

PRE-K

A. IDEALS AND APPRECIATION—CATHOLIC IDENTITY:

- 1. _____ Listen and perform liturgical music†
- 2. _____ Perform hymns from a variety of eras and styles†
- 3. _____ Listen to Gregorian Chant†

B. VOCAL KNOWLEDGE & PERFORMANCE:

- 1. _____ Demonstrate age-appropriate tone quality and awareness of head voice and chest voice.
- 2. _____ Listen and audiate (internal musical thought) (see Edwin Gordon method)
- 3. _____ Demonstrate correct alignment
- 4. _____ Demonstrate proper breathing and support
- 5. _____ Sing alone and with others†
- 6. _____ Perform songs in various languages, especially Latin†
- 7. _____ Demonstrate good diction

C. INSTRUMENT KNOWLEDGE & PERFORMANCE:

- 1. _____ Perform on unpitched percussion

D. RHYTHM AND MOVEMENT CONTENT AND SKILLS:

- 1. _____ Perform chants in duple and triple meter
- 2. _____ Echo rhythm patterns in duple and triple meter on neutral syllables and rhythm solfege
- 3. _____ Differentiate rhythm patterns in duple and triple meter
- 4. _____ Create and improvise short rhythm patterns in duple and triple meter
- 5. _____ Demonstrate movement concepts: space, flow, levels, pathways
- 6. _____ Demonstrate single coordinated motion. (refer to Edwin Gordon method)
- 7. _____ Demonstrate knowledge of simple rhythm notation. (See rhythm notation resources)

E. TONAL CONTENT AND SKILLS:

- 1. _____ Experience songs in all modes and tonalities†
- 2. _____ Perform songs in major and minor tonality†
- 3. _____ Echo tonality patterns in major and minor tonality on neutral syllables and/or tonal systems with correct pitch (see tonal content resource)
- 4. _____ Create and improvise tonal patterns
- 5. _____ Perform short tonal ostinati to simple songs
- 6. _____ Perform in unison and harmony
- 7. _____ Arrange short musical ideas to form a composition
- 8. _____ Demonstrate knowledge of intermediate tonal notation (see tonal content resource)

F. ANALYSIS & EVALUATION:

- 1. _____ Demonstrate expression with correct terminology (ex. Tempo, dynamics)
- 2. _____ Demonstrate pitch range: high and low
- 3. _____ Identify simple musical form: AB, same/different
- 4. _____ Use known concepts to describe examples music†

G. HISTORICAL & CULTURAL CONTEXT:

- 1. _____ Perform and listen to music from various time periods and cultures†
- 2. _____ Identify situations in daily life where music is experienced†
- 3. _____ Evaluate various types of music†
- 4. _____ Establish and apply criteria for good musical performance in and outside the classroom
- 5. _____ Demonstrate appropriate, respectful behavior in various situations and events. (Mass, concerts, etc.)

H. CURRICULUM INTEGRATION:

- 1. _____ Integrate music to other curriculum areas. †
- 2. _____ Use technology resources to supplement music concepts

†Standards in which to incorporate the Catholic Faith.

KINDERGARTEN

A. IDEALS AND APPRECIATION—CATHOLIC IDENTITY:

- 1. _____ Listen and perform liturgical music†
- 2. _____ Perform hymns from a variety of eras and styles†
- 3. _____ Listen to Gregorian Chant†

B. VOCAL KNOWLEDGE & PERFORMANCE:

- 1. _____ Demonstrate age-appropriate tone quality and awareness of head voice and chest voice.
- 2. _____ Listen and audiate (internal musical thought) (see Edwin Gordon method)
- 3. _____ Demonstrate correct alignment
- 4. _____ Demonstrate proper breathing and support
- 5. _____ Sing alone and with others†
- 6. _____ Perform songs in various languages, especially Latin†
- 7. _____ Demonstrate good diction

C. INSTRUMENT KNOWLEDGE & PERFORMANCE:

- 1. _____ Perform on unpitched and/or pitched percussion

D. RHYTHM AND MOVEMENT CONTENT AND SKILLS:

- 1. _____ Perform chants in duple and triple meter
- 2. _____ Echo rhythm patterns in duple and triple meter on neutral syllables and rhythm solfege
- 3. _____ Differentiate rhythm patterns in duple and triple meter
- 4. _____ Create and improvise short rhythm patterns in duple and triple meter
- 5. _____ Demonstrate movement concepts: space, flow, levels, pathways
- 6. _____ Demonstrate single coordinated motion. (refer to Edwin Gordon method)
- 7. _____ Demonstrate knowledge of simple rhythm notation (See rhythm notation resources)

