

|   |   | Grade 3   | Grade 4  | Grade 5  |
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| <p><b>Engage</b></p> <p>The student engages in analysis and interpretation to understand and evaluate artistic works.</p> | <p><b>Musical Sound</b></p> <p>Describe and analyze musical sound.</p>      | <ul style="list-style-type: none"> <li>Listen to and explore the music of various styles, composers, periods and cultures.</li> <li>Identify the four families of orchestral instruments visually and aurally.</li> <li>Distinguish elements of music using developmentally appropriate vocabulary (round, sixteenth notes, pentatonic, dynamics including mf and mp, tamber).</li> </ul>       | <ul style="list-style-type: none"> <li>Discuss the lives and times of composers from various historical periods and cultures.</li> <li>Classify instruments by the four families of the orchestra, electronic instruments, instruments of various cultures, and choral voicing.</li> <li>Compare and contrast elements of music using developmentally appropriate vocabulary (form, octave, partner song, cresc, decr, articulation).</li> <li>Recognize treble clef and absolute note names.</li> </ul> | <ul style="list-style-type: none"> <li>Compare and contrast music of various styles, composers, periods and cultures.</li> <li>Explore and identify modern musical instruments and groupings.</li> <li>Compare and contrast using elements of music, including tonality, dynamics, temp and meter, utilizing appropriate vocabulary (harmony, chord, theme and variations).</li> <li>Identify terms related to form (D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs; and first and second endings).</li> <li>Distinguish among a variety of musical timbres; including those of children’s voices and soprano, alto, tenor and bass adult voices.</li> <li>Identify lines and spaces of the treble clef and introduce ledger lines.</li> </ul> |
|   | <p><b>Respond</b></p> <p>Interpret intent and meaning in artistic work.</p> | <ul style="list-style-type: none"> <li>Interpret music through movement, dance, drama and visual art.</li> <li>Explain personal preferences for specific musical selections using music vocabulary.</li> <li>Follow and respond to the cues of a conductor.</li> <li>Identify and respond to simple music forms (AB, ABA, AABA) in a repertoire (poems, songs, folk dances, pieces).</li> </ul> | <ul style="list-style-type: none"> <li>Compare interpretations of the same piece of music as it occurs in movement, dance, drama or visual art.</li> <li>Explain personal preferences for specific musical selections using music vocabulary.</li> <li>Follow and respond to the cues of a conductor.</li> <li>Identify and respond to simple music forms (verse/refrain, rondo).</li> </ul>   | <ul style="list-style-type: none"> <li>Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.</li> <li>Follow and respond to the cues of a conductor.</li> <li>Compare the musical traditions of various Western cultures (Latino, Native American, Appalachian, African American, including Star Spangled Banner).</li> </ul>  |

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| <p><b>Connect</b></p> <p>The student explains the development of music from a variety of perspectives.</p> | <p><b>History, Literature, Culture</b></p> <p>Examine music in relation to history and cultures.</p>    | <ul style="list-style-type: none"> <li>Express how elements of music (dynamic, tempo) communicate feelings, moods, images and meaning.</li> <li>Attend and describe live music performances demonstrating appropriate audience behavior.</li> <li>Compare and contrast the use of similar elements in other art forms.</li> </ul> | <ul style="list-style-type: none"> <li>Perform a varied repertoire of songs, movement and musical games representative of diverse cultures such as historical folk songs of Texas, Hispanic and American Indian cultures.</li> <li>Perform music representative of America and Texas including Texas, Our Texas.</li> <li>Using elements of music, describe the connection between emotion and music in selected musical works.</li> <li>Attend and reflect on live music performances demonstrating appropriate audience behavior.</li> <li>Explain how the elements and subject matter of music connects with disciplines outside the arts.</li> </ul> | <ul style="list-style-type: none"> <li>Using elements of music, describe the connection between emotion and music in selected musical works.</li> <li>Attend and analyze live music performances demonstrating appropriate audience behavior.</li> <li>Explain how the elements and subject matter of music connect with disciplines outside the arts.</li> </ul> |
|  | <p><b>Our Catholic Faith</b></p> <p>Describe ways in which music is integral to our worship of God.</p> | <ul style="list-style-type: none"> <li>Describe the role of music in the liturgy.</li> <li>Describe the connection between music and faith.</li> <li>Connect hymn texts to sacred scripture.</li> <li>Identify known rhythmic notation when learning liturgical music.</li> </ul>   | <ul style="list-style-type: none"> <li>Describe the role of music in the liturgy.</li> <li>Describe the connection between music and faith.</li> <li>Connect hymn texts to sacred scripture.</li> <li>Identify known melodic notation/solfege when learning liturgical music.</li> </ul>   | <ul style="list-style-type: none"> <li>Describe the role of music in the liturgy.</li> <li>Describe the connection between music and faith.</li> <li>Connect hymn texts to sacred scripture.</li> <li>Apply sight reading skills to learning liturgical music.</li> <li>Connect hymn text to specific liturgical seasons.</li> </ul>                              |

