



Integrated Faith Standards for Academic Curriculum

Music Education Curriculum

Kindergarten – Grade 8

*Revised 2022

***“Education is an important mission, which
draws young people to what is
good, beautiful, and true.”***

Pope Francis

Diocese of Manchester Catholic School Standards for Music Education

“Let the word of Christ dwell in you richly, teaching and admonishing one another in all wisdom, singing psalms and hymns and spiritual songs, with thankfulness in your hearts to God” (Colossians 3:16).

Music expresses the deepest aspects of the human person. Saint Augustine observed that when we sing, we pray twice. Our Sacred Scripture so values music that one of the most beloved books of the Bible, the Psalms, is a compilation of musical compositions.

Music represents one of the most sublime applications of mathematics. Beethoven and Bach represent the apex of the beauty of the mathematical foundation of music.

It is developmentally important to expose children to music at an early age to help them learn the sounds and meanings of new words. When children have the opportunity to experience the various modalities of music, we help them to holistically grow as a person. The connections formed during exposure help build important social, emotional and cognitive brain connections, helping them to develop neuroplasticity in their young brains. Music strengthens memory skills, naturally calms and soothes, helps express love and joy, and fosters creativity and intelligence.

Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Manchester

- A passion for mission should inform every curriculum decision.
- All knowledge reflects God’s Truth, Beauty, and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image and likeness of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person for the good of the society of which he/she is a member, and in recognition of their destiny, an eternal life in Christ.
- Each subject is to be examined in the context of the Catholic faith through Scripture and Tradition and is to be illuminated by Gospel values.
- Learning and formation are interconnected, as are the natural and spiritual development of each student.
- Curriculum and instruction seek to promote a synthesis of faith, life, and culture, forming students as disciples of Jesus.
- All curricula must support a commitment to strong and consistent Catholic identity.
- Curriculum will assist the student’s ability to think critically, problem solve, innovate, and lead towards a supernatural vision.

In a Catholic School, Curricular Formation...

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.ⁱ
2. Promotes human virtues and the dignity of the human person as created in the image and likeness of God and modeled on the person of Jesus Christ.ⁱⁱ
3. Seeks to know and understand objective reality, which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.ⁱⁱⁱ
5. Encourages a synthesis of faith, life, and culture.^{iv}

Gifts of CHRIST[©] at the Diocese of Manchester Catholic Schools

The Gifts of C.H.R.I.S.T.[©] are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the Gifts of C.H.R.I.S.T.[©] stands for Catholic Habits and Responses in School and on Teams.

Through curricular and extracurricular learning experiences at a Diocese of Manchester Catholic school, PK-12th grade students will learn about the 7 Gifts of C.H.R.I.S.T.[©] and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

Truth

GC.T.1.0 I will seek to understand the truth in all situations.

GC.T.2.0 I will be truthful in the way I act, and respond, and accept truth around me.

Beauty

GC.B.1.0 I will seek beauty in all things and in all situations.

GC.B.2.0 I will find the beauty of God's creation and wonders around me.

Goodness

GC.G.1.0 I will exhibit goodness as God's example during my daily life.

GC.G.2.0 I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.

Affability

GC.A.1.0 I can be kind and treat others the way I would want to be treated.

GC.A.2.0 I can treat others with respect, and I can be approachable and friendly.

Humility

GC.H.1.0 I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.

GC.H.2.0 I am humbled with the knowledge and talents I have, and I understand that I can always learn more.

Prudence

GC.P.1.0 I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.

GC.P.2.0 I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.

Fortitude

GC.F.1.0 I can do all things through Christ who strengthens me.

GC.F.2.0 I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.

CRITICAL THINKING AND REFLECTION**Cognition and Reflection are Required to Appreciate, Interpret, and Create with Artistic Intent**

- K.ME.CR-1.0** Respond to music from various sound sources to show awareness of steady beat.
- K.ME.CR-2.0** Identify various sounds in a piece of music.
- K.ME.CR-3.0** Identify, visually and aurally, pitched and unpitched classroom instruments.
- K.ME.CR-4.0** Identify singing, speaking, and whispering voices.

Assessing Our Own and Other's Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

- K.ME.AAW-1.0** Identify similarities and/or differences in performance.

The Processes of Critiquing Works of Art Lead to Development of Critical-Thinking Skills Transferable to Other Contexts

- K.ME.CWA-1.0** Share opinions about selected pieces of music.

HISTORICAL AND GLOBAL CONNECTIONS**Through Study in the Arts, We Learn about and Honor Others and the World in Which They Live(d)**

- K.ME.LHO-1.0** Respond to music from diverse cultures through singing and movement.

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

- K.ME.CTHE-1.0** Respond to and/or perform folk music of American cultural sub-groups.

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

- K.ME.CAOD-1.0** Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

K.ME.CIR-1.0 Respond to and explore music through creative play and found sounds in the music classroom.

The 21st-Century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

K.ME.CWL-1.0 Exhibit age-appropriate music and life skills that will add to the success in the music classroom.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Art Form Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

K.ME.UOS-1.0 Respond to beat, rhythm, and melodic line through imitation.

K.ME.UOS-2.0 Identify similarities and differences in melodic phrases and/or rhythm patterns.

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

K.ME.UL-1.0 Respond to music to demonstrate how it makes one feel.

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

K.ME.AIE-1.0 Improvise a response to a musical question sung or played by someone else.

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

K.ME.RFPS-1.0 Sing or play songs from memory.

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- | | |
|---------------------|--|
| K.ME.MMR-1.0 | Sing songs of limited range appropriate to the young child and use the head voice. |
| K.ME.MMR-2.0 | Perform simple songs and accompaniments. |
| K.ME.MMR-3.0 | Match pitches in a song or musical phrase in one or more keys. |
| K.ME.MMR-4.0 | Imitate simple rhythm patterns played by the teacher or a peer. |

CRITICAL THINKING AND REFLECTION**Cognition and Reflection are Required to Appreciate, Interpret, and Create with Artistic Intent**

- | | |
|--------------------|--|
| 1.ME.CR-1.0 | Respond to specific, teacher-selected musical characteristics in a song or instrumental piece. |
| 1.ME.CR-2.0 | Respond to music from various sound sources to show awareness of differences in musical ideas. |
| 1.ME.CR-3.0 | Classify instruments into pitched and unpitched percussion families. |
| 1.ME.CR-4.0 | Differentiate between music performed by one singer and music performed by a group of singers. |

Assessing Our Own and Other's Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

- | | |
|---------------------|--|
| 1.ME.AAW-1.0 | Identify the similarities and differences between two performances of a familiar song. |
|---------------------|--|

The Processes of Critiquing Works of Art Lead to Development of Critical-Thinking Skills Transferable to Other Contexts

- | | |
|---------------------|--|
| 1.ME.CWA-1.0 | Share different thoughts or feelings people have about selected pieces of music. |
|---------------------|--|

HISTORICAL AND GLOBAL CONNECTIONS**Through Study in the Arts, We Learn about and Honor Others and the World in Which They Live(d)**

- | | |
|---------------------|---|
| 1.ME.LHO-1.0 | Perform simple songs, dances, and musical games from a variety of cultures. |
| 1.ME.LHO-2.0 | Explain the work of a composer. |

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

- | | |
|----------------------|---|
| 1.ME.CTHE-1.0 | Identify and perform folk music used to remember and honor America and its cultural heritage. |
|----------------------|---|

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

- 1.ME.CAOD-1.0** Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or chants.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

- 1.ME.CIR-1.0** Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.

Careers in and Related to the Arts Significantly and Positively Impact Local and Global Economies

- 1.ME.LGE-1.0** Describe how he or she likes to participate in music.

The 21st-Century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

- 1.ME.CWL-1.0** Demonstrate appropriate manners and teamwork necessary for success in a music classroom.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Art Form Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

- 1.ME.UOS-1.0** Respond to contrasts in music as a foundation for understanding structure.
1.ME.UOS-2.0 Identify patterns of a simple, four-measure song or speech piece.

