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Model Curriculum – The Arts
Music - High School
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. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g. chord symbols in jazz).
  B. Articulate a personal philosophy of music including personal valuing, musical preferences and involvement.
  C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.
  D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
  E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
  F. Use multimedia including media arts and music technology to create, analyze, rehearse present, record and disseminate music of a variety of styles.
  G. Apply study, performance and collaborative skills learned and used in music to other arts and non-arts subject areas.

HS I	Beginning	Cognitive and Creative Processes	
	PERCEIVING/KNOWING/CREATING (CE)	**PRODUCING/PERFORMING (PR)**	**RESPONDING/REFLECTING (RE)**
	1CE Define vocabulary in all rehearsed and performed music.	**1PR** Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.	**1RE** Identify assessment practices that can help demonstrate their learning and progress made in music.

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PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
2CE Identify musical terms and symbols for articulation and expression.	**2PR** Prepare and accurately perform a varied repertoire of ensemble music.	**2RE** Respond to aesthetic qualities of a performance using music terminology.
3CE Recognize and describe the elements of music.	**3PR** Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.	**3RE** Examine how people from different backgrounds and cultures use and respond to music.
4CE Listen to and compare various musical styles from the United States, other cultures and historical periods.	**4PR** Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control.	**4RE** Evaluate the use of the elements of music as relative to expression in a varied repertoire of music.
5CE Identify musical forms used in vocal and instrumental genres from various historical periods.	**5PR** Respond appropriately to the cues of the conductor or section leader.	**5RE** Describe the impact of music technology and innovation upon music careers.
6CE Identify the social contexts from which music of various cultures evolved.	**6PR** Improvise over drones or simple chord progressions.	**6RE** Investigate the ethical and legal issues surrounding the access and use of musical works (e.g. audio and video recordings, printed and digital sheet music).
7CE Identify aurally basic harmonic progressions in selected repertoire.	**7PR** Incorporate technology and media arts in performing or recording music.	
8CE Explain the role of technology in researching, creating, performing and listening to music.	**8PR** Compose and notate a simple melody as well as a melodic variation using traditional or digital media.	

HS II	Developing	Cognitive and Creative Processes	
	PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)

PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
1CE Interpret articulations, expressive symbols and terms while performing.	**1PR** Sing or play an increasingly varied repertoire of music representing diverse genres and cultures, alone and in ensembles.	**1RE** Apply assessment practices to demonstrate the learning and progress made in their development of music skill and music literacy.
2CE Identify and trace the development of music forms across historical periods.	**2PR** Prepare and accurately perform a varied repertoire of ensemble music.	**2RE** Describe how the use of elements of music affects the aesthetic impact of a music selection.
3CE Listen to, analyze and describe various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.	**3PR** Demonstrate sight-reading abilities at a developing level of complexity equal to or above the level of complexity found in the literature chosen for performance.	**3RE** Discuss how the purpose, meaning and value of music changes because of the impact of life experiences.
4CE Describe the elements of music and their functions.	**4PR** Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity and phrasing) while performing in a group.	**4RE** Analyze and determine the correct technique (e.g., posture, breath support, hand
5CE Identify traditional harmonic		

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progressions in selected repertoire. **6CE** Identify modality aurally and visually. **7CE** Identify musical forms used in vocal and instrumental genres from world cultures. **8CE** Describe how music reflects the social and political events of history and the role of the musician in history and culture.	**5PR** Improvise over simple chord progressions provided by the instructor. **6PR** Incorporate technology and media arts in creating, composing and arranging music. **7PR** Create and notate a harmonization of a simple melody using traditional or digital media.	position, embouchure, vocal placement) required for proper tone production. **5RE** Describe the use of elements of music as they relate to expression in a varied repertoire of music. **6RE** Incorporate technology when possible in assessing music performances.

HS III	Intermediate	Cognitive and Creative Processes	
	PERCEIVING/KNOWING/CREATING (CE)	**PRODUCING/PERFORMING (PR)**	**RESPONDING/REFLECTING (RE)**
	1CE Interpret music symbols and terms expressively while performing a varied repertoire of music. **2CE** Using appropriate musical terminology, critique various music styles from the United States other cultures and historical periods. **3CE** Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different. **4CE** Identify and trace the development of the elements of music across historical periods. **5CE** Compare and contrast musical forms used in vocal and instrumental genres. **6CE** Identify complex harmonic progressions in selected repertoire. **7CE** Aurally and visually identify the tonality of a given work in relation to intervals and scales.	**1PR** Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. **2PR** Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability given the level of complexity found in the selected literature. **3PR** Demonstrate sight-reading abilities at an intermediate level of complexity. **4PR** Perform an appropriate part in an ensemble demonstrating well- developed ensemble skills. **5PR** Improvise over chord progressions and symbols provided by the instructor. **6PR** Incorporate technology in audio editing and producing various forms of music. **7PR** Compose and notate a melody with harmonic accompaniment in a variety of musical styles.	**1RE** Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy. **2RE** Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses. **3RE** Assess how elements of music are used in a work to create images or evoke emotions. **4RE** Explain how the creative process is used in similar and different ways in the arts. **5RE** Evaluate how musical forms are influenced by history. **6RE** Compare and contrast a musical work with another work of art (e.g., dance, drama or visual art) from the same culture on the basis of cultural influences. **7RE** Evaluate how musical forms and performance practices are influenced by culture and history.

