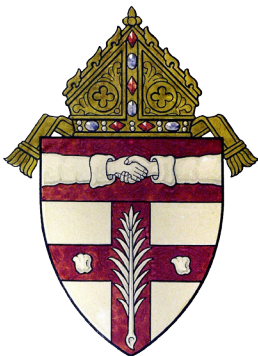


# Music Academic Standards



---

Diocese of Owensboro, Kentucky  
Revised May 2010

# TABLE OF CONTENTS

Committee for Total Catholic Education .....	2
Diocesan Curriculum Committee .....	3
Music Subject Area Committee .....	3
Mission Statement of the Diocese of Owensboro .....	4
Curriculum Plan for the Diocese of Owensboro .....	5
Introduction .....	7
National Standards for Arts Education .....	8
Catholic Perspective.....	8
Role of Technology.....	8
Assessment.....	8
How to Use This Guide.....	9
Curriculum Goals K-12.....	9
Skills - Grades K-12.....	10
Resources .....	38

# **DIOCESE OF OWENSBORO**

**Most Reverend William F. Medley**  
**Bishop of Owensboro**

## **COMMITTEE FOR TOTAL CATHOLIC EDUCATION**

**Rev. Larry Hostetter**  
Priests' Representative

**Rev. Jerry Calhoun**  
Priests' Representative

**Marie Nimmo**  
Fancy Farm Deanery Representative

**Sandy McAllister**  
Bowling Green Deanery Representative

**Paul O'Reilly**  
Eastern Deanery Representatives

**Donna Favors**  
Owensboro Deanery Representative

**Dusti Benson**  
Central Deanery Representative

**Ellen Anderson**  
Paducah Deanery

**George Barber**  
Lakes Deanery Representative

**Kim Hardesty**  
Hopkinsville Deanery

**Sr. Karla Kaelin**  
Council of Religious Representative

**Sr. Mary Celine Weidenbenner**  
Council of Religious Representative

**Gary Ervin**  
At Large Representative

**Ann O'Reilly**  
At Large Representative

**Paula Payne**  
At Large Representative

**Vickie Stumph**  
Teacher Representative

**Elaine Robertson**  
Catholic Pastoral Center Staff

**Melinda Prunty**  
Catholic Pastoral Center Staff

**Jim Mattingly**  
Catholic Pastoral Center Staff

**Mel Howard**  
Catholic Pastoral Center Staff

## **DIOCESAN CURRICULUM COMMITTEE**

**Larry Bishop**, Principal  
Christ the King School

**Daryl Hagan**, Principal  
Holy Name School, Henderson

**Jan Lange**, Principal  
St. Joseph School, Bowling Green

**Harold Staples**, Principal  
**Harold Staples**, Principal  
Owensboro Catholic High School

**Julie Renshaw**, Teacher  
Owensboro Catholic Middle School

**Ann Flaherty**, Principal  
Owensboro Catholic Middle School

**Jim Mattingly**, Superintendent  
Diocese of Owensboro Catholic Schools

## **MUSIC SUBJECT AREA COMMITTEE**

**Virginia Blandford**, Teacher  
Owensboro Catholic Schools

**Janet Barkley**, Teacher  
Holy Name School

**Ed Hauser**, Teacher  
Owensboro Catholic High School

**Heather Hayden**, Teacher  
Owensboro Catholic Schools

**Doris Waldeck**  
Diocesan Curriculum Consultant

*The curriculum in the Catholic School should reflect the four interrelated purposes of catechesis: "to proclaim the mysteries of the faith, to foster community, to encourage worship and prayer, and to motivate service to others. (NCD, #215) Indeed this IS the mission of the Catholic Schools in the Diocese of Owensboro.*

**The mission of the Catholic Schools of the Diocese of Owensboro is to share in the Church's mission, to proclaim the message of Jesus Christ as lived out in the Catholic Church which creates a worshipping community of believers whose service is a witness of their Christian love.**

## CURRICULUM PLAN FOR THE DIOCESE OF OWENSBORO

The Curriculum Committee for Schools of the Diocese of Owensboro, Kentucky was established in April 1994 to provide direction in developing the curricula for all subject areas. In order to provide direction, there was also a need for a long term, comprehensive curriculum plan. A time line was established for assessing and developing a curriculum that would be consistent with the teachings of the Catholic Church, would address educational reform, and would include the requirements for the Kentucky Non-Public School Certification Process.

### *Diocese of Owensboro Textbook Adoption Process*

Subject Area	Curriculum Revision	Textbook Selection	Approval by Diocesan Curriculum Committee	Approval by PACESS	Approval by Committee for Total Catholic Education	Purchase Textbooks
Group I - Language Arts, Reading and Literature	2010 - 2011 Complete by 4/30/12	2011 - 2012 Complete by 4/30/13	May, 2012	May, 2012	May, 2012	July, 2013
Group II - Social Studies	2011 - 2012 Complete by 4/30/13	2012 - 2013 Complete by 4/30/14	May, 2013	May, 2013	May, 2013	July, 2014
Group III - Science	2012 - 2013 Complete by 4/30/14	2013 - 2014 Complete by 4/30/15	May, 2014	May, 2014	May, 2014	July, 2015
Group IV - Mathematics	2013 - 2014 Complete by 4/30/15	2014 - 2015 Complete by 4/30/16	May, 2015	May, 2015	May, 2015	July, 2016
Group V - Vocational Studies and Practical Living	2008 - 2009 Complete by 4/30/09	2009 - 2010 Complete by 4/30/11	May, 2009	May, 2009	May, 2009	July, 2011
Group VI - Arts & Humanities, Religion, Foreign Language	2009 - 2010 Complete by 4/30/10	2010 - 2011 Complete by 4/30/12	May, 2010	May, 2010	May, 2010	July, 2012

Subject area committee efforts will focus on student learning. It is recommended to teachers that planning, written curriculum guides, textbooks, assessments, etc. be seen as means for student learning. All processes should be developed to ensure continuous improvement of the curriculum.

The Diocesan Curriculum Committee consensually agreed that the curriculum for each subject area would be developed and completed according to the curriculum plan. Textbooks and/or materials would be chosen to support the Curriculum Guide.

It was also agreed that a Curriculum Committee would be established for each subject. Each committee needs to explore the present status, refer to all available resources, and develop content guidelines for Grades K-12.

Praise God in his holy sanctuary;  
give praise in the mighty dome of heaven.  
Give praise for his mighty deeds,  
praise him for his majesty.  
Give praise with blasts upon the horn,  
praise him with harp and lyre.  
Give praise with tambourines and dance,  
praise him with flutes and strings.  
Give praise with crashing cymbals,  
praise him with sounding cymbals.  
Let everything that has breath  
give praise to the Lord!

- *Psalm 150*

## MUSIC

From the dawn of civilization music has been an essential part of the human experience. People of every age and culture have known the power of music and have used it to express their deepest emotions, and to accompany the most important events of their lives. Music has acted as an avenue for connecting time and space, experience and event, intellect and emotion. Music has reflected the vision, aspirations, and noblest desires of the human spirit by offering a means to express the otherwise inexpressible.<sup>1</sup>

The study of music contributes in important ways to the quality of every student's life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments, and composing, students can express themselves creatively, while knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. The adult life of every student is enriched by the skills, knowledge, and habits acquired in the study of music. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

Music, as an academic subject, provides students with a way of communicating thoughts and feelings, giving them a much more powerful means of self-expression, which in turn bolsters self-esteem. Music education develops problem-solving abilities by encouraging creativity and alternative ways of perceiving and thinking. It encourages discipline, cooperation, and the creation of community. It enables students to appreciate their own culture and that of others.<sup>2</sup>

In the Catholic Church, music has been integral to worship activities. In the Constitution on the Sacred Liturgy the church says, "The musical tradition of the universal church is a treasure of inestimable value, greater even than that of any other art. The main reason for this preeminence is that, as sacred melody united to words, it forms a necessary or integral part of solemn liturgy."<sup>3</sup>

---

<sup>1</sup> Espinosa, Teresita. "RESPONDING TO THE NATIONAL MUSIC STANDARDS." Catholic Music Educator. September, 1994.

<sup>2</sup> Ibid, p. 10

<sup>3</sup> Vatican II, Constitution on the Sacred Liturgy (Sacrosanctum Concilium) #112.



## **National Standards for Arts Education**

In developing a sequential and developmentally appropriate curriculum, this guide incorporates the nine *National Standards for Arts Education*:

1. Singing, alone and with others, a varied repertoire of music
2. Performing on instruments, alone and with others, a varied repertoire of music
3. Improvising melodies, variations, and accompaniments
4. Composing and arranging music within specified guidelines
5. Reading and notating music
6. Listening to, analyzing, and describing music
7. Evaluating music and music performances
8. Understanding relationships between music, the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

## **Catholic Perspective**

Catholic Education has always recognized the central role of Arts Education in the formation of the whole person. It recognizes, too, the formation of the child in worship. The Catholic School Student should be allowed to experience music as a primary spiritual and community-forming resource. Students in Catholic Schools should know the joy of music in worship and the role that music will play in their lives as believers and future leaders of the Church.

