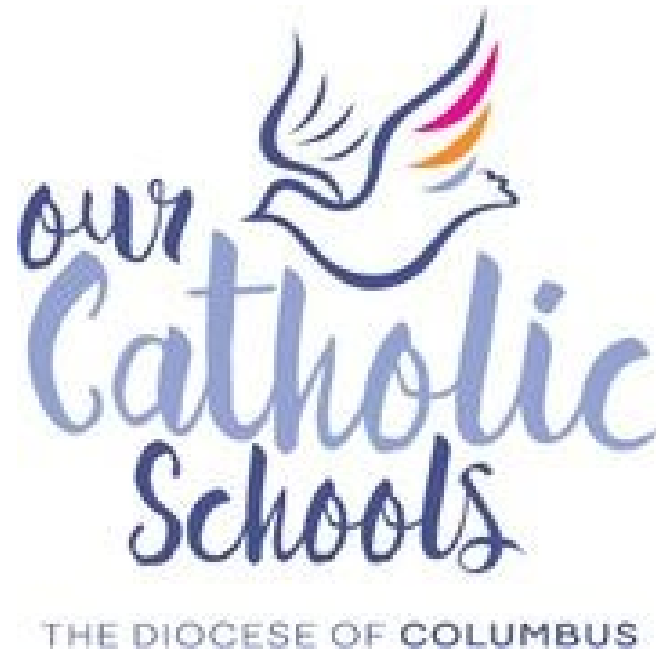


K-12 Music Course of Study 2023



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CONNECTION TO OUR FAITH

*The musical tradition of the universal Church is a treasure of inestimable value, greater even than that of any other art. the main reason for this pre-eminence is that, as a combination of sacred music and words, it forms a necessary or integral part of solemn liturgy.*²⁰ *The composition and singing of inspired psalms, often accompanied by musical instruments, were already closely linked to the liturgical celebrations of the Old Covenant. the Church continues and develops this tradition: "Address . . . one another in psalms and hymns and spiritual songs, singing and making melody to the Lord with all your heart." "He who sings prays twice."*²¹

– [Catechism of the Catholic Church](#)¹, no. 1156

There is a vast, rich, tradition of music present in our faith and worship. Singing and music are essential, integral elements of our liturgical worship. Pope Francis defines the purpose of music at Mass this way, “(it is) first of all a matter of participating intensely in the mystery of God, . . .” According to the USCCB, “One of God's greatest gifts to us, his creation, was the gift of song. In words and music, our ancestors in faith—Moses, David, Deborah, Paul, St. Gregory—have taught us how to revel in God's infinite love, proclaim his glory, give thanks for his abounding generosity, and plead for mercy and forgiveness.”² The Second Vatican Council called for “full, active and conscious participation of the laity at Mass.” Music is one of those ways in which we fully participate. Music has the power to communicate the messages and emotions that words cannot capture alone.³

In the new edition of the Directory for Catechesis, there is a connection to evangelization, “the musical heritage of the Church, of inestimable artistic and spiritual value, is also a vehicle of the faith and constitutes a precious asset for evangelization, because it instils in the human spirit a desire for the infinite.”⁴ It goes on to say, “Liturgical songs also possess a doctrinal richness that, transmitted with the sound of music, more easily enters the mind and impresses itself in a deeper way on people’s hearts.”⁴

Other excerpts from the – [Catechism of the Catholic Church](#)

Song and music fulfill their function as signs in a manner all the more significant when they are "more closely connected . . . with the liturgical action,"²² according to three principal criteria: beauty expressive of prayer, the unanimous participation of the assembly at the designated moments, and the solemn character of the celebration. In this way they participate in the purpose of the liturgical words and actions: the glory of God and the sanctification of the faithful:²³ (1157)

How I wept, deeply moved by your hymns, songs, and the voices that echoed through your Church! What emotion I experienced in them! Those

¹ The. “Catechism of the Catholic Church.” *Uscbb.org*, 2016, www.usccb.org/sites/default/files/flipbooks/catechism/VI/index.html. Accessed 6 Jan. 2023.

² “Sacred Music and Art | USCCB.” *Www.usccb.org*, 6 Jan. 2023, www.usccb.org/prayer-and-worship/sacred-music-and-art. Accessed 6 Jan. 2023.

³ CNA. “Music at Liturgy: Full Expression of Faith.” *Catholic News Agency*, www.catholicnewsagency.com/column/53896/music-at-liturgy-full-expression-of-faith%C2%A0.

⁴ United States Conference of Catholic Bishops. “Directory for Catechesis (New Edition) | USCCB.” *Www.usccb.org*, www.usccb.org/resources/directory-catechesis-new-edition.

sounds flowed into my ears distilling the truth in my heart. A feeling of devotion surged within me, and tears streamed down my face - tears that did me good.²⁴

The harmony of signs (song, music, words, and actions) is all the more expressive and fruitful when expressed in the cultural richness of the People of God who celebrate.²⁵ Hence "religious singing by the faithful is to be intelligently fostered so that in devotions and sacred exercises as well as in liturgical services," in conformity with the Church's norms, "the voices of the faithful may be heard." But "the texts intended to be sung must always be in conformity with Catholic doctrine. Indeed they should be drawn chiefly from the Sacred Scripture and from liturgical sources."²⁶ (1158)

INTRODUCTION

ACKNOWLEDGEMENTS

This edition of the Fine Arts: Music Course of Study describes the standards that must be taught in the elementary and high school classrooms of the schools within the Catholic Diocese of Columbus. In preparing this document, the committee referenced Ohio Department of Education's Music Standards (2022 edition) and made adaptations as needed to meet the needs of diocesan students. The purpose of Ohio's Learning Standards for Fine Arts: Music is to provide a framework for music education that lays a foundation for the lifelong learning and understanding of music. Through discovery, inquiry, analysis and application, the standards promote:

- Critical thinking skills;
- Effective musical reading and comprehension skills;
- The integration of technology;
- Appreciation for diverse cultures;
- Commitment to understanding the role of music in our daily lives;
- Understanding and application of effective music-making in an individual and ensemble setting.

PRINCIPLES

There are a unique set of experiences that a strong education in music can provide for young learners. The arts provide a unique outlet in a way no other subject can model. The guiding principles of the curriculum can be shown through these principles:

Students need to:

- Incorporate creativity in their daily lives;
- Experience creating and performing with peers to develop leadership, team-building skills and musicianship;
- Respond to music in a thoughtful, knowledgeable and appropriate way;
- Understand that music can be a venue for cultural diversity and expression, a common thread that connects us all.

The music standards are focused heavily on musical literacy. The standards emphasize understanding in areas that are necessary to

musical engagement. The intent of the standards is to cultivate a student's ability to participate in music through the following processes:

- Creating;
- Performing;
- Responding;
- Connecting.

The new standards provide teachers with frameworks that closely match the unique goals of their specialized classes. The standards are presented in a grade-by-grade sequence from kindergarten through high school in a general music classroom setting. A separate document of standards has been developed for the performing ensemble classroom. The standards are provided in "strands" that represent the principal ways music instruction is delivered in the typical music classroom.

Time allotted to music instruction also greatly varies between schools.. Not all teachers are capable of meeting every standard in every single grade band based on the amount of time allotted within their schedules. In addition, music teachers use a variety of approaches, philosophies and methods. Music can be taught effectively in a multitude of ways. An attempt was made to allow space for the teacher to determine how to deliver the content in a way that considers the background of the teacher and the students. It is implied that technology will be integrated into the music classroom.

The arts allow opportunities for students to cultivate the types of essential thinking dispositions for life today, tomorrow and well into the future. Woven into our Enduring Understandings, students are encouraged to express their own personal sense of discipline, creativity and perseverance.

THE 2022 PERFORMING ENSEMBLE STRAND

The new performing ensemble strand was written with the intention of making a useable and readable document for students who participate in a performing ensemble. The strand is banded by ability level, instead of grade, with the understanding that students begin ensemble instruction at a variety of grade levels. Due to the unique nature of mixed grades and abilities in ensembles, this strand should be viewed with the individual student in mind and not categorized by year or grade level. It should be understood that within most ensembles there will be students who represent multiple levels of ability, from Novice to Advanced. It is not expected that all students will move to a new level of proficiency each year in every standard. It should be understood that schools begin ensemble participation at a variety of grade levels.

STANDARDS FORMAT AND DEVELOPMENT

Standards

Standards are outcomes to be achieved by the end of the K–12 curriculum.

Indicator Standards

Learning outcomes for each grade level within a topic area. Meeting these indicators would be the first step toward achieving the benchmarks and standards. Indicators are grade-level outcomes.

NOTE: The Course of Study review committee has recategorized some standards, reworded, combined, deleted, and in some cases, even added some standards to reflect the Diocesan curriculum and our Catholicity. However, in order to minimize confusion when cross-referencing the Ohio standards, the committee decided to keep ODE's numbering codes.

The indicator standards are also listed top to bottom in order of learning progressions in each category, e.g. in the category of creating music in Kindergarten, Recognizing same and different needs to be learned before composing simple rhythms.

