



DIOCESE OF DULUTH  
CURRICULUM STANDARDS AND OUTCOMES

## Diocese of Duluth - Philosophy Statement for Diocesan Music Outcomes

St. Augustine of Hippo is often quoted as having said “He who sings well, prays twice.” What Augustine really said is: For he who sings praise, does not only praise, but also praises joyfully; he who sings praise, not only sings, but also loves Him whom he is singing about. Thus, we can still use the oft quoted citation: He who sings *well* prays twice”, so long as it is from love. (Fr. John Zuhlsdorf, CCL 39, 2006)

St. Cecilia, the patron saint of music and musicians is also a model and guide for us. Her feast day is celebrated on November 22<sup>nd</sup>.

The purpose of Music education in our diocesan schools is to help students develop an enduring love, understanding, and appreciation for music of various styles and genres to better express our love for God. Catholic liturgical (sacred) music is our first path in this endeavor. We also help students experience and learn about music of the various cultures that are studied throughout the school curriculum, in order to become educated listeners, consumers, participants, and performers. The music curriculum and its instruction will provide opportunities for students to increase their skills through listening, reading musical notation, singing, and other methods of musical performance, including vocal/choral and instrumental music. Students gain a greater understanding of our faith, and service experience, through participating and/or leading music at school liturgies and Masses. Private lessons may be available depending upon staffing at each individual school.

Education Office  
Diocese of Duluth  
2830 East 4<sup>th</sup> Street  
Duluth, MN 55812  
(218) 724-9111  
[www.dioceseduluth.org](http://www.dioceseduluth.org)

**Key**

- Dark gray (■) shading indicates the age group is most likely **not ready** for formal presentation.
- Light gray (◐) indicates **possible** readiness.
- No shading (□) at the age that formal presentation is **recommended**.
- MN indicates Minnesota Arts Standards under the citation column

**Assessments/Resources are suggestions based on current standard practices and are not requirements.**

**Fill in box according to your School's Curriculum and Instruction**

I- initiated    R- reviewed    M- mastered    C- continue to apply

**1. Liturgy and Worship - All grades.**

P	K	1	2	3	4	5	6	7	8	Citation	Outcome – By the end of 8 <sup>th</sup> grade, students will...	Assessment/Resources
										STTL 1-14, 24-27, 230-240	Learn the proper responses sung during the liturgy and participate in the weekly school liturgies by singing the responses: 1. Kyrie, Gloria, Holy, Memorial Acclamation, Amen, Lamb of God 2. Psalms, Gospel Acclamation	Current Mass setting appropriate to the season, ICEL Chants, Mass Ordinary <a href="http://www.iceleweb.org/musicfolder/openmusic.php">http://www.iceleweb.org/musicfolder/openmusic.php</a>
										STTL 1-14, 54-56	Acquire an appreciation of music and its place in worship. 3. Preparation and Communion songs follow and serve the rite 4. Processional and Recessional or Songs of Praise don't serve the rite, but are important in themselves	Hymnals
										STTL 24-27, 54-56	Memorize 4-6 traditional hymns each year. This can be the same hymns for the whole school, on a multi-year rotation or specific hymns for each grade level.	Hymnals
										STTL 15	Understand that music always reinforces the readings and prayers in daily and weekly Masses, and is never an entity unto itself. "Authentic sacred music supports the Church's prayer by enriching its elements."	Mass Liturgy

P	K	1	2	3	4	5	6	7	8	Citation	Outcome – By the end of 8 <sup>th</sup> grade, students will...	Assessment/Resources
				I	I	R	R	M	M	MN 6.1.3.3.2 STTL 67- 71	Identify various uses of music in the liturgy and describe characteristics that make certain music suitable for each use	Church Hymnals Missals Mass Liturgy
										STTL 122- 125	Help to plan the liturgies and songs used at school Masses	
										STTL 72- 80	<ul style="list-style-type: none"> <li>Understand the similarities and differences between Gregorian Chant and traditional music notation, and learn how to sing it within a worship setting. This is uniquely the church's own music.</li> <li>Learn the 8 Church Modes that are used in Gregorian Chant</li> </ul>	Canticum Novum: Gregorian Chant for Today's Choirs by Anthony Ruff (GIA publications)

**STTL:** "Sing To the Lord: *Music in Divine Worship*" by the United States Conference of Catholic Bishops.

Summary provided by Brian Kapp, Liturgist

**Correlating MN Standards: 6th-8th Grade**

- MN Standard 6.1.3.3.2 Analyze the meanings and functions of music.