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HS IV	Mastery	Cognitive and Creative Processes	
	PERCEIVING/KNOWING/CREATING (CE)	**PRODUCING/PERFORMING (PR)**	**RESPONDING/REFLECTING (RE)**

PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
1CE Interpret music symbols and terms in light of historical and stylistic context. **2CE** Identify and trace the development of the elements of music across musical styles and world cultures. **3CE** Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias. **4CE** Identify non-traditional harmonic progressions in selected repertoire. **5CE** Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships. **6CE** Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work). **7CE** Recognize aesthetic characteristics common to all art forms.	**1PR** Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. **2PR** Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature. **3PR** Demonstrate sight-reading abilities at a mastery level of complexity. **4PR** Perform a leading part in an ensemble demonstrating superior ensemble skills. **5PR** Improvise over chord progressions and symbols in a variety of styles (e.g. blues, jazz and world music). **6PR** Incorporate technology in promoting and distributing music. **7PR** Sing or play a significant music composition, demonstrating an understanding of music styles and form. **8PR** Compose an original work or arrange a pre-existing work for a variety of performing ensembles.	**1RE** Apply assessment practices to select, organize and present personal works to show their growth and development in music. **2RE** Describe how compositional devices and techniques (e.g., motives, imitation, suspension and retrograde) are used to provide unity, variety, tension and release in a music work. **3RE** Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences. **4RE** Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions. **5RE** Develop and articulate a personal philosophy about the purpose and value of music. **6RE** Evaluate potential musical career choices and develop a personal strategic career plan.

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HS I – 1CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 1 – Beginning
Content Statement	**1CE** Define vocabulary in all rehearsed and performed music.
	Enduring Understandings: Literacy **Progress Points:** D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	Why is it important that I define all of the vocabulary in the music I am rehearsing and performing?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • To display a clear understanding of the musical vocabulary and its link for an accurate, musical performance.	**Students will demonstrate this by …** • Having a foundational knowledge of general music vocabulary; • Performing music correctly according to the music vocabulary used in the repertoire.	**Students will be engaged and supported in learning by …** • Inquiry-based learning; • Performance; • Project-based learning. **Resources LINK to Pearltrees** • 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 …** • Standards-Based Rubric Template • Arts Assessment Menu	

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Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Define the various musical terms and symbols in their music. Perform accurately according to the terms and symbols indicated in the music.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer, Arranger **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

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HS I – 2CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 1 – Beginning
Content Statement	**2CE** Identify musical terms and symbols for articulation and expression.
	Enduring Understandings: Critical and Creative Thinking, Literacy **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How do musical terms and symbols convey articulation and expression?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • To have an understanding of musical terms and symbols for an accurate, musical performance.	**Students will demonstrate this by …** • Having a foundational knowledge of musical terms and symbols; • Performing their rehearsed music accurately according to the terms and symbols for articulation and expression. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Inquiry-based learning; • Project-based learning; • Performance; • Recording and assessment. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

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Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**

Student Performance Tasks

Identify the musical terms and symbols used for articulation and expression in given music that is at a developmentally appropriate level.

Career Connections

Pearltrees Careers Link

- Music Educator
- Music Performer
- Private Studio Teacher
- Conductor
- Composer, Arranger

Learning Standards Connections

- High School I English Language Arts

- High School I Mathematics

- High School I Science

- High School I Social Studies

Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:

- ODE Diverse Learners
- VSA Ohio
- CAST

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HS I – 3CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 1 – Beginning
Content Statement	**3CE** Recognize and describe the elements of music.
	Enduring Understandings: Critical and Creative Thinking, Literacy **Progress Points:** D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How is music created with the various elements of music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Music is made of a combination of elements; • The elements of music create music of varying complexity and styles.	**Students will demonstrate this by …** • Having a thorough understanding of each element of music; • Articulating their knowledge of the musical elements. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Inquiry-based learning; • Group discussion; • Guided listening. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

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Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Listen to, analyze and discuss various pieces of music. Discuss how the elements of music are brought together to create a piece of music.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer • Arranger **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

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HS I – 4CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 1 – Beginning
Content Statement	**4CE** Listen to and compare various musical styles from the United States, other cultures and historical periods.
	Enduring Understandings: Critical and Creative Thinking, Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.
Essential Questions	What are the similarities and differences in musical styles between the United States and other cultures? What are the similarities and differences in music across different historical periods?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Listening to music enhances their understanding of music; • Music is unique to each culture and historical period; • Music can be classified into Western and non-Western music.	**Students will demonstrate this by …** • Comparing pieces of music using specific criteria based on style; • Recognizing the musical qualities of various cultures; • Discussing the different historical periods represented in music. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Inquiry-based learning; • Collaborative learning; • Project-based learning; • Guided listening. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Listen to a wide variety of music that is representative of many cultures and historical periods. Discuss as a class the similarities and differences they hear as well as work individually on creating their own view of the music.	**Pearltrees Careers Link** • Music Educator • Music Performer • Ethnomusicologist • Composer, Arranger • Conductor **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

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HS I – 5CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 1 – Beginning
Content Statement	**5CE** Identify musical forms used in vocal and instrumental genres from various historical periods.
	Enduring Understandings: Critical and Creative Thinking, Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	What musical forms are present in the various historical periods?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Music has structure; • Historical periods are represented by various musical forms; • Musical form can help describe the current events happening during that historical period.	**Students will demonstrate this by …** • Having a foundational knowledge of musical form; • Identifying transitions and contrasting sections in a piece of music; • Discussing how the musical form during the respective historical periods represents the current events of that time period. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Inquiry-based learning; • Project-based learning; • Guided listening. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

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Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Present to the class as a group the various historical periods represented in Western music. Part of the presentation will discuss the musical forms that are common from those time periods.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer • Arranger **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

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HS I – 6CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 1 – Beginning
Content Statement	**6CE** Identify the social contexts from which music of various cultures evolved.
	Enduring Understandings: Critical and Creative Thinking **Progress Points:** D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture. E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
Essential Question	How has music been influenced by our culture and society?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Culture and society influences music; • Major events throughout history have affected the development of music.	**Students will demonstrate this by …** • Making connections between music and current and historical events. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Inquiry-based learning; • Project-based learning; • Group discussion. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

