodies for short Bible verses

4.5 Students compose, with teacher's help, simple accompaniments for singing groups or solo instrument performance in school chapel

#### **Content Standard 5. Reading and notating music**

5.1 Children read whole, half, dotted half, quarter and eighth notes and rests in meter signatures of 2/4, 3/4, 4/4

5.2 Children use a system (syllables, numbers, or letters) to read a simple pitch notation in the treble clef in major keys

5.3 Children identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing

- 5.4 Children use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns

#### Lutheran Addendum

- 5.5 Students will use basic music reading skills to “decode” and perform worship music that may be unfamiliar to them (hymns, psalm tones, liturgical songs)
- 5.6 Students will notate, with teacher’s help, (body-percussion scoring, iconic notation, melodic mapping, and traditional notation) melodies composed for use with Bible verses
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#### **Content Standard 6. Listening to, analyzing, and describing music**

- 6.1 Children identify simple music forms when presented aurally
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- moving
  - answering questions
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- 6.3 Children use appropriate terminology in explaining
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  - music notation
  - music instruments and voices
  - music performances
- 6.4 Children identify
- orchestra and band instruments
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#### Lutheran Addendum

- 6.7 Students demonstrate joy when experiencing music, one of God’s gifts

- 6.8 Students use body percussion to respond to and participate in simple songs of praise
- 6.9 Students identify simple portions of the Lutheran liturgy when presented aurally
- 6.10 Students recognize and identify a basic core of hymns and other songs of worship when presented aurally
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- 7.4 Students explain that while we offer our “best” in everything we do, in our worship we make a special effort in order to clearly communicate God’s love for us and to show our love for Him

### **Content Standard 8. Understanding relationship between music, the other arts, and disciplines outside the arts**

- 8.1 Children identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

#### Lutheran Addendum

- 8.2 Students devise short worship service presentations combining music and the other arts (Gospel dramas, children’s message presentations, movement activity to express the meaning of a hymn)
- 8.3 Students create visual art that gives expression to the meaning of hymns or other worship songs
- 8.4 Students play untuned percussion and selected bells or bars in random manner for the entrance rite and Gospel processions

## **Content Standard 9. Understanding music in relation to history and culture**

- 9.1 Children Identify listening selections from various historical periods and cultures by genre or style
- 9.2 Children describe in simple terms how elements of music, voices and instruments are used in music examples from various cultures in the world
- 9.3 Children identify and describe roles of musicians in various music settings and cultures
- 9.4 Children demonstrate audience behavior appropriate for the context and style of music performed

### Lutheran Addendum

- 9.5 Students identify the book of Psalms as the hymnal of David and the Jewish people long ago but still a relevant, useful resource for our worship today
- 9.6 Students explain that Christian people have created songs about Jesus since the beginning of the Church and that these songs are also useful for worship in our time
- 9.7 Students explain that Christian songs representing the world's cultures, if the songs are compatible with the Lutheran faith

## **GRADE 4**

### **Content Standard 1. Singing, alone and with others, a varied repertoire of music**

- 1.1 Children sing independently:
  - on pitch
  - in rhythm
  - with appropriate tone color
  - with appropriate diction
  - with appropriate posture
  - maintaining a steady tempo
- 1.2 Children sing expressively:
  - using appropriate dynamics
  - with appropriate phrasing

- with appropriate interpretation

- 1.3 Children sing and chant
  - ostinatos
  - partner songs
  - rounds
- 1.4 Children sing in groups
  - blending vocal timbres
  - matching dynamic levels
  - responding to the cues of a conductor

#### Lutheran Addendum

- 1.5 Students demonstrate by the way they use their voices that they recognize them to be gifts from God
- 1.6 Students sing with the singing-channel head-voice, the light upper adjustment, as opposed to the speaking channel, chest-voice, lower adjustment
- 1.7 Students sing with well-supported, focused, bright head-voice production but never shouting or screaming; gentle but not in a lifeless manner
- 1.8 Students sing from memory a basic repertoire of simple sacred songs suitable for Christian worship and compatible with the child's development
- 1.9 Students join in congregational singing of short hymns and brief sections of Lutheran liturgies

