

**Music Guidelines**  
**Diocese of Sacramento**

**Kindergarten**

**Artistic Perception**

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

*Dynamics*

- 1.1 Be able to tell loud and soft sounds apart.

*Pitch*

- 1.2 Be able to tell high and low tones apart.
- 1.3 Be able to hear when tones are getting higher or lower.

*Rhythm*

- 1.4 Be able to hear a steady beat.
- 1.5 Be able to tell long and short sounds apart.
- 1.6 Be able to tell fast and slow tempos apart.

*Harmony*

- 1.7 Be able to hear when only one voice is playing or singing.
- 1.8 Be able to hear when more than one voice or instrument is playing at the same time.

*Form*

- 1.9 Be able to hear echo.
- 1.10 Be able to hear different sections.

2. Students demonstrate perceptual skills by moving to music, answering questions about music, and describing aural examples of music.

*Form*

- 2.1 Be able to move your body to show you hear different sections.

*Style*

- 2.2 Be able to say what you think of the music you hear.
- 2.3 Be able to move your body to the music you hear.

**Creative Expression**

3. Students sing or perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

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### *Dynamics*

- 3.1 Be able to make loud and soft sounds when singing, clapping, stomping and playing class instruments.
- 3.2 Be able to whisper, speak, sing, and call with the correct loudness.

### *Pitch*

- 3.3 Be able to speak with high and low tones.
- 3.4 Be able to produce high and low tones on classroom instruments.

### *Rhythm*

- 3.5 Be able to clap and stomp a steady beat and make a steady beat on class instruments.
- 3.6 Be able to sing long and short sounds and make long and short sounds on class instruments.

### *Form*

- 3.7 Be able to make an echo by calling, singing, and playing class instruments.

## **Historical and Cultural Context**

- 4. Students listen to and describe aural examples of music of various styles representing diverse cultures.

### *History/Style*

- 4.1 Be able to say what you think of the music you hear.
- 5. Students identify a variety of instruments from various cultures and describe how they sound.

### *Tone Color*

- 5.1 Be able to say what you think of the music you hear.
- 5.2 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.

## **Aesthetic Valuing**

- 6. Students are able to take care of equipment and be a good audience.

### *Performance Skills*

- 6.1 Be able to play class instruments correctly and use them for no other purpose.
- 6.2 Be able to put instruments away in the correct way.

### *Audience Skills*

- 6.3 Be able to listen quietly and pay attention to performances.
- 6.4 Know when and how to clap at a performance.

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**First Grade**

**Artistic Perception**

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

*Dynamics*

- 1.1 Be able to hear the difference between loud/soft and fast/slow mixes of sounds.

*Tone/Color*

- 1.2 Be able to tell the difference between voices and between many instruments.
- 1.3 Know different instruments make sounds in different ways.

*Pitch*

- 1.4 Be able to tell the difference between high and low voices.

*Rhythm*

- 1.5 Be able to follow a beat silently.

*Harmony*

- 1.6 Be able to tell when music has accompaniment.

*Form*

- 1.7 Be able to tell when pictures, sounds, and movements are the same or different.

2. Students demonstrate perceptual skills by moving to music, answering questions about music, and describing aural examples of music.

*Dynamics*

- 2.1 Be able to clap and stomp mixers of loud/soft and fast/slow sounds.

*Rhythm*

- 2.2 Be able to hear and make steady beat by clapping and stomping.
- 2.3 Be able to hear and make strong beat by clapping and stomping.

*Form*

- 2.4 Be able to make a same or different movement.
- 2.5 Be able to say how sounds are the same or different.