E. TONAL CONTENT AND SKILLS:

- 1. _____ Experience songs in all modes and tonalities†
- 2. _____ Perform songs in major and minor tonality†
- 3. _____ Echo tonality patterns in major and minor tonality on neutral syllables and/or tonal systems with correct pitch (see tonal content resource)
- 4. _____ Create and improvise tonal patterns
- 5. _____ Perform short tonal ostinati to simple songs
- 6. _____ Perform in unison and harmony
- 7. _____ Arrange short musical ideas to form a composition
- 8. _____ Demonstrate knowledge of intermediate tonal notation (see tonal content resource)

F. ANALYSIS & EVALUATION:

- 1. _____ Demonstrate expression with correct terminology (ex. Tempo, dynamics)
- 2. _____ Demonstrate pitch range: high and low
- 3. _____ Identify simple musical form: AB, same/different
- 4. _____ Use known concepts to describe examples music†

G. HISTORICAL & CULTURAL CONTEXT:

- 1. _____ Perform and listen to music from various time periods and cultures†
- 2. _____ Identify situations in daily life where music is experienced†
- 3. _____ Evaluate various types of music†
- 4. _____ Establish and apply criteria for good musical performance in and outside the classroom
- 5. _____ Demonstrate appropriate, respectful behavior in various situations and events. (Mass, concerts, etc.)

H. CURRICULUM INTEGRATION:

- 1. _____ Integrate music to other curriculum areas. †
- 2. _____ Use technology resources to supplement music concepts

†Standards in which to incorporate the Catholic Faith.

1st GRADE**A. IDEALS AND APPRECIATION—CATHOLIC IDENTITY:**

- 1. _____ Listen and perform liturgical music†
- 2. _____ Perform hymns from a variety of eras and styles†
- 3. _____ Listen to Gregorian Chant†

B. VOCAL KNOWLEDGE & PERFORMANCE:

- 1. _____ Demonstrate age-appropriate tone quality and awareness of head voice and chest voice.
- 2. _____ Listen and audiate (internal musical thought) (see Edwin Gordon method)
- 3. _____ Demonstrate correct alignment
- 4. _____ Demonstrate proper breathing and support
- 5. _____ Sing alone and with others†
- 6. _____ Perform songs in various languages, especially Latin†
- 7. _____ Demonstrate good diction

C. INSTRUMENT KNOWLEDGE & PERFORMANCE:

- 1. _____ Perform on unpitched and/or pitched percussion with proper technique

D. RHYTHM AND MOVEMENT CONTENT AND SKILLS:

- 1. _____ Perform chants in duple and triple meter
- 2. _____ Echo rhythm patterns in duple and triple meter on neutral syllables and rhythm solfege
- 3. _____ Differentiate rhythm patterns in duple and triple meter
- 4. _____ Create and improvise short rhythm patterns in duple and triple meter
- 5. _____ Compose a strand of rhythm patterns to form a complete composition
- 6. _____ Perform short rhythmic ostinati to simple chants and songs
- 7. _____ Demonstrate movement concepts: space, flow, levels, pathways
- 8. _____ Demonstrate single coordinated motion. (refer to Edwin Gordon method)
- 9. _____ Demonstrate knowledge of simple rhythm notation in duple meter using a set system

E. TONAL CONTENT AND SKILLS:

- 1. _____ Experience songs in all modes and tonalities†
- 2. _____ Perform songs in major and minor tonality†
- 3. _____ Echo tonality patterns in major and minor tonality on neutral syllables and/or tonal systems with correct pitch (see tonal content resource)
- 4. _____ Create and improvise tonal patterns
- 5. _____ Perform short tonal ostinati to simple songs
- 6. _____ Perform in unison and harmony
- 7. _____ Arrange short musical ideas to form a composition
- 8. _____ Demonstrate knowledge of intermediate tonal notation (see tonal content resource)

F. ANALYSIS & EVALUATION:

- 1. _____ Demonstrate expression with correct terminology (ex. Tempo, dynamics)
- 2. _____ Demonstrate pitch range: high and low
- 3. _____ Identify simple musical form: AB, same/different
- 4. _____ Use known concepts to describe examples music†

G. HISTORICAL & CULTURAL CONTEXT:

- 1. _____ Perform and listen to music from various time periods and cultures†
- 2. _____ Identify situations in daily life where music is experienced†
- 3. _____ Evaluate various types of music†
- 4. _____ Establish and apply criteria for good musical performance in and outside the classroom
- 5. _____ Demonstrate appropriate, respectful behavior in various situations and events. (Mass, concerts, etc.)

