



MUSIC CURRICULUM PHILOSOPHY

Music instruction continues to be cited as a profoundly positive element of educating young students. Our own experience as well as countless studies validate the benefits of elementary music education in the development of a student's ability to understand new concepts, think logically, solve problems, exercise intellectual and personal discipline, and perform confidently, individually, and as part of a group. Further, as a Fine Art, music draws on virtually all elements of multiple intelligences and introduces opportunities for exposure to varied cultural and historical elements so critical to today's learning environment and lifelong success in academic and vocational pursuits. Finally, as Catholic educators, we are exhorted to consider the importance of music, especially in its liturgical application, in shaping the whole person presented to us by God for our care and instruction.

All this said, it is a lamentable fact that the prioritizing and funding of elementary music education at the beginning of this century is being challenged and in some cases, compromised or even eliminated, despite the continuing strong influence of its allies, including the National Association for Music Education. Our special mission as Catholic educators calls us to stand firm against this trend, employing guidelines that are comprehensive, functional, and applied as universally as possible by our gifted music educators and their principals to insure the continued viability of this valuable element of a young person's educational experience.

The Guidelines specifically divide instruction between Grades K-6 and Middle School (Grades 7-8) General Music. This satisfies three fundamental objectives:

- 1) To establish a fundamental base, developed sequentially according to age-appropriate objectives in grades K-6;
- 2) To incorporate creative, effective, and engaging learning activities best suited to the changing mindsets and needs of pre-adolescent learners which are rooted in the foundational curriculum in grades K-6; and
- 3) To allow maximum flexibility given the unique scheduling conditions of each school for teachers and principals to form and implement an instructional plan which accommodates modified (e.g. "block") scheduling.

For planning and tracking purposes, the "Monitoring Sheets," incorporated Diocese-wide for all curricula, continue, with revision, to be used for Grades K-8.

A "Middle School Toolkit," developed by music teachers Diocese-wide, is the springboard of resources for creating and implementing a curriculum for grades 6, 7 and 8 that has been "test-driven" by our colleagues with great success. It is anticipated that many more lessons/units adaptable for middle school use will continue to be published and shared.



Diocese of Arlington

Office of Catholic Schools

Academic Standards

Teachers can use the “Monitoring Sheets” as a planning tool, where trimester-by-trimester progress in meeting objectives can be discussed (and modified as needed) with their principals. It is important to note here that the Guidelines have been designed independent of any particular text or other resources, allowing for maximum potential for compliance with whatever resources the school has at its disposal. While schools and teachers are encouraged to enhance their physical resources to the greatest extent possible, it is understood that many schools cannot afford certain instruments or other resources. Discretion remains, therefore, in the hands of the teachers and principals to comply with the Guidelines as closely as possible.

It is our privilege to present this document and all its resources for your use. It is our sincere hope that it will guide all of us toward better fulfilling our mission as Catholic educators in the shaping of the precious young hearts and minds placed in our care, by preparing them with the creative and cultural gifts found in the joy of music and the arts.

The Diocesan Music Curriculum Guidelines Committee

June 2018



MUSIC

APPLICATION OF SKILLS: KINDERGARTEN

Standard 1 – Performance

- K.1 The student will demonstrate steady beat.
 - K.1.1 Demonstrate the difference between steady beat and rhythm
 - K.1.2 Imitate simple rhythmic patterns sung or played
 - K.1.3 Accompany songs and chants with body percussion and classroom instruments to the beat

- K.2 The student will sing in unison and play instruments.
 - K.2.1 Imitate simple melodic patterns sung or played
 - K.2.2 Demonstrate when to come in after a vocal/instrumental introduction
 - K.2.3 Sing liturgical songs and parts of the Mass

- K.3 The student will respond to music with movement.
 - K.3.1 Demonstrate locomotor, non-locomotor, fine and gross motor movements
 - K.3.2 Use the body to illustrate moods and contrasts in music
 - K.3.3 Perform with body percussion, instruments, and/or movement
 - K.3.4 Use movement to enhance children’s literature, chant, and/or song

Standard 2 – Compose & Improvise

- K.4 The student will create music through a variety of experiences.
 - K.4.1 Create using musical sounds to accompany children’s songs, stories and/or poems



Standard 3 – Music Theory

K.5 The student will aurally recognize contrast in musical sounds.

K.5.1 Identify fast/slow

K.5.2 Identify music that is loud/soft

K.5.3 Identify music that is high/low

K.6 The student will visually recognize basic musical symbols and terms.