The *Catholic Connections to the National Standards for Arts Education* is intended to provide a full and positive endorsement of the vision and directives contained in the National Standards and at the same time provide a recommendation for applying these standards to liturgical music. The document is to be considered an integral part of this guide and must be purchased for all who teach music in the Catholic school.

## **Role of Technology**

So far as resources allow, the curriculum should utilize current technology to individualize and expand music learning. Through the use of computers, electronic keyboards, synthesizers, samplers, CDS, CD-ROMs, and various MIDI devices, every student can be actively involved in creating, performing, listening to, and analyzing music. However, technology should be used not for its own sake but in order to achieve the objectives of music education.

## **Assessment**

Data derived from assessment provide students with feedback on how well they are meeting the expectations of their teachers and their parents, provide teachers with feedback on how well their students are learning, and provide the district with feedback on the effectiveness of its teachers and programs.

Every music educator then, should develop reliable, valid, and appropriate techniques for assessing student learning in music. A variety of assessment procedures, allowing for individual differences, should be used. Assessment based on objectives derived from the skills in this guide should be an integral part of instruction.

Collection of data is derived from these primary sources:

- Performance assessment: both classroom and public
- Classroom discussions: understanding of structure and elements of music
- Participatory activities: individual, small, and large group
- Written evaluation: teacher-made tests, checklists, unit tests
- Portfolios: written reports and essays on composers, styles, and genres

Please refer to the “*Catholic Connections to the National Standards for Arts Education.*” This document contains an explanation of student assessment of the *CATHOLIC CONNECTIONS* and the *NATIONAL STANDARDS*.

## HOW TO USE THIS GUIDE

It is the challenge of each teacher of music to develop his/her program by utilizing textbooks, resource materials, and assessments that address the concepts and skills contained in this guideline.

The skills/concepts are organized within each grade level to be more user-friendly for all teachers of music. As the music teacher implements these guidelines, he/she can pull the grade level addressed and check off the concepts that have been taught and ultimately mastered. The skills/concepts are listed under each *Standard of the National Standards for Music* (NSM), the corresponding *Catholic Connections to the National Standards for Arts Education* (CC), and the corresponding skills and concepts from the Kentucky Combined Curriculum Document (KCCD).

Students at higher levels are expected to demonstrate higher levels of that skill dealing with more complex music and responding to music in increasingly more sophisticated ways.

## ELEMENTARY AND SECONDARY SCHOOL MUSIC CURRICULUM

**The elementary and secondary school music curriculum will provide opportunities for students to achieve the following goals:**

1. To develop an understanding and appreciation of all music as a means of universal expression and communication
2. To foster an appreciation of liturgical music, both past and present, such that each might participate fully, actively, and consciously in liturgical worship

**From these goals flow the following objectives:**

1. The student will identify the terminology and concepts of music
2. The student will name the elements of music in existing compositions
3. The student will demonstrate knowledge of the elements of music in original compositions
4. The student will participate, alone and in groups, in the planning, producing, presenting, and/or performing of original and existing musical compositions
5. The student will analyze and evaluate, in both verbal and written form, the creative expression and technical quality of musical compositions

## KINDERGARTEN

### SINGS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

National Standards for Music (NSM)-1, Catholic Connections (CC)-1, and KCCD – Mu2

Students will sing:

- 1.K.1 On pitch and in rhythm
- 1.K.2 Expression
- 1.K.3 Songs of different styles and cultures

### PERFORMS ON INSTRUMENTS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC NSM-2, CC-2, and KCCD – Mu2-3

Students will perform:

- 2.K.1 Echo and melodic patterns

### IMPROVISES MELODIES, VARIATIONS, AND ACCOMPANIMENTS

NSM-3, CC-3 and KCCD – Mu2

Students will improvise:

- 3.K.1 “Answers” in the same style to given rhythmic and melodic phrases
- 3.K.2 Simple rhythmic variations and simple melodic embellishments on familiar melodies

### COMPOSES AND ARRANGES MUSIC WITHIN SPECIFIED GUIDELINES

NSM-4, CC-4, and KCCD – Mu3

*Inappropriate for the developmental level of Kindergarten students*

### READS AND NOTATES MUSIC

NSM-5, CC-5, and KCCD – Mu2

Students will read:

- 5.K.1 Quarter notes

### RECOGNIZES ELEMENTS OF MUSIC

NSM-5, CC-5, and KCCD- Mu1

Students will recognize:

- 5.K.2 RHYTHM
  - 5.K.2a Steady beat
  - 5.K.2b Rhythmic notation
  - 5.K.2c Rhythmic sounds
  - 5.K.2d Performance of written rhythms
- 5.K.3 MELODY
  - 5.K.3a Pitch discrimination
  - 5.K.3b Melodic direction
  - 5.K.3c Melodic range
- 5.K.4 FORM
  - 5.K.4a Call - response
  - 5.K.4b Phrases and sections
- 5.K.5 EXPRESSION
  - 5.K.5a Movement
  - 5.K.5b Tempo
  - 5.K.5c Dynamics
  - 5.K.5d Musical vocabulary
  - 5.K.5e Interpretation

- 5.K.6 TIMBRE
  - 5.K.6a Vocal
  - 5.K.6b Instrumental

#### LISTENS TO, ANALYZES, AND DESCRIBES MUSIC

NSM-6, CC-6, and KCCD – Mu4

Students will listen to, analyze and describe:

- 6.K.1 Appropriate terminology
- 6.K.2 Identify instrument sounds/orchestral families
- 6.K.3 Personal choices for works and styles
- 6.K.4 Identify types and styles
- 6.K.5 Across curriculum

#### EVALUATES MUSIC AND MUSIC PERFORMANCES

NSM-7, CC-7, and KCCD – Mu4

Students will:

- 7.K.1 Use musical terms and concepts to evaluate music
- 7.K.2 Describe personal preferences of music and styles

#### UNDERSTANDS RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

NSM-8, CC-8, and KCCD –Da1, 2

- Students will describe:
  - 8.K.1 COMMON ELEMENTS OF TWO OR MORE ARTS (Not appropriate for K)
  - 8.K.2 DANCE, ELEMENTS, MOVEMENTS AND FORMS
    - 8.K.2a Locomotor and non-locomotor movement
    - 8.K.2b Expressive qualities of movement
    - 8.K.2c Simple dances and create simple dances

#### UNDERSTANDS MUSIC IN RELATION TO HISTORY AND CULTURE

NSM 9, CC 9, and KCCD-Mu3, 4

Students will describe:

- 9.K.1 Similarities and differences in musical elements used in:
  - 9.K.1a Native American
  - 9.K.1b Folk
  - 9.K.1c Game songs
  - 9.K.1d Lullabies
  - 9.K.1e Marches
  - 9.K.1f Patriotic

## GRADE 1

### SINGS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

National Standards for Music (NSM)-1, Catholic Connections (CC)-1, and KCCD-Mu2

Students will sing:

- 1.1.1 On pitch and in rhythm
- 1.1.2 Expression
- 1.1.3 Songs of different styles and culture

### PERFORMS ON INSTRUMENTS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC NSM-2, CC-2, and KCCD-Mu2, 3

Students will perform:

- 2.1.1 Echo and melodic patterns
- 2.1.2 On pitch and in rhythm
- 2.1.3 Simple patterns
- 2.1.4 In groups

### IMPROVISES MELODIES, VARIATIONS, AND ACCOMPANIMENTS

NSM-3, CC-3, and KCCD-Mu3

Students will improvise:

- 3.1.1 Similar rhythm phrases
- 3.1.2 Similar melodic phrases

### COMPOSES AND ARRANGES MUSIC WITHIN SPECIFIED GUIDELINES

NSM-4, CC-4, and KCCD-Mu3

*Inappropriate for the development level of students of Grade 1*

### READS AND NOTATES MUSIC

NSM-5, CC-5, and KCCD-Mu2

Students will read:

- 5.1.1 Whole, half, dotted half, and quarter notes and rests
- 5.1.2 Meter, rhythm, pitch and dynamics
- 5.1.3 In treble clef

### RECOGNIZES ELEMENTS OF MUSIC

NSM-5, CC-5, and KCCD-Mu1

Students will recognize:

- 5.1.4 RHYTHM
  - 5.1.4a Steady beat
  - 5.1.4b Rhythmic notation
  - 5.1.4c Rhythmic sounds
  - 5.1.4d Performance of written rhythms
  - 5.1.4e Meter (time signature)
- 5.1.5 MELODY
  - 5.1.5a Pitch discrimination
  - 5.1.5b Melodic direction
  - 5.1.5c Melodic phrases
  - 5.1.5d Melodic range
  - 5.1.5e Melodic notation
- 5.1.6 FORM
  - 5.1.6a Call - response
  - 5.1.6b Phrases and sections
- 5.1.7 EXPRESSION

