Catholic Schools
DIOCESE of DALLAS

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*

Respond

3.2   Engage. The student engages with music through reading, notating and/or interpreting music.

Tools to Know		Application		Instructional Focus	
3.2 engage in analysis and interpretation to understand and evaluate artistic works	Musical Sound	3.2A	describe and analyze musical sound	3.2A.1	listen to and explore the music of various styles, composers, periods and cultures
				3.2A.2	identify the four families of orchestral instruments visually and aurally
				3.2A.3	distinguish elements of music using developmentally appropriate vocabulary (round, sixteenth notes, pentatonic, dynamics including mf and mp, tamber)
	Respond	3.2B	interpret intent and meaning in artistic work	3.2B.1	interpret music through movement, dance, drama and visual art
				3.2B.2	explain personal preferences for specific musical selections using music vocabulary
				3.2B.3	follow and respond to the cues of a conductor
				3.2B.4	identify and respond to simple music forms (AB, ABA, AABA) in a repertoire (poems, songs, folk dances…)

Connect

3.3   Connect. The student explains the development of music from a variety of perspectives.

Tools to Know				Instructional Focus	
3.3 explain the development of music from a variety of perspectives	History, Literature, Culture	3.3A	examine music in relation to history and cultures	3.3A.1	express how elements of music (dynamic, tempo) communicate feelings, moods, images and meaning
				3.3A.2	attend and describe live music performances demonstrating appropriate audience behavior
				3.3A.3	compare and contrast the use of similar elements in other art forms
	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   Present. The student performs existing or created work formally or informally.

Ways to Show				Instructional Focus	
3.4 perform existing or created work formally or informally	Sing and Play	3.4A	perform a varied repertoire of music	3.4A.1	read, write and perform known rhythms, dotted half notes and sixteenth notes in 2/4, 3/4 and 4/4 meter
				3.4A.2	read, write and perform "do" or "la" extended pentatonic melodies using treble staff
				3.4A.3	sing and move to music of various styles, composers and cultures with accurate pitch and rhythm
				3.4A.4	play a variety of classroom instruments, alone and with others demonstrating proper technique
				3.4A.5	demonstrate rounds and canons
				3.4A.6	maintain two or more simple, four- and eight-beat rhythmic ostinati against at least one separate part using grade-appropriate note values

Create

2.5   Create. The student utilizes creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Ways to Show				Instructional Focus	
3.5 utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works	Create	3.5A	uses musical tools, including active listening to create and evaluate original works	3.5A.1	improvise simple rhythmic and melodic phrases in simple forms (question and answer or alternating phrases), and accompaniments using a variety of sound sources
				3.5A.2	compose using known rhythms, sixteenth notes and dotted half notes in 2/4, 3/4- and 4/4-meter using phrase and large-form, notation and a variety of sound sources
				3.5A.3	compose using extended pentatonic melodies on the treble staff in G-do, F-do and C-do using a system