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

- 1.ME.UL-1.0** Respond to changes in tempo and/or dynamics within musical examples.

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

- | | |
|---------------------|--|
| 1.ME.AIE-1.0 | Improvise a four-beat response to a musical question sung or played by someone else. |
| 1.ME.AIE-2.0 | Create short melodic and rhythmic patterns based on teacher-established guidelines. |

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

- | | |
|----------------------|--|
| 1.ME.RFPS-1.0 | Sing or play songs, which may include changes in verses or repeats, from memory. |
|----------------------|--|

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- | | |
|---------------------|---|
| 1.ME.MMR-1.0 | Sing simple songs in a group, using head voice and maintaining pitch. |
| 1.ME.MMR-2.0 | Play three- to five-note melodies and/or accompaniments on classroom instruments. |
| 1.ME.MMR-3.0 | Sing simple la-sol-mi patterns at sight. |
| 1.ME.MMR-4.0 | Match simple aural rhythm patterns in duple meter with written patterns. |
| 1.ME.MMR-5.0 | Show visual representation of simple melodic patterns performed by the teacher or a peer. |

CRITICAL THINKING AND REFLECTION**Cognition and Reflection are Required to Appreciate, Interpret, and Create with Artistic Intent**

- 2.ME.CR-1.0** Identify appropriate listening skills for learning about musical examples selected by the teacher.
- 2.ME.CR-2.0** Respond to a piece of music and discuss individual interpretations.
- 2.ME.CR-3.0** Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
- 2.ME.CR-4.0** Identify child, adult male, and adult female voices by timbre.

Assessing Our Own and Other's Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

- 2.ME.AAW-1.0** Identify strengths and needs in classroom performances of familiar songs.

The Processes of Critiquing Works of Art Lead to Development of Critical-Thinking Skills Transferable to Other Contexts

- 2.ME.CWA-1.0** Discuss why musical characteristics are important when forming and discussing opinions about music.

HISTORICAL AND GLOBAL CONNECTIONS**Through Study in the Arts, We Learn about and Honor Others and the World in Which They Live(d)**

- 2.ME.LHO-1.0** Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.
- 2.ME.LHO-2.0** Identify the primary differences between composed and folk music.

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

- 2.ME.CTHE-1.0** Discuss how music is used for celebrations in American and other cultures.

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

- 2.ME.CAOD-1.0** Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

- 2.ME.CIR-1.0** Create a musical performance that brings a story or poem to life.

Careers in and Related to the Arts Significantly and Positively Impact Local and Global Economies

- 2.ME.LGE-1.0** Describe how people participate in music.

The 21st-Century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

- 2.ME.CWL-1.0** Collaborate with others in a music presentation and discuss what was successful and what could be improved.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Art Form Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

- 2.ME.UOS-1.0** Identify basic elements of music in a song or instrumental excerpt.
2.ME.UOS-2.0 Identify the form of a simple piece of music.

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

- 2.ME.UL-1.0** Describe changes in tempo and dynamics within a musical work.

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

- | | |
|---------------------|--|
| 2.ME.AIE-1.0 | Improvise short phrases in response to a given musical question. |
| 2.ME.AIE-2.0 | Create simple ostinati to accompany songs or poems. |

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

- | | |
|----------------------|---|
| 2.ME.RFPS-1.0 | Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory. |
|----------------------|---|

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- | | |
|---------------------|---|
| 2.ME.MMR-1.0 | Sing songs in an appropriate range, using head voice and maintaining pitch. |
| 2.ME.MMR-2.0 | Play simple melodies and/or accompaniments on classroom instruments. |
| 2.ME.MMR-3.0 | Sing simple la-sol-mi-do patterns at sight. |
| 2.ME.MMR-4.0 | Compare aural melodic patterns with written patterns to determine whether they are the same or different. |
| 2.ME.MMR-5.0 | Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else. |

CRITICAL THINKING AND REFLECTION**Cognition and Reflection are Required to Appreciate, Interpret, and Create with Artistic Intent**

