

DEPARTMENT OF CATHOLIC SCHOOLS

MUSIC STANDARDS



ARCHDIOCESE
OF PORTLAND IN
OREGON

2022-2023



MUSIC EDUCATION

PHILOSOPHY STATEMENT

As music educators in the Catholic Schools of the Archdiocese of Portland in Oregon we believe that:

- Music is a gift from God that fosters spiritual, emotional, physical, social, and intellectual growth for all.
- Music is an essential part of a student's total educational experience.
- Music education incorporates all academic subjects and cultivates respect for cultural diversity.

MUSIC GOALS AND OBJECTIVES

- Nurture personal spirituality.
- Sing and perform a variety of music, both visually and on instruments, alone and with others.
- Read and notate music.
- Listen to, analyze, describe, and evaluate music performances.
- Improvise and compose.
- Understand relationships between music, the arts and other disciplines.
- Understand music in relation to history and other cultures.

MUSIC STANDARDS TEAM

The Department of Catholic Schools extends sincere appreciation to the members of the Archdiocesan Music Standards Committee who contributed their professional expertise and invested valuable time bringing these guidelines into reality. We pray that our gratitude to all involved may be realized by the implementation of these guidelines.

- Don Vecchione, St. John Fisher School
- Deb Burgess, St. Thomas More Catholic School
- Paul Elison, Visitation Catholic School
- Jeremie Wilkie, St. Pius X School
- Kevin Sanderson-Doughty, St. Cecilia School
- Cary Pederson, The Madeleine
- Darren Arola, St. John the Apostle Catholic School



STANDARDS

1

NURTURE PERSONAL SPIRITUALITY.

2

SING AND PERFORM A VARIETY OF MUSIC, ALONE AND WITH OTHERS.

3

READ AND NOTATE MUSIC..

4

LISTEN TO, ANALYZE, EVALUATE, AND DESCRIBE MUSIC.

5

IMPROVISE AND COMPOSE.

6

UNDERSTAND RELATIONSHIP BETWEEN MUSIC, THE ARTS, AND OTHER DISCIPLINES.

7

UNDERSTAND MUSIC IN RELATION TO HISTORY AND OTHER CULTURES.

PRESCHOOL

Priority standards in **BOLD**

STANDARD 1: NURTURE PERSONAL SPIRITUALITY

The learner will:

- **use music as a prayer form.**
- **participate in a variety of liturgical celebrations using sacred music.**
- sing liturgical songs by rote.
- participate with movement to liturgical music.

STANDARD 2: SING AND PERFORM A VARIETY OF SONGS, ALONE AND WITH OTHERS

The learner will:

- **sing independently, on pitch and in rhythm.**
- **sing ostinatos, rounds and partner songs.**
- perform chants or speech ensembles, e.g., nursery rhymes, playground chants, etc.
- participate in singing songs for dramatization, games and dances and special occasions.
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs.
- perform a repertoire of many types of songs, including: patriotic songs, action songs, songs of the us and other countries, childcentered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers.
- sing on pitch, demonstrating a clear, natural and relaxed singing tone.
- hear a melody in his/her head and sing on cue.
- **play a variety of pitched and unpitched percussion instruments.**
- **play basic rhythmic and melodic patterns.**
- play echo rhythm patterns on percussion instruments.
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tomtoms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells.
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color.

STANDARD 3: READ AND NOTATE MUSIC

The learner will:

- **read whole, half, dotted half, quarter, eighth notes and rests in 2/4, 3/4 and 4/4 meters.**
- **use a system (syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.**
- read, write and perform standard rhythmic notation, for example: quarter note and quarter rest.
- demonstrate understanding of meter signatures and measures.

PRESCHOOL

Priority standards in **BOLD**

STANDARD 4: LISTEN TO, ANALYZE, EVALUATE, AND DESCRIBE MUSIC

The learner will:

- **use physical movement to respond to music characteristics while listening to music.**
- **identify simple melodic contours and music forms.**
- **identify families of instruments by sight and sound.**
- respond physically to music with large body movements such as: walking, running, skipping, galloping, hopping, trotting, jumping, marching and swaying.
- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music.
- respond through large body movement to indicate that they hear high and low pitches.
- respond through body movement to demonstrate understanding of melodic phrases.
- demonstrate an understanding of relevant terminology, such as faster and slower through singing, playing and moving.
- demonstrate gradual and sudden variations in dynamics through singing, playing, and moving.
- demonstrate an understanding of relevant terminology such as loud, soft, gradually loud and gradually soft through singing, playing and discussion.
- explore the various possible timbres of classroom instruments such as resonator bells; piano and other keyboard instruments; autoharp; and pitched and unpitched percussion instruments (Pitch-tunable to a certain key on the piano).
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions.
- **discuss and demonstrate proper audience behavior.**
- **compare two compositions.**
- **explain musical preferences using correct musical terminology.**
- **evaluate own performance.**
- experience live performance and demonstrate appropriate concert behavior.
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures.

STANDARD 5: IMPROVISE AND COMPOSE

The learner will:

- **create and arrange short rhythmic patterns and melodies within specific guidelines.**
- **create movements to accompany readings or music.**
- use a variety of sound sources when improvising or composing.
- create sound dramatizations using instruments, vocal sounds or body percussion.
- experiment with and create simple melodies by ear, resonator bells, pitched percussion or keyboard instrument.

PRESCHOOL

Priority standards in **BOLD**

STANDARD 6: UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE ARTS, AND OTHER DISCIPLINES

The learner will:

- **name terms or ideas that are used the same way in music, art, dance or theater.**
- **identify common themes found in all subjects.**
- sing songs, draw pictures, and respond through body movement to mathematics, language arts, geography and daily life.