#### **Content Standard 2. Performing on instruments, along and with others, a varied repertoire of music**

- 2.1 Children perform:
  - on pitch
  - in rhythm
  - with appropriate dynamics
  - with appropriate tone color
  - maintaining a steady tempo
- 2.2 Children perform accurately and independently on appropriate classroom instruments
  - easy rhythmic patterns
  - easy melodic patterns
  - easy harmonic patterns

- 2.3 Children perform expressively a varied repertoire of music representing diverse genres and styles
- 2.4 Children echo
  - short rhythms
  - short melodic patterns
- 2.5 Children perform in groups
  - blending instrumental tone colors
  - matching dynamic levels
  - responding to the cues of a conductor
- 2.6 Children perform independent instrumental parts while other children sing or play contrasting parts

#### Lutheran Addendum

- 2.7 Students demonstrate the understanding that many kinds of instruments are useful in Christian worship
- 2.8 Students participate in Lutheran worship experiences where they hear and variety of instruments played by adults and older students
- 2.9 Students play, according to their ability, untuned percussion, simple bar instruments, autoharp, and recorders in worship services
- 2.10 Students demonstrate good stewardship and Christian care for the property of others by protective care and proper handling of instruments

#### **Content Standard 3. Improvising melodies, variations and accompaniments**

- 3.1 Children improvise “answers” in the same style
  - to given rhythmic phrases
  - to given melodic phrases
- 3.2 Children improvise
  - simple rhythmic ostinato accompaniments
  - simple melodic ostinato accompaniments
- 3.3 Children improvise:
  - simple rhythmic variations
  - simple melodic embellishments on familiar melodies
- 3.4 Children improvise short songs and instrumental pieces, using a variety of sound sources, including traditional, sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means

## Lutheran Addendum

- 3.5 Students, using simple instruments or other sound sources, improvise sound effects for the reading or dramatization of Bible readings
- 3.6 Student, according to their ability, improvise accompaniments for school chapel music

## **Content Standard 4. Composing and arranging music within specified guidelines**

- 4.1 Children create and arrange music to accompany readings or dramatizations
- 4.2 Children create and arrange short songs and instrumental pieces within specified guidelines
- 4.3 Children use a variety of sound sources when composing

## Lutheran Addendum

- 4.4 Students compose or arrange, with teacher's help, simple melodies for short Bible verses
- 4.5 Students compose, with teacher's help, simple accompaniments for singing groups or solo instrument performance in school chapel

## **Content Standard 5. Reading and notating music**

- 5.1 Children read whole, half, dotted half, quarter and eighth notes and rests in meter signatures of 2/4, 3/4, 4/4
- 5.2 Children use a system (syllables, numbers, or letters) to read a simple pitch notation in the treble clef in major keys
- 5.3 Children identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- 5.4 Children use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

## Lutheran Addendum

- 5.5 Students will use basic music reading skills to "decode" and perform worship music that may be unfamiliar to them (hymns, psalm tones, liturgical songs)

- 5.6 Students will notate, with teacher's help, (body-percussion scoring, iconic notation, melodic mapping, and traditional notation) melodies composed for use with Bible verses
- 5.7 Students will notate, with teacher help, simple liturgical music they have composed

### **Content Standard 6. Listening to, analyzing, and describing music**

- 6.1 Children identify simple music forms when presented aurally
- 6.2 Children demonstrate perceptual skills through aural examples of music of various styles representing diverse cultures by
  - moving
  - answering questions
  - describing
- 6.3 Children use appropriate terminology in explaining
  - basic elements in music (high/low, fast/slow, loud/soft, beat)
  - music notation
  - music instruments and voices
  - music performances
- 6.4 Children identify
  - orchestra and band instruments
  - instruments from various cultures
- 6.5 Children identify children's voices and male and female adult voices
- 6.6 While listening to music children respond to selected prominent music characteristics or to specific music events through purposeful movement

