



MUSIC CURRICULUM PHILOSOPHY

Music is an essential part of a well-rounded education. Music education helps students develop discipline, teamwork, cultural awareness, and musical skills, through singing, music literacy, playing instruments, and performing in school and church activities. It enhances cognitive abilities, academic performance, dedication, and teamwork. Music Education is crucial for holistic development and should be a fundamental part of education. A comprehensive music education enables students to make connections in the classroom and to more fully participate in the Church.

The Diocese of Arlington Music Curriculum Philosophy emphasizes the importance of music in developing creativity, critical thinking, and emotional expression. Its mission is to seek a profound connection to God and to express this connection in the way we reach out to the world.

The creation of music ought to be deeply formative for a student in a Catholic school, making sure that Christian culture continues to live in the souls of the Catholic youth. Music teachers at the Diocese of Arlington create a respect and desire for musical experiences by teaching students to react positively, listen responsively, and participate thoughtfully by providing a variety of musical experiences for the students.



PREKINDERGARTEN

Standard 1 - PERFORMING MUSIC: Singing alone and with others

Students sing melodic patterns and songs with an age-appropriate tone quality, matching pitch and maintaining a steady tempo.

- _____ MU.PREK.1.1 Imitate simple melodic patterns matching pitch within an age-appropriate vocal range
- _____ MU.PREK.1.2 Sing simple melodies while maintaining a steady beat
- _____ MU.PREK.1.3 Sing with an age-appropriate tone quality

Standard 2 - PERFORMING MUSIC: Playing an instrument alone and with others

Students play rhythms using body percussion and/or classroom instruments. They maintain a steady beat when playing with a group.

- _____ MU.PREK.2.1 Imitate simple rhythmic patterns using body percussion or classroom instruments
- _____ MU.PREK.2.2 Maintain a steady beat while playing an instrument in a group

Standard 3 - CREATING MUSIC: Improvising melodies and accompaniments

Students improvise simple responses to teacher cues by singing and/or using body percussion and instrumental sounds.

- _____ MU.PREK.3.1 Improvise short melodic or rhythmic answers in response to a musical question

Standard 4 - CREATING MUSIC: Composing and arranging music within specified guidelines

Students create short rhythmic and/or melodic patterns.

- _____ MU.PREK.4.1 Create and play age-appropriate short rhythmic and/or melodic patterns

Standard 5 - RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students imitate/demonstrate iconic notation, interpret pitch and rhythm relationships kinesthetically.

- _____ MU.PREK.5.1 Imitate/demonstrate rhythmic patterns that include long and short sounds
- _____ MU.PREK.5.2 Imitate/demonstrate rhythmic patterns that include sound and silence
- _____ MU.PREK.5.3 Use gross motor movements to demonstrate simple rhythm and pitch patterns

Standard 6 - RESPONDING TO MUSIC: Using movement, dance, and games to interpret music

Students respond with movement to enhance the musical experience.

- _____ MU.PREK.6.1 Demonstrate locomotor, non-locomotor, fine and gross motor movement
- _____ MU.PREK.6.2 Use the body to illustrate moods and contrasts in music
- _____ MU.PREK.6.3 Use movement to enhance children's literature, chants, and/or songs

Standard 7 - RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students begin to distinguish high and low pitches, fast and slow tempos, and loud and soft sounds. They begin to differentiate various vocal sounds.

- _____ MU.PREK.7.1 Emerging identification of the differences in musical sounds including fast and slow, loud and soft, and high and low
- _____ MU.PREK.7.2 Compare vocal tone qualities such as: singing, talking, whispering and shouting



Standard 8 - RESPONDING TO MUSIC: Contributing and participating in musical settings

Students exhibit respect for the contributions of self and others in a music setting.

- _____ MU.PREK.8.1 Participate in music activities that involve sharing, taking turns and other ways of demonstrating good citizenship
- _____ MU.PREK.8.2 Demonstrate appropriate etiquette for the context and style of music being performed, as a participant and/or listener

Standard 9 - RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students discover interdisciplinary connections between music, other disciplines, and world cultures. They describe the use of music in their lives.

- _____ MU.PREK.9.1 Identify activities in daily life where music is used
- _____ MU.PREK.9.2 Explore music from other cultures

Standard 10 - RESPONDING TO MUSIC: Understanding music in relation to the Catholic faith

Students explore the role of music in the Catholic faith.

- _____ MU.PREK.10.1 Discuss the role of music in the Catholic faith with regards to prayer and worship
- _____ MU.PREK.10.2 Sing liturgical or faith based songs



KINDERGARTEN

Standard 1 - PERFORMING MUSIC: Singing alone and with others

Students sing melodic patterns and songs with an age-appropriate tone quality, matching pitch and maintaining a steady tempo.

- _____ MU.K.1.1 Imitate simple melodic patterns matching pitch within an age-appropriate vocal range
- _____ MU.K.1.2 Sing simple melodies while maintaining a steady beat
- _____ MU.K.1.3 Sing with an age-appropriate tone quality

Standard 2 - PERFORMING MUSIC: Playing an instrument alone and with others

Students play short patterns using body percussion, pitched and/or unpitched classroom instruments. They maintain a steady beat when playing with a group.

