

		Grade 3	Grade 4	Grade 5
<p>Engage The student engages in analysis and interpretation to understand and evaluate artistic works.</p>	<p>Musical Sound Describe and analyze musical sound.</p>	<ul style="list-style-type: none"> • Categorize and explain musical sounds including children and adult voices. • Categorize and explain musical sounds: woodwind, brass, string, percussion, and instruments of various cultures. • Use music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics: mezzo piano and mezzo forte to explain musical sounds. • Identify and label small and large musical forms such as abac, AB and ABA. 	<ul style="list-style-type: none"> • Categorize and explain musical sounds: children’s voices; adult voices: soprano, alto. • Categorize and explain musical sounds: woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures. • Use music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics: crescendo and decrescendo; articulation: staccato, and legato to explain musical sounds. • Identify and label small and large musical forms and rondo presented aurally (abac, AB, ABA). 	<ul style="list-style-type: none"> • Distinguish among musical sounds: children’s voices; adult voices: soprano, alto. • Distinguish among timbres: woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures. • Use music terminology referring to rhythm; melody; timbre; form; tempo: accelerando and ritardando; dynamics; articulation; meter: simple and compound to explain musical sounds. • Identify and label small and large musical forms and rondo and theme and variations.
	<p>Notation Utilize notation to read and write music.</p>	<ul style="list-style-type: none"> • Read, write, and reproduce rhythmic patterns using standard notation: four sixteenth-notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters. • Read, write and reproduce extended pentatonic patterns using staff notation. • Identify new and previously learned symbols and terms referring to tempo; dynamics: mezzo piano, mezzo forte. 	<ul style="list-style-type: none"> • Read, write, and reproduce rhythmic patterns using standard notation: separated eighth notes, eighth- and sixteenth-note combinations, dotted half note and previously learned note values in 2/4, 4/4 and ¾ meters. • Read, write and reproduce extended pentatonic and melodic patterns using staff notation. • Identify new and previously learned symbols and terms referring to tempo; dynamics: crescendo and decrescendo; articulation: staccato, legato. 	<ul style="list-style-type: none"> • Read, write, and reproduce rhythmic patterns using standard notation: syncopated patterns and previously learned note values in 2/4, 3/4 or 4/4 meters. • Read, write and reproduce extended pentatonic and diatonic melodic patterns using staff notation. • Identify and interpret new and previously learned symbols and terms referring to tempo: accelerando and ritardando; dynamics; articulation; meter: simple and compound.

Music Framework – Grades 3-5



<p>Connect</p> <p>The student explains the development of music from a variety of perspectives.</p>	<p>History, Literature, Culture</p> <p>Examine music in relation to history and cultures.</p>	<ul style="list-style-type: none"> Perform varied repertoire of songs, movement, and musical games representative of American and local cultures. Identify and describe music from diverse genres, styles, periods, and cultures. Identify the relationship between music and interdisciplinary concepts. 	<ul style="list-style-type: none"> Perform varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas. Perform music representative of Texas: “Texas, Our Texas”. Identify and describe music from diverse genres, styles, periods, and cultures. Examine the relationship between music and interdisciplinary concepts. 	<ul style="list-style-type: none"> Perform varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America. Perform music representative of Texas and America: “The Star-Spangled Banner”. Identify and describe music from diverse genres, styles, periods, and cultures. Examine the relationship between music and interdisciplinary concepts.
	<p>Our Catholic Faith</p> <p>Describe ways in which music is integral to our worship of God.</p>	<ul style="list-style-type: none"> Describe the role of music in the liturgy. Describe the connection between music and faith. Connect hymn texts to sacred scripture. Identify known rhythmic notation when learning liturgical music. 	<ul style="list-style-type: none"> Describe the role of music in the liturgy. Describe the connection between music and faith. Connect hymn texts to sacred scripture. Identify known melodic notation/solfège when learning liturgical music. 	<ul style="list-style-type: none"> Describe the role of music in the liturgy. Describe the connection between music and faith. Connect hymn texts to sacred scripture. Identify known melodic notation/solfège when learning liturgical music.
<p>Perform</p> <p>The student demonstrates musical artistry by singing or playing an instrument, alone or in groups.</p>	<p>Sing and Play</p> <p>Perform a varied repertoire of music.</p>	<ul style="list-style-type: none"> Sing and play classroom instruments with accurate intonation and rhythm. Sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures. Move to a varied repertoire of music using all motor skills and integrated movement of hands and feet. Perform simple part work: rhythmic and melodic ostinato, derived from known repertoire. Interpret through performance new and previously learned symbols and terms referring to tempo; dynamics: mezzo piano and mezzo forte. 	<ul style="list-style-type: none"> Sing and play classroom instruments with accurate intonation and rhythm. Sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures. Move to a varied repertoire of music using gross motor, fine motor, locomotor and non-locomotor skills and integrated movement of hands and feet. Perform various folk dances and play parties. Perform simple part work: rhythmic and melodic ostinato, derived from known repertoire. Interpret through performance new and previously learned symbols and terms referring to tempo; dynamics: crescendo and decrescendo; articulation: staccato, legato. 	<ul style="list-style-type: none"> Sing and play classroom instruments with accurate intonation and rhythm. Sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures. Move to a varied repertoire of music using gross motor, fine motor, locomotor and non-locomotor skills and integrated movement of hands and feet. Perform various folk dances and play parties. Perform simple two-part music: rhythmic and melodic ostinato, rounds, partner songs, and counter melodies. Interpret through performance new and previously learned symbols and terms referring to tempo; dynamics: crescendo and decrescendo; articulation: staccato, legato; meter: simple and compound.

Music Framework – Grades 3-5



	<p>Create Create and perform new musical ideas.</p>	<ul style="list-style-type: none"> • Create rhythmic phrases through improvisation and composition. • Create melodic phrases through improvisation and composition. • Create simple accompaniments through improvisation and composition. 	<ul style="list-style-type: none"> • Create rhythmic phrases through improvisation and composition. • Create melodic phrases through improvisation and composition. • Create simple accompaniments through improvisation and composition. 	<ul style="list-style-type: none"> • Create rhythmic phrases through improvisation and composition. • Create melodic phrases through improvisation and composition. • Create simple accompaniments through improvisation and composition.
<p>Respond The student listens to, responds to, and evaluates music and musical performances.</p>	<p>React Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</p>	<ul style="list-style-type: none"> • Exhibit appropriate audience etiquette. • Recognize known rhythmic and melodic elements in aural examples. • Describe specific musical events (i.e. change in timbre, form, tempo or dynamics). • Respond verbally and through movement to short musical examples. • Describe a variety of compositions and formal and informal musical performances using music vocabulary. 	<ul style="list-style-type: none"> • Exhibit appropriate audience etiquette. • Recognize known rhythmic and melodic elements in aural examples. • Describe specific musical events (changes in timbre, form, tempo, dynamics, articulation). • Respond verbally and through movement to short musical examples. 	<ul style="list-style-type: none"> • Exhibit appropriate audience etiquette. • Identify known rhythmic and melodic elements in aural examples. • Describe specific musical events (timbre, form, tempo, dynamics, articulation). • Respond verbally and through movement to short musical examples.
	<p>Apply Criteria Apply criteria to evaluate musical works.</p>		<ul style="list-style-type: none"> • Describe a variety of compositions and formal and informal musical performances using music vocabulary. • Justify personal preferences for specific music works and styles using music vocabulary. 	<ul style="list-style-type: none"> • Evaluate a variety of compositions and formal or informal music performances using specific criteria. • Justify personal preferences for specific music works and styles using music vocabulary.