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*History/Style*

2.6 Be able to say what you think about many styles of music.

2.7 Be able to do simple circle dances.

3. Students read and notate music. Students use a system to read simple rhythms, patterns, and pitch notations in the treble clef in major. Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

3.1 Know the musical staff and the names of its parts.

**Creative Expression**

4. Students sing and perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

*Dynamics*

4.1 Be able to play class instruments in mixes of loud/soft sounds.

4.2 Be able to sing and talk to show mixes of loud/soft sounds.

*Tempo*

4.3 Be able to play class instruments in mixes of fast/slow sounds.

4.4 Be able to sing and talk to show mixes of fast/slow sounds.

*Pitch*

4.5 Be able to echo a series of sounds on a class instrument.

4.6 Be able to play instruments to make higher and higher or lower and lower sounds.

4.7 Be able to sing Do, Re, Mi, Fa, Sol, La, Ti, Do.

4.8 Be able to sing simple songs.

*Rhythm*

4.9 Be able to make steady beat by playing instruments.

4.10 Be able to make strong beat by playing instruments.

*Harmony*

4.11 Be able to play classroom instruments while others sing and while singing simple songs.

*Form*

4.12 Be able to make same or different sounds with your voice or with instruments.

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## Historical and Cultural Context

5. Students listen to and describe aural examples of music of various styles representing diverse cultures. Students develop knowledge and understanding of the relationship of music to history and culture.

- 5.1 Know simple songs that express American ideals, such as *My Country 'Tis of Thee*.
- 5.2 Know about simple music that expresses school and community customs and beliefs.
- 5.3 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.
- 5.4 Know about simple music of American Indians and immigrant songs and singing games.
- 5.5 Know about [*1-3 music composers and some of their famous music*].

## Aesthetic Valuing

6. Students are able to take care of equipment and be a good audience.

### *Performance Skills*

- 6.1 Be able to take care of class instruments and use them only as they are supposed to be used.
- 6.2 Be able to put class equipment away correctly.
- 6.3 Be able to sing and play instruments with others.

### *Audience Skills*

- 6.4 Be able to pay attention quietly when others perform.
- 6.5 Be able to clap at the right time and in the right way when others perform.

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**Second Grade**

**Artistic Perception**

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

*Dynamics*

- 1.1 Be able to hear crescendo and decrescendo in music.
- 1.2 Be able to hear accents.

*Tone Color*

- 1.3 Know the many ways musical sounds are made.
- 1.4 Know by sight and sound wind, string, or percussion instruments.
- 1.5 Know if class instruments are wind, string, or percussion instruments.
- 1.6 Be able to hear the difference between bass, tenor, alto, and soprano voices.

*Pitch*

- 1.7 Know the names of the intervals.

*Rhythm*

- 1.8 Be able to tell a repeated pattern in music, pictures, dance, and other places.
- 1.9 Know easy meters, notes, and rests.
- 1.10 Be able to hear and react to tempos.

*Harmony*

- 1.11 Be able to hear the difference between songs with and without accompaniment.

*Form*

- 1.12 Be able to hear the difference between AB and ABA forms.
- 1.13 Be able to hear the separate sections of the AB and ABA forms.

2. Students demonstrate perceptual skills by moving to music, answering questions about music, and describing aural examples of music.

*Dynamics*

- 2.1 Be able to say how you react to crescendo and decrescendo in music.
- 2.2 Be able to use body movement to show your reaction to crescendo and decrescendo.
- 2.3 Be able to hear changes in dynamics and react with movement.

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3. Students read and notate music. Students use a system to read simple rhythms, patterns and pitch notations in the treble clef in major. Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

3.1 Know and be able to draw the treble clef and a staff.

### **Creative Expression**

4. Students sing or perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

#### *Tone Color*

4.1 Be able to create your own wind, string, and percussion instruments.

#### *Pitch*

4.2 Be able to try to sing the basic intervals.

4.3 Be able to sing with enthusiasm simple patterns and songs.

#### *Rhythm*

4.4 Be able to sing ostinato patterns.

4.5 Be able to make your own sound patterns with your voice and on instruments.

#### *Harmony*

4.6 Be able to hear and sing sounds.

4.7 Be able to play harmonics on Orff or other classroom instruments.

#### *History/Style*

4.8 Be able to hear, sing and dance to folk songs, especially as they relate to the Folk Tales unit.

4.9 Know about and be able to sing national songs, such as "Star Spangled Banner" and "America the Beautiful."

### **Historical and Cultural Context**

5. Students listen to and describe aural examples of music of various styles representing diverse cultures. Students develop knowledge and understanding of the relationship of music to history and culture.

5.1 Know about [1-3 major composers] and some of their famous music.

5.2 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.

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## **Aesthetic Valuing**

6. Students are able to take care of equipment and be a good audience.

### *Performance Skills*

- 6.1 Be able to take care of instruments and use them only as they are supposed to be used.
- 6.2 Be able to put class equipment away correctly.
- 6.3 Be able to sing and play instruments with others.

### *Audience Skills*

- 6.4 Be able to pay attention quietly when others perform.
- 6.5 Be able to clap at the right time and in the right way when others perform.



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**Third Grade**

**Artistic Perception**

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

*Dynamics*

- 1.1 Understand the purpose of dynamics in music.

*Tone Color*

- 1.2 Be able to hear timbre in instruments and voices.
- 1.3 Know the different ways musical sounds are made and be able to hear the difference between them.
- 1.4 Know by sight and sound members of the families of instrumental timbre.
- 1.5 Know the names and be able to hear the difference between bass, tenor, alto, and soprano voices.

*Pitch*

- 1.6 Understand the treble clef.

*Harmony*

- 1.7 Understand how sounds are combined or layered.
- 1.8 Be able to tell the difference between layered and non-layered music.
- 1.9 Be able to identify chords and triads.

*Form*

- 1.10 Be able to recognize musical phrase form and repeated patterns.
- 1.11 Be able to identify repeated phrases.

2. Students demonstrate perceptual skills by moving to music, answering questions about music, and describing aural examples of music.

*Rhythm*

- 2.1 Be able to clap to music played in 2/4 and 3/4.

*Form*

- 2.2 Be able to say/write letters to identify forms.

3. Students read and notate music. Students use a system to read simple rhythms, patterns, and pitch notations in the treble clef major.

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### *Dynamics*

- 3.1 Know dynamic markings (f, mf, mp, p, pp).
- 3.2 Be able to react to dynamic markings by singing and playing and with movement.

### *Pitch*

- 3.3 Be able to draw the treble clef and name the lines and spaces.
- 3.4 Be able to see how simple songs are written on the treble clef.

### *Rhythm*

- 3.5 Understand values of notes in basic patterns and meters in 2/8 and 3/8.
- 3.6 Know eighth, quarter, half, dotted half, and whole notes and rests.
- 3.7 Be able to react to these notes (3.4) in 3/4 and 4/4 meters and in rhythmic patterns.

## **Creative Expression**

- 4. Students sing or perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

### *Pitch*

- 4.1 Improve your ability to sing solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do.)
- 4.2 Be able to make a good effort to sing basic intervals.
- 4.3 Be able to sing and play steps and skips.
- 4.4 Be able to sing with enthusiasm solfege patterns and songs.

### *Harmony*

- 4.5 Be able to play chords and triads on Orff or other classroom instruments.

### *Form*

- 4.6 Be able to sing and play rounds.

## **Historical and Cultural Context**

- 5. Students listen to and describe aural examples of music of various styles representing diverse cultures. Students develop knowledge and understanding of the relationship of music to history and culture.
  - 5.1 Be able to identify, sing, and dance to [*kinds of folk and ethnic music related to other subjects.*]
  - 5.2 Be able to identify, sing, and know the place of historically significant songs.
  - 5.3 Know the basic facts (name, life dates, home nation or place, historical status) and be able to recognize a few of the famous compositions of [*1-3 major composers*]
  - 5.4 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.

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## **Aesthetic Valuing**

6. Students apply knowledge, skill, and understanding to make critical judgments about and determine the quality of music experiences and performances.

6.1 Be able to work for good group singing, playing, and performing.

7. Students are able to take care of equipment and be a good audience.

### *Performance Skills*

7.1 Be able to use classroom equipment/materials with care and for proper purpose only.

7.2 Be able to properly return equipment/materials to where they are stored.

### *Audience Skills*

7.3 Be able to show quiet and appreciative attention to the performance of others.

7.4 Be able to express appreciation for performance with proper clapping and with compliments.

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**Fourth Grade**

**Artistic Perception**

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

*Dynamics*

- 1.1 Understand dynamic contrast.