**2. Artistic Foundations: Subset 1-** *Demonstrate knowledge of the foundations of the arts area, PreK-3.*

P	K	1	2	3	4	5	6	7	8	Citation	Element	Outcome - By the end of 3 <sup>rd</sup> grade, students will...	Assessment/Resources
										MN 0.1.1.3.1	Melody	Demonstrate higher and lower sounds	Vocal exploration and warm-ups 1. Echo as a group 2. Echo in small groups 3. Echo individually (assess)
										MN 0.1.1.3.1	Melody	Identify higher and lower sounds	Listening examples 1. Students listen to a short example and tell what they hear 2. Students show with body movements throughout a longer selection
										MN 0.1.1.3.1	Rhythm	Demonstrate a steady beat	Use non-locomotor and locomotor movements to music of various styles.
										MN 0.1.1.3.1	Rhythm	Differentiate between steady beat and rhythm	During a listening example, teacher can signal students to interchangeably demonstrate rhythm or steady beat
										MN 0.1.1.3.1	Harmony	Differentiate between Melody and Harmony	Sing in 2-part canons, then 3-part canons, creating harmony through displacement of the melody. Use simple instrumental accompaniments such as Orff xylophone, tone bells, or boomwhackers
										MN 0.1.1.3.1	Dynamics	Demonstrate and identify louder and softer sounds.	Loud is big, soft (quiet) is small

P	K	1	2	3	4	5	6	7	8	Citation	Element	Outcome - By the end of 3 <sup>rd</sup> grade, students will...	Assessment/Resources
										MN 0.1.1.3.1	Tone color	Identify by sound: Child, Soprano, Alto, Tenor and Bass voices.	Use listening examples such as music videos of choral and A'Capella performances.
										MN 0.1.1.3.1	Tone color	Identify by sight and sound instruments by family: woodwind, brass, strings, percussion	Use listening examples and instrument grouping worksheets.
										MN 0.1.1.3.1	Texture	Describe and identify layers in Music.	Students can identify instruments, singing in active listening examples
										MN 0.1.1.3.1	Form	Demonstrate the form of music through changes in body motions	While listening to music, change how the body moves when the music changes. Ex. Move It! DVD by John Feierabend

**Correlating MN Standards**

Preschool-3rd grade

- MN Standard 0.1.1.3.1 Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.

**2. Artistic Foundations: Subset 1- Demonstrate knowledge of the foundations of the arts area, 4-5.**

P	K	1	2	3	4	5	6	7	8	Citation	Element	Outcome - By the end of 5 <sup>th</sup> grade, students will...	Assessment/Resources
										MN 4.1.1.3.1	Melody Harmony	Describe the difference between melody and harmony	Sing canons, rounds, and pieces written for Soprano/Alto, or Treble choir. Use simple instrumental accompaniments on instruments such as xylophone, recorders, or boomwhackers
										MN 4.1.1.3.1	Rhythm	Describe rhythms using traditional notation and nomenclature.	1. Students can take rhythmic dictation using correct rhythmic notation 2. Students can correctly label rhythmic notation
										MN 4.1.1.3.1 4.1.1.3.2	Dynamics	Describe dynamics using correct vocabulary	1. Students can put the dynamic terms in order 2. Students can connect dynamic terms to their definitions
										MN 4.1.1.3.1 4.1.1.3.2	Tone Color	Describe and identify the sound of different instruments, their families and vocal qualities such as nasal, round, open.	Use worksheets and listening examples to assess
										MN 4.1.1.3.1 4.1.1.3.3	Texture	Describe and identify Monophonic, Homophonic and Polyphonic Music.	1. Students can identify an Ensemble (choir, band, orchestra) 2. Students can identify musical forms used in Church liturgies.
										MN 4.1.1.3.1 4.1.1.3.2 4.1.1.3.3	Form	Students will be able to describe and identify ABA, Call and Response, Round/Canon Forms.	Students can draw a listening map, use icons, or body actions to show the form of the music. Students can use the proper terminology for the musical form.

