

Catholic Identity Standards			
<b>2.1 Catholic identity standards.</b> The student understands and integrates the content of what is learned into their faith and daily life.*			
<b>Ways to Grow</b>	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*	
<b>Engage</b>			
<b>2.2 Engage.</b> The student engages in analysis and interpretation to understand artistic works.			
<b>Tools to Know</b>		<b>Application</b>	<b>Instructional Focus</b>
2.2 engage in analysis and interpretation to understand artistic works	Musical Sound	2.2A describe and analyze musical sound	2.2A.1 identify choral voices: unison versus ensemble 2.2A.2 identify instruments visually and aurally 2.2A.3 use music terminology to explain musical examples of tempo: presto, moderato, andante; dynamics: fortissimo and pianissimo 2.2A.4 identify and label simple small forms such as aaba and abac
	Notation	2.2B utilize notation to read music	2.2B.1 read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter including half note/half rest 2.2B.2 read, write and reproduce pentatonic patterns using staff notation 2.2B.3 read, write and reproduce basic music terminology including allegro/largo and forte/piano
<b>Connect</b>			
<b>2.3 Connect.</b> The student explains the development of music from a variety of perspectives.			
<b>Tools to Know</b>			
2.3 explain the development of music from a variety of perspectives	History, Literature, Culture	2.3A examine music in relation to history and culture	2.3A.1 sing songs and play musical games: patriotic, folk, seasonal music 2.3A.2 examine short musical excerpts from various periods or times in history and diverse and local cultures 2.3A.3 identify simple interdisciplinary concepts relating to music
	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
<b>Perform</b>			
<b>2.4 Perform.</b> The student demonstrates musical artistry by singing or playing an instrument, alone and in groups.			
<b>Ways to Show</b>			
2.4 demonstrate musical artistry by singing or playing an instrument, alone or in groups	Sing and Play	2.4A perform a varied repertoire of music	2.4A.1 sing tunefully or play classroom instruments: rhythmic and melodic patterns 2.4A.2 sing songs or play classroom instruments from diverse cultures and styles 2.4A.3 move to a varied repertoire of music using gross motor, fine motor, and non-locomotor skills 2.4A.4 perform simple part work: rhythmic ostinato and vocal exploration such as singing, speaking, chanting 2.4A.5 perform music using tempo: presto, moderato, andante; dynamics: fortissimo, pianissimo
	Create	2.4B create and perform new musical ideas	2.4B.1 create rhythmic phrases using known rhythms 2.4B.2 create melodic phrases using known pitches 2.4B.3 explore new musical ideas using singing voice and classroom instruments
<b>Respond</b>			
<b>2.5 Respond.</b> The student listens to, responds to, and evaluates music and musical performances.			
<b>Ways to Show</b>			
2.5 listen to, respond to, and evaluate music and musical performances	React	2.5A demonstrate appropriate cognitive and kinesthetic responses to music and musical performances	2.5A.1 begin to practice appropriate audience behavior 2.5A.2 recognize known rhythmic and melodic elements in aural examples 2.5A.3 distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns 2.5A.4 respond verbally and through movement to short musical examples