

# **MUSIC**

# **Intermediate 3-4-5**

**Diocese of Salt Lake City  
Catholic Schools Office**

**Based on the Utah State Office of Education Curriculum**

## INTERMEDIATE LEVEL 3-4-5 MUSIC

<b>STANDARD 1 Singing</b> Students will sing a varied repertoire of music alone and with others.		
Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.</li> <li>- Sing expressively, with appropriate dynamics, phrasing and interpretation.</li> <li>- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures such as Asia in 4<sup>th</sup> grade.</li> <li>- Sing, ostinatos, partner songs, and rounds.</li> <li>- Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</li> <li>- Sing a simple repertoire of Catholic liturgical or traditional music.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.</li> <li>- Sing expressively, with appropriate dynamics, phrasing and interpretation.</li> <li>- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures such as Asia in 4<sup>th</sup> grade..</li> <li>- Sing, ostinatos, partner songs, and rounds.</li> <li>- Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</li> <li>- Sing a simple repertoire of Catholic liturgical or traditional music.</li> <li>- Sing and lead a responsorial psalm and gospel acclamation</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Sing accurately and with good breath control, controlling phrasing throughout their singing ranges, alone and in small and large ensembles. Differentiate between chest and head voice.</li> <li>- Sing expressively, with appropriate dynamics, phrasing and interpretation.</li> <li>- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures such as Asia in 4<sup>th</sup> grade.</li> <li>- Sing, ostinatos, partner songs, and rounds.</li> <li>- Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</li> <li>- Sing a simple repertoire of Catholic liturgical or traditional music.</li> <li>- Sing and lead music for mass.</li> </ul>

**STANARD 2 Playing** Students will perform on instruments a varied repertoire of music on instruments.

Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo</li> <li>- Perform easy rhythmic and melodic patterns accurately and independently.</li> <li>- Perform expressively a varied repertoire of music representing diverse genres and styles.</li> <li>- Echo short rhythms and melodic patterns.</li> <li>- Perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor.</li> <li>- Perform independent instrumental parts while other students sing or play contrasting parts.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo</li> <li>- Perform easy rhythmic and melodic patterns accurately and independently.</li> <li>- Perform expressively a varied repertoire of music representing diverse genres and styles.</li> <li>- Echo short rhythms and melodic patterns.</li> <li>- Perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor.</li> <li>- Perform independent instrumental parts while other students sing or play contrasting parts.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.</li> <li>- Perform expressively a varied repertoire of music representing diverse genres and styles.</li> <li>- Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.</li> <li>- Perform independent instrumental parts while other students sing or play contrasting parts.</li> </ul>

**STANDARD 3 Creating** Students will improvise melodies, variations, and accompaniments.

Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"><li>- Improvise simple rhythmic variations.</li><li>- Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</li><li>- Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sound available in the classroom, body sounds</li></ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"><li>- Improvise simple rhythmic variations and melodic ostinato accompaniments.</li><li>- Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</li><li>- Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sound available in the classroom, body percussion, and sounds produced by electronic means.</li></ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"><li>- Improvise simple harmonic accompaniments</li><li>- Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</li><li>- Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.</li></ul>

**STANDARD 4 Listening** Students will listen to, analyze, and describe music.

Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"><li>- Identify simple music forms when presented aurally.</li><li>- 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.</li><li>- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.</li><li>- Identify appropriate music for specific portions of the liturgy.</li></ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"><li>- Identify simple music forms when presented aurally.</li><li>- 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.</li><li>- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.</li><li>- Identify appropriate music for specific portions of the liturgy.</li><li>- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.</li><li>- Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.</li><li>- Discover the correlations between music and math.</li></ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"><li>- Describe specific music events in a given aural example, using appropriate terminology.</li><li>- Analyze the uses of elements of music in aural examples representing diverse genres and culture.</li><li>- Identify appropriate music for specific portions of the liturgy.</li><li>- Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.</li></ul>