- | | |
|--------------------|--|
| 3.ME.CR-1.0 | Describe listening skills and how they support appreciation of musical works. |
| 3.ME.CR-2.0 | Respond to a musical work in a variety of ways and compare individual interpretations. |
| 3.ME.CR-3.0 | Identify families of orchestral and band instruments. |
| 3.ME.CR-4.0 | Discriminate between unison and two-part singing. |

Assessing Our Own and Other's Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

- | | |
|---------------------|---|
| 3.ME.AAW-1.0 | Evaluate performances of familiar music using teacher-established criteria. |
|---------------------|---|

The Processes of Critiquing Works of Art Lead to Development of Critical-Thinking Skills Transferable to Other Contexts

- | | |
|---------------------|--|
| 3.ME.CWA-1.0 | Identify musical characteristics and elements within a piece of music when discussing the value of the work. |
|---------------------|--|

HISTORICAL AND GLOBAL CONNECTIONS**Through Study in the Arts, We Learn about and Honor Others and the World in Which They Live(d)**

- | | |
|---------------------|--|
| 3.ME.LHO-1.0 | Compare indigenous instruments of specified cultures. |
| 3.ME.LHO-2.0 | Identify significant information about specified composers and one or more of their musical works. |
| 3.ME.LHO-3.0 | Identify timbre(s) in music from a variety of cultures. |

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

- | | |
|----------------------|--|
| 3.ME.CTHE-1.0 | Discuss how music in America was influenced by people and events in its history. |
|----------------------|--|

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

- 3.ME.CAOD-1.0** Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

- 3.ME.CIR-1.0** Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.

Careers in and Related to the Arts Significantly and Positively Impact Local and Global Economies

- 3.ME.LGE-1.0** Identify musicians in the school, community, and media.
3.ME.LGE-2.0 Describe opportunities for personal music-making.

The 21st-Century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

- 3.ME.CWL-1.0** Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Art Form Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

- 3.ME.UOS-1.0** Identify, using correct music vocabulary, the elements in a musical work.
3.ME.UOS-2.0 Identify and describe the musical form of a familiar song.

The Structural Rules and Conventions of an Art Form Serve as Both a Foundation and Departure Point for Creativity

- 3.ME.SRC-1.0** Rearrange melodic or rhythmic patterns to generate new phrases.

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

- 3.ME.UL-1.0** Describe how tempo and dynamics can change the mood or emotion of a piece of music.

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

- 3.ME.AIE-1.0** Improvise rhythms or melodies over ostinati.
3.ME.AIE-2.0 Create an alternate ending to a familiar song.

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

- 3.ME.RFPS-1.0** Identify patterns in songs to aid the development of sequencing and memorization skills.

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- 3.ME.MMR-1.0** Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
3.ME.MMR-2.0 Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
3.ME.MMR-3.0 Sing simple la-sol-mi-re-do patterns at sight.
3.ME.MMR-4.0 Match simple aural rhythm patterns in duple and triple meter with written patterns.
3.ME.MMR-5.0 Notate simple rhythmic and melodic patterns using traditional notation.

CRITICAL THINKING AND REFLECTION**Cognition and Reflection are Required to Appreciate, Interpret, and Create with Artistic Intent**

- | | |
|--------------------|---|
| 4.ME.CR-1.0 | Develop effective listening strategies and describe how they can support appreciation of musical works. |
| 4.ME.CR-2.0 | Describe, using correct music vocabulary, what is heard in a specific musical work. |
| 4.ME.CR-3.0 | Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard. |
| 4.ME.CR-4.0 | Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass. |

Assessing Our Own and Other's Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

- | | |
|---------------------|---|
| 4.ME.AAW-1.0 | Identify and describe basic music performance techniques to provide a foundation for critiquing oneself and others. |
| 4.ME.AAW-2.0 | Critique specific techniques in one's own and others' performances using teacher-established criteria. |

The Processes of Critiquing Works of Art Lead to Development of Critical-Thinking Skills Transferable to Other Contexts