STANDARD 7: UNDERSTAND MUSIC IN RELATION TO HISTORY AND OTHER CULTURES

The learner will:

- **identify a piece of music that is from the current time period and one from another time period.**
- **describe in simple terms how the elements of music are used in musical examples from various cultures.**
- **identify various uses of music in their daily lives: celebrations, special occasions, TV, movies and worship.**
- sing songs in various languages from various countries and/or regions.
- listen to and identify music from various historical periods.



KINDERGARTEN

Priority standards in **BOLD**

STANDARD 1: NURTURE PERSONAL SPIRITUALITY

The learner will:

- **use music as a prayer form.**
- **participate in a variety of liturgical celebrations using sacred music.**
- sing liturgical songs by rote.
- participate with movement to liturgical music.

STANDARD 2: SING AND PERFORM A VARIETY OF SONGS, ALONE AND WITH OTHERS

The learner will:

- **sing independently, on pitch and in rhythm.**
- **sing ostinatos, rounds and partner songs.**
- perform chants or speech ensembles, e.g., nursery rhymes, playground chants, etc.
- participate in singing songs for dramatization, games and dances and special occasions.
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs.
- perform a repertoire of many types of songs, including: patriotic songs, action songs, songs of the us and other countries, childcentered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers.
- sing on pitch, demonstrating a clear, natural and relaxed singing tone.
- hear a melody in his/her head and sing on cue.
- **play a variety of pitched and unpitched percussion instruments.**
- **play basic rhythmic and melodic patterns.**
- play echo rhythm patterns on percussion instruments.
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tom-toms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells.
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color.

STANDARD 3: READ AND NOTATE MUSIC

The learner will:

- **read whole, half, dotted half, quarter, eighth notes and rests in 2/4, 3/4 and 4/4 meters.**
- **use a system (syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.**
- read, write and perform standard rhythmic notation, for example: quarter note and quarter rest.
- demonstrate understanding of meter signatures and measures.



KINDERGARTEN

Priority standards in **BOLD**

STANDARD 4: LISTEN TO, ANALYZE, EVALUATE, AND DESCRIBE MUSIC

The learner will:

- **use physical movement to respond to music characteristics while listening to music.**
- **identify simple melodic contours and music forms.**
- **identify families of instruments by sight and sound.**
- respond physically to music with large body movements such as: walking, running, skipping, galloping, hopping, trotting, jumping, marching and swaying.
- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music.
- respond through large body movement to indicate that they hear high and low pitches.
- respond through body movement to demonstrate understanding of melodic phrases.
- demonstrate an understanding of relevant terminology, such as faster and slower through singing, playing and moving.
- demonstrate gradual and sudden variations in dynamics through singing, playing, and moving.
- demonstrate an understanding of relevant terminology such as loud, soft, gradually loud and gradually soft through singing, playing and discussion.
- explore the various possible timbres of classroom instruments such as resonator bells; piano and other keyboard instruments; autoharp; and pitched and unpitched percussion instruments (Pitch-tunable to a certain key on the piano).
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions.
- **discuss and demonstrate proper audience behavior.**
- **compare two compositions.**
- **explain musical preferences using correct musical terminology.**
- **evaluate own performance.**
- experience live performance and demonstrate appropriate concert behavior.
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures.

STANDARD 5: IMPROVISE AND COMPOSE

The learner will:

- **create and arrange short rhythmic patterns and melodies within specific guidelines.**
- **create movements to accompany readings or music.**
- use a variety of sound sources when improvising or composing.
- create sound dramatizations using instruments, vocal sounds or body percussion.
- experiment with and create simple melodies by ear, resonator bells, pitched percussion or keyboard instrument.



KINDERGARTEN

Priority standards in **BOLD**

STANDARD 6: UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE ARTS, AND OTHER DISCIPLINES

The learner will:

- **name terms or ideas that are used the same way in music, art, dance or theater.**
- **identify common themes found in all subjects.**
- sing songs, draw pictures, and respond through body movement to mathematics, language arts, geography and daily life.

STANDARD 7: UNDERSTAND MUSIC IN RELATION TO HISTORY AND OTHER CULTURES

The learner will:

- **identify a piece of music that is from the current time period and one from another time period.**
- **describe in simple terms how the elements of music are used in musical examples from various cultures.**
- **identify various uses of music in their daily lives: celebrations, special occasions, TV, movies and worship.**
- sing songs in various languages from various countries and/or regions.
- listen to and identify music from various historical periods.

FIRST GRADE

Priority standards in **BOLD**

STANDARD 1: NURTURE PERSONAL SPIRITUALITY

The learner will:

- **use music as a prayer form.**
- **participate in a variety of liturgical celebrations using sacred music.**
- sing liturgical songs by rote.
- participate with movement to liturgical music.

STANDARD 2: SING AND PERFORM A VARIETY OF SONGS, ALONE AND WITH OTHERS

The learner will:

- **sing independently, on pitch and in rhythm.**
- **sing ostinatos, rounds and partner songs.**
- participate in singing songs for dramatization, games and dances and special occasions.
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs.
- perform a repertoire of many types of songs, including: patriotic songs, action songs, songs of the us and other countries, childcentered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers.
- sing on pitch, demonstrating a clear, natural and relaxed singing tone.
- hear a melody in his/her head and sing on cue.
- **play a variety of pitched and unpitched percussion instruments.**
- **play basic rhythmic and melodic patterns.**
- play echo rhythm patterns on percussion instruments.
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tom-toms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells.
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color.

STANDARD 3: READ AND NOTATE MUSIC

The learner will:

- **read whole, half, dotted half, quarter, eighth notes and rests in 2/4, 3/4 and 4/4 meters.**
- **use a system (syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.**
- read, write and perform standard rhythmic notation, for example: quarter note and quarter rest, eighth note, and eighth rest.
- demonstrate understanding of meter signatures and measures.