H. CURRICULUM INTEGRATION:

- 1. _____ Integrate music to other curriculum areas. †
- 2. _____ Use technology resources to supplement music concepts

†Standards in which to incorporate the Catholic Faith.

2nd GRADE**A. IDEALS AND APPRECIATION—CATHOLIC IDENTITY:**

- 1. _____ Listen and perform liturgical music†
- 2. _____ Perform hymns from a variety of eras and styles†
- 3. _____ Listen to Gregorian Chant†

B. VOCAL KNOWLEDGE & PERFORMANCE:

- 1. _____ Demonstrate age-appropriate tone quality and awareness of head voice and chest voice.
- 2. _____ Listen and audiate (internal musical thought) (see Edwin Gordon method)
- 3. _____ Demonstrate correct alignment
- 4. _____ Demonstrate proper breathing and support
- 5. _____ Sing alone and with others†
- 6. _____ Perform songs in various languages, especially Latin†
- 7. _____ Demonstrate good diction
- 8. _____ Follow conducting cues from the director
- 9. _____ Identify voices of children, adult males, and adult females

C. INSTRUMENT KNOWLEDGE & PERFORMANCE:

- 1. _____ Perform on unpitched and/or pitched percussion with proper technique
- 2. _____ Identify families of instruments
- 3. _____ Identify classroom instruments pitched and unpitched

D. RHYTHM AND MOVEMENT CONTENT AND SKILLS:

- 1. _____ Perform chants in duple, triple, and non-standard meters
- 2. _____ Echo rhythm patterns in duple and triple meter on neutral syllables and rhythm solfege
- 3. _____ Differentiate rhythm patterns in duple and triple meter
- 4. _____ Create and improvise short rhythm patterns in duple and triple meter
- 5. _____ Compose a strand of rhythm patterns to form a complete composition
- 6. _____ Perform short rhythmic ostinati to simple chants and songs
- 7. _____ Demonstrate movement concepts: space, flow, levels, pathways
- 8. _____ Demonstrate single coordinated motion. (refer to Edwin Gordon method)
- 9. _____ Demonstrate knowledge of intermediate rhythm notation in duple and triple meter using a set system (See rhythm notation resources)

E. TONAL CONTENT AND SKILLS:

- 1. _____ Experience songs in all modes and tonalities†
- 2. _____ Perform songs in major and minor tonality†
- 3. _____ Echo tonality patterns in major and minor tonality on neutral syllables and/or tonal systems with correct pitch (see tonal content resource)
- 4. _____ Create and improvise tonal patterns
- 5. _____ Perform short tonal ostinati to simple songs
- 6. _____ Perform in unison and harmony
- 7. _____ Arrange short musical ideas to form a composition
- 8. _____ Demonstrate knowledge of intermediate tonal notation (see tonal content resource)

F. ANALYSIS & EVALUATION:

- 1. _____ Demonstrate expression with correct terminology (ex. Tempo, dynamics)
- 2. _____ Demonstrate pitch range: high and low
- 3. _____ Identify simple musical form: AB, same/different
- 4. _____ Use known concepts to describe examples music†

G. HISTORICAL & CULTURAL CONTEXT:

- 1. _____ Perform and listen to music from various time periods and cultures†
- 2. _____ Identify situations in daily life where music is experienced†
- 3. _____ Evaluate various types of music†
- 4. _____ Establish and apply criteria for good musical performance in and outside the classroom
- 5. _____ Demonstrate appropriate, respectful behavior in various situations and events. (Mass, concerts, etc.)

H. CURRICULUM INTEGRATION:

- 1. _____ Integrate music to other curriculum areas. †
- 2. _____ Use technology resources to supplement music concepts

†Standards in which to incorporate the Catholic Faith.