## **Correlating MN Standards**

### **4th-5th grade**

- MN Standard 4.1.1.3.1 Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts
- MN Standard 4.1.1.3.2 Describe how the elements and their related concepts such as pitch, tempo, canon, and ABA are used in the performance, creation, or response to music
- MN Standard 4.1.1.3.3 Identify the characteristics of a variety of genres and musical styles such as march, taiko, mariachi and classical

**2. Artistic Foundations: Subset 1- Demonstrate knowledge of the foundations of the arts area, 6-8.**

P	K	1	2	3	4	5	6	7	8	Citation	Element	Outcome - By the end of 8 <sup>th</sup> grade, students will...	Assessment/Resources
										MN 6.1.1.3.1	Melody Harmony	Analyze the melody and harmony of music	Students can develop an appropriate chordal accompaniment for a song, or create their own harmony line.
										MN 6.1.1.3.1 6.1.1.3.2	Rhythm	Analyze the rhythms of music	<ol style="list-style-type: none"> <li>1. Students can take rhythmic dictation using correct rhythmic notation</li> <li>2. Students can correctly label rhythmic notation</li> <li>3. Students can determine the time signature of a song they are listening to</li> </ol>
										MN 6.1.1.3.1	Dynamics	Add interpretive dynamics to their music	Students demonstrate dynamic contrast and the use of crescendos and decrescendos to create movement and interest throughout the music
										MN 6.1.1.3.1	Tone Color	Students will be able to recognize, describe, and demonstrate differences in tone color.	light, heavy, reedy, brassy, dark, bright, airy, plus additional words to describe or demonstrate timbre, etc.

P	K	1	2	3	4	5	6	7	8	Citation	Element	Outcome - By the end of 8 <sup>th</sup> grade, students will...	Assessment/Resources
										MN 6.1.1.3.1 6.1.1.3.2 6.1.1.3.3	Texture	Recognize, describe, and demonstrate differences in musical texture.	Monophonic (one melody, solo) Homophonic (one main melody) Polyphonic (many simultaneous melodies, counterpoint) Heterophonic (chaos-unrelated melodies) Dense, full, thick, fat – light, open, spare, thin. Simple – complex.
										MN 6.1.1.3.1 6.1.1.3.2 6.1.1.3.3	Form	Recognize, describe, and demonstrate different musical forms.	Canon / Round, Theme and Variations, Rondo form, Sonata form, Psalm, Symphony, Chorale, etc.

### **Correlating MN Standards**

#### 6th-8th grade

- MN Standard 6.1.1.3.1 Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts
- MN Standard 6.1.1.3.2 Analyze how the elements of music and related concepts such as articulation and major/minor and fugue are used in the performance, creation, or response to music.
- MN Standard 6.1.1.3.3 Describe the characteristics of a variety of genres and musical styles such as electronic, jazz, opera and gamelan

**3. Artistic Foundations: Subset 2-** *Demonstrate knowledge and use of technical skills of the art form, integrating technology when applicable.*