TRANSITION PERIOD

The Columbus Diocese allows the schools until the 2024-2025 school year for full implementation of the revised Learning Standards in Music to give them time to align instruction and resources to the standards.

CURRICULAR RESOURCES

Suggested resources can be found on the Office of Catholic Schools website, www.education.columbuscatholic.org.

PRINCIPLES OF COURSES OF STUDY- DIOCESE OF COLUMBUS CATHOLIC SCHOOLS

Equity. Excellence in education requires equity – high expectations and assessable content for all students based on the new Ohio Learning Standards.

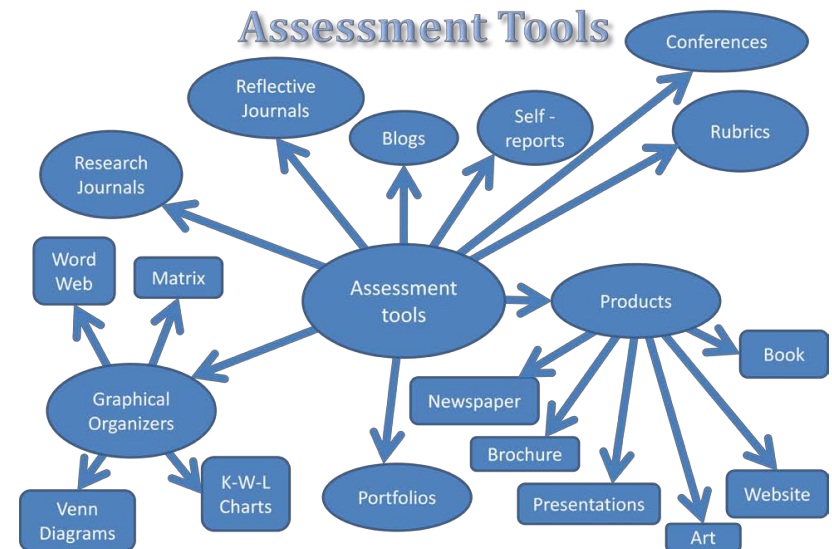
Curriculum. A curriculum is more than a collection of activities. It must be coherent, focused, well-articulated, and integrated with our Catholic values.

Teaching. Effective teaching requires understanding what students know and need to learn and be able to do while supporting them as they learn.

Learning. Students must learn with understanding by actively building new knowledge from prior knowledge and experiences.

Technology. Technology is essential in teaching and learning and should be integrated in the teaching and learning process. The technology should influence and enhance students' learning.

Assessment. Assessment should support the learning of important skills and content, be formative as well as summative, and furnish useful information to teachers, students and parents. Assessments need to be aligned to the standards in the Course of Study both in what a student needs to know and be able to do. Assessments should match what the student is expected to learn. There are many tools (e.g. portfolios, rubrics, interviews) other than the standard paper and pencil tests to assess a student's understanding of the material. One method that has continued to increase student achievement is involving them in the assessment process. Students should be involved in all steps of this process. At the most basic level, students can simply understand how their grades will be determined. As assessment becomes more student- centered, the students can develop rubrics, maintain their own assessment records, self- assess, and communicate their achievement to others (student-led conferences).



LEARNING STANDARDS FOR FINE ARTS: MUSIC

Grades K - 8


KINDERGARTEN – GRADE 8 ENDURING UNDERSTANDINGS

Creating: Artists utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and perform and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expression in internal and external contexts.

GRADE LEVEL	CREATING (CR) Creates music using classroom resources	PERFORMING (PE) Uses tools and techniques to read and perform music through voice and/or instruments	RESPONDING (RE) Analyzes, describes and responds to music	CONNECTING (CO) Connects music to history, culture, and other disciplines
KINDER-GARTEN <div>Increasing complexity</div> 	CONTENT STATEMENTS K.3RE Recognize same and different (fast/slow, loud/quiet, high/low, long/short). K.1PE Track steady beat and rhythm (using graphic, iconic or traditional notation). K.2CR Compose simple rhythms and melodies using standard and/or iconic notation	CONTENT STATEMENTS K.4PE Explore a variety of classroom instruments (metals, skins and woods), alone and with others and demonstrate proper techniques. K.2PE Explore the four voices — singing, speaking, whispering and calling. K.8RE Experience the difference between steady beat and rhythm (through movement, body percussion). K.6PE Demonstrate same and different (fast/slow, loud/quiet, high/low, long/short). K.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures. K.5PE Demonstrate and maintain a steady beat while performing simple rhythmic echoes.	CONTENT STATEMENTS K.1CR Experience a wide variety of vocal and instrumental sounds. K.4RE Respond to music using movement, dance, drama or visual art. K.2CO Attend music performances, including liturgical events , and share observations and opinions (personal musical experiences and musical selections of various styles, composers, periods and cultures). K.6RE With substantial guidance, follow and respond to the basic cues of a conductor.	CONTENT STATEMENTS K.1RE With prompting and support, listen to music of various styles, composers, periods, cultures and Catholic heritage . K.1CO Experience how music communicates feelings, moods, images and meaning especially during Mass and other liturgical celebrations . K.4CO Identify and categorize various types of music and when they are used.(added) K.7RE Discuss purposes of songs that are used for a variety of occasions within the Church and in various cultures. K.3CO Investigate concepts shared between music, other art forms and other subject areas.