- _____ MU.K.2.1 Imitate simple rhythmic patterns using body percussion or classroom instruments
- _____ MU.K.2.2 Demonstrate the difference between steady beat and rhythm
- _____ MU.K.2.3 Maintain a steady beat while playing an instrument in a group

Standard 3 - CREATING MUSIC: Improvising melodies, variations, and accompaniments

The student is able to improvise simple responses to teacher cues by singing and by using body percussion and instrumental sounds.

- _____ MU.K.3.1 Improvise short melodic or rhythmic answers in response to a musical question

Standard 4 - CREATING MUSIC: Composing and arranging music within specified guidelines

The student is able to create short rhythmic and melodic patterns.

- _____ MU.K.4.1 Create and play short rhythmic or melodic patterns using traditional or nontraditional notation

Standard 5 - RESPONDING TO MUSIC: Reading, notating, and interpreting music

The student is able to read iconic notation and interpret pitch and rhythm relationships kinesthetically.

- _____ MU.K.5.1 Identify and perform rhythmic patterns that include long and short sounds
- _____ MU.K.5.2 Identify and perform rhythmic patterns that include one sound and two sound rhythms
- _____ MU.K.5.3 Identify and perform rhythmic patterns that include sound and silence
- _____ MU.K.5.4 Use fine and gross motor movements to demonstrate simple rhythm and melodic patterns

Standard 6 - RESPONDING TO MUSIC: Use movement to enhance children's literature, chants, and/or songs

Respond to music with movement to enhance the musical experience.

- _____ MU.K.6.1 Demonstrate locomotor, non-locomotor, fine and gross motor movements
- _____ MU.K.6.2 Use the body to illustrate contrasts in music
- _____ MU.K.6.3 Use movement to enhance children's literature, chants, and/or songs



Standard 7 - RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students distinguish high and low pitches, fast and slow tempos, and loud and soft sounds. They differentiate various vocal, instrumental, and environmental sounds. They identify and demonstrate appropriate listening behavior.

- _____ MU.K.7.1 Identify difference in musical sounds including fast and slow, loud and soft, and high and low
- _____ MU.K.7.2 Compare vocal tone qualities such as: singing, talking, whispering, and shouting/calling
- _____ MU.K.7.3 Identify instrumental vs. vocal music
- _____ MU.K.7.4 Identify different instruments by sight and sound

Standard 8 - RESPONDING TO MUSIC: Contributing and participating in musical settings

Students exhibit respect for the contributions of self and others in a music setting.

- _____ MU.K.8.1 Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship
- _____ MU.K.8.2 Identify criteria to self-evaluate in classroom music activities
- _____ MU.K.8.3 Establish criteria for effective performance when listening to recorded music in the classroom
- _____ MU.K.8.4 Demonstrate appropriate etiquette for the context and style of music being performed as a participant and/or listener

Standard 9 - RESPONDING TO MUSIC: Understanding relationships between music, cultures, the other arts, and disciplines outside the arts

Students discover interdisciplinary connections between music, other disciplines, and world cultures. They describe the use of music in various school activities.

- _____ MU.K.9.1 Identify other classes and school activities where music is used and the purpose of music in each situation
- _____ MU.K.9.2 Identify when the concepts of other subjects influence music
- _____ MU.K.9.3 Explore music from other cultures

Standard 10 - RESPONDING TO MUSIC: Understanding music in relation to the Catholic faith

Students explore the role of music in the Catholic faith.

- _____ MU.K.10.1 Discuss the role of music in the Catholic faith with regards to prayer and worship
- _____ MU.K.10.2 Sing liturgical songs and the parts of the Mass



FIRST GRADE

Standard 1 - PERFORMING MUSIC: Singing alone and with others

Students sing a variety of songs in expanding ranges and dynamics with age-appropriate tone quality, good posture, and steady tempo.

- _____ MU.1.1.1 Match simple pitch patterns in expanding ranges, including so, mi, and la
- _____ MU.1.1.2 Maintain good posture and a steady beat while singing
- _____ MU.1.1.3 Sing at contrasting dynamic levels with age-appropriate tone quality

Standard 2 - PERFORMING MUSIC: Playing an instrument alone and with others

Students play short patterns using body percussion, pitched and/or unpitched classroom instruments. They maintain a steady tempo when playing with a group.

- _____ MU.1.2.1 Imitate simple rhythmic patterns using body percussion or classroom instruments
- _____ MU.1.2.2 Maintain a steady beat while playing an instrument in a group

Standard 3 - CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise responses and simple ostinatos by singing, using body percussion and/or instrumental sounds.

- _____ MU.1.3.1 Improvise short melodic or rhythmic answers in response to a musical question
- _____ MU.1.3.2 Improvise short ostinato to sing or play with a familiar song

Standard 4 - CREATING MUSIC: Composing and arranging music within specified guidelines

Students create short rhythmic and melodic patterns.

- _____ MU.1.4.1 Independently create and perform short rhythmic and melodic patterns with teacher guidance using the voice, body percussion, found items, or classroom instruments

Standard 5 - RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read basic rhythms and pitches using syllables and utilizing relevant examples from their repertoire. They identify quarter and eighth notes and quarter rests.