3rd GRADE

A. IDEALS AND APPRECIATION—CATHOLIC IDENTITY:

- 1. _____ Listen and perform liturgical music†
- 2. _____ Perform hymns from a variety of eras and styles†
- 3. _____ Listen to Gregorian Chant†

B. VOCAL KNOWLEDGE & PERFORMANCE:

- 1. _____ Demonstrate age-appropriate tone quality and awareness of head voice and chest voice.
- 2. _____ Listen and audiate (internal musical thought) (see Edwin Gordon method)
- 3. _____ Demonstrate correct alignment
- 4. _____ Demonstrate proper breathing and support
- 5. _____ Sing alone and with others†
- 6. _____ Perform songs in various languages, especially Latin†
- 7. _____ Demonstrate good diction
- 8. _____ Follow conducting cues from the director
- 9. _____ Identify voices of children, adult males, and adult females

C. INSTRUMENT KNOWLEDGE & PERFORMANCE:

- 1. _____ Perform on unpitched and/or pitched instruments with proper technique
- 2. _____ Identify families of instruments
- 3. _____ Identify classroom instruments pitched and unpitched

D. RHYTHM AND MOVEMENT CONTENT AND SKILLS:

- 1. _____ Perform chants in duple, triple, and non-standard meters
- 2. _____ Echo rhythm patterns in duple and triple meter on neutral syllables and rhythm solfege
- 3. _____ Differentiate rhythm patterns in duple and triple meter
- 4. _____ Create and improvise short rhythm patterns in duple and triple meter
- 5. _____ Compose a strand of rhythm patterns to form a complete composition
- 6. _____ Perform short rhythmic ostinati to simple chants and songs
- 7. _____ Demonstrate movement concepts: space, flow, levels, pathways
- 8. _____ Demonstrate independent motion. (refer to Edwin Gordon method)
- 9. _____ Demonstrate knowledge of intermediate rhythm notation in duple and triple meter using a set system. (See rhythm notation resources)

E. TONAL CONTENT AND SKILLS:

- 1. _____ Experience songs in all modes and tonalities†
- 2. _____ Perform songs in major and minor tonality†
- 3. _____ Echo tonality patterns in major and minor tonality on neutral syllables and/or tonal systems with correct pitch (see tonal content resource)
- 4. _____ Create and improvise tonal patterns
- 5. _____ Perform short tonal ostinati to simple songs
- 6. _____ Perform in unison and harmony (simple rounds, partner songs, etc.)
- 7. _____ Arrange short musical ideas to form a composition
- 8. _____ Demonstrate knowledge of intermediate tonal notation (see tonal content resource)

F. ANALYSIS & EVALUATION:

- 1. _____ Demonstrate expression with correct terminology (ex. Tempo, dynamics)
- 2. _____ Demonstrate pitch range: high and low
- 3. _____ Identify simple musical form: AB, ABA, ABAB
- 4. _____ Use known concepts to describe examples music†

G. HISTORICAL & CULTURAL CONTEXT:

- 1. _____ Perform and listen to music from various time periods and cultures†
- 2. _____ Identify situations in daily life where music is experienced†
- 3. _____ Evaluate various types of music†
- 4. _____ Establish and apply criteria for good musical performance in and outside the classroom
- 5. _____ Demonstrate appropriate, respectful behavior in various situations and events. (Mass, concerts, etc.)

H. CURRICULUM INTEGRATION:

- 1. _____ Integrate music to other curriculum areas. †
- 2. _____ Use technology resources to supplement music concepts

†Standards in which to incorporate the Catholic Faith.

4th GRADE

A. IDEALS AND APPRECIATION—CATHOLIC IDENTITY:

- 1. _____ Listen and perform liturgical music†
- 2. _____ Perform hymns from a variety of eras and styles†
- 3. _____ Listen and perform Gregorian Chant†

B. VOCAL KNOWLEDGE & PERFORMANCE:

- 1. _____ Demonstrate age-appropriate tone quality and awareness of head voice and chest voice.
- 2. _____ Listen and audiate (internal musical thought) (see Edwin Gordon method)
- 3. _____ Demonstrate correct alignment
- 4. _____ Demonstrate proper breathing and support
- 5. _____ Sing alone and with others†
- 6. _____ Perform songs in various languages, especially Latin†
- 7. _____ Demonstrate good diction
- 8. _____ Follow conducting cues from the director
- 9. _____ Identify voices of children, adult males, and adult females

C. INSTRUMENT KNOWLEDGE & PERFORMANCE:

- 1. _____ Perform on unpitched and/or pitched instruments with proper technique
- 2. _____ Identify families of instruments
- 3. _____ Identify classroom instruments pitched and unpitched
- 4. _____ Demonstrate proper technique including: posture, embouchure, hand position, playing position., tone production that is clear, free of tension, sustained, and unwavering in pitch
- 5. _____ Adjust intonation and match pitches on wind and string instruments.