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Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Select a time period or culture and present to the class how it has influenced the evolution of music. Discuss musical form and the use of terms and symbols to create images and evoke emotion representative of the culture or time period.	**Pearltrees Careers Link** • Music Performer • Music Educator • Composer • Ethnomusicologist **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS I – 7CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 1 - Beginning
Content Statement	**7CE** Identify aurally basic harmonic progressions in selected repertoire.
	Enduring Understandings: Critical and Creative Thinking **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.
Essential Question	What are the basic harmonic progressions most commonly heard in the varied repertoire?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Music may follow a basic harmonic structure; • Basic harmonic progressions are represented in most music being performed at this level.	**Students will demonstrate this by …** • Being able to aurally identify I, IV and V chords in a given key; • Aurally identifying basic harmonic progressions in music being performed. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Inquiry-based learning; • Providing many aural examples; • Guided listening. Resources **LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

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Application

Student Performance Tasks	Career Connections	Diverse Learners

Student Performance Tasks

Identify aurally the basic harmonic structure of a selected piece as a class. Then identify the harmonic progression as individuals.

Career Connections

Pearltrees Careers Link

- Music Educator
- Music Performer
- Conductor
- Composer
- Arranger

Learning Standards Connections

- High School I English Language Arts

- High School I Mathematics

- High School I Science

- High School I Social Studies

Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:

- ODE Diverse Learners
- VSA Ohio
- CAST

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HS I – 8CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 1 – Beginning
Content Statement	**8CE** Explain the role of technology in researching, creating, performing and listening to music.
	Enduring Understandings: Literacy **Progress Points:** E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society. F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.
Essential Question	How has technology expanded our knowledge in researching, creating, performing and listening to music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Technology plays a significant role in experiencing music; • Experiencing music includes researching, creating, performing and listening; • Music technology can assist in improving performance skills.	**Students will demonstrate this by …** • Using technology to research, create, perform and listen to music. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Inquiry-based learning; • Collaborative learning; • Project-based learning. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**

Student Performance Tasks

Participate in a class discussion regarding music technology and the role it plays in our music experience.

Construct a project using technology to communicate the various facets that music technology can serve.

Career Connections

Pearltrees Careers Link

- Music Educator
- Music Performer
- Music Technology
- Music Production
- Musical Theater Director

Learning Standards Connections

- High School I English Language Arts

- High School I Mathematics

- High School I Science

- High School I Social Studies

Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:

- ODE Diverse Learners
- VSA Ohio
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HS I – 1PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 1 – Beginning
Content Statement	**1PR** Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.
	Enduring Understandings: Authentic Application and Collaboration, Literacy **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to genre and culture.
Essential Question	What music can be performed at all performance levels that is representative of various cultures and historical periods?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Music represents many cultures and genres; • It is important to perform a wide variety of music alone as well as with an ensemble; • There are certain skills and technique required to perform a varied repertoire of music.	**Students will demonstrate this by …** • Defining different cultures and genres represented in music; • Performing a varied repertoire of music. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Recording and analyzing; • Student self-assessment; • Group discussion. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Perform music that is representative of various genres and cultures.	**Pearltrees Careers Link**	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
	• Music Educator • Music Performer • Musical Theater Director • Conductor • Composer, Arranger	• ODE Diverse Learners • VSA Ohio • CAST
	Learning Standards Connections	
	• High School I English Language Arts	
	• High School I Mathematics	
	• High School I Science	
	• High School I Social Studies	
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HS I – 2PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 1 – Beginning
Content Statement	**2PR** Prepare and accurately perform a varied repertoire of ensemble music.
	Enduring Understandings: Authentic Application and Collaboration, Literacy **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz).
Essential Question	What technique is necessary to prepare and accurately perform a varied repertoire of music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Performing in an ensemble can be a meaningful and fulfilling aspect of learning; • Performing a wide variety of music contributes to their overall appreciation of music; • Performing music is an important community service that adds to a positive quality of life; • There are certain skills and technique required to prepare and accurately perform a varied repertoire of music; • Performing with an ensemble requires concentration and focus for an accurate performance.	**Students will demonstrate this by …** • Problem solving by collaborating in small and large groups; • Articulating the historical significance of a varied repertoire of music; • Showing individual practice skills. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by…** • Collaborating with peers; • Performance-based assessment; • Integrated learning. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

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Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Perform in an ensemble and display the appropriate ensemble skills and technique to perform a piece of music.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Musical Theater Director • Musician **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

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HS I – 3PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 1 – Beginning
Content Statement	**3PR** Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.
Essential Question	What skills are necessary to sight-read a beginning level piece of literature?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • In order to be an independent musician, they must develop sight-reading skills; • They must have a basic understanding of pitch and rhythm; • Certain skills are necessary for sight-reading a beginning level piece of literature.	**Students will demonstrate this by …** • Knowing how to identify and perform notes and rhythms found in music of a similar difficulty level of performance repertoire; • Being able to sight-read independently a musical passage of appropriate difficulty. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Using a system such as solfege for teaching sight-reading skills; • Practicing sight-reading skills daily. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Sight-read a piece of music with appropriate feedback from several unbiased sources.	**Pearltrees Careers Link**	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
	• Performer, Singer	
	• Recording Artist, Producer	• ODE Diverse Learners
	• Music Therapist	• VSA Ohio
	• Music Instructor	• CAST
	• Choir Director, Band Director	
	Learning Standards Connections	
	• High School I English Language Arts	
	• High School I Mathematics	
	• High School I Science	
	• High School I Social Studies	