- _____ MU.1.5.1 Identify and perform short rhythmic patterns with quarter notes, paired eighth notes, and quarter rests
- _____ MU.1.5.2 Notate quarter notes, paired eighth notes and quarter rests using standard notation
- _____ MU.1.5.3 Read simple pitch patterns from a staff using solfege and demonstrate pitch placement with body movement
- _____ MU.1.5.4 Identify that notes can be on lines or spaces
- _____ MU.1.5.5 Demonstrate the melodic direction of a song

Standard 6 - RESPONDING TO MUSIC: Using movement, dance, and games to interpret music

Students use movement to enhance the musical experience.

- _____ MU.1.6.1 Demonstrate locomotor, non-locomotor, fine and gross motor movements
- _____ MU.1.6.2 Perform dances and/or games from various cultures
- _____ MU.1.6.3 Use movement to enhance children's literature, chants, and/or songs



Standard 7 - RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students identify similarities and differences in music and qualities of various sounds.

- _____ MU.1.7.1 Identify the difference between steady beat and rhythm
- _____ MU.1.7.2 Show changes in tempo (presto/largo), dynamics (forte/piano), and mood using movement in response to music
- _____ MU.1.7.3 Identify similarities and difference in sections of music using symbols or movement
- _____ MU.1.7.4 Identify call and response form
- _____ MU.1.7.5 Identify various vocal, instrumental, and environmental sounds

Standard 8 - RESPONDING TO MUSIC: Contributing and participating in musical settings

Students exhibit respect for the contributions of self and others in a music setting.

- _____ MU.1.8.1 Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship
- _____ MU.1.8.2 Establish criteria to self-evaluate classroom music activities
- _____ MU.1.8.3 Establish criteria for effective performance when listening to recorded music in the classroom
- _____ MU.1.8.4 Demonstrate appropriate etiquette for the context and style of music being performed as a participant and/or listener

Standard 9 - RESPONDING TO MUSIC: Understanding relationships between music, cultures, the other arts, and disciplines outside the arts

Students discover interdisciplinary connections between music, other disciplines, and world cultures. They describe the use of music in the community.

- _____ MU.1.9.1 Identify various uses of music in the community
- _____ MU.1.9.2 Explore music from other cultures
- _____ MU.1.9.3 Identify when the concepts of other subjects influence music

Standard 10 - RESPONDING TO MUSIC: Understanding music in relation to the Catholic faith

Students explore the role of music in the Catholic faith.

- _____ MU.1.10.1 Discuss the role of music in the Catholic faith with regards to prayer and worship
- _____ MU.1.10.2 Sing liturgical songs and the parts of the Mass



SECOND GRADE

Standard 1 - PERFORMING MUSIC: Singing alone and with others

Students sing a variety of songs with accurate pitch, age-appropriate tone quality, and good diction and posture. They will be able to sing ostinatos, and follow the directions of a conductor.

- _____ MU.2.1.1 Sing with accurate pitch, age-appropriate tone quality, clear diction, and good posture in the range of a sixth
- _____ MU.2.1.2 Sing songs in languages from various cultures
- _____ MU.2.1.3 Sing an ostinato with a familiar song
- _____ MU.2.1.4 Follow the cues of a conductor

Standard 2 - PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic and rhythmic patterns on classroom instruments accurately and with a steady tempo. They identify instruments, use correct technique when playing, and vary dynamic levels. They follow the directions of a conductor.

- _____ MU.2.2.1 Imitate simple rhythmic and melodic patterns while maintaining a steady beat
- _____ MU.2.2.2 Maintain a steady beat while playing an instrument in a group
- _____ MU.2.2.3 Play simple ostinatos to accompany singing
- _____ MU.2.2.4 Follow the cues of a conductor

Standard 3 - CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students sing, play instruments, and use movement to improvise musical phrases including questions, responses, and ostinatos.

- _____ MU.2.3.1 Improvise short rhythmic or melodic patterns
- _____ MU.2.3.2 Sing short questions to be answered by classmates
- _____ MU.2.3.3 Respond to teacher or student musical questions
- _____ MU.2.3.4 Improvise a short ostinato for a familiar song

Standard 4 - CREATING MUSIC: Composing and arranging music within specified guidelines

Students create short rhythmic and/or melodic patterns within specified guidelines and create group compositions. They notate their music.

- _____ MU.2.4.1 Create and play short rhythmic or melodic patterns using traditional or nontraditional notation
- _____ MU.2.4.2 Create music collaboratively using a variety of sound sources
- _____ MU.2.4.3 Arrange and perform a short sound piece cooperatively in small groups
- _____ MU.2.4.4 Create new lyrics to familiar melodies



Standard 5 - RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read, write, and perform simple rhythmic and melodic patterns using standard or iconic notation. They identify and interpret basic terms and symbols for dynamics and tempo.