FIRST GRADE

Priority standards in **BOLD**

STANDARD 4: LISTEN TO, ANALYZE, EVALUATE, AND DESCRIBE MUSIC

The learner will:

- **use physical movement to respond to music characteristics while listening to music.**
- **identify simple melodic contours and music forms.**
- **identify families of instruments by sight and sound.**
- respond physically to music with large body movements such as: walking, running, skipping, galloping, hopping, trotting, jumping, marching and swaying.
- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music.
- respond through large body movement to indicate that they hear high and low pitches.
- respond through body movement to demonstrate understanding of melodic phrases.
- respond verbally or by movement to AB, ABA, and Rondo forms, and relate to visual forms.
- demonstrate an understanding of relevant terminology, such as faster and slower through singing, playing and moving.
- demonstrate gradual and sudden variations in dynamics through singing, playing, and moving.
- demonstrate an understanding of relevant terminology such as loud, soft, gradually loud and gradually soft through singing, playing and discussion.
- explore the various possible timbres of classroom instruments such as resonator bells; piano and other keyboard instruments; autoharp; and pitched and unpitched percussion instruments (Pitch-tunable to a certain key on the piano).
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions.
- **discuss and demonstrate proper audience behavior.**
- **compare two compositions.**
- **explain musical preferences using correct musical terminology.**
- **evaluate own performance.**
- experience live performance and demonstrate appropriate concert behavior.
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures.

STANDARD 5: IMPROVISE AND COMPOSE

The learner will:

- **create and arrange short rhythmic patterns and melodies within specific guidelines.**
- **create movements to accompany readings or music.**
- use a variety of sound sources when improvising or composing.
- create sound dramatizations using instruments, vocal sounds or body percussion.
- experiment with and create simple melodies by ear, resonator bells, pitched percussion or keyboard instrument.

FIRST GRADE

Priority standards in **BOLD**

STANDARD 6: UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE ARTS, AND OTHER DISCIPLINES

The learner will:

- **name terms or ideas that are used the same way in music, art, dance or theater.**
- **identify common themes found in all subjects.**
- sing songs, draw pictures, and respond through body movement to mathematics, language arts, geography and daily life.

STANDARD 7: UNDERSTAND MUSIC IN RELATION TO HISTORY AND OTHER CULTURES

The learner will:

- **identify a piece of music that is from the current time period and one from another time period.**
- **describe in simple terms how the elements of music are used in musical examples from various cultures.**
- **identify various uses of music in their daily lives: celebrations, special occasions, TV, movies and worship.**
- sing songs in various languages from various countries and/or regions.
- listen to and identify music from various historical periods.



SECOND GRADE

Priority standards in **BOLD**

STANDARD 1: NURTURE PERSONAL SPIRITUALITY

The learner will:

- **use music as a prayer form.**
- **participate in a variety of liturgical celebrations using sacred music.**
- sing liturgical songs by rote.
- participate with movement to liturgical music.

STANDARD 2: SING AND PERFORM A VARIETY OF SONGS, ALONE AND WITH OTHERS

The learner will:

- **sing independently, on pitch and in rhythm.**
- **sing ostinatos, rounds and partner songs.**
- participate in singing songs for dramatization, games and dances and special occasions.
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs.
- perform a repertoire of many types of songs, including: patriotic songs, action songs, songs of the us and other countries, childcentered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers.
- sing on pitch, demonstrating a clear, natural and relaxed singing tone.
- hear a melody in his/her head and sing on cue.
- **play a variety of pitched and unpitched percussion instruments.**
- **play basic rhythmic and melodic patterns.**
- play echo rhythm patterns on percussion instruments.
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tom-toms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells.
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color.
- perform using dynamic contrast.

STANDARD 3: READ AND NOTATE MUSIC

The learner will:

- **read whole, half, dotted half, quarter, eighth notes and rests in 2/4, 3/4 and 4/4 meters.**
- **use a system (syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.**
- read, write and perform standard rhythmic notation, for example: quarter note, quarter rest, eighth note, eighth rest, half note, half rest, whole note and whole rest.
- demonstrate understanding of meter signatures and measures.
- recognize from visual presentation whether the melody stays the same or moves by steps or skips, and respond verbally.

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SECOND GRADE

Priority standards in **BOLD**

continued from previous page

- recognize visually short melodic patterns (e.g. sol-mi, sol-la-sol-mi, mi-re-do, sol-la-sol-mi, sol-mi-re-do): through singing, playing and notations.
- demonstrate sight reading, writing skills and ear training development.

STANDARD 4: LISTEN TO, ANALYZE, EVALUATE, AND DESCRIBE MUSIC

The learner will:

- **use physical movement to respond to music characteristics while listening to music.**
- **identify simple melodic contours and music forms.**
- **identify families of instruments by sight and sound.**
- respond physically to music with large body movements such as: walking, running, skipping, galloping, hopping, trotting, jumping, marching and swaying.
- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music.
- demonstrate understanding of melodic phrases through body movement or verbal response.
- recognize aurally short melodic patterns (e.g. sol-mi, sol-la-sol-mi, mi-re-do, sol-la-sol-mi, sol-mi-re-do): through singing, playing, or notations.
- respond verbally or by movement to AB, ABA, and Rondo forms and relate to visual forms.
- demonstrate an understanding of relevant terminology, such as faster and slower through singing, playing and moving.
- demonstrate gradual and sudden variations in dynamics through singing, playing, and moving.
- demonstrate an understanding of relevant terminology such as loud, soft, gradually loud and gradually soft through singing, playing and discussion.
- explore the various possible timbres of classroom instruments such as resonator bells; piano and other keyboard instruments; autoharp; and pitched and unpitched percussion instruments (Pitch-tunable to a certain key on the piano).
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions.
- identify overall similarity and differences in rhythmic and melodic patterns through physical movement and verbal response.
- demonstrate changes in tempo through singing, playing or moving.
- demonstrate an understanding of dynamic contrasts.
- identify by sight and sound stringed, wind, brass, and percussion instruments through hearing live or recorded performances.
- identify the various tones of colors of families of instruments.
- describe how certain instruments or voices contribute to the mood and style of a piece
- **discuss and demonstrate proper audience behavior.**
- **compare two compositions.**
- **explain musical preferences using correct musical terminology.**
- **evaluate own performance.**



SECOND GRADE

Priority standards in **BOLD**

continued from previous page

- experience live performance and demonstrate appropriate concert behavior.
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures.