KINDERGARTEN – GRADE 8 ENDURING UNDERSTANDINGS

Creating: Artists utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works.

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Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expression in internal and external contexts.

GRADE LEVEL	CREATING (CR) Creates music using classroom resources	PERFORMING (PE) Uses tools and techniques to read and perform music through voice and/or instruments	RESPONDING (RE) Analyzes, describes and responds to music	CONNECTING (CO) Connects music to history, culture, and other disciplines
GRADE 1 <div>Increasing complexity</div> 	CONTENT STATEMENTS 1.1CR Improvise short rhythmic and melodic patterns using a variety of sound sources. 1.2CR Compose simple, four-beat rhythms using quarter notes, eighth notes and quarter rests using standard and iconic notation and a variety of sound sources. 1.3CR Compose bitonic, tritonic or trichordal melodies (s- m; s-m-l or d, r, m) in treble clef in a variety of tonal centers.	CONTENT STATEMENTS 1.5PE Demonstrate call and response songs, including chanting responses , that include steady beat, rhythm and meter. 1.4PE With limited guidance, play a variety of classroom instruments, alone and with others and demonstrate proper techniques. 1.6PE Maintain a steady beat independently against a different rhythm and maintain a rhythm independently against a steady beat. 1.1PE Read and perform simple four-beat rhythms using eighth notes, quarter notes and quarter rests, including extracted patterns from sacred music . 1.2PE Read and perform bitonic, tritonic or trichordal melodies (s- m; s-m-l or d, r, m) in different tonal centers. 1.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.	CONTENT STATEMENTS 1.2RE Explore selected musical instruments aurally and visually. 1.4RE Respond to music using movement, dance, drama or visual art. 1.2CO Attend music performances, including liturgical events , demonstrating appropriate audience behavior for the context and style of music performed. 1.3RE Identify elements of music using developmentally appropriate vocabulary. 1.7RE With limited guidance, identify patterns of same and different sections and phrases (AB, ABA, ABAB, ABAC) in a repertoire (simple poems, songs, folk dances). 1.6RE With guidance, follow and respond to the cues of a conductor.	CONTENT STATEMENTS 1.1CO Explore how music communicates feelings, moods, images and meaning especially during Mass and other liturgical celebrations . 1.1RE With guidance, listen to music of various styles, composers, periods, cultures and Catholic heritage . 1.5RE Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods and cultures. 1.3CO Connect concepts shared between music, other art forms and other subject areas. 1.8RE Recognize how music is used for a variety of occasions within the Church and in various cultures.


KINDERGARTEN – GRADE 8 ENDURING UNDERSTANDINGS

Creating: Artists utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and perform and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expression in internal and external contexts.

GRADE LEVEL	CREATING (CR) Creates music using classroom resources	PERFORMING (PE) Uses tools and techniques to read and perform music through voice and/or instruments	RESPONDING (RE) Analyzes, describes and responds to music	CONNECTING (CO) Connects music to history, culture, and other disciplines
GRADE 2 Increasing complexity 	CONTENT STATEMENTS 2.1CR Improvise simple rhythmic and melodic phrases using known patterns and a variety of sound sources, including familiar religious repertoires. 2.2CR Compose simple four and eight-beat patterns using known rhythms and half notes in simple duple and quadruple meters using phrase form, standard and iconic notation and a variety of sound sources. 2.3CR Compose bitonic, tritonic or trichordal melodies (s- m; s-m-l or d, r, m) in treble clef in a variety of tonal centers.	CONTENT STATEMENTS 2.4PE Play a variety of classroom instruments, alone and with others and demonstrate proper techniques. 2.1PE Read and perform using known rhythms and half notes in simple duple and quadruple meters. 2.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm. 2.2PE Read, write and perform tetratonic and pentatonic melodies (d, r, m, l; d, r, m, s, l) in different tonal centers. 2.5PE Maintain independent melody over melodic ostinati. 2.6PE Maintain independent, simple, four- and eight-beat rhythmic ostinati against a minimum of one separate part.	CONTENT STATEMENTS 2.9RE Demonstrate appropriate participation and etiquette during worship services. (added) 2.4RE Interpret music through movement, dance, drama or visual art. 2.2RE Identify selected musical instruments aurally and visually. 2.2CO Attend music performances and discuss, including liturgical events, demonstrating appropriate audience behavior for the context and style of music performed. 2.3RE Identify and apply elements of music using developmentally appropriate vocabulary. 2.8RE Analyze patterns of same and different sections and phrases in sacred and secular music. 2.6RE Follow and respond to the basic cues of a conductor.	CONTENT STATEMENTS 2.1CO Identify how music communicates feelings, moods, images and meaning especially during Mass and other liturgical celebrations. 2.7RE Explain how music is used for a variety of purposes and occasions within the Church and in various cultures. 2.5RE Discuss musical selections of various styles, composers, periods and cultures and Catholic heritage. 2.1RE Listen to and explore the music of various styles, composers, periods and cultures. 2.3CO Compare and contrast grade appropriate concepts shared between music and other subject areas.