- _____ MU.2.5.1 Identify and perform quarter, paired eighth, half, whole notes, and quarter, half and whole rests in four-beat groupings using rhythm syllables
- _____ MU.2.5.2 Notate quarter, paired eighth, half, whole notes, and quarter, half and whole rests using traditional or nontraditional sources
- _____ MU.2.5.3 Read pitch patterns from a staff and perform using letter names or solfège
- _____ MU.2.5.4 Identify the beginning and ending of phrases
- _____ MU.2.5.5 Identify the staff, treble clef, bar lines and ending bar lines
- _____ MU.2.5.6 Identify direction of notated pitch patterns (up, down, same) and interpret through singing, playing, or movement
- _____ MU.2.5.7 Identify AB and ABA musical forms and interpret through movement
- _____ MU.2.5.8 Identify basic musical terms and symbols for dynamics (p, mp, mf, f, crescendo, decrescendo) and tempo (presto, moderato, andante, largo, accelerando, ritardando) and interpret through singing, playing, or movement

Standard 6 - RESPONDING TO MUSIC: Use movement to enhance children's literature, chants, and/or songs

Students respond to music with movement to enhance the musical experience.

- _____ MU.2.6.1 Demonstrate locomotor, non-locomotor, fine and gross motor movements
- _____ MU.2.6.2 Perform dances and games from various cultures
- _____ MU.2.6.3 Use movement to enhance children's literature, chants, and/or songs

Standard 7 - RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students identify similarities and differences in music using movement and musical terms. They recognize groups of classroom and orchestral instruments. They identify and demonstrate appropriate listening behavior.

- _____ MU.2.7.1 Identify contrasts and changes in tempo and dynamics using basic music terminology and movement
- _____ MU.2.7.2 Identify repetition and contrast in sections of music using symbols or movement
- _____ MU.2.7.3 Identify classroom instruments by sight and sound
- _____ MU.2.7.4 Identify families of orchestral instruments by sight and sound

Standard 8 - RESPONDING TO MUSIC: Contributing and participating in musical settings

Students exhibit respect for the contributions of self and others in a music setting.

- _____ MU.2.8.1 Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship
- _____ MU.2.8.2 Establish criteria to self-evaluate classroom music activities
- _____ MU.2.8.3 Establish criteria for effective performance when listening to recorded music in the classroom
- _____ MU.2.8.4 Demonstrate appropriate etiquette for the context and style of music being performed as a participant and/or listener



Standard 9 - RESPONDING TO MUSIC: Understanding relationships between music, cultures, the other arts, and disciplines outside the arts

Students discover interdisciplinary connections between music, other disciplines, and world cultures. They describe the use of music in various school activities.

- _____ MU.2.9.1 Identify other classes and school activities where music is used and the purpose of music in each situation
- _____ MU.2.9.2 Explore music from other cultures
- _____ MU.2.9.3 Identify when the concepts of other subjects influence music

Standard 10 - RESPONDING TO MUSIC: Understanding music in relation to the Catholic faith

Students explore the role of music in the Catholic faith.

- _____ MU.2.10.1 Discuss the role of music in the Catholic faith with regards to prayer and worship
- _____ MU.2.10.2 Sing liturgical songs and the parts of the Mass



THIRD GRADE

Standard 1 - PERFORMING MUSIC: Singing alone and with others

Students sing a variety of songs with accurate pitch, age-appropriate tone quality, good diction and posture. They sing rounds, ostinatos, and follow the directions of a conductor.

- _____ MU.3.1.1 Sing a cappella and accompanied songs within the range of an octave with attention to pitch, diction, tone quality and posture
- _____ MU.3.1.2 Sing expressively with varied dynamics and appropriate phrasing
- _____ MU.3.1.3 Sing songs from a variety of cultures
- _____ MU.3.1.4 Sing rounds and songs with ostinatos
- _____ MU.3.1.5 Follow the cues of a conductor

Standard 2 - PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic and rhythmic patterns on classroom instruments accurately and with a steady tempo. They identify instruments, use correct technique when playing, and vary dynamic levels. They follow the directions of a conductor.

- _____ MU.3.2.1 Echo melodic and/or rhythmic patterns
- _____ MU.3.2.2 Play a variety of instruments with correct technique, rhythm, tempo and dynamics
- _____ MU.3.2.3 Play ostinatos on pitched and/or non-pitched instruments, independently and with others
- _____ MU.3.2.4 Follow the cues of a conductor

Standard 3 - CREATING MUSIC: Improvising melodies and accompaniments

Students improvise responses, accompaniments, and short compositions by singing and/or using a variety of instruments or classroom sounds. They invent short pieces by following the cues of a conductor.

- _____ MU.3.3.1 Improvise short rhythmic or melodic patterns
- _____ MU.3.3.2 Sing short musical questions to be answered by classmates
- _____ MU.3.3.3 Respond to teacher or student musical questions
- _____ MU.3.3.4 Improvise a short rhythmic or melodic pattern to accompany a familiar song

Standard 4 - CREATING MUSIC: Composing and arranging music within specified guidelines

Students create short rhythmic and melodic patterns within specified guidelines and create group compositions. They notate their music.

- _____ MU.3.4.1 Create and play short melodic or rhythmic patterns using traditional or nontraditional notation
- _____ MU.3.4.2 Create music collaboratively using a variety of sound sources
- _____ MU.3.4.3 Create new lyrics to familiar melodies



Standard 5 - RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read, write, and perform simple rhythmic and melodic patterns using standard or nontraditional notation. They identify and interpret basic terms and symbols for dynamics, tempo, and musical expression.