Model Curriculum: Music – High School

HS I – 4PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 1 – Beginning
Content Statement	**4PR** Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through classical and other notations (e.g., chord symbols in jazz).
Essential Question	How does my technical performance affect the performance of the ensemble?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Tone quality, articulation, intonation and expression are all important components of musical performance; • Good posture and breath control are imperative to quality musical performance.	**Students will demonstrate this by …** • Using the proper tone quality, articulation, intonation, expression, posture and breath control necessary for a musical performance; • Actively participating in the preparation for performance. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Collaborating with peers; • Performance-based learning; • Modeling. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Ohio | Department of Education

Application

Student Performance Tasks	**Career Connections**	**Diverse Learners**
Perform a piece of music as an ensemble and assess their performance afterwards by listening to a recording of the performance.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS I – 5PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School I – Beginning
Content Statement	**5PR** Respond appropriately to the cues of the conductor or section leader.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
Essential Question	How can I play the music more accurately by responding to the cues of the conductor?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The meaning of conducting gestures in musical performance; • The importance of cooperative learning (group collaboration) in musical performance; • The importance of watching a conductor or section leader and responding appropriately musically.	**Students will demonstrate this by …** • Being able to identify conducting patterns and gestures in musical performance; • Being able to respond musically to the cues of the conductor. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Conducting patterns; • Expressive gestures; • Modeling by the teacher. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Application

Student Performance Tasks	**Career Connections**	**Diverse Learners**
During a performance, respond appropriately to the cues of the conductor. Following the performance, assess their performance individually and as a group.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Musical Theater Director **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST

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Model Curriculum: Music – High School

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HS I – 6PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 1 – Beginning
Content Statement	**6PR** Improvise over drones or simple chord progressions.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	What technique is required for improvisation?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Improvisation is a musical skill; • While improvisation is created on an individual basis, there are certain guidelines for performing over a drone or simple chord progression.	**Students will demonstrate this by …** • Having a basic understanding of chord progressions; • Improvising over drones and simple chord progressions. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Teacher demonstration; • Peer modeling; • Call and response – students improvise response to teacher call, or vice versa. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Improvise with the ensemble while displaying the appropriate technique.	**Pearltrees Careers Link**	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
	• Music Educator	
	• Music Performer	
	• Conductor	• ODE Diverse Learners
		• VSA Ohio
	Learning Standards Connections	• CAST
	• High School I English Language Arts	
	• High School I Mathematics	
	• High School I Science	
	• High School I Social Studies	
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HS I – 7PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 1 – Beginning
Content Statement	**7PR** Incorporate technology and media arts in performing or recording music.
	Enduring Understandings: Literacy **Progress Points:** F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.
Essential Question	How can technology enhance the creation and performance of music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Technology and media arts are important tools for performing and recording music; • There are many different software programs as well as recording devices that can assist and enhance the performance and recording of music.	**Students will demonstrate this by …** • Exploring ways to incorporate technology and media arts into performing and recording music; • Selecting one way in which technology and media can be applied to performing and recording music and complete the process of merging technology, media, performing and/or recording music. **Assessment** **Students will know how well they are learning by …** • [Standards-Based Rubric Template](#) • [Arts Assessment Menu](#)	**Students will be engaged and supported in learning by …** • Collaborating with peers; • Inquiry-based learning; • Project-based learning; • Integrating: incorporates multimedia, technology and music. **Resources [LINK to Pearltrees](#)** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Learn about varying technological resources and describe how they assist in the creation and performance of music.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer, Arranger • Music Production, Music Technology **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

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HS I – 8PR

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 1 – Beginning
Content Statement	**8PR** Compose and notate a simple melody as well as a melodic variation using traditional or digital media.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking **Progress Points:** D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture. F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.
Essential Question	How can I best use the technological resources available to demonstrate my understanding of composition and notation?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Music literacy will help achieve musical independence; • Music composition can provide ways to express and represent their own experiences; • There are a variety of digital and technological tools to assist in the creation of an original musical work.	**Students will demonstrate this by …** • Showing problem-solving skills that are needed to compose; • Using basic music theory knowledge that is necessary to compose; • Investigating and experimenting with theme and variations in music. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Practice; • Project-based learning; • Integrated learning. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Take a simple melody and use the appropriate technological resource to compose and notate the melody as well as a melodic variation.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Music Production • Music Technology **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS I – 1RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 1 – Beginning
Content Statement	**1RE** Identify assessment practices that can help demonstrate their learning and progress made in music.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.
Essential Question	What assessment practices are best for demonstrating musical proficiency?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The importance of appropriate assessment practices in evaluating and demonstrating their musical proficiency; • The various assessment techniques available that best demonstrate their musical proficiency.	**Students will demonstrate this by …** • Identifying appropriate assessment strategies that effectively demonstrate their musical proficiency. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Collaborating with peers; • Group discussion; • Student self-assessment. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Research various assessment practices available in music. Then, select one or two to accurately demonstrate their learning and progress made in music.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

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HS I – 2RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 1 – Beginning
Content Statement	**2RE** Respond to aesthetic qualities of a performance using music terminology.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How can someone verbalize the affect a musical performance had on him or her?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Appropriate musical terminology for describing a musical performance; • To effectively verbalize the aesthetic qualities of a performance.	**Students will demonstrate this by …** • Listening to a performance and apply the appropriate musical terminology when describing the aesthetic qualities of the performance. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Listening and watching several musical performances; • Guided listening; • Group discussion. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Listen to a musical performance and respond using the correct music terminology.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

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HS I – 3RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 1 – Beginning
Content Statement	**3RE** Examine how people from different backgrounds and cultures use and respond to music.
	Enduring Understandings: Critical and Creative Thinking **Progress Points:** E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
Essential Question	How does music represent different backgrounds and cultures through their use of music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • People from different backgrounds use and respond to music in different ways; • People from different cultures use music to represent their culture.	**Students will demonstrate this by …** • Being able to articulate how music plays a role in different cultures; • Researching different cultures and defining the role music plays in those various cultures. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Listening to recordings; • Learning about different cultures and their use of music; • Project-based learning; • Group discussion. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Study various cultures and their use of music. Present, individually or as part of a group, the background of each culture and how they communicate using music.	**Pearltrees Careers Link** • Music Educator • Ethnomusicologist **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

