

Catholic Identity Standards			
4.1 Catholic identity standards. The student understands and integrates the content of what is learned into their faith and daily life.*			
Ways to Grow	4.1A	recognize that every human life is sacred because each person is created and loved by God*	
	4.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*	
	4.1C	recognize and oppose unjust social structures and work toward justice for all*	
	4.1D	see God at work in all things and as expressed in the sacraments*	
	4.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*	
Respond			
		4.2 Engage. The student engages with music through reading, notating and/or interpreting music.	
Tools to Know		Application	Instructional Focus
4.2 engage in analysis and interpretation to understand and evaluate artistic works	Musical Sound	4.2A describe and analyze musical sound	4.2A.1 discuss the lives and times of composers from various historical periods and cultures 4.2A.2 classify instruments by the four families of the orchestra 4.2A.3 compare and contrast elements of music using developmentally appropriate vocabulary (form, octave, partner song)
	Respond	4.2B interpret intent and meaning in artistic work	4.2B.1 compare interpretations of the same piece of music as it occurs in movement, dance, drama or visual art 4.2B.2 explain personal preferences for specific musical selections using music vocabulary 4.2B.3 follow and respond to the cues of a conductor 4.2B.4 identify and respond to simple music forms (verse/refrain, rondo)
Connect			
		4.3 Connect. The student explains the development of music from a variety of perspectives.	
Tools to Know			
4.3 explain the development of music from a variety of perspectives	History, Literature, Culture	4.3A examine music in relation to history and cultures	4.3A.1 using elements of music, describe the connection between emotion and music in selected musical works 4.3A.2 attend and reflect on live music performances demonstrating appropriate audience behavior 4.3A.3 explain how the elements and subject matter of music connects with disciplines outside the arts
	Catholic Faith	4.3B describe ways in which music is integral to our worship of God	4.3B.1 describe the role of music in the liturgy 4.3B.2 describe the connection between music and faith
Perform			
		4.4 Present. The student performs existing or created work formally or informally.	
Ways to Show			
4.4 perform existing or created work formally or informally	Sing and Play	4.4A perform a varied repertoire of music	4.4A.1 read, write and perform using known rhythms and whole notes and sixteenth note combinations or syncopated rhythm in 2/4, 3/4 and 4/4 meter
			4.4A.2 read, write and perform extended pentatonic melodies in treble clef in “do” or “la” pentatonic using a system (“do” and “la” tonal centers)
			4.4A.3 sing and move to music of various styles, composers and cultures with accurate pitch, rhythm and expressive qualities
			4.4A.4 play a variety of classroom instruments, alone and with others, and demonstrate proper techniques
			4.4A.5 demonstrate partner songs and descants
			4.4A.6 maintain independent, simple, four- and eight-beat rhythmic ostinati against at least two separate parts using grade-level rhythms
Create			
		4.5 Create. The student utilizes creative thinking and reasoning skills to perceive concepts and ideas to develop works.	
Ways to Show			
4.5 utilize creative thinking and reasoning skills to develop works	Create	4.5A uses musical tools, including active listening to create and evaluate original works	4.5A.1 improvise rhythms and melodies using a variety of sound sources with attention to cadences and tonal centers within a variety of song forms
			4.5A.2 compose short compositions using known rhythms and whole notes and sixteenth-note combinations or syncopated rhythms in 2/4, 3/4 and 4/4 meter, using phrase and large form, notation and a variety of sound sources
			4.5A.3 compose extended pentatonic melodies in treble clef in “do” or “la” pentatonic using a system (“do” and “la” tonal centers)