

		Grade 6	Grade 7	Grade 8
<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>Identify the major periods, genres and composers in the development of Western and non-Western music.</li> <li>Explain music instrument groupings or choral voicing for various styles of music.</li> <li>Describe distinguishing characteristics of known music forms adding theme and variation from various cultures and historical periods.</li> <li>Use active listening to distinguish the use of dynamics, meter, tempo and tonality.</li> </ul>	<ul style="list-style-type: none"> <li>Aurally identify the style and historical period of various music examples.</li> <li>Compare and contrast music instrument groupings for various styles of music.</li> <li>Identify key signatures of major scales and describe a varied repertoire of music with appropriate music vocabulary.</li> <li>Recognize, identify and demonstrate form in world music (Western and non-Western) and popular music.</li> <li>Identify grand staff and base clef.</li> </ul>	<ul style="list-style-type: none"> <li>Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.</li> <li>Evaluate music instrument groupings for various styles of music in different cultures.</li> <li>Identify components of larger music works (symphony, mass, concerto).</li> <li>Identify intervals and concert pitches in major and natural minor scales.</li> </ul>
	<p><b>Respond</b></p> <p>Interpret intent and meaning in artistic work.</p>	<ul style="list-style-type: none"> <li>Identify criteria based on elements of music to support personal preferences for specific music works.</li> <li>Using elements of music, compare the connection between emotion and music in selected musical works.</li> <li>Identify elements of music using developmentally appropriate vocabulary (instrumentation, intervals, and voicing).</li> </ul>	<ul style="list-style-type: none"> <li>Develop criteria based on elements of music to support personal preferences for specific music works.</li> <li>Hypothesize what factors have the most influence on personal reactions to music.</li> </ul>	<ul style="list-style-type: none"> <li>Apply criteria based on elements of music to support personal preferences for specific musical works.</li> <li>Justify opinions about music based on culture, environment, values and personal experiences.</li> </ul>

<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>Attend and critique musical performances and demonstrate audience etiquette.</li> <li>Describe ways music relates to other art forms and daily life using appropriate terminology.</li> <li>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.</li> <li>Identify different functions and uses of music in American and other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Perform music representative of diverse cultures, including American and Texas heritage.</li> <li>Compare and contrast a variety of musical performances and demonstrate audience etiquette.</li> <li>Explain ways music compliments other art forms using appropriate terminology.</li> <li>Explain how and why people use and respond to music.</li> <li>Describe the role of musicians and musical careers in various settings.</li> <li>Demonstrate an understanding of copyright law and the ethical and legal reasoning behind these laws.</li> <li>Recognize and identify historical and cultural contexts (time and place of a music event) that have influenced music.</li> </ul>	<ul style="list-style-type: none"> <li>Perform music representative of diverse cultures, including American and Texas heritage.</li> <li>Compare and contrast a varied repertoire of music based on how elements of music are used to create meaning and expression.</li> <li>Compare ways that music affects other art forms by changing the music selection.</li> <li>Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.</li> <li>Analyze ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).</li> <li>Discuss how current developments in music reflect society in the local community and larger world.</li> </ul>
	<p><b>Our Catholic Faith</b></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>Apply sight reading skills to learning liturgical music.</li> <li>Connect hymn text to specific liturgical seasons.</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> <li>Describe the origins of Gregorian Chant and how it influenced current music.</li> <li>Describe the role of music within Church history.</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> <li>Identify styles of Chant and their evolution and uses.</li> </ul>

<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>Compose simple, four- and eight-beat rhythmic patterns using grade-level rhythms.</li> <li>Experiment with patterns of whole and half steps in scales while exploring modes.</li> <li>Sing or play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.</li> <li>Describe the rhythms, pitch and expression of varied vocal performances.</li> <li>Maintain simple, four- and eight-beat rhythmic ostinati against recorded music using grade-level rhythms.</li> <li>Apply knowledge of absolute note names of the treble clef in performance.</li> </ul>	<ul style="list-style-type: none"> <li>Perform accurately, independently or collaboratively, with good posture and an appropriate tone quality.</li> <li>Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</li> <li>Analyze a varied repertoire of vocal performances using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form).</li> <li>Improvise rhythmic patterns against recorded music using grade-level rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>Perform accurately, independently or collaboratively, with good posture and an appropriate tone quality.</li> <li>Compose simple rhythmic patterns and melodies for multiple instruments using AB or ABA form.</li> <li>Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</li> <li>Analyze multiple performers and instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</li> <li>Compare and contrast vocal performances of varied repertoire using elements of</li> </ul>
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<p><b>Create</b> The student utilizes creative thinking and reasoning skills to perceive concepts and ideas to develop works.</p>	<p><b>Create</b> Generate and organize artistic ideas and work.</p>	<ul style="list-style-type: none"> <li>• Improvise, compose and arrange simple rhythms for specific instruments.</li> <li>• Read, write, perform and compose rhythm patterns and simple melodies in 2/4 and 4/4 meter.</li> <li>• Compose extended pentatonic melodies in treble clef and bass clef in “do” or “la” pentatonic and diatonic scales using a system.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise, compose and arrange simple melodies for more than one instrument.</li> <li>• Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4, 6/8 meter.</li> <li>• Compose simple melodies in treble and bass clefs using multiple key signatures.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise, compose and arrange simple musical forms.</li> <li>• Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4, 6/8 and 2/2 meter.</li> <li>• Compose a simple melody in treble clef over a simple bass clef A chord.</li> </ul>