

# **MUSIC**

## **Primary K-1-2**

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

**Based on the Utah State Office of Education Curriculum**

## MUSIC K-2

<b>STANDARD 1 Singing</b> Students will sing a varied repertoire of music alone and with others.		
Kindergarten	First Grade	Second Grade
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Sing independently with appropriate timbre, diction, and posture, and maintain a steady tempo.</li> <li>- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.</li> <li>- Sing a simple repertoire of Catholic liturgical or traditional music.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.</li> <li>- Sing expressively, with appropriate dynamics, phrasing, and interpretation.</li> <li>- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.</li> <li>- Sing simple ostinatos, partner songs, and rounds.</li> <li>- Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</li> <li>- Sing a simple repertoire of Catholic liturgical or traditional music.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.</li> <li>- Sing expressively, with appropriate dynamics, phrasing, and interpretation.</li> <li>- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.</li> <li>- Sing ostinatos, partner songs, and rounds.</li> <li>- Sing in groups, matching dynamic levels, and responding to the cues of a conductor.</li> <li>- Sing a simple repertoire of Catholic liturgical or traditional music.</li> </ul>

**STANDARD 2 Playing** Students will perform on instruments, alone and with others, a varied repertoire of music.

Kindergarten	First Grade	Second Grade
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.</li> <li>- Perform simple rhythmic and melodic patterns accurately and independently.</li> <li>- Perform a varied repertoire of music representing diverse genres and styles.</li> <li>- Echo short rhythms and melodic patterns.</li> <li>- Perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor.</li> <li>- Perform independent instrumental parts.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.</li> <li>- Perform easy rhythmic and melodic patterns accurately and independently.</li> <li>- Perform expressively a varied repertoire of music representing diverse genres and styles.</li> <li>- Echo short rhythms and melodic patterns. Copy and perform alone simple body percussion.</li> <li>- Perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor.</li> <li>- Perform independent instrumental parts while other students sing or play contrasting parts.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.</li> <li>- Perform easy rhythmic and melodic patterns accurately and independently.</li> <li>- Perform expressively a varied repertoire of music representing diverse genres and styles.</li> <li>- Echo short rhythms and melodic patterns. Copy and perform alone simple body percussion.</li> <li>- Perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor.</li> <li>- Perform independent instrumental parts while other students sing or play contrasting parts.</li> </ul>

<b>STANDARD 3 Creating</b> Students will improvise melodies, variations, and accompaniments		
Kindergarten	First Grade	Second Grade
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Improvise simple rhythmic variations</li> <li>- Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sound available in the classroom, and body percussion.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Improvise simple rhythmic variations and melodic ostinato accompaniments.</li> <li>- Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</li> <li>- Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sound available in the classroom, and body sounds.</li> <li>- Write short rhythmical patterns after dictation.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Improvise simple rhythmic variations and melodic ostinato accompaniments.</li> <li>- Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</li> <li>- Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sound available in the classroom, and body sounds.</li> <li>- Write short rhythmical patterns after dictation.</li> </ul>
<b>STANDARD 4 Listening</b> Students will listen to, analyze, and describe music		
Kindergarten	First Grade	Second Grade
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Identify simple music forms when presented aurally. Identify “echo” phrases</li> <li>- 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.</li> <li>- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Identify simple music forms when presented aurally. Identify “echo” phrases</li> <li>- 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.</li> <li>- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to</li> </ul>

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<b>STANDARD 5 Understanding</b> Students will understand music in relation to history and culture.		
Kindergarten	First Grade	Second Grade
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Demonstrate congregational behavior appropriate for liturgical celebration</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.</li> <li>- Demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>- Demonstrate congregational behavior appropriate for liturgical celebration.</li> <li>- Demonstrate appropriate performance behavior.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Identify by genre or style aural examples of music from various historical periods and cultures.</li> <li>- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.</li> <li>- Demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>- Demonstrate congregational behavior appropriate for liturgical celebration.</li> <li>- Identify and describe roles of musicians in various music settings and cultures.</li> <li>- Demonstrate congregational behavior appropriate for liturgical celebration.</li> <li>- Demonstrate appropriate performance behavior.</li> </ul>

<b>STANDARD 6 Evaluate</b> Students will evaluate music and music performances.		
Kindergarten	First Grade	Second Grade
	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Explain their personal preferences for specific musical works and styles.</li> <li>- Identify appropriate liturgical music for seasons of the church year- Advent, Christmas, Easter, ordinary time.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Devise criteria for evaluating performances and compositions.</li> <li>- Explain their personal preferences for specific musical works and styles.</li> <li>- Identify appropriate liturgical music for seasons of the church year- Advent, Christmas, Easter, ordinary time.</li> </ul>
<b>STANDARD 7 Relationships</b> Students will understand relationships between music, the other arts, and disciplines outside the arts.		
Kindergarten	First Grade	Second Grade
	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Identify similarities and differences in the meanings of common terms used in the various arts.</li> <li>- Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> </ul>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Identify similarities and differences in the meanings of common terms used in the various arts.</li> <li>- Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> </ul>

