

MUSIC

Kindergarten

Students will . . .

- Demonstrate the ability to sing independently, on pitch and in rhythm, while maintaining a steady tempo.
- Exhibit the ability to sing in a group
- Echo short rhythms and melodic patterns
- Improvise simple “answers” in the same style to given rhythm and melodic phrases
- Identify symbols and traditional terms referring to dynamics, and interpret them correctly while performing
- Identify the sounds of a variety of instruments
- Identify common terms used in liturgical celebrations.
- Identify various uses of music in their daily experiences

Grade One

Students will . . .

- Use appropriate dynamics, phrasing and interpretation while singing.
- Sing competently and confidently in worship assemblies
- Echo short rhythms and melodic patterns
- Improvise simple “answers” in the same style to given rhythm and melodic phrases
- Create music to accompany readings or dramatizations, using a variety of sound sources
- Use a system of syllables, numbers, or letters to read simple pitch notation
- Identify symbols and traditional terms referring to dynamics, and interpret them correctly while performing
- Identify simple musical forms when presented aurally
- Identify common terms used in liturgical celebrations, and identify ways in which music is essential to these rites and rituals

Grade Two

Students will . . .

- Exhibit the ability to sing in groups, using proper techniques of vocal timbre, dynamic levels and following cues of the conductor.
- Sing well and from memory a basic repertoire of Catholic liturgical and traditional church music
- Perform in groups with simple rhythm instruments
- Improvise short songs and instrumental pieces using a variety of song sources
- Be able to read whole, half, dotted half, quarter and eighth notes
- Respond through purposeful movement to selected prominent musical characteristics or to specific music events while listening to music
- Identify common terms used in liturgical celebrations, and identify ways in which music is essential to these rites and rituals.
- Demonstrating audience behavior appropriate for the context and style of music performed.
- Identifying various uses of music in their daily experiences and describe certain characteristics that make certain music suitable for each use

Grade Three

Students will . . .

- Be able to sing from memory a diverse repertoire of songs from various cultures
- Sing well and from memory a basic repertoire of Catholic liturgical and traditional church music
- Perform on pitch, in rhythm, using appropriate dynamics and timbre and maintaining a steady tempo
- Improvise simple rhythmic variations on familiar songs
- Create music to accompany readings or dramatizations, using a variety of sound sources
- Be able to read whole, half, dotted half, quarter and eighth notes and rests in simple meter
- Use Catholic worship repertoire as part of their basic music reading and notating curriculum
- Identify the sounds of a variety of instruments, including orchestra and band instruments, instruments from different cultures ,and children's voices
- Identify specific places within the Rites of the church where music is prescribed
- Identify the roles of musicians in various settings and cultures and be able to describe such

Grade Four

Students will . . .

- Show the capability to sing ostinatos, partner songs, and rounds
- Perform in groups, blending instrumental timbres, matching dynamic levels and responding to the direction of a conductor
- Improvise simple rhythmic and melodic ostinato accompaniments
- Use instrumental skills in the school worship assemblies, in Sunday assemblies and liturgies with children
- Create short songs, and instrumental pieces within specific guidelines
- Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
- Demonstrate perceptual skills by moving, answering questions about and by describing aural examples of various styles representing diverse cultures
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles
- Distinguish between liturgical music composed by contemporary composers and those of earlier periods

Grade Five

Students will . . .

- Sing music written for two or three parts with expression and technical accuracy
- Sing with expression and technical accuracy a repertoire of vocal literature, some sung from memory, appropriate to ability level
- Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- Arrange simple pieces for voice or instruments
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo articulation and expression
- Describe specific music events given in an aural example, using appropriate terminology
- Evaluate the quality and effectiveness of their own, and others performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement

Grade Six

Students will . . .

- Exhibit an ability to sing accurately, and with good breath control throughout voice ranges in both small and large ensembles
- Improvise simple harmonic accompaniments
- Compose short pieces within specified guidelines
- Sight-read accurately and expressively, simple music
- Identify specific places within the Rites of the church where music is prescribed and assign the appropriate music to those places when listening
- Evaluate the quality and effectiveness of their own, and others performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement
- Describe the distinguishing characteristics of representative music genres and styles from a variety of cultures
- Classify by genre and style, a varied body of high-quality musical works and explain the characteristics that cause each work to be considered such

Grade Seven

Students will . . .

- Sing with expression and technical accuracy a repertoire of vocal literature, some sung from memory, appropriate to ability level
- Perform music representing a wide spectrum of cultures, with expression appropriate for the work being performed
- Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, good breath, bow or mallet control
- Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality
- Use a variety of traditional and nontraditional sound sources and electronic media when composing or arranging
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions, in their analysis of music
- Develop criteria for evaluating the quality and effectiveness of music performance and compositions, and apply the criteria to their personal listening and performing
- Compare in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

Grade Eight

Students will . . .

- Be able to sing from memory a varied repertoire of liturgical and traditional church music of various styles
- Improvise simple accompaniments to songs used in worship, and melodic rhythmic settings of Catholic liturgical forms
- Compose short pieces within specified guideline, demonstrating how the elements of music are used to achieve unity and variety, tension, and release, and balance
- Sight-read accurately and expressively, simple music in both treble and bass clefs
- Identify specific places within the Rites of the church where music is prescribed and assign the appropriate music to those places when listening
- Describe and discussing liturgical music used in actual celebrations in terms of the elements of music
- Compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art
- Be able to list and explain distinguishing musical and cultural characteristics of liturgical music and secular music of the Baroque, Classical, Romantic and 20th Century music