

Catholic Identity Standards			
<b>6.1 Catholic identity standards.</b> The student understands and integrates the content of what is learned into their faith and daily life.*			
<b>Ways to Grow</b>	6.1A	recognize that every human life is sacred because each person is created and loved by God*	
	6.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*	
	6.1C	recognize and oppose unjust social structures and work toward justice for all*	
	6.1D	see God at work in all things and as expressed in the sacraments*	
	6.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*	
<b>6.2 Engage.</b> The student engages with music through reading, notating and/or interpreting music.			
<b>Respond</b>		<b>6.2 Engage.</b> The student engages with music through reading, notating and/or interpreting music.	
<b>Tools to Know</b>		<b>Application</b>	<b>Instructional Focus</b>
6.2 engage in analysis and interpretation to understand and evaluate artistic works	Musical Sound	6.2A describe and analyze musical sound	6.2A.1 identify the major periods, genres and composers in the development of Western and non-Western music 6.2A.2 explain music instrument groupings for various styles of music 6.2A.3 describe distinguishing characteristics of music forms (verse- refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods 6.2A.4 use active listening to distinguish the use of dynamics, meter, tempo and tonality
	Respond	6.2B interpret intent and meaning in artistic work	6.2B.1 identify criteria based on elements of music to support personal preferences for specific music works 6.2B.2 using elements of music, compare the connection between emotion and music in selected musical works
<b>6.3 Connect.</b> The student explains the development of music from a variety of perspectives.			
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<b>Tools to Know</b>			
6.3 explain the development of music from a variety of perspectives	History, Literature, Culture	6.3A examine music in relation to history and cultures	6.3A.1 attend and critique live music performances and demonstrate audience etiquette 6.3A.2 describe ways music relates to other art forms and daily life using appropriate terminology 6.3A.3 discover and discuss the ways musicians make a living through composition and performance and why it is necessary to protect their work through copyright law 6.3A.4 identify different functions and uses of music in American and other cultures
	Catholic Faith	6.3B describe ways in which music is integral to our worship of God	6.3B.1 describe the role of music in the liturgy 6.3B.2 describe the connection between music and faith
<b>6.4 Present.</b> The student performs existing or created work formally or informally.			
<b>Perform</b>		<b>6.4 Present.</b> The student performs existing or created work formally or informally.	
<b>Ways to Show</b>			
6.4 perform existing or created work formally or informally	Sing and Play	6.4A perform a varied repertoire of music	6.4A.1 compose simple, four- and eight-beat rhythmic patterns using grade-level rhythms 6.4A.2 experiment with patterns of whole and half steps in scales while exploring modes 6.4A.3 play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases 6.4A.4 describe the rhythms, pitch and expression of varied vocal performances 6.4A.5 maintain simple, four- and eight-beat rhythmic ostinati against recorded music using grade-level rhythms
<b>6.5 Create.</b> The student utilizes creative thinking and reasoning skills to perceive concepts and ideas to develop works.			
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<b>Ways to Show</b>			
6.5 utilize creative thinking and reasoning skills to develop works	Create	6.5A uses musical tools, including active listening to create and evaluate original works	6.5A.1 improvise, compose and arrange simple rhythms for specific instruments 6.5A.2 read, write, perform and compose rhythm patterns and simple melodies in 2/4 and 4/4 meter 6.5A.3 compose extended pentatonic melodies in treble clef and bass clef in “do” or “la” pentatonic and diatonic scales using a system