KINDERGARTEN – GRADE 8 ENDURING UNDERSTANDINGS

Creating: Artists utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and perform and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expression in internal and external contexts.

GRADE LEVEL	CREATING (CR) Creates music using classroom resources	PERFORMING (PE) Uses tools and techniques to read and perform music through voice and/or instruments	RESPONDING (RE) Analyzes, describes and responds to music	CONNECTING (CO) Connects music to history, culture, and other disciplines
GRADE 3 Increasing complexity 	CONTENT STATEMENTS 3.1CR Improvise simple rhythmic and melodic phrases in simple forms (question and answer or alternating phrases) using a variety of sound sources. 3.2CR Compose using known rhythms, sixteenth notes and dotted half notes in simple duple, triple and quadruple meters using phrase and large-form, standard and iconic notation and a variety of sound sources. 3.3CR Compose using extended pentatonic melodies in treble clef in a variety of tonal centers.	CONTENT STATEMENTS 3.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm. 3.1PE Read and perform using known rhythms, dotted half notes and sixteenth notes in simple duple, triple and quadruple meters. 3.2PE Read and perform do or la extended pentatonic melodies in treble clef in different tonal centers. 3.6PE Maintain two or more simple, four- and eight-beat rhythmic ostinati against at least one separate part. 3.4PE Play a variety of classroom instruments, alone and with others while demonstrating consistently proper techniques. 3.5PE Demonstrate rounds and canons.	CONTENT STATEMENTS 3.9RE Demonstrate appropriate participation and etiquette during worship services. (added) 3.2RE Identify families of instruments aurally and visually. 3.8RE Identify and respond to simple music forms. 3.7RE Explore how music is celebrated and supported within the school and parish community. 3.4RE Interpret music through movement, dance, drama and visual art. 3.2CO Attend and describe music performances, including at liturgical events, demonstrating appropriate audience behavior for the context and style of music performed. 3.3RE Distinguish elements of music using developmentally appropriate vocabulary. 3.5RE Explain personal preferences for musical selections using selected music vocabulary. 3.6RE Follow and respond to grade appropriate cues of a conductor.	CONTENT STATEMENTS 3.1RE Listen to, discuss and explore the music of various styles, composers, periods and cultures and Catholic heritage. 3.1CO Express how elements of music communicate feelings, moods, images and meaning especially during Mass and other liturgical celebrations. 3.3CO Compare and contrast the use of similarly named elements in music and other subject areas.


KINDERGARTEN – GRADE 8 ENDURING UNDERSTANDINGS

Creating: Artists utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and perform and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expression in internal and external contexts.