- | | |
|---------------------|---|
| 4.ME.CWA-1.0 | Describe characteristics that make various musical works appealing. |
|---------------------|---|

HISTORICAL AND GLOBAL CONNECTIONS**Through Study in the Arts, We Learn about and Honor Others and the World in Which They Live(d)**

- | | |
|---------------------|---|
| 4.ME.LHO-1.0 | Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments. |
| 4.ME.LHO-2.0 | Describe the influence of selected composers on the musical works and practices or traditions of their time. |
| 4.ME.LHO-3.0 | Identify pieces of music that originated from cultures other than one's own. |

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

- 4.ME.CTHE-1.0** Perform, listen to, and discuss music related to New Hampshire’s history.
4.ME.CTHE-2.0 Identify ways in which individuals of varying ages and cultures experience music.

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

- 4.ME.CAOD-1.0** Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

- 4.ME.CIR-1.0** Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

Careers in and Related to the Arts Significantly and Positively Impact Local and Global Economies

- 4.ME.LGE-1.0** Describe roles and careers of selected musicians.

The 21st-Century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

- 4.ME.CWL-1.0** Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.
4.ME.CWL-2.0 Discuss the safe, legal way to download songs and other media.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Art Form Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

- 4.ME.UOS-1.0** Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

The Structural Rules and Conventions of an Art Form Serve as Both a Foundation and Departure Point for Creativity

- 4.ME.SRC-1.0** Create variations for selected melodies.

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

- 4.ME.UL-1.0** Identify how expressive elements and lyrics affect the mood or emotion of a song.
- 4.ME.UL-2.0** Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

- 4.ME.AIE-1.0** Improvise phrases using familiar songs.
- 4.ME.AIE-2.0** Create melodic patterns using a variety of sound sources.
- 4.ME.AIE-3.0** Arrange a familiar song for voices or instruments by manipulating form.

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

- 4.ME.RFPS-1.0** Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- 4.ME.MMR-1.0** Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
- 4.ME.MMR-2.0** Play rounds, canons, or layered ostinati on classroom instruments.
- 4.ME.MMR-3.0** Perform extended pentatonic melodies at sight.
- 4.ME.MMR-4.0** Play simple ostinati, by ear, using classroom instruments.
- 4.ME.MMR-5.0** Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.

CRITICAL THINKING AND REFLECTION

Cognition and Reflection are Required to Appreciate, Interpret, and Create with Artistic Intent

- | | |
|--------------------|---|
| 5.ME.CR-1.0 | Discuss and apply listening strategies to support appreciation of musical works. |
| 5.ME.CR-2.0 | Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work. |
| 5.ME.CR-3.0 | Identify, aurally, selected instruments of the band and orchestra. |
| 5.ME.CR-4.0 | Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir. |

Assessing Our Own and Other's Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

- | | |
|---------------------|---|
| 5.ME.AAW-1.0 | Define criteria, using correct music vocabulary, to critique one's own and others performance. |
| 5.ME.AAW-2.0 | Describe changes, using correct music vocabulary, in one's own and/or others performance over time. |

The Processes of Critiquing Works of Art Lead to Development of Critical-Thinking Skills Transferable to Other Contexts

- | | |
|---------------------|---|
| 5.ME.CWA-1.0 | Develop criteria to evaluate an exemplary musical work from a specific period or genre. |
|---------------------|---|

HISTORICAL AND GLOBAL CONNECTIONS

Through Study in the Arts, We Learn about and Honor Others and the World in Which They Live(d)

- | | |
|---------------------|--|
| 5.ME.LHO-1.0 | Identify the purposes for which music is used within various cultures. |
| 5.ME.LHO-2.0 | Compare and describe the compositional characteristics used by two or more composers whose works are studied in class. |
| 5.ME.LHO-3.0 | Compare stylistic and musical features in works originating from different cultures. |

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

- 5.ME.CTHE-1.0** Examine the contributions of musicians and composers for a specific historical period.
- 5.ME.CTHE-2.0** Describe how technology has changed the way audiences experience music.

