



PREKINDERGARTEN MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

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.

MONITORING ✓	STANDARD 1: PERFORMING MUSIC: SINGING ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 2: PERFORMING MUSIC: PLAYING AN INSTRUMENT ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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	



PREKINDERGARTEN MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

_____	MU.PREK.2.2	Maintain a steady beat while playing an instrument in a group	
MONITORING ✓	STANDARD 3: CREATING MUSIC: IMPROVISING MELODIES & ACCOMPANIMENTS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 4: CREATING MUSIC: COMPOSING AND ARRANGING MUSIC WITHIN SPECIFIED GUIDELINES	CURRICULUM GUIDELINES	RESOURCES
Students create short rhythmic and/or melodic patterns.			
_____	MU.PREK.4.1	Create and play age-appropriate short rhythmic and/or melodic patterns	
MONITORING ✓	STANDARD 5: RESPONDING TO MUSIC: READING, NOTATING, & INTERPRETING MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	



PREKINDERGARTEN MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

_____	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	
MONITORING ✓	STANDARD 6: RESPONDING TO MUSIC: USING MOVEMENT, DANCE, AND GAMES TO INTERPRET MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 7: RESPONDING TO MUSIC: LISTENING TO, ANALYZING, AND DESCRIBING MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	



PREKINDERGARTEN MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

MONITORING ✓	STANDARD 8: RESPONDING TO MUSIC: CONTRIBUTING AND PARTICIPATING IN MUSICAL SETTINGS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 9: RESPONDING TO MUSIC: UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS	CURRICULUM GUIDELINES	RESOURCES
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	



PREKINDERGARTEN MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

MONITORING ✓	STANDARD 10: RESPONDING TO MUSIC: UNDERSTANDING MUSIC IN RELATION TO THE CATHOLIC FAITH	CURRICULUM GUIDELINES	RESOURCES
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 MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

MONITORING ✓	STANDARD 1: PERFORMING MUSIC: SINGING ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 2: PERFORMING MUSIC: PLAYING AN INSTRUMENT ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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	



KINDERGARTEN MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

MONITORING ✓	STANDARD 3: CREATING MUSIC: IMPROVISING MELODIES, VARIATIONS & ACCOMPANIMENTS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 4: CREATING MUSIC: COMPOSING AND ARRANGING MUSIC WITHIN SPECIFIED GUIDELINES	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 5: RESPONDING TO MUSIC: READING, NOTATING & INTERPRETING MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	



KINDERGARTEN MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

_____	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	
MONITORING ✓	STANDARD 6: RESPONDING TO MUSIC: USE MOVEMENT TO ENHANCE CHILDREN'S LITERATURE, CHANTS, AND/OR SONGS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 7: RESPONDING TO MUSIC: LISTENING TO, ANALYZING, AND DESCRIBING MUSIC	CURRICULUM GUIDELINES	RESOURCES
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.			



KINDERGARTEN MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

_____	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	
MONITORING ✓	STANDARD 8: RESPONDING TO MUSIC: CONTRIBUTING AND PARTICIPATING IN MUSICAL SETTINGS	CURRICULUM GUIDELINES	RESOURCES
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	



KINDERGARTEN MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

MONITORING ✓	STANDARD 9: RESPONDING TO MUSIC: UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, CULTURES, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 10: RESPONDING TO MUSIC: UNDERSTANDING MUSIC IN RELATION TO THE CATHOLIC FAITH	CURRICULUM GUIDELINES	RESOURCES
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 MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

MONITORING ✓	STANDARD 1: PERFORMING MUSIC: SINGING ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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 <i>so</i> , <i>mi</i> , and <i>la</i>	
_____	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	
MONITORING ✓	STANDARD 2: PERFORMING MUSIC: PLAYING AN INSTRUMENT ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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	



FIRST GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

MONITORING ✓	STANDARD 3: CREATING MUSIC: IMPROVISING MELODIES, VARIATIONS & ACCOMPANIMENTS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 4: CREATING MUSIC: COMPOSING AND ARRANGING MUSIC WITHIN SPECIFIED GUIDELINES	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 5: RESPONDING TO MUSIC: READING, NOTATING & INTERPRETING MUSIC	CURRICULUM GUIDELINES	RESOURCES
Students read basic rhythms and pitches using syllables and utilizing relevant examples from their repertoire. They identify quarter and eighth notes and quarter rests.			



FIRST GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE


_____	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	
MONITORING ✓	STANDARD 6: RESPONDING TO MUSIC: USING MOVEMENT, DANCE, AND GAMES TO INTERPRET MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	



FIRST GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

MONITORING 	STANDARD 7: RESPONDING TO MUSIC: LISTENING TO, ANALYZING, AND DESCRIBING MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING 	STANDARD 8: RESPONDING TO MUSIC: CONTRIBUTING AND PARTICIPATING IN MUSICAL SETTINGS	CURRICULUM GUIDELINES	RESOURCES
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	



FIRST GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

_____	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	
MONITORING ✓	STANDARD 9: RESPONDING TO MUSIC: UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, CULTURES, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 10: RESPONDING TO MUSIC: UNDERSTANDING MUSIC IN RELATION TO THE CATHOLIC FAITH	CURRICULUM GUIDELINES	RESOURCES
Students explore the role of music in the Catholic faith.			



FIRST GRADE MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

_____	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 MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

MONITORING ✓	STANDARD 1: PERFORMING MUSIC: SINGING ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 2: PERFORMING MUSIC: PLAYING AN INSTRUMENT ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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	



SECOND GRADE MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

MONITORING ✓	STANDARD 3: CREATING MUSIC: IMPROVISING MELODIES, VARIATIONS & ACCOMPANIMENTS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 4: CREATING MUSIC: COMPOSING AND ARRANGING MUSIC WITHIN SPECIFIED GUIDELINES	CURRICULUM GUIDELINES	RESOURCES
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	



SECOND GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

_____	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	
MONITORING ✓	STANDARD 5: RESPONDING TO MUSIC: READING, NOTATING & INTERPRETING MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	



SECOND GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

_____	MU.2.5.8	Identify basic musical terms and symbols for dynamics (<i>p, mp, mf, f, crescendo, decrescendo</i>) and tempo (<i>presto, moderato, andante, largo, accelerando, ritardando</i>) and interpret through singing, playing, or movement	
MONITORING ✓	STANDARD 6: RESPONDING TO MUSIC: USING MOVEMENT, DANCE, AND GAMES TO INTERPRET MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 7: RESPONDING TO MUSIC: LISTENING TO, ANALYZING, AND DESCRIBING MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	



SECOND GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE



_____	MU.2.7.3	Identify classroom instruments by sight and sound	
_____	MU.2.7.4	Identify families of orchestral instruments by sight and sound	
MONITORING ✓	STANDARD 8: RESPONDING TO MUSIC: CONTRIBUTING AND PARTICIPATING IN MUSICAL SETTINGS	CURRICULUM GUIDELINES	RESOURCES
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	



SECOND GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

MONITORING 	STANDARD 9: RESPONDING TO MUSIC: UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, CULTURES, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING 	STANDARD 10: RESPONDING TO MUSIC: UNDERSTANDING MUSIC IN RELATION TO THE CATHOLIC FAITH	CURRICULUM GUIDELINES	RESOURCES
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 MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

MONITORING ✓	STANDARD 1: PERFORMING MUSIC: SINGING ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 2: PERFORMING MUSIC: PLAYING AN INSTRUMENT ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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	Sing short musical questions to be answered by classmates	



THIRD GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

_____	MU.3.2.3	Respond to teacher or student musical questions	
_____	MU.3.2.4	Improvise a short rhythmic or melodic pattern to accompany a familiar song	
MONITORING ✓	STANDARD 3: CREATING MUSIC: IMPROVISING MELODIES, VARIATIONS & ACCOMPANIMENTS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 4: CREATING MUSIC: COMPOSING AND ARRANGING MUSIC WITHIN SPECIFIED GUIDELINES	CURRICULUM GUIDELINES	RESOURCES
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	



THIRD GRADE MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

		notation	
_____	MU.3.4.2	Create music collaboratively using a variety of sound sources	
_____	MU.3.4.3	Create new lyrics to familiar melodies	
MONITORING ✓	STANDARD 5: RESPONDING TO MUSIC: READING, NOTATING & INTERPRETING MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	



