

Catholic Identity Standards		
7.1 Catholic identity standards. The student understands and integrates the content of what is learned into their faith and daily life.*		
Ways to Grow	7.1(VL) S.K6 DS1(CNS)	display a sense of wonder and delight about the natural universe and its beauty *
	7.1(VL) S.K6 IS4(CNS)	give examples of the beauty evident in God's creation *
	7.1(VL) S.K6 GS1(CNS)	exhibit care and concern for each human person as an image and likeness of God *
	7.1(VL) H.K6 IS2(CNS)	describe the relationships, elements, underlying order, harmony, and meaning in God's creation *
	7.1(VL) H.K6 DS5(CNS)	justify the significance and impact of the Catholic Church throughout history *

Engage		7.2 Engage. The student engages in analysis and interpretation to understand artistic works.	
Tools to Know		Application	Supporting Standards - Instructional Focus
	Musical Sound	7.2A describe and analyze musical sound	7.2A.1 compare and contrast exemplary musical examples 7.2A.2 demonstrate knowledge of tonal and rhythmic musical elements using standard terminology 7.2A.3 describe musical elements of rhythm: whole notes, half notes; quarter notes; paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter: 2/4, 3/4, 4/4 and 6/8 7.2A.4 interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations
	Notation	7.2B utilize notation to read and write music	7.2B.1 interpret music symbols and terms referring to notation: fermata and coda; dynamics: pianissimo to fortissimo; tempi: andante, largo and adagio; articulations: accent, marcato, and previously known 7.2B.2 notate meter, rhythm, pitch, and dynamics using standard symbols 7.2B.3 create increasingly complex rhythmic phrases using known rhythms, melodic phrases, and pitches 7.2B.4 read music notation using appropriate cognitive and kinesthetic responses 7.2B.5 sight read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters: 2/4, 3/4 and 4/4

Connect		7.3 Connect. The student explains the development of music from a variety of perspectives.	
Tools to Know			
	History, Literature, Culture	7.3A examine music in relation to history and culture	7.3A.1 perform music representative of diverse cultures, including American and Texas heritage 7.3A.2 examine music representative of diverse genres, styles, periods, and cultures 7.3A.3 identify relationships of music content and processes to other academic disciplines 7.3A.4 describe music related vocations and avocations 7.3A.5 analyze ways copyright law awareness is important in daily life 7.3A.6 discuss how current developments in music reflect society in the local community and larger world
	Catholic Faith	7.3B describe ways in which music is integral to our worship of God	7.3B.1 describe the role of music in the liturgy 7.3B.2 describe the connection between music and faith 7.3B.3 connect hymn texts to sacred scripture 7.3B.4 apply sight reading skills to learning liturgical music 7.3B.5 connect hymn text to specific liturgical seasons 7.3B.6 identify styles of Chant and their evolution and uses 7.3B.7 describe the role of music within Church history

Perform		7.4 Perform. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups.	
Ways to Show			
	Sing and Play	7.4A perform a varied repertoire of music	7.4A.1 demonstrate characteristic vocal or instrumental timbre 7.4A.2 perform music demonstrating appropriate physical fundamental techniques 7.4A.3 perform independently and expressively with accurate intonation and rhythm 7.4A.4 perform independently and expressively, a varied repertoire of music representing various styles and cultures

Snapshot

Grade 7 Music

			7.4A.5 sight read with intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms
			7.5A.6 interpret music symbols and terms referring to notation: fermata and coda; keys; clefs; dynamics: pianissimo to fortissimo; tempi: andante, largo, and adagio; articulations: accent and mercato, when performing
	Create	7.4B create and perform new musical ideas	7.4B.1 use musical tools, including active listening to create and evaluate original works 7.4B.2 create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches

Respond		7.5 Respond. The student listens to, responds to, and evaluates music and musical performances.	
Ways to Show		7.5A demonstrate appropriate cognitive and kinesthetic responses to music and musical performances	7.5A.1 model appropriate audience etiquette 7.5A.2 demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening
	React		
	Apply Criteria	7.5B apply criteria to evaluate musical works	7.5B.1 identify and apply criteria for listening to and evaluating musical performance 7.5B.2 evaluate the quality and effectiveness of musical performances by comparing them to exemplary models