K.6.1 Identify the *treble clef*

K.6.2 Identify quarter notes

K.6.3 Identify the quarter rest

Standard 4 – Analysis and Critique

K.7 The student will distinguish between singing, talking, whispering and calling.

K.7.1 Use the voice in speech and song

K.8 The student will identify instrumental vs. vocal music.

K.9 The student will identify percussion instruments by sight and sound.

Standard 5 – Music Culture

K.10 The student will explore music from other cultures.

Standard 6 – Cross-Curricular Connection

K.11 The student will identify the relationship between music and other disciplines.



Standard 7 – Citizenship

K.12 The student will exhibit respect for the contributions of self and others in a music setting.

K.12.1 Contribute to a group effort of making music

K.12.2 Contribute to a group effort of listening to music

K.12.3 Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship



APPLICATION OF SKILLS: FIRST GRADE

Standard 1 – Performance

- 1.1 The student will demonstrate steady beat by playing instruments and/or body percussion.
 - 1.1.1 Demonstrate the difference between different types of meter using body percussion and/or movement. (i.e. a walking beat vs. a waltz or galloping beat)
- 1.2 The student will sing songs and play instruments individually and in groups.
 - 1.2.1 Sing songs that contain so, mi, and la pitches
 - 1.2.2 Identify pitched and percussive classroom instruments, using sight and sound
 - 1.2.3 Sing liturgical songs and parts of the Mass
- 1.3 The student will perform rhythmic patterns.
 - 1.3.1 Identify and perform rhythmic patterns that include quarter notes
 - 1.3.2 Identify and perform rhythmic patterns that include paired eighth notes
 - 1.3.3 Identify and perform rhythmic patterns that include quarter rests
- 1.4 The student will respond to music with movement.
 - 1.4.1 Perform dances and games from American and other cultures
 - 1.4.2 Demonstrate locomotor, non-locomotor, fine and gross motor movements
 - 1.4.3 Create body movements to enhance songs, stories, and/or poems

Standard 2 – Compose & Improvise

- 1.5 The student will create music through a variety of musical experiences.
 - 1.5.1 Create music using traditional and/or non-traditional notation including quarter notes, eighth notes, and quarter rests
 - 1.5.2 Improvise musical sounds by using classroom instruments, body percussion, and/or movement



Standard 3 – Music Theory

- 1.6 The student will begin to recognize form in music by identifying contrasting sections.
 - 1.6.1 Identify ABA form in simple songs (i.e. “Twinkle, Twinkle”)
 - 1.6.2 Identify verse/refrain (or verse/chorus) form in songs

- 1.7 The student will recognize and describe changes in musical expression.
 - 1.7.1 Demonstrate dynamic or tempo changes vocally, instrumentally, or with movement
 - 1.7.2 Demonstrate and use musical terms of *piano* and *forte* in music
 - 1.7.3 Demonstrate and use musical terms to describe fast and slow tempos (*presto/largo*)

- 1.8 The student will visually identify high pitches and low pitches on the staff.
 - 1.8.1 Identify that notes can be on lines or spaces
 - 1.8.2 Demonstrate high and low pitches vocally or instrumentally and with movement (La, So, Mi)
 - 1.8.3 Demonstrate the melodic direction of a song

Standard 4 – Analysis and Critique

- 1.9 The student will distinguish between accompanied and *a capella* vocal music.

Standard 5 – Music Culture

- 1.10 The student will explore music from non-western folk music.

Standard 6 – Cross-Curricular Connection

- 1.11 The student will identify the relationships between music and other disciplines.



Standard 7 – Citizenship

- 1.12 The student will exhibit respect for the contributions of self and others in a music setting.
 - 1.12.1 Contribute to a group effort of making music
 - 1.12.2 Contribute to a group effort of listening to music
 - 1.12.3 Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship



APPLICATION OF SKILLS: SECOND GRADE

Standard 1 – Performance

- 2.1 The student will explore meter.
 - 2.1.1 Demonstrate strong and weak beats
 - 2.1.2 Demonstrate rhythmic groupings of two and three

- 2.2 The student will sing songs and play instruments.
 - 2.2.1 Sing melodies at least within the range of a sixth
 - 2.2.2 Play single-chord accompaniments on classroom instruments, where available
 - 2.2.3 Identify and play ostinato using body percussion or classroom instruments, where available
 - 2.2.4 Perform music with lyrics from a printed score
 - 2.2.5 Sing liturgical songs and common parts of the Mass