P	K	1	2	3	4	5	6	7	8	Citation	Element	Outcome - By the end of 8 <sup>th</sup> grade, students will...	Assessment/Resources
										MN 0.1.2.3.2 4.1.2.3.2	Perform	Sing and play with accurate pitch (Tuneful)	Echo songs/ fragment singing 1. Whole group echo 2. Small group echo 3. Solo echo (assess)
										MN 0.1.2.3.2 4.1.2.3.2	Perform	Sing and play with accurate rhythm (Beat-ful)	While listening to music alone and in a small group/ensemble. While performing music alone and in a small group/ensemble.
										MN 0.1.2.3.2 4.1.2.3.2	Perform	Sing and play with expressive intent (Art-ful)	For example, teachers use the whole song method to develop expressivity: Students listen as the teacher sings the song expressively several times before singing or playing it themselves. Possible resource: Story songs, simple songs, singing games
										MN 0.1.2.3.1 4.1.2.3.1 6.1.2.3.1	Melody	Identify tone set: do, re, mi in F major	Decode aural examples into solfege as a class, assessing individually Decode written examples into solfege as a class, assessing individually Do, Re, Mi first; eventually adding so and la* Identify absolute pitches in the keys of F, G and D Major
									Identify tone set: do, re, mi so* in F major and G major				

P	K	1	2	3	4	5	6	7	8	Citation	Element	Outcome - By the end of 8 <sup>th</sup> grade, students will...	Assessment/Resources			
										MN 0.1.2.3.1 4.1.2.3.1 6.1.2.3.1	Rhythm	Explore and identify in 2/4 time: Quarter rest	Individually and as a class, Decode aural examples into known rhythm syllables  Individually and as a class, Decode written examples into known rhythm syllables  Individually and as a class, Name the note lengths and associated notation and syllables			
									Explore and identify in 2/4 time: Half note							
									Explore and identify in 6/8 time: Dotted quarter rest							
									Explore and identify in 6/8 time: Dotted half note							
										MN 0.1.2.3.1 4.1.2.3.1 6.1.2.3.1	Melody	Identify tone set: do, re, mi, so, la* in F Major, G Major and D Major	Do, Re, Mi first; eventually adding so and la* Decode written examples into solfege individually and as a class. "do" can be on a line or a space (when learning F and G major keys)			
														Melody/Rhythm	Name the note lengths and associated notation and syllables	Notation Symbol charts, worksheets
														Melody	Decode aural examples into solfege	Aural Dictation Examples
											Rhythm	Decode aural examples into known rhythm syllables.	Melodic Dictation Examples			
										MN 0.1.2.3.1 4.1.2.3.1 6.1.2.3.1	Rhythm	Explore and identify in 6/8 time: eighth/quarter note	Individually and as a class, Decode aural examples into known rhythm syllables			
													Individually and as a class, Decode written examples into known rhythm syllables			

P	K	1	2	3	4	5	6	7	8	Citation	Element	Outcome - By the end of 8 <sup>th</sup> grade, students will...	Assessment/Resources
										MN 4.1.2.3.2	Perform	Demonstrate a developing intrinsic understanding of singing and playing with proper posture, breathing, and technique	Students sit up straight at the edge of their chairs, or stand up straight with feet hip-distance apart so that the students' breathing apparatus functions well. Proper technique for singing includes the use of head voice vs. chest voice. Using Resonance centers, in the Head, Throat (Voice) and Chest. Proper technique while playing instruments includes rest position, ready position, playing position, and keeping the proper curve in the fingers.
										MN 6.1.2.3.2	Perform	Demonstrate advanced accuracy and ability when singing or playing alone and in a group.	Students will perform solos, and in small groups, as well as in a choir, band, or orchestra to experience two- and three-part harmony and listening around within an ensemble.
										MN 6.1.2.3.2	Perform	Use musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation	

*\*Melodic and rhythmic sequences taken from the research of Dr. John Feierabend, adapting the methods developed by Zoltan Kodaly for use with authentic North American folk songs. That said, materials used should reflect the cultural and ethnic backgrounds of the student population being taught.*

## **Correlating MN Standards:**

### **Preschool - 3rd Grade:**

- MN Standard 0.1.2.3.1 Read and notate music using a system of notation such as solfege, numbers or symbols
- MN Standard 0.1.2.3.2 Sing and play with accurate pitch, rhythm and expressive intent.

### **4th-5th Grade:**

- MN Standard 4.1.2.3.1 Read and notate music using MN Standard notation such as quarter, half and eighth notes and rests, the lines and spaces of the treble clef, and time signatures
- MN Standard 4.1.2.3.2 Sing and play alone and in a group demonstrating proper posture, breathing, technique, age-appropriate tone quality and expressive intent.