*Tone Color*

- 1.2 Understand timbre in instruments and voices.
- 1.3 Know the meaning of timbre.
- 1.4 Be able to identify instruments by sight and sound.
- 1.5 Be able to identify by sound all voice timbres.

*Pitch*

- 1.6 Understand key tonal center.
- 1.7 Be able to determine by sound if a key tonal center is present.

*Rhythm*

- 1.8 Understand the basic elements of tempo.

*Form*

- 1.9 Understand musical phrase form.

2. Students demonstrate perceptual skills by moving to music, answering questions about music, and describing aural examples of music.

*Dynamics*

- 2.1 Be able to explain clearly the effect of dynamic contrast.

*Pitch*

- 2.2 Be able to explain clearly the feeling differences between tonal and atonal.

*Rhythm*

- 2.3 Be able to hear and react with movement to tempo changes.

*Form*

- 2.4 Be able to identify repeated phrases and say and write letters to indicate forms.
- 2.5 Be able to recognize Rondo form (ABACA) and identify the separate phrases.
- 2.6 Be able to identify AABA form in folk and pop music and identify the separate phrases.

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2.7 Be able to improvise movement to identify and respond to separate phrases.

3. Students read and notate music. Students use a system to read simple rhythms, patterns, and pitch notations.

*Pitch*

3.1 Understand the treble and bass clefs.

3.2 Be able to read and play notes on the staff and be able to draw and name the parts of the staff.

*Rhythm*

3.3 Know sixteenth, eighth, quarter, dotted quarter, half, dotted half, and whole notes and rests.

3.4 Be able to read and react to sixteenth, eighth, quarter, dotted quarter, half, dotted half, and whole notes in  $\frac{3}{4}$ ,  $\frac{4}{4}$ , and  $\frac{6}{8}$  meters and in rhythmic patterns.

**Creative Expression**

4. Students sing or perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

*Dynamics*

4.1 Be able to sing and play with different dynamics.

*Rhythm*

4.2 Be able to sing or play rhythmic patterns with tempo markings.

*Harmony*

4.3 Be able to sing in rounds.

4.4 Be able to sing and/or play ostinato patterns with a melody.

4.5 Be able to sing and/or play descant and pattern songs.

*Performance Skills*

4.6 Be able to play the recorder.

4.7 Be able to properly finger recorder from low C to high D.

4.8 Be able to play on the recorder simple songs in a group.

4.9 Be able to play on the recorder a three-part harmony.

4.10 Be able to work for good group singing, playing, and performing, including practice and basic rehearsal etiquette.

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## Historical and Cultural Context

5. Students listen to and describe aural examples of music of various styles representing diverse cultures. Students develop knowledge and understanding of the relationship of music to history and culture.
  - 5.1 Understand some styles of music and how they originated.
  - 5.2 Be able to identify by ear some basic examples of the styles.
  - 5.3 Be able to explain how the styles originated.
  - 5.4 Be able to explain with a clear basis a reaction to or evaluation of the style.
  - 5.5 Be able to say in simple musical terms how the styles are different.
  - 5.6 Know the basic facts (name, life dates, home nation or place, historical status) and be able to recognize a few of the famous compositions of [*1-3 major composers*].
  - 5.7 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.

## Aesthetic Valuing

6. Students are able to take care of equipment and be a good audience.

### *Performance Skills*

- 6.1 Be able to use and store classroom equipment/materials properly and assemble and care for the recorder.

### *Audience Skills*

- 6.2 Be able to show quiet appreciative attention to the performance of others.
- 6.3 Be able to express appreciation for performance with proper clapping and with compliments.

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**Fifth Grade**

**Artistic Perception**

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

*Pitch*

- 1.1 Understand how major and minor modes affect music.
- 1.2 Be able to distinguish between major and minor modes.