- _____ MU.3.5.1 Identify and perform quarter, eighth, half, sixteenth notes and quarter, half and whole rests in four-beat groupings using rhythm syllables
- _____ MU.3.5.2 Notate quarter, eighth, half, sixteenth notes and quarter, half and whole rests using traditional or nontraditional sources
- _____ MU.3.5.3 Identify direction of notated pitch patterns (up, down, same) and interpret through singing, playing, or movement
- _____ MU.3.5.4 Identify Call and Response, AB and ABA musical forms and interpret through movement
- _____ MU.3.5.5 Recognize music in 2/4, 3/4 and 4/4 meter, understanding that music is divided into measures
- _____ MU.3.5.6 Read and perform pitch patterns from the treble clef using letter names or solfège
- _____ MU.3.5.7 Identify direction of notated pitch patterns and interpret through singing, playing, or movement
- _____ MU.3.5.8 Identify basic musical terms and symbols for dynamics (pp, p, mp, mf, f, ff, crescendo, decrescendo), tempo (presto, allegro, moderato, andante, largo, accelerando, ritardando) and musical expression (staccato, legato) and interpret through singing, playing, or movement

Standard 6 - RESPONDING TO MUSIC: Use movement to enhance children's literature, chants, and/or songs

Students respond to music with movement to enhance the musical experience.

- _____ MU.3.6.1 Use movement to illustrate meter
- _____ MU.3.6.2 Perform choreographed and non-choreographed dances and/or games from various cultures
- _____ MU.3.6.3 Use movement to enhance children's literature, chants, and/or songs

Standard 7 - RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students express personal preferences for music. They compare musical compositions, evaluate performances, and demonstrate appropriate behavior when listening and performing.

- _____ MU.3.7.1 Explain personal preferences for various styles of music using appropriate terminology
- _____ MU.3.7.2 Listen to and discuss or write about contrasting compositions using appropriate terminology
- _____ MU.3.7.3 Establish and apply criteria for evaluating various types of musical performances
- _____ MU.3.7.4 Identify classroom instruments and instruments from other cultures using correct names
- _____ MU.3.7.5 Identify families of orchestral instruments by sight and sound

Standard 8 - RESPONDING TO MUSIC: Contributing and participating in musical settings

Students exhibit respect for the contributions of self and others in a music setting.

- _____ MU.3.8.1 Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship
- _____ MU.3.8.2 Establish criteria to evaluate classroom music activities
- _____ MU.3.8.3 Identify and demonstrate appropriate behavior when listening to or performing music



Standard 9 - RESPONDING TO MUSIC: Understanding relationships between music, cultures, the other arts, and disciplines outside the arts

Students discover interdisciplinary connections between music, other disciplines, and world cultures. They describe the use of music in various school activities.

- _____ MU.3.9.1 Learn traditional American hymns and songs used for special occasions
- _____ MU.3.9.2 Investigate the use of patriotic music in special events in the United States and other cultures
- _____ MU.3.9.3 Explore music from other cultures through live or recorded authentic performances
- _____ MU.3.9.4 Describe the relationship between music and other academic subjects or other disciplines

Standard 10 - RESPONDING TO MUSIC: Understanding music in relation to the Catholic faith

Students explore the role of music in the Catholic faith.

- _____ MU.3.10.1 Discuss the role of music in the Catholic faith with regards to prayer and worship
- _____ MU.3.10.2 Sing liturgical songs and the parts of the Mass



FOURTH GRADE

Standard 1 - PERFORMING MUSIC: Singing alone and with others

Students sing a variety of songs with accurate pitch, age-appropriate tone quality, good diction and posture. They sing partner songs, rounds, ostinatos, and follow the directions of a conductor.

- _____ MU.4.1.1 Sing a cappella and accompanied songs within the range of an octave with attention to pitch, diction, tone quality and posture
- _____ MU.4.1.2 Sing expressively with attention to dynamics, phrasing and articulation
- _____ MU.4.1.3 Sing a varied repertoire of songs from diverse cultures and languages
- _____ MU.4.1.4 Sing partner songs and rounds, a cappella and with ostinatos
- _____ MU.4.1.5 Follow the cues of a conductor

Standard 2 - PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic, harmonic, and/or rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

- _____ MU.4.2.1 Play melodic, rhythmic or chordal patterns both aurally and by reading
- _____ MU.4.2.2 Play a variety of instruments with correct technique, rhythm, tempo and dynamics
- _____ MU.4.2.3 Play instruments to accompany singing
- _____ MU.4.2.4 Play melodies, rhythms and/or accompaniments from various styles and cultures
- _____ MU.4.2.5 Maintain an independent part on an instrument in a group while following the cues of a conductor

Standard 3 - CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise rhythmic, melodic, or harmonic accompaniments. They create short compositions independently and cooperatively.

- _____ MU.4.3.1 Improvise simple rhythmic and/or melodic responses to teacher and/or student questions
- _____ MU.4.3.2 Improvise simple rhythmic and/or melodic patterns to accompany recorded music
- _____ MU.4.3.3 Improvise simple rhythmic and/or melodic patterns using guidelines about rhythm, tempo, pitch and dynamics
- _____ MU.4.3.4 Use voices and/or instruments to create appropriate sound effects or accompaniments to a poem or short story

Standard 4 - CREATING MUSIC: Composing and arranging music within specified guidelines

Students create and perform original melodies and collaborative works within established guidelines, using music composition technology, if available.