THIRD GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

_____	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 (<i>pp, p, mp, mf, f, ff, crescendo, decrescendo</i>), tempo (<i>presto, allegro, moderato, andante, largo, accelerando, ritardando</i>) and musical expression (<i>staccato, legato</i>) and interpret through singing, playing, or movement	
MONITORING ✓	STANDARD 6: RESPONDING TO MUSIC: USING MOVEMENT, DANCE & GAMES TO INTERPRET MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 7: RESPONDING TO MUSIC: LISTENING TO, ANALYZING & DESCRIBING MUSIC	CURRICULUM GUIDELINES	RESOURCES
Students express personal preferences for music. They compare musical compositions, evaluate performances, and demonstrate appropriate behavior when listening and performing.			



THIRD GRADE MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

_____	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	
MONITORING ✓	STANDARD 8: RESPONDING TO MUSIC: CONTRIBUTING & PARTICIPATING IN MUSICAL SETTINGS	CURRICULUM GUIDELINES	RESOURCES
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	



THIRD GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

MONITORING ✓	STANDARD 9: RESPONDING TO MUSIC: UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, CULTURES, THE OTHER ARTS, & DISCIPLINES OUTSIDE THE ARTS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 10: RESPONDING TO MUSIC: UNDERSTANDING MUSIC IN RELATION TO THE CATHOLIC FAITH	CURRICULUM GUIDELINES	RESOURCES
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	



THIRD GRADE MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

_____	MU.3.10.2	Sing liturgical songs and the parts of the Mass	
-------	-----------	---	--



FOURTH GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

MONITORING ✓	STANDARD 1: PERFORMING MUSIC: SINGING ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 2: PERFORMING MUSIC: PLAYING AN INSTRUMENT ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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	



FOURTH GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

_____	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	
MONITORING ✓	STANDARD 3: CREATING MUSIC: IMPROVISING MELODIES, VARIATIONS & ACCOMPANIMENTS	CURRICULUM GUIDELINES	RESOURCES
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	



FOURTH GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

MONITORING ✓	STANDARD 4: CREATING MUSIC: COMPOSING AND ARRANGING MUSIC WITHIN SPECIFIED GUIDELINES	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 5: RESPONDING TO MUSIC: READING, NOTATING & INTERPRETING MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	



FOURTH GRADE MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

_____	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	
MONITORING ✓	STANDARD 6: RESPONDING TO MUSIC: USING MOVEMENT, DANCE & GAMES TO INTERPRET MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	



FOURTH GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

MONITORING ✓	STANDARD 7: RESPONDING TO MUSIC: LISTENING TO, ANALYZING & DESCRIBING MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 8: RESPONDING TO MUSIC: CONTRIBUTING & PARTICIPATING IN MUSICAL SETTINGS	CURRICULUM GUIDELINES	RESOURCES
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	



FOURTH GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

_____	MU.4.8.3	Identify and demonstrate appropriate etiquette when listening to or performing music	
MONITORING ✓	STANDARD 9: RESPONDING TO MUSIC: UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, CULTURES, THE OTHER ARTS & DISCIPLINES OUTSIDE THE ARTS	CURRICULUM GUIDELINES	RESOURCES
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	



FOURTH GRADE MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

MONITORING ✓	STANDARD 10: RESPONDING TO MUSIC: UNDERSTANDING MUSIC IN RELATION TO THE CATHOLIC FAITH	CURRICULUM GUIDELINES	RESOURCES
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 MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

MONITORING ✓	STANDARD 1: PERFORMING MUSIC: SINGING ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 2: PERFORMING MUSIC: PLAYING AN INSTRUMENT ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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,	



FIFTH GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE



		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	
MONITORING ✓	STANDARD 3: CREATING MUSIC: IMPROVISING MELODIES, VARIATIONS & ACCOMPANIMENTS	CURRICULUM GUIDELINES	RESOURCES
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	



FIFTH GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

MONITORING 	STANDARD 4: CREATING MUSIC: COMPOSING AND ARRANGING MUSIC WITHIN SPECIFIED GUIDELINES	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING 	STANDARD 5: RESPONDING TO MUSIC: READING, NOTATING & INTERPRETING MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	