- 2.3 The student will perform rhythmic patterns by sight and sound.
 - 2.3.1 Review identifying and performing paired eighth notes, quarter notes and quarter rests
 - 2.3.2 Identify and perform half notes and half rests
 - 2.3.3 Identify and perform whole notes and whole rests

- 2.4 The student will respond to music with movement.
 - 2.4.1 Perform dances and games
 - 2.4.2 Demonstrate locomotor, non-locomotor, fine and gross motor movements
 - 2.4.3 Perform songs with interpretive movement to demonstrate rhythm, meter, or mood



Standard 2 – Compose & Improvise

- 2.5 The student will create music through variety of music experiences.
 - 2.5.1 Create and perform music using traditional notation including quarter notes, eighth notes, and quarter rests
 - 2.5.2 Create new lyrics to familiar melodies
 - 2.5.3 Create ostinatos
 - 2.5.4 Create musical sounds to enhance songs, stories, and/or poems

Standard 3 – Music Theory

- 2.6 The student will identify form in music.
 - 2.6.1 Identify like and unlike melodic phrases by sight and sound
 - 2.6.2 Identify and perform music in AB and ABA forms
 - 2.6.3 Identify the beginning and ending of phrases
 - 2.6.4 Utilize movement to illustrate meter and form
- 2.7 The student will identify sudden and gradual changes in musical expression.
 - 2.7.1 Demonstrate and identify changes in dynamics including *mezzo forte (mf)*, *mezzo piano (mp)*, *crescendo*, *decrescendo*
 - 2.7.2 Demonstrate and identify changes in tempo including: *moderato*, *andante*, *accelerando*, and *ritardando*
 - 2.7.3 Use music terminology to describe dynamic and tempo changes
- 2.8 The student will identify melodic patterns.
 - 2.8.1 Identify melodic patterns that move upward, downward and remain the same
 - 2.8.2 Apply music terminology, including staff and *treble clef*
 - 2.8.3 Use the seven letters of the music alphabet or *solfege*
- 2.9 Student will identify bar lines and double bar lines



Standard 4 – Analysis and Critique

2.10 The student will identify the four orchestral families by sight and sound.

Standard 5 – Music Culture

2.11 The student will explore music from non-western folk music.

Standard 6 – Cross-Curricular Connection

2.12 The student will identify the relationship between music and other disciplines.

Standard 7 – Citizenship

2.13 The student will exhibit respect for the contributions of self and others in a music setting.

2.13.1 Contribute to a group effort of making music

2.13.2 Contribute to a group effort of listening to music

2.13.3 Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship



APPLICATION OF SKILLS: THIRD GRADE

Standard 1 – Performance

- 3.1 The student will sing and/or play a repertoire of songs in tune with a clear tone quality.
 - 3.1.1 Sing melodies within the range of an octave
 - 3.1.2 Develop a repertoire of familiar songs
 - 3.1.3 Play melodic instruments using traditional notation
 - 3.1.4 Perform in a two-part music ensemble using voices and/or instruments
 - 3.1.5 Accompany singing with rhythm and/or melodic instruments, when available
 - 3.1.6 Sing liturgical songs and common parts of the Mass

- 3.2 The student will perform rhythmic patterns.
 - 3.2.1 Review identifying and performing paired eighth notes, quarter notes and rests, half notes and rests, and whole notes and rests
 - 3.2.2 Identify and perform dotted half notes
 - 3.2.3 Identify and perform single eighth notes and rests

- 3.3 The student will respond to music with movement.
 - 3.3.1 Utilize movement to illustrate meter
 - 3.3.2 Perform line and circle dances
 - 3.3.3 Dramatize songs, stories and/or poems
 - 3.3.4 Perform choreographed and non-choreographed movements

Standard 2 – Compose & Improvise

- 3.4 The student will compose music.
 - 3.4.1 Create and perform a short rhythmic composition in 4/4 and 3/4 time using traditional notation
 - 3.4.2 Create and perform a short melodic composition within the range of an octave using traditional notation



Standard 3 – Music Theory

- 3.5 The student will explore meter.
 - 3.5.1 Recognize that music is divided into measures
 - 3.5.2 Recognize music in a 4/4 and 3/4 time signature
- 3.6 The student will identify form in music.
 - 3.6.1 Create movement to demonstrate form
 - 3.6.2 Identify introduction and coda sections
- 3.7 The student will identify terms and symbols for musical expression.
 - 3.7.1 Recognize and demonstrate *staccato* and *legato* in music
 - 3.7.2 Recognize and demonstrate *staccato* and *legato* (slurs) markings in music
 - 3.7.3 Recognize and demonstrate *pianissimo* (*pp*) and *fortissimo* (*ff*)
- 3.8 The student will demonstrate the melodic shape (contour) of a musical phrase by describing how pitch levels may move upward, downward, or stay the same.
- 3.9 The student will review music terminology including staff and *treble clef*.
 - 3.9.1 Recall treble clef notation using the seven letters of the alphabet and/or solfege syllables