D. RHYTHM AND MOVEMENT CONTENT AND SKILLS:

- 1. _____ Perform chants in duple, triple, and non-standard meters
- 2. _____ Echo rhythm patterns in duple and triple meter on neutral syllables and rhythm solfege
- 3. _____ Differentiate rhythm patterns in duple and triple meter
- 4. _____ Create and improvise short rhythm patterns in duple and triple meter
- 5. _____ Compose a strand of rhythm patterns to form a complete composition
- 6. _____ Perform short rhythmic ostinati to simple chants and songs
- 7. _____ Demonstrate movement concepts: space, flow, levels, pathways (refer to Edwin Gordon method)

8. _____ Demonstrate knowledge of intermediate rhythm notation in duple and triple meter using a set system. (See rhythm notation resources)

E. TONAL CONTENT AND SKILLS:

1. _____ Perform and/or listen to songs in various modes and tonalities†
2. _____ Echo tonality patterns on neutral syllables and/or tonal systems with correct pitch (see tonal content resource)
3. _____ Create and improvise tonal patterns
4. _____ Perform short tonal ostinati to simple songs
5. _____ Perform in unison and harmony (simple rounds, partner songs, etc.)
6. _____ Arrange short musical ideas to form a composition
7. _____ Demonstrate knowledge of intermediate tonal notation (see tonal content resource)

F. ANALYSIS & EVALUATION:

1. _____ Demonstrate expression with correct terminology (ex. Tempo, dynamics)
2. _____ Demonstrate pitch range: high and low
3. _____ Identify simple musical form: AB, ABA, ABAB, Rondo
4. _____ Use known concepts to describe examples music†

G. HISTORICAL & CULTURAL CONTEXT:

1. _____ Perform and listen to music from various time periods and cultures†
2. _____ Identify situations in daily life where music is experienced†
3. _____ Evaluate various types of music†
4. _____ Establish and apply criteria for good musical performance in and outside the classroom
5. _____ Demonstrate appropriate, respectful behavior in various situations and events. (Mass, concerts, etc.)

H. CURRICULUM INTEGRATION:

1. _____ Integrate music to other curriculum areas. †
2. _____ Use technology resources to supplement music concepts

†Standards in which to incorporate the Catholic Faith.

5th GRADE**A. IDEALS AND APPRECIATION—CATHOLIC IDENTITY:**

- 1. _____ Listen and perform liturgical music†
- 2. _____ Perform hymns from a variety of eras and styles†
- 3. _____ Listen to and perform Gregorian Chant†

B. VOCAL KNOWLEDGE & PERFORMANCE:

- 1. _____ Demonstrate age-appropriate tone quality and awareness of head voice and chest voice.
- 2. _____ Listen and audiate (internal musical thought) (see Edwin Gordon method)
- 3. _____ Demonstrate correct alignment
- 4. _____ Demonstrate proper breathing and support
- 5. _____ Sing alone and with others†
- 6. _____ Perform songs in various languages, especially Latin†
- 7. _____ Demonstrate good diction
- 8. _____ Follow conducting cues from the director
- 9. _____ Identify voices of children, adult males, and adult females

C. INSTRUMENT KNOWLEDGE & PERFORMANCE (:

- 1. _____ Perform on unpitched and/or pitched instruments with proper technique
- 2. _____ Identify families of instruments
- 3. _____ Identify classroom instruments pitched and unpitched
- 4. _____ Demonstrate proper technique including: posture, embouchure, hand position, playing position., tone production that is clear, free of tension, sustained, and unwavering in pitch
- 5. _____ Adjust intonation and match pitches on wind and string instruments.