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

- 5.ME.CAOD-1.0** Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

- 5.ME.CIR-1.0** Create a performance using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

Careers in and Related to the Arts Significantly and Positively Impact Local and Global Economies

- 5.ME.LGE-1.0** Describe jobs associated with various types of concert venues and performing arts centers.
- 5.ME.LGE-2.0** Explain why live performances are important to the career of the artist and the success of performance venues.

The 21st-Century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

- 5.ME.CWL-1.0** Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
- 5.ME.CWL-2.0** Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Art Form Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

- 5.ME.UOS-1.0** Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

The Structural Rules and Conventions of an Art Form Serve as Both a Foundation and Departure Point for Creativity

- 5.ME.SRC-1.0** Create a new melody from two or more melodic motifs.

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

- 5.ME.UL-1.0** Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
- 5.ME.UL-2.0** Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

- 5.ME.AIE-1.0** Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
- 5.ME.AIE-2.0** Compose short vocal or instrumental pieces using a variety of sound sources.
- 5.ME.AIE-3.0** Arrange a familiar song by manipulating specified aspects of music.
- 5.ME.AIE-4.0** Sing or play simple melodic patterns by ear with support from the teacher.

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

- 5.ME.RFPS-1.0** Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
- 5.ME.RFPS-2.0** Apply performance techniques to familiar music.

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- 5.ME.MMR-1.0** Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
- 5.ME.MMR-2.0** Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
- 5.ME.MMR-3.0** Perform simple diatonic melodies at sight.
- 5.ME.MMR-4.0** Play melodies and accompaniments, by ear, using classroom instruments.
- 5.ME.MMR-5.0** Notate rhythmic phrases and simple diatonic melodies using traditional notation.

CRITICAL THINKING AND REFLECTION

Cognition and Reflection are Required to Appreciate, Interpret, and Create with Artistic Intent

- | | |
|----------------------|--|
| 6-8.ME.CR-1.0 | Develop strategies for listening to unfamiliar musical works. |
| 6-8.ME.CR-2.0 | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. |
| 6-8.ME.CR-3.0 | Identify, aurally, instrumental styles and a variety of instrumental ensembles. |
| 6-8.ME.CR-4.0 | Identify, aurally, a variety of vocal styles and ensembles. |

Assessing Our Own and Other's Artistic Work, Using Critical-Thinking, Problem-Solving, and Decision-Making Skills, Is Central to Artistic Growth

- | | |
|-----------------------|--|
| 6-8.ME.AAW-1.0 | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. |
| 6-8.ME.AAW-2.0 | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. |
| 6-8.ME.AAW-3.0 | Critique personal composition and/or improvisation using simple criteria, to generate improvements with guidance from teachers and/or peers. |

The Processes of Critiquing Works of Art Lead to Development of Critical-Thinking Skills Transferable to Other Contexts

- | | |
|-----------------------|---|
| 6-8.ME.CWA-1.0 | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. |
|-----------------------|---|

HISTORICAL AND GLOBAL CONNECTIONS

Through Study in the Arts, We Learn about and Honor Others and the World in Which They Live(d)

- | | |
|-----------------------|--|
| 6-8.ME.LHO-1.0 | Describe the functions of music from various cultures and time periods. |
| 6-8.ME.LHO-2.0 | Identify the works of representative composers within a specific style or time period. |
| 6-8.ME.LHO-3.0 | Describe how American music has been influenced by other cultures. |
| 6-8.ME.LHO-4.0 | Classify authentic stylistic features in music originating from various cultures. |

- 6-8.ME.LHO-5.0** Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.

The Arts Reflect and Document Cultural Trends and Historical Events, and Help Explain How New Directions in the Arts Have Emerged

- 6-8.ME.CTHE-1.0** Describe the influence of historical events and periods on music composition and performance.
- 6-8.ME.CTHE-2.0** Analyze how technology has changed the way music is created, performed, acquired, and experienced.
- 6-8.ME.CTHE-3.0** Classify the literature being studied by genre, style, and/or time period.