*Tone Color*

- 1.3 Understand the difference between orchestras and bands.
- 1.4 Be able to identify instruments by sight and sound.
- 1.5 Know the difference between the composition of an orchestra and a band and be able to hear the difference.

*Form*

- 1.6 Understand musical form, especially the chaconne.
- 1.7 Be able to identify and respond to themes and variation.

2. Students demonstrate perceptual skills by moving to music, answering questions about music, and describing aural examples of music.

*Pitch*

- 2.1 Be able to respond with movement and with clear words to major and minor modes.

*Rhythm*

- 2.2 understand note values and their corresponding rests.
- 2.3 Be able to use movement to demonstrate time values.

*Form*

- 2.4 Be able to notate form.
- 2.5 Be able to identify, notate, respond with movement, and improvise chaconnes.

3. Students read and notate music. Students use a system to read simple rhythms, patterns, and pitch notations.

*Pitch*

- 3.1 Understand the relationship of note placement on the grand staff.
- 3.2 Be able to draw the grand staff and name the parts.
- 3.3 Be able to read notes on the staff.

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*Rhythm*

- 3.4 Understand note values and their corresponding rests.
- 3.5 Be able to read notated rhythms.
- 3.6 Be able to write notes and rests.
- 3.7 Be able to complete written measures using rhythmic notation.

**Creative Expression**

- 4. Students sing or perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

*Pitch*

- 4.1 Be able to read and play notes on the staff.

*Rhythm*

- 4.2 Be able to read and perform notated rhythms.

*Performance Skills*

- 4.3 Be able to properly finger the recorder from low C to high D.
- 4.4 Be able to play songs correctly in a group.
- 4.5 Be able to play a three-part harmony.
- 4.6 Be able to use correct posture for singing, playing and breathing.

**Historical and Cultural Context**

- 5. Students listen to and describe aural examples of music of various styles representing diverse cultures. Students develop knowledge and understanding of the relationship of music to history and culture.
  - 5.1 Possess a basic knowledge and appreciation of American music.
  - 5.2 Know major sources of American music.
  - 5.3 Be able to identify major forms of expression of American music (jazz, gospel, rock, folk, etc.)
  - 5.4 Know the origins and development of these expressive forms.
  - 5.5 Be able to explain with a clear basis a reaction to and evaluation of these expressive forms.
  - 5.6 Know the basic facts (name, life dates, home nation or place, historical status) and be able to recognize a few of the famous compositions of [*1-3 major American composers*].
  - 5.7 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.



## **Aesthetic Valuing**

6. Students apply knowledge, skill, and understanding to make critical judgments about and determine the quality of music experiences and performances.

### *Performance Skills*

- 6.1 Be able to use and store classroom equipment/materials properly and assemble and care for the recorder.
- 6.2 Be able to work for good group singing, playing, and performing, including practice and basic rehearsal etiquette.

### *Audience Skills*

- 6.3 Be able to show quiet and appreciative attention to the performance of others.
- 6.4 Be able to express appreciation for performance with proper clapping and with compliments.

**Music Guidelines**  
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**Sixth Grade**

**Artistic Perception**

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

*Tone Color*

- 1.1 Understand the composition of a choir.
- 1.2 Be able to track a voice's line in a multi-part selection.

*Rhythm*

- 1.3 Be able to identify meter changes in performed music.

*Form*

- 1.4 Understand several musical phrase forms.
  - 1.5 Be able to recognize forms and identify the separate phrases.
  - 1.6 Be able to identify forms in folk and pop music and identify the separate phrases.
2. Students demonstrate perceptual skills by moving to music, answering questions about music, and describing aural examples of music.

*Tone Color*

- 2.1 Be able to name and identify by ear the voices of the choir.

*Form*

- 2.2 Be able to identify phrases and say/write letters to indicate forms.
  - 2.3 Be able to improvise movement to identify and respond to separate phrases.
3. Students read and notate music. Students use a system to read simple rhythms, patterns, and pitch notations.

*Pitch*

- 3.1 Be able to sight read simple multi-part vocal music.
- 3.2 Be able to read notes on the grand staff.