### **6th-8th Grade:**

- MN Standard 6.1.2.3.1 Read and notate music using MN Standard notation such as dotted rhythms, clefs, mixed meters and multipart scores, with or without the use of notation software.
- MN Standard 6.1.2.3.2 Sing alone and in a group (two- and three-part harmony) or play an instrument alone and in a group using musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation.

**4. Artistic Standards: Subset 3-** *Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.*

P	K	1	2	3	4	5	6	7	8	Citation	Element	Outcome - By the end of 5 <sup>th</sup> grade, students will...	Assessment/Resources
Identify				Describe		Compare							
										MN 0.1.3.3.1 4.1.3.3.1 6.1.3.3.1	North American Folk Music <ul style="list-style-type: none"> <li>• Primary source materials for Pre-3</li> <li>• Contrast with other genres more frequently as students get older</li> </ul>	Identify, describe and compare based on grade level	Musicplay Curriculum (Denise Gagne) First Steps in Music for Preschool and Beyond (John Feierabend) Shape Note Singing Various resources including old music textbooks, materials from John Feierabend,
										MN 0.1.3.3.1 4.1.3.3.1 6.1.3.3.1	Latin American Folk Music <ul style="list-style-type: none"> <li>• Make sure to include every May in connection to Cinco de Mayo</li> </ul>	Identify, describe and compare based on grade level	Church Hymnals Mariachi Singing/Folk songs Caribbean Dance/Folk songs Various resources including old music textbooks
										MN 0.1.3.3.1 4.1.3.3.1 6.1.3.3.1	African American Folk Music/ Spirituals <ul style="list-style-type: none"> <li>• Make sure to include some spirituals each February during Black History Month</li> </ul>	Identify, describe and compare based on grade level	Church Hymnals Gospel Songs - Background and Form <ul style="list-style-type: none"> <li>- for Gospel music, use Thomas Andrew Dorsey Compositions</li> </ul> Slavery Songs - Background and Form Aural Development through Rote singing Various resources including old music textbooks

P	K	1	2	3	4	5	6	7	8	Citation	Element	Outcome - By the end of 5 <sup>th</sup> grade, students will...	Assessment/Resources
Identify					Describe		Compare						
										MN 0.1.3.3.1 4.1.3.3.1 6.1.3.3.1	Native American/ American Indian/ Tribal music	Identify, describe and compare based on grade level	Compare/Contrast Native American Tonal system, to Western Music Tonal system Contact Local Tribal Communities PowWow Opportunities Various resources including old music textbooks
										MN 0.1.3.3.1 4.1.3.3.1 6.1.3.3.1	Composed music from Europe	Identify, describe and compare based on grade level	Music listening programs Keeping the Beat ( John Feierabend) Classical music and Romantic Music Opera through the Eras of Music
										MN 0.1.3.3.1 4.1.3.3.1 6.1.3.3.1	Composed and arranged instrumental music from the United States of America, early and modern, including Jazz	Identify, describe and compare based on grade level	Lindsey Sterling (hip hop violin) - Online Video recordings The Piano Guys (cello/piano) Music listening programs- MusicBee, MediaMonkey, AIMP, Free Music players Various resources including music textbooks
										MN 0.1.3.3.1 4.1.3.3.1 6.1.3.3.1	A 'Capella Composed and arranged Early and modern	Identify, describe and compare based on grade level	Rote Singing, Shape Note Singing, Pentatonix, Home Free, Yale Spizzwinks Tallis Singers, King Singers, Monteverdi Choir

P	K	1	2	3	4	5	6	7	8	Citation	Element	Outcome- By the end of 8th grade...	Assessment/Resources
Identify					Describe		Compare						
										MN 4.1.3.3.2 6.1.3.3.2	Ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	Identify, describe and compare	Connect with Classroom teachers on subject matter that pertains to Music Education. Connect Rhythmic Reading and Notation Learning to Math
										MN 4.1.3.3.2 6.1.3.3.2	Various uses of music in student's daily experiences and describe characteristics that make certain music suitable for each use	Identify, describe and compare	Church Hymnals Missals Mass Liturgy Gregorian Chant/ History of Mass Order

### **Correlating MN Standards**

#### **Preschool-3rd Grade**

- MN Standard 0.1.3.3.1 Identify the characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities.

