

Diocese of Madison MUSIC STANDARDS

Mission/Philosophy Statement

Music is an avenue for developing and preserving our God given gifts and talents. It allows us to communicate across cultures and share our faith. Music is an opportunity for positive experiences to expand the mind and enhance the quality of life.

Within The Kindergarten Music Curriculum, Students Will:

- K.1. Recognize and create basic loud and soft sounds. (Expression)
- K.2. Recognize and create high and low tones. (Melody) SC
- K.3. Recognize and create a steady beat, long and short sounds, and fast and slow tempos. (Rhythm)
- K.4. Recognize and create echo. (Form) SC
- K.5. Recognize sections that are different. (Form)
- K.6. Identify when music has accompaniment. (Harmony)
- K.7. Experience many kinds of music from different countries. (History/Style)
SS, FL, RE
- K.8. Practice proper technique for care and use of equipment. (Audience/Performance Skills)
- K.9. Display good audience behavior. (Audience/Performance Skills) SS, RE

Within The First Grade Music Curriculum, Students Will:

- 1.1. Recognize and create variations of loud and soft sounds and between fast and slow. (Expression)
- 1.2. Recognize high from low and different kinds of sounds. (Tone Color) SC
- 1.3. Know that music is a series of sounds called notes. (Melody)
- 1.4. Recognize and create steady, strong, and silent beats. (Rhythm)
- 1.5. Recognize the difference between same and different. (Form)
- 1.6. Be able to play accompaniment. (Harmony)
- 1.7. Experience music from different cultures. (History/Style) SS, FL, RE
- 1.8. Learn about 1-3 major composers and some of their music. (History) SS, RE
- 1.9. Display good audience and performance behavior. (Audience/Performance Skills)
SR, SS, RE
- 1.10. Practice proper technique for care and use of equipment. (Audience/Performance Skills)

Within The Second Grade Music Curriculum, Students Will:

- 2.1. Recognize and create crescendo and decrescendo, accents, and changes in dynamics. (Expression)
- 2.2. Identify families of instruments and the four different voices. (Tone Color) SC
- 2.3. Identify intervals of the treble clef. (Melody)
- 2.4. Recognize and create patterns of sounds. (Rhythm) MA
- 2.5. Know the difference between AB and ABA. (Form) AR
- 2.6. Recognize and create simple kinds of harmony. (Harmony)
- 2.7. Participate in patriotic, folk and ethnic music. (History/Style) SS, FL, RE
- 2.8. Display good audience and performance behavior. (Audience/Performance Skills) SR, SS, RE
- 2.9. Practice proper technique for care and use of equipment. (Audience/Performance Skills)

Within The Third Grade Music Curriculum, Students Will:

- 3.1. Identify and react appropriately to dynamics in music. (Expression)
- 3.2. Identify timbre in instruments and voices. (Tone Color) SC
- 3.3. Demonstrate knowledge of the treble clef. (Melody)
- 3.4. Sing on pitch using syllables, numbers, or letters. (Melody)
- 3.5. Demonstrate values of notes in basic patterns and meters in 2's and 3's. (Rhythm) MA
- 3.6. Identify repeated phrases and a variety of forms. (Form)
- 3.7. Identify sounds that are combined or layered, including rounds and chords. (Harmony) AR
- 3.8. Participate in folk music, ethnic music, and historically important music. (History/Style) SS, FL, PE, RE
- 3.9. Display proper audience and performance behavior. (Audience and Performance Skills) SR, SS, RE
- 3.10. Practice proper technique for care and use of equipment. (Audience and Performance Skills)

Within The Fourth Grade Music Curriculum, Students Will:

- 4.1. Demonstrate knowledge of dynamic contrast. (Expression)
- 4.2. Distinguish timbre in instruments and voices. (Tone Color) SC
- 4.3. Demonstrate knowledge of the treble and bass clefs. (Melody)
- 4.4. Be able to play a melodic instrument. (Melody)
- 4.5. Recognize basic notes and traditional terms of tempo. (Rhythm)
- 4.6. Recognize and demonstrate various musical forms, including rondo and AABA. (Form) AR
- 4.7. Recognize and create harmony using rounds, ostinato, descant and pattern songs. (Harmony)
- 4.8. Identify various styles of music and how they originated. (History/Style) SS, FL, RE
- 4.9. Display proper audience and performance behavior. (Audience and Performance Skills) SR, SS, RE
- 4.10. Practice proper techniques for care and use of equipment. (Audience and Performance Skills)
- 4.11. Evaluate the quality of their own and others' performances and offer constructive suggestions for improvement. (Evaluation and Performance Skills) LA, SS, RE