STANDARD 5: IMPROVISE AND COMPOSE

The learner will:

- **create and arrange short rhythmic patterns and melodies within specific guidelines.**
- **create movements to accompany readings or music.**
- create sound dramatizations using instruments, vocal sounds or body percussion.
- improvise and compose rhythmic patterns and ostinati through body percussion, speech, singing and/or use of rhythm instruments.
- improvise or compose short melodies to perform by singing or playing.
- improvise ostinati accompaniments on melody instruments.
- improvise simple forms on pitched or nonpitched instruments.

STANDARD 6: UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE ARTS, AND OTHER DISCIPLINES

The learner will:

- **name terms or ideas that are used the same way in music, art, dance or theater.**
- **identify common themes found in all subjects.**
- sing songs, draw pictures, and respond through body movement to mathematics, language arts, geography and daily life.

STANDARD 7: UNDERSTAND MUSIC IN RELATION TO HISTORY AND OTHER CULTURES

The learner will:

- **identify a piece of music that is from the current time period and one from another time period.**
- **describe in simple terms how the elements of music are used in musical examples from various cultures.**
- **identify various uses of music in their daily lives: celebrations, special occasions, TV, movies and worship.**
- sing songs in various languages from various countries and/or regions.
- listen to and identify music from various historical periods.



THIRD GRADE

Priority standards in **BOLD**

STANDARD 1: NURTURE PERSONAL SPIRITUALITY

The learner will:

- **participate in leadership roles in liturgical celebrations.**
- sing liturgical songs by rote.
- participate with movement to liturgical music.

STANDARD 2: SING AND PERFORM A VARIETY OF SONGS, ALONE AND WITH OTHERS

The learner will:

- **sing independently, on pitch and in rhythm.**
- **sing music written in two parts.**
- **sing with good breath control, posture, timbre and diction.**
- sing simple rounds, canons, partner songs, descants, countermelodies and ostinati.
- participate in singing songs for dramatization, games and dances and special occasions.
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs.
- convey feeling, mood and message of songs.
- perform a repertoire of many types of songs, including: patriotic songs, actions songs, songs of the us and other countries, childcentered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers.
- sing on pitch, demonstrating a clear, natural and relaxed singing tone.
- hear a melody in his/her head and sing on cue.
- **perform on at least one string, wind, or percussion instrument.**
- **perform simple songs and accompaniments with expression and technical accuracy.**
- play echo rhythm patterns on percussion instruments.
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tomtoms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells.
- demonstrate ability to play pitched percussion such as glockenspiels, xylophones, metallophones and bells.
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color.
- perform using dynamic contrast.

STANDARD 3: READ AND NOTATE MUSIC

The learner will:

- **read dotted quarter, dotted eighth, sixteenth notes and rests, triplets and syncopated rhythms in 2/4, 3/4, 4/4, 6/8, and 3/8 meters.**
- **identify and define symbols for pitch, rhythm, dynamics, tempo and expression.**
- **use technology when available.**



THIRD GRADE

Priority standards in **BOLD**

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- read, write and perform standard rhythmic notation, for example: quarter note, quarter rest, eighth note, eighth rest, half note, half rest, whole note, whole rest, dotted half, triplets and sixteenth notes.
- demonstrate understanding of meter signatures 2/4, 3/4, and 4/4.
- recognize from visual presentation whether the melody stays the same or moves by steps or skips, and respond verbally.
- recognize visually short melodic patterns (e.g. sol-mi, sol-la-sol-mi, mi-re-do, sol-la-sol-mi, sol-mi-re-do): through singing, playing and notations.
- demonstrate sight reading, writing skills and ear training development.

STANDARD 4: LISTEN TO, ANALYZE, EVALUATE, AND DESCRIBE MUSIC

The learner will:

- **use proper terms when explaining music, music notation, and performances of various styles and cultures.**
- **identify tone colors of various instruments and voices by sight and sound.**
- respond physically to music with large body movements such as: walking, running, skipping, galloping, hopping, trotting, jumping, marching and swaying.
- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music.
- demonstrate understanding of melodic phrases through body movement or verbal response.
- recognize aurally short melodic patterns (e.g. sol-mi, sol-la-sol-mi, mi-re-do, sol-la-sol-mi, sol-mi-re-do, low-la, low-sol): through singing, playing, or notations.
- respond verbally or by movement to AB, ABA, and Rondo forms and relate to visual forms.
- demonstrate an understanding of relevant terminology, such as faster and slower through singing, playing and moving.
- demonstrate gradual and sudden variations in dynamics through singing, playing, and moving.
- demonstrate an understanding of relevant terminology such as loud, soft, gradually loud and gradually soft through singing, playing and discussion.
- explore the various possible timbres of classroom instruments such as resonator bells; piano and other keyboard instruments; autoharp; and pitched and unpitched percussion instruments (Pitch-tunable to a certain key on the piano).
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions.
- identify overall similarity and differences in rhythmic and melodic patterns through physical movement and verbal response.
- demonstrate changes in tempo through singing, playing or moving.
- demonstrate an understanding of dynamic contrasts.
- identify by sight and sound stringed, wind, brass, and percussion instruments through hearing live or recorded performances.
- identify the various tones of colors of families of instruments.
- describe how certain instruments or voices contribute to the mood and style of a piece.



