

		Grade K	Grade 1	Grade 2
<p>Engage</p> <p>The student engages in analysis and interpretation to understand and evaluate artistic works.</p>	<p>Musical Sound</p> <p>Describe and analyze musical sound.</p>	<ul style="list-style-type: none"> Identify the differences between the five voices: singing, speaking, inner, whispering, calling. Identify the timbre of adult and child singing voices. Identify the timbre of instrument families. Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances. Identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation. 	<ul style="list-style-type: none"> Identify the known five voices and adult/children singing voices. Identify the instrument families both visually and aurally. Use music terminology in describing changes in tempo: allegro/largo; dynamics: forte/piano. Identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns. 	<ul style="list-style-type: none"> Identify choral voices: unison versus ensemble. Identify instruments visually and aurally. Use music terminology to explain musical examples of tempo: presto, moderato, andante; dynamics: fortissimo and pianissimo. Identify and label simple small forms such as aaba and abac.
	<p>Notation</p> <p>Utilize notation to read and write music.</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Read, write, and reproduce rhythmic patterns: quarter note/paired eighth note and quarter. Read, write, and reproduce melodic patterns: three tone from the pentatonic scale. 	<ul style="list-style-type: none"> Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter including half note/half rest. Read, write and reproduce pentatonic patterns using staff notation. Read, write and reproduce basic music terminology including allegro/largo and forte/piano.

Music Framework – Grades K-2



<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"> Sing songs and play musical games: rhymes, folk music and seasonal music. Identify simple interdisciplinary concepts relating to music. 	<ul style="list-style-type: none"> Sing songs and play musical games: patriotic, folk, seasonal music. Identify steady beat in short musical excerpts from various periods or times in history and diverse cultures. Identify simple interdisciplinary concepts relating to music. 	<ul style="list-style-type: none"> Sing songs and play musical games: patriotic, folk, seasonal music. Examine short musical excerpts from various periods or times in history and diverse and local cultures. Identify simple interdisciplinary concepts relating to music.
	<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. 	<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. 	<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.
<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 or play classroom instruments. Sing songs or play classroom instruments from diverse cultures and styles. Move to a varied repertoire of music using gross and fine locomotor and non-locomotor movement. Perform simple part work: beat vs rhythm. Perform music using louder/softer and faster/slower. 	<ul style="list-style-type: none"> Sing tunefully or play classroom instruments: rhythmic and melodic patterns. Sing songs or play classroom instruments from diverse cultures and styles. Move to a varied repertoire of music using gross motor, fine motor, and non-locomotor skills. Perform simple part work: beat versus rhythm, rhythmic ostinato, and vocal exploration. Perform music using tempo: allegro/largo; dynamics: forte/piano. 	<ul style="list-style-type: none"> Sing tunefully or play classroom instruments: rhythmic and melodic patterns. Sing songs or play classroom instruments from diverse cultures and styles. Move to a varied repertoire of music using gross motor, fine motor, and non-locomotor skills. Perform simple part work: rhythmic ostinato and vocal exploration such as singing, speaking, chanting. Perform music using tempo: presto, moderato, andante; dynamics: fortissimo, pianissimo.
	<p>Create</p> <p>Create and perform new musical ideas.</p>	<ul style="list-style-type: none"> Create rhythmic phrases using known rhythms. Create melodic phrases using known pitches. Explore new musical ideas using singing voice and classroom instruments. 	<ul style="list-style-type: none"> Create rhythmic phrases using known rhythms. Create melodic phrases using known pitches. Explore new musical ideas using singing voice and classroom instruments. 	

Music Framework – Grades K-2



<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"> • Identify and demonstrate appropriate audience behavior. • Identify steady beat in musical performances. • Compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performance. 	<ul style="list-style-type: none"> • Identify and demonstrate appropriate audience behavior. • Recognize known rhythmic and melodic elements in aural examples • Distinguish between same/different; beat/rhythm; higher/lower; louder/softer, faster/slower and simple patterns. • Respond verbally and through movement to short musical examples. 	<ul style="list-style-type: none"> • Practice appropriate audience behavior. • Recognize known rhythmic and melodic elements in aural examples. • Distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns. • Respond verbally and through movement to short musical examples.
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