

Catholic Identity Standards			
3.1 Catholic identity standards. The student understands and integrates the content of what is learned into their faith and daily life.*			
Ways to Grow	3.1A	recognize that every human life is sacred because each person is created and loved by God*	
	3.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*	
	3.1C	recognize and oppose unjust social structures and work toward justice for all*	
	3.1D	see God at work in all things and as expressed in the sacraments*	
	3.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*	
Engage			
3.2 Engage. The student engages in analysis and interpretation to understand artistic works.			
Tools to Know		Application	Instructional Focus
3.2 engage in analysis and interpretation to understand artistic works	Musical Sound	3.2A analyze and describe musical sound	3.2A.1 categorize and explain musical sounds including children and adult voices 3.2A.2 categorize and explain musical sounds: woodwind, brass, string, percussion, and instruments of various cultures 3.2A.3 use music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics: mezzo piano and mezzo forte to explain musical sounds 3.2A.4 identify and label small and large musical forms such as abac, AB and ABA
	Notation	3.2B utilize notation to read music	3.2B.1 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 3.2B.2 read, write and reproduce extended pentatonic patterns using staff notation 3.2B.3 identify new and previously learned symbols and terms referring to tempo; dynamics: mezzo piano, mezzo forte
Connect			
3.3 Connect. The student explains the development of music from a variety of perspectives.			
Tools to Know			
3.3 explain the development of music from a variety of perspectives	History, Literature, Culture	3.3A examine music in relation to history and culture	3.3A.1 perform varied repertoire of songs, movement, and musical games representative of American and local cultures 3.3A.2 identify and describe music from diverse genres, styles, periods, and cultures 3.3A.3 identify the relationship between music and interdisciplinary concepts
	Catholic Faith	3.3B describe ways in which music is integral to our worship of God	3.3B.1 describe the role of music in the liturgy 3.3B.2 describe the connection between music and faith 3.3B.3 connect hymn texts to sacred scripture 3.3B.4 identify known rhythmic notation when learning liturgical music
Perform			
3.4 Perform. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups.			
Ways to Show			
3.4 demonstrate musical artistry by singing or playing an instrument, alone or in groups	Sing and Play	3.4A perform a varied repertoire of music	3.4A.1 sing and play classroom instruments with accurate intonation and rhythm 3.4A.2 sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures 3.4A.3 move to a varied repertoire of music using all motor skills and integrated movement of hands and feet 3.4A.5 perform simple part work: rhythmic and melodic ostinato, derived from known repertoire 3.4A.6 interpret through performance new and previously learned symbols and terms referring to tempo; dynamics: mezzo piano and mezzo forte
	Create	3.4B create and perform new musical ideas	3.4B.2 create rhythmic phrases through improvisation and composition 3.4B.2 create melodic phrases through improvisation and composition 3.4B.3 create simple accompaniments through improvisation and composition
Respond			
3.5 Respond. The student listens to, responds to, and evaluates music and musical performances.			
Ways to Show			
3.5 listen to, respond to, and evaluate music	React	3.5A demonstrate appropriate cognitive and kinesthetic responses to music and musical performances	3.5A.1 exhibit appropriate audience etiquette 3.5A.2 recognize known rhythmic and melodic elements in aural examples 3.5A.3 describe specific musical events (i.e. change in timbre, form, tempo or dynamics) 3.5A.4 respond verbally and through movement to short musical examples 3.5A.5 describe a variety of compositions and formal and informal musical performances using music vocabulary