THIRD GRADE

Priority standards in **BOLD**

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- **develop a class evaluation tool with which to evaluate performances.**
- **evaluate the quality and effectiveness of their own and others' performances.**
- experience live performance and demonstrate appropriate concert behavior.
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures.
- help evaluate own progress and make suggestions for improvement.

STANDARD 5: IMPROVISE AND COMPOSE

The learner will:

- **compose short pieces within specific guidelines demonstrating the elements of music (use technology if available).**
- **use a variety of traditional and nontraditional sound sources when composing and arranging.**
- create sound dramatizations using instruments, vocal sounds or body percussion.
- create songs, additional verses to familiar songs, introductions, codas, ostinati and accompaniments on melody and percussion instruments and the autoharp.
- improvise and compose rhythmic patterns and ostinati through body percussion, speech, singing and/or use of rhythm instruments.
- improvise or compose short melodies to perform by singing or playing.
- improvise ostinati accompaniments on melody instruments.
- improvise simple forms on pitched or nonpitched instruments.

STANDARD 6: UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE ARTS, AND OTHER DISCIPLINES

The learner will:

- **compare and contrast common terms and ideas used in music and other subjects.**
- **describe ways that music is related to other subjects.**
- sing songs, draw pictures, and respond through body movement to mathematics, language arts, geography and daily life.

STANDARD 7: UNDERSTAND MUSIC IN RELATION TO HISTORY AND OTHER CULTURES

The learner will:

- **compare the functions music serves, roles of musicians, and conditions under which music is typically performed in different cultures.**
- **identify music from different historical periods by genre and style.**
- **describe the role of the Catholic Church in the history of music.**
- sing songs in various languages from various countries and/or regions.
- listen to and identify music from various historical periods.



FOURTH GRADE

Priority standards in **BOLD**

STANDARD 1: NURTURE PERSONAL SPIRITUALITY

The learner will:

- **participate in leadership roles in liturgical celebrations.**
- sing liturgical songs by rote.
- participate with movement to liturgical music.

STANDARD 2: SING AND PERFORM A VARIETY OF SONGS, ALONE AND WITH OTHERS

The learner will:

- **sing independently, on pitch and in rhythm.**
- **sing music written in two parts.**
- **sing with good breath control, posture, timbre and diction.**
- sing simple rounds, canons, partner songs, descants, countermelodies and ostinati.
- participate in singing songs for dramatization, games and dances and special occasions.
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs.
- convey feeling, mood and message of songs.
- perform a repertoire of many types of songs, including: patriotic songs, actions songs, songs of the us and other countries, childcentered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers.
- sing on pitch, demonstrating a clear, natural and relaxed singing tone.
- demonstrate skill in proper breath support and vocal technique.
- **perform on at least one string, wind, or percussion instrument.**
- **perform simple songs and accompaniments with expression and technical accuracy.**
- play rhythm and melodic patterns on instruments.
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tomtoms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells.
- demonstrate ability to play pitched percussion such as glockenspiels, xylophones, metallophones and bells.
- demonstrate ability to play melodic instruments (e.g. keyboard, soprano and/or alto recorder, band and orchestra), alone and in ensemble.
- play ostinati accompaniments on melody instruments.
- play by ear and sing ostinati, descants, introductions, codas and accompaniments.
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color.
- perform using dynamic contrast including *p*, *mf*, *f*, *sforzando*, *crescendo*, *decrescendo*, *diminuendo*, *staccato* and *legato*.
- demonstrate understanding of relevant terminology such as *ritardando*, *accelerando*, *andante*, *presto*, *largo*, *allegro* and *fermatat*.



FOURTH GRADE

Priority standards in **BOLD**

STANDARD 3: READ AND NOTATE MUSIC

The learner will:

- **read dotted quarter, dotted eighth, sixteenth notes and rests, triplets and syncopated rhythms in 2/4, 3/4, 4/4, 6/8, and 3/8 meters.**
- **identify and define symbols for pitch, rhythm, dynamics, tempo and expression.**
- **use technology when available.**
- read, write and perform standard rhythmic notation, for example: quarter note, quarter rest, eighth note, eighth rest, half note, half rest, whole note, whole rest, dotted half, triplets, sixteenth notes, and syncopation.
- demonstrate understanding of meter signatures 2/4, 3/4, 4/4, 6/8.
- recognize from aural and visual presentation whether the melody stays the same, moves higher or lower, moves by steps or skips, and demonstrate these through physical movement.
- recognize visually short melodic patterns (e.g. add fa, high-do, and ti): through singing, playing and notations.
- recognize and play specific intervals (e.g. 2nds, 3rds, 4ths, etc. in the scales of c, f, and g on the staff).
- demonstrate the ability to read the staff.

STANDARD 4: LISTEN TO, ANALYZE, EVALUATE, AND DESCRIBE MUSIC

The learner will:

- **use proper terms when explaining music, music notation, and performances of various styles and cultures.**
- **identify tone colors of various instruments and voices by sight and sound.**
- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music.
- demonstrate understanding of like or unlike melodic phrases.
- recognize aurally short melodic patterns (e.g. add fa, high-do, and ti to known pitches): through singing, playing, or notations.
- respond verbally or by movement to AB, ABA, Theme and Variation and Rondo forms and relate to visual forms.
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions.
- demonstrate changes in tempo through singing, playing or moving.
- demonstrate an understanding of dynamic contrasts.
- identify by sight and sound stringed, wind, brass, and percussion instruments through hearing live or recorded performances.
- identify the various tones of colors of families of instruments.
- describe how certain instruments or voices contribute to the mood and style of a piece.
- visually recognize a melodic sequence or repeated pattern.
- listen to and identify musical elements.



