

MUSIC COURSE OF STUDY

K - 12

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**MUSIC COURSE OF STUDY
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Music Education Program

Introduction

The Music Course of Study prescribes what shall be taught in the elementary and secondary schools of the Catholic Diocese of Columbus (kindergarten through twelfth grade). This document represents the work of a committee comprised of music teachers who met the challenge of devising a Diocesan K-12 Course of Study. It provides a complete and balanced music education program for all students in the context of the Catholic faith.

The committee used several sources to revise and design this document, including Ohio's Academic Content Standards K-12 Fine Arts, the National Standards for Arts Education, and the Catholic Connections to the National Standards for Music.

Philosophy

We believe that music education is essential to the basic education of all students.

Music education experiences lead students to:

1. experience the power of sung prayer and the joy of expressing faith through music;
2. represent the most telling imprint of any civilization and serve as records of history, expressions, and beliefs;
3. recognize symbol systems which people use to create, communicate, express, and acquire understanding;
4. represent forms of thinking and ways of knowing by participation in the world through cognitive and sensory experiences;
5. embody the deepest expression of humanity;
6. integrate all facets of daily life experiences: worship, education, community, and work; and
7. understand the connections among the arts, other academic disciplines, and life experiences.

The Diocese of Columbus' and Ohio's Academic Content Standards:

1. set high expectations and provide strong support for achievement in music by all students;
2. offer the necessary tools to support life-long learning and full, active, conscious participation in worship in Catholic schools and parishes;
3. reflect national, state, and Catholic standards; and
4. incorporate the use of technology in music study and production.

Music Core Committee Members

John R. Blakeslee	St. Mary Elementary School, Delaware
Wendy Bower	St. Patrick Elementary School, London
Orli Fabro	St. Brigid of Kildare Elementary School
Katie Ferraro	St. Andrew Elementary School
Beth Fragasse	Sacred Heart Elementary School, N.P
Jeff Grimmett	Bishop Hartley High School
Stephanie M. Kephart	Our Lady of the Peace Elementary School
Jamie Leigh Kolp	St. Paul Elementary School
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Mike Renzi	Bishop Watterson High School
Kathy Smith	St. Brendan Elementary School
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Music Assessment

Music teachers have always valued assessment methods that go beyond traditional paper-and-pencil testing. These assessment methods honor aspects of the artistic experience such as engagement, imagination, and creativity. Music assessment always involved performance assessments.

Assessment of Cognitive Skills Include:

- knowledge of music in history and culture;
- understanding various criteria and purposes for music;
- knowledge of music vocabulary;
- analyzing and describing characteristics and meaning of different types of music; and
- knowledge of how music connects to other curricular areas.

Performance Assessment Skills Include:

- participation and discussion; and
- performance in class or concert setting.

Assessment Tools:

- Tests/quizzes
- Performances
- Oral and written critiques

Codes for Instruction

The skills in the scope and sequence have been coded as follows:

I indicates that the teacher will **Introduce** the skill(s) and/or concept(s) at this grade level.

D indicates that the teacher will **Develop** the skill(s) and/or concept(s) by reviewing and/or extending them in greater depth than the previous year(s).

M indicates **Mastery** of the skill(s) and/or concept(s). The student will be able to demonstrate the skill(s) and/or understanding of the concept(s) at an acceptable level of proficiency.

m indicates that the student will **maintain** the skill(s) and/or concept(s).

I. Content Standard: Students sing, alone and with others, a varied repertoire of sacred and secular music.

The student will:	K	1	2	3	4	5	6	7	8	elem. band	basic chorus	perform chorus	basic inst.	perf. inst.	music apprec.	music theory
A. sing action songs, singing games, and demonstrates pantomimic and dramatic rhythms	I	D	M	m	m											
B. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo	I	D	D	D	D	D	D	D	M		m	m				
C. sing expressively, with appropriate dynamics, phrasing, and interpretation	I	D	D	D	D	D	D	D	M		m	m				
D. sing ostinati, partner songs, and rounds		I	D	D	M	m	m	m	m		m	m				
E. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the keys of the conductor	I	D	D	D	M	m	m	m	m		m	m				
F. sing from a basic repertoire of folk and composed songs representing various genre, styles, and cultures	I	D	D	D	D	D	D	D	M		m	m				
G. sing songs with good breath control and posture, using the head voice, through their singing ranges	I	D	D	D	D	D	D	D	M		m	m				
H. sing songs with descants and songs in two and three parts					I	D	D	D	M		m	m				
I. sing patriotic songs	I	D	D	D	D	D	D	D	M		m	m				
J. sing liturgical music	I	D	D	D	D	D	D	D	D		M	m				
K. sing 4 part songs (saatb, ssaa, ttb)	I	D	D	D	D	D	D	D	M		m	m				
L. demonstrate good rehearsal and/or practice habits	I	D	D	D	D	D	D	D	M		m	m				
M. demonstrate proper concert etiquette as a performer and/or audience	I	D	D	D	D	D	D	D	D		M	m				
N. understand proper etiquette in worship settings	I	D	M	m	m	m	m	m	m		m	m				
O. demonstrate the ability to sing a harmonic line independently											I/D	M				
P. demonstrate quality performances in varied singing groups											I/D	M				

II. Content Standard: The students perform on instruments, alone and with others, a varied repertoire of sacred and secular music.

The student will:	K	1	2	3	4	5	6	7	8	elem. band	basic chorus	perform chorus	basic inst.	perf. inst.	music apprec.	music theory
A. echo short rhythms and melodic patterns	I	D	D	D	M	m	m	m	m	m			m	m		
B. perform easy rhythmic, melodic, and harmonic patterns accurately and independently on any instrument	I	D	D	D	M	m	m	m	m	m			m	m		
C. perform independent/group instrumental parts while other students sing or play contrasting parts	I	D	D	D	M	m	m	m	m	m			m	m		
D. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo using a varied repertoire of music	I	D	D	D	D	D	D	D	M	m			m	m		
E. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with correct posture, playing position, breath control, embouchure, and articulation.	I	D	D	D	D	D	D	D	M	m			m	m		
F. demonstrate proper use, knowledge, and care of an instrument	I	D	D	D	D	D	D	D	D	D			D	D		
G. demonstrate sight reading skill	I	D	D	D	D	D	D	D	D	D			D	D		
H. demonstrate simple rudiments, i.e., flam, flam tap, flam accent, paradiddle, flam paradiddle, drag, ruff, rolls, ratamacue										I/D			D	D		
I. extend ranges and develop skill in self-tuning, adjusting pitch, blending and balancing in ensemble playing										I/D			D	D		
J. demonstrate basic marching techniques, commands, and movements (attention, parade rest, left face, right face, about face, etc.)														I/D		
K. memorize and/ or learn music, drills, and formations for marching band shows and/or parades														I/D		
L. demonstrate good rehearsal and/or practice habits	I	D	D	D	D	D	D	D	D	D			D	D		
M. demonstrate proper concert etiquette as a performer and/or an audience member	I	D	D	D	D	D	D	D	D	D			D	D		
N. recognize and perform in various key signatures					I	D	D	D	D	D			D	D		
O. play major scales up to 4 flats and 4 sharps										I			D	D		

