

FINE ARTS DEPARTMENT PHILOSOPHY STATEMENT

The goal of Christian Fine Arts Education is to empower students to experience the arts through a Biblical perspective as a source of personal enrichment, an outlet for godly expression of emotion and as a unique intellectual discipline. As for the individual's creative efforts, we will endeavor to instill a spirit of excellence not for edification of the individual or group but for the glorification of the Lord.

MUSIC DEPARTMENT CURRICULUM

A graduate of Denbigh Baptist Christian School should be able to:

1. Differentiate and appreciate music from various genres and time periods. (Expected Student Outcomes 3, 8, 14)
2. Identify music from other cultures and discern false worldviews that may be evident in that music or culture. (ESO 7, 9)
3. Recognize and apply Biblical principles of music that direct us to praise and worship God and those that reinforce Christian character. (ESO 3, 4, 5, 6, 7, 11, 14)
4. Display a working knowledge of music theory appropriate for future college and/or career use. (ESO 5, 9, 14)
5. Analyze hymns and their composers for the purpose of discovering sound doctrine and spiritual truths that serve to build integrity and responsibility. (ESO 2, 3, 4, 5, 6, 7, 8, 10, 11, 14, 15)
6. Reflect a spirit of excellence in the area of performance, not for personal edification but for the glory of God. (ESO 2, 3, 4, 5, 11, 12, 15, 17)
7. Utilize music as an outlet for godly expression of emotion. (ESO 6, 8, 11, 14, 15, 16)
8. Distinguish various instruments by listening and classifying them as to family. (ESO 2, 3)

K5 MUSIC DEPARTMENT CURRICULUM

The Student will:

1. Identify various instruments by sight. (Music Dept. # 8)
2. Define and demonstrate steady beat and melodic rhythm. (Music Dept. # 4)
3. Play a variety of rhythm instruments in time with musical accompaniment.
(Music Dept. # 7, 8)
4. Recognize the differences in pitch and sing solfege on “Sol – Mi.” (Music Dept. # 6)
5. Display proper performance techniques such as watching the director, good posture and open mouth.
(Music Dept. # 7)
6. Discover how music can be used to express emotion and use physical movement to demonstrate the feeling of the music. (Music Dept. # 7)
7. Recognize that many praise songs come directly from scripture. (Music Dept. # 3)
8. Perform in scheduled concerts as determined by the director.
(Music Dept. # 2, 3, 5, 6, 7)

GRADES 1 & 2 MUSIC DEPARTMENT CURRICULUM

The Student will:

1. Define and demonstrate an understanding of basic music theory to include dynamics, melodic movement, and rhythms. (Music Dept. # 4)
2. Identify instruments by sight and sound and classify them by family. (Music Dept. # 8)
3. Play various rhythm instruments in time with musical accompaniment. (Music Dept. # 7, 8)
4. Match pitch and sing solfege on “Do – Mi – Sol.” (Music Dept. # 6)
5. Display working knowledge of good vocal technique and concert etiquette. (Music Dept. # 6, 7)
6. Apply knowledge of dynamics to create expression in music. (Music Dept. # 3, 7)
7. Sing a selection of praise songs, recognizing that they come from scripture and quote the reference. (Music Dept. # 3)
8. Sing a selection of hymns, name their composers and recall information regarding their lives. (Music Dept. # 5)
9. Name several classical and American composers, relate facts about their lives and match them with their works of music. (Music Dept. # 1)
10. Perform in scheduled concerts as determined by the director and remember that their inward condition will be reflected in their outward presentation. (Music Dept. # 2, 3, 5, 6, 7)

GRADE 3 MUSIC DEPARTMENT CURRICULUM

The Student will:

1. Develop and demonstrate a working knowledge of skills and technique necessary to play the recorder. (Music Dept. # 1, 6, 7, 8)
2. Demonstrate a knowledge and understanding of basic music notation as applies to playing the recorder. (Music Dept. # 1, 4, 6, 7, 8)
3. Understand and apply more in depth knowledge of proper vocal technique. (Music Dept. # 3, 6, 7)
4. Sing the Major scale in Solfege. (Music Dept. # 4, 6, 7)
5. Recognize the importance of vocal warm-up and utilize it to improve their performance. (Music Dept. # 6, 7)
6. Recall facts regarding music history, including various composers and their works, from the ancient period through the 20th century. (Music Dept. # 1, 3, 5)
7. Listen to music from other countries, recognize similarities and differences when compared to music from our country and evaluate their culture's world-view in relation to our Christian world-view. (Music Dept. # 2, 3, 5)
8. Study hymns and worship songs and their composers to discover sound doctrine and scriptural truth. (Music Dept. # 1, 2, 3, 5)
9. Perform in scheduled concerts as determined by the director and remember that their inward condition will be reflected in their outward presentation. (Music Dept. # 2, 3, 5, 6, 7)

GRADE 4 MUSIC DEPARTMENT CURRICULUM

The Student will:

8. Develop and demonstrate a more skillful knowledge of technique necessary to play the recorder. (Music Dept. # 1, 6, 7, 8)
9. Demonstrate a deeper knowledge and understanding of basic music notation as applies to playing the recorder and piano. (Music Dept. # 1, 4, 6, 7, 8)
10. Understand and apply more in depth knowledge of proper vocal technique. (Music Dept. # 3, 6, 7)
11. Sing the Major scale in Solfege. (Music Dept. # 4, 6, 7)
12. Recognize the importance of vocal warm-up and utilize it to improve their performance. (Music Dept. # 6, 7)
13. Recall facts regarding music history, including various composers and their works, from the ancient period through the 20th century. (Music Dept. # 1, 3, 5)
14. Listen to music from other countries, recognize similarities and differences when compared to music from our country and evaluate their culture's world-view in relation to our Christian world-view. (Music Dept. # 2, 3, 5)
8. Study hymns and worship songs and their composers to discover sound doctrine and scriptural truth. (Music Dept. # 1, 2, 3, 5)
9. Perform in scheduled concerts as determined by the director and remember that their inward condition will be reflected in their outward presentation. (Music Dept. # 2, 3, 5, 6, 7)
10. Discover the elements of music and how they work together to create a complete work of musical art. (Music Dept. # 1, 4, 6, 7)
11. Identify instruments of the orchestra by sight and sound and classify them by family. (Music Dept. # 1, 2, 3, 8)

GRADE 5 MUSIC DEPARTMENT CURRICULUM

The Student will:

15. Understand and apply more in depth knowledge of proper vocal technique. (Music Dept. # 3, 6, 7)
16. Sing the Major scale in Solfege. (Music Dept. # 4, 6, 7)
17. Recognize the importance of vocal warm-up and utilize it to improve their performance. (Music Dept. # 6, 7)
18. Recall facts regarding music history, including various composers and their works, from the ancient period through the 20th century. (Music Dept. # 1, 3, 5)
5. Analyze the history of American music and its genres as a means of understanding today's music and culture. (Music Dept. # 1, 2, 3, 5)
6. Study the Biblical concepts of music to better understand the gift of music, the function of music and the performance and appreciation of music in light of a Christian world-view. (Music Dept. # 1, 2, 3, 5, 6, 7)
7. Perform in scheduled concerts as determined by the director and remember that their inward condition will be reflected in their outward presentation. (Music Dept. # 2, 3, 5, 6, 7)

MIDDLE SCHOOL MUSIC DEPARTMENT CURRICULUM

The Student will:

