

STRAND I

Sing alone and with others

Preschool (Three and Four Year-Olds)

Music is a channel for creative expression in two ways. One is the manner in which sounds are communicated by the music-maker. The other is the emotional and physical response that the sound evokes from the listener. Singing, listening to music, using and making rhythm instruments, dancing and other rhythmic activities are ways of developing a love and appreciation for music.

The student will:

1. Listen and respond to music.
2. Sing alone and with others.
3. Develop a repertoire of songs to be sung from memory.
4. Identify a favorite song.
5. Recognize familiar songs when played or sung.

Prekindergarten (Four and Five Year-Olds)

The student will:

1. Listen and respond to music.
2. Sing alone and with others.
3. Develop a repertoire of songs to be sung from memory.
4. Identify a favorite song.
5. Recognize familiar songs when played or sung.

Kindergarten – Grade 2

The student will:

1. Sing independently
 - a) Nursery rhymes, play songs, religious songs, folk songs.
 - b) Maintaining a steady beat.
 - c) Echoing pitches.
 - d) Simple songs of 4 and 5 pitches.
2. Sing expressively
 - a) Using appropriate posture, timbre (tone), and diction.
 - b) Identifying and perform loud and soft dynamic levels (volume).
 - c) Exploring phrasing, breathing as directed.
 - d) Interpreting mood of a song (e.g., happy, sad, serious, bright, mysterious).
 - e) Identifying and producing chanting, speaking, whispering, singing, and shouting.
 - f) Producing high and low sounds.
 - g) Exploring vocal and mouth sounds (e.g., animal sounds, machine sounds, environmental sounds).
3. Sing from memory songs from varied repertoire, including religious music.

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4. Sing simple ostinati and rounds.
5. Sing in groups
 - a) Responding to direction from the conductor.
 - b) Blending similar timbre (tone) and dynamics (volume).
 - c) Publicly at Mass, performances, school functions, etc.

Grades 3 - 5

The student will:

1. Sing independently
 - a) Folk songs, religious songs.
 - b) On pitch and with attention to breath control throughout appropriate singing ranges.
 - c) Maintaining a steady beat.
 - d) Exploring and expanding vocal range.
2. Sing expressively
 - a) Using appropriate posture, timbre, diction, and dynamic level.
 - b) Using proper phrasing and breath control.
 - c) Music of diverse genres and cultures, including traditional Catholic music.
 - d) Applying mood, character, or expressive terms (e.g., happy, sad, serious, brightly, mysteriously).
3. Sing from memory songs from varied repertoire, including religious music, patriotic songs, folk songs.
4. Sing in groups
 - a) Responding to direction from the conductor.
 - b) Blending similar timbre and dynamics.
 - c) Sight reading: Simple sol fege.
 - d) Using music written in 2-part harmony.
 - e) Publicly at Mass, performances, school functions, etc.
 - f) Traditional Catholic repertoire.

Grades 6 - 8

At this level, music teachers should provide direct instruction about changes in vocal abilities and assist students in the transition.

The student will:

1. Sing independently
 - a) On pitch and with good breath control respecting change in vocal abilities.
 - b) Maintaining a steady tempo.
 - c) Exploring and expanding vocal range.
2. Sing expressively
 - a) Using appropriate posture, timbre, diction, and dynamic level.
 - b) Using proper phrasing and breath control.
 - c) Music of diverse genres and cultures, including traditional Catholic music.
 - d) Applying mood, character, or expressive terms (e.g., happy, sad, serious, brightly, mysteriously).

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3. Sing from memory songs from varied repertoire, including religious music, patriotic songs, folk songs.
4. Sing in groups
 - a) Responding to direction from the conductor.
 - b) With expression and increasing technical accuracy.
 - c) Sight singing.
 - d) Using music written in 2-part harmony.
 - e) Exploring 3-part harmony.
 - f) Publicly at Mass, performances, school functions, etc.
 - g) Traditional Catholic repertoire.