### **Lutheran Addendum**

- 6.7 Students demonstrate joy when experiencing music, one of God's gifts
- 6.8 Students use body percussion to respond to and participate in simple songs of praise
- 6.9 Students identify simple portions of the Lutheran liturgy when presented aurally
- 6.10 Students recognize and identify a basic core of hymns and other songs of worship when presented aurally
- 6.11 Students identify simple music forms in familiar hymnody (ABA, AABB, etc.)

## **Content Standard 7. Evaluating music and music performances**

7.1 Children devise criteria for evaluating performances and compositions

### Lutheran Addendum

7.2 Students explain that God is pleased for us to sing to Him and that in Christian worship we choose specific songs and instrumental music because we want to thank Him and glorify His name

7.3 Students explain that while we offer our “best” in everything we do, in our worship we make a special effort in order to clearly communicate God’s love for us and to show our love for Him

## **Content Standard 8. Understanding relationship between music, the other arts, and disciplines outside the arts**

8.1 Children identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

### Lutheran Addendum

8.2 Students devise short worship service presentations combining music and the other arts (Gospel dramas, children’s message presentations, movement activity to express the meaning of a hymn)

8.3 Students create visual art that gives expression to the meaning of hymns or other worship songs

8.4 Students play untuned percussion and selected bells or bars in random manner for the entrance rite and Gospel processions

## **Content Standard 9. Understanding music in relation to history and culture**

9.1 Children Identify listening selections from various historical periods and cultures by genre or style

9.2 Children describe in simple terms how elements of music, voices and instruments are used in music examples from various cultures in the world

9.3 Children identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use

- 9.4 Children identify and describe roles of musicians in various music settings and cultures
- 9.5 Children demonstrate audience behavior appropriate for the context and style of music performed

#### Lutheran Addendum

- 9.6 Students identify the book of Psalms as the hymnal of David and the Jewish people long ago but still a relevant, useful resource for our worship today
- 9.7 Students explain that Christian people have created songs about Jesus since the beginning of the Church and that these songs are also useful for worship in our time
- 9.8 Students explain that Christian songs representing the world's cultures, if the songs are compatible with the Lutheran faith

## Grade 5

### **Content Standard 1. Singing, alone and with others, a varied repertoire of music**

- 1.1 Children sing accurately and with good breath control:
  - alone
  - in small and large ensembles
- 1.2 Children sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory
- 1.3 Children sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- 1.4 Children sing in music:
  - written in two parts
  - written in three parts

#### Lutheran Addendum

- 1.5 Students demonstrate mastery of singing in head-voice as they sing with vocal ensembles for worship
  - students who are boys in the voice change period, carefully explore the addition of their new lower notes in ensemble singing

- students sing solos in worship

- 1.6 Students demonstrate by proper care and use of the voice their recognition of the body and the vocal mechanism as gifts of God (Ps. 100:1-3)
- 1.7 Students demonstrate by their quality singing the understanding of the concepts that their presentation is:
  - for the glory of God (Ps. 95:1-6)
  - a vital component to complete the work of the composer as the composition is brought to life from the printed page
  - an important part of the liturgy intended to enhance the experience of the listener
- 1.8 Students heartily join in singing congregational hymns, psalms, and other sung portions of the Lutheran liturgy (Ps. 149:1)
- 1.9 Students sing from memory a broad repertoire of hymns and choral selections suitable for Christian worship

## **Content Standard 2. Performing on instruments, along and with others, a varied repertoire of music**

- 2.1 Children perform on at least one instrument (keyboard, band or orchestral) accurately and independently
  - alone
  - in small and large ensembles
- 2.2 Children perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
- 2.3 Children perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- 2.4 Children play by ear
  - simple melodies on a melodic instrument
  - simple accompaniments on a harmonic instrument
- 2.5 Children who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory

Lutheran Addendum

- 2.6 Students may study and develop skills on an orchestra, band, or other instrument to the level of playing for services (Ps. 91:1-3)
- 2.7 Students play instruments for public worship in ensemble of various sizes
- 2.8 Students demonstrate by the quality of their effort the understanding that their presentation is:
  - for God's glory (Ps. 98:4-6)
  - a vital component to complete the work of the composer as the composition is brought to life from the printed page
  - an important part of the liturgy intended to enhance the experience of the worshiper and strengthen the proclamation of the Word

### **Content Standard 3. Improvising melodies, variations and accompaniments**

- 3.1 Children improvise simple harmonic accompaniments
- 3.2 Children improvise on given pentatonic melodies and melodies in major keys
  - melodic embellishments
  - simple rhythmic variations
  - simple melodic variations
- 3.3 Children improvise, each in a consistent style, meter and tonality
  - short melodies (unaccompanied)
  - short melodies (over given rhythmic accompaniments)

#### Lutheran Addendum

- 3.4 Students improvise sound effects and accompaniments on orchestral and band instruments, electronic keyboards, and other sound sources for Scripture readings and children's message dramas
- 3.5 Students improvise accompaniments within given parameters for choral ensemble worship service performances

### **Content Standard 4. Composing and arranging music within specified guidelines**

- 4.1 Children compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- 4.2 Children arrange simple pieces for voices or instruments other than those for which the pieces were written
- 4.3 Children use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

## Lutheran Addendum

- 4.4 Students compose short hymn texts that give true expression to Biblical teachings and statements of the Christian faith
- 4.5 Students compose hymn melodies and short liturgical responses suitable for school chapel

## **Content Standard 5. Reading and notating music**

- 5.1 Children read whole, half, dotted half, quarter eighth, sixteenth and dotted notes and rests in meter signatures of 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve
- 5.2 Children read at sight simple melodies in in the treble clef
- 5.3 Children identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression
- 5.4 Children use standard notation to record their music ideas and the music ideas of others

## Lutheran Addendum

- 5.5 Students use music reading skills to prepare choral and instrumental music for worship and concerts
- 5.6 Students use notated hymn tune melodies they have created
- 5.7 Students notate the liturgical responses they have created

## **Content Standard 6. Listening to, analyzing, and describing music**

- 6.1 Children describe specific music events in a given aural example, using appropriate terminology
- 6.2 Children analyze the uses of elements of music in aural examples representing diverse genres and cultures
- 6.3 Children demonstrate, in their analyses of music, knowledge of the basic principles of:
  - meter
  - rhythm
  - tonality

- intervals

#### Lutheran Addendum

- 6.4 Students recognize and identify an extensive repertoire of Christian hymns and songs when presented aurally
- 6.5 Students recognize and identify liturgical songs (Kyrie, Gloria, This is the Feast, etc.) when presented aurally
- 6.6 Students recognize and identify a basic core of incidental instrumental selections (preludes, offertories, and postludes and the like) that are considered exemplary music commonly associated with the congregation's liturgies

#### **Content Standard 7. Evaluating music and music performances**

- 7.1 Children develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- 7.2 Children evaluate the quality and effectiveness of their own and other's performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

#### Lutheran Addendum

- 7.3 Students explain that the usefulness of a song for worship is determined by:
  - its textual faithfulness to God's Word and His love for us in Christ
  - the the capability of the music to carry and support the message of the Word without overpowering the message or intruding on it
- 7.4 Students help select worship songs on the basis of their suitability for the worship theme
- 7.5 Students explain that worship music for God should be presented in the best possible manner in order to show adoration for Him
- 7.6 Students develop criteria for evaluating the liturgical presentation of their performing group
- 7.7 Students strive to achieve in their service playing/singing a standard of excellence

