

| Catholic Identity Standards | | | |
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| 6.1 Catholic identity standards. The student understands and integrates the content of what is learned into their faith and daily life.* | | | |
| Ways to Grow | 6.1A | recognize that every human life is sacred because each person is created and loved by God* | |
| | 6.1B | describe ways to take part in/be responsible to the community by discerning and using our God-given gifts* | |
| | 6.1C | recognize and oppose unjust social structures and work toward justice for all* | |
| | 6.1D | see God at work in all things and as expressed in the sacraments* | |
| | 6.1E | connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith* | |
| Engage | | | |
| 6.2 Engage. The student engages in analysis and interpretation to understand artistic works. | | | |
| Tools to Know | | Application | |
| Instructional Focus | | | |
| 6.2 engage in analysis and interpretation to understand artistic works | Musical Sound | 6.2A describe and analyze musical sound | 6.2A.1 experience exemplary musical examples 6.2A.2 demonstrate tonal and rhythmic musical elements using standard terminology 6.2A.3 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 6.2A.4 identify musical forms such as binary, ternary, phrasic, rondo, and theme and variations |
| | Notation | 6.2B utilize notation to read and write music | 6.2B.1 identify music symbols and terms referring to notation: repeat sign; dynamics: crescendo, decrescendo, piano, forte; tempi: accelerando, ritardando, moderato, and allegro; articulations: staccato, legato 6.2B.2 notate meter, rhythm, pitch, and dynamics using standard symbols 6.2B.3 create rhythmic phrases using known rhythms, melodic phrases, and pitches 6.2B.4 read music notation using appropriate cognitive and kinesthetic responses 6.2B.5 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 |
| Connect | | | |
| 6.3 Connect. The student explains the development of music from a variety of perspectives. | | | |
| Tools to Know | | | |
| 6.3 explain the development of music from a variety of perspectives | History, Literature, Culture | 6.3A examine music in relation to history and culture | 6.3A.1 perform music representative of diverse cultures, including American and Texas heritage 6.3A.2 describe music representative of diverse genres, styles, periods, and cultures 6.3A.3 identify relationships of music content and processes to other academic disciplines 6.3A.4 describe music related vocations and avocations 6.3A.6 discuss how current developments in music reflect society in the local community and larger world |
| | Catholic Faith | 6.3B describe ways in which music is integral to our worship of God | 6.3B.1 describe the role of music in the liturgy 6.3B.2 describe the connection between music and faith 6.3B.3 connect hymn texts to sacred scripture 6.3B.4 apply sight reading skills to learning liturgical music 6.3B.5 connect hymn text to specific liturgical seasons |
| Perform | | | |
| 6.4 Perform. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups. | | | |
| Ways to Show | | | |
| 6.4 demonstrate musical artistry by singing or playing an instrument, alone or in groups | Sing and Play | 6.4A perform a varied repertoire of music | 6.4A.1 demonstrate characteristic vocal or instrumental timbre 6.4A.2 perform music demonstrating appropriate physical fundamental techniques 6.4A.3 perform independently and expressively with accurate intonation and rhythm 6.4A.4 perform independently and expressively, a varied repertoire of music representing various styles and cultures 6.4A.5 sight read with intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms 6.5A.6 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 |
| | Create | 6.4B create and perform new musical ideas | 6.4B.1 create rhythmic phrases using known rhythms and melodic phrases using known pitches |

| Respond | | 6.5 Respond. The student listens to, responds to, and evaluates music and musical performances. | |
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| Ways to Show | | 6.5A | demonstrate appropriate cognitive and kinesthetic responses to music and musical performances |
| 6.5 listen to, respond to, and evaluate music and musical performances | React | 6.5A.1 | model appropriate audience etiquette |
| | Apply Criteria | 6.5A.2 | describe processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening |
| | | 6.5B | apply criteria to evaluate musical works |
| | | 6.5B.1 | identify criteria for listening to and evaluating musical performance |
| | | 6.5B.2 | evaluate the quality and effectiveness of musical performances by comparing them to exemplary models |