Grades 9 – 12

The student will:

1. Sing independently
 - a) On pitch and with good breath control.
 - b) Maintaining a steady tempo.
 - c) Exploring and expanding vocal range.
 - d) Sight singing.
2. Sing expressively
 - a) Using appropriate posture, timbre, diction, and dynamic level.
 - b) Using proper phrasing and breath control.
 - c) Music of diverse genres and cultures, including traditional Catholic music.
 - d) Apply mood, character, or expressive terms (e.g., happy, sad, serious, brightly, mysteriously).
3. Sing from memory songs from varied repertoire such as religious music including Gregorian chant, patriotic songs, folk songs, standard and contemporary literature.
4. Sing in groups
 - a) Responding to direction from the conductor.
 - b) With expression and increasing technical accuracy.
 - c) Sight reading and sight singing.
 - d) Explore music written in 2-, 3-, and 4-part harmony.
 - e) Publicly at Mass, performances, school functions, etc.

STRAND II

Perform on instruments alone and with others

Preschool (Three and Four Year-Olds)

The student will:

1. Identify and distinguish differences in sound.
2. Explore with rhythm instruments.
3. Use instruments to accompany movement.

Prekindergarten (Four and Five Year-Olds)

The student will:

1. Recognize familiar tunes.
2. Identify and distinguish differences in sound.
3. Explore with rhythm instruments.
4. Use instruments to accompany movement.
5. Listen quietly and relax with appropriate music.
6. Develop good listening habits.
7. Use music creatively for self-expression (e.g., draw with music, create a song, make up a dance).

Kindergarten – Grade 2

The student will:

1. Explore unpitched instruments
 - a) Echoing short rhythmic patterns.
 - b) Accompany singing.
 - c) Differentiating between beat and rhythm.
 - d) Identifying percussion instrument sounds (e.g., skin, metal, scraper, shaker, bell-like).
2. Explore pitched instruments
 - a) Identifying high and low pitches.
 - b) Identify instrument families.
 - c) Echoing short melodic patterns.
3. Play in groups and independently
 - a) Responding to direction from the conductor.
 - b) Maintaining a steady tempo.
 - c) Performing instrumental parts while other students sing or play contrasting parts.
4. Handle instruments with respect and proper technique.

STRAND II: Perform on instruments alone and with others

Grades 3 - 5

The use of Smartboards (or similar technology) with software that allows students to have an opportunity to make music is encouraged. Ideally, this is the time to provide a beginning band or orchestra experience. This might be done in conjunction with a public school program or a private provider.

The student will:

1. Perform on unpitched instruments
 - a) Echoing longer, more complicated rhythmic patterns.
 - b) Accompanying singing.
 - c) Differentiating between beat and rhythm.
2. Perform on pitched instruments (i.e., recorders, Orff instruments, keyboards)
 - a) Echoing melodic patterns.
 - b) Simple melodies by ear.
 - c) Simple accompaniments (i.e., ostinati).
 - d) Using correct posture, playing position, good breath control, phrasing ,etc.
3. Play in groups and independently
 - a) Responding to direction from the conductor.
 - b) Maintaining a steady tempo.
 - c) Performing instrumental parts while other students sing or play contrasting parts.
 - d) Music of diverse genres and cultures.
4. Handle instruments with respect and proper technique.
5. Participate in a beginning band and/or orchestra course (*if available*)
 - a) play simple unison melody.

Grades 6 - 8

The student will:

1. Perform on unpitched instruments
 - a) Echoing longer, more complicated rhythmic patterns.
 - b) Accompanying singing.
 - c) Differentiating between beat and rhythm.
2. Perform on pitched instruments (i.e., recorders, Orff instruments, keyboards).
 - a) Echoing melodic patterns.
 - b) Simple melodies by ear.
 - c) Simple accompaniments (i.e., ostinati).
 - d) Using correct posture, correct playing position, good breath control, phrasing, etc.
3. Play in groups and independently
 - a) Responding to direction from the conductor.
 - b) With expression and increasing technical accuracy.
 - c) 2- or 3-part instrumental music using tone bells, Orff instruments, etc.
 - d) Music of diverse genres and cultures.
4. Handle instruments with respect and proper technique.