III. Content Standard: Students improvise, compose, and arrange sacred and secular music.

The student will:	K	1	2	3	4	5	6	7	8	elem. band	basic chorus	perform chorus	basic inst.	perf. inst.	music apprec.	music theory
A. improvise melodies in a “call-and-response” setting and rhythms in “question and answer”	I	D	D	D	D	D	D	M	m	m	m	m	m	m	m	m
B. improvise and compose melodies and accompaniments, e.g., ostinato, melodic, or rhythmic phrases				I	D	D	M	m	m							
C. improvise simple movements and lyric variations	I	D	M	m	m	m	m	m						m		m
D. create and arrange music to accompany readings or dramatizations	I	D	D	D	M	m	m	m	m							
E. improvise and compose short compositions using a variety of classroom instruments and sound sources				I	D	D	D	D	M	m	m	m	m	m	m	m
F. improvise melodic and rhythmic variations on pentatonic, major, and/or minor key melodies				I	D	D	D	D	M	m	m	m	m	m	m	m

IV. Content Standard: Students read and notate sacred and secular music.

The student will:	K	1	2	3	4	5	6	7	8	elem. band	basic chorus	perform chorus	basic inst.	perf. inst.	music apprec	music theory
A. recognize and demonstrate steady beat, strong/weak beat, sounds/silences, and long/short sounds using icons	I	D	M							m					m	
B. read, write, and perform whole, half, dotted half, quarter, eighth, sixteenth notes, and rests in 1/2, 3/4 and 4/4 meter signatures	I	D	D	D	D	D	M	m	m	m	m		m	m		m
C. read various meters, e.g., 6/8, 3/8, 2/2, subdivided beats, syncopated patterns, and concepts of changing meters and polyrhythms				I	D	D	D	D	D	D			D	D		D
D. recognize melodic directions (moving up, moving down, same, high and low, steps, skips, and repeated tones) and tonal center	I	D	D	D	D	M	m	m	m		m					m
E. use a system (that is, syllables, numbers, or letters) to read and write simple pitch notations in the treble clef in major keys	I	D	D	D	D	D	M	m	m	m	m					m
F. follow a line of music within a score aurally and/or visually				I	D	D	M	m	m		m	m				m
G. identify and notate symbols and traditional terms referring to dynamics, tempo, and articulation correctly	I	D	D	D	D	D	D	D	M	m	m	m	m	m		m
H. recognize key signatures in major/minor chromatic scales visually and/or aurally					I	D	D	D	D							
I. read and write simple melodies in bass clef								I	D							
J. play the concert B \flat scale ascending and descending and progresses to E \flat , A \flat , F, C chromatic										I/D			M	m		
K. read and perform music progressively at grade level 1, 1 ½, 2, 2 ½										I/D			D/M	m		
L. read and perform music progressively at grade 3, 3 ½, 4, 4 ½, 5														I/D /M		
M. understand parallel and relative minor scales																I/D/ M

V. Content Standard: Students listen to, analyze, and describe sacred and secular music.

The student will:	K	1	2	3	4	5	6	7	8	elem. band	basic chorus	perform chorus	basic inst.	perf. inst.	music apprec.	music theory
A. identify and respond to simple music forms, e.g., rondo, AB, ABA		I	D	D	M	m	m	m	m	m	m	m	m	m	m	m
B. identify and respond to music forms, e.g., round, canon, partner songs, call and response, etc.					I	D	D	D	M	m	m	m	m	m	m	m
C. analyze the structure of larger musical works and the sections comprised within							I	D	D	M	m	m	m	m	m	m
D. identify the sounds of a variety of instruments, including orchestra, band, rhythm, world instruments, and voice	I	D	D	D	D	D	D	M	m	m	m	m	m	m	m	m
E. identify intervals, e.g., whole step/half step							I	D	M	m	m	m	m	m	m	m
F. listen and respond to various musical styles	I	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
G. identify harmonic textures, e.g., consonance/dissonance, monophonic, homophonic, and polyphonic forms						I	D	D	M	m	m	m	m	m	m	m
H. identify and recognize in a piece of music the following: clef, key signature, time signature, tempo, dynamic marking, and note values						I	D	D	M	m	m	m	m	m	m	m
I. differentiate between major and minor tonalities	I	D	D	D	D	D	M	m	m	m	m	m	m	m	m	m
J. identify the difference between unison and harmony						I	D	D	M		m	m	m	m	m	m
K. identifies harmonic textures (consonance and dissonance, monophonic, harmonic, polyphonic forms)						I	D	D	M		m	m	m	m	m	m
L. demonstrate rhythmic and melodic diction																D

VI. Content Standard: Students evaluate music and musical performances.

The student will:	K	1	2	3	4	5	6	7	8	elem. band	basic chorus	perform chorus	basic inst.	perf. inst.	music apprec.	music theory
A. devise and utilize criteria for evaluating performances and compositions	I	D	D	D	D	D	D	D	M		m	m	m	m	m	m
B. explain using appropriate music terminology different styles of music	I	D	D	D	D	D	D	D	M						m	
C. evaluate the quality of his/her own performance and compositions and offer suggestions for improvement	I	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D

VII. Content Standard: Students understand the relationship among music, the other arts, and disciplines outside the arts.

The student will:	K	1	2	3	4	5	6	7	8	elem. band	basic chorus	perform chorus	basic inst.	perf. inst.	music apprec.	music theory
A. make connections between drama, dance, art, literature, and history to music, e.g., choral reading, ballet, opera, folk movement, and respond to elements of music through movement	I	D	D	D	D	D	D	D	D						M	
B. use the disciplines of dance, dramatization, and visual arts to enhance the worship experiences, e.g., Christmas musicals, holiday music in other languages	I	D	D	D	D	D	D	D	M						m	
C. explain ways that the elements of music principles are interrelated with other curricular areas, e.g., Peter and the Wolf, the Nutcracker, the Science of Sound, the formula of a scale.	I	D	D	D	D	D	D	D	M						m	
D. show ideas of texture, form, and harmony through visual arts, e.g. interpretive drawing						I	D	D	M							

VIII. Content Standard: Students understand music in relation to history, culture, and Catholic heritage.

The student will:	K	1	2	3	4	5	6	7	8	elem. band	basic chorus	perform chorus	basic inst.	perf. inst.	music apprec.	music theory
A. identify and describe various musical periods, styles (Baroque, Romantic, Contemporary, Jazz, etc.) and various composers (Mozart, Beethoven, etc.).	I	D	D	D	D	D	D	D	M		m	m	m	m	m	m
B. perform music of local and world cultures	I	D	D	D	D	D	D	D	D		D	D	D	D		
C. describe appropriate uses of music in social contexts (school, worship, dances)	I	D	D	D	D	D	D	D	M						m	
D. describe the roles of musicians and the uses of music in events in various world cultures	I	D	D	D	D	D	D	D	M						m	
E. describe the characteristics of musical practices in Western traditions, and the Catholic heritage	I	D	D	D	D	D	D	D	D						D	
G. sing songs in other languages	I	D	D	D	D	D	D	D	D			D				

Elementary and Middle School Band

Beginning Band

A student is a first year instrumental or band student. The typical band instruments will be learned from three of the main instrument families: brass, woodwinds, and percussion. If a student switches to a different instrument after their first year of instruction, they may need to repeat beginning band.

Intermediate Band

A student is typically in their second year of instrumental instruction. Occasionally, a first year band student may be “promoted” to Intermediate Band. Likewise, a third year or higher instrumental student may be held back in Intermediate Band.

Advanced Band

Advanced band students are typically in their third year or higher of instrumental instruction. Occasionally, a second year student may be “promoted” to Advanced Band.

*Band level names (Beginning, Intermediate, Advanced) are used as an example only. Individual schools may title each band level differently.

Kindergarten -Music Standards, Benchmarks, and Grade-Level Indicators

Standards I: Sings, alone and with others, a varied repertoire of music.