*Rhythm*

- 3.3 Be able to sing and/or play multiple line rhythmic notation.
- 3.4 Understand the function of time signature and note values in simple meter.
- 3.5 Be able to verbally and in writing interpret  $2/4$ ,  $3/4$ ,  $4/4$ ,  $5/4$ , and  $6/8$ .
- 3.6 Be able to take simple rhythmic dictation (whole, half, quarter, eighth notes).

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### *Harmony*

- 3.7 Understand major key signatures in treble clef, major scale, and major triads.
- 3.8 Be able to read and write C, F, and G key signatures.
- 3.9 Be able to write and sing a major scale.
- 3.10 Be able to write and sing major triads in solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do).

### *Performance Skills*

- 3.11 Be able to follow words and notes together in a musical score.

## **Creative Expression**

- 4. Students sing or perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

### *Pitch*

- 4.1 Be able to strive to sing in tune and identify when you are not.

### *Rhythm*

- 4.2 Be able to sing and play in duple and triple meter.

### *Style*

- 4.3 Be able to explain the feeling/mood of a performance piece and strive to express it.

### *Performance Skills*

- 4.4 Be able to use correct posture for singing, playing, and breathing.

## **Historical and Cultural Context**

- 5. Students listen to and describe aural examples of music of various styles representing diverse cultures. Students develop knowledge and understanding of the relationship of music to history and culture.
  - 5.1 Understand, sing, and/or play music of (*various styles*).
  - 5.2 Know the names and historical origins of the styles.
  - 5.3 Be able to explain the feeling, mood, and impact of the music.
  - 5.4 Be able to suggest in simple musical terms how the styles are different.
  - 5.5 Know the basic facts (name, life dates, home nation or place, historical status) and be able to recognize a few of the famous compositions of (*1-3 major composers*).
  - 5.6 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.

## **Aesthetic Valuing**

6. Students apply knowledge, skill, and understanding to make critical judgments about and determine the quality of music experiences and performances.

### *Performance Skills*

- 6.1 Be able to use all the components of music to make a quality expressive performance.
- 6.2 Be able to work together to improve effort and to create a quality performance integrating other expressive elements, such as drama, movement, and costume.
- 6.3 Be able to apply strategies to work towards ensemble singing/playing/performing, including basic rehearsal etiquette and practice.
- 6.4 Be able to use and store classroom equipment/materials properly.

### *Audience Skills*

- 6.5 Be able to show quiet and appreciative attention to the performance of others.
- 6.6 Be able to express appreciation for performance with proper clapping and with compliments.

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**Seventh Grade**

**Artistic Perception**

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

*Tone Color*

- 1.1 Be able to identify quality musical reproduction by hearing.
- 1.2 Be able to identify instrumental and vocal timbre.
- 1.3 Be able to identify electronic instruments by sight and sound in solo and in ensemble performance.
- 1.4 Know the purpose and uses of each electronic instrument.

*Rhythm*

- 1.5 Be able to determine and respond to tempo.

*Form*

- 1.6 Be able to apply the concept of form.

*Style*

- 1.7 Be able to identify major musical styles.
  - 1.8 Be able to respond to and identify expression of feelings.
2. Students demonstrate perceptual skills by moving to music, answering questions about music, and describing aural examples of music.
    - 2.1 Be able to apply wellness concepts to music.
    - 2.2 Know the range of human hearing (volume and pitch) and how hearing can be damaged.
    - 2.3 Be able to protect hearing from all loud sounds.
  3. Students read and notate music. Students use a system to read simple rhythms, patterns, and pitch notations.

*Dynamics*

- 3.1 Be able to sight read for and explain dynamics.

*Rhythm*

- 3.2 Be able to sight read for and explain duration, rhythm, and tempo (rests and notes).

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*Harmony*

3.3 Be able to sight read for and explain key signature and tone centers.

*Form*

3.4 Be able to sight read for and explain form.

**Creative Expression**

4. Students sing or perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

*Pitch*

4.1 Be able to strive to sing and/or play in tune and identify when you are not.

*Harmony*

4.2 Be able to sing and/or play 2-3 part music.

*Form*

4.3 Be able to create simple musical forms (rhythmic intros and tracks, codas, interludes) on electronic instruments and computer software.