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STRAND II: Perform on instruments alone and with others**Grades 9 - 12****The student will:**

1. Perform on unpitched instruments
 - a) Echoing longer, more complicated rhythmic patterns.
 - b) Accompanying singing.
 - c) Differentiating between beat and rhythm.
2. Perform on pitched instruments
 - a) Simple melodies by ear.
 - b) Accompaniments.
 - c) Using appropriate technique.
3. Play in groups and independently
 - a) Responding to direction from the conductor.
 - b) With expression and increasing technical accuracy.
 - c) 2- or 3-part instrumental music (using tone bells, Orff instruments, etc.).
 - d) Music of diverse genres and cultures.
4. Handle instruments with respect and proper technique.

STRAND III

Improvise melodies, variations, movement, and accompaniments

Preschool, Prekindergarten

The student will:

1. Move to music with scarves and ribbons.
2. Freely use voice, movement, and instruments.
3. Reproduce a simple patterns.

Kindergarten – Grade 2

The student will create:

1. Freely using voice, movement, and instruments.
2. Within a simple pattern or structure (i.e., same – different, call – response, question – answer).
3. Using a variety of sound sources, traditional and non-traditional.

Grades 3 - 5

The student will create:

1. Within given parameters.
2. Simple harmonic accompaniments.
3. Short unaccompanied melodies.
4. Short melodies over a given rhythmic accompaniment.
5. Simple melodic and rhythmic variations on a given melody.
6. Using a variety of sound sources, traditional and non-traditional.

Grades 6 - 8

The student will improvise:

1. Within given parameters.
2. Simple harmonic accompaniments.
3. Short melodies, unaccompanied and over given rhythmic accompaniment, each in a consistent style, meter, and tonality.
4. Simple melodic and rhythmic variations on a given melody.
5. Using a variety of sounds sources, traditional and non-traditional.
6. Using embellishment.

STRAND III: Improvise melodies, variations, movement, and accompaniments**Grades 9 - 12****The student will improvise:**

1. Freely with no parameters, within a key signature and within a chord progression.
2. Simple harmonic accompaniments.
3. Short melodies, unaccompanied and over given rhythmic accompaniment, each in a consistent style, meter, and tonality.
4. Using tonalities other than major.
5. Simple melodic and rhythmic variations on a given melody.
6. Using a variety of sounds sources, traditional and non-traditional.
7. Using embellishment.

STRAND IV

Compose and arrange music within specific guidelines

Preschool, Prekindergarten

No objectives

Kindergarten – Grade 2

The student will:

1. Create, arrange, and perform sounds to accompany stories, poems, or dramatizations.
2. Use a variety of traditional and non-traditional sound sources.

Grades 3 - 5

The student will:

1. Compose short pieces within specified guidelines.
2. Create, arrange, and perform music to accompany readings or dramatizations.
3. Use a variety of traditional and non-traditional sound sources.

Grades 6 - 8

The student will:

1. Compose music within specified guidelines demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
2. Use a variety of traditional and non-traditional sound sources (e.g., homemade instruments, electronic media).
3. Create, arrange, and perform music to accompany readings or dramatizations.

Grades 9 - 12

The student will:

1. Compose music within specified guidelines.
2. Use a variety of traditional and non-traditional sound sources (e.g., homemade instruments, electronic media).
3. Create, arrange, and perform music to accompany readings or dramatizations.
4. Use a PowerPoint slide show and put a piece of music with it. (Some software that might be helpful with this includes: *Sibelius*, *GarageBand*, *Finale*, *NoteBook*, *PrintMusic*, and *Coda Music*.)

STRAND V

Reading and notating music

Preschool, Prekindergarten

The student will:

1. Recognize some musical symbols.

Kindergarten – Grade 2

The student will:

1. Respond to simple visual representation of sound.
2. Identify the repeat sign and respond to the sign in the music.
3. Aurally identify, (from dictation) and notate *sol, mi, la*.
4. Aurally identify, (from dictation) and notate *re, do* (2nd grade).
5. Read quarter, half, and eighth notes and rests.
6. Identify duple meter.