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HS I – 4RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 1 – Beginning
Content Statement	4RE Evaluate the use of the elements of music as relative to expression in a varied repertoire of music.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How do the elements of music evoke certain aesthetic responses through the expressive nature of the repertoire of music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • How the elements of music can evoke aesthetic responses in a varied repertoire of music; • How they can evoke aesthetic responses through their performance in music.	**Students will demonstrate this by …** • Being able to evaluate music performances and describe the elements of music used to create expression; • Performing alone or with an ensemble and use the elements of music appropriately to elicit an aesthetic response. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Collaborating with peers; • Project-based learning; • Group discussion; • Guided listening. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Describe how a musical work makes them feel and use the appropriate musical terminology when describing their aesthetic response.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer • Arranger **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

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HS I – 5RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 1 – Beginning
Content Statement	**5RE** Describe the impact of music technology and innovation upon music careers.
	Enduring Understandings: Literacy **Progress Points:** B. Articulate a personal philosophy of music including personal valuing, musical preferences and involvement. F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.
Essential Question	How has music technology and innovation changed the music careers over the past century?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The impact music technology has had on the music industry; • The music careers that are available to them due to music technology.	**Students will demonstrate this by …** • Describing the current trends in music technology and innovation and how they have impacted the music industry; • Articulating what music careers are of interest to them and explaining what they need to do to pursue the career. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Guest musician from the music technology field; • Visual presentation of the evolution of music technology; • Project-based learning; • Group discussion. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Student Performance Tasks	Career Connections	Diverse Learners
Discuss the impact music technology has had on music careers and describe the skills necessary to enter the various fields in music.	**Pearltrees Careers Link** • Music Educator • Music Technology • Music Production **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

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HS I – 6RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 1 – Beginning
Content Statement	**6RE** Investigate the ethical and legal issues surrounding the access and use of musical works (e.g., audio and video recordings, printed and digital sheet music).
	Enduring Understandings: Critical and Creative Thinking, Literacy **Progress Points:** B. Articulate a personal philosophy of music including personal valuing, musical preferences and involvement. E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
Essential Question	What impact has technology had on the music industry in terms of the ethical and legal issues?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The ethical and legal issues that have arisen due to technology; • How illegal access to music hurts all involved in the music industry; • The proper and legal uses of recordings and digital music; • The copyright law.	**Students will demonstrate this by …** • Articulating the impact of technology on the music industry and how ethical and legal issues have arisen due to their impact. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Guest musician and/or publisher presentation; • Presenting a history of music technology and its impact on the music industry; • Class discussion. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Discuss the value and work that goes into creating a piece of music and why the ethical and legal issues have arisen due to technology.	**Pearltrees Careers Link** • Music Educator • Music Performer • Music Publisher • Music Business, Attorney **Learning Standards Connections** • High School I English Language Arts • High School I Mathematics • High School I Science • High School I Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

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HS II – 1CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 2 – Developing
Content Statement	**1CE** Interpret articulations, expressive symbols and terms while performing.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How do articulations, expressive symbols, and musical terms communicate the musical intent of a composition?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Articulations, expressive symbols and terms are necessary to communicate the musical intent of the composition.	**Students will demonstrate this by …** • Defining, recognizing and applying articulations, expressive symbols and terms in performance. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Modeling; • Rehearsing to mastery; • Guided listening. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Interpret articulations, expressive symbols, and terms through exercises and/or excerpt rehearsal	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer • Arranger **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

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HS II – 2CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 2 – Developing
Content Statement	**2CE** Identify and trace the development of music forms across historical periods.
	Enduring Understandings: Critical and Creative Thinking **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	What purpose does form serve in musical composition and performance?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Musical forms and their evolution across historical periods; • How to interpret musical form to create an accurate performance of the musical work.	**Students will demonstrate this by …** • Identifying the accepted historical periods of Western music; • Identifying the form and historical period of literature that is being performed. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Guided listening; • Analysis; • Group discussion. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Identify and understand the form and historical context of musical selections.	**Pearltrees Careers Link** • Music Educator • Music Performer • Composer, Arranger • Conductor • Musical Theater Director **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

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HS II – 3CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 2 – Developing
Content Statement	**3CE** Listen to, analyze, and describe various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.
	Enduring Understandings: Critical and Creative Thinking, Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How does the style of a piece represent the historical and cultural context in which it was created?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Music represents and transcends cultures; • Cultural and historical qualities distinguish various music works.	**Students will demonstrate this by …** • Applying music vocabulary; • Listening critically to the elements and styles in various music works; • Articulating their analysis; • Understanding the historical and cultural context. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Guided listening; • Questioning; • Group discussion; • Written response; • Guest artist. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Discuss the music being performed or listened to with the music vocabulary that has been learned.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer • Arranger **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