- _____ MU.4.4.1 Create and play short melodic or rhythmic patterns using traditional or nontraditional notation
- _____ MU.4.4.2 Create body percussion and/or rhythm patterns to given melodies within established guidelines
- _____ MU.4.4.3 Collaboratively compose and perform vocal or instrumental compositions within established guidelines



Standard 5 - RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read, write and perform rhythms and melodies from simple musical scores. They apply an expanded vocabulary of musical symbols, terms, and form.

- _____ MU.4.5.1 Identify and perform quarter, dotted quarter, eighth, sixteenth, half, dotted half, whole notes and quarter, half and whole rests in various meters
- _____ MU.4.5.2 Read and perform pitch patterns from the treble clef, including ledger lines, using letter names or solfège
- _____ MU.4.5.3 Identify and notate patterns from aural examples
- _____ MU.4.5.4 Read and perform songs from simple musical scores
- _____ MU.4.5.5 Read and identify melodic movement as step, skip, leap or repeat
- _____ MU.4.5.6 Identify the function of the top and bottom numbers of a time signature in various meters
- _____ MU.4.5.7 Identify rondo form and review previously learned forms
- _____ MU.4.5.8 Identify and apply an expanded vocabulary of musical terms, reviewing previously learned terms

Standard 6 - RESPONDING TO MUSIC: Use movement to enhance children's literature, chants, and/or songs

Students respond to music with movement to enhance the musical experience.

- _____ MU.4.6.1 Create movement to illustrate meter, including 2, 3, and 4 beats per measure
- _____ MU.4.6.2 Perform choreographed and non-choreographed dances and/or games from various cultures

Standard 7 - RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students define characteristics of effective musical works and identify them in classroom music.

- _____ MU.4.7.1 Describe musical elements including form, expressive qualities and timbre through movement, writing, or illustration, including how these elements might convey an expressive mood
- _____ MU.4.7.2 Distinguish aurally between major and minor tonality
- _____ MU.4.7.3 Identify and use appropriate terminology to describe various musical styles
- _____ MU.4.7.4 Explore stylistic characteristics of music from various cultures

Standard 8 - RESPONDING TO MUSIC: Contributing and participating in musical settings

Students exhibit respect for the contributions of self and others in a music setting.

- _____ MU.4.8.1 Participate in music activities that involve sharing, taking turns and other ways of demonstrating good citizenship
- _____ MU.4.8.2 Establish criteria to evaluate classroom music activities
- _____ MU.4.8.3 Identify and demonstrate appropriate etiquette when listening to or performing music



Standard 9 - RESPONDING TO MUSIC: Understanding relationships between music, culture, the other arts, and disciplines outside the arts

Students discover interdisciplinary connections between music, other disciplines, and world cultures. They describe the use of music in various school activities.

- _____ MU.4.9.1 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect which transfer to other disciplines and contexts
- _____ MU.4.9.2 Describe the relationship between music and other academic subjects or other disciplines. Identify when other subjects influence music
- _____ MU.4.9.3 Explore Native American and traditional Appalachian music, identifying musical characteristics and traditions

Standard 10 - RESPONDING TO MUSIC: Understanding music in relation to the Catholic faith

Students explore the role of music in the Catholic faith.

- _____ MU.4.10.1 Discuss the role of music in the Catholic faith with regards to prayer and worship
- _____ MU.4.10.2 Sing liturgical songs and the parts of the Mass



FIFTH GRADE

Standard 1 - PERFORMING MUSIC: Singing alone and with others

Students sing a variety of songs with accurate pitch, age-appropriate tone quality, good diction and posture. They sing partner songs, rounds, ostinatos, and follow the directions of a conductor.

- _____ MU.5.1.1 Sing a cappella and accompanied songs with attention to pitch, diction, tone quality and posture
- _____ MU.5.1.2 Sing expressively with attention to dynamics, phrasing and articulation
- _____ MU.5.1.3 Sing a varied repertoire of songs from diverse cultures and languages
- _____ MU.5.1.4 Sing unison, rounds, partner, and two-part songs, a cappella and with varied accompaniment
- _____ MU.5.1.5 Follow the cues of a conductor

Standard 2 - PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic, harmonic, and/or rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

- _____ MU.5.2.1 Play melodic, rhythmic, and/or harmonic patterns by rote and by reading
- _____ MU.5.2.2 Play a variety of instruments with correct technique, rhythm, tempos, and dynamics
- _____ MU.5.2.3 Play instruments independently or in a group to accompany singing
- _____ MU.5.2.4 Play melodies, rhythms, and/or accompaniments from various styles and cultures
- _____ MU.5.2.5 Maintain an independent part on an instrument in a group while following the cues of a conductor

Standard 3 - CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise rhythmic, melodic, and harmonic accompaniments. They create melodies for existing accompaniments and variations on familiar melodies. They invent short compositions independently and cooperatively.

