

Catholic Identity Standards					
4.1 Catholic identity standards. The student understands and integrates the content of what is learned into their faith and daily life.*					
Ways to Grow	4.1A	recognize that every human life is sacred because each person is created and loved by God*			
	4.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*			
	4.1C	recognize and oppose unjust social structures and work toward justice for all*			
	4.1D	see God at work in all things and as expressed in the sacraments*			
	4.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*			
Respond		4.2 Engage. The student engages with music through reading, notating and/or interpreting music.			
Tools to Know		Application		Instructional Focus	
4.2 engage in analysis and interpretation to understand and evaluate artistic works	Musical Sound	4.2A	describe and analyze musical sound	4.2A.1	discuss the lives and times of composers from various historical periods and cultures
	Respond	4.2B	interpret intent and meaning in artistic work	4.2A.2	classify instruments by the four families of the orchestra, electronic instruments, instruments of various cultures, and choral voicing
4.2A.3				compare and contrast elements of music using developmentally appropriate vocabulary (form, octave, partner song, cresc, decr, articulation)	
				4.2A.4	recognize treble clef and absolute note names
				4.2B.1	compare interpretations of the same piece of music as it occurs in movement, dance, drama or visual art
				4.2B.2	explain personal preferences for specific musical selections using music vocabulary
				4.2B.3	follow and respond to the cues of a conductor
				4.2B.4	identify and respond to simple music forms (verse/refrain, rondo)
Connect		4.3 Connect. The student explains the development of music from a variety of perspectives.			
Tools to Know				4.3A.1	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
4.3 explain the development of music from a variety of perspectives	History, Literature, Culture	4.3A	examine music in relation to history and cultures	4.3A.2	perform music representative of America and Texas including Texas, Our Texas
	Catholic Faith			4.3A.3	using elements of music, describe the connection between emotion and music in selected musical works
				4.3A.4	attend and reflect on live music performances demonstrating appropriate audience behavior
				4.3A.5	explain how the elements and subject matter of music connects with disciplines outside the arts
				4.3B.1	describe the role of music in the liturgy
				4.3B.2	describe the connection between music and faith
				4.3B.3	connect hymn texts to sacred scripture
				4.3B.4	identify known melodic notation/solfege when learning liturgical music
Perform		4.4 Present. The student performs existing or created work formally or informally.			
Ways to Show				4.4A.1	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
4.4 perform existing or created work formally or informally	Sing and Play	4.4A	perform a varied repertoire of music	4.4A.2	read, write and perform extended pentatonic melodies in treble clef in “do” or “la” pentatonic using a system (“do” and “la” tonal centers)
				4.4A.3	sing and move to music of various styles, composers and cultures with accurate pitch, rhythm and expressive qualities
				4.4A.4	play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.
				4.4A.5	demonstrate partner songs and descants
				4.4A.6	maintain independent, simple, four- and eight-beat rhythmic ostinati against at least two separate parts using grade-level rhythms

Create		4.5 Create. The student utilizes creative thinking and reasoning skills to perceive concepts and ideas to develop works.	
Ways to Show		4.5A uses musical tools, including active listening to create and evaluate original works	4.5A.1 Improvise rhythms, melodies, and accompaniments using a variety of sound sources with attention to cadences and tonal centers within a variety of song forms 4.5A.2 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 4.5A.3 compose extended pentatonic melodies in treble clef in “do” or “la” pentatonic using a system (“do” and “la” tonal centers)
4.5 utilize creative thinking and reasoning skills to develop works	Create		