- A. Sings, alone and with others, a varied repertoire of songs, maintaining a steady beat. I-A, B, E, F, I, J, L
- B. Uses the head voice to produce a light, clear sound. I-E, G
- C. Demonstrates contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low) I-B, C, IV-A
- D. Listens and responds to various music styles (e.g., march). I-F, V-A,B,D, VI-B, VIII-A
- E. Identifies when an individual is performing. I-B, M, II-B, V-D
- F. Sings songs representing their cultures. I-D, F, J, VII-B, VIII-B,G
- G. Sings, listens, and moves to music from various historical periods. I-F, I, VIII-A, F
- H. Participates in developmentally appropriate music activities. *all standards
- I. Sings 4 part songs. I-K
- J. Demonstrates good rehearsal and/or practice skills. I-L
- K. Demonstrates proper concert etiquette as a performer and as an audience member. I-K
- L. *Understands proper etiquette in worship settings. I-N*

Standard II: Performs on instruments, alone and with others, a varied repertoire of music.

- A. Plays, alone and with others, a variety of classroom instruments with proper technique. II-A, B, C, D, E,
- B. Demonstrates proper use, knowledge, and care of an instrument. II-F
- C. Begins to develop sight reading skills. II-G
- D. Attends live music performances and demonstrates audience behavior appropriate for the context and style of music performed. II-M, I-M, VIII-E
- E. Demonstrates good rehearsal and/or practice skills. II-L
II-G

Standard III: Improvise, compose, and arrange music.

- A. Identifies and demonstrates same and different. III-A, IV-D, V-A, B, J
- B. Begins to improvise simple movements to songs and recorded music. III-C, D, I-A
- C. *Begins to create and arrange music to accompany readings or dramatizations. III-D*

Standard IV: Reads and notates music, sacred and secular.

- A. Uses icons to represent the beat. IV-A, B, E, G, II-G
- B. Begins to recognize melodic direction (e.g., moving up, moving down, same, high and low, steps, skips, and repeated tones). IV-D

Standard V: Listens to, analyzes, and describes sacred and secular music.

- A. Identifies, listens to, and responds to music of different composers. V-F,L, I-C, F, VI-B, VIII-A
- B. Identifies the sources of a wide variety of sounds. V-D, L VIII-E
- C. Listens to and responds to various music styles (e.g., march, lullaby). V-F, L, I-F, VI-B, VIII-A
- D. *Begins to differentiate between major and minor tonality. V-I*
- E. Begins to respond through movement to musical characteristics or events while listening to music. V-F, III-C

Standard VI: Evaluates music and musical performances.

- A. *Begins to devise and utilize criteria for evaluating performances and compositions. VI-A*
- B. *Begins to evaluate the quality of his/her own performances and compositions and offers suggestions for improvement. VI-C*

Standard VII: Understands relationships among music, the other arts, and disciplines outside the arts.

- A. Uses music and/or found sounds together with dance, drama, and visual art. VII-A-D, I-A, VIII-B, C
- B. Observes connections between music experiences and other curricular subjects (e.g., English Language Arts). VII-A, C, VIII-A
- C. *Uses the disciplines of dance, dramatization, and visual arts to enhance the worship experience. VII-B*

Standard VII: Understands music in relation to history, culture, and Catholic heritage.

- A. Recognizes how sounds and music are used in daily life. VIII-C, D, F, I-M, II-M, V-I
- B. Identifies, discusses, and responds to music written for a specific purpose (e.g., holiday, *holyday*, march, lullaby). VIII-C, D, F, VII-B
- C. Identifies a musician. VIII-A, D, E
- D. *Begins to describe the characteristics of musical practices of Western traditions, and the Catholic heritage. VIII-F*
- E. *Begins to sing songs in other languages. VIII-G*

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- Items with Roman numerals in bold are Diocesan COS standards.

- Items in regular print are state grade level indicators with the COS letter/number correlation.

- *Items in italics reference the Diocesan COS objectives that are not in state standards.*

-Items in regular bold print are benchmarks.

Grade One-Music Standards, Benchmarks, and Grade-Level Indicators

Standards I: Sings, alone and with others, a varied repertoire of music.

- A. Sings, alone and with others, a varied repertoire of songs with accurate rhythm and developing accurate pitch. I-A, B, E, I, J, L
- B. Sings songs representing their cultures. I-D, F, I, J, II-B, VIII-B,G
- C. Sings, listens, and moves to music from various historical periods. I-F, I, VIII-A, F
- D. Uses the head voice to produce a light, clear sound. I-E, G
- E. Identifies and demonstrates contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low). I-B, C, IV-A
- F. Participates in developmentally appropriate music activities. *all standards
- G. *Demonstrates good rehearsal and/or practice skills.* I-L
- H. *Understands proper etiquette in worship settings.* I-N
- I. Attends live music performances and demonstrates audience behavior appropriate for the context and style of music performed. I-M, II-M, VIII-E
- J. Sings 4 part songs. I-K

Standard II: Performs on instruments, alone and with others, a varied repertoire of music.

- A. Plays, alone and with others, a variety of classroom instruments with proper technique. II-A, B, C, D, F, L
- B. Identifies classroom instruments (e.g., tambourines, maracas, rhythm sticks, triangle, woodblock, finger cymbals, drums) visually and aurally. II-F, V-D
- C. Demonstrates good rehearsal and/or practice skills. II-L
- D. Demonstrates proper concert etiquette as a performer and/or an audience member. II-M, I-M

Standard III: Improvises, composes, and arranges music.

- A. Identifies and demonstrates echo and call/response. III-A, II-A, V-A
- B. Improvises on selected lyrics (text) of known

songs. III-C, D

- C. Responds physically to a variety of age-appropriate music. III-C, I-A, V-F

Standard IV: Reads and notates music, sacred and secular.

- A. Reads, writes, and performs using eighth notes, quarter notes, and quarter rests. IV-B, E, G,
- B. Reads, writes, and performs tritonic (la-sol-mi) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers, or letters). IV-D, E, II-G

Standard V: Listens to, analyzes, and describes sacred and secular music.

- A. Identifies same/different phrases. V-A, II-A, III-A
- B. Identifies similar terms (e.g., patterns, texture) in the arts. V-D, VII-C
- B. *Differentiates between major and minor tonalities.* V-I

Standard VI: Evaluates music and musical performances.

- A. Recognizes and discusses individual and group performances. VI-A, B, C, I-L, M, II-L, M, V-D
- B. Identifies and demonstrates elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege). VI-B
- C. *Begins to evaluate the quality of their own performances and compositions and offers suggestions for improvement.* VI-C

Standard VII: Understands relationships among music, the other arts, and disciplines outside the arts.

- A. Uses music and/or found sounds together with dance, drama, and visual arts. VII-A-C I-A, VIII-B, C
- B. Recognizes connections between music experiences and another curricular subjects (e.g., English Language Arts). VII-C, VIII-A

Standard VIII: Understands music in relation to history, culture, and Catholic heritage.

- A. Identifies, listens, and responds to music of

different composers. VIII-A, F, I-F,I

- B. Recognizes and describes how songs are used for a variety of occasions (e.g., birthday, holiday, Holyday). VIII-C, D, F, VII-A, B
- C. Identifies, discusses, and responds to music written for specific purposes (e.g., holiday, march, lullaby). VIII-C, D, F, II-B
- D. Identifies various uses of music in their cultures. VIII-B, C, D. I-D, J
- E. Recognizes a musician. VIII-D, E

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-Items in regular bold print are benchmarks.

Grade Two-Music Standards, Benchmarks, and Grade-Level Indicators

Standards I: Sings, alone and with others, a varied repertoire of music.