<b>STANDARD 8 Music Theory</b>	Students will demonstrate ability in music skills.	
Kindergarten	First Grade	Second Grade

<p><b>OBJECTIVES</b></p> <p><b>Melody</b></p> <ul style="list-style-type: none"> <li>- Trace melody contour with movement.</li> <li>- Indicate high or a low pitch.</li> </ul> <p><b>Harmony/Texture</b></p> <ul style="list-style-type: none"> <li>- Recognize melody alone or with accompaniment.</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>- Identify same and different.</li> </ul> <p><b>Expressive Qualities</b></p> <ul style="list-style-type: none"> <li>- Identify changes in dynamics, tempo.</li> <li>- Identify changes in styles.</li> <li>- Communicate how the music makes them feel.</li> </ul> <p><b>Tone Color</b></p> <ul style="list-style-type: none"> <li>- Distinguish the difference in sound between metals and woods..</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>- Demonstrate awareness of rhythmic sounds of the environment..</li> <li>- Move appropriately to music: walk, run, skip, gallop, skate, creative movement.</li> <li>- Move to changes in tempo: faster/slower.</li> <li>- Move to even and uneven rhythms.</li> <li>- Perform simple individual movement to reflect various musical selections.</li> </ul>	<p><b>OBJECTIVES</b></p> <p><b>Melody</b></p> <ul style="list-style-type: none"> <li>- Show upward or downward or repeating motion through movement.</li> <li>- Indicate if a song ends on a high or a low pitch.</li> <li>- Sing and play tonal patterns.</li> </ul> <p><b>Harmony/Texture</b></p> <ul style="list-style-type: none"> <li>- Recognize melody alone or with accompaniment.</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>- Recognize phrases.</li> <li>- AB, ABA.</li> <li>- Understand terms and performance of verse and refrain.</li> </ul> <p><b>Expressive Qualities</b></p> <ul style="list-style-type: none"> <li>- Identify changes in dynamics, tempo.</li> <li>- Identify changes in styles.</li> <li>- Communicate how the music makes them feel.</li> <li>- Describe the general mood of music.</li> </ul> <p><b>Tone Color</b></p> <ul style="list-style-type: none"> <li>- Identify several different orchestral instruments.</li> <li>- Explain how sound sources create or enhance compositions.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>- Recognize rhythmic sounds of the environment.</li> <li>- Move appropriately to music: walk, run,</li> </ul>	<p><b>OBJECTIVES</b></p> <p><b>Melody</b></p> <ul style="list-style-type: none"> <li>- Show upward or downward or repeating motion through movement.</li> <li>- Indicate if a song ends on a high or a low pitch.</li> <li>- Sing and play tonal patterns.</li> </ul> <p><b>Harmony/Texture</b></p> <ul style="list-style-type: none"> <li>- Recognize melody alone or with accompaniment.</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>- Compare phrases same/different.</li> <li>- Identify phrase beginnings and endings.</li> </ul> <p><b>Expressive Qualities</b></p> <ul style="list-style-type: none"> <li>- Identify changes in dynamics, tempo.</li> <li>- Identify changes in styles.</li> <li>- Communicate how the music makes them feel.</li> <li>- Describe the general mood of music.</li> <li>- Discuss how words and music work together.</li> </ul> <p><b>Tone Color</b></p> <ul style="list-style-type: none"> <li>- Identify several different orchestral instruments.</li> <li>- Explain how sound sources create or enhance compositions.</li> <li>- Describe how accompaniment creates mood.</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>- Respond to music that moves in 2's and 3's.</li> <li>- Move appropriately to music: walk, run,</li> </ul>
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	<p>skip, gallop, skate, creative movement.</p> <ul style="list-style-type: none"> <li>- Move to changes in tempo: faster/slower.</li> <li>- Perform with movement or by playing simple movement: steady beat, melodic rhythm, rhythm patterns.</li> <li>- Respond to beat meter and melodic rhythm in a composition.</li> <li>- Interpret beginning rhythmic notation.</li> </ul>	<p>skip, gallop, skate, creative movement.</p> <ul style="list-style-type: none"> <li>- Move to changes in tempo: faster/slower.</li> <li>- Perform with movement or by playing simple movement: steady beat, melodic rhythm, rhythm patterns.</li> <li>- Respond to beat meter and melodic rhythm in a composition.</li> <li>- Interpret basic rhythmic notation.</li> <li>- Conduct simple meter signatures.</li> </ul>
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