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HS II – 4CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 2 – Developing
Content Statement	**4CE** Describe the elements of music and their functions.
	Enduring Understandings: Critical and Creative Thinking **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How do musical elements affect musical composition and performance?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Elements of music combine to create music; • The function of the elements of music and applying them to the rehearsal and performance of music.	**Students will demonstrate this by …** • Defining the elements of music: melody, harmony, beat, rhythm, timbre, form and tempo and how they are combined to create pieces of music. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Guided listening; • Questioning; • Group discussion. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Identify musical elements and articulate their function in musical composition and performance.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer • Arranger **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS II – 5CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 2 - Developing
Content Statement	**5CE** Identify traditional harmonic progressions in selected repertoire.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How are harmonic progressions used and what purpose do they serve in a musical composition?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • To identify traditional harmonic progressions aurally while listening to and viewing a selected piece of repertoire; • The certain qualities that are present in traditional harmonic progressions.	**Students will demonstrate this by …** • Identifying traditional harmonic progressions through written and aural assessments. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Group discussion; • Listening to recordings. . **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Identify, aurally and through performance, traditional harmonic progression typical of historical periods and selected repertoire.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer • Arranger **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS II – 6CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 2 – Developing
Content Statement	**6CE** Identify modality aurally and visually.
	Enduring Understandings: Critical and Creative Thinking **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How are modes used to represent tonality?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • How different modal systems create a certain sound; • What the different modal systems look like in the repertoire; • The different tonalities created by the various modal systems.	**Students will demonstrate this by …** • Identifying various modes through written and aural assessment. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Group discussion; • Listening to recordings. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Recognize, aurally and visually, a variety of modal systems and their use in music compositions.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer • Arranger **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS II – 7CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 2 – Developing
Content Statement	**7CE** Identify musical forms used in vocal and instrumental genres from world cultures.
	Enduring Understandings: Literacy **Progress Points:** D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	What are the similarities and differences in musical form across genres and cultures?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Musical form exists in a variety of musical genres and cultures; • Musical form has identifiable musical characteristics; • There are similarities and differences in musical form across the genres and cultures.	**Students will demonstrate this by …** • Understanding and using musical vocabulary; • Understanding and describing musical form; • Analyzing and synthesizing musical compositions. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Questioning; • Group discussion; • Guided listening; • Guided analysis. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Identify diverse formal structures of vocal and instrumental music across world cultures.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer • Arranger **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS II – 8CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 2 – Developing
Content Statement	**8CE** Describe how music reflects the social and political events of history and the role of the musician in history and culture.
	Enduring Understandings: Critical and Creative Thinking, Literacy **Progress Points:** E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
Essential Question	What social and political events have inspired musical compositions?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Musical form exists in a variety of musical genres and cultures; • Musical form has identifiable musical characteristics; • Music can be used to represent the political events of history; • Musicians have played a large role in preserving history and culture.	**Students will demonstrate this by …** • Understanding the historical context of musicians and musical selections; • Understanding the social and political elements that may have influenced musicians and musical works; • Describing the relationship between music, musicians and social and political events; • Understanding the process of creation of an art object. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Questioning; • Group discussion; • Guided listening; • Guided analysis. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Articulate the influence social and political events lend towards the creation and use of musical composition.	**Pearltrees Careers Link** • Music Educator • Ethnomusicologist **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS II – 1PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 2 – Developing
Content Statement	**1PR** Sing or play an increasingly varied repertoire of music representing diverse genres and cultures, alone and in ensembles.
	Enduring Understandings: Authentic Application and Collaboration, Critical and Creative Thinking, Personal Choice and Vision **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	What music can be performed at all performance levels that is representative of various cultures and historical periods?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Stylistic practices are necessary to perform diverse music; • Their role as an individual performer vs. ensemble performer; • There is literature available at every level that is representative of diverse genres and cultures.	**Students will demonstrate this by …** • Exploring varied repertoire, independently and/or with others; • Exploring music of diverse genres and cultures, independently and/or with others. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Collaboration; • Recording and analyzing; • Refinement; • Self-assessment; • Guest clinician. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Perform a varied repertoire of music that is representative of diverse historical periods and culture.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Musical Theater Director • Composer, Arranger **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS II – 2PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 2 – Developing
Content Statement	**2PR** Prepare and accurately perform a varied repertoire of ensemble music.
	Enduring Understandings: Authentic Application and Collaboration **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz).
Essential Question	What is required to work as an ensemble to accurately perform developmentally appropriate literature?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Performing in an ensemble can be a meaningful and fulfilling aspect of learning; • Performing a wide variety of music contributes to their overall appreciation of music; • Performing music is an important community service that adds to the positive quality of life; • There are certain skills required to perform as part of an ensemble.	**Students will demonstrate this by …** • Problem solving by collaborating in small and large groups; • Discussing the historical significance of a varied repertoire of music; • Appropriately using individual practice skills. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Collaborating with peers; • Performance-based assessment; • Integrated – grade level and subject area. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Play a varied repertoire of music that is appropriate for the playing level of the ensemble.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Musical Theater Director **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS II – 3PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 2 - Developing
Content Statement	**3PR** Demonstrate sight-reading abilities at a developing level of complexity equal to or above the level of complexity found in the literature chosen for performance.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz).
Essential Questions	How does sight-reading practice improve performance? Why is it important to be able to sight-read at a high level?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Sight-reading skills are essential to quality performance; • Sight-reading skills are a fundamental part of music performance; • Sight-reading involves looking at certain elements of music to achieve a musical performance.	**Students will demonstrate this by …** • Applying musical performance skills; • Reading and interpreting musical notation and symbols in a temporal setting. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Checklist; • Recording and assessing; • Self-Assessment; • Guest assessor. . **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Sight-read music at an appropriate developmental level. (The instructor as well as unbiased sources will give feedback.)	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Musical Theater Director **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS II – 4PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 2 - Developing
Content Statement	**4PR** Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity and phrasing) while performing in a group.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz).
Essential Questions	What is the significance of a group performance? Why is it important to accurately demonstrate fundamental skills?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Collaboration is essential to group performance; • Communication between performer, conductor and audience is essential to group performance; • Individual mastery affects the ensemble.	**Students will demonstrate this by …** • Rehearsing and performing in a group; • Responding to the cues of a conductor; • Interpreting and applying musical symbols and vocabulary. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Recording and assessing; • Self-Assessment; • Guest assessor. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Perform in a concert that demonstrates correct ensemble performance skills.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Musical Theater Director **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS II – 5PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 2 – Developing
Content Statement	**5PR** Improvise over simple chord progressions provided by the instructor.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How can I demonstrate personal creativity through improvisation?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Improvisation is a creative and impulsive composition; • There is musical latitude in improvisation; • Improvisation is a musical conversation; • There are certain skills and techniques required to improvise accurately.	**Students will demonstrate this by …** • Understanding simple chord progressions; • Exploring improvisational skills; • Experimenting with improvisation. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Modeling; • Guest artist; • Experimental improvisations. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Perform with a group that gives everyone an opportunity to demonstrate their understanding of improvisation, after the teacher discusses and models how to improvise over a simple chord progression.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer • Arranger **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS II – 6PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 2 – Developing
Content Statement	**6PR** Incorporate technology and media arts in creating, composing and arranging music.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture. F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.
Essential Question	What technological programs are the best at allowing me to demonstrate my creativity?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Technology and media arts are important tools in creating, composing and arranging music; • Each software program requires certain knowledge to be able to create and compose music.	**Students will demonstrate this by …** • Showing how to use software, hardware and media to create, compose and/or arrange music; • Displaying their understanding of techniques and processes for creating, composing and/or arranging music. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Project-based learning; • Composing; • Arranging; • Creative exercises. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Experiment with the various software and hardware programs available for creating, composing and arranging music. Demonstrate the ability to use the programs to compose an original piece of music.	**Pearltrees Careers Link** • Music Technology • Composer • Arranger • Conductor • Music Production **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS II – 7PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 2 – Developing
Content Statement	**7PR** Create and notate a harmonization of a simple melody using traditional or digital media.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture. F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.
Essential Question	What harmonic progressions are appropriate for a simple melody?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The use of basic notational practices; • Chord selection for harmonization; • The practice of traditional notation or the use of digital media; • The techniques of basic harmonization of a simple melody.	**Students will demonstrate this by …** • Creating and notating a complete harmonization of a simple melody using either traditional or technological methods. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Project-based learning; • Composing; • Planning; • Creative exercises; • Modeling using harmonization examples. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Demonstrate knowledge of basic harmonic progressions by notating over a simple melody.	**Pearltrees Careers Link** • Music Educator • Music Performer • Composer • Music Technology • Music Publisher **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS II – 1RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 2 – Developing
Content Statement	**1RE** Apply assessment practices to demonstrate the learning and progress made in their development of music skill and music literacy.
	Enduring Understandings: Critical and Creative Thinking **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.
Essential Question	How might a student best show progress in their musical skill and literacy?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The relevance of assessment for development; • Assessment practices; • How to apply self and group assessment.	**Students will demonstrate this by …** • Understanding and applying assessment criteria; • Engaging in assessment practice; • Gauging their individual and group development. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Questioning; • Group discussion; • Individual and group performance; • Recording performance and assessing playback; • Critiquing performance of self and others; • Exploring assessment examples (OMEA critique, critic reviews). **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Follow a rubric to evaluate the progress of self and peers and report results to the teacher and peers.	**Pearltrees Careers Link**	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:

Career Connections

Pearltrees Careers Link

- Music Educator
- Music Performer
- Conductor
- Musical Theater Director

Learning Standards Connections

- High School II English Language Arts

- High School II Mathematics

- High School II Science

- High School II Social Studies

Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:

- ODE Diverse Learners
- VSA Ohio
- CAST

BACK

Model Curriculum: Music – High School

Ohio | Department of Education

HS II – 2RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 2 – Developing
Content Statement	**2RE** Describe how the use of elements of music affects the aesthetic impact of a music selection.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking **Progress Points:** B. Articulate a personal philosophy of music including personal valuing, musical preferences and involvement. C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.
Essential Question	How are musical elements used to create response, meaning and unity in a piece of music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Music elements can create or provoke an array of aesthetic responses; • Each person may have a different aesthetic response depending upon his or her interpretation of the musical work.	**Students will demonstrate this by …** • Defining the elements of music: melody, harmony, beat, rhythm, timbre, form and tempo; • Discussing how meaning and expression are created through the musician's use of the elements and articulating and defending their opinion. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Guided listening; • Questioning; • Group discussion. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application

Student Performance Tasks	**Career Connections**	**Diverse Learners**
Create a speculative description of an excerpt of music (programmatic) or how elements are used (absolute) and what elements are manipulated. After instruction, the exercise is repeated and checked for increased use of formal music terminology and description. Example for program music: "Listen to this excerpt. Write down what you think this music is about. After that, write down what you hear happening in the music that supports your idea."	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS II – 3RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 2 – Developing
Content Statement	**3RE** Discuss how the purpose, meaning and value of music changes because of the impact of life experiences.
	Enduring Understandings: Personal Choice and Vision, Literacy **Progress Points:** B. Articulate a personal philosophy of music including personal valuing, musical preferences and involvement. E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
Essential Question	What is the affect of varying life experiences on the meaning and value of music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • How life experiences can affect the value and meaning of music; • Music has a great role in our society for projecting meaning of our life experiences; • How to discuss the purpose, meaning and value of music with appropriate vocabulary.	**Students will demonstrate this by …** • Discussing the impact of life experiences on music. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning b y…** • Modeling; • Discussing the effect of music on life experiences throughout history; • Journaling. . **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Choose a piece of music that resonates with their life experiences and discuss how the music played a role in defining their life experience.	**Pearltrees Careers Link** • Music Educator • Arts Administrator **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | **Department** of Education

