

Catholic Identity Standards			
1.1 Catholic identity standards. The student understands and integrates the content of what is learned into their faith and daily life.*			
Ways to Grow	1.1A	recognize that every human life is sacred because each person is created and loved by God*	
	1.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*	
	1.1C	recognize and oppose unjust social structures and work toward justice for all*	
	1.1D	see God at work in all things and as expressed in the sacraments*	
	1.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*	
1.2 Engage. The student engages with music through reading, notating and/or interpreting music.			
Respond		1.2 Engage. The student engages with music through reading, notating and/or interpreting music.	
Tools to Know		Application	Instructional Focus
1.2 engage in analysis and interpretation to understand and evaluate artistic works	Musical Sound	1.2A describe and analyze musical sound	1.2A.1 listen to and explore the music of various styles, composers, periods and cultures 1.2A.2 explore selected musical instruments aurally and visually 1.2A.3 identify elements of music using developmentally appropriate vocabulary (beat, rhythm, eighth notes) 1.2A.4 identify patterns of same and different sections and phrases (AB, ABA, abab, abac) in a repertoire (simple poems, songs, folk dances, pieces) 1.2A.5 recognize how music is used for a variety of occasions
	Respond	1.2B interpret intent and meaning in artistic work	1.2B.1 respond to music using movement, dance, drama or visual art 1.2B.2 share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods and cultures and show respect for the opinions of others
1.3 Connect. The student explains the development of music from a variety of perspectives.			
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Tools to Know			
1.3 explain the development of music from a variety of perspectives	History, Literature, Culture	1.3A examine music in relation to history and cultures	1.3A.1 discuss how music communicates feelings, moods, images and meaning 1.3A.2 connect concepts shared between music, other art forms and other curricular subjects
	Catholic Faith	1.3B describe ways in which music is integral to our worship of God	1.3B.1 describe the role of music in the liturgy 1.3B.2 describe the connection between music and faith
1.4 Present. The student performs existing or created work formally or informally.			
Perform		1.4 Present. The student performs existing or created work formally or informally.	
Ways to Show			
1.4 perform existing or created work formally or informally	Sing and Play	1.4A perform a varied repertoire of music	1.4A.1 read, write and perform simple, four-beat rhythms using eighth notes, quarter notes and quarter rests
			1.4A.2 read, write and perform bitonic, tritonic or trichordal melodies (s-m; s-m-l; d, r, m) in F-do and G-do
1.4A.3 sing and move to music of various styles, composers and cultures with accurate pitch and rhythm			
1.4A.4 play a variety of classroom instruments, alone and with others, and demonstrate proper techniques			
1.4A.5 demonstrate call and response songs that include steady beat, rhythm and meter			
1.4A.6 maintain a steady beat independently against a different rhythm and vice versa			
1.5 Create. The student utilizes creative thinking and reasoning skills to perceive concepts and ideas to develop works.			
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Ways to Show			
1.5 utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works	Create	1.5A uses musical tools, including active listening to create and evaluate original works	1.5A.1 improvise short rhythmic and melodic patterns using a variety of sound sources.
			1.5A.2 compose simple, four-beat rhythms using quarter notes, eighth notes and quarter rests using notation and a variety of sound sources
			1.5A.3 compose new lyrics to known songs with short rhythmic and melodic phrases using a variety of sound sources