## **Content Standard 8. Understanding relationship between music, the other arts, and disciplines outside the arts**

- 8.1 Children compare in two or more arts the characteristic materials of each art (that is, sound in music, visual stimuli in art, movement in dance, human interrelationships in theatre) that can be used to transform similar events, scenes, emotions or ideas into works of art
- 8.2 Children describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

### Lutheran Addendum

- 8.3 Students describe parallels between worship music and visual arts in the sanctuary
- 8.4 Students play orchestral instruments, handbells, and other instruments for processions and drama background music (Ps. 149:2-4)
- 8.5 Students utilize liturgical dance to express the meaning of a hymn

## **Content Standard 9. Understanding music in relation to history and culture**

- 9.1 Children describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- 9.2 Children classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) music works and explain the characteristics that cause each work to be considered exemplary

### Lutheran Addendum

- 9.4 Students explain that our hymnals contain psalms, hymns, and liturgical music that connect us with people from many cultures and across many centuries (Ps. 117)
- 9.5 Students name current cultures and ethnic groups that make musical contributions to our worship and perform examples of related music

## Grade 6

## **Content Standard 1. Singing, alone and with others, a varied repertoire of music**

- 1.1 Children sing accurately and with good breath control:
  - alone
  - in small and large ensembles
- 1.2 Children sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory
- 1.3 Children sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- 1.4 Children sing in music:
  - written in two parts
  - written in three parts

### **Lutheran Addendum**

- 1.5 Students demonstrate mastery of singing in head-voice as they sing with vocal ensembles for worship
  - students who are boys in the voice change period, carefully explore the addition of their new lower notes in ensemble singing
  - students sing solos in worship
- 1.6 Students demonstrate by proper care and use of the voice their recognition of the body and the vocal mechanism as gifts of God (Ps. 100:1-3)
- 1.7 Students demonstrate by their quality singing the understanding of the concepts that their presentation is:
  - for the glory of God (Ps. 95:1-6)
  - a vital component to complete the work of the composer as the composition is brought to life from the printed page
  - an important part of the liturgy intended to enhance the experience of the listener
- 1.8 Students heartily join in singing congregational hymns, psalms, and other sung portions of the Lutheran liturgy (Ps. 149:1)
- 1.9 Students sing from memory a broad repertoire of hymns and choral selections suitable for Christian worship

## **Content Standard 2. Performing on instruments, along and with others, a varied repertoire of music**

- 2.1 Children perform on at least one instrument (keyboard, band or orchestral) accurately and independently
  - good playing position
  - good breath, bow, or stick control
  - alone
  - in small and large ensembles
- 2.2 Children perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
- 2.3 Children perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- 2.4 Children play by ear
  - simple melodies on a melodic instrument
  - simple accompaniments on a harmonic instrument
- 2.5 Children who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory

#### Lutheran Addendum

- 2.6 Students may study and develop skills on an orchestra, band, or other instrument to the level of playing for services (Ps. 91:1-3)
- 2.7 Students play instruments for public worship in ensemble of various sizes
- 2.8 Students demonstrate by the quality of their effort the understanding that their presentation is:
  - for God's glory (Ps. 98:4-6)
  - a vital component to complete the work of the composer as the composition is brought to life from the printed page
  - an important part of the liturgy intended to enhance the experience of the worshiper and strengthen the proclamation of the Word

#### **Content Standard 3. Improvising melodies, variations and accompaniments**

- 3.1 Children improvise simple harmonic accompaniments
- 3.2 Children improvise on given pentatonic melodies and melodies in major keys
  - melodic embellishments
  - simple rhythmic variations

- simple melodic variations

- 3.3 Children improvise, each in a consistent style, meter and tonality
- short melodies (unaccompanied)
  - short melodies (over given rhythmic accompaniments)