#### **4th-5th Grades**

- MN Standard 4.1.3.3.1 Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities.
- MN Standard 4.1.3.3.2 Describe how music communicates meaning.

#### **6th-8th Grades**

- MN Standard 6.1.3.3.1 Compare and contrast the connections among works in music, their purposes and their personal, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.
- MN Standard 6.1.3.3.2 Analyze the meanings and functions of music.

**5. Artistic Process:** *Create or make in a variety of contexts in the arts area using the artistic foundations.*

P	K	1	2	3	4	5	6	7	8	Citation	Outcome- By the end of 8th grade...	Assessment/Resources
										MN 0.2.1.3.1 4.2.1.3.1 6.2.1.3.1	Improvise to express musical ideas (voice)	Arioso (sung conversations) 1. Neutral syllable 2. Familiar words and rhymes 3. Sing their own story/song
										MN 0.2.1.3.1 4.2.1.3.1 6.2.1.3.1	Improvise to express musical ideas (instrument)	Set them up for success by using melodic percussion with only a pentatonic scale available (Orff xylophone/metallophone, tone bells, desk bells, hand bells, or boomwhackers) 1. Large group 2. Small group 3. Solo
										MN 0.2.1.3.1 0.2.1.3.2 4.2.1.3.1 4.2.1.3.2 6.2.1.3.1 6.2.1.3.2 6.2.1.3.3	Compose to express musical ideas (voice or instrument)	Using iconic, or traditional notation, which they have already been introduced to, students will write a short (or long) piece that they and/or others can perform.  Younger students, or those in need of adaptations, may use video or audio recording devices to document their musical ideas instead of written notation.  Students can improvise the same style answers to given rhythmic and melodic questions Students can improvise simple rhythmic and melodic ostinato* accompaniments Students can improvise simple rhythmic variations and melodic embellishments on given pentatonic melodies Students can improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, sounds available in the classroom, body sounds, and sounds produced by electronic means.

## **Correlating MN Standards**

### **Preschool-3rd Grade**

- MN Standard 0.2.1.3.1 Improvise or compose to express musical ideas using the voice or an instrument.
- MN Standard 0.2.1.3.2 Revise a creation based on the feedback of others

### **4th-5th Grades**

- MN Standard 4.2.1.3.1 Improvise and compose rhythms, melodies, and accompaniments using voice or instruments to express a specific musical idea.
- MN Standard 4.2.1.3.2 Revise creative work based on the feedback of others and self-reflection.

### **6th-8th Grades**

- MN Standard 6.2.1.3.1 Improvise, compose or arrange a new musical composition using available technology to preserve the creation.
- MN Standard 6.2.1.3.2 Revise a musical composition, improvisation, or arrangement based on the feedback of others, self-reflection and artistic intent.
- MN Standard 6.2.1.3.3 Develop an artistic statement, including how audience and occasion influence creative choices.

**6. Artistic Process:** *Perform and present in a variety of contexts in the arts area using the artistic foundations.*

P	K	1	2	3	4	5	6	7	8	Citation	Outcome- By the end of 8th grade...	Assessment/Resources
										MN 0.3.1.3.1 0.3.1.3.2 4.3.1.3.2	Reflect on their own performance	Teacher uses guided questioning techniques to help students assess their performance 1. Aural/verbal reflection for younger students 2. Written reflection for older students of their Performances/Concerts
										MN 0.3.1.3.2 4.3.1.3.2 6.3.1.3.2	Reflect on the performance of others.	Teacher uses guided questioning techniques to help students assess the performance of others 1. Aural/verbal reflection for younger students 2. Written reflection for older students - Online Ensemble Performances, Choral, Instrumental
										MN 0.3.1.3.2 4.3.1.3.2 6.3.1.3.2 6.3.1.3.3	Demonstrate audience behavior appropriate for the context and style of music performed	Attend Concert Rehearsal/Outside performances

**Correlating MN Standards**

Preschool-3rd Grade

- MN Standard 0.3.1.3.1 Sing and play a varied repertoire that includes simple rhythms and melodies.
- MN Standard 0.3.1.3.2 Reflect on a performance based on the feedback of others.