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

Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Identify by genre or style aural examples of music from various historical periods and cultures.</li> <li>- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable of each use.</li> <li>- Demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>- Demonstrate appropriate performance behavior.</li> <li>- Demonstrate congregational behavior appropriate for liturgical celebration.</li> <li>- Identify and describe roles of musicians in various music settings and cultures.</li> <li>- Identify the contributions of the Catholic church to music.</li> <li>- Describe in simple terms how elements of music are used in music examples from various cultures of the world.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Identify by genre or style aural examples of music from various historical periods and cultures.</li> <li>- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable of each use.</li> <li>- Demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>- Demonstrate appropriate performance behavior.</li> <li>- Demonstrate congregational behavior appropriate for liturgical celebration and fully participate.</li> <li>- Identify and describe roles of musicians in various music settings and cultures. Identify music careers.</li> <li>- Identify the contributions of the Catholic church to music and begin simple study of chant.</li> <li>- Describe in simple terms how elements of music are used in music examples from various cultures of the world.</li> <li>- Study early American music and basic repertoire of patriotic music and the Utah state song.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</li> <li>- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (e.g., high quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary</li> <li>- Demonstrate audience behavior appropriate for the context and style of music performed</li> <li>- Demonstrate appropriate performance behavior.</li> <li>- Demonstrate congregational behavior appropriate for liturgical celebration and fully participate.</li> <li>- Identify and describe roles of musicians in various music settings and cultures. Identify music careers.</li> <li>- Identify the contributions of the Catholic church to music and begin simple study of chant.</li> <li>- Explore career opportunities in the field of music.</li> </ul>

<b>STANDARD 6</b> Students will evaluate music and music performances.		
Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Devise criteria for evaluating performances and compositions.</li> <li>- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.</li> <li>- Identify appropriate liturgical music for seasons of the church year.</li> <li>- Differentiate between liturgical and secular music.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Devise criteria for evaluating performances and compositions.</li> <li>- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.</li> <li>- Identify appropriate liturgical music for seasons of the church year.</li> <li>- Differentiate between liturgical and secular music.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.</li> <li>- Evaluate the quality and effectiveness of their own and other performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music.</li> <li>- Identify appropriate liturgical music for seasons of the church year.</li> <li>- Differentiate between liturgical and secular music.</li> <li>- Evaluate changes in liturgical music through the ages.</li> </ul>

<b>STANDARD 7</b> Students will understand relationships between music, the other arts, and disciplines outside the arts.		
Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Identify similarities and differences in the meanings of common terms used in the various arts.</li> <li>- Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Identify similarities and differences in the meanings of common terms used in the various arts.</li> <li>- Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> <li>- Identify the similarities of music/math and literature/lyrics.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Identify similarities and differences in the meanings of common terms used in the various arts.</li> <li>- Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> </ul>

<b>STANDARD 8</b> Students will read and notate music.		
Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4 and 4/4 meter signatures.</li> <li>- Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.</li> <li>- Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.</li> <li>- Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4 and 4/4 meter signatures.</li> <li>- Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.</li> <li>- Distinguish between major and minor keys.</li> <li>- Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.</li> <li>- Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4 and 4/4 6/8, 3/8, 1/16 meter signatures.</li> <li>- Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.</li> <li>- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression..</li> <li>- Use standard notation to record their musical ideas and musical ideas of others..</li> </ul>

<b>STANDARD 9</b> Students will compose and arrange music within specified guidelines.		
Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Create and arrange simple music to accompany readings or dramatizations.</li> <li>- Create and arrange short songs and instrumental pieces within specified guidelines.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Create and arrange simple music to accompany readings or dramatizations.</li> <li>- Create and arrange short songs and instrumental pieces within specified guidelines.</li> <li>- Use a variety of sound sources when composing.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Create and arrange simple music to accompany readings or dramatizations.</li> <li>- Create and arrange short songs and instrumental pieces.</li> <li>- Use a variety of sound sources when composing.</li> </ul>

**STANDARD 10** Students will continue to strengthen their music skills.

Third Grade	Fourth Grade	Fifth Grade
<p><b>OBJECTIVES</b></p> <p><b>Melody</b></p> <ul style="list-style-type: none"> <li>- Locate tonal center of a song.</li> <li>- Locate familiar melodic patterns in a song.</li> <li>- Read notation of a simple melodic pattern.</li> </ul> <p><b>Harmony/Texture</b></p> <ul style="list-style-type: none"> <li>- Perform descants.</li> <li>- Perform partner songs</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>- Recognize phrases; beginnings/endings, same/different, long/short.</li> <li>- Recognize ABA forms.</li> </ul> <p><b>Expressive Qualities</b></p> <ul style="list-style-type: none"> <li>- Discuss expressive techniques: accompaniments, dynamics, form, tonality, style.</li> </ul>	<p><b>OBJECTIVES</b></p> <p><b>Melody</b></p> <ul style="list-style-type: none"> <li>- Locate tonal center of a song.</li> <li>- Locate familiar melodic patterns in a song.</li> <li>- Read notation of a simple melodic pattern.</li> <li>- Locate an example of a sequence in a song.</li> </ul> <p><b>Harmony/Texture</b></p> <ul style="list-style-type: none"> <li>- Begin simple part singing.</li> <li>- Perform descants.</li> <li>- Differentiate between major and minor tonalities.</li> <li>- Identify I and V chords.</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>- Recognize phrases; beginnings/endings, same/different, long/short.</li> <li>- Recognize ABA forms.</li> </ul> <p><b>Expressive Qualities</b></p> <ul style="list-style-type: none"> <li>- Discuss expressive techniques: accompaniments, dynamics, form, tonality, style.</li> <li>- Differentiate between program and absolute music.</li> </ul>	<p><b>OBJECTIVES</b></p> <p><b>Melody</b></p> <ul style="list-style-type: none"> <li>- Locate key signature of a song.</li> <li>- Differentiate between half steps and whole steps.</li> <li>- Perform major and minor scales and illustrate the difference in sound.</li> </ul> <p><b>Harmony/Texture</b></p> <ul style="list-style-type: none"> <li>- Perform descants.</li> <li>- Differentiate between major and minor tonalities.</li> <li>- Identify I and V chords.</li> <li>- Identify unison and chordal harmony</li> <li>- Read and perform I and V chords.</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>- Identify rondo and theme and variation.</li> </ul> <p><b>Expressive Qualities</b></p> <ul style="list-style-type: none"> <li>- Discuss expressive techniques: accompaniments, dynamics, form, tonality, style.</li> <li>- Listen and respond to music that reflects a broad range of genres, styles, periods and cultures.</li> </ul>
<p><b>Tone Color</b></p> <ul style="list-style-type: none"> <li>- Identify and explain the differences in</li> </ul>	<p><b>Tone Color</b></p> <ul style="list-style-type: none"> <li>- Identify and explain the differences in</li> </ul>	<p><b>Tone Color</b></p> <ul style="list-style-type: none"> <li>- Identify and explain the differences in</li> </ul>

<p>instrument families.</p> <p>Rhythm</p> <ul style="list-style-type: none"> <li>- Recognize by sight and respond to rhythms experienced by ear:</li> <li>- Environmental sounds.</li> <li>- Music in 2 or 3.</li> <li>- Walking, skipping, etc.</li> <li>- Tempo changes.</li> <li>- Steady beat, melodic rhythm, and repeated patterns.</li> <li>- Identify the rests that correspond to basic notation.</li> <li>- Compare the relationship between half, quarter, and eighth notes.</li> <li>- Differentiate between even and uneven rhythms.</li> </ul>	<p>instrument families.</p> <ul style="list-style-type: none"> <li>- Identify voice types: soprano, alto, tenor, bass.</li> </ul> <p>Rhythm</p> <ul style="list-style-type: none"> <li>- Recognize by sight and respond to rhythms experienced by ear:</li> <li>- Environmental sounds.</li> <li>- Music in 2 or 3.</li> <li>- Walking, skipping, etc.</li> <li>- Tempo changes.</li> <li>- Steady beat, melodic rhythm, and repeated patterns.</li> <li>- Identify the rests that correspond to basic notation.</li> <li>- Compare the relationship between half, quarter, and eighth notes.</li> <li>- Differentiate between even and uneven rhythms.</li> </ul>	<p>instrument families.</p> <ul style="list-style-type: none"> <li>- Identify voice types: soprano, alto, tenor, bass.</li> </ul> <p>Rhythm</p> <ul style="list-style-type: none"> <li>- Ready basic rhythm patterns at sight.</li> <li>- Identify the rests that correspond to basic notation.</li> <li>- Identify syncopation.</li> <li>- Perform simple patterns in compound meter.</li> <li>- Recognize mixed meters.</li> </ul>
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