GRADE LEVEL	CREATING (CR) Creates music using classroom resources	PERFORMING (PE) Uses tools and techniques to read and perform music through voice and/or instruments	RESPONDING (RE) Analyzes, describes and responds to music	CONNECTING (CO) Connects music to history, culture, and other disciplines
GRADE 4 Increasing complexity 	CONTENT STATEMENTS 4.8RE Identify and respond to simple music forms including sacred music (verse/refrain, rondo). 4.1CR Improvise rhythms and melodies with attention to cadences and tonal centers within a variety of song forms using a variety of sound sources. 4.2CR Compose using known rhythms, whole notes, dotted notes, sixteenth-note combinations or syncopated rhythms in a variety of meters using phrase and large form, standard and iconic notation and a variety of sound sources. 4.3CR Compose extended pentatonic melodies in treble clef using do or la tonal centers.	CONTENT STATEMENTS 4.5PE Demonstrate partner songs and descants. 4.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch, rhythm and expressive qualities. 4.4PE Play a variety of classroom instruments, alone and with others while demonstrating various proper techniques. 4.1PE Read and perform using known rhythms, whole notes, dotted notes, sixteenth-note combinations or syncopated rhythms in a variety of meters. 4.2PE Read and perform extended pentatonic melodies in treble clef using do or la tonal centers. 4.6PE Maintain independent, simple, four- and eight-beat rhythmic ostinati against at least two separate parts.	CONTENT STATEMENTS 4.9RE Demonstrate appropriate participation and etiquette during worship services. (added) 4.5RE Explain personal preferences for musical selections using music vocabulary. 4.7RE Explore music created by Ohio artists and determine how their works were influenced by their Ohio roots. 4.2 CO Attend and reflect on music performances you attended, including liturgical events , demonstrating appropriate audience behavior for the context and style of music performed. 4.2 RE Classify instruments by their families. 4.4 RE Compare interpretations of the same piece of music as it occurs in movement, dance, drama, or visual art. 4.3 RE Compare and contrast elements of music using developmentally appropriate vocabulary. 4.6 RE Follow and respond to grade appropriate cues of a conductor.	CONTENT STATEMENTS 4.4 CO Explore the importance of patriotic music to American heritage. (added) 4.1CO Discuss the connection between emotion and music in selected musical works using elements of music meaning especially during Mass and other liturgical celebrations . 4.3CO Connect the elements and subject matter of music to other subject areas. 4.1RE Research and explore the lives and times of composers from various historical periods, including throughout Church history , and cultures.


KINDERGARTEN – GRADE 8 ENDURING UNDERSTANDINGS

Creating: Artists utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and perform and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expression in internal and external contexts.

GRADE LEVEL	CREATING (CR) Creates music using classroom resources	PERFORMING (PE) Uses tools and techniques to read and perform music through voice and/or instruments	RESPONDING (RE) Analyzes, describes and responds to music	CONNECTING (CO) Connects music to history, culture, and other disciplines
GRADE 5 Increasing complexity 	CONTENT STATEMENTS 5.1CR Improvise variations on a given rhythm or melody using a variety of sound sources. 5.2CR Compose using known rhythms, whole notes, dotted notes, sixteenth-note combinations or syncopated rhythms in a variety of meters using phrase and large form, standard and iconic notation and a variety of sound sources. 5.3CR Compose extended pentatonic melodies and diatonic scales in treble clef using do or la tonal centers.	CONTENT STATEMENTS 5.5PE Differentiate between melody and harmony while performing. 5.3PE Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control. 5.4PE Play a variety of classroom instruments, alone and with others while demonstrating proper and student created techniques. 5.1PE Read and perform using known rhythms, dotted and sixteenth-note combinations and syncopated rhythms in a variety of meters. 5.2PE Read and perform extended pentatonic melodies in treble clef in do or la pentatonic, diatonic scales and modes using a system. 5.6PE Maintain independent, simple, four- and eight-beat rhythmic ostinati against at least two separate parts.	CONTENT STATEMENTS 5.9RE Demonstrate appropriate participation and etiquette during worship services. (added) 5.2CO Attend and analyze music performances, including liturgical events, demonstrating appropriate audience behavior for the context and style of music performed. 5.2RE Explore and identify modern musical instruments and groupings in various cultures. 5.4RE Interpret music via dance, drama and visual art using appropriate vocabulary. 5.5RE Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing. 5.8 RE Identify terms related to form (D.C. and D.S. al Fine; DC and D.S. al Coda; repeat signs, and first and second endings). 5.1RE Compare and contrast music of various styles, composers, periods and cultures. 5.3RE Compare and contrast elements of music, including tonality, dynamics, tempo and meter, using developmentally appropriate vocabulary. 5.6 RE Follow and respond to grade appropriate cues of a conductor.	CONTENT STATEMENTS 5.7RE Recognize the musical traditions of various cultures especially within the Church. 5.2 RE Explore and identify modern musical instruments and groupings in various cultures and throughout Church history. 5.1CO Describe the connection between emotion and music in selected musical works using elements of music especially during Mass and other liturgical celebrations. 5.3CO Explain how the elements and subject matter of music connect with other subject areas.


KINDERGARTEN – GRADE 8 ENDURING UNDERSTANDINGS

Creating: Artists utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and perform and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expression in internal and external contexts.