- A. Sings, alone and with others, a varied repertoire of songs with accurate rhythm and pitch, and appropriate expressive qualities. I-A-C, E, F, I, J, L
- B. Sings ostinati, partner songs, and rounds. I-D
- C. Uses the head voice to produce a light, clear sound, and maintains appropriate posture. I-G
- D. Participates in developmentally appropriate music activities. *all standards
- E. *Demonstrates good rehearsal and/or practice skills.* I-L
- F. *Demonstrates proper concert etiquette as a performer and/or audience.* I-M

Standard II: Performs on instruments, alone and with others, a varied repertoire of music.

- A. Plays, alone and with others, a variety of classroom instruments with proper technique while other students sing or play contrasting parts. II-A, C
- B. *Performs easy rhythmic, melodic, and harmonic patterns accurately and independently on an instrument.* II-B
- C. *Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo.* II-D
- D. *Demonstrates good rehearsal and/or practice skills.* I-L
- E. *Demonstrates proper concert etiquette as a performer and/or an audience member.* II-M

Standard III: Improvise, compose, and arrange music.

- A. Improvises and composes simple rhythmic and melodic phrases and ostinati (e.g., compose a melody for a poem, question/answer). III-A-D
- B. Responds physically, emotionally, and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music. III-C, I-A, V-F, VII-A

- C. *Improvises and composes short compositions using a variety of classroom instruments and sound sources.* III-E, II-B
- D. *Begins to improvise melodic and rhythmic variations on pentatonic, major, and/or minor key melodies.* III-F

Standard IV: Reads and notates music, sacred and secular.

- A. Reads, writes, and performs using sixteenth notes, eighth notes, quarter notes, half notes, and quarter rests in 2/4 and 4/4 meter. IV-B, I-G
- B. *Begins to read various meters such as 6/8, 3/8, and 2/2.* IV-C
- C. Reads, writes, and performs extended pentatonic melodies with high do(do-la-sol-mi-re-do) on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers, or letters). IV-D, E, II-G,
- D. *Begins to follow a line of music with a score aurally and/or visually.* II-F, IV-F
- E. Identifies and demonstrates elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte). IV-B, I-E
- F. *Identifies and notates symbols and traditional terms referring to dynamics, tempo, and articulation correctly.* IV-G

Standard V: Listens to, analyzes, and describes sacred and secular music.

- A. Identifies and responds to simple music forms (e.g., rondo, AB). V-A
- B. Identifies and demonstrates A/B form and verse/refrain form. V-A
- C. Identifies the four families of orchestral instruments visually and aurally. V-D
- D. *Listens and responds to various musical styles.* V-D
- E. *Differentiates between major and minor tonalities.* V-I

Standard VI: Evaluates music and musical performances.

- A. Discusses and evaluates individual music performances. VI-A-C, V-D, VIII-E
- B. Develops criteria for reflecting on his/her performances. VI-A, I-M
- C. Identifies and demonstrates elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege). VI-B

Standard VII: Understands relationships among music, the other arts, and disciplines outside the arts.

- A. Demonstrates how music communicates meaning of text, feelings, and moods or images. VII-A, V-F, VI-A, VIII-C
- B. Interprets music through dance, drama, and visual art. VII-A-C, VIII-B-C
- C. Identifies the use of similar elements (e.g., form, rhythm) in music and other art forms. VII-A-C
- D. Explains ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts. VII-C

Standard VIII: Understands music in relation to history, culture, and Catholic heritage.

- A. Discusses the purpose of music from selected historical periods. VIII-A
- B. Identifies, listens, and responds to music of different composers. VIII-A
- C. Sings, listens, and moves to music from world cultures. VIII-B
- D. *Describes appropriate uses of music in social contexts (school, worship, dances).* VIII-C, I-N
- E. Identifies similarities and differences in music of the United States. VIII-B
- F. Recognizes and describes ways that music serves as an expression in various cultures. VIII-D
- G. Attends live music performances and demonstrates audience behavior appropriate for the context and style of music performed. VIII-E, I-M, II-M

H. *Describes the characteristics of musical practices in Western traditions and the Catholic heritage.*

VIII-F

I. *Sings songs in other languages.* VIII-G

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Grade Three-Music Standards, Benchmarks, and Grade-Level Indicators

Standards I: Sings, alone and with others, a varied repertoire of music.

- A. Sings, alone and with others, a varied repertoire of songs with accurate rhythm and pitch, and appropriate expressive qualities. I-A-C, E, F, I, J, L
- B. Sings ostinati, partner songs, and rounds. I-D
- C. Uses the head voice to produce a light, clear sound, and maintains appropriate posture. I-G
- D. Participates in developmentally appropriate music activities. *all standards
- E. *Demonstrates good rehearsal and/or practice skills.* I-L
- F. *Demonstrates proper concert etiquette as a performer and/or audience.* I-M

Standard II: Performs on instruments, alone and with others, a varied repertoire of music.

- A. Plays, alone and with others, a variety of classroom instruments with proper technique while other students sing or play contrasting parts. II-A, C
- B. *Performs easy rhythmic, melodic, and harmonic patterns accurately and independently on an instrument.* II-B
- C. *Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo.* II-D
- D. *Demonstrates good rehearsal and/or practice skills.* I-L
- E. *Demonstrates proper concert etiquette as a performer and/or an audience member.* II-M

Standard III: Improvise, compose, and arrange music.

- A. Improvises and composes simple rhythmic and melodic phrases and ostinati (e.g., compose a melody for a poem, question/answer). III-A-D
- B. Responds physically, emotionally, and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music. III-C, I-A, V-F, VII-A
- C. *Improvises and composes short compositions*

using a variety of classroom instruments and sound sources. III-E, II-B

- D. *Begins to improvise melodic and rhythmic variations on pentatonic, major, and/or minor key melodies.* III-F

Standard IV: Reads and notates music, sacred and secular.

- A. Reads, writes, and performs using sixteenth notes, eighth notes, quarter notes, half notes, and quarter rests in 2/4 and 4/4 meter. IV-B, I-G
- B. *Begins to read various meters such as 6/8, 3/8, and 2/2.* IV-C
- C. Reads, writes, and performs extended pentatonic melodies with high do(do-la-sol-mi-re-do) on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers, or letters). IV-D, E, II-G,
- D. *Begins to follow a line of music with a score aurally and/or visually.* II-F, IV-F
- E. Identifies and demonstrates elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte). IV-B, I-E
- F. *Identifies and notates symbols and traditional terms referring to dynamics, tempo, and articulation correctly.* IV-G

Standard V: Listens to, analyzes, and describes sacred and secular music.

- A. Identifies and responds to simple music forms (e.g., rondo, AB). V-A
- B. Identifies and demonstrates A/B form and verse/refrain form. V-A
- C. Identifies the four families of orchestral instruments visually and aurally. V-D
- D. *Listens and responds to various musical styles.* V-D
- E. *Differentiates between major and minor tonalities.* V-I

Standard VI: Evaluates music and musical performances.

- A. Discusses and evaluates individual music

performances. VI-A-C, V-D, VIII-E

- B. Develops criteria for reflecting on his/her performances. VI-A, I-M
- C. Identifies and demonstrates elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege). VI-B

Standard VII: Understands relationships among music, the other arts, and disciplines outside the arts.