D. RHYTHM AND MOVEMENT CONTENT AND SKILLS:

- 1. _____ Perform chants in duple, triple, and non-standard meters
- 2. _____ Echo rhythm patterns in duple and triple meter on neutral syllables and rhythm solfege
- 3. _____ Differentiate rhythm patterns in duple and triple meter
- 4. _____ Create and improvise short rhythm patterns in duple and triple meter
- 5. _____ Compose a strand of rhythm patterns to form a complete composition
- 6. _____ Perform short rhythmic ostinati to simple chants and songs
- 7. _____ Demonstrate movement concepts: space, flow, levels, pathways (refer to Edwin Gordon method)

8. _____ Demonstrate knowledge of intermediate rhythm notation in duple and triple meter using a set system. (See rhythm notation resources)

E. TONAL CONTENT AND SKILLS:

1. _____ Perform and/or listen to songs in various modes and tonalities†
2. _____ Echo tonality patterns on neutral syllables and/or tonal systems with correct pitch (see tonal content resource)
3. _____ Create and improvise tonal patterns
4. _____ Perform short tonal ostinati to simple songs
5. _____ Perform in unison and harmony (simple rounds, partner songs, etc.)
6. _____ Arrange short musical ideas to form a composition
7. _____ Demonstrate knowledge of intermediate tonal notation (see tonal content resource)

F. ANALYSIS & EVALUATION:

1. _____ Demonstrate expression with correct terminology (ex. Tempo, dynamics)
2. _____ Demonstrate pitch range: high and low
3. _____ Identify simple musical form: AB, ABA, ABAB, Rondo, Theme and Variations
4. _____ Use known concepts to describe examples music†

G. HISTORICAL & CULTURAL CONTEXT:

1. _____ Perform and listen to music from various time periods and cultures†
2. _____ Identify situations in daily life where music is experienced†
3. _____ Evaluate various types of music†
4. _____ Establish and apply criteria for good musical performance in and outside the classroom
5. _____ Demonstrate appropriate, respectful behavior in various situations and events. (Mass, concerts, etc.)

H. CURRICULUM INTEGRATION:

1. _____ Integrate music to other curriculum areas. †
2. _____ Use technology resources to supplement music concepts

†Standards in which to incorporate the Catholic Faith.

6th GRADE

Standards cover vocal/general and instrumental music unless otherwise indicated.

A. VOCAL: KNOWLEDGE AND PERFORMANCE:

Student Competencies:

- 1. _____ Demonstrate proper ensemble skills on a standard voice part using a large and varied repertoire of vocal literature. †
 _____ a. Demonstrate proper singing posture.
 _____ b. Produce tones that are clear, free of tension, sustained, and unwavering in pitch
 _____ c. Adjust intonation and match pitches.
 _____ d. Demonstrate a variety of articulations including legato and staccato singing.
 _____ e. Demonstrate proper breathing techniques.
- 2. _____ Sing music written in unison or harmony, with or without instrumental accompaniment.
- 3. _____ Identify and sing with purity of vowels and clarity of consonants.
 _____ a. Produce pure vowels across the vocal range.
 _____ b. Identify and articulate consonants
- 4. _____ Demonstrate the ability to read a vocal score
- 5. _____ Sightread simple phrases†
- 6. _____ Identify the parts of the vocal anatomy and their use for proper vocal tone production and breath support and control.
- 7. _____ Identify key factors in maintaining vocal health (i.e. the effect of caffeine, drugs, alcohol, etc.).

B. INSTRUMENTAL (* indicates General Music): KNOWLEDGE & PERFORMANCE:

Student Competencies:

- 1. _____ Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills a large and varied repertoire of instrumental literature.* †
 _____ a. Demonstrate proper posture*, embouchure, hand position*, and playing position*.
 _____ b. Produce tones that are clear, free of tension, sustained, and unwavering in pitch
 _____ c. Adjust intonation and match pitches*.
 _____ d. Demonstrate a variety of articulations* or bowings.
 _____ e. Demonstrate musical phrasing through the use of dynamics, tempo, and melodic contour*.
 _____ f. Demonstrate ensemble skills by blending instrumental timbres and matching the following within the students section and ensemble: dynamic levels, style, and intonation*.
 _____ g. Respond to a variety of conducting gestures*
- 2. _____ Perform majors scales, ascending and descending*

- 3. _____ Percussionists will perform simple rudiments
- 4. _____ Guitarists will perform various scales and chords
- 5. _____ Perform alone and with others*
- 6. _____ Sightread, accurately and expressively on instruments*†
- 7. _____ Identify the parts of the instrument being studied by the student including the bow and stick or mallet.*

C. IMPROVISATION:*Student Competencies:*

- 1. _____ Improvise alone and with others
- 2. _____ Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys. (see Orff method)
- 3. _____ Embellish a piece of music

D. THEORY & COMPOSITION:*Student Competencies:*

- 1. _____ Arrange and/or compose music within teacher specified parameters. †
a. Use available technology (i.e. computer music notation software).
- 2. _____ Recognize chord progressions.
- 3. _____ Demonstrate the ability to dictate rhythmic and melodic passages from a given source (i.e. piano).
- 4. _____ Demonstrate extensive knowledge of the technical vocabulary of music including those related to pitch, rhythm, dynamics, tempo, articulation, and expression.