1. Demonstrate an understanding of basic musical notation. (Music Dept. # 4)
2. Understand the elements of music; rhythm, melody, harmony and expressive controls and how they work together to create a complete work of musical art.
(Music Dept. # 1, 4, 6, 7)
3. Differentiate between the various forms of music and understand their purpose.
(Music Dept. # 1, 6, 7, 8)
4. Reaffirm that music is an outward expression of the inward condition.
(Music Dept. # 2, 3, 5, 6, 7)
5. Recall facts regarding music history, including various composers and their works, from the ancient period through the 20th century. (Music Dept. # 1, 3, 5)
6. Listen to music from other countries, recognize similarities and differences when compared to music from our country and evaluate their culture's world-view in relation to our Christian world-view.
(Music Dept. # 2, 3, 5)
7. Analyze the history of American music and its genres as a means of understanding today's music and culture. (Music Dept. # 1, 2, 3, 5)
8. Identify instruments of the orchestra by sight and sound and classify them by category and family. (Music Dept. # 1, 2, 3, 8)
9. Use physical and vocal warm-up and concentration techniques to improve singing skills. (Music Dept. # 3, 5, 6, 7)
10. Learn and memorize a large repertoire of songs in a wide variety of styles and languages. (Music Dept. # 1, 2, 3, 5, 6, 7)
11. Perform in scheduled concerts and festivals as determined by the director and remember that their inward condition will be reflected in their outward presentation.
(Music Dept. # 2, 3, 5, 6, 7)

HIGH SCHOOL CHOIR CURRICULUM

The Student will:

1. Utilize his/her understanding of various regular meter, irregular meter, swing and gospel rhythms in various musical selections. (Music Dept. # 1, 4, 7)
2. Identify notes on the staff for the express purpose of following their voice part in the music. (Music Dept. 3, 4, 6)
3. Recognize harmonic progression in music as it relates to blending in the confines of a choral group. (Music Dept. # 4, 6, 7)
4. Differentiate between major and minor keys and understand how they affect the context and mood of the song. (Music Dept. # 1, 3, 4, 6, 7)
5. Identify various intervals and chords by sound. (Music Dept. # 4, 7)
6. Sing solfege in intervals, chromatically and in minor scales. (Music Dept. # 1, 2, 4, 6)
7. Use physical and vocal warm-up and concentration techniques to improve singing skills. (Music Dept. # 3, 5, 6, 7)
8. Learn and memorize a large repertoire of songs in a wide variety of styles and languages. (Music Dept. # 1, 2, 3, 5, 6, 7)
9. Perform in scheduled concerts and festivals as determined by the director and remember that their inward condition will be reflected in their outward presentation. (Music Dept. # 2, 3, 5, 6, 7)
10. Demonstrate a working knowledge of the physiology of the vocal apparatus and apply said knowledge to improve vocal skills and techniques. (Music Dept. # 3, 4, 6, 7, 8)
11. Understand historical perspective of yearly choral selections. (Music Dept. # 1, 2, 3, 5)
12. Interpret text painting in music by applying an understanding of dynamics and tempo markings. (Music Dept. # 1, 2, 3, 4, 5, 8)

HIGH SCHOOL PIANO DEPARTMENT CURRICULUM

The Student will:

1. Utilize his/her understanding of the correlation of keys on the piano to the names of the notes on the staff to play a variety of musical selections.
(Music Dept. # 1, 2, 4, 5, 6, 7)
4. Recognize and construct various intervals, triads and seventh chords and know their inversions.
(Music Dept. # 4)
3. Understand the role of the major and minor scale patterns and their key signatures.
(Music Dept. # 4)
4. Reproduce basic chord progressions in various keys. (Music Dept. # 1, 4, 7)
5. Identify various intervals and chords by sound. (Music Dept. # 4, 7)
6. Learn a repertoire of songs in a wide variety of styles.
(Music Dept. # 1, 2, 3, 5, 6, 7)
7. Perform in scheduled concerts and festivals as determined by the director and remember that their inward condition will be reflected in their outward presentation. (Music Dept. # 2, 3, 5, 6, 7)
8. Understand the historical perspective of individual piano selections.
(Music Dept. 1, 2, 3, 5)
9. Interpret text painting in music by applying an understanding of dynamics and tempo markings. (Music Dept. 1, 2, 3, 4, 5, 8)
10. Analyze hymns and chorales for the purpose of understanding how all aspects of theory work together to form a completed work of musical art.
(Music Dept. # 1, 2, 3, 4, 5, 6, 7)