FOURTH GRADE

Priority standards in **BOLD**

continued from previous page

- **develop a class evaluation tool with which to evaluate performances.**
- **evaluate the quality and effectiveness of their own and others' performances.**
- experience live performance and demonstrate appropriate concert behavior.
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures.
- help evaluate own progress and make suggestions for improvement.

STANDARD 5: IMPROVISE AND COMPOSE

The learner will:

- **compose short pieces within specific guidelines demonstrating the elements of music (use technology if available).**
- **use a variety of traditional and nontraditional sound sources when composing and arranging.**
- create sound dramatizations using instruments, vocal sounds or body percussion.
- create songs, additional verses to familiar songs, introductions, codas, ostinati and accompaniments on melody and percussion instruments and the autoharp.
- improvise and compose rhythmic patterns and ostinati through body percussion, speech, singing and/or use of rhythm instruments.
- improvise or compose short melodies to perform by singing or playing.
- improvise ostinati accompaniments on melody instruments.
- improvise simple forms on pitched or nonpitched instruments.

STANDARD 6: UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE ARTS, AND OTHER DISCIPLINES

The learner will:

- **compare and contrast common terms and ideas used in music and other subjects.**
- **describe ways that music is related to other subjects.**
- explore special areas tailored to student interest such as: science of sound, drama in music, ecology, making instruments, noise pollution, how a piano works inside, and popular music genres.

STANDARD 7: UNDERSTAND MUSIC IN RELATION TO HISTORY AND OTHER CULTURES

The learner will:

- **compare the functions music serves, roles of musicians, and conditions under which music is typically performed in different cultures.**
- **identify music from different historical periods by genre and style.**
- **describe the role of the Catholic Church in the history of music.**
- sing songs in various languages from various countries and/or regions.
- identify differences in the various styles or moods of music from a variety of cultures.
- expand their knowledge of other cultures by listening to music of other times and places.



FIFTH GRADE

Priority standards in **BOLD**

STANDARD 1: NURTURE PERSONAL SPIRITUALITY

The learner will:

- **participate in leadership roles in liturgical celebrations.**
- sing liturgical songs by rote.
- participate with movement to liturgical music.

STANDARD 2: SING AND PERFORM A VARIETY OF SONGS, ALONE AND WITH OTHERS

The learner will:

- **sing independently, on pitch and in rhythm.**
- **sing music written in two parts.**
- **sing with good breath control, posture, timbre and diction.**
- sing simple rounds, canons, partner songs, descants, countermelodies and ostinati.
- participate in singing songs for dramatization, games and dances and special occasions.
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs.
- convey feeling, mood and message of songs.
- perform a repertoire of many types of songs, including: patriotic songs, actions songs, songs of the us and other countries, childcentered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers.
- sing on pitch, demonstrating a clear, natural and relaxed singing tone.
- demonstrate skill in proper breath support and vocal technique.
- **perform on at least one string, wind, or percussion instrument.**
- **perform simple songs and accompaniments with expression and technical accuracy.**
- play rhythm and melodic patterns on instruments.
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tomtoms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells.
- demonstrate ability to play pitched percussion such as glockenspiels, xylophones, metallophones and bells.
- demonstrate ability to play melodic instruments (e.g. keyboard, soprano and/or alto recorder, band and orchestra), alone and in ensemble.
- play ostinati accompaniments on melody instruments.
- play by ear and sing ostinati, descants, introductions, codas and accompaniments.
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color.
- perform using dynamic contrast including *p*, *mf*, *f*, *sforzando*, *crescendo*, *decrescendo*, *diminuendo*, *staccato* and *legato*.
- demonstrate understanding of relevant terminology such as *ritardando*, *accelerando*, *andante*, *presto*, *largo*, *allegro* and *fermatat*.



FIFTH GRADE

Priority standards in **BOLD**

STANDARD 3: READ AND NOTATE MUSIC

The learner will:

- **read dotted quarter, dotted eighth, sixteenth notes and rests, triplets and syncopated rhythms in 2/4, 3/4, 4/4, 6/8, and 3/8 meters.**
- **identify and define symbols for pitch, rhythm, dynamics, tempo and expression.**
- **use technology when available.**
- read, write and perform standard rhythmic notation, for example: quarter note, quarter rest, eighth note, eighth rest, half note, half rest, whole note, whole rest, dotted quarter note, dotted half, triplets, sixteenth notes, and syncopation.
- demonstrate understanding of meter signatures 2/4, 3/4, 4/4, 6/8.
- recognize from aural and visual presentation whether the melody stays the same, moves higher or lower, moves by steps or skips, and demonstrate these through physical movement.
- recognize visually short melodic patterns (e.g. add fa, high-do, and ti): through singing, playing and notations.
- recognize and play specific intervals (e.g. 2nds, 3rds, 4ths, etc. in the scales of c, f, and g on the staff).
- demonstrate the ability to read the staff.

STANDARD 4: LISTEN TO, ANALYZE, EVALUATE, AND DESCRIBE MUSIC

The learner will:

- **use proper terms when explaining music, music notation, and performances of various styles and cultures.**
- **identify tone colors of various instruments and voices by sight and sound.**
- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music.
- demonstrate understanding of like or unlike melodic phrases.
- recognize aurally short melodic patterns (e.g. add fa, high-do, and ti to known pitches): through singing, playing, or notations.
- respond verbally or by movement to AB, ABA, Theme and Variation and Rondo forms and relate to visual forms.
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions • demonstrate changes in tempo through singing, playing or moving.
- demonstrate an understanding of dynamic contrasts and the relationship between dynamics and melodic contour.
- identify by sight and sound stringed, wind, brass, and percussion instruments through hearing live or recorded performances.
- identify the various tones of colors of families of instruments.
- describe how certain instruments or voices contribute to the mood and style of a piece.
- visually recognize a melodic sequence or repeated pattern.
- listen to and identify musical elements.