E. EVALUATING MUSIC:*Student Competencies:*

- 1. _____ Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices. †
- 2. _____ Identify and explain compositional devices and techniques
- 3. _____ Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models and apply the criteria in their personal participation in music. †

F. CURRICULUM INTEGRATION:*Student Competencies:*

- 1. _____ Integrate music to other curriculum areas. †
- 2. _____ Use technology resources to supplement music concepts

G. HISTORICAL AND CULTURAL CONTEXT:*Student Competencies:*

- 1. _____ Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. †
- 2. _____ Identify various roles, both secular and sacred, of musicians. †

H. CURRICULUM INTEGRATION:

- 1. _____ Integrate music to other curriculum areas. †
- 2. _____ Use technology resources to supplement music concepts

†Standards in which to incorporate the Catholic Faith.

7th GRADE

Standards cover vocal/general and instrumental music unless otherwise indicated.

A. VOCAL: KNOWLEDGE AND PERFORMANCE:

Student Competencies:

- 1. _____ Demonstrate proper ensemble skills on a standard voice part using a large and varied repertoire of vocal literature. †
 _____ a. Demonstrate proper singing posture.
 _____ b. Produce tones that are clear, free of tension, sustained, and unwavering in pitch
 _____ c. Adjust intonation and match pitches.
 _____ d. Demonstrate a variety of articulations including legato and staccato singing.
 _____ e. Demonstrate proper breathing techniques.
- 2. _____ Sing music written in unison or harmony, with or without instrumental accompaniment.
- 3 _____ Identify and sing with purity of vowels and clarity of consonants.
 _____ a. Produce pure vowels across the vocal range.
 _____ b. Identify and articulate consonants
- 4. _____ Demonstrate the ability to read a vocal score
- 5. _____ Sightread simple phrases†
- 6. _____ Identify the parts of the vocal anatomy and their use for proper vocal tone production and breath support and control.
- 7. _____ Identify key factors in maintaining vocal health (i.e. the effect of caffeine, drugs, alcohol, etc.).

B. INSTRUMENTAL (* indicates General Music): KNOWLEDGE & PERFORMANCE:

Student Competencies:

- 1. _____ Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills a large and varied repertoire of instrumental literature.* †
 _____ a. Demonstrate proper posture*, embouchure, hand position*, and playing position*.
 _____ b. Produce tones that are clear, free of tension, sustained, and unwavering in pitch
 _____ c. Adjust intonation and match pitches*.
 _____ d. Demonstrate a variety of articulations* or bowings.
 _____ e. Demonstrate musical phrasing through the use of dynamics, tempo, and melodic contour*.
 _____ f. Demonstrate ensemble skills by blending instrumental timbres and matching the following within the students section and ensemble: dynamic levels, style, and intonation*.
 _____ g. Respond to a variety of conducting gestures*
- 2. _____ Perform majors scales, ascending and descending*

- 3. _____ Percussionists will perform simple rudiments
- 4. _____ Guitarists will perform various scales and chords
- 5. _____ Perform alone and with others*
- 6. _____ Sightread, accurately and expressively on instruments*†
- 7. _____ Identify the parts of the instrument being studied by the student including the bow and stick or mallet.*

C. IMPROVISATION:*Student Competencies:*

- 1. _____ Improvise alone and with others
- 2. _____ Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys. (see Orff method)
- 3. _____ Improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.
- 4. _____ Embellish a piece of music

D. THEORY & COMPOSITION:*Student Competencies:*

- 1. _____ Arrange and/or compose music within teacher specified parameters. †
a. Use available technology (i.e. computer music notation software).
- 2. _____ Recognize chord progressions.
- 3. _____ Demonstrate the ability to dictate rhythmic and melodic passages from a given source (i.e. piano).
- 4. _____ Demonstrate extensive knowledge of the technical vocabulary of music including those related to pitch, rhythm, dynamics, tempo, articulation, and expression.

