



Diocese of Greensburg Curriculum  
 Music – High School - Introduction to Music

Unit	Standards	Content	Skills
<p><b>Rhythm</b></p>	<p><b>NCCAS: Music - Music Theory/Composition</b>  <b>NCCAS: HS Proficient</b></p> <hr/> <p><b>Connecting</b>  <b>Anchor Standard 10: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> <li>• Steady beat</li> <li>• Long/short sounds</li> <li>• Quarter note, quarter rest, eighth note, half note, half rest, sixteenth notes, and dotted half</li> <li>• Bar line, measure, and unpitched symbols</li> <li>• Time signatures</li> <li>• Simple duple</li> <li>• Syncopated Rhythm-eighth/quarter/eighth</li> <li>• Eighth Rest and Sixteenth Rest</li> <li>• Dotted Quarter / Eighth</li> <li>• Triple</li> <li>• Tied and Slurred patterns</li> <li>• Paired eight/sixteenth, sixteenth/eighth, and dotted eighth/sixteenth notes</li> <li>• compound time signatures</li> <li>• Anacrusis</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Duplicate and generate a steady beat</li> <li>• Differentiate between long and short sounds</li> <li>• Perform beat patterns in groups of 2s and 3s</li> <li>• Echo rhythms as an ensemble and individually</li> <li>• Visually identify:             <ul style="list-style-type: none"> <li>○ bar line</li> <li>○ measure</li> <li>○ unpitched symbols</li> <li>○ compound time signatures</li> </ul> </li> <li>• Visually and aurally identify, demonstrate, and notate:             <ul style="list-style-type: none"> <li>○ quarter note</li> <li>○ eighth note</li> <li>○ quarter rest</li> <li>○ half note</li> <li>○ half rest</li> <li>○ sixteenth notes</li> <li>○ dotted half note</li> <li>○ Time Signatures in 2/4, 3/4 , 4/4 and 6/8</li> <li>○ Simple Duple</li> <li>○ Syncopated Rhythm-eighth/quarter/eighth</li> <li>○ Eighth Rest and Sixteenth Rest</li> <li>○ Dotted Quarter / Eighth</li> <li>○ Triple</li> <li>○ Tied and Slurred patterns</li> <li>○ Paired eight/sixteenth, sixteenth/eighth, and dotted eighth/sixteenth notes</li> </ul> </li> </ul>

Unit	Standards	Content	Skills
			<ul style="list-style-type: none"> <li>○ Anacrusis</li> </ul>
<p><b>Melody</b></p>	<p><b>NCCAS: Music - Music Theory/Composition</b>  <b>NCCAS: HS Proficient</b></p> <hr/> <p><b>Creating</b>  <b>Plan and Make</b>  <b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>MU:Cr2.1.C.1a Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</p> <p><b>Performing</b>  <b>Interpret</b>  <b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b></p> <p>MU:Pr4.3.C.1a Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.</p> <p><b>Responding</b>  <b>Analyze</b>  <b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>MU:Re7.2.C.1a Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> <li>• High/low sounds</li> <li>• Pitch</li> <li>• Melodic patterns</li> <li>• Staff</li> <li>• Treble clef notes</li> <li>• Major and minor</li> <li>• Accidentals</li> <li>• Major scales</li> <li>• Key signatures</li> <li>• Minor scales</li> <li>• Minor key signatures</li> <li>• Intervals</li> <li>• Vocal Ranges SATB</li> <li>• Chromatic scales</li> <li>• Pentatonic scales</li> <li>• B-flat Blues scale</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between high and low sounds.</li> <li>• Sing matching pitch individually and as a group.</li> <li>• Visually identify, perform, and notate melodic patterns individually and in a variety of groups: <ul style="list-style-type: none"> <li>○ SO MI LA DO RE DO' SO, LA, FA TI</li> </ul> </li> <li>• Visually identify: <ul style="list-style-type: none"> <li>○ staff</li> <li>○ treble clef notes on the staff</li> <li>○ accidentals</li> <li>○ key signatures</li> <li>○ intervals</li> </ul> </li> <li>• Visually and aurally identify: <ul style="list-style-type: none"> <li>○ Ranges of Soprano, Alto, Tenor, Bass</li> </ul> </li> <li>• Differentiate major and minor tonalities</li> <li>• Perform: <ul style="list-style-type: none"> <li>○ music in major key signatures</li> <li>○ major scales</li> <li>○ minor scales</li> <li>○ music in minor key signatures</li> <li>○ chromatic scales</li> <li>○ pentatonic scales</li> </ul> </li> <li>• Exposure to B-flat Blues scale</li> </ul>