Standard 4 – Analysis and Critique

- 3.10 The student will review the four orchestral families (woodwind, string, brass, percussion) using sight and sound.
- 3.11 The student will recognize a composer and his or her music composition.
 - 3.11.1 Use music terminology to describe the music
 - 3.11.2 Place musical style in a broad category or genre



Standard 5 – Music Culture

- 3.12 The student will explore the music of world cultures through song, dance, and movement.
- 3.12.1 Identify traditional cultural instruments by sight and sound (i.e. didgeridoo or gayageum)
 - 3.12.2 Perform traditional dances or games from various cultures
- 3.13 The student will learn traditional American hymns and songs (i.e. “The Star Spangled Banner”, “America the Beautiful”, “My Country ‘Tis of Thee”, etc.)

Standard 6 – Cross-Curricular Connection

- 3.14 The student will describe the relationships between music and other disciplines.

Standard 7 – Citizenship

- 3.15 Students will demonstrate appropriate etiquette for the context and style of music being performed as a participant and/or listener.
- 3.15.1 Exhibit respect for the contributions of self and others in a music setting



APPLICATION OF SKILLS: FOURTH GRADE

Standard 1 – Performance

- 4.1 The student will sing and/or play a repertoire of songs in tune with a clear tone quality.
 - 4.1.1 Sing and/or play songs with expression using indicated dynamics and phrasing
 - 4.1.2 Sing and/or play in a group performing songs in simple harmony
 - 4.1.3 Demonstrate beginning choral behaviors and skills (i.e. proper vowel sounds, breathing, posture, volume, articulation)
 - 4.1.4 Sing and/or play music from a traditional score including melodic notation and lyrics
 - 4.1.5 Sing liturgical songs and common parts of the Mass

- 4.2 The student will perform rhythmic patterns.
 - 4.2.1 Identify and perform dotted half notes and single eighth notes and rests
 - 4.2.2 Identify and perform sixteenth notes
 - 4.2.3 Identify and perform dotted quarter notes

- 4.3 The student will respond to music with movement.
 - 4.3.1 Create movement to illustrate meter including 2, 3, and 4 beats per measure
 - 4.3.2 Perform choreographed and non-choreographed movements or dances
 - 4.3.3 Perform using body percussion

Standard 2 – Compose & Improvise

- 4.4 The student will compose music using music composition software, if available.
 - 4.4.1 Create and perform a rhythmic composition including dotted half notes and single eighth notes in 2/4, 3/4, and/or 4/4 time
 - 4.4.2 Create and perform a short melodic composition in *rondo form*



- 4.5 The student will improvise simple melodies and rhythms.
 - 4.5.1 Improvise melodic or rhythmic motifs to accompany repertoire songs
 - 4.5.2 Improvise a melodic or rhythmic response to a call

Standard 3 – Music Theory

- 4.6 The student will explore meter.
 - 4.6.1 Identify the function of the top numbers of a time signature including 2, 3, and 4 beats per measure
 - 4.6.2 Identify the function of the bottom number of the time signature

- 4.7 The student will identify form in music.
 - 4.7.1 Identify *rondo form* in music
 - 4.7.2 Demonstrate, physically, changes in contrasting sections of *rondo form* pieces
 - 4.7.3 Identify call and response form in music

- 4.8 The student will identify and perform all learned terms and symbols for musical expression.

- 4.9 The student will distinguish between major and minor tonality aurally.

- 4.10 The student will build and review knowledge of *treble clef notation*.
 - 4.10.1 Identify melodic movement as step, skip, leap or repeat
 - 4.10.2 Identify notation using ledger lines
 - 4.10.3 Recall *treble clef notation* (review)



Standard 4 – Analysis and Critique

4.11 The student will recognize a composer and his/her music composition.

4.11.1 Use music terminology to describe his/her music

4.11.2 Place musical style in a broad category or genre

Standard 5 – Music Culture

4.12 The student will identify and compare/contrast typical characteristics of Native American music and traditional Appalachian music.