E. EVALUATING MUSIC:*Student Competencies:*

- 1. _____ Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices. †
- 2. _____ Identify and explain compositional devices and techniques
- 3. _____ Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models and apply the criteria in their personal participation in music. †

F. CURRICULUM INTEGRATION:*Student Competencies:*

- 1. _____ Integrate music to other curriculum areas. †
- 2. _____ Use technology resources to supplement music concepts

G. HISTORICAL AND CULTURAL CONTEXT:*Student Competencies:*

- 1. _____ Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. †
- 2. _____ Identify various roles, both secular and sacred, of musicians. †

H. CURRICULUM INTEGRATION:

- 1. _____ Integrate music to other curriculum areas. †
- 2. _____ Use technology resources to supplement music concepts

†Standards in which to incorporate the Catholic Faith.

8th GRADE

Standards cover vocal/general and instrumental music unless otherwise indicated.

A. VOCAL: KNOWLEDGE AND PERFORMANCE:

Student Competencies:

- 1. _____ Demonstrate proper ensemble skills on a standard voice part using a large and varied repertoire of vocal literature. †
 _____ a. Demonstrate proper singing posture.
 _____ b. Produce tones that are clear, free of tension, sustained, and unwavering in pitch
 _____ c. Adjust intonation and match pitches.
 _____ d. Demonstrate a variety of articulations including legato and staccato singing.
 _____ e. Demonstrate proper breathing techniques.
- 2. _____ Sing music written in unison or harmony, with or without instrumental accompaniment.
- 3. _____ Identify and sing with purity of vowels and clarity of consonants.
 _____ a. Produce pure vowels across the vocal range.
 _____ b. Identify and articulate consonants
- 4. _____ Demonstrate the ability to read a vocal score
- 5. _____ Sightread simple phrases†
- 6. _____ Identify the parts of the vocal anatomy and their use for proper vocal tone production and breath support and control.
- 7. _____ Identify key factors in maintaining vocal health (i.e. the effect of caffeine, drugs, alcohol, etc.).

B. INSTRUMENTAL (* indicates General Music): KNOWLEDGE & PERFORMANCE:

Student Competencies:

- 1. _____ Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills a large and varied repertoire of instrumental literature.* †
 _____ a. Demonstrate proper posture*, embouchure, hand position*, and playing position*.
 _____ b. Produce tones that are clear, free of tension, sustained, and unwavering in pitch
 _____ c. Adjust intonation and match pitches*.
 _____ d. Demonstrate a variety of articulations* or bowings.
 _____ e. Demonstrate musical phrasing through the use of dynamics, tempo, and melodic contour*.
 _____ f. Demonstrate ensemble skills by blending instrumental timbres and matching the following within the students section and ensemble: dynamic levels, style, and intonation*.
 _____ g. Respond to a variety of conducting gestures*

- 2. _____ Perform majors scales, ascending and descending*
- 3. _____ Percussionists will perform simple rudiments
- 4. _____ Guitarists will perform various scales and chords
- 5. _____ Perform alone and with others*
- 6. _____ Sightread, accurately and expressively on instruments*†
- 7. _____ Identify the parts of the instrument being studied by the student including the bow and stick or mallet.*

C. IMPROVISATION:*Student Competencies:*

- 1. _____ Improvise alone and with others
- 2. _____ Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys. (see Orff method)
- 3. _____ Improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.
- 4. _____ Embellish a piece of music

D. THEORY & COMPOSITION:*Student Competencies:*

- 1. _____ Arrange and/or compose music within teacher specified parameters. †
a. Use available technology (i.e. computer music notation software).
- 2. _____ Recognize chord progressions.
- 3. _____ Demonstrate the ability to dictate rhythmic and melodic passages from a given source (i.e. piano).
- 4. _____ Demonstrate extensive knowledge of the technical vocabulary of music including those related to pitch, rhythm, dynamics, tempo, articulation, and expression.

E. EVALUATING MUSIC:*Student Competencies:*

- 1. _____ Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices. †
- 2. _____ Identify and explain compositional devices and techniques
- 3. _____ Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models and apply the criteria in their personal participation in music. †

F. CURRICULUM INTEGRATION:*Student Competencies:*

- 1. _____ Integrate music to other curriculum areas. †
- 2. _____ Use technology resources to supplement music concepts

G. HISTORICAL AND CULTURAL CONTEXT:*Student Competencies:*

- 1. _____ Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. †
- 2. _____ Identify various roles, both secular and sacred, of musicians. †

H. CURRICULUM INTEGRATION:

- 1. _____ Integrate music to other curriculum areas. †
- 2. _____ Use technology resources to supplement music concepts

†Standards in which to incorporate the Catholic Faith.