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<p><b>Expression</b></p>	<p><b>NCCAS: Music - Music Theory/Composition</b>  <b>NCCAS: HS Proficient</b></p> <hr/> <p><b>Creating</b>  <b>Present</b>  <b>Anchor Standard 3: Refine and complete artistic work.</b></p> <p>MU:Cr3.2.C.1a Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.</p> <p><b>Performing</b>  <b>Interpret</b>  <b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b></p> <p>MU:Pr4.3.C.1a Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.</p> <p><b>Responding</b>  <b>Analyze</b>  <b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>MU:Re7.2.C.1a Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.</p> <p><b>Connecting</b>  <b>Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art.</b></p>	<ul style="list-style-type: none"> <li>• loud/soft sounds</li> <li>• d/soft sounds</li> <li>• fast/slow sounds</li> <li>• heavy/light sounds</li> <li>• forte and piano</li> <li>• crescendo and decrescendo</li> <li>• accents</li> <li>• mood</li> <li>• cues</li> <li>• accelerando</li> <li>• ritardando</li> <li>• mezzo piano</li> <li>• mezzo forte</li> <li>• pianissimo</li> <li>• fortissimo</li> <li>• articulation</li> <li>• expressive Italian terms</li> <li>• music of various cultures</li> <li>• music from different Time Periods</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and demonstrate musical contrasts <ul style="list-style-type: none"> <li>○ loud/soft</li> <li>○ fast/slow</li> <li>○ heavy/light</li> <li>○ forte and piano</li> <li>○ crescendo and decrescendo</li> <li>○ accents</li> <li>○ expressive Italian terms (adagio, presto, etc.)</li> </ul> </li> <li>• Respond to a conductor</li> <li>• Perform in an ensemble and individually</li> <li>• Interpret mood or emotion through listening or singing</li> <li>• Visually and Aurally identify and demonstrate: <ul style="list-style-type: none"> <li>○ accelerando</li> <li>○ ritardando</li> <li>○ mezzo piano</li> <li>○ mezzo forte</li> <li>○ pianissimo</li> <li>○ fortissimo</li> <li>○ articulation (staccato, legato, etc.)</li> </ul> </li> <li>• Recognize and identify the music of various cultures and Time Periods</li> </ul>

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	<p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p><b>Harmony</b></p>	<p><b>NCCAS: Music - Music Theory/Composition</b>  <b>NCCAS: HS Proficient</b></p> <hr/> <p><b>Creating</b>  <b>Present</b>  <b>Anchor Standard 3: Refine and complete artistic work.</b></p> <p>MU:Cr3.2.C.1a Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.</p> <p><b>Performing</b>  <b>Rehearse, Evaluate and Refine</b>  <b>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</b></p> <p>MU:Pr5.1.C.1b Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.</p> <p><b>Responding</b>  <b>Analyze</b>  <b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>MU:Re7.2.C.1a Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe</p>	<ul style="list-style-type: none"> <li>• Instrument families</li> <li>• Relationships between music and science</li> <li>• Music with three independent parts</li> <li>• Melody and harmony</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Play and explore various classroom instruments</li> <li>• Visually and Aurally Identify the difference between melody and harmony</li> <li>• Discover the relationships between music and science</li> <li>• Create and perform: <ul style="list-style-type: none"> <li>○ music with three independent parts</li> </ul> </li> </ul>