- A. Demonstrates how music communicates meaning of text, feelings, and moods or images. VII-A, V-F, VI-A, VIII-C
- B. Interprets music through dance, drama, and visual art. VII-A-C, VIII-B-C
- C. Identifies the use of similar elements (e.g., form, rhythm) in music and other art forms. VII-A-C
- D. Explains ways that the basic principles (e.g., elements of music) and subject matter (e.g. topics, themes, lyrics) of music are interrelated with disciplines outside the arts. VII-C

Standard VIII: Understands music in relation to history, culture, and Catholic heritage.

- A. Discusses the purpose of music from selected historical periods. VIII-A
- B. Identifies, listens, and responds to music of different composers. VIII-A
- C. Sings, listens, and moves to music from world cultures. VIII-B
- D. *Describes appropriate uses of music in social contexts (school, worship, dances).* VIII-C, I-N
- E. Identifies similarities and differences in music of the United States. VIII-B
- F. Recognizes and describes ways that music serves as an expression in various cultures. VIII-D
- G. Attends live music performances and demonstrates audience behavior appropriate for the context and style of music performed. VIII-E, I-M, II-M
- H. *Describes the characteristics of musical practices in Western traditions and the Catholic heritage.* VIII-F
- I. *Sings songs in other languages.* VIII-G

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Grade Four-Music Standards, Benchmarks, and Grade-Level Indicators

Standards I: Sings, alone and with others, a varied repertoire of music.

- A. Sings, alone and with others, a varied repertoire of songs with accurate rhythm and pitch, and appropriate expressive qualities. I-A- F, H-K
- B. Identify and demonstrate partner songs, and rondo forms. I-D, V-A
- C. Uses the head voice to produce a light, clear sound, employing breath support and maintaining appropriate posture. I-G
- D. Participates in developmentally appropriate music activities. *all standards
- E. *Demonstrates good rehearsal and/or practice skills.* I-L
- F. *Demonstrates proper concert etiquette as a performer and/or audience.* I-M

Standard II: Performs on instruments, alone and with others, a varied repertoire of music.

- A. *Echoes short rhythms and melodic patterns.* II-A
- B. *Performs easy rhythmic, melodic, and harmonic patterns accurately and independently on available instruments.* II-B
- C. *Performs independent /group instrumental parts while other students sing or play contrasting parts.* II-C
- D. *Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo.* II-D
- E. Plays alone and with others a variety of classroom instruments with proper technique. II-E
- F. *Demonstrates proper use, knowledge, and care of an instrument.* II-F
- G. *Demonstrates good rehearsal and/or practice skills.* I-L
- H. *Demonstrates proper concert etiquette as a performer and/or an audience member.* II-M
- I. *Begins to recognize and perform in various key signatures.* II-N

Standard III: Improvise, compose, and arrange music.

- A. Improvises and composes simple compositions using a variety of classroom instruments and sound sources. III-B-E
- B. *Creates and arranges music to accompany readings or dramatization.* III-D
- C. *Improvises and composes short compositions using a variety of classroom instruments and sound sources.* III-E, II-B
- D. *Improvise melodic and rhythmic variations on pentatonic, major, and/or minor key melodies.* III-F

Standard IV: Reads and notates music, sacred and secular.

- A. Reads, writes, and performs using sixteenth notes through whole note values including a syncopated rhythm or eighth-quarter-eighth in 2/4, 3/4, and 4/4 meter. IV-B-C, II- B,G
- B. Identifies and demonstrates elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte). IV-B
- C. *Recognizes melodic directions.* IV-D
- D. Reads, writes, and performs extended pentatonic melodies with high do, low la, and low sol(do-la-sol-me-re-do-la-sol) on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers, or letters). IV-E, II-G
- E. Reads, writes, and performs melodies in treble clef. IV-E, III-A-E
- F. *Follows a line of music with a score aurally and/or visually.* IV-F
- G. *Identifies and notates symbols and traditional terms referring to dynamics, tempo, and articulation correctly.* IV-G
- H. *Begins to recognize key signatures in major/minor chromatic scales visually and/or aurally.* IV-H

Standard V: Listens to, analyzes, and describes sacred and secular music.

- A. **Identifies and responds to simple music**

forms (e.g., rondo, AB, ABA). V-A

- B. Identifies and responds to music forms (e.g. round, canon, partner songs, call-response). V-B
- C. Classifies instruments by the four families of the orchestra. V-D
- D. Describes the way sound is produced on various instruments and with the human voice. V-D
- E. *Listens to and responds to different musical styles.* V-F
- F. *Differentiates between major and minor tonalities.* V-I

Standard VI: Evaluates music and musical performances.

- A. Discusses and evaluates individual and group music performances. VI-A, C, V-D, VIII-E
- B. Develops criteria for reflecting on his/her performances. VI-I,L,M
- C. *Explains using appropriate music terminology different styles of music.* VI-B

Standard VII: Understands relationships among music, the other arts, and disciplines outside the arts.

- A. Demonstrates how music communicates meaning of text, feelings, and moods or images. VII-A, V-F, VI-A, VIII-C
- B. Interprets music through dance, drama, and visual art. VII-A-C, VIII-B-C
- C. Identifies the use of similar elements (e.g., form, rhythm) in music and other art forms. VII-A-C
- D. Explains ways that the basic principles (e.g., elements of music) and subject matter (e.g. topics, themes, lyrics) of music are interrelated with disciplines outside the arts. VII-C

Standard VIII: Understands music in relation to history, culture, and Catholic heritage.

- A. Discusses the lives and times of composers from various historical periods. VIII-A
- B. Identifies, listens, and responds to music of different composers. VIII-A

- C. Sings and responds to music from world cultures. VIII-B-D, G, I-C, D, F, G, I, J
- D. Identifies similarities and differences in music of the U.S. and various cultures. VIII-B
- E. Describes appropriate uses of music in social contexts (e.g., school, worship, dances). VIII-C
- F. Recognizes and describes ways that music serves as an expression in regional culture. VIII-D
- G. Describes roles of musicians in various music settings. VIII-D
- H. Attends live music performances and demonstrates audience behavior appropriate for the context and style of music performed. VIII-E, I-M
- I. *Describes the characteristics of musical practices in Western traditions and the Catholic heritage.* VIII-F
- J. *Sings songs in other languages.* VIII-G

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Grade Five-Music Standards, Benchmarks, and Grade-Level Indicators

Standards I: Sings, alone and with others, a varied repertoire of music.

- A. Sings, alone and with others, using good posture and breath control, a varied repertoire of music representing diverse genres and cultures with appropriate dynamics, expression and tempo for the work being performed. I-A- J, H
- B. Responds appropriately to the cues of a conductor. I-E
- C. Participates in developmentally appropriate music activities. *all standards
- D. *Demonstrates good rehearsal and/or practice skills.* I-L
- E. Describes audience etiquette associated with various music performances and settings. I-M, II-L
- F. Sings 4 part songs. I-K

Standard II: Performs on instruments, alone and with others, a varied repertoire of music.

- A. Plays alone and with others using good posture and breath control, with appropriate dynamics, expression, and tempo for the work being performed using a varied repertoire of music. II-D
- B. Plays a variety of classroom instruments independently and with other contrasting parts. II-C,E
- C. *Demonstrates proper use, knowledge, and care of an instrument.* II-F
- D. *Demonstrates good rehearsal and/or practice skills.* II-L
- E. *Demonstrates proper concert etiquette as a performer and/or an audience member.* II-M
- F. Identifies key signatures. II-N, IV-H

Standard III: Improvise, compose, and arrange music.

- A. Improvises melodies in a call-and-response setting. III-A, II-A
- B. Creates short melodies using traditional notation. III-B
- C. *Improvises and composes short compositions using a variety of classroom instruments and sound sources.* III-E, II-B

- D. *Improvises melodic and rhythmic variations on pentatonic, major, and/or minor key melodies.* III-F, V-I

Standard IV: Reads and notates music, sacred and secular.