Within The Fifth Grade Music Curriculum, Students Will:

- 5.1. Distinguish between major or minor modes. (Melody)
- 5.2. Differentiate between orchestras and bands. (Tone Color)
- 5.3. Apply the relationship of note placement on the grand staff to a melodic instrument. (Melody/Harmony)
- 5.4. Interpret note values and their corresponding rests. (Rhythm) MA
- 5.5. Recognize and demonstrate various musical forms, including theme and variation. (Form) AR
- 5.6. Establish a basic knowledge and appreciation of American Music. (History/Style) SS
- 5.7. Practice proper technique for care and use of equipment. (Audience and Performance Skills)
- 5.8. Display proper audience and performance behavior. (Audience and Performance Skills) SR, SS, RE

Within The Sixth Grade Music Curriculum, Students Will:

- 6.1. Integrate all the components of music to make a quality expressive performance. (Expression/Performance)
- 6.2. Identify the composition of a choir. (Tone Color)
- 6.3. Identify and demonstrate major key signatures in treble clef, major scale, and major triads. (Melody/Harmony)
- 6.4. Integrate the function of time signature and note values in simple meter. (Rhythm) MA
- 6.5. Identify several musical phrase forms. (Form)
- 6.6. Sing and play music of various musical styles. (History/Style) SS, FL, RE
- 6.7. Practice proper technique for care and use of equipment. (Audience and Performance Skills)
- 6.8. Display proper audience and performance behavior. (Audience and Performance Skills) SR, SS, RE
- 6.9. Evaluate the quality of their own and others' performances and offer constructive suggestions for improvement. (Evaluation/Performance Skills) SS, LA, RE

Within The Seventh And Eighth Grade Music Curriculum, Students Will:

In General Music:

- Gen.Music 7-8.1. Demonstrate through sight-reading, a knowledge of basic music signs and terms. (Rhythm, Form, Melody and Expression) MA
- Gen.Music 7-8.2. Identify and evaluate music from different periods and cultures. (History/Style) LA, SS, FL, RE
- Gen.Music 7-8.3. Listen actively to music identifying various musical components. (Form/Style)
- Gen.Music 7-8.4. Demonstrate knowledge of a variety of traditional and nontraditional sound sources and electronic media when composing and arranging. (Melody, Harmony, Form, and Rhythm) IT, MA
- Gen.Music 7-8.5. Display proper audience behavior. (Audience and Performance Skills) SS, RE
- Gen.Music 7-8.6. Apply wellness concepts to music. (Performance Skills) SC
- Gen.Music 7-8.7. Discuss the laws, which protect creative expression. (Audience and Performance Skills) LA, SS, IT, RE
- Gen.Music 7-8.8. Communicate through group singing and/or playing. (Performance Skills) SS, SR, RE

In Choral Music:

- Ch.Music 7-8.1. Demonstrate proper vocal technique and in-tune singing. SC
- Ch.Music 7-8.2. Demonstrate through sight-reading, a knowledge of basic music signs and terms. MA
- Ch.Music 7-8.3. Sing music written in two or three parts.
- Ch.Music 7-8.4. Practice proper rehearsal etiquette to meet performance expectations and to increase skills in using music. SS, SR
- Ch.Music 7-8.5. Develop an appreciation of music from different periods and cultures. SS, FL, RE
- Ch.Music 7-8.6. Evaluate the quality of their own and others' performances and offer constructive suggestions for improvement. SS, LA, RE

In Instrumental Music:

- Inst. Music 7-8.1. Demonstrate proper instrumental technique. SC
- Inst. Music 7-8.2. Demonstrate through sight reading a knowledge of basic music signs and terms. MA
- Inst. Music 7-8.3. Perform literature from various periods and cultures. SS, FL, RE
- Inst. Music 7-8.4. Practice proper rehearsal etiquette to meet performance expectations and to increase skills in using music. SS, SR
- Inst. Music 7-8.5. Evaluate the quality of their own and others' performances and offer constructive suggestions for improvement. SS, LA, RE

Links:

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| AR | ART | MA | MATHEMATICS |
| SR | COMMUNITY SERVICE | MU | MUSIC |
| EE | ENVIRONMENTAL EDUCATION | PE | PHYSICAL EDUCATION |
| FL | FOREIGN LANGUAGE | RE | RELIGION |
| HE | HEALTH | SC | SCIENCE |
| IT | INFORMATIONAL TECHNOLOGIES | SS | SOCIAL STUDIES |
| LA | LANGUAGE ARTS | | |