

**MUSIC CURRICULUM GUIDELINES**  
**GRADE LEVEL SUBJECT AREA EXPECTATIONS**  
**DIOCESE OF FRESNO**  
**KINDERGARTEN**

**EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_\_\_ A. The role of music in liturgy evolved over the centuries.
- \_\_\_\_\_ B. Participate musically in the Liturgy.
- \_\_\_\_\_ C. God created sounds for us to enjoy.

**ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS**

**RHYTHM**

I	R	M	
_____	_____	_____	Move, tap, and clap to rhythm
_____	_____	_____	Perform gross body movement with musical accompaniment
_____	_____	_____	Perform action songs and games
_____	_____	_____	Identify and perform long and short sounds
_____	_____	_____	Create and perform rhythm patterns
_____	_____	_____	Demonstrate a steady beat
_____	_____	_____	Recognize that music can be:
_____	_____	_____	Fast or slow
_____	_____	_____	Faster or slower
_____	_____	_____	Count time value of notes

**MELODY**

I	R	M	
_____	_____	_____	Identify environmental sounds
_____	_____	_____	Imitate environmental sounds
_____	_____	_____	Distinguish singing from speaking
_____	_____	_____	Compare and perform high, low, and same pitches
_____	_____	_____	Match Pitch
_____	_____	_____	Repeat melodic patterns
_____	_____	_____	Recognize both aurally and visually the following movements in a melody:
_____	_____	_____	Downward/upward
_____	_____	_____	Steps
_____	_____	_____	Skips
_____	_____	_____	Recognize that a melody may be relatively high or low
_____	_____	_____	Distinguish between melody and accompaniment
_____	_____	_____	Participate in solo chorus songs

## FORM

I	R	M	
_____	_____	_____	Realize that music can tell a story
_____	_____	_____	Know the following characteristics of a musical selection:
_____	_____	_____	A musical composition has sections
_____	_____	_____	A musical composition has a beginning and an end
_____	_____	_____	Identify the following elements of a musical selection:
_____	_____	_____	Introduction

## TONE COLOR/TIMBRE

I	R	M	
_____	_____	_____	Recognize sounds produced from:
_____	_____	_____	The environment
_____	_____	_____	Vocal projection
_____	_____	_____	Musical instruments
_____	_____	_____	Demonstrate the following vocal techniques:
_____	_____	_____	Breath control
_____	_____	_____	Intonation
_____	_____	_____	Explore sounds produced by
_____	_____	_____	The body
_____	_____	_____	Rhythm instruments
_____	_____	_____	Melody instruments
_____	_____	_____	Identify the instruments used for :
_____	_____	_____	Orchestra music: strings, woodwinds, brass, percussion
_____	_____	_____	Band music: woodwinds, brass, percussion
_____	_____	_____	Folk music: guitar, ukulele, autoharp, harmonica, fiddle, etc
_____	_____	_____	Recognize that shape and material affect the sound of an instrument
_____	_____	_____	Recognize that size affects the pitch of an instrument

## HARMONY/TEXTURE

I	R	M	
_____	_____	_____	Demonstrate the use of classroom instruments by playing:
_____	_____	_____	Harmony parts
_____	_____	_____	Accompaniment

## EXPRESSION

I	R	M	
_____	_____	_____	Interpret mood and emotion of a song
_____	_____	_____	Express mood and emotion through singing
_____	_____	_____	Express the mood and emotion of music through interpretive movement

I	R	M	
_____	_____	_____	Perform vocal or instrumental music:
_____	_____	_____	In a large group
_____	_____	_____	Participate in:
_____	_____	_____	Creative dances
_____	_____	_____	Singing games
_____	_____	_____	American dances (round, line, square)
_____	_____	_____	Ethnic dances
_____	_____	_____	Use musical expression to enhance art, poetry, and drama
_____	_____	_____	Have an opportunity to listen to and perform a variety of musical types:
_____	_____	_____	Popular
_____	_____	_____	Seasonal
_____	_____	_____	Patriotic
_____	_____	_____	Other cultures
_____	_____	_____	Identify types of American music:
_____	_____	_____	Folk
_____	_____	_____	Spirituals
_____	_____	_____	Native American
_____	_____	_____	Jazz/Rhythm & Blues
_____	_____	_____	Blues/Ragtime/Dixieland
_____	_____	_____	Pop
_____	_____	_____	Swing/Big Band
_____	_____	_____	Country-Western
_____	_____	_____	Serious composers
_____	_____	_____	Identify music of other cultures
_____	_____	_____	Practice audience etiquette
_____	_____	_____	Participate musically in the Liturgy

GRADE LEVEL SUBJECT AREA EXPECTATIONS  
DIOCESE OF FRESNO  
FIRST GRADE

**EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_\_\_ A. The role of music in liturgy evolved over the centuries.
- \_\_\_\_\_ B. Participate musically in the Liturgy.
- \_\_\_\_\_ C. God created sounds for us to enjoy.

**ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS**

**RHYTHM**

I	R	M	
_____	_____	_____	Move, tap and clap to rhythm
_____	_____	_____	Perform gross body movement with musical accompaniment
_____	_____	_____	Perform action songs and games
_____	_____	_____	Identify and perform long and short sounds
_____	_____	_____	Create and perform rhythm patterns
_____	_____	_____	Demonstrate a steady beat
_____	_____	_____	Recognize that music can be:
_____	_____	_____	Fast or slow
_____	_____	_____	Foster or slower
_____	_____	_____	Count time value of notes

**MELODY**

I	R	M	
_____	_____	_____	Identify environmental sounds
_____	_____	_____	Imitate environmental sounds
_____	_____	_____	Distinguish singing from speaking
_____	_____	_____	Compare and perform high, low, and sam pitches
_____	_____	_____	Match pitch
_____	_____	_____	Repeat melodic patterns
_____	_____	_____	Recognize both aurally and visually the following movements in a melody:
_____	_____	_____	Downward/upward
_____	_____	_____	Steps
_____	_____	_____	Skips
_____	_____	_____	Ascending/descending/repeating motives
_____	_____	_____	Octaves
_____	_____	_____	Recognize that a melody may be relatively high or low
_____	_____	_____	Distinguish between melody and accompaniment
_____	_____	_____	Participate in solo chorus songs

## FORM

I	R	M	
_____	_____	_____	Realize that music can tell a story
_____	_____	_____	Know the following characteristics of a musical selection:
_____	_____	_____	A musical composition has sections
_____	_____	_____	A musical composition has a beginning and an end
_____	_____	_____	Identify the following elements of a musical selection
_____	_____	_____	Introduction
_____	_____	_____	Repeated sections
_____	_____	_____	Contrasting sections
_____	_____	_____	Phrase lengths
_____	_____	_____	Examine the theme and variations in a musical composition