Grades 3 - 5

The student will:

1. Identify bass clef.
2. Read simple melodies in treble clef and bass clef (familiar material, sight read).
3. Identify and respond to 1st and 2nd endings.
4. Read *fa, ti, low la, low sol (sol fege)*.
5. Read whole, sixteenth, dotted quarter notes and rests, triplets, triple meter, compound duple meter, and syncopation.
6. Interpret formal time signature.
7. Use standard notation to record musical ideas.
8. Introduce intervals and chords by number, and as major or minor.
9. Identify words and signs for *crescendo, decrescendo, mezzopiano (mp), mezzoforte (mf), pianissimo (pp), fortissimo (ff), piano (p) forte (f) and accent marks*.
10. Identify notation for: *andante, allegro, largo, ritardando (rit.), accelerando, a tempo, fermata*.

Grades 6 - 8

The student will:

1. Read melodies in treble and bass clef (familiar material, sight read).
2. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
3. Use standard notation to record musical ideas.

STRAND V: Reading and notating music

Grade 9 - 12

The student will:

1. Read melodies in treble and bass clef (familiar material, sight read).
2. Define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
3. Use standard notation to record musical ideas.

STRAND VI

Listen to, analyze, respond to, and describe music

Preschool, Prekindergarten

The student will:

1. Keep time to music with body movements.
2. Move to a beat (walk and clap, walk fast and slow, run fast and slow, march, swing arms, swing one leg, gallop, hop).
3. Use instruments to accompany movement.
4. Develop good listening habits.
5. Listen quietly and relax with appropriate music.
6. Use music creatively for self-expression (e.g., draw with music, create a song, make up a dance).
7. Respond through purposeful movement to specific musical elements while listening to music (folk dances, free and directed physical responses).
8. Identify and describe instruments by sight and/or sounds.

Kindergarten – Grade 2

The student will:

1. Distinguish between beat and rhythm.
2. Identify *piano* (p) as soft and *forte* (f) as loud.
3. Identify notes as high and low using a visual representation.
4. Identify long and short duration using visual representation (long and short lines, etc.).
5. Respond to fast and slow using a visual representation.
6. Identify melodies or rhythmic patterns as same or different (from visual representation).
7. Respond through purposeful movement to specific musical elements while listening to various genres of music (e.g., clap to the beat, dance creatively, march, use scarves or ribbons).
8. Use music creatively for self-expression (e.g., draw with music, create a song, make up a dance, etc.).
9. Identify the different quality of voices – men, women, children.
10. Identify instrument families by sight and sound.

STRAND VI: Listen to, analyze, respond to, and describe music

Grade 3 - 5

The student will:

1. Identify and respond to: *crescendo*, *decrescendo*, *mezzopiano (mp)*, *mezzoforte (mf)*, *pianissimo (pp)*, *fortissimo (ff)*, accent marks.
2. Describe or visually represent melodic contours or other aspects of the music.
3. Identify and respond to *andante*, *allegro*, *largo*, *ritardando*, *accelerando*, *a tempo*.
4. Identify melodic and rhythmic patterns including forms (i.e., ABA, ABBA, ABC, rondo).
5. Respond through purposeful movement to specific musical elements while listening to music.
6. Identify and describe instruments by sight and sound.
7. Respond to mood, character, or expression of music (e.g., happy, sad, serious, brightly, mysteriously).
8. Introduce simple chord progressions (I-V-I) (5th grade).
9. Distinguish between major and minor chord qualities (5th grade).
10. Aurally identify if a scale is major or minor (5th grade).
11. Explore conducting.
12. Develop criteria for evaluating the effectiveness of musical performances and compositions.
13. Use music creatively for self-expression (e.g., draw with music, create a song, make up a dance, etc).
14. Explain personal preferences for musical works and styles using appropriate music terminology.

