

Catholic Identity Standards				
5.1 Catholic identity standards. The student understands and integrates the content of what is learned into their faith and daily life.*				
Ways to Grow	5.1A	recognize that every human life is sacred because each person is created and loved by God*		
	5.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*		
	5.1C	recognize and oppose unjust social structures and work toward justice for all*		
	5.1D	see God at work in all things and as expressed in the sacraments*		
	5.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*		
Engage		5.2 Engage. The student engages in analysis and interpretation to understand artistic works.		
Tools to Know		Application		Instructional Focus
5.2 engage in analysis and interpretation to understand artistic works	Musical Sound	5.2A	describe and analyze musical sound	5.2A.1 distinguish among musical sounds: children’s voices; adult voices: soprano, alto
				5.2A.2 distinguish among timbres: woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures
				5.2A.3 use music terminology referring to rhythm; melody; timbre; form; tempo: accelerando and ritardando; dynamics; articulation; meter: simple and compound to explain musical sounds
				5.2A.4 identify and label small and large musical forms and rondo and theme and variations
	Notation	5.2B	utilize notation to read music	5.2B.1 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
				5.2B.2 read, write and reproduce extended pentatonic and diatonic melodic patterns using staff notation
5.2B.3 identify and interpret new and previously learned symbols and terms referring to tempo: accelerando and ritardando; dynamics; articulation; meter: simple and compound				
Connect		5.3 Connect. The student explains the development of music from a variety of perspectives.		
Tools to Know				
5.3 explain the development of music from a variety of perspectives	History, Literature, Culture	5.3A	examine music in relation to history and culture	5.3A.1 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
				5.3A.2 perform music representative of Texas and America: “The Star-Spangled Banner”
				5.3A.3 identify and describe music from diverse genres, styles, periods, and cultures
				5.3A.4 examine the relationship between music and interdisciplinary concepts
	Catholic Faith	5.3B	describe ways in which music is integral to our worship of God	5.3B.1 describe the role of music in the liturgy
				5.3B.2 describe the connection between music and faith
5.3B.3 connect hymn texts to sacred scripture				
				5.3B.4 identify known melodic notation/solfege when learning liturgical music
Perform		5.4 Perform. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups.		
Ways to Show				
5.4 demonstrate musical artistry by singing or playing an instrument, alone or in groups	Sing and Play	5.4A	perform a varied repertoire of music	5.4A.1 sing and play classroom instruments with accurate intonation and rhythm
				5.4A.2 sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures
				5.4A.3 move to a varied repertoire of music using gross motor, fine motor, locomotor and non-locomotor skills and integrated movement of hands and feet
				5.4A.4 perform various folk dances and play parties
				5.4A.5 perform simple two-part music: rhythmic and melodic ostinato, rounds, partner songs, and counter melodies
				5.4A.6 interpret through performance new and previously learned symbols and terms referring to tempo; dynamics: crescendo and decrescendo; articulation: staccato, legato; meter: simple and compound
	Create	5.4B	create and perform new musical ideas	5.4B.1 create rhythmic phrases through improvisation and composition
				5.4B.2 create melodic phrases through improvisation and composition
				5.4B.3 create simple accompaniments through improvisation and composition

Respond		5.5	Respond. The student listens to, responds to, and evaluates music and musical performances.	
Ways to Show		5.5A	demonstrate appropriate cognitive and kinesthetic responses to music and musical performances	5.5A.1 exhibit appropriate audience etiquette 5.5A.2 identify known rhythmic and melodic elements in aural examples 5.5A.3 describe specific musical events (timbre, form, tempo, dynamics, articulation) 5.5A.4 respond verbally and through movement to short musical examples
5.5 listen to, respond to, and evaluate music and musical performances	React			
	Apply Criteria	5.5B	apply criteria to evaluate musical works	5.5B.1 evaluate a variety of compositions and formal or informal music performances using specific criteria 5.5B.2 justify personal preferences for specific music works and styles using music vocabulary