## TONE COLOR/TIMBRE

I	R	M	
_____	_____	_____	Recognize sounds produced from:
_____	_____	_____	The environment
_____	_____	_____	Vocal projection
_____	_____	_____	Musical Instruments
_____	_____	_____	Demonstrate the following vocal techniques:
_____	_____	_____	Breath control
_____	_____	_____	Intonation
_____	_____	_____	Explore sounds produced by:
_____	_____	_____	The body
_____	_____	_____	Rhythm instruments
_____	_____	_____	Melody instruments
_____	_____	_____	Identify the instruments used for:
_____	_____	_____	Orchestra music: strings, woodwinds, brass, percussion
_____	_____	_____	Band music: woodwinds, brass, percussion
_____	_____	_____	Folk: guitar, ukulele, autoharp, harmonica, fiddle, etc.
_____	_____	_____	Recognize that shape and material affect the sound of an instrument
_____	_____	_____	Recognize that size affects the pitch of an instrument

## HARMONY/TEXTURE

I	R	M	
_____	_____	_____	Listen to music which is sung in two parts
_____	_____	_____	Demonstrate the use of classroom instruments by playing:
_____	_____	_____	Harmony
_____	_____	_____	Accompaniments

## EXPRESSION

I	R	M	
_____	_____	_____	Interpret mood and emotion of a song
_____	_____	_____	Express mood and emotion through singing
_____	_____	_____	Express the mood and emotion of music through interpretive movement
_____	_____	_____	Perform vocal or instrumental music:
_____	_____	_____	In a large group
_____	_____	_____	Individually
_____	_____	_____	Participate in:
_____	_____	_____	Creative dances
_____	_____	_____	Singing games
_____	_____	_____	American dances (round, line, square)
_____	_____	_____	Ethnic dances
_____	_____	_____	Use musical expression to enhance art, poetry, and drama
_____	_____	_____	Express mood by choosing appropriate instruments and planning simple accompaniments
_____	_____	_____	Learn several terms and symbols of expressions each year
_____	_____	_____	Have an opportunity to listen to and perform a variety of musical types:
_____	_____	_____	Popular
_____	_____	_____	Seasonal
_____	_____	_____	Patriotic
_____	_____	_____	Other cultures
_____	_____	_____	Identify types of American music:
_____	_____	_____	Folk
_____	_____	_____	Spirituals
_____	_____	_____	Native American
_____	_____	_____	Jazz/Rhythm & Blues
_____	_____	_____	Blues/Ragtime/Dixieland
_____	_____	_____	Pop
_____	_____	_____	Swing/Big Band
_____	_____	_____	Country-Western
_____	_____	_____	Serious composers
_____	_____	_____	Identify music of other cultures
_____	_____	_____	Practice audience etiquette
_____	_____	_____	Participate musically in the Liturgy

GRADE LEVEL SUBJECT AREA EXPECTATIONS  
DIOCESE OF FRESNO  
SECOND GRADE

**EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_\_\_ A. The role of music in liturgy evolved over the centuries.
- \_\_\_\_\_ B. Participate musically in the Liturgy.
- \_\_\_\_\_ C. God created sounds for us to enjoy.

**ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS**

**RHYTHM**

I	R	M	
_____	_____	_____	Move, tap and clap to rhythm
_____	_____	_____	Perform gross body movement with musical accompaniment
_____	_____	_____	Perform action songs and games
_____	_____	_____	Identify and perform long and short sounds
_____	_____	_____	Create and perform rhythm patterns
_____	_____	_____	Demonstrate a steady beat
_____	_____	_____	Recognize that music can be:
_____	_____	_____	Fast or slow
_____	_____	_____	Faster or slower
_____	_____	_____	Identify the following:
_____	_____	_____	Time signature
_____	_____	_____	Barline
_____	_____	_____	Measure
_____	_____	_____	Identify metric accent
_____	_____	_____	Count time value of notes
_____	_____	_____	Identify different kinds of notes and rests
_____	_____	_____	Identify and perform notes and rests of different values

**MELODY**

I	R	M	
_____	_____	_____	Identify environmental sounds
_____	_____	_____	Imitate environmental sounds
_____	_____	_____	Distinguish singing from speaking
_____	_____	_____	Compare and perform high, low, and same pitches
_____	_____	_____	Match pitch
_____	_____	_____	Repeat melodic patterns
_____	_____	_____	Recognize both aurally and visually the following movements in a melody:
_____	_____	_____	Downward/upward

I	R	M	
_____	_____	_____	Steps
_____	_____	_____	Skips
_____	_____	_____	Octaves
_____	_____	_____	Recognize that a melody may be relatively high or low
_____	_____	_____	Distinguish between melody and accompaniment
_____	_____	_____	Identify the following:
_____	_____	_____	Grand Staff
_____	_____	_____	Bass clef sign
_____	_____	_____	Treble clef sign
_____	_____	_____	Participate in solo chorus songs

### FORM

I	R	M	
_____	_____	_____	Realize that music can tell a story
_____	_____	_____	Know the following characteristics of a musical selection:
_____	_____	_____	A musical composition has sections
_____	_____	_____	A musical composition has a beginning and an end
_____	_____	_____	Identify the following elements of a musical selection:
_____	_____	_____	Introduction
_____	_____	_____	Repeated sections
_____	_____	_____	Contrasting sections
_____	_____	_____	Phrase lengths
_____	_____	_____	Examine the theme and variations in a musical composition
_____	_____	_____	Identify the following forms:
_____	_____	_____	AB

### TONE COLOR/TIMBRE

I	R	M	
_____	_____	_____	Recognize sounds produced from:
_____	_____	_____	The environment
_____	_____	_____	Vocal projection
_____	_____	_____	Musical instruments
_____	_____	_____	Demonstrate the following vocal techniques:
_____	_____	_____	Breath control
_____	_____	_____	Intonation
_____	_____	_____	Articulation
_____	_____	_____	Recognize same and different tone colors
_____	_____	_____	Explore sounds produced by :
_____	_____	_____	The body
_____	_____	_____	Rhythm Instruments
_____	_____	_____	Melody instruments
_____	_____	_____	Identify the instruments used for:
_____	_____	_____	Orchestra music: strings, woodwinds, brass, percussion



I	R	M	
_____	_____	_____	Band music: woodwinds, brass, percussion
_____	_____	_____	Folk: guitar, ukulele, autoharp, harmonica, fiddle, etc.
_____	_____	_____	Recognize that shape and material affect the sound of an instrument
_____	_____	_____	Recognize that size affects the pitch of an instrument

### HARMONY/TEXTURE

I	R	M	
_____	_____	_____	Listen to music which is sung in two parts
_____	_____	_____	Identify the parts in a two-part song
_____	_____	_____	Sing and identify the part in:
_____	_____	_____	Rounds
_____	_____	_____	Distinguish between:
_____	_____	_____	Melody and harmony
_____	_____	_____	Know the following types of chords:
_____	_____	_____	Block chords
_____	_____	_____	Broken chords/arpeggios
_____	_____	_____	Demonstrate the use of classroom instruments by playing:
_____	_____	_____	Harmony parts
_____	_____	_____	Accompaniment

### EXPRESSION

I	R	M	
_____	_____	_____	Interpret mood and emotion of a song
_____	_____	_____	Express mood and emotion through singing
_____	_____	_____	Express the mood and emotion of music through interpretive movement
_____	_____	_____	Perform vocal or instrumental music:
_____	_____	_____	In a large group
_____	_____	_____	Individually
_____	_____	_____	Participate in:
_____	_____	_____	Creative dances
_____	_____	_____	Singing games
_____	_____	_____	American dances (round, line, square)
_____	_____	_____	Ethnic dances
_____	_____	_____	Use musical expression to enhance art, poetry, and drama
_____	_____	_____	Express mood by choosing appropriate instruments and planning simple accompaniments
_____	_____	_____	Learn several terms and symbols of musical expressions each year.
_____	_____	_____	Have an opportunity to listen to and perform a variety of musical types:
_____	_____	_____	Popular
_____	_____	_____	Seasonal

I	R	M	
_____	_____	_____	Patriotic
_____	_____	_____	Other cultures
_____	_____	_____	Identify types of American music:
_____	_____	_____	Spirituals
_____	_____	_____	Native American
_____	_____	_____	Jazz/Rhythm & Blues
_____	_____	_____	Blues/Ragtime/Dixieland
_____	_____	_____	Pop
_____	_____	_____	Swing/Big Band
_____	_____	_____	Country-Western
_____	_____	_____	Serious composers
_____	_____	_____	Identify music of other cultures
_____	_____	_____	Practice audience etiquette
_____	_____	_____	Participate musically in the Liturgy

GRADE LEVEL SUBJECT AREA EXPECTATIONS  
DIOCESE OF FRESNO  
THIRD GRADE

**EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_\_\_ A. The role of music in liturgy evolved over the centuries.
- \_\_\_\_\_ B. Participate musically in the Liturgy.
- \_\_\_\_\_ C. God created sounds for us to enjoy.

**ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS**

**RHYTHM**

I	R	M	
_____	_____	_____	Perform gross body movement with musical accompaniment
_____	_____	_____	Perform action songs and games
_____	_____	_____	Identify and perform long and short sounds
_____	_____	_____	Create and perform rhythm patterns
_____	_____	_____	Distinguish aurally between same and different rhythm patterns
_____	_____	_____	Distinguish visually between same and different rhythm patterns
_____	_____	_____	Create and perform rhythm ostinati
_____	_____	_____	Perform syncopated rhythms
_____	_____	_____	Perform dotted rhythms
_____	_____	_____	Notate rhythmic motifs
_____	_____	_____	Demonstrate a steady beat
_____	_____	_____	Identify a beat/no beat
_____	_____	_____	Recognize music that can be:
_____	_____	_____	Fast or slow
_____	_____	_____	Faster or slower
_____	_____	_____	Recognize the following:
_____	_____	_____	Time signature
_____	_____	_____	Barline
_____	_____	_____	Measure
_____	_____	_____	Identify metric accent
_____	_____	_____	Count time value of notes
_____	_____	_____	Identify different kinds of notes and rests
_____	_____	_____	Know notes and rests of different values
_____	_____	_____	Identify and perform notes and rests of different values

**MELODY**

I	R	M	
_____	_____	_____	Compare and perform high, low and same pitches

I	R	M	
_____	_____	_____	Match Pitch
_____	_____	_____	Repeat melodic patterns
_____	_____	_____	Recognize both aurally and visually the following movements in a melody:
_____	_____	_____	Downward/upward
_____	_____	_____	Steps
_____	_____	_____	Skips
_____	_____	_____	Ascending/descending/repeating motives
_____	_____	_____	Octaves
_____	_____	_____	Recognize that a melody may be relatively high or low
_____	_____	_____	Recognize same and different melodic phrases
_____	_____	_____	Distinguish between melody and accompaniment
_____	_____	_____	Perform countermelody/descant
_____	_____	_____	Identify tonal center aurally
_____	_____	_____	Distinguish between tonal and atonal music
_____	_____	_____	Identify the following:
_____	_____	_____	Grand Staff
_____	_____	_____	Bass Clef sign
_____	_____	_____	Treble Clef sign
_____	_____	_____	Know the names of the treble clef notes
_____	_____	_____	Identify whole and half steps
_____	_____	_____	Identify and recognize the following scales:
_____	_____	_____	Major
_____	_____	_____	Minor
_____	_____	_____	Perform the major scale
_____	_____	_____	Perform the minor scale
_____	_____	_____	Participate in solo chorus songs

## FORM

I	R	M	
_____	_____	_____	Identify the following elements of a musical selection:
_____	_____	_____	Introduction
_____	_____	_____	Repeated sections
_____	_____	_____	Contrasting sections
_____	_____	_____	Phrase Lengths
_____	_____	_____	Same and different phrases
_____	_____	_____	Number of phrases within a composition
_____	_____	_____	Examine the theme and variations in a musical composition
_____	_____	_____	Identify the following forms:
_____	_____	_____	AB
_____	_____	_____	ABA

## TONE COLOR/TIMBRE

I	R	M	
_____	_____	_____	Recognize sounds produced from:
_____	_____	_____	The environment
_____	_____	_____	Vocal projection
_____	_____	_____	Musical instruments
_____	_____	_____	Identify various voice types
_____	_____	_____	Demonstrate the following vocal techniques:
_____	_____	_____	Breath control
_____	_____	_____	Intonation
_____	_____	_____	Articulation
_____	_____	_____	Recognize same and different tone colors
_____	_____	_____	Distinguish between melodic and rhythmic instruments
_____	_____	_____	Identify the instruments used for:
_____	_____	_____	Orchestra music: strings, woodwinds, brass, percussion
_____	_____	_____	Band music: woodwinds, brass, percussion
_____	_____	_____	Folk: guitar, ukulele, autoharp, harmonica, fiddle, etc.
_____	_____	_____	Recognize that shape and material affect the sound of an instrument
_____	_____	_____	Recognize that size affects the pitch of an instrument

## HARMONY

I	R	M	
_____	_____	_____	Listen to music which is sung in two parts
_____	_____	_____	Identify the parts in a two part song
_____	_____	_____	Sing and identify the part in:
_____	_____	_____	Rounds
_____	_____	_____	Two-part songs
_____	_____	_____	Distinguish between:
_____	_____	_____	Melody and harmony
_____	_____	_____	Identify countermelodies such as descants
_____	_____	_____	Know the following types of chords
_____	_____	_____	Block chords
_____	_____	_____	Broken chords/arpeggios
_____	_____	_____	Demonstrate the use of classroom instruments by playing:
_____	_____	_____	Harmony parts
_____	_____	_____	Accompaniments

## EXPRESSION

I	R	M	
_____	_____	_____	Interpret mood and emotion of a song
_____	_____	_____	Express mood and emotion through singing

I	R	M	
_____	_____	_____	Express the mood and emotion of music through interpretive movement
_____	_____	_____	Perform vocal or instrumental music:
_____	_____	_____	In a large group
_____	_____	_____	Individually
_____	_____	_____	Participate in:
_____	_____	_____	Creative dances
_____	_____	_____	Singing games
_____	_____	_____	American dances (round, line, square)
_____	_____	_____	Ethnic dances
_____	_____	_____	Use musical expression to enhance art, poetry, and drama
_____	_____	_____	Express mood by choosing appropriate instruments and planning simple accompaniments
_____	_____	_____	Learn several terms and symbols of musical expressions each year
_____	_____	_____	Have an opportunity to listen to and perform a variety of musical types:
_____	_____	_____	Popular
_____	_____	_____	Seasonal
_____	_____	_____	Patriotic
_____	_____	_____	Other cultures
_____	_____	_____	Identify types of American music
_____	_____	_____	Folk
_____	_____	_____	Spirituals
_____	_____	_____	Native American
_____	_____	_____	Jazz/Rhythm & Blues
_____	_____	_____	Blues/Ragtime/Dixieland
_____	_____	_____	Pop
_____	_____	_____	Swing/Big Band
_____	_____	_____	Country-Western
_____	_____	_____	Serious composers
_____	_____	_____	Identify music of other cultures
_____	_____	_____	Learn about the lives and works of several composers each year
_____	_____	_____	Practice audience etiquette
_____	_____	_____	Participate musically in the Liturgy

GRADE LEVEL SUBJECT AREA EXPECTATIONS  
DIOCESE OF FRESNO  
FOURTH GRADE

**EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_\_\_ A. The role of music in liturgy evolved over the centuries.
- \_\_\_\_\_ B. Participate musically in the Liturgy.
- \_\_\_\_\_ C. God created sounds for us to enjoy.

**ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS**

**RHYTHM**

I	R	M	
_____	_____	_____	Identify and perform long and short sounds
_____	_____	_____	Create and perform rhythm patterns
_____	_____	_____	Distinguish aurally between same and different rhythm patterns
_____	_____	_____	Distinguish visually between same and different rhythm patterns
_____	_____	_____	Create and perform rhythm ostinati
_____	_____	_____	Perform syncopated rhythms
_____	_____	_____	Perform dotted rhythms
_____	_____	_____	Notate rhythmic motifs
_____	_____	_____	Demonstrate a steady beat
_____	_____	_____	Identify a beat/no beat
_____	_____	_____	Identify the following:
_____	_____	_____	Time signature
_____	_____	_____	Barline
_____	_____	_____	Measure
_____	_____	_____	Identify metric accent
_____	_____	_____	Count time value of notes
_____	_____	_____	Identify different kinds of notes and rests
_____	_____	_____	Know notes and rests of different values
_____	_____	_____	Identify and perform notes and rests of different values

**MELODY**

I	R	M	
_____	_____	_____	Compare and perform high, low, and same pitches
_____	_____	_____	Recognize both aurally and visually the following movements in a melody:
_____	_____	_____	Downward/upward
_____	_____	_____	Steps
_____	_____	_____	Skips
_____	_____	_____	Ascending/descending/repeating motives

I	R	M	
_____	_____	_____	Octaves
_____	_____	_____	Recognize that a melody may be relatively high or low
_____	_____	_____	Recognize same and different melodic phrases
_____	_____	_____	Note a melody
_____	_____	_____	Perform countermelody/descant
_____	_____	_____	Notate melodic contour
_____	_____	_____	Identify tonal center aurally
_____	_____	_____	Distinguish between tonal and atonal music
_____	_____	_____	Identify the following:
_____	_____	_____	Grand staff
_____	_____	_____	Bass clef sign
_____	_____	_____	Treble clef sign
_____	_____	_____	Accidentals
_____	_____	_____	Key signatures
_____	_____	_____	Know the names of the treble clef notes
_____	_____	_____	Identify whole and half steps
_____	_____	_____	Identify and recognize the following scales:
_____	_____	_____	Major
_____	_____	_____	Minor
_____	_____	_____	Pentatonic
_____	_____	_____	Chromatic
_____	_____	_____	Perform the major scale
_____	_____	_____	Perform the minor scale
_____	_____	_____	Distinguish between major and minor melodies
_____	_____	_____	Participate in solo chorus songs

## FORM

I	R	M	
_____	_____	_____	Identify the following elements of a musical selection:
_____	_____	_____	Introduction
_____	_____	_____	Repeated sections
_____	_____	_____	Contrasting sections
_____	_____	_____	Phrase lengths
_____	_____	_____	Same and different phrases
_____	_____	_____	Number of phrases within a composition
_____	_____	_____	Examine the theme and variations in a musical composition
_____	_____	_____	Identify the following forms:
_____	_____	_____	AB
_____	_____	_____	ABA
_____	_____	_____	ABC
_____	_____	_____	Identify these forms of repetition:
_____	_____	_____	Sequence



## TONE COLOR/TIMBRE

I	R	M	
_____	_____	_____	Recognize sounds produced from:
_____	_____	_____	The environment
_____	_____	_____	Vocal projection
_____	_____	_____	Identify various voice types
_____	_____	_____	Demonstrate the following vocal techniques:
_____	_____	_____	Breath control
_____	_____	_____	Intonation
_____	_____	_____	Articulation
_____	_____	_____	Recognize same and different tone colors
_____	_____	_____	Identify vocal tone qualities in songs of different styles
_____	_____	_____	Distinguish between melodic and rhythmic instruments
_____	_____	_____	Identify the instruments used for:
_____	_____	_____	Orchestra music: strings, woodwinds, brass, percussion
_____	_____	_____	Band music: woodwinds brass, percussion
_____	_____	_____	Folk: guitar, ukulele, autoharp, harmonica, fiddle, etc.
_____	_____	_____	Recognize that shape and material affect the sound of an instrument
_____	_____	_____	Recognize that size affects the pitch of an instrument

## HARMONY/TEXTURE

I	R	M	
_____	_____	_____	Sing and identify the part in:
_____	_____	_____	Rounds
_____	_____	_____	Two-part songs
_____	_____	_____	Identify thick and thin texture
_____	_____	_____	Distinguish between:
_____	_____	_____	Melody and harmony
_____	_____	_____	Dissonant and consonant chords
_____	_____	_____	Identify countermelodies such as descants
_____	_____	_____	Identify major and minor chords
_____	_____	_____	Knows the following types of chords:
_____	_____	_____	Triads
_____	_____	_____	Block chords
_____	_____	_____	Broken chords/arpeggios
_____	_____	_____	Demonstrate the use of classroom instruments by playing:
_____	_____	_____	Harmony parts
_____	_____	_____	Accompaniments

## EXPRESSION

I	R	M	
_____	_____	_____	Interpret mood and emotion of a song
_____	_____	_____	Express mood and emotion through singing
_____	_____	_____	Express the mood and emotion of music through interpretive movement
_____	_____	_____	Perform vocal or instrumental music:
_____	_____	_____	In a large group
_____	_____	_____	Individually
_____	_____	_____	Participate in:
_____	_____	_____	Creative dances
_____	_____	_____	Singing games
_____	_____	_____	American dances (round, line, square)
_____	_____	_____	Ethnic dances
_____	_____	_____	Use musical expression to enhance art, poetry and drama
_____	_____	_____	Express mood by choosing appropriate instruments and planning simple accompaniments
_____	_____	_____	Learn several terms and symbols of musical expressions each year
_____	_____	_____	Have an opportunity to listen to and perform a variety of musical types:
_____	_____	_____	Popular
_____	_____	_____	Seasonal
_____	_____	_____	Patriotic
_____	_____	_____	Other cultures
_____	_____	_____	Identify types of American music
_____	_____	_____	Folk
_____	_____	_____	Spirituals
_____	_____	_____	Native American
_____	_____	_____	Jazz/Rhythm & Blues
_____	_____	_____	Blues/Ragtime/Dixieland
_____	_____	_____	Pop
_____	_____	_____	Swing/Big Band
_____	_____	_____	Country-Western
_____	_____	_____	Serious composers
_____	_____	_____	Identify music of other cultures
_____	_____	_____	Learn about the lives and works of several composers each year
_____	_____	_____	Practice audience etiquette
_____	_____	_____	Study the role of music in liturgy and how it has evolved
_____	_____	_____	Participate musically in the Liturgy.

GRADE LEVEL SUBJECT AREA EXPECTATIONS  
DIOCESE OF FRESNO  
FIFTH GRADE

**EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_\_\_ A. The role of music in liturgy evolved over many centuries.
- \_\_\_\_\_ B. Participate musically in the Liturgy.
- \_\_\_\_\_ C. God created sounds for us to enjoy.

**ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS**

**RHYTHM**

I	R	M	
_____	_____	_____	Distinguish aurally between same and different rhythm patterns
_____	_____	_____	Distinguish visually between same and different rhythm patterns
_____	_____	_____	Create and perform rhythm ostinati
_____	_____	_____	Perform syncopated rhythms
_____	_____	_____	Perform dotted rhythms
_____	_____	_____	Notate rhythmic motifs
_____	_____	_____	Demonstrate a steady beat
_____	_____	_____	Identify a beat/no beat
_____	_____	_____	Identify the following:
_____	_____	_____	Time signature
_____	_____	_____	Barline
_____	_____	_____	Measure
_____	_____	_____	Identify metric accent
_____	_____	_____	Identify different kinds of notes and rests
_____	_____	_____	Know notes and rests of different values
_____	_____	_____	Identify and perform notes and rests of different values

**MELODY**

I	R	M	
_____	_____	_____	Compare and perform high, low, and same pitches
_____	_____	_____	Recognize both aurally and visually the following movements in a melody:
_____	_____	_____	Downward/upward
_____	_____	_____	Steps
_____	_____	_____	Skips
_____	_____	_____	Ascending/descending/repeating motives
_____	_____	_____	Recognize same and different melodic phrases
_____	_____	_____	Notate a melody
_____	_____	_____	Identify tonal center aurally

I	R	M	
_____	_____	_____	Distinguish between tonal and atonal music
_____	_____	_____	Identify the following:
_____	_____	_____	Grand staff
_____	_____	_____	Bass clef sign
_____	_____	_____	Treble clef sign
_____	_____	_____	Accidentals
_____	_____	_____	Key signatures
_____	_____	_____	Know the names of the treble clef notes
_____	_____	_____	Identify whole and half steps
_____	_____	_____	Identify and recognize the following scales:
_____	_____	_____	Major
_____	_____	_____	Minor
_____	_____	_____	Pentatonic
_____	_____	_____	Chromatic
_____	_____	_____	Perform the major scale
_____	_____	_____	Perform the minor scale
_____	_____	_____	Distinguish between major and minor melodies
_____	_____	_____	Participate in solo chorus songs

## FORM

I	R	M	
_____	_____	_____	Identify the following elements of a musical selection:
_____	_____	_____	Repeated sections
_____	_____	_____	Contrasting sections
_____	_____	_____	Phrase lengths
_____	_____	_____	Same and different phrases
_____	_____	_____	Number of phrases within a composition
_____	_____	_____	Examine the theme and variations in a musical composition
_____	_____	_____	Identify strong/weak cadences
_____	_____	_____	Identify the following forms:
_____	_____	_____	AB
_____	_____	_____	ABA
_____	_____	_____	ABC
_____	_____	_____	ABACA (rondo)
_____	_____	_____	Identify these forms of repetition:
_____	_____	_____	Sequence

## TONE COLOR/TIMBRE

I	R	M	
_____	_____	_____	Identify various voice types
_____	_____	_____	Demonstrate the following vocal techniques:
_____	_____	_____	Breath control
_____	_____	_____	Intonation

I	R	M	
_____	_____	_____	Articulation
_____	_____	_____	Recognize same and different tone colors
_____	_____	_____	Identify vocal tone qualities in songs of different styles
_____	_____	_____	Distinguish between melodic and rhythmic instruments
_____	_____	_____	Identify the instruments used for:
_____	_____	_____	Orchestra music: strings, woodwinds, brass, percussion
_____	_____	_____	Band music: woodwinds, brass, percussion
_____	_____	_____	Folk: guitar, ukulele, autoharp, harmonica, fiddle, etc.

### **HARMONY/TEXTURE**

I	R	M	
_____	_____	_____	Sing and identify the parts in:
_____	_____	_____	Rounds
_____	_____	_____	Two-part songs
_____	_____	_____	Three-part songs
_____	_____	_____	Identify thick and thin texture
_____	_____	_____	Distinguish between:
_____	_____	_____	Melody and harmony
_____	_____	_____	Dissonant and consonant chords
_____	_____	_____	Identify countermelodies such as descants
_____	_____	_____	know the following types of chords:
_____	_____	_____	Triads
_____	_____	_____	Block chords
_____	_____	_____	Broken chords/arpeggios
_____	_____	_____	Identify the following chord progressions:
_____	_____	_____	I and V
_____	_____	_____	I, IV and V
_____	_____	_____	Distinguish among the following:
_____	_____	_____	Monophonic music
_____	_____	_____	Homophonic music
_____	_____	_____	Polyphonic music
_____	_____	_____	Demonstrate the use of classroom instruments by playing:
_____	_____	_____	Harmony parts
_____	_____	_____	Accompaniment

### **EXPRESSION**

I	R	M	
_____	_____	_____	Interpret mood and emotion of a song
_____	_____	_____	Express mood and emotion through singing
_____	_____	_____	Express the mood and emotion of music through interpretive movement
_____	_____	_____	Perform vocal or instrumental music:
_____	_____	_____	In a large group

I	R	M	
_____	_____	_____	Individually
_____	_____	_____	In a small ensemble
_____	_____	_____	Participate in:
_____	_____	_____	Creative dances
_____	_____	_____	Singing games
_____	_____	_____	American dances (round, line, square)
_____	_____	_____	Ethnic dances
_____	_____	_____	Use musical expression to enhance art, poetry, and drama
_____	_____	_____	Express mood by choosing appropriate instruments and planning simple accompaniments
_____	_____	_____	Learn several terms and symbols of musical expressions each year
_____	_____	_____	Have an opportunity to listen to and perform a variety of musical types:
_____	_____	_____	Popular
_____	_____	_____	Seasonal
_____	_____	_____	Patriotic
_____	_____	_____	Other cultures
_____	_____	_____	Identify types of American music:
_____	_____	_____	Folk
_____	_____	_____	Spirituals
_____	_____	_____	Native American
_____	_____	_____	Jazz/Rhythm & Blues
_____	_____	_____	Blues/Ragtime/Dixieland
_____	_____	_____	Pop
_____	_____	_____	Swing/Big Band
_____	_____	_____	Country-Western
_____	_____	_____	Serious composers
_____	_____	_____	Identify music of other cultures
_____	_____	_____	Learn about the lives and works of several composers each year
_____	_____	_____	Practice audience etiquette
_____	_____	_____	Study the role of music in liturgy and how it has evolved
_____	_____	_____	Participate musically in the Liturgy

GRADE LEVEL SUBJECT AREA EXPECTATIONS  
DIOCESE OF FRESNO  
SIXTH GRADE

**EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_\_\_ A. God created sounds, and we combine them with voice and musical instruments, with tone and percussion.
- \_\_\_\_\_ B. We study the role of music in various forms of liturgy.
- \_\_\_\_\_ C. We participate musically in liturgy.

**ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS**

**RHYTHM**

I	R	M	
_____	_____	_____	Distinguish aurally between same and different rhythm patterns
_____	_____	_____	Distinguish visually between same and different rhythm patterns
_____	_____	_____	Create and perform rhythm ostinati
_____	_____	_____	Perform syncopated rhythms
_____	_____	_____	Perform dotted rhythms
_____	_____	_____	Notate rhythmic motifs
_____	_____	_____	Demonstrate a steady beat
_____	_____	_____	Identify a beat/no beat
_____	_____	_____	Identify the following:
_____	_____	_____	Time signature
_____	_____	_____	Barline
_____	_____	_____	Measure
_____	_____	_____	Identify metric accent
_____	_____	_____	Identify different kinds of notes and rests
_____	_____	_____	Know notes and rests of different values
_____	_____	_____	Identify and perform notes and rests of different values

**MELODY**

I	R	M	
_____	_____	_____	Compare and perform high, low, and same pitches
_____	_____	_____	Recognize both aurally and visually the following movements in a melody:
_____	_____	_____	Downward/upward
_____	_____	_____	Steps
_____	_____	_____	Skips
_____	_____	_____	Ascending/descending/repeating motives
_____	_____	_____	Recognize same and different melodic phrases

I	R	M	
_____	_____	_____	Notate a melody
_____	_____	_____	Perform countermelody/descant
_____	_____	_____	Notate melodic contour
_____	_____	_____	Identify tonal center aurally
_____	_____	_____	Distinguish between tonal and atonal music
_____	_____	_____	Identify the following:
_____	_____	_____	Grand staff
_____	_____	_____	Bass clef sign
_____	_____	_____	Treble clef sign
_____	_____	_____	Accidentals
_____	_____	_____	Key signatures
_____	_____	_____	Know the names of the treble clef notes
_____	_____	_____	Identify whole and half steps
_____	_____	_____	Identify and recognize the following scales:
_____	_____	_____	Major
_____	_____	_____	Minor
_____	_____	_____	Pentatonic
_____	_____	_____	Chromatic
_____	_____	_____	Perform the major scale
_____	_____	_____	Perform the minor scale
_____	_____	_____	Distinguish between major and minor melodies

## FORM

I	R	M	
_____	_____	_____	Identify the following elements of a musical selection:
_____	_____	_____	Repeated sections
_____	_____	_____	Contrasting sections
_____	_____	_____	Phrase lengths
_____	_____	_____	Same and different phrases
_____	_____	_____	Number of phrases within a composition
_____	_____	_____	Examine the theme and variations in a musical composition
_____	_____	_____	Identify strong/weak cadences
_____	_____	_____	Identify the following forms:
_____	_____	_____	AB
_____	_____	_____	ABA
_____	_____	_____	ABC
_____	_____	_____	ABACA
_____	_____	_____	Identify these forms of repetition:
_____	_____	_____	Sequence
_____	_____	_____	Variation



## TONE COLOR/TIMBRE

I	R	M	
_____	_____	_____	Identify various voice types
_____	_____	_____	Demonstrate the following vocal techniques:
_____	_____	_____	Breath control
_____	_____	_____	Intonation
_____	_____	_____	Articulation
_____	_____	_____	Recognize same and different tone colors
_____	_____	_____	Identify vocal tone qualities in songs of different styles
_____	_____	_____	Distinguish between melodic and rhythmic instruments
_____	_____	_____	Identify the instruments used for:
_____	_____	_____	Orchestra music: strings, woodwinds, brass, percussion
_____	_____	_____	Band music: woodwinds, brass, percussion
_____	_____	_____	Folk: guitar, ukulele, autoharp, harmonica, fiddle, etc.

## HARMONY/TEXTURE

I	R	M	
_____	_____	_____	Sing and identify the parts in:
_____	_____	_____	Rounds
_____	_____	_____	Two-part songs
_____	_____	_____	Three-part songs
_____	_____	_____	Four-part songs
_____	_____	_____	Identify thick and thin texture
_____	_____	_____	Distinguish between:
_____	_____	_____	Melody and harmony
_____	_____	_____	Dissonant and consonant chords
_____	_____	_____	Identify countermelodies such as descants
_____	_____	_____	Know the following types of chords:
_____	_____	_____	Triads
_____	_____	_____	Block chords
_____	_____	_____	Broken chords/arpeggios
_____	_____	_____	Identify the following chord progressions:
_____	_____	_____	I and V
_____	_____	_____	I, IV and V
_____	_____	_____	Distinguish among the following:
_____	_____	_____	Monophonic music
_____	_____	_____	Homophonic music
_____	_____	_____	Polyphonic music
_____	_____	_____	Demonstrate the use of classroom instruments by playing:
_____	_____	_____	Harmony parts
_____	_____	_____	Accompaniments

## EXPRESSION

I	R	M	
_____	_____	_____	Interpret mood and emotion of a song
_____	_____	_____	Express mood and emotion through singing
_____	_____	_____	Express the mood and emotion of music through interpretive movement
_____	_____	_____	Perform vocal or instrumental music:
_____	_____	_____	In a large group
_____	_____	_____	Individually
_____	_____	_____	In a small ensemble
_____	_____	_____	Participate In:
_____	_____	_____	Creative dances
_____	_____	_____	Singing games
_____	_____	_____	American dances (round, line, square)
_____	_____	_____	Ethnic dances
_____	_____	_____	Use musical expression to enhance art, poetry, and drama
_____	_____	_____	Express mood by choosing appropriate instruments and planning simple accompaniments
_____	_____	_____	Learn several terms and symbols of musical expressions each year
_____	_____	_____	Have an opportunity to listen to and perform a variety of musical types:
_____	_____	_____	Popular
_____	_____	_____	Seasonal
_____	_____	_____	Patriotic
_____	_____	_____	Other cultures
_____	_____	_____	Identify types of American music:
_____	_____	_____	Folk
_____	_____	_____	Spirituals
_____	_____	_____	Native American
_____	_____	_____	Jazz/Rhythm & Blues
_____	_____	_____	Blues/Ragtime/Dixieland
_____	_____	_____	Pop
_____	_____	_____	Swing/Big Band
_____	_____	_____	Country-Western
_____	_____	_____	Serious composers
_____	_____	_____	Identify music of other cultures
_____	_____	_____	Study choral and instrumental music from different eras:
_____	_____	_____	Renaissance
_____	_____	_____	Baroque
_____	_____	_____	Classical
_____	_____	_____	Romantic
_____	_____	_____	Modern
_____	_____	_____	Learn about the history and development of musical instruments
_____	_____	_____	Learn about the lives and works of several composers each year
_____	_____	_____	Practice audience etiquette

I	R	M	
_____	_____	_____	Study the role of music in liturgy and how it has evolved
_____	_____	_____	Participate musically in the Liturgy

GRADE LEVEL SUBJECT AREA EXPECTATIONS  
DIOCESE OF FRESNO  
SEVENTH GRADE

**EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_\_\_ A. God created sounds, and we combine them with voice and musical instruments, with tone and percussion.
- \_\_\_\_\_ B. We study the role of music in various forms of liturgy.
- \_\_\_\_\_ C. We participate musically in liturgy.

**ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS**

**RHYTHM**

I	R	M	
_____	_____	_____	Create and perform rhythm ostinati
_____	_____	_____	Perform syncopated rhythms
_____	_____	_____	Perform dotted rhythms
_____	_____	_____	Notate rhythmic motifs
_____	_____	_____	Demonstrate a steady beat
_____	_____	_____	Identify a beat/no beat
_____	_____	_____	Identify the following:
_____	_____	_____	Time signature
_____	_____	_____	Barline
_____	_____	_____	Measure
_____	_____	_____	Identify metric accent
_____	_____	_____	Identify different kinds of notes and rests
_____	_____	_____	Know notes and rests of different values
_____	_____	_____	Identify and perform notes and rests of different values

**MELODY**

I	R	M	
_____	_____	_____	Compare and perform high, low, and same pitches
_____	_____	_____	Recognize both aurally and visually the following movements in a melody:
_____	_____	_____	Downward/upward
_____	_____	_____	Steps
_____	_____	_____	Skips
_____	_____	_____	Ascending/descending/repeating motives
_____	_____	_____	Notate a melody
_____	_____	_____	Perform countermelody/descant
_____	_____	_____	Notate melodic contour
_____	_____	_____	Distinguish between tonal and atonal music

I	R	M	
_____	_____	_____	Identify the following:
_____	_____	_____	Grand staff
_____	_____	_____	Bass clef sign
_____	_____	_____	Treble clef
_____	_____	_____	Accidentals
_____	_____	_____	Key signatures
_____	_____	_____	Know the names of the treble clef notes
_____	_____	_____	Identify whole and half steps
_____	_____	_____	Identify and recognize the following scales:
_____	_____	_____	Pentatonic
_____	_____	_____	Chromatic
_____	_____	_____	Identify intervals visually
_____	_____	_____	Identify intervals aurally
_____	_____	_____	Notate intervals
_____	_____	_____	Perform the minor scale
_____	_____	_____	Distinguish between major and minor melodies

## FORM

I	R	M	
_____	_____	_____	Identify the following elements of a musical selection:
_____	_____	_____	Repeated sections
_____	_____	_____	Contrasting sections
_____	_____	_____	Phrase lengths
_____	_____	_____	Same and different phrases
_____	_____	_____	Number of phrases within a composition
_____	_____	_____	Examine the theme and variations in a musical composition
_____	_____	_____	Identify strong/weak cadences
_____	_____	_____	Identify the following forms:
_____	_____	_____	AB
_____	_____	_____	ABA
_____	_____	_____	ABC
_____	_____	_____	ABA (sonata, symphony)
_____	_____	_____	ABACA (rondo)
_____	_____	_____	Identify these forms of repetition:
_____	_____	_____	Sequence
_____	_____	_____	Variation
_____	_____	_____	Fugue
_____	_____	_____	Development

## TONE COLOR/TIMBRE

I	R	M	
_____	_____	_____	Identify various voice types
_____	_____	_____	Analyze the vocal styles of several musical pieces

I	R	M	
_____	_____	_____	Demonstrate the following vocal techniques:
_____	_____	_____	Breath control
_____	_____	_____	Intonation
_____	_____	_____	Articulation
_____	_____	_____	Recognize same and different tone colors
_____	_____	_____	Identify vocal tone qualities in songs of different styles
_____	_____	_____	Explore the variety of tone color in
_____	_____	_____	A single instrument
_____	_____	_____	Different voices
_____	_____	_____	Different medium in the same piece
_____	_____	_____	Identify the instruments used for:
_____	_____	_____	Orchestra music: strings, woodwinds, brass, percussion
_____	_____	_____	Band music: woodwinds, brass, percussion
_____	_____	_____	Folk: guitar, ukulele, autoharp, harmonica, fiddle, etc.

### **HARMONY/TEXTURE**

I	R	M	
_____	_____	_____	Sing and identify the parts in:
_____	_____	_____	Two-part songs
_____	_____	_____	Three-part songs
_____	_____	_____	Four-part songs
_____	_____	_____	Identify thick and thin texture
_____	_____	_____	Distinguish between:
_____	_____	_____	Melody and harmony
_____	_____	_____	Dissonant and consonant chords
_____	_____	_____	Identify countermelodies such as descants
_____	_____	_____	Identify major and minor chords
_____	_____	_____	Know the following chord progressions:
_____	_____	_____	I and V
_____	_____	_____	I, IV, and V
_____	_____	_____	Distinguish among the following:
_____	_____	_____	Monophonic music
_____	_____	_____	Homophonic music
_____	_____	_____	Polyphonic music
_____	_____	_____	Demonstrate the use of classroom instruments by playing:
_____	_____	_____	Harmony parts
_____	_____	_____	Accompaniments

### **EXPRESSION**

I	R	M	
_____	_____	_____	Interpret mood and emotion of a song
_____	_____	_____	Express mood and emotion through singing

I	R	M	
_____	_____	_____	Express the mood and emotion of music through interpretive movement
_____	_____	_____	Perform vocal or instrumental music:
_____	_____	_____	In a large group
_____	_____	_____	Individually
_____	_____	_____	In a small ensemble
_____	_____	_____	Participate in:
_____	_____	_____	Creative dances
_____	_____	_____	Singing games
_____	_____	_____	American dances (round, line, square)
_____	_____	_____	Ethnic dances
_____	_____	_____	Use musical expression to enhance art, poetry, and drama
_____	_____	_____	Express mood by choosing appropriate instruments and planning simple accompaniments
_____	_____	_____	Learn several terms and symbols of musical expressions each year
_____	_____	_____	Have an opportunity to listen to and perform a variety of musical types:
_____	_____	_____	Popular
_____	_____	_____	Seasonal
_____	_____	_____	Patriotic
_____	_____	_____	Other cultures
_____	_____	_____	Identify types of American music
_____	_____	_____	Folk
_____	_____	_____	Spirituals
_____	_____	_____	Native American
_____	_____	_____	Jazz/Rhythm & Blues
_____	_____	_____	Blues/Ragtime/Dixieland
_____	_____	_____	Pop
_____	_____	_____	Swing/Big Band
_____	_____	_____	Country-Western
_____	_____	_____	Serious composers
_____	_____	_____	Identify music of other cultures
_____	_____	_____	Study choral and instrumental music from different eras:
_____	_____	_____	Renaissance
_____	_____	_____	Baroque
_____	_____	_____	Classical
_____	_____	_____	Romantic
_____	_____	_____	Modern
_____	_____	_____	Learn about the history and development of musical instruments
_____	_____	_____	Learn about the lives and works of several composers each year
_____	_____	_____	Practice audience etiquette
_____	_____	_____	Study the role of music in liturgy and how it has evolved
_____	_____	_____	Participate musically in the Liturgy

GRADE LEVEL SUBJECT AREA EXPECTATIONS  
DIOCESE OF FRESNO  
EIGHTH GRADE

**Expectations for religious integration and articulation**

- \_\_\_\_\_ A. God created sounds, and we combine them with voice and musical instruments, with tone and percussion.
- \_\_\_\_\_ B. We study the role of music in various forms of liturgy.
- \_\_\_\_\_ C. We participate musically in liturgy.

**ACADEMIC GRADE LEVEL SUBJECT EXPECTATIONS**

**RHYTHM**

I	R	M	
_____	_____	_____	Create and perform rhythm ostinati
_____	_____	_____	Perform syncopated rhythms
_____	_____	_____	Perform dotted rhythms
_____	_____	_____	Notate rhythmic motifs
_____	_____	_____	Demonstrate a steady beat
_____	_____	_____	Identify a beat/no beat
_____	_____	_____	Identify the following:
_____	_____	_____	Time signature
_____	_____	_____	Barline
_____	_____	_____	Measure
_____	_____	_____	Identify metric accent
_____	_____	_____	Identify different kinds of notes and rests
_____	_____	_____	Know notes and rests of different values
_____	_____	_____	Identify and perform notes and rests of different values

**MELODY**

I	R	M	
_____	_____	_____	Compare and perform high, low, and same pitches
_____	_____	_____	Recognize both aurally and visually the following movements in a melody:
_____	_____	_____	Downward/upward
_____	_____	_____	Steps
_____	_____	_____	Skips
_____	_____	_____	Ascending/descending/repeating motives
_____	_____	_____	Notate a melody
_____	_____	_____	Perform countermelody/descant
_____	_____	_____	Distinguish between tonal and atonal music
_____	_____	_____	Identify the following:



I	E	M	
_____	_____	_____	Accidentals
_____	_____	_____	Key signatures
_____	_____	_____	Know the names of the treble clef notes
_____	_____	_____	Identify whole and half steps
_____	_____	_____	Identify intervals visually
_____	_____	_____	Notate intervals
_____	_____	_____	Perform the major scale
_____	_____	_____	Perform the minor scale

## FORM

I	R	M	
_____	_____	_____	Identify the following elements of a musical selection:
_____	_____	_____	Repeated sections
_____	_____	_____	Contrasting sections
_____	_____	_____	Phrase lengths
_____	_____	_____	Same and different phrases
_____	_____	_____	Number of phrases within a composition
_____	_____	_____	Examine the theme and variations in a musical composition
_____	_____	_____	Identify strong/weak cadences
_____	_____	_____	Identify the following forms:
_____	_____	_____	AB
_____	_____	_____	ABA
_____	_____	_____	ABC
_____	_____	_____	ABA (sonata, symphony)
_____	_____	_____	ABACA (rondo)
_____	_____	_____	Identify these forms of repetition:
_____	_____	_____	Sequence
_____	_____	_____	Variation
_____	_____	_____	Fugue
_____	_____	_____	Development

## TONE COLOR/TIMBRE

I	R	M	
_____	_____	_____	Identify various voice types
_____	_____	_____	Analyze the vocal styles of several musical pieces
_____	_____	_____	Demonstrate the following vocal techniques:
_____	_____	_____	Breath control
_____	_____	_____	Intonation
_____	_____	_____	Articulation
_____	_____	_____	Recognize same and different tone colors
_____	_____	_____	Identify vocal tone qualities in songs of different styles
_____	_____	_____	Explore the variety of tone color in:

I	R	M	
_____	_____	_____	A single instrument
_____	_____	_____	Different voices
_____	_____	_____	Different medium in the same piece
_____	_____	_____	Identify the instruments used for:
_____	_____	_____	Orchestra music: strings, woodwinds, brass, percussion
_____	_____	_____	Band music: woodwinds, brass, percussion
_____	_____	_____	Folk: guitar, ukulele, autoharp, harmonica, fiddle, etc.

### **HARMONY/TEXTURE**

I	R	M	
_____	_____	_____	Sing and identify the parts in:
_____	_____	_____	Two-part songs
_____	_____	_____	Three-part songs
_____	_____	_____	Four-part songs
_____	_____	_____	Identify thick and thin texture
_____	_____	_____	Distinguish between:
_____	_____	_____	Melody and harmony
_____	_____	_____	Dissonant and consonant chords
_____	_____	_____	Identify countermelodies such as descants
_____	_____	_____	Identify major and minor chords
_____	_____	_____	Knows the following types of chords:
_____	_____	_____	Triads
_____	_____	_____	Block chords
_____	_____	_____	Broken chords/arpeggios
_____	_____	_____	Identify the following chord progressions:
_____	_____	_____	I and V
_____	_____	_____	I, IV and V
_____	_____	_____	Distinguish among the following:
_____	_____	_____	Monophonic music
_____	_____	_____	Homophonic music
_____	_____	_____	Polyphonic music
_____	_____	_____	Demonstrate the use of classroom instruments by playing:
_____	_____	_____	Harmony parts
_____	_____	_____	Accompaniments

### **EXPRESSION**

I	R	M	
_____	_____	_____	Interpret mood and emotion of a song
_____	_____	_____	Express mood and emotion through singing
_____	_____	_____	Express the mood and emotion of music through interpretive movement
_____	_____	_____	Perform vocal or instrumental music:
_____	_____	_____	In a large group

I	R	M	
_____	_____	_____	Individually
_____	_____	_____	In a small ensemble
_____	_____	_____	Participate in:
_____	_____	_____	Creative dances
_____	_____	_____	Singing games
_____	_____	_____	American dances (round, line, square)
_____	_____	_____	Ethnic dances
_____	_____	_____	Use musical expression to enhance art, poetry, and drama
_____	_____	_____	Express mood by choosing appropriate instruments and planning simple accompaniments
_____	_____	_____	Learn several terms and symbols of musical expressions each year
_____	_____	_____	Have an opportunity to listen to and perform a variety of musical types:
_____	_____	_____	Popular
_____	_____	_____	Seasonal
_____	_____	_____	Patriotic
_____	_____	_____	Other cultures
_____	_____	_____	Identify types of American music:
_____	_____	_____	Folk
_____	_____	_____	Spirituals
_____	_____	_____	Native American
_____	_____	_____	Jazz/Rhythm & Blues
_____	_____	_____	Blues/Ragtime/Dixieland
_____	_____	_____	Pop
_____	_____	_____	Swing/Big Band
_____	_____	_____	Country-Western
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_____	_____	_____	Identify music of other cultures
_____	_____	_____	Study choral and instrumental music from different eras:
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_____	_____	_____	Baroque
_____	_____	_____	Classical
_____	_____	_____	Romantic
_____	_____	_____	Modern
_____	_____	_____	Learn about the history and development of musical instruments
_____	_____	_____	Learn about the lives and works of several composers each year
_____	_____	_____	Practice audience etiquette
_____	_____	_____	Study the role of music in liturgy and how it has evolved
_____	_____	_____	Participate musically in the Liturgy