- 5.1.7a Movement
- 5.1.7b Tempo
- 5.1.7c Dynamics
- 5.1.7d Musical vocabulary
- 5.1.7e Interpretation
- 5.1.8 TIMBRE
  - 5.1.8a Vocal
  - 5.1.8b Instrumental

**LISTENS TO, ANALYZES, AND DESCRIBES MUSIC**  
NSM-6, CC-6, and KCCD-Mu4

Students will listen to, analyze, and describe:

- 6.1.1 Appropriate terminology
- 6.1.2 Identify instrument sounds/orchestral families
- 6.1.3 Personal choices for works and styles
- 6.1.4 Identify types and styles
- 6.1.5 Across curriculum

**EVALUATES MUSIC AND MUSIC PERFORMANCES**

NSM-7, CC-7, and KCCD-Mu4

Students will:

- 7.1.1 Use musical terms and concepts to evaluate music
- 7.1.2 Describe personal preferences of music and styles

**UNDERSTANDS RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS**

NSM-8, CC-8, and KCCD-Da1, 2

Students will describe:

- 8.1.1 COMMON ELEMENTS OF TWO OR MORE ARTS (Not appropriate for Grade 1)
- 8.1.2 DANCE, ELEMENTS, MOVEMENTS, AND FORMS
  - 8.1.2a Locomotor and non-locomotor movement
  - 8.1.2b Expressive qualities of movement
  - 8.1.2c Create simple dances
  - 8.1.2d Choreographic principles, processes, structures
- 8.1.3 DANCE - HISTORICAL AND CULTURAL CONTEXT
  - 8.1.3 Dance as part of cultures

**UNDERSTANDS MUSIC IN RELATION TO HISTORY AND CULTURE**

NSM 9, CC 9 and KCCD-Mu3, 4

Students will describe:

- 9.1.1 Similarities and differences in musical elements used in:
  - 9.1.1a Native American
  - 9.1.1b Folk
  - 9.1.1c Rock
  - 9.1.1d Game songs
  - 9.1.1e Lullabies
  - 9.1.1f Marches
  - 9.1.1g Patriotic
  - 9.1.1h Liturgical music

## GRADE 2

### SINGS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

National Standards for Music NSM-1, Catholic Connections CC-1, and KCCD-Mu2

Students will sing:

- 1.2.1 Ostinatos, partner songs, and rounds
- 1.2.2 On pitch and in rhythm
- 1.2.3 Expression
- 1.2.4 Songs of different styles and cultures

### PERFORMS ON INSTRUMENTS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

NSM-2, CC-2, and KCCD-Mu2, 3

Students will perform:

- 2.2.1 Echo and melodic patterns
- 2.2.2 On pitch and in rhythm
- 2.2.3 Simple patterns
- 2.2.4 In groups
- 2.2.5 Music of different styles

### IMPROVISES MELODIES, VARIATIONS, AND ACCOMPANIMENTS

NSM-3, CC-3, and KCCD-Mu2

Students will improvise:

- 3.2.1 Similar rhythm phrases
- 3.2.2 Similar melodic phrases
- 3.2.3 Simple rhythmic ostinato accompaniments

### COMPOSES AND ARRANGES MUSIC WITHIN SPECIFIED GUIDELINES

NSM-4, CC-4, and KCCD-Mu3

Students will create:

- 4.2.1 Short compositions

### READS AND NOTATES MUSIC

NSM-5, CC-5, and KCCD-Mu2

Students will read:

- 5.2.1 Whole, half, dotted half, and quarter notes and rests in 2/4, 3/4, and 4/4 meter signatures
- 5.2.2 Meter, rhythm, pitch, and dynamics
- 5.2.3 In treble clef

### RECOGNIZES ELEMENTS OF MUSIC

NSM-5, CC-5, and KCCD-Mu1

Students will recognize:

- 5.2.4 RHYTHM
  - 5.2.4a Steady beat
  - 5.2.4b Rhythmic notation
  - 5.2.4c Rhythmic sounds
  - 5.2.4d Performance of written rhythms
  - 5.2.4e Meter (time signature)
- 5.2.5 MELODY
  - 5.2.5a Pitch discrimination
  - 5.2.5b Melodic direction
  - 5.2.5c Melodic phrase
  - 5.2.5d Melodic range
  - 5.2.5e Melodic notation

- 5.2.6 HARMONY
  - 5.2.6a Types
- 5.2.7 FORM
  - 5.2.7a Call - response
  - 5.2.7b Phrases and sections
- 5.2.8 EXPRESSION
  - 5.2.8a Movement
  - 5.2.8b Tempo
  - 5.2.8c Dynamics
  - 5.2.8d Musical vocabulary
  - 5.2.8e Expressive markings
  - 5.2.8f Interpretation
- 5.2.9 TIMBRE
  - 5.2.9a Vocal
  - 5.2.9b Instrumental

#### LISTENS TO, ANALYZES, AND DESCRIBES MUSIC

NSM-6, CC-6, and KCCD-Mu4

Students will listen to, analyze, and describe:

- 6.2.1 Appropriate terminology
- 6.2.2 Identify instrument sounds/orchestral families
- 6.2.3 Personal choices for works and styles
- 6.2.4 Identify types and styles
- 6.2.5 Across curriculum

#### EVALUATES MUSIC AND MUSIC PERFORMANCES

NSM-7, CC-7, and KCCD-Mu4

Students will:

- 7.2.1 Use musical terms and concepts to evaluate music
- 7.2.2 Describe personal preferences of music and styles

#### UNDERSTANDS RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

NSM-8, CC-8, and KCCD-Da1, 2

Students will describe:

- 8.2.1 COMMON ELEMENTS OF TWO OR MORE ARTS (Not appropriate for Grade 2)
- 8.2.2 DANCE, ELEMENTS, MOVEMENTS, AND FORMS
  - 8.2.2a Locomotor and non-locomotor movement
  - 8.2.2b Expressive qualities of movement
  - 8.2.2c Create simple dances
- 8.2.3 DANCE - HISTORICAL AND CULTURAL CONTEXT
  - 8.2.3a Dance as part of cultures
  - 8.2.3b Purposes of dance: ceremonial, recreational, and artistic

#### UNDERSTANDS MUSIC IN RELATION TO HISTORY AND CULTURE

NSM 9, CC 9, and KCCD-Mu3, 4

Students will describe:

- 9.2.1 Similarities and differences in musical elements used in:
  - 9.2.1a Native American
  - 9.2.1b Folk
  - 9.2.1c Ragtime
  - 9.2.1d Rock
  - 9.2.1e Country



- 9.2.1f Game songs
- 9.2.1g Lullabies
- 9.2.1h Marches
- 9.2.1i Patriotic
- 9.2.1j Liturgical music

## GRADE 3

### SINGS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

National Standards for Music NSM-1, Catholic Connections CC-1, and KCCD-Mu2

Students will sing:

- 1.3.1 Ostinatos, partner songs, and rounds
- 1.3.2 On pitch and in rhythm
- 1.3.3 Expression
- 1.3.4 Blends voices and dynamics with conductor
- 1.3.5 Songs of different styles and cultures

### PERFORMS ON INSTRUMENTS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

NSM-2, CC-2, and KCCD-Mu2, 3

Students will perform:

- 2.3.1 Echo and melodic patterns
- 2.3.2 On pitch and in rhythm
- 2.3.3 Simple patterns
- 2.3.4 In groups
- 2.3.5 Music of different styles
- 2.3.6 Independent parts with contrasting parts

### IMPROVISES MELODIES, VARIATIONS, AND ACCOMPANIMENTS

NSM-3, CC-3, and KCCD-Mu2

Students will improvise:

- 3.3.1 Similar rhythm phrases
- 3.3.2 Similar melodic phrases
- 3.3.3 Simple rhythmic ostinato accompaniments
- 3.3.4 Simple melodic ostinato accompaniments

### COMPOSES AND ARRANGES MUSIC WITHIN SPECIFIED GUIDELINES

NSM-4, CC-4, Mu3

Students will create:

- 4.3.1 Short songs and arrangements

### READS AND NOTATES MUSIC

NSM-5, CC-5, and KCCD-Mu2

Students will read and notate:

- 5.3.1 Meter, rhythm, pitch, and dynamics
- 5.3.2 In treble clef

### RECOGNIZES ELEMENTS OF MUSIC

NSM-5, CC-5, and KCCD-Mu1

Students will recognize:

- 5.3.3 RHYTHM
  - 5.3.3a Steady Beat
  - 5.3.3b Rhythmic notation
  - 5.3.3c Rhythmic sounds
  - 5.3.3d Performance of written rhythms
  - 5.3.3e Meter (time signature)
  - 5.3.3f Rhythmic dictation
- 5.3.4 MELODY
  - 5.3.4 a Pitch discrimination
  - 5.3.4b Melodic direction

- 5.3.4c Melodic phrases
- 5.3.4d Melodic range
- 5.3.4e Melodic notation
- 5.3.5 HARMONY
  - 5.3.5a Types
- 5.3.6 FORM
  - 5.3.6a Call - response
  - 5.3.6b Phrases and sections
- 5.3.7 EXPRESSION
  - 5.3.7a Movement
  - 5.3.7b Tempo
  - 5.3.7c Dynamics
  - 5.3.7d Musical vocabulary
  - 5.3.7e Expressive markings
  - 5.3.7 Interpretation
- 5.3.8 TIMBRE
  - 5.3.8a Vocal
  - 5.3.8b Instrumental

#### LISTENS TO, ANALYZES, AND DESCRIBES MUSIC

NSM-6, CC-6, and KCCD-Mu4

Students will listen to, analyze, and describe:

- 6.3.1 Appropriate terminology
- 6.3.2 Identify instrument sounds/orchestral families
- 6.3.3 Personal choices for works and styles
- 6.3.4 Identify types and styles
- 6.3.5 Across curriculum

#### EVALUATES MUSIC AND MUSIC PERFORMANCES

NSM-7, CC-7, and KCCD-Mu4

The students will:

- 7.3.1 Use musical terms and concepts to evaluate music
- 7.3.1 Describe personal preferences of music and styles

#### UNDERSTANDS RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

NSM-8, CC-8, and KCCD-Da1, 2

The students will describe:

- 8.3.1 COMMON ELEMENTS OF TWO OR MORE ARTS (Not appropriate for Grade 3)
- 8.3.2 DANCE, ELEMENTS, MOVEMENTS, AND FORMS
  - 8.3.2a Locomotor and non-locomotor movement
  - 8.3.2b Expressive qualities of movement
  - 8.3.2c Create simple dances
  - 8.3.2d Choreographic principles, processes, structures
- 8.3.3 DANCE - HISTORICAL AND CULTURAL CONTEXT
  - 8.3.3a Dance as part of cultures
  - 8.3.3b Purposes of dance: ceremonial, recreational, and artistic

#### UNDERSTANDS MUSIC IN RELATION TO HISTORY AND CULTURE

NSM 9, CC 9, and KCCD-Mu3-4

The students will describe:

- 9.3.1 Similarities and differences in musical elements used in:
  - 9.3.1a Native American

- 9.3.1b Folk
- 9.3.1c Blues
- 9.3.1d Spirituals
- 9.3.1e Ragtime
- 9.3.1f Rock
- 9.3.1g Country
- 9.3.1h Game songs
- 9.3.1i Lullabies
- 9.3.1j Marches
- 9.3.1k Patriotic
- 9.3.1l Bluegrass
- 9.3.1m Liturgical music

## GRADE 4

### SINGS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

National Standards for Music NSM-1, Catholic Connections CC-1, KCCD-Mu2

Students will sing:

- 1.4.1 Ostinatos, partner songs, and rounds
- 1.4.2 On pitch and in rhythm
- 1.4.3 Expression
- 1.4.4 Blends voices and dynamics with conductor
- 1.4.5 Songs of different styles and cultures
- 1.4.6 Proper breath control
- 1.4.7 Two and three part music

### PERFORMS ON INSTRUMENTS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

NSM-2, CC-2, and KCCD-Mu2, 3

Students will perform:

- 2.4.1 Echo and melodic patterns
- 2.4.2 On pitch and in rhythm
- 2.4.3 Simple patterns
- 2.4.4 In groups
- 2.4.5 Music of different styles
- 2.4.6 Independent parts with contrasting parts
- 2.4.7 Simple melodies by ear

### IMPROVISES MELODIES, VARIATIONS, AND ACCOMPANIMENTS

NSM-3, CC-3, and KCCD-Mu3

The students will improvise:

- 3.4.1 Similar rhythm phrases
- 3.4.2 Similar melodic phrases
- 3.4.3 Simple rhythmic ostinato accompaniments
- 3.4.4 Simple melodic ostinato accompaniments
- 3.4.5 Rhythmic and melodic variations

### COMPOSES AND ARRANGES MUSIC WITHIN SPECIFIED GUIDELINES

NSM-4, CC-4, and KCCD-Mu3

Students will compose and arrange:

- 4.4.1 Background music for specific performance
- 4.4.2 Short compositions with specific guidelines
- 4.4.3 Melodic and rhythm instruments for original compositions

### READS AND NOTATES MUSIC

NSM-5, CC-5, KCCD-Mu2

Students will read and notate:

- 5.4.1 Meter, rhythm, pitch, and dynamics
- 5.4.2 In treble clef
- 5.4.3 Tempo and articulation symbols
- 5.4.4 Notate musical ideas

### RECOGNIZES ELEMENTS OF MUSIC

NSM-5, CC-5, and KCCD-Mu1

Students will recognize:

- 5.4.5 RHYTHM

- 5.4.5a Steady beat
- 5.4.5b Rhythmic notation
- 5.4.5c Rhythmic sounds
- 5.4.5d Performance of written rhythms
- 5.4.5e Meter (time signature)
- 5.4.5f Rhythmic dictation
- 5.4.6 MELODY
  - 5.4.6a Pitch discrimination
  - 5.4.6b Melodic direction
  - 5.4.6c Melodic phrases
  - 5.4.6d Melodic range
  - 5.4.6e Melodic notation
  - 5.4.6f Tonal organization: scales
  - 5.4.6g Tonal organization: key signatures
- 5.4.7 HARMONY
  - 5.4.7a Types
  - 5.4.7b Multiple sounds
  - 5.4.7c Texture
- 5.4.8 FORM
  - 5.4.8a Call - response
  - 5.4.8b Phrases and sections
  - 5.4.8c Theme and variation
  - 5.4.8d Rondo
  - 5.4.8e Symphony
- 5.4.9 EXPRESSION
  - 5.4.9a Movement
  - 5.4.9b Tempo
  - 5.4.9c Dynamics
  - 5.4.9d Musical vocabulary
  - 5.4.9e Expressive markings
  - 5.4.9f Interpretation
- 5.4.10 TIMBRE
  - 5.4.10a Vocal
  - 5.4.10b Instrumental

#### LISTENS TO, ANALYZES, AND DESCRIBES MUSIC

NSM-6, CC-6, and KCCD-Mu4

Students will listen to, analyze, and describe:

- 6.4.1 Appropriate terminology
- 6.4.2 Identify instrument sounds/orchestral families
- 6.4.3 Personal choices for works and styles
- 6.4.4 Identify types and styles
- 6.4.5 Across curriculum

#### EVALUATES MUSIC AND MUSIC PERFORMANCES

NSM-7, CC-7, and KCCD-Mu4

Students will:

- 7.4.1 Use musical terms and concepts to evaluate music
- 7.4.2 Describe personal preferences of music and styles

#### UNDERSTANDS RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

NSM-8, CC-8, and KCCD-Da1, 2, 3

Students will describe:

- 8.4.1 COMMON ELEMENTS OF TWO OR MORE ARTS
  - 8.4.1a Identify characteristic materials in two or more arts
  - 8.4.1b Principles/subject matter of other disciplines are interrelated with music
  - 8.4.1c Common elements of art, architecture, music, and environment of worship
  - 8.4.1d Elements of music experiences in Church which teach Theology/demonstrate Ecclesiology
- 8.4.2 DANCE, ELEMENTS, MOVEMENTS, AND FORMS
  - 8.4.2a Locomotor and non-locomotor movement
  - 8.4.2b Expressive qualities of movement
  - 8.4.2c Create simple dances
- 8.4.3 DANCE - HISTORICAL AND CULTURAL CONTEXT
  - 8.4.3a Dance as part of cultures
  - 8.4.2b Purposes of dance: ceremonial, recreational, and artistic

UNDERSTANDS MUSIC IN RELATION TO HISTORY AND CULTURE

NSM 9, CC 9, and KCCD-Mu3, 4

Students will describe:

- 9.4.1 Similarities and differences in musical elements used in:
  - 9.4.1a Native American
  - 9.4.1b Folk
  - 9.4.1c Blues
  - 9.4.1d Spirituals
  - 9.4.1e Ragtime
  - 9.4.1f Rock
  - 9.4.1g Country
  - 9.4.1h Game songs
  - 9.4.1i Work songs
  - 9.4.1j Lullabies
  - 9.4.1k Marches
  - 9.4.1l Patriotic
  - 9.4.1m Bluegrass
  - 9.4.1n Liturgical music

## GRADE 5

### SINGS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

National Standards for Music NSM-1, Catholic Connections CC-1, and KCCD-Mu2

Students will sing:

- 1.5.1 Ostinatos, partner songs, and rounds
- 1.5.2 On pitch and in rhythm
- 1.5.3 Expression
- 1.5.4 Blends voices and dynamics with conductor
- 1.5.5 Songs of different styles and cultures
- 1.5.6 Proper breath control
- 1.5.7 Two and three part music

### PERFORMS ON INSTRUMENTS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

NSM-2, CC-2, and KCCD-Mu2-3

Students will perform:

- 2.5.1 Echo and melodic patterns
- 2.5.2 On pitch and in rhythm
- 2.5.3 Simple patterns
- 2.5.4 In groups
- 2.5.5 Music of different styles
- 2.5.6 Independent parts with contrasting parts
- 2.5.7 Simple melodies by ear
- 2.5.8 Expression and technical accuracy

### IMPROVISES MELODIES, VARIATIONS, AND ACCOMPANIMENTS

NSM-3, CC3, and KCCD-Mu2

Students will improvise:

- 3.5.1 Similar rhythm phrases
- 3.5.2 Similar melodic phrases
- 3.5.3 Simple rhythmic ostinato accompaniments
- 3.5.4 Simple melodic ostinato accompaniments
- 3.5.5 Rhythmic and melodic variations
- 3.5.6 Harmonic accompaniments
- 3.5.7 Melodic variations

### COMPOSES AND ARRANGES MUSIC WITHIN SPECIFIED GUIDELINES

NSM-4, CC-4, and KCCD-Mu3

Students will compose and arrange:

- 4.5.1 Background music for specific performances
- 4.5.2 Short compositions with specific guidelines
- 4.5.3 Melodic and rhythm instruments for original compositions
- 4.5.4 Traditional and computerized sounds to compose and arrange music

### READS AND NOTATES MUSIC

NSM-5, CC-5, and KCCD-Mu2

Students will read and notate:

- 5.5.1 Meter, rhythm, pitch, and dynamics
- 5.5.2 In treble clef
- 5.5.3 Tempo and articulation symbols
- 5.5.4 Notate musical ideas



## RECOGNIZES ELEMENTS OF MUSIC

NSM-5, CC-5, and KCCD-Mu1

Students will recognize:

- 5.5.5 RHYTHM
  - 5.5.5a Steady beat
  - 5.5.5b Rhythmic notation
  - 5.5.5c Rhythmic sounds
  - 5.5.5d Performance of written rhythms
  - 5.5.5e Meter (time signature)
  - 5.5.5f Rhythmic dictation
- 5.5.6 MELODY
  - 5.5.6a Pitch discrimination
  - 5.5.6b Melodic direction
  - 5.5.6c Melodic phrases
  - 5.5.6d Melodic range
  - 5.5.6e Melodic notation
  - 5.5.6f Melodic dictation
  - 5.5.6g Tonal organization: scales
  - 5.5.6h Tonal organization: key signatures
  - 5.5.6i Tonal organization: intervals
  - 5.5.6j Tonal organization: modes
- 5.5.7 HARMONY
  - 5.5.7a Types
  - 5.5.7b Multiple sounds
  - 5.5.7c Texture
- 5.5.8 FORM
  - 5.5.8a Call - response
  - 5.5.8b Phrases and sections
  - 5.5.8c Theme and variation
  - 5.5.8d Rondo
  - 5.5.8e Symphony
- 5.5.9 EXPRESSION
  - 5.5.9a Movement
  - 5.5.9b Tempo
  - 5.5.9c Dynamics
  - 5.5.9d Musical vocabulary
  - 5.5.9e Expressive markings
  - 5.5.9f Interpretation
- 5.5.10 TIMBRE
  - 5.5.10a Vocal
  - 5.5.10b Instrumental

## LISTENS TO, ANALYZES, AND DESCRIBES MUSIC

NSM-6, CC-6, and KCCD-Mu4

Students will listen to, analyze, and describe:

- 6.5.1 Appropriate terminology
- 6.5.2 Identify instrument sounds/orchestral families
- 6.5.3 Personal choices for works and styles
- 6.5.4 Identify types and styles
- 6.5.5 Across curriculum

## EVALUATES MUSIC AND MUSIC PERFORMANCES

NSM-7, CC-7, and KCCD-Mu4

Students will:

- 7.5.1 Use musical terms and concepts to evaluate music
- 7.5.2 Describe personal preferences of music and styles

#### UNDERSTANDS RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

NSM-8, CC-8, and KCCD-Da1, 2, 3

Students will describe:

- 8.5.1 COMMON ELEMENTS OF TWO OR MORE ARTS
  - 8.5.1a Identify characteristic materials in two or more arts
  - 8.5.1b Principles/subject matter of other disciplines are interrelated with music
  - 8.5.1c Common elements of art, architecture, music and environment of worship
  - 8.5.1d Elements of music experiences in Church which teach Theology/demonstrate Ecclesiology
- 8.5.2 DANCE, ELEMENTS, MOVEMENTS, AND FORMS
  - 8.5.2a Locomotor and non-locomotor movement
  - 8.5.2b Expressive qualities of movement
  - 8.5.2c Create simple dances
- 8.5.3 DANCE - HISTORICAL AND CULTURAL CONTEXT
  - 8.5.3a Dance as part of cultures
  - 8.5.3b Purposes of dance: ceremonial, recreational, and artistic

#### UNDERSTANDS MUSIC IN RELATION TO HISTORY AND CULTURE

NSM 9, CC 9, and KCCD-Mu3, 4

Students will describe:

- 9.5.1 Similarities and differences in musical elements used in:
  - 9.5.1a Native American
  - 9.5.1b Folk
  - 9.5.1c Jazz
  - 9.5.1d Blues
  - 9.5.1e Spirituals
  - 9.5.1f Ragtime
  - 9.5.1g Rock
  - 9.5.1h Country
  - 9.5.1i Game songs
  - 9.5.1j Work songs
  - 9.5.1k Lullabies
  - 9.5.1l Marches
  - 9.5.1m Patriotic
  - 9.5.1n Bluegrass
  - 9.5.1o Liturgical music
  - 9.5.1p Baroque music and composers
  - 9.5.1q Classical music and composers

## GRADE 6

### SINGS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

National Standards for Music NSM-1, Catholic Connections CC-1, and KCCD-Mu2

Students will sing:

- 1.6.1 Ostinatos, partner songs and rounds
- 1.6.2 On pitch and in rhythm
- 1.6.3 Expression
- 1.6.4 Blends voices and dynamics with conductor
- 1.6.5 Songs of different styles and cultures
- 1.6.6 Proper breath control
- 1.6.7 Two and three part music

### PERFORMS ON INSTRUMENTS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

NSM-2, CC-2, and KCCD-Mu2-3

Students will perform:

- 2.6.1 Echo and melodic patterns
- 2.6.2 On pitch and in rhythm
- 2.6.3 Simple patterns
- 2.6.4 In groups
- 2.6.5 Music of different styles
- 2.6.6 Independent parts with contrasting parts
- 2.6.7 Simple melodies by ear
- 2.6.8 Expression and technical accuracy

### IMPROVISES MELODIES, VARIATIONS, AND ACCOMPANIMENTS

NSM-3, CC-3, and KCCD-Mu2

Students will improvise:

- 3.6.1 Similar rhythm phrases
- 3.6.2 Similar melodic phrases
- 3.6.3 Simple rhythmic ostinato accompaniments
- 3.6.4 Simple melodic ostinato accompaniments
- 3.6.5 Rhythmic and melodic variations
- 3.6.6 Harmonic accompaniments
- 3.6.7 Melodic variations

### COMPOSES AND ARRANGES MUSIC WITHIN SPECIFIED GUIDELINES

NSM-4, CC-4, and KCCD-Mu3

Students will compose and arrange:

- 4.6.1 Background music for specific performance
- 4.6.2 Short compositions with specific guidelines
- 4.6.3 Melodic and rhythm instruments for original compositions
- 4.6.4 Traditional and computerized sounds to compose and arrange music

### READS AND NOTATES MUSIC

NSM-5, CC-5, and KCCD-Mu2

Students will read and notate:

- 5.6.1 Meter, rhythm, pitch, and dynamics
- 5.6.2 In treble clef
- 5.6.3 Tempo and articulation symbols
- 5.6.4 Notate musical ideas
- 5.6.5 Notation in bass clef

## RECOGNIZES ELEMENTS OF MUSIC

NSM-5, CC-5, and KCCD-Mu1

Students will recognize:

- 5.6.6 RHYTHM
  - 5.6.6a Steady beat
  - 5.6.6b Rhythmic notation
  - 5.6.6c Rhythmic sounds
  - 5.6.6d Performance of written rhythms
  - 5.6.6e Meter (time signature)
  - 5.6.6f Rhythmic dictation
- 5.6.7 MELODY
  - 5.6.7a Pitch discrimination
  - 5.6.7b Melodic direction
  - 5.6.7c Melodic phrases
  - 5.6.7d Melodic range
  - 5.6.7e Melodic notation
  - 5.6.7f Melodic dictation
  - 5.6.7g Tonal organization: scales
  - 5.6.7h Tonal organization: key signatures
  - 5.6.7i Tonal organization: intervals
  - 5.6.7j Tonal organization: modes
- 5.6.8 HARMONY
  - 5.6.8a Types
  - 5.6.8b Multiple sounds
  - 5.6.8c Texture
- 5.6.9 FORM
  - 5.6.9a Call - response
  - 5.6.9b Phrases and sections
  - 5.6.9c Theme and variation
  - 5.6.9d Rondo
  - 5.6.9e Symphony
- 5.6.10 EXPRESSION
  - 5.6.10a Movement
  - 5.6.10b Tempo
  - 5.6.10c Dynamics
  - 5.6.10d Musical vocabulary
  - 5.6.10e Expressive markings
  - 5.6.10f Interpretation
- 5.6.11 TIMBRE
  - 5.6.11a Vocal
  - 5.6.11b Instrumental

## LISTENS TO, ANALYZES, AND DESCRIBES MUSIC

NSM-6, CC-6, and KCCD-Mu4

Students will listen to, analyze, and describe:

- 6.6.1 Appropriate terminology
- 6.6.2 Identify instrument sounds/orchestral families
- 6.6.3 Personal choices for works and styles
- 6.6.4 Identify types and styles
- 6.6.5 Across curriculum

## EVALUATES MUSIC AND MUSIC PERFORMANCES

NSM-7, CC-7, and KCCD-Mu4, 5

Students will:

- 7.6.1 Use musical terms and concepts to evaluate music
- 7.6.2 Describe personal preferences of music and styles
- 7.6.3 Evaluate own and others' music with ideas for positive reinforcement

#### UNDERSTANDS RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

NSM-8, CC-8, and KCCD-Da1, 2, 3

Students will describe:

- 8.6.1 COMMON ELEMENTS OF TWO OR MORE ARTS
  - 8.6.1a Identify characteristic materials in two or more arts
  - 8.6.1b Principles/subject matter of other disciplines are interrelated with music
  - 8.6.1c Common elements of art, architecture, music, and environment of worship
  - 8.6.1d Elements of music experiences in Church which teach Theology/demonstrate Ecclesiology
- 8.6.2 DANCE, ELEMENTS, MOVEMENTS, AND FORMS
  - 8.6.2a Locomotor and non-locomotor movement
  - 8.6.2b Expressive qualities of movement
  - 8.6.2c Create simple dances
  - 8.6.2d Choreographic principles, processes, structures
- 8.6.3 DANCE - HISTORICAL AND CULTURAL CONTEXT
  - 8.6.3a Dance as part of cultures
  - 8.6.3b Purposes of dance; ceremonial, recreational, and artistic

#### UNDERSTANDS MUSIC IN RELATION TO HISTORY AND CULTURE

NSM 9, CC 9, and KCCD-Mu3, 4

Students will describe:

- 9.6.1 Similarities and differences in musical elements used in:
  - 9.6.1a Native American
  - 9.6.1b Folk
  - 9.6.1c Jazz
  - 9.6.1d Blues
  - 9.6.1e Spirituals
  - 9.6.1f Ragtime
  - 9.6.1g Rock
  - 9.6.1h Country
  - 9.6.1i Game songs
  - 9.6.1j Work songs
  - 9.6.1k Lullabies
  - 9.6.1l Marches
  - 9.6.1m Patriotic
  - 9.6.1n Bluegrass
  - 9.6.1o Opera and musicals
  - 9.6.1p Liturgical music
  - 9.6.1q Baroque music and composers
  - 9.6.1r Classical music and composers
  - 9.6.1s Romantic music and composers
  - 9.6.1t Contemporary music and composers

## GRADE 7

### SINGS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

National Standards for Music NSM-1, Catholic Connections CC-1, and KCCD-Mu2, 6

Students will sing:

- 1.7.1 Ostinatos, partner songs, and rounds
- 1.7.2 On pitch and in rhythm
- 1.7.3 Expression
- 1.7.4 Blends voices and dynamics with conductor
- 1.7.5 Songs of different styles and cultures
- 1.7.6 Proper breath control
- 1.7.7 Two and three part music

### PERFORMS ON INSTRUMENTS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

NSM-2, CC-2, and KCCD-Mu2, 3

Students will perform:

- 2.7.1 Echo and melodic patterns
- 2.7.2 On pitch and in rhythm
- 2.7.3 Simple patterns
- 2.7.4 In groups
- 2.7.5 Music of different styles
- 2.7.6 Independent parts with contrasting parts
- 2.7.7 Simple melodies by ear
- 2.7.8 Expression and technical accuracy

### IMPROVISES MELODIES, VARIATIONS, AND ACCOMPANIMENTS

NSM-3, CC-3, and KCCD-Mu3, 4

Students will improvise:

- 3.7.1 Similar rhythm phrases
- 3.7.2 Similar melodic phrases
- 3.7.3 Simple rhythmic ostinato accompaniments
- 3.7.4 Simple melodic ostinato accompaniments
- 3.7.5 Rhythmic and melodic variations
- 3.7.6 Harmonic accompaniments
- 3.7.7 Melodic variations

### COMPOSES AND ARRANGES MUSIC WITHIN SPECIFIED GUIDELINES

NSM-4, CC-4, and KCCD-Mu3

Students will compose and arrange:

- 4.7.1 Background music for specific performance
- 4.7.2 Short compositions with specific guidelines
- 4.7.3 Melodic and rhythm instruments for original compositions
- 4.7.4 Traditional and computerized sounds to compose and arrange music

### READS AND NOTATES MUSIC

NSM-5, CC-5, and KCCD-Mu2, 4

Students will read and notate:

- 5.7.1 Meter, rhythm, pitch, and dynamics
- 5.7.2 In treble clef
- 5.7.3 Tempo and articulation symbols
- 5.7.4 Notate musical ideas
- 5.7.5 Notation in bass clef

## RECOGNIZES ELEMENTS OF MUSIC

NSM-5, CC-5, KCCD-Mu1

Students will recognize:

- 5.7.6 RHYTHM
  - 5.7.6a Steady beat
  - 5.7.6b Rhythmic notation
  - 5.7.6c Rhythmic sounds
  - 5.7.6d Performance of written rhythms
  - 5.7.6e Meter (time signature)
  - 5.7.6f Rhythmic dictation
- 5.7.7 MELODY
  - 5.7.7a Pitch discrimination
  - 5.7.7b Melodic direction
  - 5.7.7c Melodic phrases
  - 5.7.7d Melodic range
  - 5.7.7e Melodic notation
  - 5.7.7f Melodic dictation
  - 5.7.7g Tonal organization: scales
  - 5.7.7h Tonal organization: key signatures
  - 5.7.7i Tonal organization: intervals
  - 5.7.7j Tonal organization: modes
- 5.7.8 HARMONY
  - 5.7.8a Types
  - 5.7.8b Multiple sounds
  - 5.7.8c Texture
- 5.7.9 FORM
  - 5.7.9a Call - response
  - 5.7.9b Phrases and sections
  - 5.7.9c Theme and variation
  - 5.7.9d Rondo
  - 5.7.9e Symphony
- 5.7.10 EXPRESSION
  - 5.7.10a Movement
  - 5.7.10b Tempo
  - 5.7.10c Dynamics
  - 5.7.10d Musical vocabulary
  - 5.7.10e Expressive markings
  - 5.7.10f Interpretation
- 5.7.11 TIMBRE
  - 5.7.11a Vocal
  - 5.7.11b Instrumental

## LISTENS TO, ANALYZES, AND DESCRIBES MUSIC

NSM-6, CC-6, and KCCD-Mu4

Students listen to, analyze, and describe:

- 6.7.1 Appropriate terminology
- 6.7.2 Identify instrument sounds/orchestral families
- 6.7.3 Personal choices for works and styles
- 6.7.4 Identify types and styles
- 6.7.5 Across curriculum
- 

## EVALUATES MUSIC AND MUSIC PERFORMANCES

NSM-7, CC-7, and KCCD-Mu4, 5, 6

Students will:

- 7.7.1 Use musical terms and concepts to evaluate music
- 7.7.2 Describe personal preferences of music and styles
- 7.7.3 Evaluate own and others' music with ideas for positive reinforcement

#### UNDERSTANDS RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

NSM-8, CC-8, and KCCD-Da1, 2, 3, 4

Students will describe:

- 8.7.1 COMMON ELEMENTS OF TWO OR MORE ARTS
  - 8.7.1a Identify characteristic materials in two or more arts
  - 8.7.1b Principles/subject matter of other disciplines are interrelated with music
  - 8.7.1c Common elements of art, architecture, music, and environment of worship
  - 8.7.1d Elements of music experiences in Church which teach Theology/demonstrate Ecclesiology
- 8.7.2 DANCE, ELEMENTS, MOVEMENTS, AND FORMS
  - 8.7.2a Locomotor and non-locomotor movement
  - 8.7.2b Expressive qualities of movement
  - 8.7.2c Create simple dances
- 8.7.3 DANCE - HISTORICAL AND CULTURAL CONTEXT
  - 8.7.3a Dance as part of cultures
  - 8.7.3b Purposes of dance: ceremonial, recreational, and artistic

#### UNDERSTANDS MUSIC IN RELATION TO HISTORY AND CULTURE

NSM 9, CC 9, and KCCD-Mu3, 4

Students will describe:

- 9.7.1 Similarities and differences in musical elements used in:
  - 9.7.1a Native American
  - 9.7.1b Folk
  - 9.7.1c Jazz
  - 9.7.1d Blues
  - 9.7.1e Spirituals
  - 9.7.1f Ragtime
  - 9.7.1g Rock
  - 9.7.1h Country
  - 9.7.1i Game songs
  - 9.7.1j Work songs
  - 9.7.1k Lullabies
  - 9.7.1l Marches
  - 9.7.1m Patriotic
  - 9.7.1n Bluegrass
  - 9.7.1o Opera and musicals
  - 9.7.1p Liturgical music
  - 9.7.1q Medieval music and composers
  - 9.7.1r Renaissance music and composers
  - 9.7.1s Baroque music and composers
  - 9.7.1t Classical music and composers
  - 9.7.1u Romantic music and composers
  - 9.7.1v Contemporary music and composers
  - 9.7.1w World music (e.g., Caribbean, Asian, Far East, Middle East, African)



## GRADE 8

### SINGS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

National Standards for Music NSM-1, Catholic Connections CC-1, and KCCD-Mu2, 5

Students will sing:

- 1.8.1 Ostinatos, partner songs, and rounds
- 1.8.2 On pitch and in rhythm
- 1.8.3 Expression
- 1.8.4 Blends voices and dynamics with conductor
- 1.8.5 Songs of different styles and cultures
- 1.8.6 Proper breath control
- 1.8.7 Two and three part music

### PERFORMS ON INSTRUMENTS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

NSM-2, CC-2, and KCCD-Mu2, 3, 6

Students will perform:

- 2.8.1 Echo and melodic patterns
- 2.8.2 On pitch and in rhythm
- 2.8.3 Simple patterns
- 2.8.4 In groups
- 2.8.5 Music of different styles
- 2.8.6 Independent parts with contrasting parts
- 2.8.7 Simple melodies by ear
- 2.8.8 Expression and technical accuracy

### IMPROVISES MELODIES, VARIATIONS, AND ACCOMPANIMENTS

NSM-3, CC-3, and KCCD-Mu1, 2, 4

Students will improvise:

- 3.8.1 Similar rhythm phrases
- 3.8.2 Similar melodic phrases
- 3.8.3 Simple rhythmic ostinato accompaniments
- 3.8.4 Simple melodic ostinato accompaniments
- 3.8.5 Rhythmic and melodic variations
- 3.8.6 Harmonic accompaniments
- 3.8.7 Melodic variations

### COMPOSES AND ARRANGES MUSIC WITHIN SPECIFIED GUIDELINES

NSM-4, CC-4, and KCCD-Mu3, 4

Students will compose and arrange:

- 4.8.1 Background music for specific performance
- 4.8.2 Short compositions with specific guidelines
- 4.8.3 Melodic and rhythm instruments for original compositions
- 4.8.4 Traditional and computerized sounds to compose and arrange music

### READS AND NOTATES MUSIC

SM-5, CC-5, and KCCD-Mu2, 3

Students will read and notate:

- 5.8.1 Meter, rhythm, pitch, and dynamics
- 5.8.2 In treble clef
- 5.8.3 Tempo and articulation symbols
- 5.8.4 Notate musical ideas
- 5.8.5 Notation in bass Clef

## RECOGNIZES ELEMENTS OF MUSIC

NSM-5, CC-5, and KCCD-Mu1

Students will recognize:

- 5.8.6 RHYTHM
  - 5.8.6a Steady beat
  - 5.8.6b Rhythmic notation
  - 5.8.6c Rhythmic sounds
  - 5.8.6d Performance of written rhythms
  - 5.8.6e Meter (time signature)
  - 5.8.6f Rhythmic dictation
- 5.8.7 MELODY
  - 5.8.7a Pitch discrimination
  - 5.8.7b Melodic direction
  - 5.8.7c Melodic phrases
  - 5.8.7d Melodic range
  - 5.8.7e Melodic notation
  - 5.8.7f Melodic dictation
  - 5.8.7g Tonal organization: scales
  - 5.8.7h Tonal organization: key signatures
  - 5.8.7i Tonal organization: intervals
  - 5.8.7j Tonal organization: modes
- 5.8.8 HARMONY
  - 5.8.8a Types
  - 5.8.8b Multiple sounds
  - 5.8.8c Texture
- 5.8.9 FORM
  - 5.8.9a Call - response
  - 5.8.9b Phrases and sections
  - 5.8.9c Theme and variation
  - 5.8.9d Rondo
  - 5.8.9e Symphony
  - 5.8.9f Popular song form
- 5.8.10 EXPRESSION
  - 5.8.10a Movement
  - 5.8.10b Tempo
  - 5.8.10c Dynamics
  - 5.8.10d Musical vocabulary
  - 5.8.10e Expressive markings
  - 5.8.10f Interpretation
- 5.8.11 TIMBRE
  - 5.8.11a Vocal
  - 5.8.11b Instrumental

## LISTENS TO, ANALYZES, AND DESCRIBES MUSIC

NSM-6, CC-6, and KCCD-Mu4, 5, 6

Students will listen to, analyze, and describe:

- 6.8.1 Appropriate terminology
- 6.8.2 Identify instrument sounds/orchestral families
- 6.8.3 Personal choices for works and styles
- 6.8.4 Identify types and styles
- 6.8.5 Across curriculum

## EVALUATES MUSIC AND MUSIC PERFORMANCES

NSM-7, CC-7, and KCCD-Mu4, 5, 6

Students will:

- 7.8.1 Use musical terms and concepts to evaluate music
- 7.8.2 Describe personal preferences of music and styles
- 7.8.3 Evaluate own and others' music with ideas for positive reinforcement

#### UNDERSTANDS RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

NSM-8, CC-8, and KCCD-Da1, 2, 4, 5

Students will describe:

- 8.8.1 COMMON ELEMENTS OF TWO OR MORE ARTS
  - 8.8.1a Identify characteristic materials in two or more arts
  - 8.8.1b Principles/subject matter of other disciplines are interrelated with music
  - 8.8.1c Common elements of art, architecture, music, and environment of worship
  - 8.8.1d Elements of music experiences in Church which teach Theology/demonstrate Ecclesiology
- 8.8.2 DANCE, ELEMENTS, MOVEMENTS, AND FORMS
  - 8.8.2a Locomotor and non-locomotor movement
  - 8.8.2b Expressive qualities of movement
  - 8.8.2c Create simple dances
- 8.8.3 DANCE - HISTORICAL AND CULTURAL CONTEXT
  - 8.8.3a Dance as part of cultures
  - 8.8.3b Purposes of dance: ceremonial, recreational, and artistic

#### UNDERSTANDS MUSIC IN RELATION TO HISTORY AND CULTURE

NSM-9, CC 9, and KCCD-Mu3, 4

Students will describe:

- 9.8.1 Similarities and differences in musical elements used in:
  - 9.8.1a Native American
  - 9.8.1b Folk
  - 9.8.1c Jazz
  - 9.8.1d Blues
  - 9.8.1e Spirituals
  - 9.8.1f Ragtime
  - 9.8.1g Rock
  - 9.8.1h Country
  - 9.8.1i Game songs
  - 9.8.1j Work songs
  - 9.8.1k Lullabies
  - 9.8.1l Marches
  - 9.8.1m Patriotic
  - 9.8.1n Bluegrass
  - 9.8.1o Opera and musicals
  - 9.8.1p Liturgical music
  - 9.8.1q Medieval music and composers
  - 9.8.1r Renaissance music and composers
  - 9.8.1s Baroque music and composers
  - 9.8.1t Classical music and composers
  - 9.8.1u Romantic music and composers
  - 9.8.1v Contemporary music and composers
  - 9.8.1w World music (e.g., Caribbean, Asian, Far East, Middle East, African)

## GRADE 9-12

### SINGS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

National Standards for Music NSM-1, Catholic Connections CC-1, and KCCD-Mu2

Students will sing:

- 1.HS.1 Ostinatos, partner songs, and rounds
- 1.HS.2 On pitch and in rhythm
- 1.HS.3 Expression
- 1.HS.4 Blends voices and dynamics with conductor
- 1.HS.5 Songs of different styles and cultures
- 1.HS.6 Proper breath control
- 1.HS.7 Two and three part music

### PERFORMS ON INSTRUMENTS, ALONE AND IN GROUPS, A VARIED REPERTOIRE OF MUSIC

NSM-2, CC-2, and KCCD-Mu2, 3

Students will perform:

- 2.HS.1 Echo and melodic patterns
- 2.HS.2 On pitch and in rhythm
- 2.HS.3 Simple patterns
- 2.HS.4 In groups
- 2.HS.5 Music of different styles
- 2.HS.6 Independent parts with contrasting parts
- 2.HS.7 Simple melodies by ear
- 2.HS.8 Expression and technical accuracy
- 2.HS.9 Advanced techniques for solo performers
- 2.HS.10 Performing and/or recording studio

### IMPROVISES MELODIES, VARIATIONS, AND ACCOMPANIMENTS

NSM-3, CC-3, and KCCD-Mu2, 3, 4

Students will improvise:

- 3.HS.1 Similar rhythm phrases
- 3.HS.2 Similar melodic phrases
- 3.HS.3 Simple rhythmic ostinato accompaniments
- 3.HS.4 Simple melodic ostinato accompaniments
- 3.HS.5 Rhythmic and melodic variations
- 3.HS.6 Harmonic accompaniments
- 3.HS.7 Melodic variations

### COMPOSES AND ARRANGES MUSIC WITHIN SPECIFIED GUIDELINES

NSM-4, CC-4, and KCCD-Mu1, 2, 3, 4

Students will compose and arrange:

- 4.HS.1 Background music for specific performance
- 4.HS.2 Short compositions with specific guidelines
- 4.HS.3 Melodic and rhythm instruments for original compositions
- 4.HS.4 Traditional and computerized sounds to compose and arrange music

### READS AND NOTATES MUSIC

NSM-5, CC-5, and KCCD-Mu2, 3

Students will read and notate:

- 5.HS.1 Meter, rhythm, pitch, and dynamics
- 5.HS.2 In treble clef
- 5.HS.3 Tempo and articulation symbols

- 5.HS.4 Notate musical ideas
- 5.HS.5 Notation in bass clef
- 5.HS.6 Non-traditional notation

#### RECOGNIZES ELEMENTS OF MUSIC

NSM-5, CC-5, and KCCD-Mu1

Students will recognize:

- 5.HS.6 RHYTHM
  - 5.HS.6a Steady beat
  - 5.HS.6b Rhythmic notation
  - 5.HS.6c Rhythmic sounds
  - 5.HS.6d Performance of written rhythms
  - 5.HS.6e Meter (time signature)
  - 5.HS.6f Rhythmic dictation
- 5.HS.7 MELODY
  - 5.HS.7a Pitch discrimination
  - 5.HS.7b Melodic direction
  - 5.HS.7c Melodic phrases
  - 5.HS.7d Melodic range
  - 5.HS.7e Melodic notation
  - 5.HS.7f Melodic dictation
  - 5.HS.7g Tonal organization: scales
  - 5.HS.7h Tonal organization: key signatures
  - 5.HS.7i Tonal organization: intervals
  - 5.HS.7j Tonal organization: modes
- 5.HS.8 HARMONY
  - 5.HS.8a Types
  - 5.HS.8b Multiple sounds
  - 5.HS.8c Texture
- 5.HS.9 FORM
  - 5.HS.9a Call - response
  - 5.HS.9b Phrases and sections
  - 5.HS.9c Theme and variation
  - 5.HS.9d Rondo
  - 5.HS.9e Symphony
  - 5.HS.9f Sonata - allegro
  - 5.HS.9g Popular song form
- 5.HS.10 EXPRESSION
  - 5.HS.10a Movement
  - 5.HS.10b Tempo
  - 5.HS.10c Dynamics
  - 5.HS.10d Musical vocabulary
  - 5.HS.10e Expressive markings
  - 5.HS.10f Interpretation
- 5.HS.11 TIMBRE
  - 5.HS.11a Vocal
  - 5.HS.11b Instrumental

#### LISTENS TO, ANALYZES, AND DESCRIBES MUSIC

NSM-6, CC-6, and KCCD-Mu4, 5, 6

Students will listen to, analyze, and describe:

- 6.HS.1 Appropriate terminology
- 6.HS.2 Identify instrument sounds/orchestral families
- 6.HS.3 Personal choices for works and styles

- 6.HS.4 Identify types and styles
- 6.HS.5 Across curriculum

#### EVALUATES MUSIC AND MUSIC PERFORMANCES

NSM-7, CC-7, and KCCD-Mu4, 5, 6

Students will:

- 7.HS.1 Use musical terms and concepts to evaluate music
- 7.HS.2 Describe personal preferences of music and styles
- 7.HS.3 Evaluate own and others' music with ideas for positive reinforcement

#### UNDERSTANDS RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS

NSM-8, CC-8, and KCCD-Da1, 2, 3

Students will describe:

- 8.HS.1 COMMON ELEMENTS OF TWO OR MORE ARTS
  - 8.HS.1a Identify characteristic materials in two or more arts
  - 8.HS.1b Principles/subject matter of other disciplines are interrelated with music
  - 8.HS.1c Common elements of art, architecture, music, and environment of worship
  - 8.HS.1d Elements of music experiences in Church which teach Theology/demonstrate Ecclesiology
- 8.HS.2 DANCE, ELEMENTS, MOVEMENTS, AND FORMS
  - 8.HS.2a Locomotor and non-locomotor movement
  - 8.HS.2b Expressive qualities of movement
  - 8.HS.2c Create simple dances
  - 8.HS.2d Choreographic principles, processes, structures
- 8.HS.3 DANCE – HISTORICAL AND CULTURAL CONTEXT
  - 8.HS.3a Dance as part of cultures
  - 8.HS.3b Purposes of dance: ceremonial, recreational, and artistic

#### UNDERSTANDS MUSIC IN RELATION TO HISTORY AND CULTURE

NSM 9, CC 9, and KCCD-Mu3, 4

Students will describe:

- 9.HS.1 Similarities and differences in musical elements used in
  - 9.HS.1a Native American
  - 9.HS.1b Folk
  - 9.HS.1c Jazz
  - 9.HS.1d Blues
  - 9.HS.1e Spirituals
  - 9.HS.1f Ragtime
  - 9.HS.1g Rock
  - 9.HS.1h Country
  - 9.HS.1i Game songs
  - 9.HS.1j Work songs
  - 9.HS.1k Lullabies
  - 9.HS.1l Marches
  - 9.HS.1m Patriotic
  - 9.HS.1n Bluegrass
  - 9.HS.1o Opera and musicals
  - 9.HS.1p Liturgical music
  - 9.HS.1q Medieval music and composers
  - 9.HS.1r Renaissance music and composers
  - 9.HS.1s Baroque music and composers
  - 9.HS.1t Classical music and composers
  - 9.HS.1u Romantic music and composers
  - 9.HS.1v Contemporary music and composers
  - 9.HS.1w World music (e.g., Caribbean, Asian, Far East, Middle East, African)

## Resources

1. \* **CATHOLIC CONNECTIONS to the NATIONAL STANDARDS FOR ARTS EDUCATION**, NPM, P.O. Box, 4207, Silver Spring, MD 20914-4207.
2. **A GUIDE TO THE LECTIONARY FOR MASSES WITH CHILDREN** (Includes the Directory for Masses with Children), Liturgy Training Publication, 1800 North Hermitage Avenue, Chicago, IL 60622.
- 3.\* **LECTIONARY FOR MASSES WITH CHILDREN**, Liturgy Training Publication, 1800 North Hermitage Avenue, Chicago, IL 60622.
4. **PROGRAM OF STUDIES and CORE CONTENT OF ASSESSMENT**, Kentucky Department of Education, [www.kentuckyschools.net/KDE/InstructionalResources/curriculumdocuments](http://www.kentuckyschools.net/KDE/InstructionalResources/curriculumdocuments), 2006.
- 5.\* **NATIONAL STANDARDS FOR ARTS EDUCATION**, Music Educators National Conference, 1806 Robert Fulton Drive, Reston, VA 22091.
6. **PERFORMANCE STANDARDS FOR MUSIC: STRATEGIES AND BENCHMARKS FOR ASSESSING PROGRESS TOWARD THE NATIONAL STANDARDS**, Music Educators National Conference, 1806 Robert Fulton Drive, Reston, VA 22091.
7. **THE SCHOOL MUSIC PROGRAM: A NEW VISION**, Music Educators National Conference, 1806 Robert Fulton Drive, Reston, VA 22091

\* All schools are required to have these resource books. Documents from the Kentucky Department of Education can be downloaded and printed to distribute to Music Teachers.