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	<p>how the analysis provides models for personal growth as composer, performer, and/or listener.</p> <p><b>Connecting</b>  <b>Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art.</b></p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p><b>Timbre</b></p>	<p><b>NCCAS: Music - Music Theory/Composition</b>  <b>NCCAS: HS Proficient</b></p> <hr/> <p><b>Performing</b>  <b>Present</b>  <b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p> <p>MU:Pr6.1.C.1a Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.</p> <p><b>Responding</b>  <b>Analyze</b>  <b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>MU:Re7.2.C.1a Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.</p>	<ul style="list-style-type: none"> <li>• Different uses of the voice</li> <li>• Instrument families</li> <li>• Relationships between music and science</li> <li>• Music with three independent parts</li> <li>• Vocal quality SATB</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between and use different voices: sing, speak, whisper, shout</li> <li>• Play and explore various classroom instruments</li> <li>• Explore and distinguish sounds produced by the body and rhythm instruments</li> <li>• Visually and aurally identify the families of: <ul style="list-style-type: none"> <li>○ classroom instruments <ul style="list-style-type: none"> <li>▪ wood</li> <li>▪ metal</li> <li>▪ drum</li> <li>▪ shaker</li> </ul> </li> <li>○ orchestra <ul style="list-style-type: none"> <li>▪ strings</li> <li>▪ woodwinds</li> <li>▪ brass</li> <li>▪ percussion</li> </ul> </li> </ul> </li> <li>• Aurally identify vocal quality: Soprano, Alto, Tenor, Bass</li> </ul>

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	<p><b>Connecting</b>  <b>Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art.</b></p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		<ul style="list-style-type: none"> <li>Discover the relationships between music and science</li> </ul>
<p><b>Form</b></p>	<p><b>NCCAS: Music - Music Theory/Composition</b>  <b>NCCAS: HS Proficient</b></p> <hr/> <p><b>Creating</b>  <b>Present</b>  <b>Anchor Standard 3: Refine and complete artistic work.</b></p> <p>MU:Cr3.2.C.1a Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.</p> <p><b>Performing</b>  <b>Analyze</b>  <b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b></p> <p>MU:Pr4.2.C.1a Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.</p> <p><b>Responding</b>  <b>Analyze</b>  <b>Anchor Standard 7: Perceive and analyze</b></p>	<ul style="list-style-type: none"> <li>Echo songs</li> <li>Phrases</li> <li>Double bar line</li> <li>D.C. al Fine</li> <li>Fine</li> <li>First and second endings</li> <li>AB form</li> <li>ABA form</li> <li>Repeat sign</li> <li>Canon</li> <li>Same/different musical phrases</li> <li>Theme and variation</li> <li>Rondo</li> <li>D.S. al Coda</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Sing echo songs</li> <li>Perform phrases of 8-10 measures</li> <li>Visually identify: <ul style="list-style-type: none"> <li>double bar line</li> <li>D.C. al Fine</li> <li>Fine</li> <li>first and second endings</li> <li>D.S. al Coda</li> </ul> </li> <li>Visually and/or Aurally identify and demonstrate: <ul style="list-style-type: none"> <li>AB form</li> <li>ABA form</li> <li>repeat sign</li> <li>canon</li> <li>same/different musical phrases</li> <li>theme and variation</li> <li>rondo</li> </ul> </li> </ul>

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	<p><b>artistic work</b></p> <p>MU:Re7.2.C.1a Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.</p> <p><b>Connecting</b>  <b>Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art.</b></p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p><b>History/ Liturgy</b></p>	<p><b>NCCAS: Music - Music Theory/Composition</b>  <b>NCCAS: HS Proficient</b></p> <hr/> <p><b>Performing</b>  <b>Present</b>  <b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p>	<ul style="list-style-type: none"> <li>• Music from diverse cultures and historical periods</li> <li>• Audience and performance etiquette</li> <li>• Composers</li> <li>• Music Genres</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Experience music from diverse cultures and historical periods</li> <li>• Practice audience and performance etiquette</li> </ul>

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	<p>MU:Pr6.1.C.1a Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.</p> <p><b>Responding</b>  <b>Interpret</b>  <b>Anchor Standard 8: Interpret intent and meaning in artistic work.</b></p> <p>MU:Re8.1.C.1a Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.</p> <p><b>Connecting</b>  <b>Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art.</b></p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		<ul style="list-style-type: none"> <li>Identify composers and music from different Genres</li> </ul>