Grades 6 - 8

The student will:

1. Demonstrate knowledge of expression including dynamics, tempo, and character/mood/expression.
2. Identify and describe instruments by sight and sound.
3. Describe or visually represent melodic shapes or other aspects of the music.
4. Demonstrate knowledge of the basic principles of
 - a) Meter.
 - b) Rhythm.
 - c) Tonality.
 - d) Intervals.
 - e) Chords.
 - f) Harmonic progressions.
 - g) Forms.
 - h) Timbre.
5. Use established criteria for evaluating the effectiveness of musical performances and compositions.
6. Explore conducting.
7. Explain personal preferences for musical works and styles using appropriate music terminology.

STRAND VI: Listen to, analyze, respond to, and describe music**Grades 9 - 12****The student will:**

1. Demonstrate knowledge of expression including dynamics, tempo, and character/mood/expression.
2. Demonstrate knowledge of various types of ensembles.
3. Describe or visually represent melodic contours or other aspects of the music.
4. Demonstrate knowledge of the basic principles of
 - a) Meter.
 - b) Rhythm.
 - c) Tonality.
 - d) Intervals.
 - e) Chords.
 - f) Harmonic progressions.
 - g) Forms.
 - h) Timbre.
5. Use established criteria for evaluating the effectiveness of their own and other musical performances and compositions.
6. Explain personal preferences for musical works and styles using appropriate music terminology.
7. Explore conducting.
8. Analyze and interpret the technological and scientific advances influence the creation of musical compositions.

STRAND VII

Understand the relationship between music and other disciplines

Preschool, Prekindergarten

The student will:

1. Retell a story told in a song.

Kindergarten – Grade 2

The student will:

1. Retell a story told in a song.
2. Listen to and perform music that reflects other content areas.

Grades 3 - 5

The student will:

1. Identify similarities and differences in the meanings of common terms used in various subjects.
2. Listen to and perform music that reflects other content areas.

Grades 6 - 8

The student will:

1. Identify similarities and differences in the meanings of common terms used in various subjects, particularly the other arts.
2. Listen to and perform music that reflects other content areas.

Grades 9 - 12

The student will:

1. Identify similarities and differences in the meanings of common terms used in various subjects, particularly the other arts.
2. Discuss the similarities and differences between music and other disciplines.

STRAND VIII

Understand the relationship between music history, culture, and the Catholic faith

Preschool, Prekindergarten

The student will:

1. Participate in dances from a variety of cultures (e.g., Native American, Mexican).
2. Listen to and sing songs from other cultures.
3. Listen to and sing age appropriate religious songs.

Kindergarten – Grade 2

The student will:

1. Participate in dances from a variety of cultures (e.g., Native American, Mexican).
2. Listen to and perform music from other cultures.
3. Demonstrate appropriate audience and performance behavior for various kinds of music.
4. Participate musically in the liturgy.

Grades 3 – 5

The student will:

1. Explore music from various historical periods.
2. Participate in dances from a variety of cultures (e.g., Native American, Mexican).
3. Listen to and perform music from other cultures.
4. Demonstrate appropriate audience and performance behavior for various kinds of music.
5. Explore the history of church music in the Catholic tradition.
6. Participate musically in the liturgy.

Grade 6 - 8

The student will:

1. Identify music from various historical periods.
2. Participate in dances from a variety of cultures (e.g., Native American, Mexican).
3. Listen to and perform music from other cultures.
4. Demonstrate appropriate audience and performance behavior for various kinds of music.
5. Explore the history of church music in the Catholic tradition.
6. Plan, participate, and provide leadership musically for liturgy and prayer services.
7. Compare the functions music serves, roles of musicians, and conditions under which music is typically performed in several cultures of the world.
8. Explore the cultural musical opportunities available in the local area.

STRAND VIII: Understand the relationship between music history, culture, and the Catholic faith

Grades 9 – 12

The student will:

1. Identify music from various historical periods, including contemporary music.
2. Identify American music genres and prominent individuals associated with them (e.g., jazz, swing, Broadway musicals).
3. Listen to and perform music from other cultures.
4. Demonstrate appropriate audience and performance behavior for various kinds of music.
5. Perform church music in the Catholic tradition.
6. Plan and provide leadership musically for liturgy and prayer services.
7. Compare the functions music serves in world cultures, roles of musicians, and conditions under which music is typically performed.
8. Explore the cultural musical opportunities available in the local area.