

INTERMEDIATE LEVEL 3-4-5 MUSIC

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

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

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

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

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

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

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

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

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

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

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

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

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

STANDARD 10 Students will continue to strengthen their music skills.

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

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