- A. Reads, writes, and performs rhythm patterns (in 2/4, 3/4, and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms. IV-B-C, II-G
- B. **Recognizes melodic directions.** IV-D
- C. Reads, writes, and performs diatonic melodies with fa and ti and the major scale on the treble staff in G-do using a system (e.g., solfege, numbers, or letters). IV-E
- D. *Follows a line of music with a score aurally and/or visually.* IV-F
- E. *Identifies and notates symbols and traditional terms referring to dynamics, tempo, and articulation correctly.* IV-G
- F. *Recognizes key signatures in major/minor chromatic scales visually and/or aurally.* IV-H

Standard V: Listens to, analyzes, and describes sacred and secular music.

- A. Recognizes, identifies, and demonstrates theme and variations in the music of various cultures and/or historical periods. V-B
- B. Researches and identifies musical instruments from different historical periods and world cultures. V-D
- C. Identifies selected electronic and world music instruments. V-D
- D. *Listens to and responds to different musical styles.* V-F
- E. *Begins to identify harmonic textures (e.g., consonance/dissonance, monophonic, homophonic, and polyphonic forms).* V-G
- F. Identifies dynamics, tempo, meter, and tonality in various pieces of music. V-H, I
- G. Identifies terms related to form (e.g. DC al Fine; DC dai segno; DS al Coda; repeat signs, first and second endings). V-H
- H. Analyzes a piece of music using music vocabulary. V-H

- I. Differentiates between melody and harmony. V-J
- J. Begins to identify harmonic textures (e.g. consonance/dissonance, monophonic, harmonic, polyphonic forms). V-K

Standard VI: Evaluates music and musical performances.

- A. Evaluates and describes individual and group performances and offers suggestions for improvement. VI-A, C, I-L,M
- B. *Explains, using appropriate music terminology, different styles of music.* VI-B

Standard VII: Understands relationships among music, the other arts, and disciplines outside the arts.

- A. Recognizes and discusses the influence of American history on the development of folk music. VII-A
- B. Describes how knowledge of music connects to learning in other subject areas. VII-A
- C. Interprets music through dance, drama, and visual art. VII-A-C, VIII-B-C
- D. Identifies the use of similar elements of other art forms and compares how ideas and emotions are expressed in each art form using the same elements.. VII-A, C
- E. Defines basic art terms (e.g., texture, color, form, movement) associated with various art forms and uses them to describe music events. VII-C

Standard VIII: Understands music in relation to history, culture, and Catholic heritage.

- A. Identifies, listens, and responds to music of different composers. VIII-A
- B. Sings and responds to music from world cultures and languages. VIII-B, G, I-F, I, J
- C. *Describes appropriate uses of music in social contexts (e.g., school, worship, dances).* VIII-C
- D. Describes conditions under which music is created and performed in various cultures. VIII-D
- E. Compares and contrasts opera and American music theatre. VIII-D
- F. Discusses how culture influences music. VIII-D,E, VII-A

- G. Identifies the specific skills needed to be a musician. VIII-D
- H. *Describes the characteristics of musical practices in Western traditions and the Catholic heritage.* VIII-E

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Grade Six-Music Standards, Benchmarks, and Grade-Level Indicators

Standards I: Sings, alone and with others, a varied repertoire of music.

- A. Sings, alone and with others, using good posture and breath control throughout their range, a varied repertoire of music I-A-J
- B. Responds appropriately to the cues of a conductor. I-E, II-N, O
- C. Describes the principles of breathing techniques, good posture, and tone production. I-G, II-E
- D. Participates in developmentally appropriate music activities. *all standards
- E. *Sings 4 part songs (saatb, ssa, ttb).* I-K
- F. *Demonstrates good rehearsal and/or practice skills.* I-L, II-L
- G. Demonstrates proper audience etiquette as a performer and/or audience. I-M, II-L

Standard II: Performs on instruments, alone and with others, a varied repertoire of music.

- A. Plays a variety of instruments, alone and with others, with increasingly complex rhythms and melodic phrases. II-C
- B. Plays, alone and with others, using good posture and breath control throughout their range, a varied repertoire of music representing diverse cultures with appropriate dynamic expression and tempo for the work being performed. II-A-E, IV-C
- C. *Demonstrates proper use, knowledge, and care of an instrument.* II-F
- D. *Practices audience etiquette in selected music settings.* II-L, K, M, I-L, M
- E. Identifies key signatures. II-N, IV-H

Standard III: Improvise, compose, and arrange music.

- A. *Improvises melodies in a call-and-response setting.* III-A
- B. *Improvises and composes melodies and accompaniments (e.g., ostinato, melodic, or rhythmic phrases).* III-B
- C. Improvises melodies over a given bass line.
- D. *Improvises and composes short compositions using a variety of classroom instruments and sound sources.* III-E, II-B
- E. *Improvise melodic and rhythmic variations on pentatonic, major, and/or minor key*

melodies. III-F

Standard IV: Reads and notates music, sacred and secular.

- A. **Reads, writes, and performs rhythm patterns (in 2/4, 3/4, and 4/4 meter)** using sixteenth through whole notes including dotted half-note and syncopated rhythms. IV-B-C, II-G
- B. Creates and notates music compositions using one or more parts. IV-B, E, F, V-B
- C. **Uses a system (that is, syllables, numbers, or letters) to read and write simple pitch notations in the treble clef in major keys.** IV-E
- D. **Follows a line of music within a score aurally and/or visually.** IV-F
- E. Identifies and notates symbols and traditional terms referring to dynamics, tempo, and articulation correctly. IV-G

Standard V: Listens to, analyzes, and describes sacred and secular music.

- A. Describes distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme, and variations) from various cultures and/or historical periods. V-A-C, VIII-A-C
- B. Begins to analyze a piece of music with more than one movement using elements of music. V-C
- C. Describes instruments used in Western traditional instrumental ensembles and in world music ensembles. V-D
- D. Begins to identify whole steps and half steps in the major scales. V-E, IV-D
- E. Distinguishes the use of dynamics, meter, tempo, and tonality in various pieces of music. V-F-H
- F. **Differentiates between major and minor tonalities.** V-I
- G. *Identifies the difference between unison and harmony.* V-J
- H. *Identifies harmonic textures (e.g., consonance/dissonance, monophonic, harmonic, polyphonic forms).* V-K

Standard VI: Evaluates music and musical performances.

- A. Develops criteria for evaluating quality and effectiveness of music performances and compositions. VI-A, C
- B. Critiques a variety of music performances. VI-A, B

Standard VII: Understands relationships among music, the other arts, and disciplines outside the arts.

- A. Describes ways that music relates to other art forms using appropriate terminology. VII-A,C
- B. Compares in music and other art forms how the characteristic materials of each art (e.g., sound in music, movement in dance) can be used to transform similar events, senses, emotions, or ideas into works of art. VII-B, C, V-D
- C. Integrates art forms into a well-organized music presentation. VII-B
- D. Compares and contrasts subject matter common to music and other subject areas. VII-A-C
- E. Describes the emotional connection to the musical experience. VII-B

Standard VIII: Understands music in relation to history, culture, and Catholic heritage.