GRADE LEVEL	CREATING (CR) Creates music using classroom resources	PERFORMING (PE) Uses tools and techniques to read and perform music through voice and/or instruments	RESPONDING (RE) Analyzes, describes and responds to music	CONNECTING (CO) Connects music to history, culture, and other disciplines
GRADE 6 Increasing complexity 	CONTENT STATEMENTS 6.1CR Improvise short rhythmic, melodic, or harmonic passages for individual instruments. 6.2CR Compose rhythm patterns and simple melodies in a variety of meters using standard, or iconic notation. 6.3CR Compose pentatonic melodies in pentatonic and diatonic scales using standard notation.	CONTENT STATEMENTS 6.6PE Maintain simple, four- and eight-beat rhythmic ostinati with a recorded accompaniment. 6.4PE Identify the performers' techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control on multiple instruments. 6.3PE Perform accurately, independently or collaboratively, with good posture and an appropriate tone quality. 6.1PE Perform or present four- and eight-beat rhythmic patterns. 6.2 PE Read and perform extended pentatonic melodies in treble clef in do or la pentatonic, diatonic scales and modes using a system.	CONTENT STATEMENTS 6.9RE Demonstrate appropriate participation and etiquette during worship services.(added) 6.1RE Identify the major periods, genres and composers in the development of music of various cultures especially throughout Church history. 6.4RE Interpret music via dance, drama and visual art using appropriate vocabulary. 6.2CO Attend and critique live music performances and demonstrate appropriate audience behavior for the context and style of music performed. 6.5RE Identify criteria based on elements of music to support personal preferences for specific music works. 6.2RE Explain instrument groupings for different styles of music in various cultures. 6.5PE Describe the rhythm, pitch and expression of varied musical performances. 6.3RE Distinguish the use of dynamics, meter, tempo and tonality in various pieces through active listening. 6.8RE Describe distinguishing characteristics of music forms (verse/refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods. 6.6RE Follow and respond to grade appropriate cues of a conductor.	CONTENT STATEMENTS 6.5CO Identify different careers in sacred and secular music. 6.7CO Identify different functions and uses of music in American and other cultures. 6.4CO Identify how music is important in our spiritual and everyday life. 6.1CO Describe the connection between emotion and music in selected musical works using elements of music. 6.6CO Discuss the basic principles of intellectual property as it relates to musical ownership. 6.3CO Explain and apply skills developed in music (critical thinking, collaboration) to other subject areas and/or other art forms. 6.7RE Compare and discuss the musical traditions of various cultures including within the Church.


KINDERGARTEN – GRADE 8 ENDURING UNDERSTANDINGS

Creating: Artists utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and perform and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expression in internal and external contexts.

GRADE LEVEL	CREATING (CR) Creates music using classroom resources	PERFORMING (PE) Uses tools and techniques to read and perform music through voice and/or instruments	RESPONDING (RE) Analyzes, describes and responds to music	CONNECTING (CO) Connects music to history, culture, and other disciplines
GRADE 7 	CONTENT STATEMENTS 7.1CR Improvise long rhythmic, melodic and harmonic passages for individual instruments. 7.2CR Compose rhythm patterns and simple melodies in a variety of meters using standard notation. 7.3CR Compose simple melodies using multiple key signatures.	CONTENT STATEMENTS 7.1PE Perform or present rhythmic patterns for multiple instruments or voices. 7.2PE Perform or present melodies for multiple instruments or voices. 7.3PE Perform accurately, independently or collaboratively, with good posture and an appropriate tone quality. 7.4PE Compare performers' techniques of similar instruments needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.	CONTENT STATEMENTS 7.9RE Demonstrate appropriate participation and etiquette during worship services.(added) 7.3RE Identify key signatures of major scales and describe a varied repertoire of music with appropriate music vocabulary. 7.5RE Develop criteria based on elements of music to support personal preferences for specific music works. 7.7RE Discuss what factors have the most influence on personal reactions to music. 7.4RE Critique and evaluate interpretations of music via dance, drama and visual art using appropriate vocabulary. 7.1CO Analyze the meaning and expression of variety in live or recorded music performances. 7.8RE Recognize, identify and demonstrate form in music of various cultures and popular music. 7.2RE Compare and contrast music instrument groupings for different styles of music in various cultures. 7.2CO Compare and contrast a variety of live or recorded music performances using appropriate audience behavior for the context and style of music performed. 7.6RE Follow and respond to grade appropriate cues of a conductor.	CONTENT STATEMENTS 7.1RE Identify aurally the style and historical period of various secular and sacred music examples. 7.7CO Recognize and identify historical and cultural contexts (time and place of a music event) that have influenced music including throughout Church history. 7.5CO Describe the role of musicians and musical careers in sacred and secular professions. 7.3CO Explain ways music complements other art forms using appropriate terminology. 7.4CO Explain how and why people use and respond to music and why it is important in spiritual and everyday life. 7.6CO Describe the purpose of copyright law and the ethical and legal reasoning behind these laws.