FIFTH GRADE

Priority standards in **BOLD**

continued from previous page

- identify soprano, alto, tenor, bass, changed and unchanged voices.
- recognize specific composers' work.
- **develop a class evaluation tool with which to evaluate performances.**
- **evaluate the quality and effectiveness of their own and others' performances.**
- experience live performance and demonstrate appropriate concert behavior.
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures.
- help evaluate own progress and make suggestions for improvement.

STANDARD 5: IMPROVISE AND COMPOSE

The learner will:

- **compose short pieces within specific guidelines demonstrating the elements of music (use technology if available).**
- **use a variety of traditional and nontraditional sound sources when composing and arranging.**
- create sound dramatizations using instruments, vocal sounds or body percussion.
- create songs, additional verses to familiar songs, introductions, codas, ostinati and accompaniments on melody and percussion instruments and the autoharp.
- improvise, compose, and notate rhythmic patterns on melody instruments.
- improvise ostinati accompaniments on melody instruments.
- improvise simple forms on pitched or nonpitched instruments.
- improvise and/or compose (without notation) original melodies to perform for the class.

STANDARD 6: UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE ARTS, AND OTHER DISCIPLINES

The learner will:

- **compare and contrast common terms and ideas used in music and other subjects.**
- **describe ways that music is related to other subjects.**
- explore special areas tailored to student interest such as: science of sound, drama in music, ecology, making instruments, noise pollution, how a piano works inside, and popular music genres.

STANDARD 7: UNDERSTAND MUSIC IN RELATION TO HISTORY AND OTHER CULTURES

The learner will:

- **compare the functions music serves, roles of musicians, and conditions under which music is typically performed in different cultures.**
- **identify music from different historical periods by genre and style.**
- **describe the role of the Catholic Church in the history of music.**
- sing songs in various languages from various countries and/or regions.
- identify differences in the various styles or moods of music from a variety of cultures.
- expand their knowledge of other cultures by listening to music of other times and places.



MIDDLE SCHOOL

MIDDLE SCHOOL MUSIC

Investing in creative education can prepare students for the 21st century workforce. The new economy has created more artistic careers, and these jobs may grow faster than others in the future (National Association of Music Education, 2014).

In grades six, seven, and eight the music curriculum is designed to be integrative with other curriculum areas (e.g. math, science, language arts, art, etc.) Learning music promotes craftsmanship, and students learn to want to create good work instead of mediocre work. This desire can be applied to all subjects of study (National Association of Music Education, 2014). Available technology such as CDs or digital music sources is recommended to help in achieving this integration.

The music program is more general continuing, reinforcing, and mastering the program goals described in pre-k through grade 5. Areas receiving more emphasis in grades six, seven, and eight are music appreciation, performance skills, expressive qualities, creativity, notational skills, form and harmony. Each school, in constructing its own music curriculum, provides a broader experience of music appreciation using songs from musicals, folk, jazz, rock, guitar, keyboard, etc. Orchestra, choral and/or band may augment the prescribed music program.

STANDARDS

Priority standards in **BOLD**

STANDARD 1: NURTURE PERSONAL SPIRITUALITY

The learner will:

- **participate in leadership roles in liturgical celebrations.**
- sing liturgical songs by rote.
- participate with movement to liturgical music.

STANDARD 2: SING AND PERFORM A VARIETY OF SONGS, ALONE AND WITH OTHERS

The learner will:

- **sing independently, on pitch and in rhythm.**
- **sing accurately throughout their vocal ranges, with good breath control.**
- **sing music written in two and three parts.**
- sing simple rounds, canons, partner songs, descants, countermelodies and ostinati.
- participate in singing songs for dramatization, games and dances and special occasions.
- sing with a variety of accompanying instruments such as autoharp, guitar, piano, bells or records/CDs.
- convey feeling, mood and message of songs.



MIDDLE SCHOOL

Priority standards in **BOLD**

continued from previous page

- perform a repertoire of many types of songs, including: patriotic songs, actions songs, songs of the us and other countries, childcentered songs, songs of ethnic groups, hymns, and spirituals, rounds, and other interest areas such as: nature, travel, ecology, and careers.
- sing on pitch, demonstrating a clear, natural and relaxed singing tone.
- demonstrate skill in proper breath support and vocal technique.
- **perform a variety of pitched and unpitched instruments independently and in ensembles.**
- **play simple melodies and simple accompaniments.**
- play rhythm and melodic patterns on instruments.
- demonstrate ability to play a variety of unpitched percussion instruments: various sizes of drums, tympani, bongo and conga drums, rhythm sticks, sand blocks, wood blocks, tambourines, tom-toms, claves, castanets, maracas, guiro, cymbals, gong, cowbell, Chinese temple blocks and jingle bells.
- demonstrate ability to play pitched percussion such as glockenspiels, xylophones, metallophones and bells.
- demonstrate ability to play melodic instruments (e.g. keyboard, soprano and/or alto recorder, band and orchestra), alone and in ensemble.
- play ostinati accompaniments on melody instruments.
- play by ear and sing ostinati, descants, introductions, codas and accompaniments.
- combine various classroom instruments, voices, nontraditional instruments, or body percussion to create new effects of tone color.
- perform using dynamic contrast including *p*, *mf*, *f*, *sforzando*, *crescendo*, *decrescendo*, *diminuendo*, *staccato* and *legato*.
- demonstrate understanding of relevant terminology such as *ritardando*, *accelerando*, *andante*, *presto*, *largo*, *allegro* and *fermatat*.
- explore electronic music.