- A. Examines the chronological development of various music styles. VIII-A, F
- B. Identifies the major periods or genres in the development of world music history (e.g., Renaissance Period, Peking opera, Lali). VIII-A-B, D,G
- C. Identifies selected composers and their works and places them in the appropriate historical period. VIII-A, F
- D. Recognizes and identifies contextual elements (e.g., time, location, current events, culture, social and political climate) that shapes the development of music. VIII-C, VII-C, VI-B
- E. Communicates ideas about the importance of music in everyday life. VIII-E
- F. Identifies different functions and uses of music in his/her own and other cultures. VIII-C-D, F
- G. Describes roles musicians assume in various cultures and music settings, and identifies skills needed for each role. VIII-D

H. Identifies various careers for musicians (e.g., education, in entertainment, and technical support). VIII-D, F

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Grade Seven-Music Standards, Benchmarks, and Grade-Level Indicators

Standards I: Sings, alone and with others, a varied repertoire of music.

- A. Sings, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter. I-A-C, E-J, IV-C, VIII-B
- B. Responds appropriately to the cues of a conductor. I-E, II-N
- C. Participates in developmentally appropriate music activities. *all standards
- D. *Sings 4 part songs (sabb, ssa, ttb).* I-K
- E. *Demonstrates good rehearsal and/or practice skills.* I-L, II-L
- F. *Demonstrates proper audience etiquette as a performer and/or audience.* I-M, II-L

Standard II: Performs on instruments, alone and with others, a varied repertoire of music.

- A. Plays, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter. II-A-E, IV-C
- B. *Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo using a varied repertoire of music.* II-D,C
- C. Performs accurately, alone and in small and large groups, with good posture producing an appropriate tone quality. II-E, I-G
- D. *Demonstrates proper use, knowledge, and care of an instrument.* II-F
- E. *Demonstrates good rehearsal and/or practice habits.* II-L
- F. Practices audience etiquette in selected music settings. II-L-M, I- L-M
- G. *Recognizes and performs in various key signatures.* II-N, IV-H

Standard III: Improvise, compose, and arrange music.

- A. *Improvise melodies in a call-and response setting.* III-A
- B. *Improvise and compose melodies and accompaniments (e.g., ostinato, melodic, or rhythmic phrases).* III-B

- C. *Improvise and compose short compositions using a variety of classroom instruments and sound sources.* III-E, II-B
- D. *Improvise melodies using major scales.* III-F

Standard IV: Reads and notates music, sacred and secular.

- A. Creates music compositions using one or more parts in duple, triple, and mixed meters. IV-B, E, F, V-B
- B. Creates and notates music compositions using one or more parts. IV-B, E, F, V-B
- C. Reads, writes, and performs rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. IV-B-C
- D. *Identifies and notates symbols and traditional terms referring to dynamics, tempo, and articulation correctly.* IV-G
- E. Identifies and uses key signatures. IV-H, II-M, V-H
- F. Reads and notates melodies in bass clef. IV-I

Standard V: Listens to, analyzes, and describes sacred and secular music.

- A. Analyzes form identifying distinct sections of a larger music work. V-A-C
- B. *Identifies the sounds of a variety of instruments, including orchestra, band, rhythm, work instruments, and voice.* IV-D
- C. Describes the use of meter and rhythm in music of various cultures. V-D, F, H, VIII-D
- D. Recognizes, identifies, and demonstrates form in world music (e.g., Western and non-Western) and popular music. V-A-D, F, G
- E. Identifies whole steps, half steps, and intervals in major scales. V-E
- F. Demonstrates how elements of music are used to create various music styles. V-F,G, I
- G. *Identifies the difference between unison and harmony.* V-J
- H. *Identifies harmonic textures.* V-K

Standard VI: Evaluates music and musical performances.

- A. Applies detailed criteria for evaluating quality and effectiveness of music performance and

- composition. VI-A, C
- B. Applies music vocabulary to describe a varied repertoire of music. VI-B
- C. Develops and applies criteria based on elements of music to support personal preferences for specific music works. VI-A,B
- D. Evaluates music performances and compositions based on elements of music. VI-A-C
- E. Identifies involvement in the arts as a listener, creator, and performer. VI-A, C, I-M, II-M

Standard VII: Understands relationships among music, the other arts, and disciplines outside the arts.

- A. Identifies similarities and differences in the meanings of common terms used in the various arts. VII-A, C
- B. Integrates art forms into a well-organized music presentation. VII-B
- C. Identifies problem-solving and creative thinking skills used in music. VII-A
- D. Identifies representative music examples from music literature and responds to the style of the historical period of music. VII-A

Standard VIII: Understands music in relation to history, culture, and Catholic heritage.

- A. Classifies by composer and historical period a varied body of exemplary music works. VIII-A
- B. Recognizes and identifies historical and cultural contexts (e.g., time and place of a music event) that have influenced music. VIII-A, C
- C. Discusses how music preferences reflect people's values. VIII-C, D
- D. Participates in and reflects on a variety of live music performances and activities. VIII-E, I-M, II-M
- E. Describes ways that technology is used in creating, performing, and listening to music. VIII-D
- F. Using elements of music, describes distinguishing characteristics of music from a variety of cultures. VIII-C, D, E
- G. Identifies exemplary music role models and describes their activities and achievements in the music field. VIII-D

H. *Sings songs in other languages.* VIII-H

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Grade Eight-Music Standards, Benchmarks, and Grade-Level Indicators

Standards I: Sings, alone and with others, a varied repertoire of music.

- A. *Sings independently on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo.* I-B
- B. *Sings expressively, with appropriate dynamics, phrasing, and interpretation.* I-C
- C. Sings, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter. I-A-C, E-I
- D. *Sings in groups, blending vocal timbres, matching dynamic levels, and responds to the keys of the conductor.* I-E
- E. *Sings from a basic repertoire of folk and composed songs representing various genre styles and cultures.* I-F, J
- F. *Sings songs with good breath control and posture, using the head voice, through his/her singing ranges.* I-G
- G. *Sings songs with decants and songs in two and three parts.* I-H, II-G
- H. *Sings 4 part songs (sabb, ssa, tbb).* I-K, II-G
- I. *Demonstrates good rehearsal and/or Practice skills.* I-L, II-L
- J. *Demonstrates proper audience etiquette as a performer and/or audience.* I-M, II-L

Standard II: Performs on instruments, alone and with others, a varied repertoire of music.

- A. **Performs on at least one instrument showing expression and technical accuracy with correct posture, playing position, breath control, embouchure, and articulation.** II- A-E, IV-C
- B. *Demonstrates proper use, knowledge, and care of an instrument.* II-F
- C. *Demonstrates good rehearsal and/or practice habits.* II-L
- D. Practices audience etiquette in selected music settings. II-L-M, I- L-M
- E. *Recognizes and performs in various key signatures.* II-G, N, IV-H

Standard III: Improvise, compose, and arrange music.

- A. *Improvises and composes short compositions using a variety of classroom instruments and sound sources.* III-E, II-B
- B. *Improvises melodic and rhythmic variations on pentatonic, major, and/or minor key melodies.* III-F
- C. Improvises melodies using major and minor scales. III-F

Standard IV: Reads and notates music, sacred and secular.

- A. Creates music compositions using one or more parts in duple, triple, and mixed meters. IV-B, E, F. V-B
- B. Reads, writes, and performs rhythmic (included dotted rhythms) and melodic patterns in a variety of meters. IV-B-C
- C. **Identifies and notates symbols and traditional terms referring to dynamics, tempo, and articulation correctly.** IV-G
- D. **Identifies whole steps, half steps, and intervals in major and natural minor scales.** IV-D, V-E
- E. Identifies and uses key signatures. IV-H
- F. Reads and notates melodies in bass clef. IV-I

Standard V: Listens to, analyzes, and describes sacred and secular music.

