

# MUSIC CURRICULUM GUIDELINES

## MUSIC 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

|     |     |     |  |
|-----|-----|-----|--|
| ___ | ___ | ___ | 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

|       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | Recognize sounds produced form:                                     |
| _____ | _____ | _____ | 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

|       |       |       |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | Demonstrate the use of classroom instruments by playing: |
| _____ | _____ | _____ | Harmony parts  |
| _____ | _____ | _____ | Accompaniment  |

## EXPRESSION

|       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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  |
| _____ | _____ | _____ | Participate in:   |

| I     | R     | M     |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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                                     |

**MUSIC 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**

- |     |     |     |  |
|-----|-----|-----|--|
| ___ | ___ | ___ | 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  |
| ___ | ___ | ___ | 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

|       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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

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

## EXPRESSION

|       |       |       |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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 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  |

**MUSIC 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**

- |     |     |     |  |
|-----|-----|-----|--|
| ___ | ___ | ___ | 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

|       |       |       |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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

|       |       |       |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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   |
| _____ | _____ | _____ | Band music: woodwinds, brass, percussion                 |
| _____ | _____ | _____ | Folk: guitar, ukulele, autoharp, harmonica, fiddle, etc. |



| I     | R     | M     |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | Recognize that shape and material affect the sound of an instrument |
| _____ | _____ | _____ | Recognize that size affects the pitch of an instrument              |

**HARMONY/TEXTURE**

|       |       |       |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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**

|       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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:   |
| _____ | _____ | _____ | Spirituals  |

| I     | R     | M     |                                      |
|-------|-------|-------|--------------------------------------|
| _____ | _____ | _____ | 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 |

**MUSIC 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**

|     |     |     |  |
|-----|-----|-----|--|
| ___ | ___ | ___ | Compare and perform high, low and same pitches |
| ___ | ___ | ___ | Match Pitch                                    |
| ___ | ___ | ___ | Repeat melodic patterns                        |

| I     | R     | M     |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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**

|       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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**

|       |       |       |                                 |
|-------|-------|-------|---------------------------------|
| _____ | _____ | _____ | Recognize sounds produced from: |
| _____ | _____ | _____ | The environment                 |
| _____ | _____ | _____ | Vocal projection                |

| I     | R     | M     |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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**

|       |       |       |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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**

|       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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   |

| I     | R     | M     |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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  |

**MUSIC 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**

|     |     |     |  |
|-----|-----|-----|--|
| ___ | ___ | ___ | 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**

|       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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

|       |       |       |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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.   |

**MUSIC 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**

|     |     |     |  |
|-----|-----|-----|--|
| ___ | ___ | ___ | 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**

|       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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**

|       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | Identify various voice types                |
| _____ | _____ | _____ | Demonstrate the following vocal techniques: |
| _____ | _____ | _____ | Breath control                              |
| _____ | _____ | _____ | Intonation                                  |
| _____ | _____ | _____ | Articulation                                |
| _____ | _____ | _____ | Recognize same and different tone colors    |

| I     | R     | M     |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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**

|       |       |       |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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**

|       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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   |

| I     | R     | M     |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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  |

**MUSIC 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**

|     |     |     |  |
|-----|-----|-----|--|
| ___ | ___ | ___ | 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

|       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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

|       |       |       |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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                      |

**MUSIC 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**

|       |       |       |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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                               |
| _____ | _____ | _____ | Identify the following:  |
| _____ | _____ | _____ | Grand staff  |

| I     | R     | M     |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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**

|       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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**

|       |       |       |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | Identify various voice types                       |
| _____ | _____ | _____ | Analyze the vocal styles of several musical pieces |
| _____ | _____ | _____ | Demonstrate the following vocal techniques:        |
| _____ | _____ | _____ | Breath control                                     |
| _____ | _____ | _____ | Intonation   |
| _____ | _____ | _____ | Articulation                                       |

| I     | R     | M     |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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**

|       |       |       |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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**

|       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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:   |

| I     | R     | M     |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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  |

**MUSIC 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**

|       |       |       |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | 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:  |
| _____ | _____ | _____ | Accidentals  |
| _____ | _____ | _____ | Key signatures   |



| I     | R     | M     |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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

|       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 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

|       |       |       |  |
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| _____ | _____ | _____ | 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:                      |
| _____ | _____ | _____ | A single instrument  |
| _____ | _____ | _____ | Different voices   |
| _____ | _____ | _____ | Different medium in the same piece                         |
| _____ | _____ | _____ | Identify the instruments used for:                         |



| _     | I     | R     | M     |   |
|-------|-------|-------|-------|---|
| _____ | _____ | _____ | _____ | 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  |