

		Grade 6	Grade 7	Grade 8
Engage The student engages in analysis and interpretation to understand and evaluate artistic works.	Musical Sound Describe and analyze musical sound.	<ul style="list-style-type: none"> Experience exemplary musical examples. Demonstrate tonal and rhythmic musical elements using standard terminology. Describe musical elements of rhythm: whole notes, half notes; quarter notes; paired and single eighth notes, sixteenth notes, corresponding rests, and meter: 2/4, 3/4, 4/4. Identify musical forms such as binary, ternary, phrasic, rondo, and theme and variations. 	<ul style="list-style-type: none"> Compare and contrast exemplary musical examples. Demonstrate knowledge of tonal and rhythmic musical elements using standard terminology. Describe musical elements of rhythm: whole notes, half notes; quarter notes; paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter: 2/4, 3/4, 4/4 and 6/8. Interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations. 	<ul style="list-style-type: none"> Compare and contrast exemplary musical examples. Demonstrate knowledge of tonal and rhythmic musical elements using standard terminology. Describe musical elements of rhythm and meter: whole notes, half notes; quarter notes; paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters. Analyze musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations.
	Notation Utilize notation to read and write music.	<ul style="list-style-type: none"> Identify music symbols and terms referring to notation: repeat sign; dynamics: crescendo, decrescendo, piano, forte; tempi: accelerando, ritardando, moderato, and allegro; articulations: staccato, legato. Notate meter, rhythm, pitch, and dynamics using standard symbols. Create rhythmic phrases using known rhythms, melodic phrases, and pitches. Read music notation using appropriate cognitive and kinesthetic responses. Sight read unison and homophonic music using the appropriate clef in a minimum of two keys and three meters: 2/4, 3/4 and 4/4. 	<ul style="list-style-type: none"> Interpret music symbols and terms referring to notation: fermata and coda; dynamics: pianissimo to fortissimo; tempi: andante, largo and adagio; articulations: accent, marcato, and previously known. Notate meter, rhythm, pitch, and dynamics using standard symbols. Create increasingly complex rhythmic phrases using known rhythms, melodic phrases, and pitches. Read music notation using appropriate cognitive and kinesthetic responses. Sight read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters: 2/4, 3/4 and 4/4. 	<ul style="list-style-type: none"> Analyze music symbols and terms referring to notation: dynamics; tempi: largo to presto; articulations: sforzando and previously known elements. Notate meter, rhythm, pitch, and dynamics using standard symbols. Create rhythmic phrases using known rhythms and melodic phrases using known pitches within an established system of notation. Read music notation using appropriate cognitive and kinesthetic responses. Sight read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters.

Music Framework – Grades 6-8

Connect The student explains the development of music from a variety of perspectives.	History, Literature, Culture Examine music in relation to history and cultures.	<ul style="list-style-type: none"> Perform music representative of diverse cultures, including American and Texas heritage. Describe music representative of diverse genres, styles, periods, and cultures. Identify relationships of music content and processes to other academic disciplines. Describe music related vocations and avocations. Discuss how current developments in music reflect society in the local community and larger world. 	<ul style="list-style-type: none"> Perform music representative of diverse cultures, including American and Texas heritage. Examine music representative of diverse genres, styles, periods, and cultures. Identify relationships of music content and processes to other academic disciplines Describe music related vocations and avocations. Analyze ways copyright law awareness is important in daily life. Discuss how current developments in music reflect society in the local community and larger world. 	<ul style="list-style-type: none"> Perform music representative of diverse cultures, including American and Texas heritage. Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms. Analyze ways copyright law awareness is important in daily life. Discuss how current developments in music reflect society in the local community and larger world.
	Our Catholic Faith Describe ways in which music is integral to our worship of God.	<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. Apply sight reading skills to learning liturgical music. Connect hymn text to specific liturgical seasons. 	<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. Apply sight reading skills to learning liturgical music. Connect hymn text to specific liturgical seasons. Identify styles of Chant and their evolution and uses. Describe the role of music within Church history. 	<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. Apply sight reading skills to learning liturgical music. Connect hymn text to specific liturgical seasons. Identify styles of Chant and their evolution and uses.
Perform The student demonstrates musical artistry by singing or playing an instrument, alone or in groups.	Sing and Play Perform a varied repertoire of music.	<ul style="list-style-type: none"> Demonstrate characteristic vocal or instrumental timbre. Perform music demonstrating appropriate physical fundamental techniques. Perform independently and expressively with accurate intonation and rhythm. Perform a varied repertoire of music representing various styles and cultures. Sight read with intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms. Interpret music symbols and terms referring to notation: keys; clefs; dynamics: pianissimo to fortissimo; tempi: andante, largo, and adagio; articulations: accent and mercato, when performing. 	<ul style="list-style-type: none"> Demonstrate characteristic vocal or instrumental timbre. Perform music demonstrating appropriate physical fundamental techniques. Perform independently and expressively with accurate intonation and rhythm. Perform a varied repertoire of music representing various styles and cultures. Sight read with intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms. Interpret music symbols and terms referring to notation: fermata and coda; keys; clefs; dynamics: pianissimo to fortissimo; tempi: andante, largo, and adagio; articulations: accent and mercato, when performing. 	<ul style="list-style-type: none"> Model characteristic vocal or instrumental timbre. Perform music demonstrating appropriate physical fundamental techniques. Perform independently and expressively with accurate intonation and rhythm. Perform independently and expressively, a varied repertoire of music representing various styles and cultures. Sight read with accurate intonation and rhythm. Interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements. Demonstrate health and wellness concepts related to musical practice.

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	Create Create and perform new musical ideas.	<ul style="list-style-type: none"> Create rhythmic phrases using known rhythms and melodic phrases using known pitches. 	<ul style="list-style-type: none"> Use musical tools, including active listening to create and evaluate original works. Create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches. 	<ul style="list-style-type: none"> Use musical tools, including active listening to create and evaluate original works. Create complex rhythmic phrases using known rhythms and complex melodic phrases using known pitches at an appropriate level of difficulty.
Respond The student listens to, responds to, and evaluates music and musical performances.	React Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.	<ul style="list-style-type: none"> Model appropriate audience etiquette. Describe processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening. 	<ul style="list-style-type: none"> Model appropriate audience etiquette. Demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening. 	<ul style="list-style-type: none"> Model appropriate audience etiquette. Demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening.
	Apply Criteria Apply criteria to evaluate musical works.	<ul style="list-style-type: none"> Identify criteria for listening to and evaluating musical performance. Evaluate the quality and effectiveness of musical performances by comparing them to exemplary models. 	<ul style="list-style-type: none"> Identify and apply criteria for listening to and evaluating musical performance. Evaluate the quality and effectiveness of musical performances by comparing them to exemplary models. 	<ul style="list-style-type: none"> Apply criteria for listening to and evaluating musical performance. Evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement.