

MUSIC

Middle School 6-7-8

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

Based on the Utah State Office of Education Curriculum

**MIDDLE SCHOOL LEVEL 6-7-8
MUSIC**

STANDARD 1 Students will sing a varied repertoire of music alone and with others.		
Sixth Grade	Seventh Grade	Eighth Grade
<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles. - Sing expressively and with technical accuracy repertoire of vocal literature, including some songs performed from memory, with appropriate dynamics, phrasing and interpretation. - Sing music representing diverse genres and cultures, with expression appropriate for the work being performed. - Sing music written in two and three parts. - Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. - Sing a diverse repertoire of Catholic liturgical or traditional music. - Sing and lead music for mass. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles. - Sing expressively and with technical accuracy repertoire of vocal literature, including some songs performed from memory, with appropriate dynamics, phrasing and interpretation. - Sing music representing diverse genres and cultures, with expression appropriate for the work being performed. - Sing music written in two and three parts. - Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. - Sing a diverse repertoire of Catholic liturgical or traditional music. - Sing and lead music for mass. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles. - Sing expressively and with technical accuracy repertoire of vocal literature, including some songs performed from memory, with appropriate dynamics, phrasing and interpretation. - Sing music representing diverse genres and cultures, with expression appropriate for the work being performed. - Sing music written in two and three parts. - Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. - Sing a diverse repertoire of Catholic liturgical or traditional music. - Sing and lead music for mass.

STANDARD 2 Students will perform a varied repertoire of music alone and with others.		
Sixth Grade	Seventh Grade	Eighth Grade
<p>OBJECTIVES</p> <ul style="list-style-type: none"> - 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. (optional) - Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument. - Perform expressively a varied repertoire of music representing diverse genres and styles. - Read the music and/or play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - 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. (optional) - Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument. - Perform expressively a varied repertoire of music representing diverse genres and styles. - Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument. - Participate in an instrumental ensemble or class performing with expression and technical accuracy a varied repertoire of instrumental literature including some solos performed from memory. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - 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. (optional) - Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument. - Perform expressively a varied repertoire of music representing diverse genres and styles. - Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument. - Participate in an instrumental ensemble or class performing with expression and technical accuracy a varied repertoire of instrumental literature including some solos performed from memory.
STANDARD 3 Students will improvise melodies, variations, and accompaniments.		
Sixth Grade	Seventh Grade	Eighth Grade
<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Improvise simple harmonic accompaniments. - Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys. - Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Improvise simple harmonic accompaniments. - Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys. - Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Improvise simple harmonic accompaniments. - Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys. - Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

STANDARD 4 Students will listen to, analyze, and describe music.		
Sixth Grade	Seventh Grade	Eighth Grade
<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Describe specific music events in a given aural example, using appropriate terminology. - Analyze the uses of elements of music in aural examples representing diverse genres and culture. - Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analysis of music. - Identify appropriate music for specific portions of the liturgy. - Use appropriate terminology in explaining music, music notation, music instruments and voices, music performances. - Identify and analyze genres from different periods (Baroque, Classic, Romantic, Modern). 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Describe specific music events in a given aural example, using appropriate terminology. - Analyze the uses of elements of music in aural examples representing diverse genres and culture. - Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analysis of music. - Identify appropriate music for specific portions of the liturgy. - Use appropriate terminology in explaining music, music notation, music instruments and voices, music performances. - Identify and analyze genres from different periods (Baroque, Classic, Romantic, Modern). 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Describe specific music events in a given aural example, using appropriate terminology. - Analyze the uses of elements of music in aural examples representing diverse genres and culture. - Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analysis of music. - Identify appropriate music for specific portions of the liturgy. - Use appropriate terminology in explaining music, music notation, music instruments and voices, music performances. - Identify and analyze genres from different periods (Baroque, Classic, Romantic, Modern).

STANDARD 5 Students will understand music in relation to history and culture.		
Sixth Grade	Seventh Grade	Eighth Grade
<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. - 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. - Demonstrate audience behavior appropriate for the context and style of music performed. - Demonstrate congregational behavior appropriate for liturgical celebration. - Compare, in several cultures of world, functions music serves, roles of musicians, and conditions under which music is typically performed. - Identify the contributions of the Catholic church to music. - Explore career opportunities in the field of music. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. - 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. - Demonstrate audience behavior appropriate for the context and style of music performed. - Demonstrate congregational behavior appropriate for liturgical celebration. - Compare, in several cultures of world, functions music serves, roles of musicians, and conditions under which music is typically performed. - Identify the contributions of the Catholic church to music. - Explore career opportunities in the field of music. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. - 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. - Demonstrate audience behavior appropriate for the context and style of music performed. - Demonstrate congregational behavior appropriate for liturgical celebration. - Compare, in several cultures of world, functions music serves, roles of musicians, and conditions under which music is typically performed. - Identify the contributions of the Catholic church to music. - Explore career opportunities in the field of music.

STANDARD 6 Students will evaluate music and music performance.		
Sixth Grade	Seventh Grade	Eighth Grade
<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing. - 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 and offer constructive suggestions for improvement. - Identify appropriate liturgical music for seasons of the church year. - Differentiate between liturgical and secular music. - Evaluate the changes in liturgical music through the ages. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing. - 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 and offer constructive suggestions for improvement. - Identify appropriate liturgical music for seasons of the church year. - Differentiate between liturgical and secular music. - Evaluate the changes in liturgical music through the ages. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing. - 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 and offer constructive suggestions for improvement. - Identify appropriate liturgical music for seasons of the church year. - Differentiate between liturgical and secular music. - Evaluate the changes in liturgical music through the ages.

STANDARD 7 Students will understand relationships between music, the other arts, and disciplines outside the arts.		
Sixth Grade	Seventh Grade	Eighth 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. 	<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 Students will read and notate music.		
Sixth Grade	Seventh Grade	Eighth Grade
<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures. - Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. - Use standard notation to record their musical ideas and the musical ideas of others. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures. - Read at sight simple melodies in both the treble and bass clefs. - Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. - Use standard notation to record their musical ideas and the musical ideas of others. 	<p>OBJECTIVES</p> <ul style="list-style-type: none"> - Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures. - Read at sight simple melodies in both the treble and bass clefs. - Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. - Use standard notation to record their musical ideas and the musical ideas of others.

Standard 9 Students will compose and arrange music within specified guidelines.		
Sixth Grade	Seventh Grade	Eighth Grade`
<p>OBJECTIVE</p> <ul style="list-style-type: none"> - Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. - Arrange simple pieces for voices or instruments other than those for which the pieces were written. - Use a variety of traditional and nontraditional sound sources when composing and arranging.. 	<p>OBJECTIVE</p> <ul style="list-style-type: none"> - Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. - Arrange simple pieces for voices or instruments other than those for which the pieces were written. - Use a variety of traditional and nontraditional sound sources when composing and arranging. - Compose responsorial psalms and gospel acclamations, including chant forms. 	<p>OBJECTIVE</p> <ul style="list-style-type: none"> - Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. - Arrange simple pieces for voices or instruments other than those for which the pieces were written. - Use a variety of traditional and nontraditional sound sources when composing and arranging. - Compose responsorial psalms and gospel acclamations, including chant forms.

STANDARD 10 Students will continue to strengthen their music skills.		
Sixth Grade	Seventh Grade	Eighth Grade
<p>OBJECTIVES</p> <p>Melody</p> <ul style="list-style-type: none"> - Determine the key of a song. - Perform M2 and m2. - Write major and minor scales. - Recognize when the voice is in tune with other voices. <p>Harmony/Texture</p> <ul style="list-style-type: none"> - Perform descants. - Sing a variety of songs with countermelodies and two- and three-part harmony. - Differentiate between major and minor tonalities. - Identify unison and chordal harmony. - Read and perform I , IV, V, and V7 chords. - Play simple instrumental accompaniments to songs. <p>Form</p> <ul style="list-style-type: none"> - Identify the following musical forms: rondo, theme and variation, AB, ABA, ABC. - Demonstrate knowledge of the rules of correct notation. - Create and notate a simple melody. 	<p>OBJECTIVES</p> <p>Melody</p> <ul style="list-style-type: none"> - Determine the key of a song. - Perform M2 and m2. - Write major and minor scales. - Recognize when the voice is in tune with other voices. <p>Harmony/Texture</p> <ul style="list-style-type: none"> - Perform descants. - Sing a variety of songs with countermelodies and two- and three-part harmony. - Differentiate between major and minor tonalities. - Identify unison and chordal harmony. - Read and perform I , IV, V, and V7 chords. - Play simple instrumental accompaniments to songs. <p>Form</p> <ul style="list-style-type: none"> - Identify the following musical forms: rondo, theme and variation, AB, ABA, ABC. - Demonstrate knowledge of the rules of correct notation. - Create and notate a simple melody. 	<p>OBJECTIVES</p> <p>Melody</p> <ul style="list-style-type: none"> - Determine the key of a song. - Perform M2 and m2. - Write major and minor scales. - Recognize when the voice is in tune with other voices. <p>Harmony/Texture</p> <ul style="list-style-type: none"> - Perform descants. - Sing a variety of songs with countermelodies and two- and three-part harmony. - Differentiate between major and minor tonalities. - Identify unison and chordal harmony. - Read and perform I , IV, V, and V7 chords. - Play simple instrumental accompaniments to songs. <p>Form</p> <ul style="list-style-type: none"> - Identify the following musical forms: rondo, theme and variation, AB, ABA, ABC. - Demonstrate knowledge of the rules of correct notation. - Create and notate a simple melody.
<p>Expressive Qualities</p> <ul style="list-style-type: none"> - Utilize expressive techniques: accompaniments, dynamics, form, tonality, style, scales, articulation, expressive markings. - Identify composers from the Baroque, 	<p>Expressive Qualities</p> <ul style="list-style-type: none"> - Utilize expressive techniques: accompaniments, dynamics, form, tonality, style, scales, articulation, expressive markings. - Identify composers from the Baroque, 	<p>Expressive Qualities</p> <ul style="list-style-type: none"> - Utilize expressive techniques: accompaniments, dynamics, form, tonality, style, scales, articulation, expressive markings. - Identify composers from the Baroque,

<p>Classical, Romantic, and Contemporary periods of music..</p> <ul style="list-style-type: none"> - Describe why the student prefers certain musical experiences and activities over others. <p>Tone Color</p> <ul style="list-style-type: none"> - Identify the changing voice. - Extend the vocal range, with increasing facility and flexibility. - Produce an acceptable vocal tone by using proper posture, breath support, and diction. <p>Rhythm</p> <ul style="list-style-type: none"> - Read basic rhythm patterns on a single pitch. - Perform syncopated rhythms. - Perform music containing mixed meters. - Conduct 2, 3, and 4 beat patterns. 	<p>Classical, Romantic, and Contemporary periods of music..</p> <ul style="list-style-type: none"> - Describe why the student prefers certain musical experiences and activities over others. <p>Tone Color</p> <ul style="list-style-type: none"> - Identify the changing voice. - Extend the vocal range, with increasing facility and flexibility. - Produce an acceptable vocal tone by using proper posture breath support, and diction. <p>Rhythm</p> <ul style="list-style-type: none"> - Read basic rhythm patterns on a single pitch. - Perform syncopated rhythms. - Perform music containing mixed meters. - Conduct 2, 3, and 4 beat patterns. 	<p>Classical, Romantic, and Contemporary periods of music..</p> <ul style="list-style-type: none"> - Describe why the student prefers certain musical experiences and activities over others. <p>Tone Color</p> <ul style="list-style-type: none"> - Identify the changing voice. - Extend the vocal range, with increasing facility and flexibility. - Produce an acceptable vocal tone by using proper posture breath support, and diction. <p>Rhythm</p> <ul style="list-style-type: none"> - Read basic rhythm patterns on a single pitch. - Perform syncopated rhythms. - Perform music containing mixed meters. - Conduct 2, 3, and 4 beat patterns.
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