

		Kindergarten	Grade 1	Grade 2
<p>Engage</p> <p>The student engages in analysis and interpretation to understand and evaluate artistic works.</p>	<p>Musical Sound</p> <p>Describe and analyze musical sound.</p>	<ul style="list-style-type: none"> Listen to and explore the music of various styles, composers, periods and cultures. Explore a variety of classroom instruments. Recognize same and different (fast/slow, loud/quiet, high/low, long/short). Experience the difference between steady beat and rhythm (through movement, body percussion). 	<ul style="list-style-type: none"> Listen to and explore the music of various styles, composers, periods and cultures. Explore selected musical instruments aurally and visually. Identify elements of music using developmentally appropriate vocabulary (beat, rhythm, eighth notes). With limited guidance, identify patterns of same and different sections and phrases (AB, ABA, abab, abac) in a repertoire (simple poems, songs, folk dances, pieces). Recognize how music is used for a variety of occasions. 	<ul style="list-style-type: none"> Listen to and explore the music of various styles, composers, periods and cultures. Explore selected musical instruments visually and aurally. Identify and apply elements of music using developmentally appropriate vocabulary (ostinato, half note, time signature). Analyze patterns of same and different sections and phrases (AB, ABA, abab, abac) in a repertoire (simple poems, songs, folk dances, pieces).
	<p>Respond</p> <p>Interpret intent and meaning in artistic work.</p>	<ul style="list-style-type: none"> Respond to music using movement, dance, drama or visual art. Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods and cultures. Discuss and identify songs that are used for special occasions. 	<ul style="list-style-type: none"> Respond to music using movement, dance, drama or visual art. Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods and cultures and show respect for the opinions of others. 	<ul style="list-style-type: none"> Interpret music through movement, dance, drama or visual art. Have conversations about musical selections of various styles, composers, periods and cultures. Explain how music is used for a variety of purposes and occasions.
<p>Connect</p> <p>The student explains the development of music from a variety of perspectives.</p>	<p>History, Literature, Culture</p> <p>Examine music in relation to history and cultures.</p>	<ul style="list-style-type: none"> Experience how music communicates feelings, moods, images and meaning. Connect a concept shared between music and another curricular subject. 	<ul style="list-style-type: none"> Discuss how music communicates feelings, moods, images and meaning. Connect concepts shared between music, other art forms and other curricular subjects. 	<ul style="list-style-type: none"> Discuss how music communicates feelings, moods, images and meaning. Attend and discuss live music performances demonstrating appropriate audience behavior for the context and style of music performed. Compare and contrast connections between music and other curricular subjects.
	<p>Our Catholic Faith</p> <p>Describe ways in which music is integral to our worship of God.</p>	<ul style="list-style-type: none"> Describe the role of music in the liturgy. Describe the connection between music and faith. 	<ul style="list-style-type: none"> Describe the role of music in the liturgy. Describe the connection between music and faith. 	<ul style="list-style-type: none"> Describe the role of music in the liturgy. Describe the connection between music and faith.

<p>Perform The student presents or demonstrates an existing or created work formally or informally.</p>	<p>Sing and Play Perform a varied repertoire of music.</p>	<ul style="list-style-type: none"> Track steady beat and rhythm using iconic representation. Explore the four voices — singing, speaking, whispering and shouting. Sing and move to music of various and contrasting styles, composers and cultures. Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques. Demonstrate and maintain a steady beat while performing simple rhythmic echoes. Duplicate same and different (fast/slow, loud/quiet, high/low, long/short). 	<ul style="list-style-type: none"> Read, write and perform simple, four-beat rhythms using eighth notes, quarter notes and quarter rests. Read, write and perform bitonic, tritonic or trichordal melodies (s-m; s-m-l; d, r, m) in F-do and G-do. Sing and move to music of various styles, composers and cultures with accurate pitch and rhythm. Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques. Demonstrate call and response songs that include steady beat, rhythm and meter. Maintain a steady beat independently against a different rhythm and vice versa. 	<ul style="list-style-type: none"> Read, write and perform using known rhythms and half notes in 2/4 and 4/4 meter. Read, write and perform tetratonic and pentatonic melodies. (d, r, m, l; d, r, m, s, l) in F-do and G-do. Sing and move to music of various styles, composers and cultures with accurate pitch and rhythm. Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques. Maintain independent melody over melodic ostinati. Maintain independent, simple, four- and eight-beat rhythmic ostinati against a minimum of one separate part.
<p>Create The student utilizes creative thinking and reasoning skills to perceive concepts and ideas to develop works.</p>	<p>Create Generate and organize artistic ideas and work.</p>	<ul style="list-style-type: none"> Explore and create vocal pathways. Compose simple rhythms and melodies using iconic representation. Experience a wide variety of vocal and instrumental sounds 	<ul style="list-style-type: none"> Improvise short rhythmic and melodic patterns using a variety of sound sources. Compose simple, four-beat rhythms using quarter notes, eighth notes and quarter rests using notation and a variety of sound sources. Compose new lyrics to known songs with short rhythmic and melodic phrases using a variety of sound sources. 	<ul style="list-style-type: none"> Improvise simple rhythmic and melodic phrases using known patterns and a variety of sound sources. Compose simple, four and eight-beat patterns using known rhythms and half notes in 2/4 and 4/4 meter, using phrase form, notation and a variety of sound sources. Compose pentatonic melodies on the treble staff in G-do and F-do.