#### Lutheran Addendum

- 3.4 Students improvise sound effects and accompaniments on orchestral and band instruments, electronic keyboards, and other sound sources for Scripture readings and children's message dramas
- 3.5 Students improvise accompaniments within given parameters for choral ensemble worship service performances

### **Content Standard 4. Composing and arranging music within specified guidelines**

- 4.1 Children compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- 4.2 Children arrange simple pieces for voices or instruments other than those for which the pieces were written
- 4.3 Children use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

#### Lutheran Addendum

- 4.4 Students compose short hymn texts that give true expression to Biblical teachings and statements of the Christian faith
- 4.5 Students compose hymn melodies and short liturgical responses suitable for school chapel

### **Content Standard 5. Reading and notating music**

- 5.1 Children read whole, half, dotted half, quarter eighth, sixteenth and dotted notes and rests in meter signatures of 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve
- 5.2 Children read at sight simple melodies:
- in the treble clef
  - in the bass clef

- 5.3 Children identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression
- 5.4 Children use standard notation to record their music ideas and the music ideas of others

#### Lutheran Addendum

- 5.5 Students use music reading skills to prepare choral and instrumental music for worship and concerts
- 5.6 Students use notated hymn tune melodies they have created
- 5.7 Students notate the liturgical responses they have created

### **Content Standard 6. Listening to, analyzing, and describing music**

- 6.1 Children describe specific music events in a given aural example, using appropriate terminology
- 6.2 Children analyze the uses of elements of music in aural examples representing diverse genres and cultures
- 6.3 Children demonstrate, in their analyses of music, knowledge of the basic principles of:
  - meter
  - rhythm
  - tonality
  - intervals
  - chords
  - harmonic progression

#### Lutheran Addendum

- 6.4 Students recognize and identify an extensive repertoire of Christian hymns and songs when presented aurally
- 6.5 Students recognize and identify liturgical songs (Kyrie, Gloria, This is the feast, etc.) when presented aurally
- 6.6 Students recognize and identify a basic core of incidental instrumental selections (preludes, offertories, and postludes and the like) that are considered exemplary music commonly associated with the congregation's liturgies

### **Content Standard 7. Evaluating music and music performances**

- 7.1 Children develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- 7.2 Children evaluate the quality and effectiveness of their own and other's performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

#### Lutheran Addendum

- 7.3 Students explain that the usefulness of a song for worship is determined by:
  - its textual faithfulness to God's Word and His love for us in Christ
  - the the capability of the music to carry and support the message of the Word without overpowering the message or intruding on it
- 7.4 Students help select worship songs on the basis of their suitability for the worship theme
- 7.5 Students explain that worship music for God should be presented in the best possible manner in order to show adoration for Him
- 7.6 Students develop criteria for evaluating the liturgical presentation of their performing group
- 7.7 Students strive to achieve in their service playing/singing a standard of excellence

#### **Content Standard 8. Understanding relationship between music, the other arts, and disciplines outside the arts**

- 8.1 Children compare in two or more arts the characteristic materials of each art (that is, sound in music, visual stimuli in art, movement in dance, human interrelationships in theatre) that can be used to transform similar events, scenes, emotions or ideas into works of art
- 8.2 Children describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

#### Lutheran Addendum

- 8.3 Students describe parallels between worship music and visual arts in the sanctuary

- 8.4 Students play orchestral instruments, handbells, and other instruments for processions and drama background music (Ps. 149:2-4)
- 8.5 Students utilize liturgical dance to express the meaning of a hymn

**Content Standard 9. Understanding music in relation to history and culture**

- 9.1 Children describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- 9.2 Children classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) music works and explain the characteristics that cause each work to be considered exemplary
- 9.3 Children compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

**Lutheran Addendum**

- 9.3 Students explain that our hymnals contain psalms, hymns, and liturgical music that connect us with people from many cultures and across many centuries (Ps. 117)
- 9.4 Students name current cultures and ethnic groups that make musical contributions to our worship and perform examples of related music