4th-5th Grades:

- MN Standard 4.3.1.3.1 Sing alone and in groups such as rounds and part songs or play instruments alone and in a group.
- MN Standard 4.3.1.3.2 Revise performance based on the feedback of others and self-reflection.

6th-8th Grades:

- MN Standard 6.3.1.3.1 Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.
- MN Standard 6.3.1.3.2 Revise performance based on the feedback of others, self-reflection and artistic intent.
- MN Standard 6.3.1.3.3 Develop an artistic intent, including how audience and occasion impact performance choices.

**7. Artistic Process:** *Respond to or critique a variety of creations or performances using the artistic foundations.*

P	K	1	2	3	4	5	6	7	8	Citation	Outcome- By the end of 8th grade...	Suggested Assessment
										MN 0.4.1.3.1 4.4.1.3.1 6.4.1.3.1	Use appropriate vocabulary to describe a recording or performance they have seen and/or heard	<ol style="list-style-type: none"> <li>1. Aural/verbal or written responses to guided questioning.</li> <li>2. Use a Venn diagram to compare contrasting musical examples</li> </ol>
										MN 0.4.1.3.1 4.4.1.3.1 6.4.1.3.1	Move appropriately in response to varied musical examples.	<p>Students move slowly to slow music, quickly to faster music.</p> <p>Students can respond to higher and lower sounds through the level of their body movements.</p>
										MN 4.4.1.3.1 6.4.1.3.1	Demonstrate audience behavior appropriate for the context and style of music performed	Attend Concert Rehearsal/Outside performances

**Correlating MN Standards**

Preschool-3rd grade

- MN Standard 0.4.1.3.1 Compare and contrast the characteristics of a variety of musical works or performances.

4th-5th grades:

- MN Standard 4.4.1.3.1 Justify personal interpretations and reactions to a variety of musical works or performances.

6th-8th grades:

- MN Standard 6.4.1.3.1 Analyze and interpret a variety of musical works and performances using established criteria

**8. Christian Disciple:** *Recognize music as a reflection of God's beauty and the expression of one's soul*

P	K	1	2	3	4	5	6	7	8	Citation	Outcome: The student will	Activities/Assessments
											Look to Catholics who have used music to glorify God.	Seek the intercession of St. Cecelia, patron of musicians. Study the lives of Catholic composers and how they have contributed to the worship of God (i.e. St. Thomas Aquinas, Bach, Beethoven). Invite a local Catholic musician to your classroom.
											Experience how God's transcendental quality of beauty is physically manifest through music.	Play classical Catholic music in the context of prayer, incorporating Catholic art or architecture. Use beautiful religious music to supplement a religion lesson. Explore how harmony, melody, and rhythm reflect the order that God has built into creation.
											Grow in the virtue of faith through the experience of religious music.	Study the words of Catholic hymns that are catechetical in nature (i.e. Christmas hymns, Eucharistic hymns, Marian hymns). Express one's faith through the singing of hymns at Mass or in the classroom.
											Recognize that music is an expression of one's soul and that it can be used to promote or harm human dignity.	Differentiate between contemporary music that promotes human dignity and that which demeans human dignity. <ul style="list-style-type: none"> <li>Discuss how such music reflects the artist's understanding of the human person.</li> </ul>
											Manifest the beauty and truth of God to others through the use of music.	Provide a musical performance at a nursing home, preschool, homeless shelter, etc. Offer a presentation of classical religious music for your school. Compose a song or musical arrangement that makes God's love known to others.