- _____ MU.5.3.1 Improvise rhythmic, melodic or harmonic response to teacher and/or student questions
- _____ MU.5.3.2 Improvise rhythmic, melodic or harmonic pattern to accompany recorded music
- _____ MU.5.3.3 Improvise rhythmic, melodic or harmonic pattern using guidelines about rhythm, tempo, pitch, and dynamics

Standard 4 - CREATING MUSIC: Composing and arranging music within specified guidelines

Students create and perform original melodies, and collaborative works within established guidelines, using music composition technology, if available.

- _____ MU.5.4.1 Plan and perform compositions, to include performance indicators such as tempo and dynamics
- _____ MU.5.4.2 Plan and arrange accompaniments to given melodies within teacher guidelines
- _____ MU.5.4.3 Collaboratively plan and perform vocal or instrumental compositions within established guidelines



Standard 5 - RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read, write and perform rhythms and melodies from simple musical scores. They apply an expanded vocabulary of musical symbols, terms, and form.

- _____ MU.5.5.1 Read, notate, and perform quarter, dotted quarter, eighth, dotted eighth, half, dotted half, sixteenth, and whole notes, and quarter, eighth, half, and whole rests in meters of 2/4, 3/4, 4/4, and 6/8
- _____ MU.5.5.2 Read and perform songs from the treble clef, including ledger lines above and below the staff, using letter names or solfège
- _____ MU.5.5.3 Identify and notate rhythms and melodies from aural examples
- _____ MU.5.5.4 Identify the function of the top and bottom numbers of a time signature in meters of 2/4, 3/4, 4/4, and 6/8
- _____ MU.5.5.5 Identify theme and variation form and review previously learned forms
- _____ MU.5.5.6 Identify and apply an expanded vocabulary of musical terms, reviewing previously learned terms
- _____ MU.5.5.7 Identify and describe the difference between melody and harmony
- _____ MU.5.5.8 Identify intervals including thirds, fifths, and octaves by sight

Standard 6 - RESPONDING TO MUSIC: Use movement to enhance children's literature, chants, and/or songs

Students respond to music with movement to amplify the musical experience.

- _____ MU.5.6.1 Create movement to illustrate meter, including 2, 3, and 4 beats per measure, and form
- _____ MU.5.6.2 Perform choreographed and non-choreographed dances and/or games from various cultures

Standard 7 - RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students define characteristics of effective musical works and identify them in classroom music.

- _____ MU.5.7.1 Describe musical elements including tonality, form, expressive qualities, and timbre through movement, writing, or illustration, including how these elements might convey an expressive mood
- _____ MU.5.7.2 Identify and use appropriate terminology to describe various musical styles
- _____ MU.5.7.3 Explore stylistic characteristics of music from various cultures
- _____ MU.5.7.4 Distinguish aurally between major and minor tonality

Standard 8 - RESPONDING TO MUSIC: Contributing and participating in musical settings

Students exhibit respect for the contributions of self and others in a music setting.

- _____ MU.5.8.1 Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship
- _____ MU.5.8.2 Apply established criteria to classroom activities
- _____ MU.5.8.3 Identify and demonstrate appropriate etiquette when listening to or performing music



Standard 9 - RESPONDING TO MUSIC: Understanding relationships between music, culture, the other arts, and disciplines outside the arts

Students discover interdisciplinary connections between music, other disciplines, and world cultures. They describe the use of music in various school activities.

- _____ MU.5.9.1 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect which transfer to other disciplines and contexts
- _____ MU.5.9.2 Describe the relationship between music and other academic subjects or other disciplines. Identify when other subjects influence music
- _____ MU.5.9.3 Explore music from other cultures, identifying musical characteristics and traditions

Standard 10 - RESPONDING TO MUSIC: Understanding music in relation to the Catholic faith

Students explore the role of music in the Catholic faith.

- _____ MU.5.10.1 Discuss the role of music in the Catholic faith with regards to prayer and worship
- _____ MU.5.10.2 Sing liturgical songs and the parts of the Mass



MIDDLE SCHOOL (Sixth, Seventh, Eighth Grade)

Standard 1 - PERFORMING MUSIC: Singing alone and with others

Students sing a variety of songs with accurate pitch, appropriate tone quality, good diction and posture. They sing partner songs, rounds, ostinatos, and follow the directions of a conductor.

- _____ MU.MS.1.1 Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture
- _____ MU.MS.1.2 Explore the changing voice and expanding vocal range through warm-ups and selected repertoire
- _____ MU.MS.1.3 Sing expressively with attention to dynamics, phrasing, and articulation
- _____ MU.MS.1.4 Sing songs of various styles and cultures with sensitivity to performance practices, accurate pronunciation, and appropriate movement
- _____ MU.MS.1.5 Sing unison and part songs, partner songs, and rounds, a cappella and with varied accompaniment
- _____ MU.MS.1.6 Sing a major scale using solfege syllables, letter names, or numbers
- _____ MU.MS.1.7 Explore the changing voice and expanding vocal range
- _____ MU.MS.1.8 Sing using a score and from memory, following the cues of a conductor

Standard 2 - PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic, harmonic, and/or rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

- _____ MU.MS.2.1 Play melodic, rhythmic, and harmonic patterns by rote and by reading
- _____ MU.MS.2.2 Play a variety of instruments with correct technique, rhythm, tempos, and dynamics
- _____ MU.MS.2.3 Play instruments independently or in a group to accompany singing
- _____ MU.MS.2.4 Play melodies, rhythms, and/or accompaniments from various styles and cultures
- _____ MU.MS.2.5 Maintain an independent part on an instrument while following the cues of a conductor

Standard 3 - CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise rhythmic, melodic, and harmonic accompaniments. They create melodies for existing accompaniments and variations on familiar melodies. They invent short compositions independently and cooperatively.