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| <p><b>Perform</b></p> <p>The student presents or demonstrates an existing or created work formally or informally.</p> | <p><b>Sing and Play</b></p> <p>Perform a varied repertoire of music.</p> | <ul style="list-style-type: none"> <li>Read, write and perform using known rhythms, dotted half notes and sixteenth notes in 2/4, 3/4 and 4/4 meter.</li> <li>Read, write and perform “do” or “la” extended pentatonic melodies using treble staff.</li> <li>Sing and move to music of various styles, composers and cultures with accurate pitch and rhythm.</li> <li>Play a variety of classroom instruments, alone and with others demonstrating proper technique.</li> <li>Demonstrate rounds and canons.</li> <li>Maintain two or more simple, four- and eight-beat rhythmic ostinati against at least one separate part using grade-appropriate note values.</li> </ul> | <ul style="list-style-type: none"> <li>Read, write and perform using known rhythms and whole notes and sixteenth note combinations or syncopated rhythm in 2/4, 3/4 and 4/4 meter.</li> <li>Read, write and perform extended pentatonic melodies in treble clef in “do” or “la” pentatonic using a system (“do” and “la” tonal centers).</li> <li>Sing and move to music of various styles, composers and cultures with accurate pitch, rhythm and expressive qualities.</li> <li>Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.</li> <li>Demonstrate partner songs and descants.</li> <li>Maintain independent, simple, four- and eight-beat rhythmic ostinati against at least two separate parts using grade-level rhythms.</li> </ul> | <ul style="list-style-type: none"> <li>Read, write and perform using known rhythms, sixteenth note combinations and syncopated rhythms in 2/4, 3/4, 4/4 and 6/8 meter.</li> <li>Read, write and perform extended pentatonic melodies in treble clef in “do” or “la” pentatonic and diatonic scales using a system.</li> <li>Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</li> <li>Perform a varied repertoire on instruments with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</li> <li>Differentiate between melody and harmony while performing in chordal harmony</li> <li>Maintain independent, simple, four- and eight-beat rhythmic ostinati against at</li> </ul> |
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|  |  |  |  | least two separate parts using grade-level rhythms. |
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| <p><b>Create</b><br/>The student utilizes creative thinking and reasoning skills to perceive concepts and ideas to develop works.</p> | <p><b>Create</b><br/>Generate and organize artistic ideas and work.</p> | <ul style="list-style-type: none"> <li>• Improvise simple rhythmic and melodic phrases in simple forms (question and answer or alternating phrases), and accompaniments using a variety of sound sources.</li> <li>• Compose using known rhythms, sixteenth notes and dotted half notes in 2/4, 3/4- and 4/4-meter using phrase and large-form, notation and a variety of sound sources.</li> <li>• Compose using extended pentatonic melodies on the treble staff in G-do, F-do and C-do using a system.</li> </ul> | <ul style="list-style-type: none"> <li>• Improvise rhythms, melodies, and accompaniments using a variety of sound sources with attention to cadences and tonal centers within a variety of song forms.</li> <li>• Compose short compositions using known rhythms and whole notes and sixteenth-note combinations or syncopated rhythms in 2/4, 3/4 and 4/4 meter, using phrase and large form, notation and a variety of sound sources.</li> <li>• Compose extended pentatonic melodies in treble clef in “do” or “la” pentatonic using a system (“do” and “la” tonal centers).</li> </ul> | <ul style="list-style-type: none"> <li>• Improvise short, rhythmic, melodic, and accompaniment passages using a variety of sound sources and styles (theme and variations, question and answer).</li> <li>• Compose and arrange using known rhythms, sixteenth note combinations and syncopated rhythms in 2/4, 3/4, 4/4 and 6/8 meter, using phrase and large form, notation and a variety of sound sources.</li> <li>• Compose extended pentatonic melodies in treble clef in “do” or “la” pentatonic and diatonic scales using a system.</li> </ul> |
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