FIFTH GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

_____	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	
MONITORING ✓	STANDARD 6: RESPONDING TO MUSIC: USING MOVEMENT TO ENHANCE CHILDREN'S LITERATURE, CHANTS AND/OR SONGS	CURRICULUM GUIDELINES	RESOURCES
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	



FIFTH GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

MONITORING ✓	STANDARD 7: RESPONDING TO MUSIC: LISTENING TO, ANALYZING & DESCRIBING MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 8: RESPONDING TO MUSIC: CONTRIBUTING & PARTICIPATING IN MUSICAL SETTINGS	CURRICULUM GUIDELINES	RESOURCES
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	



FIFTH GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

_____	MU.5.8.3	Identify and demonstrate appropriate etiquette when listening to or performing music	
MONITORING ✓	STANDARD 9: RESPONDING TO MUSIC: UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, CULTURES, THE OTHER ARTS & DISCIPLINES OUTSIDE THE ARTS	CURRICULUM GUIDELINES	RESOURCES
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	



FIFTH GRADE MUSIC

2024

STANDARDS AND INSTRUCTION GUIDE

MONITORING ✓	STANDARD 10: RESPONDING TO MUSIC: UNDERSTANDING MUSIC IN RELATION TO THE CATHOLIC FAITH	CURRICULUM GUIDELINES	RESOURCES
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 MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

GRADES 6, 7, & 8

MONITORING ✓	STANDARD 1: PERFORMING MUSIC: SINGING ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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	



MIDDLE SCHOOL MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

GRADES 6, 7, & 8

MONITORING ✓	STANDARD 2: PERFORMING MUSIC: PLAYING AN INSTRUMENT ALONE & WITH OTHERS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 3: CREATING MUSIC: IMPROVISING MELODIES, VARIATIONS & ACCOMPANIMENTS	CURRICULUM GUIDELINES	RESOURCES
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	



MIDDLE SCHOOL MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

GRADES 6, 7, & 8

_____	MU.MS.3.3	Improvise rhythmic, melodic or harmonic pattern using guidelines about rhythm, tempo, pitch and dynamics	
MONITORING ✓	STANDARD 4: CREATING MUSIC: COMPOSING AND ARRANGING MUSIC WITHIN SPECIFIED GUIDELINES	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 5: RESPONDING TO MUSIC: READING, NOTATING & INTERPRETING MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	



MIDDLE SCHOOL MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

GRADES 6, 7, & 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	



MIDDLE SCHOOL MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

GRADES 6, 7, & 8

MONITORING ✓	STANDARD 6: RESPONDING TO MUSIC: USING MOVEMENT TO ENHANCE CHILDREN'S LITERATURE, CHANTS AND/OR SONGS	CURRICULUM GUIDELINES	RESOURCES
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	
MONITORING ✓	STANDARD 7: RESPONDING TO MUSIC: LISTENING TO, ANALYZING & DESCRIBING MUSIC	CURRICULUM GUIDELINES	RESOURCES
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	



MIDDLE SCHOOL MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

GRADES 6, 7, & 8

_____	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 (<i>soprano, alto, tenor, bass</i>) 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	
MONITORING ✓	STANDARD 8: RESPONDING TO MUSIC: CONTRIBUTING & PARTICIPATING IN MUSICAL SETTINGS	CURRICULUM GUIDELINES	RESOURCES
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	



MIDDLE SCHOOL MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

GRADES 6, 7, & 8

MONITORING ✓	STANDARD 9: RESPONDING TO MUSIC: UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, CULTURES, THE OTHER ARTS & DISCIPLINES OUTSIDE THE ARTS	CURRICULUM GUIDELINES	RESOURCES
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	



MIDDLE SCHOOL MUSIC

STANDARDS AND INSTRUCTION GUIDE

2024

GRADES 6, 7, & 8

MONITORING ✓	STANDARD 10: RESPONDING TO MUSIC: UNDERSTANDING MUSIC IN RELATION TO THE CATHOLIC FAITH	CURRICULUM GUIDELINES	RESOURCES
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	