

Model Curriculum – The Arts

Music 3-5

CLICK on the [blue](#) number code of each content statement to view the model curriculum page.

Enduring Understandings

Personal Choice and Vision	Students construct and solve problems of personal relevance and interest when expressing themselves through music
Critical and Creative Thinking	Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.
Authentic Application & Collaboration	Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs.
Literacy:	As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.

Progress Points

Students will, at the appropriate developmental level:

- A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- C. Identify and classify voices, musical instruments, roles and careers of musicians.
- D. Relate historical information from the study of music to other art forms and disciplines outside the arts.
- E. Develop criteria to evaluate solo and group performances of music.

GRADE	Cognitive and Creative Processes		
3	PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p>1CE Visually and aurally, identify the four families of orchestral instruments.</p> <p>2CE Identify and discriminate between sounds produced by various instruments and the human voice.</p> <p>3CE Listen to and identify the music of different composers and world cultures.</p>	<p>1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others.</p> <p>2PR Follow and respond to the cues of a conductor.</p> <p>3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture.</p>	<p>1RE Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms.</p> <p>2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.</p> <p>3RE Explain personal preferences for</p>

Model Curriculum: MUSIC Grades 3-5

<p>4CE Identify and respond to simple music forms (e.g., AB, ABA).</p> <p>5CE Identify elements of music using developmentally appropriate vocabulary.</p> <p>6CE Identify careers in music including composing, performing and conducting</p>	<p>4PR Play a variety of classroom instruments with proper technique.</p> <p>5PR Sing, move and respond to music from world cultures and different composers.</p> <p>6PR Improvise and compose simple rhythmic and melodic phrases.</p> <p>7PR Read, write and perform using sixteenth, eighth, quarter and half notes and quarter rests in 2/4, 3/4 and 4/4 meter.</p> <p>8PR Read, write and perform extended pentatonic (do'-la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</p> <p>9PR Demonstrate appropriate audience etiquette at live performances.</p>	<p>specific musical selections using music vocabulary.</p> <p>4RE Evaluate audience etiquette associated with various musical performances and settings.</p> <p>5RE Analyze music in terms of how it communicates words, feelings, moods or images.</p> <p>6RE Compare interpretations of the same piece of music as they occur though dance, drama, and visual art.</p> <p>7RE Create criteria and use it to critique their own performances and the performances of others.</p>	
<p>GRADE</p> <p>4</p>	<p>Cognitive and Creative Processes</p>		
<p>PERCEIVING/KNOWING/CREATING (CE)</p>	<p>PRODUCING/PERFORMING (PR)</p>	<p>RESPONDING/REFLECTING (RE)</p>	
<p>1CE Classify instruments by the four families of the orchestra.</p> <p>2CE Describe the way sound is produced by various instruments and the human voice</p> <p>3CE Listen, identify and respond to music of different composers and world cultures.</p> <p>4CE Discuss the lives and times of composers from various historical periods.</p> <p>5CE Identify and respond to basic music forms (e.g., AABA and rondo).</p> <p>6CE Identify elements of music using developmentally appropriate vocabulary.</p>	<p>1PR Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.</p> <p>2PR Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.</p> <p>3PR Play a variety of classroom instruments with proper technique.</p> <p>4PR Sing, move and respond to music from world cultures and different composers.</p> <p>5PR Improvise and compose short compositions using a variety of classroom instruments and sound sources.</p> <p>6PR Read, write and perform using sixteenth</p>	<p>1RE Explain how the elements and subject matter of music connect with disciplines outside the arts.</p> <p>2RE Describe the connection between emotion and music in selected musical works.</p> <p>3RE Explain classification of musical instruments, voices, composers and forms using appropriate music vocabulary.</p> <p>4RE Discuss the roles of musicians heard in various performance settings.</p> <p>5RE Interpret a selected musical work using dance, drama or visual art.</p> <p>6RE Use constructive feedback to improve</p>	

Model Curriculum: MUSIC Grades 3-5

<p>7CE Describe the roles of musicians in various music settings.</p> <p>8CE Describe the use of technology and digital tools in music.</p>	<p>through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.</p> <p>7PR Read, write and perform extended pentatonic melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</p> <p>8PR Demonstrate appropriate audience etiquette at live performances.</p>	<p>and refine musical performance and response.</p>
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GRADE	Cognitive and Creative Processes		
5	PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p>1CE Explore and identify musical instruments from different historical periods and world cultures.</p> <p>2CE Listen to, identify, and respond to music of different composers, historical periods and world cultures.</p> <p>3CE Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).</p> <p>4CE Recognize and identify longer music forms (e.g., sonata, 12-bar blues, and theme and variations).</p> <p>5CE Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.</p> <p>6CE Differentiate between melody and harmony.</p> <p>7CE Identify patterns of whole and half steps in a major scale.</p>	<p>1PR Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</p> <p>2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breathe control.</p> <p>3PR Improvise, compose and arrange music.</p> <p>4PR Use technology and the media arts to create and perform music.</p> <p>5PR Read, write and perform using sixteenth through whole note values including syncopated rhythms and dotted-half notes in 2/4, 3/4 and 4/4meter.</p> <p>6PR Read, write and perform diatonic melodies and the major scale on the treble staff.</p> <p>7PR Demonstrate appropriate audience etiquette at live performances.</p>	<p>1RE Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.</p> <p>2RE Discuss contributions of musical elements to aesthetic qualities in performances of self and others.</p> <p>3RE Describe how the process of learning in music connects to learning in other arts and other subject areas.</p> <p>4RE Defend interpretations of music via dance, drama and visual art using appropriate vocabulary.</p> <p>5RE Consider and articulate the influence of technology on music careers.</p> <p>6RE Develop and apply criteria for critiquing more complex performances of live and recorded music.</p>

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 1CE		
Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 3	
Content Statement	1CE Visually and aurally, identify the four families of orchestral instruments.	
	<p>Enduring Understandings: Authentic Application and Collaboration</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians.</p>	
Essential Question	How is an instrument classified into its family?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How to classify instruments into four separate families; Each family of instruments has unique characteristics based on the features of each instrument and how it is played. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Identifying the different materials and timbres of orchestral instruments visually and aurally. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Visual aids, illustrations and recordings of orchestral instruments; Studying various classical composers and compositions; Exploring websites designed for instrument study; Off-site learning (concerts, field trips) <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Classify the instruments of the orchestra into four families. Identify the individual instruments by sight and sound. Describe and discuss the unique aural and visual characteristics of each instrument and instrument family.</p> <ul style="list-style-type: none">• Instrument posters/digital tools/websites• Children’s books and literature	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Conductor• Orchestral Musician• Instrument Designer, Repair Technician• Sound Engineer• Music Journalist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 2 CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 3	
Content Statement	2CE Identify and discriminate between sounds produced by various instruments and the human voice.	
	Enduring Understandings: Authentic Application and Collaboration Progress Points: C. Identify and classify voices, musical instruments, roles and careers of musicians.	
Essential Question	How do you describe the differences between the sounds of voices and instruments?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • How sounds of instruments and voices are the same and different; • How to differentiate between how sounds of various instruments and voices are produced. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> • Identifying and describing how each instrument and voice is unique; • Describing the sound being produced and why; • Comparing and contrasting the various timbres. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Inquiry-based learning; • Student collaboration; • Project-based learning; • Teacher collaboration (learning standards connections), e.g., historical and geographical influences; • Off-site learning. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Play and explore with instrument and vocal timbre, focusing on being able to describe each sound produced. Describe the various sounds, how they are produced and why each particular instrument or voice sounds the way it does. Discuss range and timbre.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Conductor• Orchestral Musician• Instrument Designer, Repair Technician• Sound Engineer• Music Journalist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

[**BACK**](#)

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 3CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 3	
Content Statement	<p>3CE Listen to and identify the music of different composers and world cultures.</p> <p>Enduring Understandings: Critical and Creative Thinking Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. C. Identify and classify voices, musical instruments, roles and careers of musicians. D. Relate historical information from the study of music to other art forms and disciplines outside the arts.</p>	
Essential Questions	How can you identify the music of different world cultures? How do music genres vary from culture to culture?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> The stylistic differences between the music of various composers; Stylistic differences between the music of various cultures. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Identifying musical styles of various world cultures and composers; Discussing how world cultures can be defined by their music. Music can be used for different social and ceremonial occasions. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Student collaboration; Teacher collaboration (learning standards connections), e.g., historical and geographical influences; Off-site learning; Guest artists and speakers; Community cultural outreach. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Identify and distinguish music of various world cultures and composers Describe the instruments or types of voices used in various compositions as well as similarities and differences in form and style.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Composer• Conductor• Music Instructor• Ethnomusicologist• Music Journalist• Music/Film/TV Editor <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

[**BACK**](#)

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 4CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 3	
Content Statement	4CE Identify and respond to simple music forms (e.g., AB, ABA).	
	Enduring Understandings: Critical and Creative Thinking, Literacy Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.	
Essential Question	How can you describe and identify simple music form?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> Each musical composition is broken into sections; each section has unique musical characteristics; How to identify, sing, listen to and play music and move to music in simple forms – including AB, ABA and rondo form. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Learning how to identify and describe the similarities and differences of musical characteristics of each section of a particular piece of music; Listening to various musical selections in order to recognize melodic, harmonic and rhythmic changes that indicate and help identify compositional form. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Listening, singing, reading, moving and playing a variety of musical selections: identifying form; Composition and improvisation; Listening maps. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Show visual, auditory, and kinesthetic awareness of simple musical forms.</p> <p>Identify, sing, listen to and play music in simple forms – including AB, ABA and rondo form.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Composer• Conductor• Performer• Dancer, Choreographer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

[**BACK**](#)

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 5CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 3	
Content Statement	5CE Identify elements of music using developmentally appropriate vocabulary.	
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.	
Essential Question	How can you define and identify the elements of music within a musical selection?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • Definitions of musical terms at an age-appropriate level • Differentiate between the elements of music: tempo, beat, rhythm, pitch, form, harmony and timbre. • • 	Students will demonstrate learning by ... <ul style="list-style-type: none"> • Demonstrating understanding of tempo, beat, rhythm, pitch, form, harmony and timbre and their functions in a musical composition through singing, playing instruments and movement; • Identifying the musical elements and their function in a composition by listening to recorded or live musical performances – instrumental and vocal. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Singing, playing classroom instruments and moving to a varied repertoire of instrumental and vocal music; • Project-based learning; • Guided listening. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Analyze, describe, identify and label the various elements of music using developmentally appropriate vocabulary.</p> <p>Listen to, sing, play and move to a varied repertoire of music demonstrating their knowledge of the musical elements.</p> <p>Perform compositional and improvisational tasks to further demonstrate knowledge of the musical elements.</p> <p>Perform and listen to a varied repertoire of music.</p> <p>Use listening maps.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Performer• Composer• Conductor• Musician• Music Producer, Sound Engineer• Music Publisher• Actor, Dancer, Singer• Arts Administration <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 6 CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 3	
Content Statement	6CE Identify careers in music including composing, performing and conducting.	
	Enduring Understandings Literacy, Critical and Creative Thinking Progress Points: C. Identify and classify voices, musical instruments, roles and careers of musicians.	
Essential Question	What are the different careers in the field of music?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> There are many job and career opportunities in the field of music. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Identifying and labeling the various skills involved or needed for a career in music; Describing the role of a composer, conductor, performer, arranger, stage manager and music technician. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Exploring district adopted text series information about music careers and occupations; Attending concerts, performances; Guest artists, speakers; Distance learning; Community and regional resources. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Explore music careers via WebQuest or live interview.</p> <p>Establish a list of careers in the music field.</p> <p>Explore careers that are related to music.</p> <p>Interview, consult and converse with performers, conductors, composers and others in and around the school community or region.</p> <p>Invite performers or those involved in arts-related careers to school – investigate, inquire and describe the interactive experience.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Music Education • Performance • Music Business • Music Therapy • Church Musician • Music Technology • Music Publishing • Musical Theater • Instrument Making, Repair • Movies/TV/Radio • Arts Administration • Technology <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • Grade 3 English Language Arts • Grade 3 Mathematics • Grade 3 Science • Grade 3 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST

[BACK](#)

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 1PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 3	
Content Statement	1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others.	
	<p>Enduring Understandings: Authentic Application and Collaboration, Literacy</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.</p>	
Essential Question	What skills and techniques are needed to sing various musical selections with correct pitch and rhythm?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Appropriate vocal techniques and strategies to produce a light, clear age-appropriate sound while singing alone and with others; • How to read and sing age-appropriate literature alone and with others while using various strategies to interpret rhythm and pitch. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Singing age-appropriate repertoire while demonstrating correct rhythm and pitch; • Singing a varied repertoire alone and with others. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Demonstrating echo and call and response repertoire; • Singing repertoire that can be used as a round or canon; • Listening to children’s choirs with examples of proper vocal technique. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Listen, sing and read, alone and with others a wide variety of age-appropriate repertoire.</p> <p>Use various strategies to read and sing age-appropriate musical compositions with correct pitch and rhythm.</p> <p>Learn music reading strategies as well as instruction in proper vocal technique.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Performer, Singer• Recording Artist, Producer• Sound Technician• Music Therapist• Music Instructor• Choir Director• Music Journalist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

[BACK](#)

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 2PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 3	
Content Statement	<p>2PR Follow and respond to the cues of a conductor.</p> <p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians. E. Develop criteria to evaluate solo and group performances of music.</p>	
Essential Questions	How would you describe the conductor’s responsibility? How do you respond to the cues of a conductor?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How to play classroom instruments and sing (alone and with others) with proper technique in order to produce a quality sound; Conducting gestures to indicate meter, dynamics and entrances. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> Demonstrating age-appropriate conducting patterns (2/4, 3/4, 4/4 meters); Demonstrating and responding to conducting gestures that indicate rhythm, tempo and expression. 	<p>Students will be engaged and supported in learning by...</p> <ul style="list-style-type: none"> Singing and playing instruments alone and with others while observing the cues of a conductor; Reflecting on performance of others; Observing live performances. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Identify and demonstrate conducting patterns in 2/4, 3/4 and 4/4 meter.</p> <p>Respond to the cues of a conductor as indicated by their musical performance. (Responses include appropriate expression, tempo and interpretive qualities.)</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Conductor• Singer, Instrumentalist• Dancer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

[**BACK**](#)

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 3PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 3	
Content Statement	3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture.	
	<p>Enduring Understandings: Literacy, Authentic Application and Collaboration</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians. E. Develop criteria to evaluate solo and group performances of music.</p>	
Essential Questions	How do you produce a light clear sound when singing? How does proper posture affect the voice?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • There are different types of voices (speaking, singing); • The “mechanics” of producing a light clear sound; • The importance of good posture and breathing technique and how it helps or hinders the vocal tone; • How to differentiate between head voice and chest voice while singing. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Singing while applying the principles of proper vocal technique; • Demonstrating what proper posture looks like while singing and maintaining a light, clear sound. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Vocal exploration; • Echoing, matching pitch, imitating; • Recordings of children’s voices that exemplify good vocal technique. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Listen to and reflect upon appropriate vocal tone (light, clear sound).</p> <p>Produce a light, clear song while singing alone and with others.</p> <p>Demonstrate good posture while singing.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Singer, Dancer• Musical Theater Performer• Actor, Actress• Choir Member• Choir Director• Voice Teacher <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

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Model Curriculum: MUSIC Grades 3-5

Grade 3 – 4 PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 3	
Content Statement	4PR Play a variety of classroom instruments with proper technique.	
	<p>Enduring Understandings: Authentic Application and Application, Critical and Creative Thinking</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians.</p>	
Essential Question	How do you play classroom instruments with the proper technique in order to achieve a quality sound?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How to identify, name and describe available classrooms instruments according to timbre; Appropriate ways of playing classroom instruments to produce a quality sound. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Describing and demonstrating appropriate ways to hold, handle and play classroom instruments. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Exploring the timbres and qualities of a variety of pitched and un-pitched instruments; Guest artists, performers. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Play a variety of classroom instruments alone and with others.</p> <p>Model and demonstrate proper instrument playing technique to produce a quality sound.</p> <p>Create ostinato patterns, various improvisations and accompany peers during a group performance.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Band, Choir or Orchestra Conductor• Instrumentalist• Instrument Technicians <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

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Model Curriculum: MUSIC Grades 3-5

Grade 3 – 5PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 3	
Content Statement	5PR Sing, move and respond to music from world cultures and different composers.	
	<p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. C. Identify and classify voices, musical instruments, roles and careers of musicians.</p>	
Essential Questions	How do we identify and perform music from various world cultures and composers? How do our responses vary between world cultures and composers?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How to respond to various musical selections that represent many different cultures and composers from around the world through singing, playing instruments and moving; Movement is prominent in many cultures and reflects cultural characteristics; Various cultures use different vocalizations and instrumentation. 	<p>Students will demonstrate learning by...</p> <ul style="list-style-type: none"> Performing alone and with others a varied repertoire of world music; Singing, playing instruments and moving to a varied repertoire of world music; Students will discover similarities and differences between various cultures, styles and genres. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Listening to recordings of music from around the world; World maps, listening maps; Guest artists and field trips to concerts with world music repertoire; Movement opportunities from a wide variety cultures and dance forms; Learning to sing in various languages. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Learn, sing, play and perform music from a variety of world cultures.</p> <p>Discuss, compare and contrast musical styles from various cultures and composers.</p> <p>Prepare a performance linked to literature from around the world using singing, playing instruments and movement.</p> <p>Perform and move to a variety of music from world cultures and composers.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Instrumentalist, Singer• Music Instructor• Conductor• Composer• Recording Engineer• Radio Host• Music Publisher• Music Historian• Instrument Maker, Technician• Arts Administrator• Geographer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 6 PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 3	
Content Statement	6PR Improvise and compose simple rhythmic and melodic phrases.	
	<p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration, Personal Choice and Vision, Literacy</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.</p>	
Essential Question	How can students create simple rhythmic and melodic phrases?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • How to identify a musical phrase; • How to construct and create/compose short rhythmic and melodic phrases; • How to improvise short rhythmic and melodic phrases within a pentatonic framework; • How to notate short rhythmic and melodic phrases. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Creating and performing simple rhythmic and melodic phrases (2/4, 3/4 and 4/4 meter, pentatonic melodies) (vocal or instrumental); • Improvising and composing simple rhythmic and melodic phrases (vocal and/or instrumental). 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Movement opportunities; • Performing with classroom instruments; • Improvising while singing. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Play or sing short phrases using call and response or question and answer techniques.</p> <p>Improvise and/or create and notate short melodic and rhythmic phrases.</p> <p>Create ostinato to accompany a song story.</p> <p>Create/improvise on a pentatonic scale.</p> <p>Create movement sequences to represent musical phrases.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Jazz Artist, Singer• Keyboard Professional• Actor, Singer, Dancer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 7PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 3	
Content Statement	<p>7PR Read, write and perform using sixteenth, eighth, quarter and half notes and quarter rests in 2/4, 3/4 and 4/4 meter.</p> <p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points: A: Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.</p>	
Essential Questions	How do sixteenth, eighth, quarter and half notes and quarter rests function in simple meter? How do students read and notate these rhythms?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Note and rest values and their respective functions in 2/4, 3/4 and 4/4 meter; Music reading and notation skills; Movement/conducting patterns in duple and triple meter; Sight-reading skills. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Identifying and describing note values and function with rhythmic patterns; Reading, writing and interpreting note and rest values in simple duple meter while singing or playing classroom instruments. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Movement opportunities; Performing with classroom instruments and singing a varied repertoire; Notation “tools” and technology-based composition programs. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Read, play or sing short phrases using call and response or question and answer techniques.</p> <p>Improvise and/or create and notate short melodic and rhythmic phrases.</p> <p>Create ostinato patterns to accompany a song story.</p> <p>Create movement sequences to represent musical phrases.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Composer• Jazz Artist• Keyboard Professional• Actor, Singer, Dancer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

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Model Curriculum: MUSIC Grades 3-5

Grade 3 – 8PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 3	
Content Statement	8PR Read, write and perform extended pentatonic (do-la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers, or letters).	
	<p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.</p>	
Essential Question	How are melodies created using pentatonic scales?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How to sing, play, read and notate G-do, F-do, C-do pentatonic scales (treble clef); The structure of a melody; How to construct and create or compose melodic phrases within a pentatonic framework; How to improvise short melodic phrases within a pentatonic framework. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Describing the structure of the following pentatonic scales: G-do, F-do, C-do; Reading, writing and performing a variety of melodies using pentatonic scales. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Movement opportunities; Performing with classroom instruments and singing a varied repertoire of world music; Notation “tools” and technology-based composition programs. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Compose and perform extended pentatonic melodies using solfege, numbers and letters.</p> <p>Play or sing short phrases using call and response or question and answer techniques.</p> <p>Improvise and/or create and notate extended melodies.</p> <p>Create pentatonic melodies to accompany a song story.</p> <p>Create or improvise on a pentatonic scale.</p> <p>Create movement sequences to represent extended melodies.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Music Instructor • Composer • Jazz Artist • Singer • Keyboard Professional • Actor, Singer, Dancer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • Grade 3 English Language Arts • Grade 3 Mathematics • Grade 3 Science • Grade 3 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST

[**BACK**](#)

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 9PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 3	
Content Statement	9PR Demonstrate appropriate audience etiquette at live performances.	
	Enduring Understandings: Authentic Application and Collaboration Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.	
Essential Question	How is appropriate audience etiquette demonstrated at live performances?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> The expectations for audience etiquette at all classroom, school and live performances; Audience etiquette can be altered depending on the genre and environment of a particular concert or performance. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Demonstrating the rules of audience etiquette in the music classroom prior to concert attendance; Describing the different concert venues that students may attend: compare and contrast audience etiquette protocol. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Preparing etiquette protocol prior to attending a live performance; Developing etiquette guidelines for concert programs; Concert guidelines as put forth by the National Association for Music Education (NAfME). Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	Assessment Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Listen to recordings, webcasts, of live performances.</p> <p>Identify audience protocol; practice prior to attending a live performance.</p> <p>Consult guidelines (e.g., NAFME) for concert etiquette.</p> <p>Write guidelines and discuss and reflect on them after attending a live performance.</p> <p>Demonstrate appropriate audience etiquette.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Jazz Artist• Keyboard Professional• Actor, Singer, Dancer• Conductor• Composer• Orchestra Manager• Music Journalist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 1RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 3	
Content Statement	1RE Compare and discuss the use of similarly-named elements (e.g., form, line, rhythm) in music and other art forms.	
	Enduring Understandings: Critical and Creative Thinking Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. E. Develop criteria to evaluate solo and group performances of music.	
Essential Question	How are the elements of music related to other art forms?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn... <ul style="list-style-type: none"> How to differentiate between the elements of music: tempo, beat, rhythm, pitch (melody), line or phrase, form, harmony and timbre. Compare and contrast elements of music to similar elements of various arts forms – art, dance and theater. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Comparing and contrasting elements of music to other art forms: form, line, rhythm, tempo; Identifying similarities and differences – labeling how elements are used. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Related arts study and collaboration; Comparing musical selections to pieces of art, dramatic productions and dance. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Compare one or two elements of a musical selection to a single art project.</p> <p>Attend a live performance or view a recorded performance (dance or theater). Compare the elements music to the respective productions.</p> <p>Compare dance “forms” to that of music. Define their connections and common elements.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Conductor• Composer• Musician• Actor• Dancer• Music Journalist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 2RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 3	
Content Statement	2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.	
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking Progress Points: E. Develop criteria to evaluate solo and group performances of music.	
Essential Questions	What do you hear in a musical selection? How does your response compare with others?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> How to analyze, compare and contrast varied musical selections using developmentally appropriate vocabulary; Each musical selection has unique characteristics that influence the responses of individual students. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Labeling the compositional devices, styles and genre of selected pieces of music; Respectfully discussing personal music responses and preferences and comparing and contrasting. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Student collaborative activities; Listening to a varied repertoire and identifying selected pieces of music; Listening maps and guided listening. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Analyze and discuss student performances.</p> <p>Listen to recordings or live performances of a varied repertoire of music.</p> <p>Utilize instrumental and vocal music along with many styles and genres.</p> <p>Keep a learning log of responses.</p> <p>Design a career-related project writing as music critics comparing responses.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Conductor• Arts Administrator• Music Journalist, Critic• Music Publisher <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

[**BACK**](#)

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 3RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 3	
Content Statement	3RE Explain personal preferences for specific musical selections using music vocabulary.	
	Enduring Understandings: Personal Choice and Vision Progress Points: E. Develop criteria to evaluate solo and group performances of music.	
Essential Question	How does a student explain their personal preferences for a specific musical selection?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> How to establish personal preferences based on the various elements of music: tempo, beat, rhythm, pitch, form, harmony, timbre and genre or style 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Expressing individual preferences of what he or she prefers based upon style and genre of music; Reviewing instrumentation and other elemental markers. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Listening to different musical styles; Listening maps and guides; Live performances and student performance. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Develop a checklist of descriptors when analyzing or evaluating a musical selection.</p> <p>Listen to a live or recorded performance. Evaluate and share personal preferences.</p> <p>Compare and contrast peer reflections on live, recorded or student performances.</p> <p>Reflect upon their personal preferences by listening to a variety of musical genres and styles.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Conductor• Arts Administrator• Music Journalist, Critic• Music Publisher <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 4RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 3	
Content Statement	4RE Evaluate audience etiquette associated with various musical performances and settings.	
	Enduring Understandings: Literacy Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.	
Essential Questions	What is appropriate audience etiquette? Are there differences in audience response depending on the venue and genre of the music being performed?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • Appropriate audience etiquette; • Appropriate audience behavior during musical performances. 	Students will demonstrate this by ... <ul style="list-style-type: none"> • Demonstrating appropriate etiquette at all classroom, school and live performances; • Recognizing appropriate audience etiquette; • Describing opportunities for improvement or change in audience behavior and response. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Evaluation models; • Reflective interpretations of audience etiquette; • Consulting guidelines for audience etiquette from the National Association for Music Education (NAfME). Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Examine guidelines (e.g., NAFME) as set forth from professional music associations.</p> <p>Identify venues where audience etiquette differs.</p> <p>Role play listening behavior.</p> <p>Participate in self and peer evaluation prior to attending a live performance.</p> <p>Attend live performances.</p> <p>Exhibit appropriate audience etiquette.</p> <p>Examine school district policies for fine arts departments.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Music Instructor • Conductor • Arts Administrator • Music Journalist, Critic <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • Grade 3 English Language Arts • Grade 3 Mathematics • Grade 3 Science • Grade 3 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST

[BACK](#)

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 5RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 3	
Content Statement	5RE Analyze music in terms of how it communicates words, feelings, moods or images.	
	Enduring Understandings: Critical and Creative Thinking, Personal Choice and Vision Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.	
Essential Question	How does music communicate words feelings, moods or images?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • Music can represent and/or express different feelings, moods, words or images; • Personal understanding of music can affect how a musical selection communicates words, feelings, moods or images. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> • Listening to and performing different styles of music; describing and analyzing musical elements to include impact on feeling, moods or images. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Live or recorded performances; • Listening maps and historical background; • Integrated learning projects linking music to art, literature, dance. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Describe and communicate to others how musical selections make them feel through drawings, journals or both.</p> <p>Compare works of visual art to music.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Musician, Performer• Dancer• Music Journalist• Music Instructor• Music Publisher• Movie/TV/Radio Producer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

[BACK](#)

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 6RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	Grade 3
Content Statement	<p>6RE Compare interpretations of the same piece of music as they occur through dance, drama and visual art.</p> <p>Enduring Understandings: Personal Choice and Vision, Literacy, Critical and Creative Thinking</p> <p>Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. D. Relate historical information from the study of music to other art forms and disciplines outside the arts. E. Develop criteria to evaluate solo and group performances of music.</p>
Essential Questions	How do interpretations of music through dance, drama, and visual art differ? What are the similarities?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How to explain and discuss the similarities and differences of how a piece of music could be interpreted through other art mediums; To associate common elements throughout (line, form, rhythm) between the musical selection and other art forms (dance, drama, visual art). 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Expressing their respective interpretations with the knowledge that reflections will vary from person to person; Showing comparative written evidence of compared works. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Related arts (art, dance, drama); Live performance (music, dance, drama). <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Establish a document that specifies the works of a composer that are interpreted through art, dance and drama.</p> <p>Compare interpretations of a musical work that use other mediums, including dance, drama or visual art.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Music Historian• Music Producer• Music Journalist• Artist• Arts Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 3 – 7RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 3	
Content Statement	7RE Create criteria and use it to critique their own performances and the performances of others.	
	Enduring Understandings: Personal Choice and Vision, Literacy, Critical and Creative Thinking Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.	
Essential Questions	What criteria are needed to evaluate musical performance? How can constructive feedback help to improve musical performance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> To evaluate, compare and contrast musical performances; To create a performance guide or rubric in order to know the qualities of a good performance. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Describing and evaluating a live or recorded performance of other students or a performing group; Utilizing self and peer evaluations of performance for personal growth. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Related arts (art, dance, drama); Live performance (music, dance, drama). Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Establish a document that specifies the qualities of a good performance.</p> <p>Compare and contrast their reflections with those of others.</p> <p>Write a review of a musical performance with suggestions for “solutions” if needed.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Music Historian• Music Producer• Music Journalist• Artist• Arts Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 3 English Language Arts• Grade 3 Mathematics• Grade 3 Science• Grade 3 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 4 — 1CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 4	
Content Statement	1CE Classify instruments by the four families of the orchestra.	
	Enduring Understandings: Authentic Application and Collaboration Progress Points: C. Identify and classify voices, musical instruments, roles and careers of musicians.	
Essential Question	How do you identify and classify the instruments of the orchestra?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn... <ul style="list-style-type: none"> How to classify instruments by similarities in material components, timbre and/or sound production; Each of the four instrument families has unique components that characterize the members of that family. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Describing the material composition of an instrument and how it influences sound production and timbre; Describing how a sound is produced — through the exertion of physical energy onto an instrument or exertion of air pressure into an instrument; Describing or demonstrating the similarities and differences of instruments in order to categorize them into families or categories. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Off-site learning (concerts, field trips); Visiting artist/musician; Exploring textbooks, reference books or websites about the instruments of the orchestra. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Perform various activities that explore the qualities of each instrument family. Classify the instruments of the orchestra into four families. Identify the individual instruments by sight and sound. Describe and discuss the unique aural and visual characteristics of each instrument and instrument family.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Conductor• Composer• Performer• Orchestral Musician• Instrument Designer, Repair Technician• Sound Engineer• Music Journalist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 2CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 4	
Content Statement	2CE Describe the way sound is produced by various instruments and the human voice.	
	<p>Enduring Understandings: Critical and Creative Thinking</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians.</p>	
Essential Question	How is sound produced by various instruments and the human voice?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How sound is created via an instrument or the human voice; Pitch can be created or changed and altered on an instrument or by the human voice; A variety of sounds and pitches can be produced from each instrument and voice. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Showing how vibrations transmit energy to create sound waves; Showing how frequency impacts pitch; Showing how vibrations can be manipulated to produce various pitches; Showing how material composition of instruments produce sound/pitch; Showing how the human body uses the breath to produce a vocal sound; Learning the anatomy of the vocal mechanism. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Inquiry-based learning; Student collaboration; Project-based learning; Teacher collaboration (learning standards connections), e.g., historical and geographical influences. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Experiment with sound production. Play and explore with instrument and vocal timbre, focusing on being able to describe each sound produced. Describe the various sounds and how they are produced. Explain why each particular instrument or voice sounds the way it does. Discuss range and timbre.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Conductor• Orchestral Musician• Instrument Designer, Repair Technician• Sound Engineer• Music Journalist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

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Model Curriculum: MUSIC Grades 3-5

Grade 4 – 3CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 4	
Content Statement	3CE Listen, identify and respond to music of different composers and world cultures. Enduring Understandings: Critical and Creative Thinking Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. C. Identify and classify voices, musical instruments, roles and careers of musicians. D. Relate historical information from the study of music to other art forms and disciplines outside the arts.	
Essential Questions	What purpose does music serve in different world cultures? What are the identifying characteristics of a musical selection?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> How various styles of music are derived from a unique combination of musical elements; How styles of music differ among various composers; How styles of music differ among various cultures throughout the world. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Describing how the elements of music are combined to create various musical styles; Explaining the stylistic characteristics of the works of various composers; Describing the differences in stylistic characteristics of music from world cultures to differentiate cultural styles; Describing and giving examples of the many cultural influences on music; Listening to and identifying music that is used for different social and ceremonial occasions. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Singing, listening to and responding to a varied repertoire of music from various cultures and composers; Student collaboration; Teacher collaboration (learning standards connections), e.g., historical and geographical influences; Off-site learning; Community cultural outreach. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Identify and distinguish music of various world cultures and composers. Describe the instruments or types of voices used in various compositions as well as similarities and differences in form and style.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Composer• Conductor• Music Instructor• Ethnomusicologist• Music Journalist• Music/Film/TV Editor <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 4CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 4	
Content Statement	4CE Discuss the lives and times of composers from various historical periods.	
	<p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. C. Identify and classify voices, musical instruments, roles and careers of musicians. D. Relate historical information from the study of music to other art forms and disciplines outside the arts.</p>	
Essential Question	How do the lives of composers reflect the time that they lived in?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How to distinguish between the different time periods in history related to musical development; There are different composers from various historical time periods. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Describing the music of various composers in addition to how their lives and music were influenced by the time period in which they lived. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Listening, singing, reading about and moving to a variety of musical selections from various times and eras in music history; Comparing and contrasting music from different historical periods: identifying compatible historical events; Listening maps; viewing while listening and creating new maps for various musical selections. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Name, compare and contrast the lives of composers from various historical periods.</p> <p>Relate use of instruments or compositional style to historical musical practices.</p> <p>Identify and distinguish music of various world cultures and composers. Students should be able to describe the instruments or types of voices used in various compositions as well as similarities and differences in form and style.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Composer• Conductor• Music Instructor• Ethnomusicologist• Music Journalist• Music/Film/TV Editor <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

[**BACK**](#)

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 5CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 4	
Content Statement	5CE Identify and respond to basic music forms (e.g., AABA and rondo).	
	Enduring Understandings: Critical and Creative Thinking, Literacy Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.	
Essential Question	How can you identify and describe musical form?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> An appropriate grade level range of musical terms that relate to identify phrase form as well as overall form of a musical selection; Music can have similar and different patterns/sections that shape its form; The musical characteristics that qualify dividing the musical selection into sections. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Describing and identifying the elements of music: tempo, beat, rhythm, pitch, form, harmony and timbre through singing, playing instruments and movement in addition to how those elements help determine the phrase form or overall form of a musical selection; Noting the differences in musical sections to help differentiate the element of AABA or rondo form in addition to reviewing other simple forms – AB, ABA. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Listening, singing, reading, moving and playing a variety of musical selections and identifying form; Creating vocal or instrumental improvisations or compositions within certain and specific formats. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Learn visual, auditory and kinesthetic awareness of basic musical forms.</p> <p>Learn that musical composition is broken into sections; each section has unique musical characteristics.</p> <p>Identify, sing, listen to, play and move to music in simple forms – including AB, ABA and rondo form. Identify musical vocabulary that gives directions for following the score.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Composer• Conductor• Performer• Dancer, Choreographer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

[**BACK**](#)

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 6CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 4	
Content Statement	6CE Identify elements of music using developmentally appropriate vocabulary.	
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.	
Essential Question	How can you describe and identify elements of music?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> Definitions of musical terms at an age-appropriate level How to differentiate between the elements of music: tempo, beat, rhythm, pitch, form, harmony and timbre. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Showing basic understanding of tempo, beat, rhythm, pitch, form, harmony and timbre and their functions in a musical composition; Identifying the musical elements and their functions in a composition. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Performing and listening to a varied repertoire of music; Listening maps; Movement activities, singing and playing available classroom instruments. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Analyze, describe, identify and label the various elements of music using developmentally appropriate vocabulary.</p> <p>Listen to, sing, play and move to a varied repertoire of music demonstrating their knowledge of the musical elements.</p> <p>Perform compositional and improvisational tasks to demonstrate knowledge of the musical elements.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Performer• Composer• Conductor• Musician• Music Producer, Sound Engineer• Music Publisher• Actor, Dancer, Singer• Arts Administration <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 7CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 4	
Content Statement	7CE Describe the roles of musicians in various music settings.	
	Enduring Understandings: Literacy, Critical and Creative Thinking Progress Points: C. Identify and classify voices, musical instruments, roles and careers of musicians.	
Essential Questions	What are the different careers in music? What are the responsibilities of a musician within a respective career?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> The knowledge and skill requirements of many types of musicians; The many roles of a musician within a particular music career; There are many job opportunities in the music field. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Exploring the various skills needed for musicians in their respective careers; Describing and explaining the role of a composer, conductor, performer or arts-related business to include technology. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Attending live performances; Distance learning; Community and regional resources. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Research music career via WebQuest or live interview.</p> <p>Establish a list of careers in the music field. Explore careers that are related to music.</p> <p>Interview/consult/converse with performers, conductors, composers and others in and around the school community or region.</p> <p>Invite performers or those involved in arts-related careers to school – investigate, inquire and describe the interactive experience.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Music Education • Performance • Music Business • Church Musician • Music Production • Music Technology • Music Publishing • Musical Theater • Instrument Making, Repair • Movies/TV/Radio • Arts Administration • Technology <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • Grade 4 English Language Arts • Grade 4 Mathematics • Grade 4 Science • Grade 4 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 8CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 4	
Content Statement	8CE Describe the use of technology and digital tools in music.	
	<p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy, Authentic Application and Collaboration</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. C. Identify and classify voices, musical instruments, roles and careers of musicians. D. Relate historical information from the study of music to other art forms and disciplines outside the arts.</p>	
Essential Question	How can you use technology to learn about and create music?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How music is created in a digital format; How music can be combined with other art forms in a digital format; About computer generated notation and composition techniques; About music websites and programs to enhance and enrich all areas of the music curriculum. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Developing a composition in a digital format; Searching for developmentally appropriate websites and digital platforms to support and enhance music study; Practicing and utilizing digital platforms for music study. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Available technology resources; Music notation and composition software; Exploring digital platforms and websites that are developmentally appropriate and acceptable for use in a school setting. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Explore and experiment with digital music technology.</p> <p>Create melodies, rhythms and compositions digitally with available resources.</p> <p>Use developmentally appropriate, approved websites for enrichment and practice.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Education• Composer• Music Technology• Music Publishing• Arts Administration• Music Professionals in all areas of Performance <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

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Model Curriculum: MUSIC Grades 3-5

Grade 4 – 1PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 4	
Content Statement	<p>1 PR Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.</p> <p>Enduring Understandings: Literacy, Authentic Application and Collaboration</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.</p>	
Essential Question	What skills and techniques are needed to sing various musical selections with correct pitch, rhythm and expressive qualities?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Music can make a significant contribution to their lives; • How learning to sing a varied repertoire can open up their understanding of cultures from around the world; • How their voice plays a role in both solo singing and group performances; • Skills and techniques in order to sing with correct pitch, rhythm and expressive qualities. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Demonstrating their ability to sing with accurate pitch, rhythm and expressive qualities; • Describing and demonstrating how to “blend” their voices in a group or ensemble; • Singing while employing proper vocal technique. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Listening to children’s choirs; • Learning about the voice, physical structure and correct breathing technique. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Learn to listen, sing and read, alone and with others, a wide variety of age-appropriate repertoire.</p> <p>Use various strategies to read and sing age-appropriate musical compositions with correct pitch and rhythm.</p> <p>Learn music reading strategies as well as instruction in proper vocal technique.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Performer, Singer• Recording Artist, Producer• Sound Technician• Music Therapist• Music Instructor• Choir Director• Music Journalist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 2PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 4	
Content Statement	<p>2PR Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate technique.</p> <p>Enduring Understandings: Literacy, Authentic Application and Collaboration</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians. E. Develop criteria to evaluate solo and group performances of music.</p>	
Essential Question	How does proper posture and breath support affect vocal quality?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • There are different types of voices (speaking, singing); • The “mechanics” of producing a light clear sound; • The importance of good posture and breathing technique and how it helps or hinders the vocal tone; • How to differentiate between head voice and chest voice while singing. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Singing while applying the principles of good vocal technique; • Demonstrating what proper posture looks like while singing. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Vocal exploration and singing a varied repertoire of developmentally appropriate literature; • Echoing, matching pitch, imitating; • Listening to recordings of children’s voices. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Listen to and reflect upon appropriate vocal tone (light, clear sound).</p> <p>Produce a light, clear song while singing alone and with others.</p> <p>Demonstrate good posture while singing.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Singer• Dancer• Musical Theater Performer• Actor, Actress• Choir Member• Choir Director• Voice Teacher <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

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Model Curriculum: MUSIC Grades 3-5

Grade 4 – 3PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 4	
Content Statement	3PR Play a variety of classroom instruments with proper technique.	
	<p>Enduring Understandings: Authentic Application and Application, Critical and Creative Thinking</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians.</p>	
Essential Question	How can you demonstrate and play a variety of classroom instruments with proper technique in order to produce a quality sound?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How to identify and describe available classrooms instruments according to timbre; Appropriate ways of playing classroom instruments to produce quality sound. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Describing and demonstrating appropriate ways to hold, handle and play classroom instruments. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Exploring the timbres and qualities of a variety of pitched and un-pitched instruments; Playing and accompanying musical selections in class and for performances and concerts; Guest artists or performers demonstrate and model instruments and playing techniques. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Play a variety of classroom instruments, alone and with others.</p> <p>Model and demonstrate proper instrument playing technique to produce a quality sound.</p> <p>Create ostinato patterns, various improvisations and accompany peers during a group performance.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Band, Choir or Orchestra Conductor• Instrumentalist• Sound Engineers• Movie and TV Soundtrack Personnel <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 4PR

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	Grade 4
Content Statement	<p>4PR Sing, move and respond to music from world cultures and different composers.</p> <p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. C. Identify and classify voices, musical instruments, roles and careers of musicians.</p>
Essential Questions	How do we identify and perform music from various world cultures and composers? How do our responses vary between world cultures and composers?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How to sing, move and respond to various musical selections that represent many different cultures and composers from around the world; Movement is prominent in many cultures and reflects cultural characteristics; Various cultures use different vocalizations and instrumentation. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Performing alone and with others a varied repertoire of world music; Singing, playing instruments and moving to varied repertoire of world music; Discovering similarities and differences between various cultures, styles and genres through their own performance and the performances of others. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Listening to recordings of music from around the world; World maps and listening maps; Guest artists and field trips to concerts with world music repertoire; Movement opportunities from a wide variety cultures and dance forms; Learning to sing in various languages. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Learn, sing, play and perform music from a variety of world cultures.</p> <p>Discuss, compare and contrast the musical styles from various cultures and composers.</p> <p>Prepare a performance linked to literature from around the world using singing, playing instruments and movement.</p> <p>Perform and move to a variety of music from world cultures and composers.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Instrumentalist, Singer• Music Instructor• Conductor• Composer• Music Publisher• Music Historian• Arts Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 5PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 4	
Content Statement	5PR Improvise and compose short compositions using a variety of classroom instruments and sound sources.	
	Enduring Understandings Critical and Creative Thinking, Authentic Application and Collaboration, Personal Choice and Vision, Literacy Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.	
Essential Question	How do students create short musical compositions using a variety of instruments and sound sources?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> How to invent and create short musical compositions; How to choose the instrumental medium or sound source for a composition; How to combine musical phrases culminating in a composition. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Creating simple rhythmic and melodic phrases culminating in a composition; Experimenting with and exploring improvisation as a compositional device; Choosing sound sources with a variety of timbres. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Movement opportunities; Performing with classroom instruments or by singing; Technology-based composition programs. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Play or sing short phrases using call and response or question and answer techniques; use these phrases as building blocks for composition.</p> <p>Create ostinato to accompany a song story or to create melody.</p> <p>Create or improvise on a pentatonic scale.</p> <p>Create movement sequences to represent musical phrases: create an instrumental accompaniment.</p> <p>Utilize sound effects in a composition.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Composer• Jazz Artist• Singer• Keyboard Professional• Actor, Singer, Dancer• Author <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 6PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 4	
Content Statement	6PR Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.	
	<p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.</p>	
Essential Questions	How do sixteenth through whole notes and rests function in simple meter? How do students read and notate these rhythms with and without syncopation?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Note and rest values and their respective functions (sixteenth notes, whole notes); within 2/4, 3/4 and 4/4 meter; Music reading and notation skills (note and rest values); Concept of syncopation with a rhythmic framework; Movement/conducting patterns in duple and triple meter; Sight-reading skills. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Identifying and demonstrating knowledge of note values and rhythmic organization to include syncopation by singing, playing or reading chosen repertoire. Reading, writing and interpreting note and rest values in addition to explaining their respective functions in the following meters: 2/4, 3/4, 4/4. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Movement opportunities; Performing with classroom instruments or by singing; Notation “tools” and technology-based composition programs. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Read, play or sing short phrases using call and response or question and answer techniques.</p> <p>Improvise and/or create and notate short melodic and rhythmic phrases including syncopation.</p> <p>Create ostinato patterns to accompany a song story.</p> <p>Create movement sequences to represent musical phrases.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Composer• Jazz Artist• Keyboard Professional• Actor, Singer, Dancer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

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Model Curriculum: MUSIC Grades 3-5

Grade 4 – 7PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 4	
Content Statement	7PR Read, write and perform extended pentatonic melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).	
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.	
Essential Question	How are melodies created using pentatonic scales?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> How to sing, play, read and notate G-do, F-do, C-do pentatonic scales (treble clef); The structure of a melody; How to construct, create or compose melodic phrases within a pentatonic framework; How to improvise short melodic phrases within a pentatonic framework. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Demonstrating the structure of a G-do, F-do, C-do pentatonic scale by singing or playing classroom instruments; Reading, writing and performing a variety of melodies using pentatonic scales. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Movement opportunities; Performing with classroom instruments or by singing; Exploring the vast repertoire for children based upon the pentatonic scale; Notation “tools” and technology-based composition programs. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Compose and perform extended pentatonic melodies using solfege, numbers and letters.</p> <p>Play or sing short phrases using call and response or question and answer techniques.</p> <p>Improvise and/or create and notate extended melodies.</p> <p>Create pentatonic melodies to accompany a song story.</p> <p>Create or improvise on a pentatonic scale.</p> <p>Create movement sequences to represent extended melodies.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Composer• Jazz Artist• Keyboard Professional• Actor, Singer, Dancer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 8PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 4	
Content Statement	8PR Demonstrate appropriate audience etiquette at live performances.	
	Enduring Understandings: Authentic Application and Collaboration Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.	
Essential Question	How is appropriate audience etiquette demonstrated at live performances?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> Etiquette protocol is expected at all classroom, school and live performances; Audience etiquette is determined by genre of music and concert environment. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Learning and demonstrating the rules of etiquette for students, parents and community. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Preparing etiquette protocol prior to attending a live performance; Developing etiquette guidelines for concert programs; Consulting etiquette guidelines as set forth by the National Association for Music Education (NAfME). Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	Assessment Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Listen to recordings and webcasts of live performances.</p> <p>Identify audience protocol; practice prior to attending a live performance.</p> <p>Consult guidelines (e.g., NAFME) for concert etiquette.</p> <p>Write guidelines and discuss and reflect on after attending a live performance.</p> <p>Demonstrate appropriate audience etiquette.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Jazz Artist• Keyboard Professional• Actor, Singer, Dancer• Conductor• Composer• Orchestra Manager• Music Journalist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 1RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 4	
Content Statement	1RE Explain how the elements and subject matter of music connect with disciplines outside the arts.	
	Enduring Understandings: Personal Choice and Vision, Authentic Application and Collaboration Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.	
Essential Question	How is music related to disciplines beyond the arts?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • Music is related to disciplines outside the arts; • To identify the elements of music and connect them with similar elements in other content areas: tempo, beat, rhythm, pitch (melody), line or phrase, form, harmony and timbre. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> • Identifying the elements of music by using developmentally appropriate music vocabulary – connect with synonymous concepts in other content areas; • Identifying other content areas that connect to music. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Integrated curricular resources; • Using synonymous concepts and vocabulary from other subject areas; • Related arts study and collaboration. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Compare one or two elements of a musical selection to a single content area: math, language arts, social studies or science.</p> <p>Attend a live performance or view a recorded performance. Discuss how the aspects of the performance related to other content areas.</p> <p>Compare the element of musical form to literature, poetry and writing.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Conductor• Composer• Musician• Actor, Dancer• Music Journalist• Music Technology• Arts Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 2RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 4	
Content Statement	2RE Describe the connection between emotion and music in selected musical works.	
	<p>Enduring Understandings: Personal Choice and Vision, Authentic Application and Collaboration</p> <p>Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.</p>	
Essential Question	How does the music create a certain emotion or feeling?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How music can inspire different emotions in different people; Expressive markings (tempo, dynamics) help convey a specific emotion or feeling. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Identifying how selected musical works evoke different emotions; Describing how emotions are portrayed through music (e.g., gloomy, sad, happy, nervous, excited) via expressive characteristics (musical elements). 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Live or recorded performances; Listening maps and historical background; Integrated learning projects linking music to art, literature, dance and drama. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Describe and communicate to others how musical selections make them feel through drawings, journals or both.</p> <p>Compare musical selections and categorize by expressive qualities and the emotions, moods or feelings that are brought forth after listening or performing.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Musician, Performer• Dancer• Music Journalist• Music Instructor• Music Publisher• Music Therapy• Author• Movie/TV/Radio Producer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 3RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 4	
Content Statement	3RE Explain classification of musical instruments, voices, composers and forms using appropriate music vocabulary.	
	<p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. C. Identify and classify voices, musical instruments, roles and careers of musicians. D. Relate historical information from the study of music to other art forms and disciplines outside the arts.</p>	
Essential Question	How do students classify musical instruments, voices, composers and forms using appropriate musical vocabulary?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> The similarities and differences between instruments, voices, composers and forms; Different time periods in history related to musical development. Composers can be classified by historical era and/or the type of music composed; Vocal classifications: Soprano, Alto, Tenor and Bass; How to classify or sort instruments into families. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Identifying classification terms and methods for Instruments, voices, composers and forms. Demonstrate basic understanding of different classifications of instruments, voices, composers and forms using age-appropriate musical vocabulary in addition to singing or playing instruments further illustrating what they have learned. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Listening to live and recorded examples of vocal and instrumental music from a varied repertoire to include world cultures and different eras in music history; Informational references, digital and otherwise; Performing alone and with others – singing and/or playing instruments. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Explore the qualities of each instrument family through various activities.</p> <p>Name, compare and contrast the lives of composers from various historical periods.</p> <p>Relate use of instruments or compositional style to historical musical practices.</p> <p>Identify and distinguish music of various world cultures and composers. Describe the instruments or types of voices used in various compositions as well as similarities and differences in form and style.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Composer• Conductor• Music Instructor• Ethnomusicologist• Music Journalist• Music /Film/TV Editor <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 4RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 4	
Content Statement	4RE Discuss the roles of musicians heard in various performance settings.	
	Enduring Understandings: Literacy, Critical and Creative Thinking Progress Points: C. Identify and classify voices, musical instruments, roles and careers of musicians.	
Essential Question	How can you describe the different roles of musicians in various performance settings?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> The role of a musician varies from setting to setting; Musicians can take on different roles within a particular performance setting: conductor, performer, dancer, actor or singer, sound technician and recording engineer. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Describing various settings where music can be found; Naming the different types of musicians and their respective role within a performance group; Exploring the various skills needed for musicians in their respective roles; Learning how the role of a composer, conductor, performer or arts-related business can include technology. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Attending live performances; Distance learning; Community and regional resources. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Explore music careers via WebQuest or live interview.</p> <p>Establish a list of careers in the music field.</p> <p>Explore careers that are related to music.</p> <p>Interview, consult or converse with performers, conductors, composers and others in and around the school community or region.</p> <p>Invite performers or those involved in arts-related careers to school – investigate, inquire and describe the interactive experience.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Music Education • Performance • Music Business • Church Musician • Music Production • Music Technology • Music Publishing • Musical Theater • Instrument Making, Repair • Movies/TV/Radio • Arts Administration <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • Grade 4 English Language Arts • Grade 4 Mathematics • Grade 4 Science • Grade 4 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST

[BACK](#)

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 5RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Level	Grade 4	
Content Statement	5RE Interpret a selected musical work using dance, drama or visual art.	
	<p>Enduring Understandings: Critical and Creative Thinking, Personal Choice and Vision</p> <p>Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.</p>	
Essential Question	How can musical works be interpreted by using mediums such as dance, drama and art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How a musical work can inspire different interpretations from various individuals; A musical selection can be interpreted through dance, drama, visual art and the written word. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Describing how music inspires different emotions; Explaining how artistic interpretations of music vary from person to person; Describing a musical work using other mediums, including dance, drama, visual art or the written word. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Professional interpretations of various performances; Live or recorded performances; Listening maps and historical background; Integrated learning projects linking music to art, literature, dance and theater. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Establish a document that specifies the qualities of a good performance.</p> <p>Compare and contrast their reflections and those of others.</p> <p>Write a review of a musical performance with suggestions for “solutions” if needed.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Music Historian• Music Producer• Music Journalist• Artist• Arts Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 4 English Language Arts• Grade 4 Mathematics• Grade 4 Science• Grade 4 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

[**BACK**](#)

Model Curriculum: MUSIC Grades 3-5

Grade 4 – 6RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 4	
Content Statement	6RE Use constructive feedback to improve and refine musical performance and response.	
	<p>Enduring Understandings: Personal Choice and Vision, Literacy, Critical and Creative Thinking</p> <p>Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.</p>	
Essential Question	How can constructive feedback help to improve musical performance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> To evaluate, compare and contrast musical performances; To create a performance guide or rubric in order to know the qualities of a good performance. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Describing performance standards through reflection and constructive feedback; Offering constructive feedback in a positive manner; Describing and evaluating a live or recorded performance of other students or performing group; Utilizing self and peer evaluations of performance for personal growth. 	<p>Students will be engaged supported in learning by...</p> <ul style="list-style-type: none"> Related arts (art, dance, drama); Live performance (music, dance, drama); Peer discussion and reflection. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Explore music careers via WebQuest or live interview.</p> <p>Establish a list of careers in the music field.</p> <p>Explore careers that are related to music.</p> <p>Interview, consult or converse with performers, conductors, composers and others in and around the school community or region.</p> <p>Invite performers or those involved in arts-related careers to school – investigate, inquire and describe the interactive experience.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Music Education • Performance • Music Business • Music Therapy • Church Musician • Music Technology • Music Publishing • Musical Theater • Instrument Making, Repair • Movies/TV/Radio • Arts Administration • Technology <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • Grade 4 English Language Arts • Grade 4 Mathematics • Grade 4 Science • Grade 4 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST

[BACK](#)

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 1CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 5	
Content Statement	<p>1CE Explore and identify musical instruments from different historical periods and world cultures.</p> <p>Enduring Understandings: Literacy</p> <p>Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. C. Identify and classify voices, musical instruments, roles and careers of musicians. D. Relate historical information from the study of music to other art forms and disciplines outside the arts.</p>	
Essential Question	How can you identify and describe the types of instruments used in various world cultures and time periods?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> The “evolution” of instruments and instrument families; Instruments were invented and used for different purposes; Types of instruments vary by culture; World cultures can be defined by its music and its history; Music can be used for different social and ceremonial occasions. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Identifying and classifying orchestral instruments aurally and visually; Describing and classifying instruments by timbre, the way they are made and the way they are played; Explaining how instruments are used in various world cultures; Labeling and describing historical style periods. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Audio and visual reference materials, digital resources; Live and recorded performances; Guest artists, speakers and performers. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Explore musical instruments of different time periods and cultures by completing a project.</p> <p>Classify instruments by similarities in material components, timbre and/or sound production.</p> <p>Describe the unique components that characterize the members of the four instrument families.</p> <p>Explore instruments of various world cultures.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Conductor• Composer• Performer• Orchestral Musician• Instrument Designer, Repair Technician• Sound Engineer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 2CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 5	
Content Statement	<p>2CE Listen to, identify and respond to music of different composers, historical periods and world cultures.</p> <p>Enduring Understandings: Critical and Creative Thinking</p> <p>Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. C. Identify and classify voices, musical instruments, roles and careers of musicians. D. Relate historical information from the study of music to other art forms and disciplines outside the arts.</p>	
Essential Question	How does music vary between different cultures, composers and time periods?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> The different musical styles and historical style periods; Different musical styles and genres have evolved from various world cultures. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Identifying composers from different parts of the world; Labeling and describing the various historical style periods – “era’s” in history; Describing musical selections and how they can differ between composers and world cultures; Describing how music can be used for different social and ceremonial occasions. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Singing, listening to and responding to a varied repertoire of music from various cultures and composers; Teacher collaboration (learning standards connections), e.g., historical and geographical influences; Live and recorded performances. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Identify and distinguish music of various world cultures and composers. Describe the instruments or types of voices used in various compositions as well as similarities and differences in form and style.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Composer• Conductor• Music Instructor• Ethnomusicologist• Music Journalist• Music/Film/TV Editor <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 3CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 5	
Content Statement	3CE Identify terms related to form (e.g., D.C. and D.S. al Fine, D. C. and D. S. al Coda, repeat signs, first and second endings).	
	<p>Enduring Understandings: Critical and Creative Thinking, Literacy</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.</p>	
Essential Question	What musical symbols or words relate to form in a musical selection?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Define and identify terms and musical symbols that give directions for navigating a musical selection with reference to form (the structure of a musical selection); A musical selection can be divided into sections. The order or arrangement of the sections is called “form.” 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Identifying, defining and performing music utilizing directional symbols and phrases (see above) in order to label the large sections of a musical selection; Recognizing the symbols used to navigate through a musical selection. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Listening, reading, moving and playing different musical selections and identifying musical symbols and phrases; Composing utilizing the above mentioned symbols and phrases; Improvising. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Learn visual, auditory and kinesthetic awareness of basic musical forms.</p> <p>Learn that musical composition is broken into sections; each section has unique musical characteristics.</p> <p>Identify, sing, listen to, play and move to music in simple forms – including AB, ABA and rondo forms. Identify musical vocabulary that gives directions for following the score.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Composer• Conductor• Performer• Dancer, Choreographer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

[BACK](#)

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 4CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 5	
Content Statement	4CE Recognize and identify longer music forms (e.g., sonata, 12-bar blues and theme and variations).	
	<p>Enduring Understandings: Critical and Creative Thinking, Literacy</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.</p>	
Essential Question	How can you describe and perform music with longer music forms?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Define and identify terms and musical symbols that give directions for navigating a musical selection with reference to form (the structure of a musical selection); A musical selection can be divided into sections. The order or arrangement of the sections is called “form.” 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Noting the differences in musical sections to help differentiate the element of AABA or rondo form, sonata, 12-bar blues and theme and variation; Performing repertoire utilizing the above mentioned forms – labeling and reflecting upon format and design. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Listening, singing, reading, moving and playing a variety of musical selections: identifying form; Composing and improvising; Listening maps. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Learn visual, auditory and kinesthetic awareness of basic musical forms.</p> <p>Learn that musical composition is broken into sections; each section has unique musical characteristics.</p> <p>Identify, sing, listen to, play and move to music in simple forms – including AB, ABA and rondo forms. Identify musical vocabulary that gives directions for following the score. Identify and perform music with longer music forms (e.g., sonata, 12-bar blues, theme and variation).</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Composer• Conductor• Performer• Dancer, Choreographer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

[**BACK**](#)

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 5CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 5	
Content Statement	5CE Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.	
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.	
Essential Question	What are the elements of music (to include tonality, dynamics, tempo and meter)?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> Definitions of musical terms at an age-appropriate level; To differentiate between the elements of music: tempo, beat, rhythm/meter, pitch/tonality, form, harmony, timbre and expressive qualities – dynamics and dynamic markings. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Identifying, defining and demonstrating a basic understanding of tempo, beat, rhythm, pitch, form, harmony and timbre and their functions in a musical composition; Identifying the musical elements and their functions in a composition to include tonality, dynamics, tempo and meter. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Performing and listening to a varied repertoire of music; Listening maps; Movement opportunities; Digital resources. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Analyze, describe, identify and label the various elements of music using developmentally appropriate vocabulary.</p> <p>Listen to, sing, play and move to a varied repertoire of music demonstrating their knowledge of the musical elements.</p> <p>Perform compositional and improvisational tasks are suggested to further demonstrate knowledge of the musical elements.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Performer• Composer• Conductor• Musician• Music Producer, Sound Engineer• Music Publisher• Actor, Dancer, Singer• Arts Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 6CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 5	
Content Statement	6CE Differentiate between melody and harmony.	
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.	
Essential Questions	How would you describe the difference between melody and harmony? How is harmony created?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • There are differences in musical texture among musical selections; • A melody is a series of single notes in succession; • Harmony is two or more notes sounded at the same time and can be achieved by singing or playing instruments in a round, applying descants, singing or playing in two or three parts to include ostinati. 	Students will demonstrate this by ... <ul style="list-style-type: none"> • Singing, creating and performing various melodies alone and with others (unison); • Singing or creating harmony with melody; • Singing or playing music in two or more parts. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Singing, playing and creating simple melodies; • Singing, playing and creating harmony while performing two- and three-part rounds, descants and partner songs. • Listening to children’s choirs, choral music and instrumental music. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Listen, sing and read, alone and with others, a wide variety of age-appropriate repertoire.</p> <p>Use various strategies to read and sing age-appropriate musical selections including rounds, canons, melodies with descants, two- and three-part music. Identify harmonic characteristics.</p> <p>Learn music reading strategies and are challenged aurally to learn to be secure with part singing.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Performer, Singer• Recording Artist, Producer• Sound Technician• Music Therapist• Music Instructor• Choir Director, Band Director, Orchestra Director• Music Journalist, Critic <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 7CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 5	
Content Statement	7CE Identify patterns of whole and half steps in a major scale.	
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.	
Essential Question	What are the elements of a major scale?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • That a scale is a succession of tones with a series of half steps and whole steps; • A major scale has half steps between tones 3 and 4 and 7 and 8 (include solfege labels). 	Students will demonstrate this by ... <ul style="list-style-type: none"> • Identifying and demonstrating the differences between a half step and a whole step; • Defining and demonstrating the structure of a major scale; • Identifying, singing and playing various major scales. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Singing, listening to, playing and reading and writing half steps and whole steps using available classroom instruments; • Singing, listening to, reading, writing and performing major scales in appropriate keys. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Analyze, describe, identify and label major scales using developmentally appropriate vocabulary.</p> <p>Perform compositional and improvisational tasks to further demonstrate knowledge of the major scale.</p> <p>Identify whole and half steps on a keyboard. Play several major scales with accidentals on a keyboard or available classroom instrument.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Performer• Composer• Conductor• Musician• Music Producer, Sound Engineer• Music Publisher• Actor, Dancer, Singer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 1PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 5	
Content Statement	<p>1PR Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</p> <p>Enduring Understandings: Literacy, Authentic Application and Collaboration Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.</p>	
Essential Question	How can appropriate technique and expressive qualities contribute an accurate performance of diverse repertoire?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How the voice plays a role in both solo singing and group performances; Skills and techniques in order to sing with correct pitch, rhythm and expressive qualities; The music of world cultures. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Singing with accurate rhythm, pitch and expressive qualities while exhibiting good posture and breath control; Describing and demonstrating how to blend their voice with other members of a vocal ensemble; Singing numerous musical selections from a variety of world cultures. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Listening to children’s choirs, choral groups and instrumental groups; Music text as resource; Vocal technique resources; References and recordings (digital and otherwise) of music from various cultures of the world. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Listen, sing and read, alone and with others, a wide variety of age-appropriate repertoire.</p> <p>Read and sing age-appropriate musical compositions with correct pitch, rhythm and expressive qualities while exhibiting good posture and breathing technique.</p> <p>Learn music reading strategies as well as instruction in proper vocal technique.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Performer, Singer• Recording Artist, Producer• Sound Technician• Music Therapist• Music Instructor• Choir Director <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 2PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 5	
Content Statement	2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.	
	<p>Enduring Understandings: Authentic Application and Application, Critical and Creative Thinking</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians.</p>	
Essential Question	How do you perform using available classroom instruments with proper technique?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Performance of a varied repertoire with available classroom instruments; • Appropriate ways of playing classroom instruments to produce quality sound while employing appropriate techniques, posture and breath control (if it applies). 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Describing and demonstrating appropriate ways to hold, handle and play classroom instruments while exhibiting good posture and breath control, if applicable. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Exploring the timbres and qualities of a variety of pitched and un-pitched instruments and playing techniques; • Listening to recorded performances; • Guest artists and performers. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Play a variety of classroom instruments, alone and with others, while producing a musical product with accurate pitch, rhythm and expressive qualities.</p> <p>Model and demonstrate proper instrument playing technique to produce a quality sound on available classroom instruments.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Band, Choir or Orchestra Conductor• Instrumentalist• Instrument Technicians• Sound Engineers• Movie and TV Soundtrack Personnel <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 3PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 5	
Content Statement	3PR Improvise, compose and arrange music.	
	<p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration, Personal Choice and Vision, Literacy</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.</p>	
Essential Question	How do students improvise, create and arrange musical compositions using a variety of instruments and sound sources?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn...</p> <ul style="list-style-type: none"> How to invent, create and arrange musical compositions using previously acquired skills; How to choose the instrumental medium or sound source for a composition; How to combine musical phrases culminating in a composition; How to format or arrange a composition utilizing various compositional techniques. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Creating simple rhythmic and melodic phrases culminating in a composition; Using improvisation as a compositional device; Choosing sound sources with a variety of timbres; Knowing musical form and arrangement of larger sections of a composition. 	<p>Students will be engaged supported in learning by ...</p> <ul style="list-style-type: none"> Movement opportunities; Performing with classroom instruments or by singing; Technology-based composition programs. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Play or sing short phrases using call and response or question and answer techniques; use these phrases as building blocks for composition.</p> <p>Create ostinati to accompany a song story; create melody.</p> <p>Create or improvise on a pentatonic scale.</p> <p>Create movement sequences to represent musical phrases; create an instrumental accompaniment.</p> <p>Utilize sound effects in a composition. Use literature or poetry as a model for form.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Music Instructor • Composer • Jazz Artist • Keyboard Professional • Actor, Singer, Dancer • Author <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • Grade 5 English Language Arts • Grade 5 Mathematics • Grade 5 Science • Grade 5 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST

[BACK](#)

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 4PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 5	
Content Statement	<p>4PR Use technology and the media arts to create and perform music.</p> <p>Enduring Understandings: Critical and Creative Thinking, Literacy, Authentic Application and Collaboration, Personal Choice and Vision</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.</p>	
Essential Question	How can students create short musical compositions using technology and media arts?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • How music can be digitally created; • How music can be combined with other art forms in a digital format; • How to use computer-generated notation and composition techniques if available; • About music websites and programs to enhance and enrich all areas of the music curriculum. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> • Exploring available music software, programs and websites; • Searching for developmentally appropriate programs to enhance music study; • Using notation and composition programs to create compositions, if available. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Available technology resources; • Music notation and composition software. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Explore and experiment with digital music technology.</p> <p>Create melodies, rhythms and compositions digitally with available resources.</p> <p>Use developmentally appropriate approved websites for enrichment and practice.</p> <p>Explore other areas of media arts to enhance the compositional process.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Education• Composer• Music Production• Music Technology• Music Publishing• Arts Administration• Music Professionals in all areas of performance <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

[**BACK**](#)

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 5PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 5	
Content Statement	5PR Read, write and perform using sixteenth through whole note values including syncopated rhythms and dotted half notes in 2/4, 3/4 and 4/4 meter.	
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.	
Essential Questions	How do sixteenth through whole notes and rests function in simple meter? How do students read and notate these rhythms with and without syncopation?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> Rhythmic values and their respective functions (sixteenth notes through whole notes and rests) within 2/4, 3/4 and 4/4 meter; To read, write and perform sixteenth notes through whole notes and rests; The concept of syncopation with a rhythmic framework; Conducting patterns in duple and triple meter. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Identifying and defining and performing rhythmic patterns or melodies that include sixteenth notes – through whole notes and rests; Describing and performing musical selections that include syncopation as a part of the rhythmic structure; Reading, writing and interpreting note and rest values; Defining, reading and performing musical selections with the following meters: 2/4, 3/4, 4/4. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Movement opportunities; Preparing and performing a varied repertoire of vocal and instrumental repertoire; Notation “tools” and technology-based composition programs. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Read, play or sing musical phrases using call and response or question and answer techniques.</p> <p>Improvise and/or create and notate short melodic and rhythmic phrases with and without syncopation.</p> <p>Create ostinato patterns to accompany a song story.</p> <p>Create movement sequences to represent musical phrases.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Composer• Jazz Artist• Keyboard Professional• Actor, Singer, Dancer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 6PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 5	
Content Statement	6PR Read, write and perform diatonic melodies and the major scale on the treble staff.	
	<p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.</p>	
Essential Question	How do you read, write and sing or play a melody using a major scale?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> To sing, play, read and notate major scales on the treble staff; The structure of a melody; To construct, create or compose melodic phrases using a diatonic framework; To improvise short melodic phrases within a diatonic framework; A major scale consists of eight successive tones with half steps between tones 3 and 4, and 7 and 8. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Identifying, naming and reading the letter names of the lines and spaces of the treble clef; Identifying, writing and notating a major scale; Performing a major scale on a classroom instrument (xylophone, bells, recorder); Singing major scales in vocal range using letter names, solfege or numbers; Reading, writing and performing musical selections that incorporate diatonic melodies. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Available classroom instruments; Music texts and resources; Notation “tools” and technology-based composition programs. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Compose and perform diatonic and treble clef major scale melodies using solfege, numbers and letters.</p> <p>Inform, practice, review and assess treble clef reading skills.</p> <p>Sample music incorporating (diatonic) major scales in the treble clef.</p> <p>Construct major scales on classroom instruments.</p> <p>Sing major scales in appropriate vocal range.</p> <p>Play major scales on available classroom instruments.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Composer• Keyboard Professional• Actor, Singer, Dancer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 7PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 5	
Content Statement	7PR Demonstrate appropriate audience etiquette at live performances.	
	Enduring Understandings: Authentic Application and Collaboration Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.	
Essential Question	How is appropriate audience etiquette demonstrated at live performances?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> Etiquette protocol is expected at all classroom, school and live performances; Audience etiquette is determined by genre of music and concert environment. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Learning and demonstrating the rules of etiquette for students, parents and community. 	Students will be engaged supported in learning by ... <ul style="list-style-type: none"> Preparing etiquette protocol prior to attending a live performance; Developing etiquette guidelines for concert programs. Consulting etiquette guidelines as set forth by the National Association for Music Education (NAfME). Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Listen to recordings and webcasts of live performances and identify audience protocol; practice prior to attending a live performance.</p> <p>Consult guidelines (e.g., NAMM) for concert etiquette.</p> <p>Write guidelines and discuss/reflect after attending a live performance.</p> <p>Demonstrate appropriate audience etiquette.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Jazz Artist• Keyboard Professional• Actor, Singer, Dancer• Conductor• Composer• Orchestra Manager• Music Journalist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 1RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 5	
Content Statement	<p>1RE Justify personal preferences for certain musical pieces, performances, composers, and musical genres both orally and in writing.</p> <p>Enduring Understandings: Personal Choice and Vision Progress Points: D. Relate historical information from the study of music to other art forms and disciplines outside the arts. E. Develop criteria to evaluate solo and group performances of music.</p>	
Essential Question	How does a student justify their personal choices for music?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> To evaluate, compare and contrast musical performances; To create a performance guide or rubric in order to know the qualities of a good performance; To express their personal preferences for musical performances, specific composers and various genres. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Describing and evaluating a live or recorded performance of other students or a performing group; Utilizing self and peer evaluations of performance for personal growth; Creating criteria for support of preferences for musical selections, composers and genres. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Exploring the works of music critics and reviewers; Listening to or performing and reflecting upon classroom performances; Listening to live or recorded performances. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Establish a document that specifies the qualities of a good performance, preferences for specific composers and music genres.</p> <p>Compare and contrast their reflections and those of others.</p> <p>Write a review of a musical performance with suggestions for “solutions” if needed. Include pertinent information with regard to composer, historical style period and genre or style,</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Music Historian• Music Producer• Music Journalist• Artist• Arts Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

[BACK](#)

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 2RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 5	
Content Statement	<p>2RE Discuss contributions of musical elements to aesthetic qualities in performances of self and others.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy</p> <p>Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. D. Relate historical information from the study of music to other art forms and disciplines outside the arts. E. Develop criteria to evaluate solo and group performances of music.</p>	
Essential Question	How do the elements of music contribute to an aesthetically pleasing performance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> To differentiate between the elements of music: tempo, beat, rhythm/meter, pitch/tonality, form, harmony, timbre and expressive qualities – dynamics and dynamic markings; How the specific elements of music contribute to the aesthetic qualities of a performance. 	<p>Students will demonstrate learning by ...</p> <ul style="list-style-type: none"> Demonstrating a basic understanding of the elements of music and how they contribute to the expressive and aesthetic qualities of a particular musical selection; Identifying the musical elements and their functions in a composition. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Performing (alone and with others) a varied repertoire of music; Movement opportunities to illustrate rhythm and form; Listening to live or recorded performances and reflecting on the aesthetic qualities of the performance. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Analyze, describe, identify and label the various elements of music using developmentally appropriate vocabulary.</p> <p>Listen to, sing, play and move to a varied repertoire of music demonstrating their knowledge of the musical elements.</p> <p>Compare and contrast their personal impressions with those of experts.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Performer• Composer• Conductor• Musician• Music Producer, Sound Engineer• Music Publisher• Actor, Dancer, Singer• Arts Administration <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 3RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 5	
Content Statement	3RE Describe how the process of learning in music connects to learning in other arts and other subject areas.	
	Enduring Understandings: Personal Choice and Vision, Authentic Application and Collaboration Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.	
Essential Question	How is the learning process similar in all content areas?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> How music is related to disciplines outside the arts; To identify the elements of music and connect with similar elements in other content areas: tempo, beat, rhythm, pitch (melody), line or phrase, form, harmony and timbre. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Identifying the elements of music by using developmentally appropriate music vocabulary – connect with synonymous concepts in other content areas; Identifying other content areas that connect to music. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Integrated curricular resources; Using synonymous concepts and vocabulary from other subject areas; Related arts study and collaboration. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	Assessment Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Compare one or two elements of a musical selection to a single content area: math, language arts, social studies or science.</p> <p>Attend a live performance or view a recorded performance. Discuss how the aspects of the performance are related to other content areas.</p> <p>Compare the element of musical form to literature, poetry and writing.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Conductor• Composer• Musician• Actor• Dancer• Music Journalist• Music Technology• Arts Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 4RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 5	
Content Statement	4RE Defend interpretations of music via dance, drama, and visual art using appropriate vocabulary.	
	Enduring Understandings: Personal Choice and Vision, Authentic Application and Collaboration Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.	
Essential Question	How can a student defend and reflect upon an interpretation of music through dance, drama and visual art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> How a musical selection is interpreted through other art mediums (dance, drama and visual art); To associate the common elements of various art forms (line, form, rhythm); 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Creating an interpretation of a musical selection via dance, drama or visual art; Showing comparative written evidence of compared works. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Related arts (art, dance, drama); Live performance (music, dance, drama); Comparing and contrasting other professional interpretations of musical selections. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Establish a document that specifies the works of a composer that are interpreted through art, dance and drama.</p> <p>Compare interpretations of a musical work that use other mediums, including dance, drama or visual art.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Music Historian• Music Producer• Music Journalist• Artist• Art Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST

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Model Curriculum: MUSIC Grades 3-5

Grade 5 – 5RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 5	
Content Statement	5RE Consider and articulate the influence of technology on music careers.	
	Enduring Understandings: Personal Choice and Vision, Authentic Application and Collaboration Progress Points: C. Identify and classify voices, musical instruments, roles and careers of musicians. D. Relate historical information from the study of music to other art forms and disciplines outside the arts.	
Essential Question	How does technology influence musical careers?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> How music can be created in a digital format; Music can be combined with other art forms in a digital format; Computer-generated music has influenced all aspects of music production and those who are involved in related careers; About music websites and programs to enhance and enrich all areas of the music curriculum. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Exploring available music software, programs and websites; Searching for developmentally appropriate programs to enhance music study and research; Discussing, documenting, comparing and contrasting the influence of technology on instrument production, recording arts, composition and music journalism. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Available technology resources; Music notation and composition software; Music research. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Explore and experiment with digital music technology. Explain which music careers have benefited from technological advancement.</p> <p>Compose digitally with any available resources. Compare to the resources available to various composers in the past.</p> <p>Discuss and research instrument production past and present.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Education• Composer• Music Production Professionals• Music Technology• Music Publishing• Arts Administration• Music Professionals in all areas of performance <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 3-5

Grade 5 – 6RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE))	
Grade Level	Grade 5	
Content Statement	6RE Develop and apply criteria for critiquing more complex performances of live and recorded music.	
	Enduring Understandings: Personal Choice and Vision, Literacy, Critical and Creative Thinking Progress Points: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.	
Essential Question	What criteria can be used for critiquing live and recorded performances?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> To evaluate, compare and contrast musical performance; To create a performance guide or rubric in order to know the qualities of a good performance. 	Students will demonstrate learning by ... <ul style="list-style-type: none"> Describing and evaluating a live or recorded performance of other students or a performing group; Utilizing self and peer evaluations of performance for personal growth. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Related arts (art, dance, drama); Live performance (music, dance, drama). Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 3-5

Application		
<p><u>Student Performance Tasks</u></p> <p>Establish a document that specifies the qualities of a good performance.</p> <p>Compare and contrast their reflections and those of others.</p> <p>Write a review of a musical performance with suggestions for “solutions” if needed.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Instructor• Music Historian• Music Producer• Music Journalist• Artist• Arts Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 5 English Language Arts• Grade 5 Mathematics• Grade 5 Science• Grade 5 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>