

Catholic Identity Standards			
2.1 Catholic identity standards. The student understands and integrates the content of what is learned into their faith and daily life.*			
Ways to Grow	2.1A	recognize that every human life is sacred because each person is created and loved by God*	
	2.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*	
	2.1C	recognize and oppose unjust social structures and work toward justice for all*	
	2.1D	see God at work in all things and as expressed in the sacraments*	
	2.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*	
2.2 Engage. The student engages with music through reading, notating and/or interpreting music.			
Respond		2.2 Engage. The student engages with music through reading, notating and/or interpreting music.	
Tools to Know		Application	Instructional Focus
2.2 engage in analysis and interpretation to understand and evaluate artistic works	Musical Sound	2.2A describe and analyze musical sound	2.2A.1 listen to and explore the music of various styles, composers, periods and cultures 2.2A.2 identify selected musical instruments visually and aurally 2.2A.3 identify and apply elements of music using developmentally appropriate vocabulary (ostinato, counting system, time signature, presto/moderato/mezzo (mf, mp)) 2.2A.4 analyze patterns of same and different sections and phrases (AB, ABA, abab, abac) in a repertoire (simple poems, songs, folk dances, pieces) 2.2A.5 identify choral voices including unison versus ensemble
	Respond	2.2B interpret intent and meaning in artistic work	2.2B.1 interpret music through movement, dance, drama or visual art 2.2B.2 discuss about musical selections of various styles, composers, periods and cultures 2.2B.3 explain how music is used for a variety of purposes and occasions
2.3 Connect. The student explains the development of music from a variety of perspectives.			
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Tools to Know			
2.3 explain the development of music from a variety of perspectives	History, Literature, Culture	2.3A examine music in relation to history and cultures	2.3A.1 discuss how music communicates feelings, moods, images and meaning 2.3A.2 compare and contrast connections between music and other curricular subjects 2.3A.3 demonstrates appropriate audience behavior
	Catholic Faith	2.3B describe ways in which music is integral to our worship of God	2.3B.1 describe the role of music in the liturgy 2.3B.2 describe the connection between music and faith 2.3B.3 connect hymn texts to sacred scripture
2.4 Present. The student performs existing or created work formally or informally.			
Perform		2.4 Present. The student performs existing or created work formally or informally.	
Ways to Show			
2.4 perform existing or created work formally or informally	Sing and Play	2.4A perform a varied repertoire of music	2.4A.1 read, write and perform using known rhythms and half notes in 2/4 and 4/4 meter
			2.4A.2 read, write and perform melodies (d, r, m, l; d, r, m, s, l)
			2.4A.3 sing and move to music of various styles, composers and cultures with accurate pitch and rhythm
			2.4A.4 play a variety of classroom instruments, alone and with others, and demonstrate proper techniques
			2.4A.5 maintain independent melody over melodic ostinati
			2.4A.6 maintain independent, simple, four- and eight-beat rhythmic ostinati against a min. of one separate part
2.5 Create. The student utilizes creative thinking and reasoning skills to perceive concepts and ideas to develop works.			
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Ways to Show			
2.5 utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works	Create	2.5A uses musical tools, including active listening to create and evaluate original works	2.5A.1 improvise simple rhythmic and melodic phrases using known patterns and a variety of sound sources
			2.5A.2 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
			2.5A.3 compose pentatonic melodies on the treble staff in G-do and F-do