

MUSIC K-2

STANDARD 1 Singing Students will sing a varied repertoire of music alone and with others.		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Sing independently with appropriate timbre, diction, and posture, and maintain a steady tempo. - Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures. - Sing a simple repertoire of Catholic liturgical or traditional music. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. - Sing expressively, with appropriate dynamics, phrasing, and interpretation. - Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures. - Sing simple ostinatos, partner songs, and rounds. - Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. - Sing a simple repertoire of Catholic liturgical or traditional music. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. - Sing expressively, with appropriate dynamics, phrasing, and interpretation. - Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures. - Sing ostinatos, partner songs, and rounds. - Sing in groups, matching dynamic levels, and responding to the cues of a conductor. - Sing a simple repertoire of Catholic liturgical or traditional music.

STANDARD 2 Playing Students will perform on instruments, alone and with others, a varied repertoire of music.

Kindergarten	First Grade	Second Grade
<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo. - Perform simple rhythmic and melodic patterns accurately and independently. - Perform a varied repertoire of music representing diverse genres and styles. - Echo short rhythms and melodic patterns. - Perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor. - Perform independent instrumental parts. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo. - Perform easy rhythmic and melodic patterns accurately and independently. - Perform expressively a varied repertoire of music representing diverse genres and styles. - Echo short rhythms and melodic patterns. Copy and perform alone simple body percussion. - Perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor. - Perform independent instrumental parts while other students sing or play contrasting parts. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo. - Perform easy rhythmic and melodic patterns accurately and independently. - Perform expressively a varied repertoire of music representing diverse genres and styles. - Echo short rhythms and melodic patterns. Copy and perform alone simple body percussion. - Perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor. - Perform independent instrumental parts while other students sing or play contrasting parts.

STANDARD 3 Creating Students will improvise melodies, variations, and accompaniments		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Improvise simple rhythmic variations - Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sound available in the classroom, and body percussion. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Improvise simple rhythmic variations and melodic ostinato accompaniments. - Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies. - Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sound available in the classroom, and body sounds. - Write short rhythmical patterns after dictation. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Improvise simple rhythmic variations and melodic ostinato accompaniments. - Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies. - Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sound available in the classroom, and body sounds. - Write short rhythmical patterns after dictation.
STANDARD 4 Listening Students will listen to, analyze, and describe music		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices. - Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Identify simple music forms when presented aurally. Identify “echo” phrases - Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices. - Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Identify simple music forms when presented aurally. Identify “echo” phrases - Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices. - Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

STANDARD 5 Understanding Students will understand music in relation to history and culture.

Kindergarten	First Grade	Second Grade
<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Demonstrate congregational behavior appropriate for liturgical celebration 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use. - Demonstrate audience behavior appropriate for the context and style of music performed. - Demonstrate congregational behavior appropriate for liturgical celebration. - Demonstrate appropriate performance behavior. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Identify by genre or style aural examples of music from various historical periods and cultures. - Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use. - Demonstrate audience behavior appropriate for the context and style of music performed. - Demonstrate congregational behavior appropriate for liturgical celebration. - Identify and describe roles of musicians in various music settings and cultures. - Demonstrate congregational behavior appropriate for liturgical celebration. - Demonstrate appropriate performance behavior.

STANDARD 6 Evaluate Students will evaluate music and music performances.		
Kindergarten	First Grade	Second Grade
	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Explain their personal preferences for specific musical works and styles. - Identify appropriate liturgical music for seasons of the church year- Advent, Christmas, Easter, ordinary time. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Devise criteria for evaluating performances and compositions. - Explain their personal preferences for specific musical works and styles. - Identify appropriate liturgical music for seasons of the church year- Advent, Christmas, Easter, ordinary time.
STANDARD 7 Relationships Students will understand relationships between music, the other arts, and disciplines outside the arts.		
Kindergarten	First Grade	Second Grade
	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Identify similarities and differences in the meanings of common terms used in the various arts. - Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Identify similarities and differences in the meanings of common terms used in the various arts. - Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