STANDARD 3: READ AND NOTATE MUSIC

The learner will:

- **read in both treble and bass clefs.**
- **use appropriate musical terminology when discussing music.**
- **demonstrate the ability to read music notation through performing.**
- **use technology when available.**
- read, write and perform standard rhythmic notation, for example: quarter note, quarter rest, eighth note, eighth rest, half note, half rest, whole note, whole rest, dotted quarter note, dotted half, triplets, sixteenth notes, and syncopation.
- demonstrate understanding of meter signatures 2/4, 3/4, 4/4, 6/8.
- recognize from aural and visual presentation whether the melody stays the same, moves higher or lower, moves by steps or skips, and demonstrate these through physical movement.
- recognize visually short melodic patterns (e.g. add fa, high-do, and ti): through singing, playing and notations.



MIDDLE SCHOOL

Priority standards in **BOLD**

continued from previous page

- recognize and play specific intervals (e.g. 2nds, 3rds, 4ths, etc. in the scales of c, f, and g on the staff).
- demonstrate the ability to read the staff.

STANDARD 4: LISTEN TO, ANALYZE, EVALUATE, AND DESCRIBE MUSIC

The learner will:

- **Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in music analysis.**
- play, clap, or step the steady beat, strong beat or word rhythm while listening to, singing or playing music.
- demonstrate understanding of like or unlike melodic phrases.
- recognize aurally short melodic patterns (e.g. add fa, high-do, and ti to known pitches): through singing, playing, or notations.
- respond verbally or by movement to AB, ABA, Theme and Variation and Rondo forms and relate to visual forms.
- respond to the rhythm and melody of music through activities such as creative movement, folk dancing, pantomime, singing games, dramatization and special occasions.
- demonstrate changes in tempo through singing, playing or moving.
- demonstrate an understanding of dynamic contrasts and the relationship between dynamics and melodic contour.
- identify by sight and sound stringed, wind, brass, and percussion instruments through hearing live or recorded performances.
- identify the various tones of colors of families of instruments.
- describe how certain instruments or voices contribute to the mood and style of a piece.
- visually recognize a melodic sequence or repeated pattern.
- listen to and identify musical elements.
- identify soprano, alto, tenor, bass, changed and unchanged voices.
- recognize specific composers' work.
- identify and define some of the following musical structures and designs: introduction, coda, interlude, canon, fugue, opera, oratorio, musical theater, symphony, and concerto.
- research, discuss and/or write information about a composer, performer, form, and history of the composition.
- identify the various tone colors of voices, folk and orchestral instruments and electronic equipment.
- **evaluate the quality and effectiveness of their own and others' performances by applying specific criteria and offer constructive suggestions for improvement.**
- **apply the class evaluation tool to personal performances and listening preferences.**
- experience live performance and demonstrate appropriate concert behavior.
- identify and describe the roles of musician, conductor, folk/pop singer, church musician and composer in various music settings and cultures.
- help evaluate own progress and make suggestions for improvement.



MIDDLE SCHOOL

Priority standards in **BOLD**

STANDARD 5: IMPROVISE AND COMPOSE

The learner will:

- **create a simple harmonic accompaniment.**
- **improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality.**
- **use technology, when available, for composing and arranging.**
- create sound dramatizations using instruments, vocal sounds or body percussion.
- create songs, additional verses to familiar songs, introductions, codas, ostinati and accompaniments on melody and percussion instruments and the autoharp.
- improvise, compose, and notate rhythmic and melodic patterns and ostinati.
- improvise harmonic accompaniment on melody instruments.
- improvise simple forms on pitched or nonpitched instruments.
- improvise and/or compose (without notation) original melodies to perform for the class.

STANDARD 6: UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE ARTS, AND OTHER DISCIPLINES

The learner will:

- **discuss ways in which the arts are similar to other subjects.**
- explore special areas tailored to student interest such as: science of sound, drama in music, ecology, making instruments, noise pollution, how a piano works inside, and popular music genres.

STANDARD 7: UNDERSTAND MUSIC IN RELATION TO HISTORY AND OTHER CULTURES

The learner will:

- **name the composer and historical period of a familiar musical example.**
- **classify music from different historical periods by genre and style by its characteristics.**
- sing songs in various languages from various countries and/or regions.
- identify differences in the various styles or moods of music from a variety of cultures.
- expand their knowledge of other cultures by listening to music of other times and places.

RESOURCES

SACRED MUSIC IN DIVINE WORSHIP

Pastoral Letter on Sacred Music in Divine Worship of the Archbishop of Portland in Oregon the Most Reverend Alexander K. Sample to the Priests, Deacons, Religious, Musicians and Faithful of the Archdiocese

- <https://archdpdx.org/documents/2018/6/ALH%20First%20Edition%20REV%20-%203%20June%202018.pdf>

Archdiocesan Liturgical Handbook

- <https://archdpdx.org/documents/2018/6/ALH%20First%20Edition%20REV%20-%203%20June%202018.pdf>

CURRICULUM RESOURCES

Catholic Connections to Music in the National Standards of Arts Education

- <https://npm.org/wp-content/uploads/2017/06/Catholic-Connections.pdf>

Virtual Learning Resources for Music Educators

- <https://nafme.org/my-classroom/virtual-learning-resources-for-music-educators/>

GIA Publications Inc.

- <https://www.giamusic.com/store/music-education/>

Oregon Catholic Press

- <https://www.ocp.org/en-us>

Church Music Association of America

- <https://musicasacra.com/>

ORGANIZATIONS

American Choral Directors Association (ACDA)

- <https://acda.org/>

Music Teachers National Association (MTNA)

- <https://www.mtna.org/>

National Association for Music Education (NAfME)

- <https://nafme.org/>