



# Diocese of Raleigh Catholic Schools

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## Fine Arts~Music Standards Diocese of Raleigh

May 2016

**THE DIOCESE OF RALEIGH  
MISSION OF THE CATHOLIC SCHOOLS**

The mission of the Diocese of Raleigh is to engage our school/preschool communities in creating a quality education within a Catholic environment that fosters the current and future development of the whole child.

**DIOCESE OF RALEIGH CATHOLIC SCHOOLS: A FOUNDATION FOR LIFE**

“School is one of the educational environments where one grows by learning how to live, how to become grown-up, mature men and women...Following what St. Ignatius teaches us, the main element in school is learning to be magnanimous...This means having a big heart, having a greatness of soul. It means having grand ideals, the desire to achieve great things in response to what God asks of us and, precisely because of this, doing everyday things, all our daily actions, commitments, and meetings with people well. [It means] doing the little everyday things with a big heart that is open to God and to others.” Pope Francis  
*{Excerpts from Pope Francis: Speech address on June 7, 2013 on the importance of Catholic education in schools in Italy and Albania in the Paul VI Audience Hall.}*

**FINE ARTS~MUSIC**

**Philosophy**

Providing opportunities for children to appreciate music in local, regional, and global contexts will enhance their abilities to also recognize music’s role in their personal and spiritual lives. Students will perform, improvise, compose, and critically evaluate the elements of music. By understanding the role of music in the Catholic religion, the students will become more prepared to participate fully in Liturgy. The Fine Arts - Music program seeks to enkindle students’ souls with the pure creative energy in all of life and instill confidence in the use of God given talents. When we open ourselves to all that has been offered to us, we open ourselves to God.

**PREFACE**

These guidelines contain three levels of goals:

Kindergarten - Grade 2

Grade 3 - Grade 5

Grade 6 - Grade 8

STRUCTURE  
Overarching Strands  
Achievement Standards  
Grade Level Goals

**Overarching Strands:**

Music Literacy [ML]

- Students will identify and apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. They will recognize symbols, interpret patterns, and perform with an appropriate level of accuracy.

Musical Response [MR]

- Students will understand and respond to different elements of music performances. They will achieve this by recognizing that music is performed in a variety of settings and for a variety of purposes. The skills of classifying, illustrating, interpreting, and demonstrating allow students to express themselves authentically using the talents and gifts God has given them.

Musical Connections [MC]

- Students will understand global, historical, interdisciplinary, and 21st century connections with music and our Faith. They will understand the relationships between music and concepts from other content areas. Students will use music to illustrate how people express themselves differently and compare music representing the heritage, customs and traditions of various cultures.

**Curriculum aligned to North Carolina Essential Standards and infused with standards from the National Association of Music Educators (NAfME).**

Universal Design for Learning (UDL)

Along with Overarching Strands and Achievement Standards, you will find Grade Level Goals. The purpose of UDL curricula is not simply to help students master a specific body of knowledge or a specific set of skills, but to help them master learning itself - to become expert learners. Using UDL allows teachers to remove potential barriers that could prevent learners from meeting this important goal.

Curriculum Revision Team:

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- Ann Smith, Immaculata Catholic School - Durham
- William Southerland, The Franciscan School - Raleigh
- Kimberly Browning, Assistant Superintendent

	<b>Strand Musical Literacy</b>	<b>K-2</b>
<b>Achievement Standard</b> <b>ML.1: Identify and apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.</b>		
<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>
K.ML 1.1 Demonstrate proper technique when singing and playing a variety of music.	1.ML 1.1 Demonstrate proper technique when singing and playing a variety of music.	2.ML 1.1 Determine strategies to improve musical technique when singing and playing instruments.
K.ML 1.2 Use accurate pitch to imitate two-pitch melodic patterns.	1.ML 1.2 Use accurate pitch to imitate three-pitch melodic patterns.	2.ML 1.2 Use accurate pitch to sing three-pitch patterns.
K.ML 1.3 Execute simple rhythms using body, instruments or voice.	1.ML 1.3 Execute simple rhythms using body, instruments or voice	2.ML 1.3 Execute extended rhythmic patterns using body, instruments or voice.
K.M 1.4 Recognize the basic elements of music.	1.ML 1.4 Apply changes in dynamics and tempo when singing and playing music.	2.ML 1.4 Apply changes in dynamics, tempo, melody and form.
<b>Achievement Standard</b> <b>ML.2: Interpret the symbols of musical notation.</b>		
K.ML 2.1 Interpret iconic symbols for rhythm patterns using quarter notes and quarter rests.	1.ML 2.1 Interpret rhythm patterns that use iconic or standard notation for quarter notes, quarter rests, and beamed eighth notes.	2.ML 2.1 Interpret rhythm patterns using standard notation for half and quarter notes, half and quarter rests and beamed eighth notes.

K.ML 2.2 Recognize iconic symbols for at least two pitches .	1.ML 2.2 Perform from notation three-pitch songs with voice and/or instruments.	2.ML 2.2 Interpret traditional notation to perform three or four pitch songs with voice and/or pitched instruments.
K.ML 2.3 Identify by sound quarter notes and quarter rest durations.	1.ML 2.3 Use iconic symbols to notate quarter notes, quarter rests and beamed eighth notes.	2.ML 2.3 Use standard notation to notate half and quarter notes, rests and beamed eighth notes.
<b>Achievement Standard</b>		
<b>ML.3: Create music using a variety of sound and notational sources.</b>		
K.ML 3.1 Improvise one-phrase responses using two different pitches.	1.ML 3.1 Improvise two-phrase melodies using three pitches.	2. ML 3.1 Improvise simple rhythmic and melodic variations on familiar melodies.
K.M . 3.2 Use vocal and/or instrumental sounds to accompany readings, stories or dramatizations.	1.ML 3.2 Select a variety of traditional and non-traditional sound sources to accompany readings, stories or dramatizations.	2. ML 3.2 Create extended rhythmic patterns over a steady beat.
K.ML 3.3 Create patterns that illustrate a steady beat.	1.ML 3.3 Use iconic notation to compose simple rhythm patterns consisting of quarter notes, beamed eighth notes and quarter rest durations.	2. ML 3.3 Create rhythmic patterns using half and quarter notes and rests, and beamed eighth notes in duple and triple meter.

	<b>Strand Musical Response</b>	<b>K-2</b>
<b>Achievement Standard</b> <b>MR.1: Understand and respond to different elements of music performances.</b>		
<b>Kindergarten</b>	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
K.MR 1.1 Use singing, playing and movement to respond to a variety of musical ideas.	1.MR 1.1 Use purposeful movement to respond to prominent music characteristics (such as patterns in rhythm, melodic contour, dynamics and form).	2.MR 1.1 Illustrate prominent musical characteristics or specific musical events while listening to and/or performing music.
K.MR 1.2 Recognize contrasts in music, such as high/low pitch, loud/soft dynamics, fast/slow tempo and same/different sections of music.	1.MR 1.2 Recognize melodic patterns, rhythmic patterns, dynamics and forms when presented aurally.	2.MR 1.2 Illustrate melodic patterns, dynamics and forms.
K.MR 1.3 Recognize that music is performed in a variety of settings and for a variety of purposes.	1.MR 1.3 Compare appropriate behaviors for different types of music performances.	2.MR 1.3 Illustrate audience and participant behavior appropriate for the purpose and setting that music is performed.
K.MR 1.4 Classify sound sources as musical or environmental.	1.MR 1.4 Classify timbre by pitched and unpitched instruments and sounds.	2.MR 1.4 Differentiate various instruments based on how their sounds are produced.
K.MR 1.5 Produce various vocal timbres (whispering, speaking, singing and shouting)	1.MR 1.5 Differentiate between head voice and chest voice.	2.MR 1.5 Demonstrate when singing appropriate use of head voice and chest voice.

**Achievement Standard**

**MR. 2: Understand the role of music within the Roman Catholic Mass and be able to participate in Mass by means of Music.**

K. MR 2.1 Respond appropriately to a variety of hymns and spiritual songs.	1.MR 2.1 Recognize the role of the Cantor in liturgical singing.	2. MR 2.1 Recognize the role of the cantor, choir and assembly in liturgical singing.
K .MR 2.2 Participate in singing and/or playing songs, hymns or responses used in liturgy.	1.MR 2.2 Participate in singing and/or playing songs hymns or responses used in liturgy.	2.MR 2.2 Participate in singing and/or playing songs hymns or responses used in liturgy.

	<b>Strand Musical Connections</b>	<b>K-2</b>
<b>Achievement Standard</b> <b>MC.1: Understand global, historical, interdisciplinary, and 21st century connections with music and our Faith.</b>		
<b>Kindergarten</b>	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
K.MC 1.1 Use music to illustrate how people express themselves differently.	1.MC 1.1 Recognize how music is used in customs and traditions of various cultures.	2.MC 1.1 Compare music representing the heritage, customs and traditions of various cultures.
K.MC. 1.2 Recognize the relationships between music and concepts from other content areas.	1.MC 1.2 Understand the relationship between music and concepts from other content areas.	2.MC 1.2 Understand the relationship between music and concepts from other content areas.



	<b>Strand Musical Literacy</b>	<b>3-5</b>
<b>Achievement Standard ML.1: Identify and apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.</b>		
<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
3.ML 1.1 Implement elemental changes, including dynamics, tempo, and timbre when singing or playing music.	4.ML 1.1 Use expression when singing or playing music.	5.ML 1.1 Illustrate independence and accuracy while singing and playing instruments in an ensemble.
3.ML 1.2 Perform with accuracy major scale tones using the voice.	4.ML 1.2 Execute vocal ostinatos, partner songs, counter-melodies and rounds in two or more parts.	5.ML 1.2 Illustrate blending vocal timbres, matching dynamic levels and responding to the gestures of a conductor while singing in groups.
3.ML 1.3 Perform rhythmic and melodic patterns accurately and independently on classroom instruments.	4.ML 1.3 Perform melodic movement of simple melodies by singing and/or playing instruments.	5.ML 1.3 Use classroom instruments to perform rhythmic, melodic and chordal patterns accurately and independently.
<b>Achievement Standard ML.2: Interpret the symbols of musical notation.</b>		
3.ML 2.1 Show understanding of rhythm patterns in 3/4 and 4/4 time signatures.	4.ML 2.1 Interpret rhythm patterns that include: whole, half, dotted half, quarter and eighth notes/rests in 2/4, 3/4 and 4/4 meter.	5.ML 2.1 Interpret rhythm patterns that include: whole, half, dotted half, quarter, eighth and sixteenth notes/rests in 2/4, 3/4, 4/4 and 6/8 meter.

3.ML 2.2 Show understanding of the major scale by use of the voice and/or instruments.	4.ML 2.2 Interpret through voice and/or instruments simple pitch notation in the treble clef in major key signatures.	5.ML 2.2 Recognize pitches on the appropriate staff, including ledger lines, in order to understand the continuum of standard pitch notation.
3.ML 2.3 Recognize symbols and terms for dynamics, tempo and articulation.	4.ML 2.3 Show understanding of music symbols and terms for dynamics, tempo and articulation while performing music.	5.ML 2.3 Apply understanding of music symbols and terms for dynamics, tempo, articulation, rhythm, meter and pitch when reading and notating music.
3.ML 2.4 Use standard symbols to notate rhythm and pitch.	4.ML 2.4 Use music symbols to notate rhythm, pitch, meter and dynamics in simple patterns.	5.ML 2.4 Use music symbols to notate rhythm, meter, pitch and dynamics.
<p><b>Achievement Standard</b>  <b>ML.3: Create music using a variety of sound and notational sources.</b></p>		
3.ML 3.1 Create rhythmic and melodic ostinato accompaniments.	4.ML 3.1 Create stylistically appropriate answers to given rhythmic and melodic phrases.	5.ML 3.1 Create short songs and instrumental pieces, using a variety of sound sources.
3.ML 3.2 Create soundscapes by using various sound sources.	4.ML 3.2 Create compositions and arrangements using a variety of traditional and non-traditional sound sources.	5.ML 3.2 Create compositions and arrangements within specified guidelines.
3.ML 3.3 Create developmentally appropriate rhythmic compositions which include the use of a variety of note and rest durations.	4.ML 3.3 Create developmentally appropriate rhythmic compositions which include the use of a variety of note and rest durations.	5.ML 3.3 Create developmentally appropriate rhythmic compositions which include the use of a variety of note and rest durations.

	<b>Strand Musical Response</b>	<b>3-5</b>
<b>Achievement Standard MR.1: Understand and respond to different elements of musical performances.</b>		
<b>3rd Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
3.MR 1.1 Respond appropriately to conducting gestures for meter, tempo and dynamics.	4.MR 1.1 Demonstrate appropriate conducting gestures for meter, tempo and dynamics.	5.MR 1.1 Interpret through instruments and/or voice the gestures of the conducting, including meter, tempo, dynamics, entrances, cut-offs and phrasing, when singing and playing music.
3.MR 1.2 Use musical terminology when describing music presented aurally.	4.MR 1.2 Express personal preferences using appropriate music terminology.	5.MR 1.2 Explain music using appropriate music terminology, including notation, instruments, voices and performances.
3.MR 1.3 Discuss criteria to evaluate music.	4.MR 1.3 Design a set of criteria for evaluating music performances.	5.MR 1.3 Utilize determined set of criteria for evaluating music performances.
3.MR 1.4 Identify the sounds (timbre) of a variety of instruments and voices.	4.MR 1.4 Classify instruments into Western orchestral families of wind, string, percussion and brass.	5.MR 1.4 Classify classroom, Western orchestral and world instruments into categories based on how their sounds are produced.

**Achievement Standard**

**MR.2: Understand the role of music within the Roman Catholic Mass and be able to participate in Mass by means of music.**

3.MR 2.1 Understand and perform the role of the assembly in singing at Mass with the school community.	4.MR 2.1 Understand and perform the role of the assembly in singing at Mass with the school community.	5.MR 2.1 Understand and perform the role of the assembly in singing at Mass with the school community.
3.MR 2.2 Understand the role of and respond to gestures of the Cantor in liturgical settings.	4.MR 2.2 Understand the role of and respond to gestures of the Cantor in liturgical settings.	5.MR 2.2 Understand the role of and respond to gestures of the Cantor in liturgical settings.
3.MR 2.3 Recognize resources for liturgical music such as hymnals, worship aides, and octavos.	4.MR 2.3 Understand and practice using resources for liturgical music such as hymnals, worship aides, and octavos.	5.MR 2.3 Understand and practice using resources for liturgical music such as hymnals, worship aides, and octavos.
3.MR 2.4 Practice performing the role of cantor, choir, or instrumentalist in classroom settings.	4.MR 2.4 If possible within the school community, perform the roles of cantor, choir, or instrumentalist at school Masses.	5.MR 2.4 If possible within the school community, perform the roles of cantor, choir, or instrumentalist at school Masses.

	<b>Strand Musical Connections</b>	<b>3-5</b>
<b>Achievement Standard</b>		
<b>MC.1: Understand global, historical, interdisciplinary, and 21st Century connections with music and our Faith.</b>		
<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
3.MC 1.1 Explain how music is used for artistic expression within the local community.	4.MC 1.1 Understand how music is affected and reflected in the culture, traditions and history of North Carolina.	5.MC 1.1 Understand how music has affected and is reflected in the culture, traditions and history of the United States.
3.MC 1.2 Understand the relationships between music and concepts from other content areas.	4.MC 1.2 Understand the relationships between music and concepts from other content areas.	5.MC 1.2 Understand the relationships between music and concepts from other content areas.

	<b>Strand Musical Literacy</b>	<b>6-8</b>
<b>Achievement Standard</b> <b>ML.1: Identify and apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.</b>		
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
6.ML 1.1 Understand and demonstrate beautiful tone when performing music.	7.ML 1.1 Understand and demonstrate beautiful tone and accurate pitch when performing music.	8.ML 1.1 Understand and demonstrate varied styles of tone and pitch performing music alone and in groups.
6.ML 1.2 Understand and apply the expressive elements such as dynamics when singing or playing music.	7.ML 1.2 Understand and apply the expressive elements such as dynamics, accents, and interpretation when singing or playing music.	8.ML 1.2 Understand and apply the expressive elements such as dynamics, timbre, blending, and phrasing when singing or playing music.
<b>Achievement Standard</b> <b>ML.2: Interpret the symbols of musical notation.</b>		
6.ML 2.1 Recognize appropriate standard rhythmic notation in a variety of meters.	7.ML 2.1 Recognize appropriate standard rhythmic notation in a variety of meters.	8.ML 2.1 Recognize appropriate standard rhythmic notation in a variety of meters.
6.ML 2.2 Interpret and perform music from standard notation symbols for pitch.	7.ML 2.2 Interpret and perform music from standard notation symbols for pitch in an appropriate clef.	8.ML 2.2 Interpret and perform music from standard notation symbols for pitch in different clefs.

6.ML 2.3 Recognize and interpret standard notation symbols for expressive elements such as dynamics.	7.ML 2.3 Recognize and apply standard notation symbols for expressive elements such as dynamics, tempo, and articulation.	8.ML 2.3 Use standard notation symbols for expressive elements such as dynamics, tempo, and articulation to notate musical ideas.
6.ML 2.4 Sight-read basic melodic notation.	7.ML 2.4 Sight-read melodic notation in simple major and minor keys.	8.ML 2.4 Sight-read melodic notation in various major and minor keys.
<b>Achievement Standard</b> <b>ML.3: Create music using a variety of sound and notational sources.</b>		
6.ML 3.1 Produce short rhythmic and melodic improvisations using different sound sources.	7.ML 3.1 Produce and perform short rhythmic and melodic improvisations using appropriate instruments or voice.	8.ML 3.1 Produce and perform short rhythmic and melodic improvisations using pentatonic and major scales.
6.ML 3.2 Construct arrangements of simple pieces for voices or instruments.	7.ML 3.2 Construct arrangements of simple pieces for various instruments in different musical genres and historical styles.	8.ML 3.2 Construct arrangements of simple pieces for various instruments in different musical genres and historical styles using specified guidelines.

	<b>Strand Musical Response</b>	<b>6-8</b>
<b>Achievement Standard MR.1: Understand and respond to the different elements of musical performances.</b>		
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
6.MR 1.1 Interpret the gestures of a conductor when performing music.	7.MR 1.1 Interpret the gestures of a conductor when performing music.	8.MR 1.1 Interpret the gestures of a conductor when performing music.
6.MR 1.2 Aurally analyze music and describe its basic musical elements.	7.MR 1.2 Aurally analyze music from a range of genres and styles, using appropriate musical terminology.	8.MR 1.2 Aurally analyze music from a range of genres and styles and identify musical elements like chord structure and form, using appropriate musical terminology.
6.MR.1.3 Establish criteria for evaluating musical performances and apply that criteria in music listening.	7.MR 1.3 Establish criteria for evaluating musical performances in different styles and apply that criteria in music listening.	8.MR 1.3 Evaluate musical performances using an established rubric and analyze specific criteria.
<b>Achievement Standard MR.2: Understand the role of music within the Roman Catholic Mass and be able to participate in Mass by means of music.</b>		
6.MR 2.1 Understand and perform the role of the assembly in singing at Mass with the school community.	7.MR 2.1 Understand and perform the role of the assembly in singing at Mass with the school community.	8.MR 2.1 Understand and perform the role of the assembly in singing at Mass with the school community.



<p>6.MR 2.2 Understand the role of and respond to gestures of the Cantor in liturgical settings.</p>	<p>7.MR 2.2 Understand the role of and respond to gestures of the Cantor in liturgical settings.</p>	<p>8.MR 2.2 Understand the role of and respond to gestures of the Cantor in liturgical settings.</p>
<p>6.MR 2.3 Understand and practice using resources for liturgical music such as hymnals, worship aides, and octavos.</p>	<p>7.MR 2.3 Understand and practice using resources for liturgical music such as hymnals, worship aides, and octavos.</p>	<p>8.MR 2.3 Understand and practice using resources for liturgical music such as hymnals, worship aides, and octavos.</p>
<p>6.MR 2.4 If possible within the school community, perform the roles of cantor, choir, or instrumentalist at school Masses.</p>	<p>7.MR 2.4 If possible within the school community, perform the roles of cantor, choir, or instrumentalist at school Masses.</p>	<p>8.MR 2.4 If possible within the school community, perform the roles of cantor, choir, or instrumentalist at school Masses.</p>

	<b>Strand Musical Connections</b>	<b>6-8</b>
<b>Achievement Standard</b> <b>MC.1: Understand global, historical, interdisciplinary, and 21st century connections with music and our Faith.</b>		
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
6.MC 1.1 Understand music in relationship to the geography, history and culture of world civilizations.	7.MC 1.1 Understand music in relationship to the geography, history and culture of world civilizations.	8.MC 1.1 Understand music in relationship to the geography, history and culture of world civilizations.
6.MC 1.2 Understand the relationships between music and concepts from other content areas.	7.MC 1.2 Understand the relationships between music and concepts from other content areas.	8.MC 1.2 Understand the relationships between music and concepts from other content areas.
6.MC 1.3 Identify and discuss potential health issues for musicians.	7.MC 1.3 Identify and discuss careers for musicians and conditions in which music is performed.	8.MC 1.3 Identify and discuss laws regarding proper access, use, and protection of music as an intellectual property.

Diocese of Raleigh Music Curriculum Scope and Sequence - **Kindergarten**

	<b>Singing/Speaking</b>	<b>Playing</b>	<b>Creating</b>	<b>Literacy</b>	<b>Analyze</b>	<b>Vocabulary</b>
<b>Melody</b>	<b>So Mi</b>					
	<ul style="list-style-type: none"> <li>• Two-pitch melodies</li> <li>• Product correct vocal technique: whisper, speaking, singing, calling</li> </ul>		<ul style="list-style-type: none"> <li>• Simple Melodies</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret Icons</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to musical ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Higher/Lower</li> <li>• Speaking</li> <li>• Singing</li> <li>• Calling</li> <li>• Whispering</li> <li>• Solo</li> <li>• Echo</li> </ul>
<b>Rhythm</b>	<b>Quarter Note/Rest, Eighth Note Pair</b>					
				<ul style="list-style-type: none"> <li>• Interpret representative symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Identify rhythmic patterns</li> <li>• Steady beat</li> </ul>	<ul style="list-style-type: none"> <li>• Beat</li> <li>• Longer/Shorter</li> <li>• Faster/Slower</li> <li>• Rest or Silent Beat</li> </ul>
<b>Harmony</b>	<ul style="list-style-type: none"> <li>• Songs with/without accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>• Body Percussion</li> <li>• Pitched/ Unpitched instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sound sources</li> </ul>	<ul style="list-style-type: none"> <li>• Unison singing alone and with accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>• Classify sound sources</li> </ul>	<ul style="list-style-type: none"> <li>• Shakers</li> <li>• Ringing sounds</li> <li>• Wood sounds</li> <li>• Drums</li> </ul>
<b>Form</b>	<ul style="list-style-type: none"> <li>• One-part songs</li> <li>• Songs with verses</li> <li>• Verse/Refrain</li> </ul>	<ul style="list-style-type: none"> <li>• Same/Different</li> </ul>	<ul style="list-style-type: none"> <li>• Create same/ different patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Icons for AB form</li> </ul>	<ul style="list-style-type: none"> <li>• Identify same or different</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> <li>• Different</li> </ul>
<b>Expression</b>	<ul style="list-style-type: none"> <li>• vocal timbres</li> <li>• Whisper</li> <li>• Speaking</li> <li>• Singing</li> <li>• Calling</li> </ul>	<ul style="list-style-type: none"> <li>• Use instruments to illustrate musical ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sound sources</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret iconic representations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify contrasts</li> <li>• Recognize differences in volume or speed</li> </ul>	<ul style="list-style-type: none"> <li>• Louder/Softer</li> <li>• Faster/Slower</li> </ul>
<b>Movement</b>	<ul style="list-style-type: none"> <li>• Use movement to show pitch/melody</li> <li>• Move to beat while singing</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare with body percussion</li> <li>• March/Walk/Skip to beat</li> </ul>	<ul style="list-style-type: none"> <li>• Movement to show musical ideas</li> </ul>	<ul style="list-style-type: none"> <li>• March</li> <li>• Sway</li> <li>• Run/Walk</li> <li>• Tip-toe</li> </ul>		<ul style="list-style-type: none"> <li>• Circle/Line</li> <li>• March</li> <li>• Sway</li> <li>• Run/Walk</li> <li>• Tip-toe</li> </ul>

Diocese of Raleigh Music Curriculum Scope and Sequence - **First Grade**  
New concepts in **bold**.

	<b>Singing/Speaking</b>	<b>Playing</b>	<b>Creating</b>	<b>Literacy</b>	<b>Analyze</b>	<b>Vocabulary</b>
<b>Melody</b>	<b>Mi So La</b>					
	<ul style="list-style-type: none"> <li>• Accurate use of singing voice</li> <li>• High &amp; Low</li> <li>• <b>Three-pitch melodic patterns</b></li> <li>• <b>Head / chest voice</b></li> <li>• <b>Step / Skip / Repeated Tone</b></li> </ul>	<ul style="list-style-type: none"> <li>• Higher/Lower</li> <li>• Three-pitch melodic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Improvise three pitch melodies</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Notate three pitch patterns using iconic notation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Icons for so,mi,la</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pitch</b></li> <li>• <b>Melody /Tune</b></li> </ul>
<b>Rhythm</b>	<b>Quarter note/rest, two eighths, <b>barline</b></b>					
	<ul style="list-style-type: none"> <li>• Rhythmic Speech</li> <li>• long/short</li> <li>• <b>1 and 2 sounds to beat</b></li> <li>• Silent beat</li> </ul>	<ul style="list-style-type: none"> <li>• Steady beat</li> <li>• <b>Rhythm patterns (quarter and eighths)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Icons to create rhythm patterns</b></li> <li>• Rhythmic patterns to suggest movement (walking, galloping, trotting)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Standard notation for rhythm ideas</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Iconic symbols to notate</b></li> </ul>	<ul style="list-style-type: none"> <li>• Long/Short</li> <li>• Beat</li> <li>• Rest (silent beat)</li> <li>• <b>Walk/Gallop</b></li> </ul>
<b>Harmony</b>	<ul style="list-style-type: none"> <li>• Sing songs with/without accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Bordun</b></li> <li>• <b>Body percussion/ Rhythmic ostinati</b></li> <li>• Pitched/Unpitched instruments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rhythmic ostinati accompaniment</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Singing alone or with accompaniment</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pitched/ Unpitched instruments and sounds</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Solo/Group</b></li> <li>• <b>Unison</b></li> <li>• <b>accompaniment</b></li> </ul>
<b>Form</b>	<ul style="list-style-type: none"> <li>• <b>Verse/Refrain, Call and Response /Cumulative songs</b></li> <li>• <b>Same /Different melodic patterns</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Apply classroom instruments to show same/different</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create same and different patterns</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Icons for AB/ABA forms</b></li> </ul>	<ul style="list-style-type: none"> <li>• Whole/Part</li> <li>• Phrase</li> <li>• <b>Identify same sections of music</b></li> </ul>	<ul style="list-style-type: none"> <li>• Same/Different</li> <li>• <b>Verse/Refrain</b></li> <li>• Echo</li> <li>• <b>Phrase</b></li> </ul>
<b>Expression</b>	<ul style="list-style-type: none"> <li>• Louder/Softer</li> <li>• Faster/Slower</li> <li>• Expressive Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Louder/Softer</li> <li>• Faster/Slower</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sound sources with stories</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respond to iconic and pictorial representations</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recognize contrasts in music</b></li> </ul>	<ul style="list-style-type: none"> <li>• Louder/Softer</li> <li>• Faster/Slower</li> </ul>
<b>Movement</b>	<ul style="list-style-type: none"> <li>• Levels to show melody/pitch</li> <li>• <b>Skip/Walk/Sway to beat while singing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Prepare with body percussion</li> <li>• <b>March/Walk/Skip/ Sway to beat</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create movements to illustrate musical ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Louder/Softer</li> <li>• Faster/Slower</li> <li>• Expressive Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to musical elements with movement</li> </ul>	<ul style="list-style-type: none"> <li>• Circle/Line</li> <li>• March</li> <li>• Sway</li> <li>• Run/Walk</li> <li>• Tip-toe</li> </ul>

Diocese of Raleigh Music Curriculum Scope and Sequence - **Second Grade**  
New concepts in **bold**.

	<b>Singing/Speaking</b>	<b>Playing</b>	<b>Creating</b>	<b>Literacy</b>	<b>Analyze</b>	<b>Vocabulary</b>
<b>Melody</b>	<b>Do Mi So La</b>					
	<ul style="list-style-type: none"> <li>• Accurate use of singing voice</li> <li>• <b>Four pitch melodies</b></li> <li>• head voice and chest voice</li> <li>• Step/Skip/Repeated Tone</li> </ul>	<ul style="list-style-type: none"> <li>• Higher/Lower</li> <li>• <b>Four pitch patterns</b></li> <li>• Step/Skip/Repeated Tone</li> <li>• Simple harmonic patterns (bourdons)</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise simple melodic variations</li> </ul>	<ul style="list-style-type: none"> <li>• Perform three or four pitch songs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use icons to notate three-pitch melodies</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pitch</li> <li>• Melody or Tune</li> <li>• <b>Skip/Step</b></li> <li>• <b>Repeated Tone</b></li> </ul>
<b>Rhythm</b>	<b>Quarter note/rest, two eighths, half note/rest, whole note/rest, barline</b>					
	<ul style="list-style-type: none"> <li>• Extended rhythms based on speech</li> <li>• Longer/Shorter</li> <li>• <b>Even/Uneven</b></li> </ul>	<ul style="list-style-type: none"> <li>• Steady Beat</li> <li>• <b>Duple/ Triple meter</b></li> <li>• Rhythm patterns based on 1 or 2 sounds to beat/ silent beat</li> <li>• <b>Accents</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Extended rhythmic patterns</b></li> <li>• <b>Patterns in duple/triple meter</b></li> </ul>	<ul style="list-style-type: none"> <li>• Interpret standard notation</li> <li>• Steady/Even walk/gallop</li> <li>• <b>Uneven trot</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use standard notation</li> <li>• <b>Duple/Triple meter</b></li> <li>• <b>Beat Groupings</b></li> </ul>	<ul style="list-style-type: none"> <li>• Longer/Shorter</li> <li>• Beat</li> <li>• Rest (silent beat)</li> <li>• <b>Quarter note/rest</b></li> <li>• <b>Eighth notes</b></li> <li>• <b>Half note/rest</b></li> <li>• <b>Whole note/rest</b></li> <li>• <b>Barline</b></li> <li>• <b>Even/Uneven</b></li> <li>• <b>Accent</b></li> </ul>
<b>Harmony</b>	<ul style="list-style-type: none"> <li>• Songs with/without accompaniment</li> <li>• <b>Canon/Rounds</b></li> <li>• Speech and/or melodic ostinati</li> </ul>	<ul style="list-style-type: none"> <li>• Body percussion/ rhythmic ostinati</li> <li>• <b>Bordun/ ostinato</b></li> <li>• Pitched/Unpitched instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Accompaniments to songs</li> <li>• Stories with sound sources</li> </ul>	<ul style="list-style-type: none"> <li>• Identify voices alone/with accompaniment</li> <li>• <b>Unison vs canon</b></li> </ul>		<ul style="list-style-type: none"> <li>• Accompaniment</li> <li>• <b>Unison</b></li> <li>• <b>Canon</b></li> </ul>
<b>Form</b>	<ul style="list-style-type: none"> <li>• call and response,</li> <li>• question-answer</li> <li>• <b>cumulative songs</b></li> <li>• <b>Recognize same sections</b></li> </ul>	<ul style="list-style-type: none"> <li>• Question-answer</li> <li>• <b>Introduction</b></li> <li>• <b>Interlude</b></li> <li>• <b>Coda</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create introduction, interlude, coda</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Repeat sign</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify same sections of music</li> <li>• <b>Describe contrasting sections</b></li> </ul>	<ul style="list-style-type: none"> <li>• Verse/Refrain</li> <li>• <b>Question/Answer</b></li> <li>• <b>Introduction</b></li> <li>• <b>Coda</b></li> <li>• Repeat</li> <li>• <b>AB, ABA form</b></li> </ul>
<b>Expression</b>	<ul style="list-style-type: none"> <li>• Louder/Softer</li> <li>• Faster/Slower</li> <li>• Expressive Speech</li> <li>• <b>Smooth/Detached</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Apply changes in tempo/ dynamics when playing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explore sound sources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respond to (f), (p), (rit) in a musical selection</b></li> <li>• <b>Identify and demonstrate legato and staccato</b></li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate elemental characteristics while listening/ performing</li> </ul>	<ul style="list-style-type: none"> <li>• Louder/Softer</li> <li>• Faster/Slower</li> <li>• <b>Smooth/Detached</b></li> <li>• <b>Legato/Staccato</b></li> <li>• <b>Tempo</b></li> <li>• <b>Dynamics</b></li> </ul>

<b>Movement</b>	<ul style="list-style-type: none"><li>• Show unison/canon while singing and/or listening.</li></ul>	<ul style="list-style-type: none"><li>• Use movement and/or body percussion to prepare for playing.</li></ul>	<ul style="list-style-type: none"><li>• Create movements to illustrate a variety of musical ideas.</li></ul>	<ul style="list-style-type: none"><li>• Respond to musical elements with movement.</li></ul>	<ul style="list-style-type: none"><li>• Use purposeful movement to respond to prominent musical characteristics.</li></ul>	<ul style="list-style-type: none"><li>• Self/Shared space</li><li>• Traveling/Stationary</li><li>• Circle/Line</li></ul>
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Diocese of Raleigh Music Curriculum Scope and Sequence - **Third Grade**  
New concepts in **bold**.

	<b>Singing/Speaking</b>	<b>Playing</b>	<b>Creating</b>	<b>Literacy</b>	<b>Analyze</b>	<b>Vocabulary</b>
<b>Melody</b>	<b>Sol, La, Do, Re, Mi, Sol, La, Do'</b>					
	<ul style="list-style-type: none"> <li>● Accurate use of singing voice</li> <li>● High &amp; Low</li> <li>● <b>Octave</b></li> <li>● Singing vs. speaking voice</li> <li>● Melodic patterns</li> <li>● Tonal Center</li> <li>● Steps, Skips &amp; Repeats</li> </ul>		<ul style="list-style-type: none"> <li>● Vocal Expression</li> <li>● Pitched vs. Unpitched</li> <li>● High &amp; Low</li> </ul>	<ul style="list-style-type: none"> <li>● Staff</li> <li>● Lines and spaces</li> <li>● Octave</li> </ul>	<ul style="list-style-type: none"> <li>● High &amp; Low</li> <li>● Three note melody</li> <li>● Octave</li> <li>● Major vs. Minor</li> </ul>	<ul style="list-style-type: none"> <li>● Pitch</li> <li>● Staff</li> <li>● Tonal Center</li> <li>● Pentatonic Scale</li> <li>● <b>Octave</b></li> </ul>
<b>Rhythm</b>	Quarter note/rest, two eighths, half note/rest, <b>dotted half note, 16th note cluster of 4, 8th notes cluster of 3, dotted quarter note</b> , whole note/rest, barline.					
	<ul style="list-style-type: none"> <li>● Rhythmic Speech</li> </ul>	<ul style="list-style-type: none"> <li>● Steady Beat</li> <li>● Long and Short</li> <li>● Walk/Jogging</li> <li>● Rhythm</li> <li>● Duple/Triple</li> </ul>	<ul style="list-style-type: none"> <li>● Long/Short</li> <li>● Walk/Jogging</li> <li>● Language and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>● Dotted rhythm and language</li> <li>● Tie</li> <li>● Measure</li> <li>● Barline</li> </ul>	<ul style="list-style-type: none"> <li>● Beat</li> <li>● Beat vs. Rhythm</li> <li>● Duple/Triple</li> </ul>	<ul style="list-style-type: none"> <li>● All known rhythms</li> <li>● Measure</li> <li>● Barline</li> </ul>
<b>Harmony</b>	<ul style="list-style-type: none"> <li>● Song Ostinati</li> <li>● Poetry Ostinati</li> <li>● Partner songs/poems</li> <li>● Cannon/Rounds</li> <li>● <b>Intervals (2nds, 3rds, 5th)</b></li> <li>● <b>Melodic</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Interval (2nds, 3rds, 5ths)</b></li> <li>● <b>Melodic</b></li> <li>● <b>Harmonic</b></li> <li>● Rhythmic Ostinati accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>● Quarter Note Ostinati</li> <li>● Rhythmic Ostinati accompaniment</li> </ul>		<ul style="list-style-type: none"> <li>● Melody alone vs. Melody accompanied</li> <li>● cannon/rounds</li> </ul>	<ul style="list-style-type: none"> <li>● Melody</li> <li>● <b>Interval</b></li> <li>● <b>Seconds</b></li> <li>● <b>Thirds</b></li> <li>● <b>Fifths</b></li> <li>● Cannon</li> <li>● Round</li> </ul>
<b>Form</b>			<ul style="list-style-type: none"> <li>● Melodies and Rhythms using elemental forms</li> </ul>	<ul style="list-style-type: none"> <li>● 1st and 2nd ending</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Basic Forms (AB, ABA)</li> <li>● Phrases</li> <li>● Piano/Forte</li> <li>● Verse/Refrain</li> </ul>	<ul style="list-style-type: none"> <li>● Form</li> <li>● Phrase</li> <li>● Repeat Sign</li> <li>● Verse</li> <li>● Refrain</li> <li>● 1st/2nd ending</li> </ul>
<b>Expression</b>	<ul style="list-style-type: none"> <li>● Loud and Soft</li> <li>● Fast and Slow</li> <li>● Expressive Speech</li> </ul>	<ul style="list-style-type: none"> <li>● Loud and Soft</li> <li>● Fast and Slow</li> <li>● High and Low</li> </ul>	<ul style="list-style-type: none"> <li>● Explore Sound Sources</li> <li>● Pitched</li> <li>● Unpitched</li> </ul>		<ul style="list-style-type: none"> <li>● Loud/Soft</li> <li>● Fast/Slow</li> <li>● High/Low</li> <li>● Tone Color</li> <li>● Multicultural Works</li> <li>● Popular Works</li> </ul>	<ul style="list-style-type: none"> <li>● Piano</li> <li>● Forte</li> </ul>

<b>Movement</b>	<ul style="list-style-type: none"> <li>• Skip/Walk/Hop beat while singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Skip/Walk/Hop to beat</li> <li>• Mallet technique (pinch/grab)</li> <li>• Alternating hands</li> </ul>	<ul style="list-style-type: none"> <li>• Self vs. shared space</li> <li>• Walk/Jog</li> <li>• Travel</li> <li>• Stationary</li> <li>• Follow a pattern or path</li> </ul>			<ul style="list-style-type: none"> <li>• Self/Shared space</li> <li>• Traveling/Stationary</li> <li>• Circle/Line</li> </ul>
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Diocese of Raleigh Music Curriculum Scope and Sequence - **Fourth Grade**  
New concepts in **bold**.

	<b>Singing/Speaking</b>	<b>Playing</b>	<b>Creating</b>	<b>Literacy</b>	<b>Analyze</b>	<b>Vocabulary</b>
<b>Melody</b>	Sol, La, Do, Re, Mi, <b>Fa</b> , Sol, La, Do'					
	<ul style="list-style-type: none"> <li>● Accurate use of singing voice</li> <li>● Melodic patterns</li> <li>● Tonal Center</li> <li>● Steps, Skips &amp; Repeats</li> <li>● <b>Recorder: E, G, A, B, C', D'</b></li> </ul>		<ul style="list-style-type: none"> <li>● Vocal Exploration</li> <li>● Pitched/ Unpitched</li> <li>● High &amp; Low</li> </ul>	<ul style="list-style-type: none"> <li>● Staff</li> <li>● Lines and spaces</li> <li>● Octave</li> <li>● <b>G-Clef/Treble Clef</b></li> </ul>	<ul style="list-style-type: none"> <li>● High &amp; Low</li> <li>● Three note melody</li> <li>● Octave</li> <li>● Major vs. Minor</li> </ul>	<ul style="list-style-type: none"> <li>● Pitch</li> <li>● Staff</li> <li>● Tonal Center</li> <li>● Pentatonic Scale</li> </ul>
<b>Rhythm</b>	Quarter note/rest, two eighths, half note/rest, dotted half note, 16th note cluster of 4, 8th notes cluster of 3, dotted quarter note, whole note, barline, <b>Eighth note/sixteenth note, Single eighths/quarters.</b>					
	<ul style="list-style-type: none"> <li>● Rhythmic Speech</li> </ul>	<ul style="list-style-type: none"> <li>● Steady Beat</li> <li>● Long and Short</li> <li>● Walk/Jogging</li> <li>● Rhythm</li> <li>● Duple/Triple</li> </ul>	<ul style="list-style-type: none"> <li>● Long/Short</li> <li>● Walk/Jogging</li> <li>● Language and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>● Dotted rhythm and language</li> <li>● Tie</li> <li>● Measure</li> <li>● Barline</li> <li>● <b>2/4, 3/4, 4/4 meter</b></li> </ul>	<ul style="list-style-type: none"> <li>● Beat</li> <li>● Beat vs. Rhythm</li> <li>● Duple/Triple</li> </ul>	<ul style="list-style-type: none"> <li>● All known rhythms</li> <li>● Measure</li> <li>● Barline</li> <li>● <b>Time signature</b></li> </ul>
<b>Harmony</b>	<ul style="list-style-type: none"> <li>● Song Ostinati</li> <li>● Poetry Ostinati</li> <li>● Partner songs/poems</li> <li>● Cannon/Rounds</li> <li>● Intervals (2nds, 3rds, 5ths)</li> <li>● Melodic</li> <li>● <b>Harmonic</b></li> </ul>	<ul style="list-style-type: none"> <li>● Intervals (2nds, 3rds, 5ths)</li> <li>● Melodic</li> <li>● Harmonic</li> <li>● Rhythmic Ostinati accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>● Quarter Note Ostinati</li> <li>● Rhythmic Ostinati accompaniment</li> </ul>		<ul style="list-style-type: none"> <li>● Melody alone vs. Melody accompanied</li> <li>● cannon/rounds</li> </ul>	<ul style="list-style-type: none"> <li>● Melody</li> <li>● Interval</li> <li>● Fifth</li> <li>● Cannon</li> <li>● Round</li> </ul>
<b>Form</b>			<ul style="list-style-type: none"> <li>● Melodies and Rhythms using elemental forms</li> </ul>	<ul style="list-style-type: none"> <li>● 1st and 2nd ending</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Basic Forms (AB, ABA)</li> <li>● Phrases</li> <li>● Piano/Forte</li> <li>● Verse/Refrain</li> </ul>	<ul style="list-style-type: none"> <li>● Form</li> <li>● Phrase</li> <li>● Repeat Sign</li> <li>● Verse</li> <li>● Refrain</li> <li>● 1st/2nd ending</li> </ul>
<b>Expression</b>	<ul style="list-style-type: none"> <li>● Loud and Soft</li> <li>● Fast and Slow</li> <li>● Expressive Speech</li> </ul>	<ul style="list-style-type: none"> <li>● Loud and Soft</li> <li>● Fast and Slow</li> <li>● High and Low</li> </ul>	<ul style="list-style-type: none"> <li>● Explore Sound Sources</li> <li>● Pitched</li> <li>● Unpitched</li> </ul>		<ul style="list-style-type: none"> <li>● Loud/Soft</li> <li>● Fast/Slow</li> <li>● High/Low</li> <li>● Tone Color</li> <li>● Multicultural Works</li> <li>● Popular Works</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Dynamics</b></li> <li>● <b>Tempo</b></li> </ul>

<b>Movement</b>	<ul style="list-style-type: none"> <li>• Skip/Walk/Hop beat while singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Skip/Walk/Hop to beat</li> <li>• Mallet technique (pinch/grab)</li> <li>• Alternating hands</li> </ul>	<ul style="list-style-type: none"> <li>• Self vs. shared space</li> <li>• Walk/Jog</li> <li>• Travel</li> <li>• Stationary</li> <li>• Follow pattern or path</li> </ul>			<ul style="list-style-type: none"> <li>• Self/Shared space</li> <li>• Traveling/Stationary</li> <li>• Circle/Line</li> </ul>
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Diocese of Raleigh Music Curriculum Scope and Sequence - **Fifth Grade**  
New concepts in **bold**.

	<b>Singing/Speaking</b>	<b>Playing</b>	<b>Creating</b>	<b>Literacy</b>	<b>Analyze</b>	<b>Vocabulary</b>
<b>Melody</b>	Sol, La, <b>Ti</b> , Do, Re, Mi, <b>Fa</b> , Sol, La, Ti, Do’					
	<ul style="list-style-type: none"> <li>● Accurate use of singing voice</li> <li>● Melodic patterns</li> <li>● Tonal Center</li> <li>● Steps, Skips &amp; Repeats</li> <li>● Recorder: <b>C, D, F, F#</b>, E, G, A, B, C’, D’</li> </ul>		<ul style="list-style-type: none"> <li>● Vocal Exploration</li> <li>● Pitched/ Unpitched</li> <li>● High &amp; Low</li> </ul>	<ul style="list-style-type: none"> <li>● Staff</li> <li>● Lines and spaces</li> <li>● Octave</li> <li>● G-Clef/Treble Clef</li> </ul>	<ul style="list-style-type: none"> <li>● High &amp; Low</li> <li>● Three note melody</li> <li>● Octave</li> <li>● Major vs. Minor</li> </ul>	<ul style="list-style-type: none"> <li>● Pitch</li> <li>● Staff</li> <li>● Tonal Center</li> <li>● Pentatonic Scale</li> </ul>
<b>Rhythm</b>	Quarter note/rest, two eighths, half note/rest, dotted half note, 16th note cluster of 4, 8th notes cluster of 3, dotted quarter note, whole note, barline, Eighth note/sixteenth note, Single eighths/quarters, <b>dotted quarter/eighth note, 2 16ths/eighth note.</b>					
	<ul style="list-style-type: none"> <li>● Rhythmic Speech</li> </ul>	<ul style="list-style-type: none"> <li>● Steady Beat</li> <li>● Long and Short</li> <li>● Walk/Jogging</li> <li>● Rhythm</li> <li>● Duple/Triple</li> </ul>	<ul style="list-style-type: none"> <li>● Long/Short</li> <li>● Walk/Jogging</li> <li>● Language and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>● Dotted rhythm and language</li> <li>● Tie</li> <li>● Measure</li> <li>● Barline</li> <li>● 2/4, 3/4, 4/4 meter</li> </ul>	<ul style="list-style-type: none"> <li>● Beat</li> <li>● Beat vs. Rhythm</li> <li>● Duple/Triple</li> </ul>	<ul style="list-style-type: none"> <li>● All known rhythms</li> <li>● Measure</li> <li>● Barline</li> <li>● Time signature</li> </ul>
<b>Harmony</b>	<ul style="list-style-type: none"> <li>● Song Ostinati</li> <li>● Poetry Ostinati</li> <li>● Partner songs/poems</li> <li>● Cannon/Rounds</li> <li>● Melodic</li> <li>● <b>Harmonic</b></li> </ul>	<ul style="list-style-type: none"> <li>● Intervals (2nds, 3rds, <b>4ths</b>, 5ths)</li> <li>● Melodic</li> <li>● Harmonic</li> <li>● Rhythmic Ostinati accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>● Quarter Note Ostinati</li> <li>● Rhythmic Ostinati accompaniment</li> </ul>		<ul style="list-style-type: none"> <li>● Melody alone vs. Melody accompanied</li> <li>● cannon/rounds</li> </ul>	<ul style="list-style-type: none"> <li>● Melody</li> <li>● Interval</li> <li>● Fifth</li> <li>● Cannon</li> <li>● Round</li> </ul>
<b>Form</b>			<ul style="list-style-type: none"> <li>● Melodies and Rhythms using elemental forms</li> </ul>	<ul style="list-style-type: none"> <li>● 1st and 2nd ending</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Basic Forms (AB, ABA)</li> <li>● Phrases</li> <li>● Piano/Forte</li> <li>● Verse/Refrain</li> </ul>	<ul style="list-style-type: none"> <li>● Form</li> <li>● Phrase</li> <li>● Repeat Sign</li> <li>● Verse</li> <li>● Refrain</li> <li>● 1st/2nd ending</li> </ul>
<b>Expression</b>	<ul style="list-style-type: none"> <li>● Loud and Soft</li> <li>● Fast and Slow</li> <li>● Expressive Speech</li> </ul>	<ul style="list-style-type: none"> <li>● Loud and Soft</li> <li>● Fast and Slow</li> <li>● High and Low</li> </ul>	<ul style="list-style-type: none"> <li>● Explore Sound Sources</li> <li>● Pitched</li> <li>● Unpitched</li> </ul>		<ul style="list-style-type: none"> <li>● Loud/Soft</li> <li>● Fast/SLOW</li> <li>● High/Low</li> <li>● Tone Color</li> <li>● Multicultural Works</li> <li>● Popular Works</li> </ul>	<ul style="list-style-type: none"> <li>● Dynamics</li> <li>● Tempo</li> </ul>

<b>Movement</b>	<ul style="list-style-type: none"> <li>• Skip/Walk/Hop beat while singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Skip/Walk/Hop to beat</li> <li>• Mallet technique (pinch/grab)</li> <li>• Alternating hands</li> </ul>	<ul style="list-style-type: none"> <li>• Self / shared space</li> <li>• Walk/Jog</li> <li>• Travel / Stationery</li> <li>• Follow a pattern or path</li> </ul>			<ul style="list-style-type: none"> <li>• Self/Shared space</li> <li>• Traveling/Stationary</li> <li>• Circle/Line</li> </ul>
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Music Curriculum Scope and Sequence - **Sixth Grade**  
New concepts in **bold**.

	<b>Singing/Speaking</b>	<b>Playing</b>	<b>Creating</b>	<b>Literacy</b>	<b>Analyze</b>	<b>Vocabulary</b>
<b>Melody</b>	All Major and Minor Scale Tones; <b>Accidentals</b>					
	<ul style="list-style-type: none"> <li>● Accurate use of instrument/voice</li> <li>● Melodic patterns</li> <li>● Tonal Center</li> <li>● Steps, Skips &amp; Repeats</li> <li>● <b>Leaps</b></li> </ul>		<ul style="list-style-type: none"> <li>● Vocal Exploration</li> <li>● Pitched vs. Unpitched</li> <li>● High &amp; Low</li> <li>● <b>Melodic Notation</b></li> </ul>	<ul style="list-style-type: none"> <li>● Staff</li> <li>● Lines and spaces</li> <li>● Octave</li> <li>● Treble Clef</li> <li>● <b>Bass Clef</b></li> </ul>	<ul style="list-style-type: none"> <li>● High &amp; Low</li> <li>● Octave</li> <li>● Major vs. Minor</li> </ul>	<ul style="list-style-type: none"> <li>● Pitch</li> <li>● Staff</li> <li>● Tonal Center</li> <li>● Pentatonic Scale</li> </ul>
<b>Rhythm</b>	Quarter note/rest, two eighths, half note/rest, dotted half note, 16th note cluster of 4, 8th notes cluster of 3, dotted quarter note, whole note, barline, Eighth note/sixteenth note, Single eighths/quarters, dotted quarter/eighth note, 2 16ths/eighth note, <b>triplet / duplet</b>					
	<ul style="list-style-type: none"> <li>● Rhythmic Speech</li> </ul>	<ul style="list-style-type: none"> <li>● Steady Beat</li> <li>● Long and Short</li> <li>● Walk/Jogging</li> <li>● Rhythm</li> <li>● Duple/Triple</li> </ul>	<ul style="list-style-type: none"> <li>● Long/Short</li> <li>● Walk/Jogging</li> <li>● Language and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>● Dotted rhythm and language</li> <li>● Tie</li> <li>● Measure</li> <li>● Barline</li> <li>● 2/4, 3/4, 4/4</li> <li>● <b>6/8 meter</b></li> </ul>	<ul style="list-style-type: none"> <li>● Beat</li> <li>● Beat vs. Rhythm</li> <li>● Duple/Triple</li> </ul>	<ul style="list-style-type: none"> <li>● All known rhythms</li> <li>● Measure</li> <li>● Barline</li> <li>● Time signature</li> </ul>
<b>Harmony</b>	<ul style="list-style-type: none"> <li>● Partner songs</li> <li>● Canon/Rounds</li> <li>● Ostinati</li> <li>● <b>Two-part harmony</b></li> </ul>		<ul style="list-style-type: none"> <li>● <b>Student created ostinati</b></li> </ul>		<ul style="list-style-type: none"> <li>● Melody alone vs. Melody accompanied</li> <li>● cannon/rounds</li> <li>● <b>Identify simple intervals</b></li> </ul>	<ul style="list-style-type: none"> <li>● Melody</li> <li>● Interval</li> <li>● Fifth</li> <li>● Canon</li> <li>● Round</li> </ul>
<b>Form</b>			<ul style="list-style-type: none"> <li>● Melodies and Rhythms using elemental forms</li> </ul>	<ul style="list-style-type: none"> <li>● 1st and 2nd ending</li> <li>● <b>Da Capo</b></li> <li>● <b>Da Segno</b></li> <li>● <b>Coda</b></li> </ul>	<ul style="list-style-type: none"> <li>● Intro / Coda</li> <li>● Basic Forms (AB, ABA)</li> <li>● Phrases</li> <li>● Verse/Refrain</li> </ul>	<ul style="list-style-type: none"> <li>● Form</li> <li>● Phrase</li> <li>● Repeat Sign</li> <li>● Verse</li> <li>● Refrain</li> <li>● 1st/2nd ending</li> </ul>
<b>Expression</b>	<ul style="list-style-type: none"> <li>● Expressive Speech</li> <li>● <b>Legato/ Staccato</b></li> <li>● <b>Accelerando/ Ritardando</b></li> </ul>				<ul style="list-style-type: none"> <li>● Tone Color</li> <li>● Multicultural Works</li> <li>● Popular Works</li> </ul>	<ul style="list-style-type: none"> <li>● Dynamics</li> <li>● Tempo</li> <li>● <b>Articulation</b></li> </ul>
<b>Movement</b>	<ul style="list-style-type: none"> <li>● Skip/Walk/Hop beat while singing</li> <li>● <b>Simple Choreography</b> (as appropriate)</li> <li>● <b>Folk Dance</b></li> </ul>					

Music Curriculum Scope and Sequence - Seventh Grade  
New concepts **in bold**.

	Singing/Speaking	Playing	Creating	Literacy	Analyze	Vocabulary
<b>Melody</b>	All Major and Minor Scale Tones; Accidentals; <b>Dorian Mode</b>					
	<ul style="list-style-type: none"> <li>• Accurate use of instrument/voice</li> <li>• Melodic patterns</li> <li>• Steps, Skips &amp; Repeats</li> <li>• <b>Leaps (4ths - 6ths)</b></li> <li>• <b>Octave Leaps</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Melodic Notation with skips</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• <b>All appropriate Clefs</b></li> </ul>	<ul style="list-style-type: none"> <li>• High &amp; Low</li> <li>• Octave</li> <li>• Major vs. Minor</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch</li> <li>• Staff</li> <li>• Tonal Center</li> <li>• Pentatonic Scale</li> </ul>
<b>Rhythm</b>	Quarter note/rest, two eighths, half note/rest, dotted half note, 16th note cluster of 4, 8th notes cluster of 3, dotted quarter note, whole note, barline, eighth note/sixteenth note, Single eighths/quarters, dotted quarter/eighth note, 2 16ths/eighth note, <b>triplet / duplet</b>					
	<ul style="list-style-type: none"> <li>• Rhythmic Speech</li> <li>• Chanting songs</li> <li>• <b>Non-standard notation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Duple/Triple</li> </ul>	<ul style="list-style-type: none"> <li>• Language and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Dotted rhythm</li> <li>• Standard meters</li> <li>• <b>Mixed meters (7/8, 9/8)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Beat</li> <li>• Beat vs. Rhythm</li> <li>• Duple/Triple</li> </ul>	<ul style="list-style-type: none"> <li>• All known rhythms</li> <li>• Measure</li> <li>• Barline</li> <li>• Time signature</li> </ul>
<b>Harmony</b>	<ul style="list-style-type: none"> <li>• Partner songs</li> <li>• Canon/Rounds</li> <li>• Ostinati</li> <li>• <b>Two-part harmony</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Student created ostinati</b></li> </ul>		<ul style="list-style-type: none"> <li>• canons/rounds</li> <li>• <b>Identify simple intervals</b></li> </ul>	<ul style="list-style-type: none"> <li>• Interval</li> <li>• Fifth</li> <li>• Canon/Round</li> </ul>
<b>Form</b>			<ul style="list-style-type: none"> <li>• Melodies and Rhythms using elemental forms</li> </ul>	<ul style="list-style-type: none"> <li>• 1st and 2nd ending</li> <li>• <b>Da Capo</b></li> <li>• <b>Da Segno</b></li> <li>• <b>Coda</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Basic Forms (AB, ABA)</li> <li>• Phrases</li> <li>• Piano/Forte</li> <li>• Verse/Refrain</li> </ul>	<ul style="list-style-type: none"> <li>• Form</li> <li>• Phrase</li> <li>• Repeat Sign</li> <li>• Verse</li> <li>• Refrain</li> <li>• 1st/2nd ending</li> </ul>
<b>Expression</b>	<ul style="list-style-type: none"> <li>• Loud and Soft</li> <li>• Fast and Slow</li> <li>• Expressive Speech</li> <li>• Legato/ Staccato</li> <li>• <b>Accelerando/ Ritardando</b></li> </ul>		<ul style="list-style-type: none"> <li>• Explore Sound Sources</li> <li>• Pitched</li> <li>• Unpitched</li> </ul>		<ul style="list-style-type: none"> <li>• Tone Color</li> <li>• Multicultural Works</li> <li>• Popular Works</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Tempo</li> <li>• Articulation</li> </ul>
<b>Movement</b>	<ul style="list-style-type: none"> <li>• Skip/Walk/Hop beat while singing</li> <li>• Simple Choreography (as appropriate)</li> <li>• Folk Dance</li> </ul>					

Diocese of Raleigh Music Curriculum Scope and Sequence - **Eighth Grade**  
New concepts in **bold**.

	<b>Singing/Speaking</b>	<b>Playing</b>	<b>Creating</b>	<b>Literacy</b>	<b>Analyze</b>	<b>Vocabulary</b>
<b>Melody</b>	All Major and Minor Scale Tones; Accidentals; <b>Extended Modes</b>					
	<ul style="list-style-type: none"> <li>• Accurate use of instrument/voice</li> <li>• Melodic patterns</li> <li>• Tonal Center</li> <li>• Steps, Skips &amp; Repeats</li> <li>• <b>Leaps (4ths - 7ths)</b></li> </ul>		<ul style="list-style-type: none"> <li>• Vocal Exploration</li> <li>• Pitched vs. Unpitched</li> <li>• High &amp; Low</li> <li>• <b>Melodic Notation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Lines and spaces</li> <li>• Octave</li> <li>• Treble Clef</li> <li>• <b>Bass Clef</b></li> </ul>	<ul style="list-style-type: none"> <li>• High &amp; Low</li> <li>• Octave</li> <li>• Major vs. Minor</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch</li> <li>• Staff</li> <li>• Tonal Center</li> <li>• Pentatonic Scale</li> </ul>
<b>Rhythm</b>	Quarter note/rest, two eighths, half note/rest, dotted half note, 16th note cluster of 4, 8th notes cluster of 3, dotted quarter note, whole note, barline, Eighth note/sixteenth note, Single eighths/quarters, dotted quarter/eighth note, 2 16ths/eighth note, <b>triple / duplet</b>					
	<ul style="list-style-type: none"> <li>• Rhythmic Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Steady Beat</li> <li>• Long and Short</li> <li>• Walk/Jogging</li> <li>• Rhythm</li> <li>• Duple/Triple</li> </ul>	<ul style="list-style-type: none"> <li>• Long/Short</li> <li>• Walk/Jogging</li> <li>• Language and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Dotted rhythm and language</li> <li>• Tie</li> <li>• Measure</li> <li>• Barline</li> <li>• <b>All simple, compound, and mixed meters</b></li> </ul>	<ul style="list-style-type: none"> <li>• Beat</li> <li>• Beat vs. Rhythm</li> <li>• Duple/Triple</li> </ul>	<ul style="list-style-type: none"> <li>• All known rhythms</li> <li>• Measure</li> <li>• Barline</li> <li>• Time signature</li> </ul>
<b>Harmony</b>	<ul style="list-style-type: none"> <li>• Partner songs</li> <li>• Canon/Rounds</li> <li>• Ostinati</li> <li>• <b>Two-part harmony</b></li> </ul>		<ul style="list-style-type: none"> <li>• Student created ostinati</li> <li>• <b>Student created harmonies</b></li> </ul>		<ul style="list-style-type: none"> <li>• Melody alone vs. Melody accompanied</li> <li>• canon/rounds</li> <li>• <b>Identify various intervals</b></li> </ul>	<ul style="list-style-type: none"> <li>• Melody</li> <li>• Interval</li> <li>• Fifth</li> <li>• Canon / Round</li> </ul>
<b>Form</b>			<ul style="list-style-type: none"> <li>• Melodies and Rhythms using elemental forms</li> </ul>	<ul style="list-style-type: none"> <li>• 1st and 2nd ending</li> <li>• Da Capo</li> <li>• Da Segno</li> <li>• Coda</li> </ul>	<ul style="list-style-type: none"> <li>• Intro / Coda</li> <li>• Basic Forms (AB, ABA)</li> <li>• Phrases</li> <li>• Verse/Refrain</li> </ul>	<ul style="list-style-type: none"> <li>• Form</li> <li>• Repeat Sign</li> <li>• Verse /Refrain</li> <li>• 1st/2nd ending</li> </ul>
<b>Expression</b>	<ul style="list-style-type: none"> <li>• Legato/ Staccato</li> <li>• Accelerando/ Ritardando</li> </ul>					
<b>Movement</b>	<ul style="list-style-type: none"> <li>• Skip/Walk/Hop beat while singing</li> <li>• Simple Choreography (as appropriate)</li> <li>• Folk Dance</li> </ul>					

## **Diocese of Raleigh Suggested Music Resources**

Resources for the music classroom can be obtained from many vendors. The following online stores specialize in music classroom supplies:

[www.westmusic.com](http://www.westmusic.com)  
[www.musiciansfriend.com](http://www.musiciansfriend.com)  
[www.musicaltreasures.com](http://www.musicaltreasures.com)  
[www.musicandarts.com](http://www.musicandarts.com)  
[www.jwpepper.com](http://www.jwpepper.com)  
[www.musick8.com](http://www.musick8.com)  
[www.peripole.com](http://www.peripole.com)

The following is a basic listing of suggested authors:

- Denise Gagne
- Jeff Kriske and Randy Delleles
- John Feierabend
- Sally Albrecht
- Artie Almeida

### **Web Resources**

<http://www.klsriley.com/for-students/online-music-games/>

<http://www.musictheory.net/piano>

<http://www.free-ed.net>

<http://www.education.com>

Choral Public Domain Library Music Wiki: [http://www1.cpdlib.org/wiki/index.php/Main\\_Page](http://www1.cpdlib.org/wiki/index.php/Main_Page)

<https://libraries.indiana.edu/music-research>

National Jukebox - historic recordings from the Library of Congress: <http://www.loc.gov/jukebox/>

<http://www.redhotjazz.com/>

<https://jazzednet.org/>



<http://datadragon.com/education/>

[www.looperman.com](http://www.looperman.com)

<http://www.vicfirth.com/drumset-history/>

<http://www.classicalarchives.com/>

<http://www.azopera.org>

<http://www.sfskids.org>

<https://www.metronomeonline.com>

<http://www.musictheory.net>

<http://www.musictheory.net/piano>

[www.pedaplus.com](http://www.pedaplus.com)

<http://www.music-comp.org/>

<http://orgs.usd.edu/nmm/index.html>

<http://artsedge.kennedy-center.org>

<http://www.bbc.co.uk/education>

<http://smarttech.com/Home+Page/Landing+Page>

## **Print Resources**

Amidon, Peter, and Garret Warner. *Chimes of Dunkirk: Teaching Dance to Children*. New England Dancing Masters. East Hampton, MA

Athey, Margaret, and Gwen Hotchkiss. *A Galaxy of Games for the Music Class*. West Nyack, NY: Parker Pub., 1975. Print.

Buchanan, Heather J., Matthew Mehaffey, Frank Albinder, Philip Brunelle, Rodney Eichenberger, and Sandra Snow. *Teaching Music through Performance in Choir*. Chicago: GIA Publications, 2011. Print.

Campbell, Ross, Robert Forbes, and Lilija Zobens, eds. *The ABRSM Songbook: Selected Pieces and Traditional Songs in Five Volumes WITH CD (series)*. England: Associated Board of the Royal Schools of Music, 2008. Print.

Choksy, Lois. *The Kodály Method ; Comprehensive Music Education from Infant to Adult*. Englewood Cliffs, NJ: Prentice-Hall, 1974. Print.

Eisen, Ann, and Lamar Robertson. *Directions to Literacy, Teaching the Older Beginner: A Teacher's Guide to Introducing Music to the Older Beginner*. Lake Charles, LA: Sneaky Snake Publications, LLC, 2005. Print.

Edstrom, Richard. *The Independent Singer*. Neil Kjos Music Company

Erdei, Ida, Faith Knowles, and Denise Bacon, eds. *My Singing Bird*. Columbus, OH: Kodaly Institute at Capital U, 2002. Print.

Erdei, Peter, and Katalin Komlós. *150 American Folk Songs to Sing, Read, and Play*. Willowdale: Boosey & Hawkes, 1974. Print.

Houlahan, Mícheál, and Philip Tacka. *Kodály Today: A Cognitive Approach to Elementary Music Education*. Oxford: Oxford UP, 2008. Print.

Kriske, Jeff, and Randy Delelles. *Game Plan: An Active Music Curriculum (series)*. Las Vegas, NV: KiD Sounds LLC, 2007. Print.

Locke, Eleanor G., and John Galt. *Sail Away: 155 American Folk Songs to Sing, Read and Play*. New York: Boosey & Hawkes, 1988. Print.

Orff, Carl, Gunild Keetman, and Margaret Murray. *Music for Children*. London: Schott, 1957. Print.

Philipak, Barb. *Recorder Karate*. Music K-8. [www.musick8.com](http://www.musick8.com)

Rann, Linda. *Kodaly in the Classroom (series)*. Milwaukee, WI: Hal Leonard, 2005. Print.

Seeger, Ruth Crawford. *American Folk Songs for Children*. New York: Doubleday &, 1948. Print.

Tyree, Debi, ed. *Faith Songs*. Nashville: Abingdon, 2003. Print.

Waterhouse, Celia. *How Can I Keep from Singing!: Songs and Musical Activities from around the World for 8-13 Year Olds*. London: British Kodaly Academy, 2000. Print.

Weikart, Phyllis S. *Teaching Movement & Dance: A Sequential Approach to Rhythmic Movement*. Ypsilanti, MI: High/Scope, 1989. Print.

# Bloom's Taxonomy (Revised)