STANDARD 8 Music Theory Students will demonstrate ability in music skills.		
Kindergarten	First Grade	Second Grade

<p>OBJECTIVES</p> <p>Melody</p> <ul style="list-style-type: none"> - Trace melody contour with movement. - Indicate high or a low pitch. <p>Harmony/Texture</p> <ul style="list-style-type: none"> - Recognize melody alone or with accompaniment. <p>Form</p> <ul style="list-style-type: none"> - Identify same and different. <p>Expressive Qualities</p> <ul style="list-style-type: none"> - Identify changes in dynamics, tempo. - Identify changes in styles. - Communicate how the music makes them feel. <p>Tone Color</p> <ul style="list-style-type: none"> - Distinguish the difference in sound between metals and woods.. <p>Rhythm</p> <ul style="list-style-type: none"> - Demonstrate awareness of rhythmic sounds of the environment.. - Move appropriately to music: walk, run, skip, gallop, skate, creative movement. - Move to changes in tempo: faster/slower. - Move to even and uneven rhythms. - Perform simple individual movement to reflect various musical selections. 	<p>OBJECTIVES</p> <p>Melody</p> <ul style="list-style-type: none"> - Show upward or downward or repeating motion through movement. - Indicate if a song ends on a high or a low pitch. - Sing and play tonal patterns. <p>Harmony/Texture</p> <ul style="list-style-type: none"> - Recognize melody alone or with accompaniment. <p>Form</p> <ul style="list-style-type: none"> - Recognize phrases. - AB, ABA. - Understand terms and performance of verse and refrain. <p>Expressive Qualities</p> <ul style="list-style-type: none"> - Identify changes in dynamics, tempo. - Identify changes in styles. - Communicate how the music makes them feel. - Describe the general mood of music. <p>Tone Color</p> <ul style="list-style-type: none"> - Identify several different orchestral instruments. - Explain how sound sources create or enhance compositions. <p>Rhythm</p> <ul style="list-style-type: none"> - Recognize rhythmic sounds of the environment. - Move appropriately to music: walk, run, skip, gallop, skate, creative movement. 	<p>OBJECTIVES</p> <p>Melody</p> <ul style="list-style-type: none"> - Show upward or downward or repeating motion through movement. - Indicate if a song ends on a high or a low pitch. - Sing and play tonal patterns. <p>Harmony/Texture</p> <ul style="list-style-type: none"> - Recognize melody alone or with accompaniment. <p>Form</p> <ul style="list-style-type: none"> - Compare phrases same/different. - Identify phrase beginnings and endings. <p>Expressive Qualities</p> <ul style="list-style-type: none"> - Identify changes in dynamics, tempo. - Identify changes in styles. - Communicate how the music makes them feel. - Describe the general mood of music. - Discuss how words and music work together. <p>Tone Color</p> <ul style="list-style-type: none"> - Identify several different orchestral instruments. - Explain how sound sources create or enhance compositions. - Describe how accompaniment creates mood. <p>Rhythm</p> <ul style="list-style-type: none"> - Respond to music that moves in 2's and 3's. - Move appropriately to music: walk, run, skip, gallop, skate, creative movement.
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	<ul style="list-style-type: none"> - Move to changes in tempo: faster/slower. - Perform with movement or by playing simple movement: steady beat, melodic rhythm, rhythm patterns. - Respond to beat meter and melodic rhythm in a composition. - Interpret beginning rhythmic notation. 	<ul style="list-style-type: none"> - Move to changes in tempo: faster/slower. - Perform with movement or by playing simple movement: steady beat, melodic rhythm, rhythm patterns. - Respond to beat meter and melodic rhythm in a composition. - Interpret basic rhythmic notation. - Conduct simple meter signatures.
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