KINDERGARTEN – GRADE 8 ENDURING UNDERSTANDINGS

Creating: Artists utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works.

Performing: Artists employ personal processes and skills to solve problems creatively and perform and present work in various contexts.

Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.

Connecting: Artists understand and communicate the value of creative expression in internal and external contexts.

GRADE LEVEL	CREATING (CR) Creates music using classroom resources	PERFORMING (PE) Uses tools and techniques to read and perform music through voice and/or instruments	RESPONDING (RE) Analyzes, describes and responds to music	CONNECTING (CO) Connects music to history, culture, and other disciplines
GRADE 8 <div>Increasing complexity</div> 	8.1CR Improvise extended rhythmic, melodic and harmonic passages in various forms. 8.2CR Compose rhythm patterns and simple melodies in a variety of meters, including compound meters using standard notation. 8.3CR Compose a simple melody and/or harmony.	8.1PE Perform or present rhythmic patterns for multiple instruments and voices. 8.2PE Perform or present melodic compositions for multiple instruments or voices. 8.3PE Independently or collaboratively perform with good posture while producing an appropriate tone quality. 8.4PE Analyze performers' and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.	8.9RE Demonstrate appropriate participation and etiquette during worship services.(added) 8.1RE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works. 8.3RE Identify intervals and concert pitches in major and natural minor scales. 8.8RE Identify components of form in larger musical works (symphony, mass, concerto). 8.4RE Critique and evaluate styles of music via dance, drama and visual art using appropriate vocabulary. 8.5RE Apply criteria based on elements of music to support personal preferences for specific musical works. 8.1CO Compare and contrast a varied repertoire of music based on how elements of music are used to create meaning and expression including in the Catholic Mass. 8.6RE Follow and respond to grade appropriate cues of a conductor. 8.5PE Compare and contrast vocal performances of varied repertoire using elements of music.	8.2CO Describe how music performance and settings affect audience response, both religiously and secularly. 8.3CO Discuss ways that music affects other art forms when the musical selection is changed. 8.4CO Discuss the purpose and value of music in various cultures and settings including in different liturgical events. 8.5CO Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms. 8.7CO Discuss how current developments in music reflect society in the local community and larger world. 8.2RE Evaluate instrument groupings for different styles of music in various cultures. 8.7RE Justify opinions about music based on culture, environment, values and personal experiences. 8.6CO Discuss how advances in technology have challenged copyright law (downloading music, copying CD, streaming services).

Appendix

Resources for Art and Music Teachers

These books are not activity books for children. They address the connection between the Arts and our Catholic Faith.

Theology and the Arts: Encountering God through Music, Art and Rhetoric <https://a.co/d/ihh4sF0>

Text applies the CCC to Theology and Art. The most useful and practical is the resource on sacred art and history websites on the internet. This could be a good tool for teachers.

A reader-friendly feature of this work is the addition, after the central chapters, of a discography of illustrative musical works and lists of internet sights of sacred art and art history resources—a virtual museum—that will complement the text. These enhance the value of this well-written, provocative text. Although aimed at undergraduate theology students, it will certainly capture the interest of art students, pastoral ministers and anyone who appreciates the arts.

The Beauty of Faith: Using Christian Art to Spread Good News <https://a.co/d/9BRSKCZ>

Over 2,000 years, Christian art has expressed the truth of the Catholic Faith for generations of the faithful. Learn the language of art to make visible the mysteries of Scripture and traditions through paintings, sculpture, mosaics, stained glass, poetry, and sacred music. Discover art as a visual Gospel that can guide, nourish, and strengthen our daily witness to the Gospel today.

The Beauty of Holiness and the Holiness of Beauty: Art, Sanctity, and the Truth of Catholicism <https://a.co/d/6G4Sws7> – Connects Liturgy, Church Teaching, Religious Art, and Prayer.

Icons

An icon is “written” not painted. However, since icons are becoming increasingly popular, I thought these could be helpful. The first one I think is the best because of the layout and explanations that accompany each icon. I have copies of both books if you would like to see them.

The Mystical Language of Icons <https://a.co/d/52ga5lo> - excellent content, well-illustrated and easy to read regardless of background.

Doors of Perception: Icons and Their Spiritual Significance <https://a.co/d/jfTOFMb> - may not be as appealing as it is more text and less illustration but the content is excellent.