

## Our Language, Our Story: Curriculum Connections

**Division: Intermediate**

**Subject: Arts**

**Strand: Music**

### Overall Expectations

Grade 7	Grade 8
<p>C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;</p> <p>C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;</p> <p>C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.</p>	<p>C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;</p> <p>C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;</p> <p>C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.</p>

### Virtues and Themes: Possible Connections

<p><b>Theological Virtue: Hope</b>                      Hope is about trusting in God’s promises, no matter what the obstacles. Hopeful people work for peace and justice on earth despite facing many obstacles. They trust that God’s plan will be fulfilled even if it is not in their lifetime.</p>	<p>Music can be an opportunity for teaching young people about hope. The risen Jesus defeated the power of evil, despair and fear in the world. In Him, we are people of hope, who can become all God has called us to be. And so, we encourage students to document their strengths, skills, interests, aspirations, and areas for growth as music performers; to set goals for their performance skills after rehearsing, and reflect on how successfully they attained their goals - not only in Music, but in any area of life. We can remind them that hopeful people work for what is good and just despite many obstacles. Through this process, they can come to trust more fully God’s plan for their lives and for all who seek to live Christ’s law of Love.</p>
<p><b>Cardinal Virtue: Fortitude</b>                      A person of courage practices what is good and just when it is difficult or even dangerous. She or he practices patience when meeting obstacles while working to do what is right.</p>	<p>Fortitude (courage) is often required to compose a piece of music that communicates what is good and beautiful, especially when the composer is not sure whether it will be accepted by her or his audience. Many musicians patiently struggled to communicate great works of beauty and divine praise. Sometimes their work was ridiculed or rejected. History, however has revealed their greatness. We can look upon their courage as examples to ourselves as composers in the making.</p>
<p><b>Catholic Character Theme: Reverence</b>                      Reverence is a kind of <i>holy respect</i>. We genuflect before the Blessed Sacrament, kneel in prayer and speak in hushed tones while in Church. Reverence is visible in our Catholic schools whenever people are moved by their faith to a deep and holy respect.</p>	<p>Intermediate students are expected to create and perform music for a variety of purposes. They can be asked to identify ways in which music is used to convey holy respect for all that comes from God. Students can be asked to create a collection of prayers set to music, a praise and worship song, or accompaniment to a psalm. As these pieces are performed for class, we can relate them to different forms of reverence we observe as a people of faith - for the gift of nature, on entering a church, on hearing God’s Word during Mass, before the Blessed Sacrament, or in simple prayer about a variety of subjects.</p>
<p><b>Catholic Character Theme: Community</b>                      The Holy Spirit unites us as a community, and gives each of us gifts to help one another grow as followers of Jesus. Community is visible whenever the friendship, love and kindness of Jesus are present in</p>	<p>Music is able to unite people as communities because it can capture their common feelings and cultural values. Understanding a historical context’s socio-cultural values reflected in music can lead us to a deeper appreciation for the work of the Holy Spirit in the world, drawing all peoples together in goodness and love as communities.</p>

our Catholic schools.	
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### Support Resources:

#### *Journey Activities*

Grade 7	Grade 8
CGE2c – presents information and ideas clearly and honestly and with sensitivity to others CGD7a- acts morally and legally as a person formed in Catholic tradition	<b>CGE5g</b> – achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others <b>CGE7f</b> – respects and affirms the diversity and interdependence of the world’s peoples and cultures
Students will: Study and listen to spiritual based work and/or dance songs. Create simple improvised lyrics (i.e. I woke up this morning feeling down and out) Create a song that makes reference to the 10 Commandments illustrating their meaning in modern terms. Develop interpretative movements that go along with a song based on Catholic tradition. Use this in the form of liturgy.	Students will: Listen to music from different periods of music Baroque, Classical, Romantic and Modern. Complete reports on these periods and prepare short performances based on instruments, dance or movement. Listen and perform cultural dances that reflect beliefs and/or seasons of the year.

#### **Curriculum Frameworks**

<http://www.eoccc.org/onlinefw/onlineframeworks.html>

Grade 6-7 Framework 1. Theme: Love and Justice Framework 2. Theme: Stewardship for Creation Framework 3. Theme: Peace Framework 4. Theme: Dignity of the Human Person Framework 6. Theme: Hope	Grade 7 Framework 1. Theme: Dignity of the Human Person Framework 2. Theme: Faith Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Community and the Common Good Framework 6. Theme: Rights and Responsibilities
Grade 7- 8 Framework 1. Theme: Faith Framework 2. Theme: Dignity of the Human Person Framework 3. Theme: Hope Framework 4. Theme: Community and the Common Good Framework 5. Theme: Mystery, Wonder and Awe Framework 6. Theme: Love and Justice	Grade 8 Framework 1. Theme: Stewardship for Creation Framework 2. Theme: Community and the Common Good Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Hope Framework 5. Theme: Dignity of the Human Person Framework 6. Theme: Peace

#### **Curriculum Support for Catholic Schools**

<http://www.eoccc.org/csfcs>

<b>Catholic Theme; <i>Mystery, Wonder and Awe</i></b> <a href="http://www.eoccc.org/csfcs/themes/mystery.html">http://www.eoccc.org/csfcs/themes/mystery.html</a> <b>Catholic Theme: <i>Hope</i></b> <a href="http://www.eoccc.org/csfcs/themes/hope.html">http://www.eoccc.org/csfcs/themes/hope.html</a> <b>Catholic Theme: <i>Community</i></b> <a href="http://www.eoccc.org/csfcs/themes/commongood.html">http://www.eoccc.org/csfcs/themes/commongood.html</a>	<b>Anchor Concept: <i>Creativity/Design</i></b> <a href="http://www.eoccc.org/csfcs/concepts/acreativity.html">http://www.eoccc.org/csfcs/concepts/acreativity.html</a> <b>Anchor Concept: <i>Empowerment</i></b> <a href="http://www.eoccc.org/csfcs/concepts/aempowerment.html">http://www.eoccc.org/csfcs/concepts/aempowerment.html</a> <b>Anchor Concept: <i>Community</i></b> <a href="http://www.eoccc.org/csfcs/concepts/acomunity.html">http://www.eoccc.org/csfcs/concepts/acomunity.html</a>
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