- _____ MU.MS.3.1 Improvise rhythmic, melodic or harmonic response to teacher and/or student questions
- _____ MU.MS.3.2 Improvise rhythmic, melodic or harmonic pattern to accompany recorded music
- _____ MU.MS.3.3 Improvise rhythmic, melodic or harmonic pattern using guidelines about rhythm, tempo, pitch and dynamics



Standard 4 - CREATING MUSIC: Composing and arranging music within specified guidelines

Students create and perform original melodies, and collaborative works within established guidelines, using music composition technology, if available.

- _____ MU.MS.4.1 Plan and perform compositions, to include performance indicators such as tempo and dynamics
- _____ MU.MS.4.2 Plan and arrange accompaniments to given melodies within teacher guidelines
- _____ MU.MS.4.3 Collaboratively plan and perform vocal or instrumental compositions within established guidelines

Standard 5 - RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read, write and perform rhythms and melodies from simple musical scores. They apply an expanded vocabulary of musical symbols, terms, and form.

- _____ MU.MS.5.1 Read, notate, and perform quarter, dotted quarter, eighth, dotted eighth, half, dotted half, sixteenth, whole notes and quarter, eighth, half and whole rests in meters of 2/4, 3/4, 4/4, 6/8 and 3/8
- _____ MU.MS.5.2 Read and perform songs from the treble clef, including ledger lines above and below the staff, using letter names or solfege
- _____ MU.MS.5.3 Identify and notate rhythms and melodies from aural examples
- _____ MU.MS.5.4 Identify the function of the top and bottom numbers of a time signature in meters of 2/4, 3/4, 4/4, 6/8, and 3/8
- _____ MU.MS.5.5 Identify and review previously learned forms
- _____ MU.MS.5.6 Identify and apply an expanded vocabulary of musical terms, reviewing previously learned terms, for dynamics, tempo, articulation, and expression
- _____ MU.MS.5.7 Identify examples of non-standard notation
- _____ MU.MS.5.8 Identify and build basic major triads
- _____ MU.MS.5.9 Read and perform in various major and minor keys

Standard 6 - RESPONDING TO MUSIC: Use movement to enhance literature, chants, and/or songs

Students respond to music with movement to amplify the musical experience.

- _____ MU.MS.6.1 Create movement to illustrate meter, melodic direction, and/or form
- _____ MU.MS.6.2 Perform choreographed and non-choreographed dances and/or games from various cultures

Standard 7 - RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students recognize, identify, and define characteristics of effective musical works from various periods and cultures. They distinguish between vocal and instrumental timbres.

- _____ MU.MS.7.1 Describe musical elements including tonality, form, expressive qualities, and timbre through movement, writing, or illustration, including how these elements might convey an expressive mood
- _____ MU.MS.7.2 Identify and use appropriate terminology to describe various musical styles and genres
- _____ MU.MS.7.3 Identify instruments and voice types in aural examples of music from different styles, genres, culture, and historical periods

- _____ MU.MS.7.4 Explore stylistic characteristics of music from various cultures
- _____ MU.MS.7.5 Distinguish aurally between major and minor tonality
- _____ MU.MS.7.6 Identify voice classifications (soprano, alto, tenor, bass) and types of performing ensembles
- _____ MU.MS.7.7 Compare and contrast musical works including classroom and recorded compositions
- _____ MU.MS.7.8 Evaluate musical performances when listening to live and recorded music

Standard 8 - RESPONDING TO MUSIC: Contributing and participating in musical settings

Students exhibit respect for the contributions of self and others in a music setting.

- _____ MU.MS.8.1 Participate in music activities and exhibit respect for the contributions of self and others while demonstrating good citizenship
- _____ MU.MS.8.2 Establish and apply participation criteria to classroom activities
- _____ MU.MS.8.3 Identify and demonstrate appropriate etiquette when listening to or performing music

Standard 9 - RESPONDING TO MUSIC: Understanding relationships between music, culture, the other arts, and disciplines outside the arts

Students discover interdisciplinary connections between music, other disciplines, and world cultures. They describe the use of music in various school activities.

- _____ MU.MS.9.1 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect which transfer to other disciplines and contexts
- _____ MU.MS.9.2 Describe the relationship between music and other academic subjects or other disciplines; identify when other subjects influence music
- _____ MU.MS.9.3 Explore music from other cultures, identifying musical characteristics and traditions
- _____ MU.MS.9.4 Investigate past and contemporary uses of music to influence societal change
- _____ MU.MS.9.5 Identify and explore career pathways in music

Standard 10 - RESPONDING TO MUSIC: Understanding music in relation to the Catholic faith

Students explore the role of music in the Catholic faith.

- _____ MU.MS.10.1 Discuss the role of music in the Catholic faith with regards to prayer and worship and the historical significance and influence of music from the Church
- _____ MU.MS.10.2 Sing liturgical songs and the parts of the Mass