4.12.1 Identify traditional instruments from both musical traditions

4.12.2 Sing and/or play songs from both musical traditions

Standard 6 – Cross-Curricular Connection

4.13 The student will compare the relationships between music and other disciplines.

Standard 7 – Citizenship

4.14 Students will demonstrate appropriate etiquette for the context and style of music being performed as a participant and/or listener.

4.14.1 Exhibit respect for the contributions of self and others in a music setting



APPLICATION OF SKILLS: FIFTH GRADE

Standard 1 – Performance

- 5.1 The student will sing and/or play a repertoire of songs in tune with a clear tone quality.
 - 5.1.1 Sing and/or play songs with expression using indicated dynamics and phrasing
 - 5.1.2 Sing and/or play in a group performing songs in more complex harmony
 - 5.1.3 Sing and/or music from a traditional score
 - 5.1.4 Continue to demonstrate choral behaviors and skills (i.e. proper vowel sounds, breathing, posture, volume, articulation)
 - 5.1.5 Sing liturgical songs and common parts of the Mass

- 5.2 The student will perform rhythmic patterns.
 - 5.2.1 Identify and perform sixteenth notes and dotted quarter notes (review)
 - 5.2.2 Identify and perform a dotted eighth note followed by a sixteenth note

- 5.3 The student will respond to music with movement.
 - 5.3.1 Perform choreographed and non-choreographed movements
 - 5.3.2 Perform using body percussion
 - 5.3.3 Create movement to illustrate meter and form



Standard 2 – Compose & Improvise

- 5.4 The student will notate and perform melodies from the treble staff, using music composition software, if available.
 - 5.4.1 Create and perform a rhythmic composition including dotted eighth note followed by sixteenth notes
 - 5.4.2 Create rhythms in simple and compound time signatures
 - 5.4.3 Create more complex melodic compositions

- 5.5 The student will improvise melodies and rhythms.
 - 5.5.1 Improvise variations of a theme
 - 5.5.2 Improvise using call and response form (review)

Standard 3 – Music Theory

- 5.6 The student will explore meter.
 - 5.6.1 Recall function of the top and bottom number of a time signature (review)
 - 5.6.2 Identify the difference between simple and compound meter
 - 5.6.3 Explore music in 6/8 time

- 5.7 The student will identify theme and variation form.
 - 5.7.1 Use music terminology to describe the theme
 - 5.7.2 Use music terminology to describe the methods of variation

- 5.8 The student will identify and perform all previously learned terms and symbols for musical expression. Include all dynamics, phrasing, and tempo markings.

- 5.9 The student will identify and describe the difference between melody and harmony.



- 5.10 The student will identify/describe the difference between major and minor tonality.
 - 5.10.1 Identify a major scale aurally
- 5.11 The student will identify intervals in melodies and harmonies including thirds, fifths, and octaves by sight.
 - 5.11.1 Recall *treble clef notation* (review)

Standard 4 – Analysis and Critique

- 5.12 The student will recognize a composer and his/her music composition.
 - 5.12.1 Use music terminology to describe his/her music
 - 5.12.2 Place musical style in a broad category of style or genre

Standard 5 – Music Culture

- 5.13 The student will identify, compare and contrast music from Asia, Africa, and/or South America to traditional European music.
 - 5.13.1 Identify traditional instruments from the culture
 - 5.13.2 Sing and/or play traditional songs from the culture
 - 5.13.3 Identify musical characteristics of each world culture

Standard 6 – Cross-Curricular Connection

- 5.14 The student will compare and contrast the relationships between music and other disciplines.

Standard 7 – Citizenship

- 5.15 Students will demonstrate appropriate etiquette for the context and style of music being performed as a participant and/or listener.
 - 5.15.1 Exhibit respect for the contributions of self and others in a music setting



APPLICATION OF SKILLS: SIXTH GRADE

Standard 1 – Performance

- 6.1 The student will explore meter.
 - 6.1.1 Recall function of the top and bottom number of a time signature (review)
 - 6.1.2 Recall the difference between simple and compound meter (review)
 - 6.1.3 Perform music in 6/8 time
 - 6.1.4 Perform music that includes triplets

- 6.2 The student will sing and/or play a repertoire of songs in tune with a clear tone quality.
 - 6.2.1 Sing songs and/or play instruments with expression using indicated dynamics and phrasing
 - 6.2.2 Sing and/or play in a group performing songs in more complex harmony
 - 6.2.3 Sing and/or play music from a traditional score
 - 6.2.4 Demonstrate choral behaviors and skills (i.e. proper vowel sounds, breathing, posture, volume, articulation)
 - 6.2.5 Sing liturgical songs and common parts of the Mass

- 6.3 The student will perform rhythmic patterns.
 - 6.3.1 Identify and perform sixteenth notes and dotted quarter notes (review)
 - 6.3.2 Identify and perform a dotted eighth note followed by a sixteenth note (review)
 - 6.3.3 Identify and perform triplets

- 6.4 The student will play melody and rhythm together on classroom instruments with precision and accuracy.