Connections among the Arts and Other Disciplines Strengthen Learning and the Ability to Transfer Knowledge and Skills to and from Other Fields

- 6-8.ME.CAOD-1.0** Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
- 6-8.ME.CAOD-2.0** Discuss how the absence of music would affect other content areas and contexts.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Creating, Interpreting, and Responding in the Arts Stimulate the Imagination and Encourage Innovation and Creative Risk-Taking

- 6-8.ME.CIR-1.0** Create a composition and/or performance using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
- 6-8.ME.CIR-2.0** Create an original composition that reflects various performances that use “traditional” and contemporary technologies.

Careers in and Related to the Arts Significantly and Positively Impact Local and Global Economies

- 6-8.ME.LGE-1.0** Describe several routes a composition or performance could travel from creator to consumer.
- 6-8.ME.LGE-2.0** Describe how concert attendance can financially impact a community.

The 21st-Century Skills Necessary for Success as Citizens, Workers, and Leaders in a Global Economy are Embedded in the Study of the Arts

- 6-8.ME.CWL-1.0** Describe how studying music can enhance citizenship, leadership, and global thinking.

- 6-8.ME.CWL-2.0** Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
- 6-8.ME.CWL-3.0** Identify the tasks involved in the compositional process and discuss how the process might be applied in the workplace.

ORGANIZATIONAL STRUCTURE

Understanding the Organizational Structure of an Art Form Provides a Foundation for Appreciation of Artistic Works and Respect for the Creative Process

- 6-8.ME.UOS-1.0** Compare performances of a musical work to identify artistic choices made by performers.

The Structural Rules and Conventions of an Art Form Serve as Both a Foundation and Departure Point for Creativity

- 6-8.ME.SRC-1.0** Create a composition, manipulating musical elements and exploring the effects of those manipulations.
- 6-8.ME.SRC-2.0** Demonstrate knowledge of major and minor tonalities through performance and composition.

Every Art Form Uses Its Own Unique Language, Verbal and Non-Verbal, to Document and Communicate with the World

- 6-8.ME.UL-1.0** Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
- 6-8.ME.UL-2.0** Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.

SKILLS, TECHNIQUES, AND PROCESSES

The Arts Are Inherently Experiential and Actively Engage Learners in the Processes of Creating, Interpreting, and Responding to Art

- 6-8.ME.AIE-1.0** Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
- 6-8.ME.AIE-2.0** Compose a short musical piece.
- 6-8.ME.AIE-3.0** Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
- 6-8.ME.AIE-4.0** Sing or play melodies by ear with support from the teacher and/or peers.

- 6-8.ME.AIE-5.0** Perform melodies with chord progressions.
- 6-8.ME.AIE-6.0** Compose a melody, with or without lyrics, over a standard harmonic progression.
- 6-8.ME.AIE-7.0** Explain and employ basic functions of MIDI for sequencing and/or editing, including interface options and types of controllers.
- 6-8.ME.AIE-8.0** Demonstrate specified mixing and editing techniques using selected software and hardware.
- 6-8.ME.AIE-9.0** Describe the function and purposes of various types of microphones and demonstrate correct set-up and use of two or more microphones for recording a music performance.

Development of Skills, Techniques, and Processes in the Arts Strengthens Our Ability to Remember, Focus on, Process, and Sequence Information

- 6-8.ME.RFPS-1.0** Perform music from memory to demonstrate knowledge of the musical structure.
- 6-8.ME.RFPS-2.0** Transfer performance techniques from familiar to unfamiliar pieces.

Through Purposeful Practice, Artists Learn to Manage, Master, and Refine Simple, then Complex, Skills and Techniques

- 6-8.ME.MMR-1.0** Sing and/or play age-appropriate repertoire expressively.
- 6-8.ME.MMR-2.0** Demonstrate proper vocal or instrumental technique.
- 6-8.ME.MMR-3.0** Sight-read standard exercises and simple repertoire.
- 6-8.ME.MMR-4.0** Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
- 6-8.ME.MMR-5.0** Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
- 6-8.ME.MMR-6.0** Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.