- A. Recognizes, identifies and demonstrates form in world music (e.g., Western and non-Western) and popular music. V-A-D, F, G
- B. *Identifies and responds to music forms (e.g., round, canon, partner songs, call and response, etc.).* V-B
- C. Identifies distinct sections in a larger music work aurally. V-A-C
- D. Identifies components of larger music works (e.g., symphony, mass, concerto). V-A-C
- E. *Listens and responds to various musical styles.* V-F
- F. **Identifies harmonic textures (e.g., consonance/dissonance, monophonic,**

homophonic, and polyphonic forms). V-G

- G. *Identifies and recognizes in a piece of music the following: clef, key signature, time signature, tempo, dynamic marking, and note values.* V-H
- H. *Identifies the difference between unison and harmony.* V-J
- I. *Identifies harmonic textures.* V-K

Standard VI: Evaluates music and musical performances.

- A. Develops and applies criteria based on elements of music to support personal preferences for specific music works. VI-A-B
- B. Compares and contrasts a varied repertoire of music on the basis of how elements of music are used to make the works unique and expressive. VI-A
- C. Applies appropriate criteria to support personal preferences for music choice and evaluates the quality and effectiveness of a music performance. VI-B, C
- D. **Describes and evaluates a piece of music using developed criteria based on elements of music and music vocabulary.** VII-A, B

Standard VII: Understands relationships among music, the other arts, and disciplines outside the arts.

- A. Compares in two or more art forms the common terms and contrasting definitions used for various artistic elements. VII-A-C
- B. *Uses the disciplines of dance, dramatization, and visual arts to enhance the worship experience.* VII-B
- C. *Explains ways that elements of music principles are interrelated with other curricular areas.* VII-C
- D. Describes how roles of creators, performers, and others involved in music are similar to or different from those in other art forms. VII-A-C, VIII-D
- E. Uses problem-solving and creative thinking skills experienced in other disciplines in music. VII-A

-Items in regular bold print are benchmarks.

Standard VIII: Understands music in relation to history, culture, and Catholic heritage.

- A. Compares representative music examples from different historical time periods. VIII-A-D
- B. **Identifies and describes various musical periods, styles, and various composers.** VIII-A
- C. **Describes appropriate uses of music in social contexts.** VIII-C
- D. **Describes the role of musicians and the uses of music in events in various world cultures.** VIII-D
- E. Examines contemporary music styles and describes the distinctive characteristics in a repertoire of exemplary works. VIII-C
- F. Compares representative music examples from different historical time periods. VIII-A-D
- G. Compares and contrasts selected composers and their works. VIII-A
- H. Discusses how current developments in music reflect society in reference to themselves, their community, and the world around them. VIII-C, D, F
- I. Participates in and reflects on a variety of live music performances and activities. VIII-E, I-M, II-M
- J. Explains how and why people use and respond to music. VII, C, D
- K. Uses technology in creating, performing, and/or researching music. VIII-D
- L. Identifies various uses of music in daily experiences. VIII-C, D, F
- M. Identifies non-performing careers in music. VIII-D

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Glossary

A

AB form A music form with two parts in which the first idea is stated twice and then a contrasting idea is stated twice [AB].

Accompaniment The voices or instruments that accompany a melody.

Analyze The process of identifying the aspects of a music work and examining how they function independently and together.

Articulation In a musical performance, the clarity and distinct rendition of music tones.

Audience etiquette The rules for good conduct as a member of an audience.

Authentic performance practice A performance that is marked by its attention to historical music details (e.g., performing on period instruments; playing music the way it was performed when created).

B

Beat The regular pulse or unit of time in music.

Breath control The regulation of one's breathing for better vocal or instrumental (wind) performance.

C

Call and response A music form that follows a question-and-answer pattern in which a soloist or group performs and then a second soloist or group responds.

Canon A music form in which the same melody is started at different times and performed together in overlapping succession. Sometimes referred to as round.

Chord progression The progression of chords (simultaneous combinations of three different pitches) in a piece of music.

Chromatic Incorporating notes that lie outside the regular diatonic scale.

Clef A symbol at the beginning of a staff that indicates the location of pitch on its lines and spaces (e.g., treble, bass).

Concert pitch A specific frequency of sound recognized as the standard pitch. In an ensemble of mixed instruments (e.g., band), playing a Concert B \flat major scale indicates that nontransposing instruments (e.g., flute) play a B \flat major scale. Transposing instruments, in order to play a Concert B \flat major scale, would need to play the scale, that when performed, sound the B \flat concert pitch as the starting note [e.g., B \flat Trumpet would play a C to sound B \flat (concert pitch); E \flat Alto Saxophone would play a G to sound B \flat (concert pitch); French Horn in F would play F to sound B \flat (concert pitch)].

D

Diatonic The notes of a major or minor scale.

Diction Pronunciation and enunciation of words in music.

Dynamic markings Signs that indicate the volume (loudness or softness) of a note passage.

Dynamics The volume (loudness or softness) of sound in music.

E

Elements of music The components of music activity including pitch, rhythm, melody, harmony, dynamics, timbre, texture and form. Sometimes referred to as basic principles of music.

Embouchure The position of the face, lips, tongue, teeth and jaws when playing wind instruments.

Ensemble A group of musicians performing together to create a dynamic and harmonious effect.

Expressive qualities The characteristics of a musical performance that convey meaning or feeling by use of phrasing, dynamics, and style.

G

Genre A style or category of music work such as sonata, opera, gospel, jazz, madrigal, march, mariachi or lullaby.

H

Half step Also called semitone. The smallest interval or closest pitch above or below a given pitch on the keyboard, such as C to C# or E to F.

Harmony Two or more different tones sounded at the same time.

Head voice The higher register of the voice; the chest voice produces the lower register.

Historical periods A time period recognized for its distinct characteristics. In music, recognized historical time periods may include the Middle Ages, Renaissance, Baroque, Classical, Romantic and 20th Century.

K

Key signature The sharps or flats at the beginning of a written piece of music that indicate its basic scale and tonality.

M

Major key A key based on a major scale that contains the following step pattern: whole, whole, half, whole, whole, whole, half or uses the sol-fa tones of do, re, mi, fa, sol, la, ti.

Melody A logical, organized sequence of music notes.

Meter signature (time) An indication of a music work's meter or its rhythmic measure of beats. The meter signature is typically shown similar to a fraction in mathematics with the denominator indicating the unit of measurement and the numerator indicating the number of units that make a measure.

Minor key A key based on a minor scale that contains the following step pattern: whole, half, whole, whole, half, whole, whole or uses the sol-fa tones of la, ti, do, re, mi, fa, sol.

O

Ostinato A brief music pattern repeated continually in a composition or throughout a performance.

P

Phrase A series of connected pitches with a sense of completion; a musical thought.

Pitch The highness or lowness of sound.

R

Rhythm Patterns in music that are produced by altering the emphasis and duration of notes; the way music moves through time.

Round A music form in which the same melody is started at different times and performed together in overlapping succession. Sometimes referred to as canon.

S

Solfège A method of reading music by sight, using the syllables do, re, mi, fa, sol, la, ti.

Staff A set of five horizontal lines with equal distance between them on which notes are written to indicate pitch; the lines on which music is written.

T

Technology Electronic media including CD and cassette players, computer, synthesizer, video, MIDI and music software used as tools to create, learn, explain, document, analyze or present music.

Tempo The pace, or speed, of music.

Texture The pattern and quality of sound created by the elements in a music work, including the number of instruments, voices or chordal tones in a specific section.

W

Whole step The distance of two half steps in the same direction such as the distance between C and D or E and F sharp.