Standard 2 – Compose & Improvise

- 6.5 The student will compose using standard notation.
 - 6.5.1 Create and perform melodies in 6/8 time
 - 6.5.2 Create melodies in *bass and/or treble clef*
 - 6.5.3 Create a melody using triplets
 - 6.5.4 Practice writing or transferring musical notation by hand on a *grand staff*

Standard 3 – Music Theory

- 6.6 The student will review major scales.
 - 6.6.1 Identify and write the pattern/formula of a major scale
 - 6.6.2 Recall notes from the *treble clef* (review)
 - 6.6.3 Identify notation for the *bass clef*
 - 6.6.4 Explain how the *treble and bass staves* connect forming the *grand staff*
- 6.7 The student will learn how to identify and build a basic triad.
 - 6.7.1 Identify the function of the *tonic chord*
 - 6.7.2 Identify the function of the *dominant chord*
- 6.8 The student will identify the difference between a symphony and a concerto.

Standard 4 – Analysis and Critique

- 6.9 The student will investigate a variety of musical sounds, forms, styles, and genres through listening, discussing or writing, and/or performing.
 - 6.9.1 Analyze a composer and his work using musical terminology
 - 6.9.2 Analyze a performance live or recorded using music terminology



- 6.9.3 Identify instruments, voice classifications (*soprano, alto, tenor, bass*), and a variety of performing ensembles aurally and visually
- 6.9.4 Identify traditional and nontraditional sound sources i.e. trash instruments and sounds made from found objects/*Stomp*

Standard 5 – Music Culture

- 6.10 Students will identify musical characteristics of music from various cultures.

Standard 6 – Cross-Curricular Connection

- 6.11 The student will investigate the role of music in society.
 - 6.11.1 Identify career pathways in music
 - 6.11.2 Identify the influence of daily music experience in one’s personal life
- 6.12 The student will identify and demonstrate the relationships between music and other disciplines.

Standard 7 – Citizenship

- 6.13 Students will demonstrate appropriate etiquette for the context and style of music being performed as a participant and/or listener.
 - 6.13.1 Exhibit respect for the contributions of self and others within a music setting



APPLICATION OF SKILLS: SEVENTH & EIGHTH GRADE

Standard 1 – Performance and Production

MS.1 The student will read and perform previously learned rhythmic, melodic, and harmonic patterns.
(review)

MS.2 The student will sing and/or play music written in two or more parts.

MS.2.1 Continue to demonstrate choral behaviors and skills (i.e. proper vowel sounds, breathing, posture, volume, articulation)

MS.3 The student will sing liturgical songs and common parts of the Mass.

Standard 2 – Compose & Improvise

MS.4 The student will create music through a variety of experiences.

MS.4.1 Improvise melodies, rhythms, and harmonies

MS.4.2 Create melodies, rhythms, and harmonies

MS.4.3 Create arrangements of known melodies, using traditional or nontraditional sound sources, including computer-related technology if available

Standard 3 – Music Theory

MS.5 The student will investigate musical sounds, forms, styles, and genres through listening, discussing or writing, and performing.



Standard 4 – Analysis and Critique

MS.6 The student will explore a variety of styles, periods, forms and elements of music.

MS.7 The student will describe and evaluate performances, live or recorded, using music terminology.

MS.7.1 Identify musical characteristics of music from various cultures and/or styles

MS.7.2 Identify instruments, voice classifications (*soprano, alto, tenor, bass*), and a variety of performing ensembles aurally and visually

Standard 5 – Music Culture

MS.8 Students will identify musical characteristics of music from various cultures.

Standard 6 – Cross-Curricular Connection

MS.9 The student will investigate the role of music in society.

MS.9.1 Identify career pathways in music

MS.9.2 Identify the influence of daily music experience in one's personal life

MS.10 The student will identify and demonstrate the relationships between music and other disciplines.

Standard 7 – Citizenship

MS.11 Students will demonstrate appropriate etiquette for the context and style of music being performed as a participant and/or listener.

MS.11.1 Exhibit respect for the contributions of self and others within a music setting