*Performance Skills*

4.4 Be able to care for the voice when singing.

4.5 Be able to explain and use correct posture and breathing for singing and playing.

**Historical and Cultural Context**

5. Students listen to and describe aural examples of music of various styles representing diverse cultures. Students develop knowledge and understanding of the relationship of music to history and culture.
  - 5.1 Possess an awareness of music from different periods and cultures (patriotic, folk and ethnic songs from various countries and cultures, traditional western European music, and traditional American music).
  - 5.2 Be able to name and identify by hearing famous examples.
  - 5.3 Know their origins and development.
  - 5.4 Be able to explain with a clear basis the mood, feelings, and impact of each.
  - 5.5 Be able to personally evaluate given works with some clear reference to musical terminology.
  - 5.6 Understand how to be an informed consumer of music and musical equipment.
    - 5.6.1 Know the kinds of music-playing equipment (strengths, limitations, prices, options).
    - 5.6.2 Know about the purchase of music in all forms (sheet, disc, tape, record, mixed media).

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- 5.6.3 Know the laws that protect creative expression.
- 5.6.4 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.

### **Aesthetic Valuing**

- 6. Students apply knowledge, skill, and understanding to make critical judgments about and determine the quality of music experiences and performances.
  - 6.1 Be able to communicate through group singing and/or playing.
  - 6.2 Be able to identify the intent of a musical piece and strive in solo or group to express it.
  - 6.3 Be able to evaluate with justification the performance of self and the group.
- 7. Students are able to take care of equipment and be a good audience.

#### *Performance Skills*

- 7.1 Be able to use electronic instruments such as synthesizers, drum machines, sequencers, and computer software properly and carefully.

#### *Audience Skills*

- 7.2 Be able to show quiet and appreciative attention to the performance of others.
- 7.3 Be able to express appreciation for performance with proper clapping and with compliments.
- 7.4 Be able to explain and model appropriate behaviors for different kinds of performances (rock concerts, formal concerts, dances, light concerts such as open-air concerts, etc.)

**Music Guidelines**  
**Diocese of Sacramento**

**Eighth Grade**

**Artistic Perception**

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

*Tone Color*

- 1.1 Be able to identify quality musical reproduction by hearing.
- 1.2 Be able to identify instrumental and vocal timbre.
- 1.3 Be able to identify electronic instruments by sight and sound in solo and in ensemble performance.
- 1.4 Know the purpose and uses of each electronic instrument.

*Rhythm*

- 1.5 Be able to determine and respond to tempo.

*Form*

- 1.6 Be able to apply the concept of form.

*Style*

- 1.7 Be able to identify major musical styles.
- 1.8 Be able to respond to and identify expression of feelings.

2. Students demonstrate perceptual skills by moving to music, answering questions about music, and describing aural examples of music.

- 2.1 Be able to apply wellness concepts to music.
- 2.2 Know the range of human hearing (volume and pitch) and how hearing can be damaged.
- 2.3 Be able to protect hearing from all loud sounds.

3. Students read and notate music. Students use a system to read simple rhythms, patterns, and pitch notations.

*Dynamics*

- 3.1 Be able to sight read for and explain dynamics.

*Rhythm*

- 3.2 Be able to sight read for and explain durations, rhythm, and tempo (rests and notes).

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*Harmony*

3.3 Be able to sight read for and explain key signature and tone centers.

*Form*

3.4 Be able to sight read for and explain form.

**Creative Expression**

4. Students sing or perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

*Pitch*

4.1 Be able to strive to sing and/or play in tune and identify when you are not.

*Harmony*

4.2 Be able to sing and/or play 2-3 part music.

*Form*

4.3 Be able to create simple musical forms (rhythmic intros and tracks, codas, interludes) on electronic instruments and computer software.

*Performance Skills*

4.4 Be able to care for the voice when singing.

4.5 Be able to explain and use correct posture and breathing for singing and playing.

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