HS II – 4RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 2 - Developing
Content Statement	**4RE** Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.
	Enduring Understandings: Authentic Application and Collaboration, Critical and Creative Thinking **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.
Essential Question	What is the correct technique for proper tone production on my instrument?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Technique (physical positioning and movement) can affect tonal production; • A portion of individual practice includes critical listening and self-correction.	**Students will demonstrate this by …** • Analyzing and correcting their own physical positioning; • Analyzing and correcting the physical positioning of others; • Explaining the connections between observed technique(s) and tone. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by…** • Teacher and peer modeling; • Self-analysis of performance; • Questioning; • Group discussion. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
In a performance setting, demonstrate appropriate technique for proper tone production and explain how this assists in creating a better tone.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Musical Theater Director **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS II – 5RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 2 - Developing
Content Statement	**5RE** Describe the use of elements of music as they relate to expression in a varied repertoire of music.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How do the elements of music communicate expression in music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Music elements can create or provoke an array of aesthetic responses; • There are connections between manipulations of elements and expression in a musical selection; • Manipulation of elements to create expression is a technique in all music.	**Students will demonstrate this by …** • Defining the elements of music: melody, harmony, beat, rhythm, timbre, form and tempo; • Making connections between meaning and expression and how meaning and expression are created through the musician's use (in composing, improvising and performing) of the elements; • Articulating and defending their opinions of the connections. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Guided listening; • Guided listening with focus on use of musical elements; • Questioning; • Group discussion. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Analyze given music examples for the elements used to create expression in music and describe this with appropriate vocabulary.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer • Arranger **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS II – 6RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 2 – Developing
Content Statement	**6RE** Incorporate technology when possible in assessing music performances.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.
Essential Question	How can technology assist in assessing music performances?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • How to use the software programs as well as analog and digital recording devices to help them analyze individual and ensemble performances; • Existing audio and video computer programs can quantify the accuracy of individual performances; • How teachers will use software to track his or her progress; • Music technology can assist in improving the playing skills of the individual and ensemble.	**Students will demonstrate this by …** • Using digital, analog and assessment technology to analyze, rate and improve his or her individual performance; • Applying his or her teacher's analysis to improvement of playing; • Linking individual improvements with improvements in ensembles; • Articulating how the use of technology can enhance the quality of a performance. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Direct instruction on use of technology for analyzing playing; • Free time for exploring recording and analysis in technology; • Questioning; • Comparative discussion on aural vs. technologically analyzed performances. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Use various technologies to assess their individual as well as ensemble performance. This information could be used to improve future performances.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Music Technology • Music Producer **Learning Standards Connections** • High School II English Language Arts • High School II Mathematics • High School II Science • High School II Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS III – 1CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 3 – Intermediate
Content Statement	**1CE** Interpret music symbols and terms expressively while performing a varied repertoire of music.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How can music symbols and terms create an expressive musical performance?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Music is most meaningful when performed interpreting music symbols and expressive qualities correctly; • Music symbols and musical expression are specific to historical period, genre and style.	**Students will demonstrate this by …** • Understanding and applying practice strategies that lead to the proper performance of a varied repertoire of music. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Collaborating with peers; • Individual and group practice. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application

Student Performance Tasks	Career Connections	Diverse Learners

Student Performance Tasks

Perform a varied repertoire of music while interpreting the music symbols and terms to create an expressive performance. Following the performance, assess the performance.

Career Connections

Pearltrees Careers Link

- Music Educator
- Music Performer
- Conductor
- Composer, Arranger
- Musical Theater Director or Musician

Learning Standards Connections

- High School III English Language Arts

- High School III Mathematics

- High School III Science

- High School III Social Studies

Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:

- ODE Diverse Learners
- VSA Ohio
- CAST

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Model Curriculum: Music – High School

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HS III – 2CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 3 – Intermediate
Content Statement	**2CE** Using appropriate musical terminology, critique various music styles from the United States, other cultures and historical periods.
	Enduring Understandings: Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	What terminology assists me in critiquing and understanding various cultures and historical periods in music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Music has specific language that is unique to music, which describes, explains and evaluates itself; • Music is an important art form that describes the world around us; • The language and terminology used in music is common throughout the world (Western music).	**Students will demonstrate this by …** • Discussing how musical terminology is used to critique various music styles; • Knowing how to verbalize an opinion or a critique of various music styles. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Inquiry-based learning; • Collaborating with peers. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Listen to varying musical styles representative of many cultures and historical periods. Using appropriate terminology, critique and give opinion regarding the performance.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Ethnomusicologist **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS III – 3CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 3 – Intermediate
Content Statement	**3CE** Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.
	Enduring Understandings: Literacy, Critical and Creative Thinking **Progress Points:** E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society. G. Apply study, performance and collaborative skills learned and used in music to other arts and non-arts subject areas.
Essential Question	What are the roles of creators and performers in the production and presentation of the arts?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Composers and performers of music have similarities and differences to creators and producers in the other arts.	**Students will demonstrate this by …** • Describing and explaining the roles of creators and producers of music; • Understanding the similarities and differences of music creators vs. creators and producers of the other arts. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Project-based learning; • Inquiry-based learning. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
When working on a piece of music for performance, discuss what is required to compose a piece of music as well as accurately perform the work to the composer's specifications.	**Pearltrees Careers Link** • Music Educator • Music Performer • Music Producer • Composer • Arranger **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS III – 4CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 3 – Intermediate
Content Statement	**4CE** Identify and trace the development of the elements of music across historical periods.
	Enduring Understandings: Literacy **Progress Points:** D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How has music evolved across the historical periods through the different elements of music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The study of music history can provide the groundwork for being able to identify and trace the development of the elements of music; • Knowledge of the elements of music, as they developed throughout history, can help students be responsible consumers, critics and creators.	**Students will demonstrate this by …** • Discussing the elements of music and how they have evolved across historical periods. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Inquiry-based learning; • Research-based learning; • Collaborating with peers. . **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Present information regarding the elements of music and how it has evolved over the course of history.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Musical Theater Director or Musician **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS III – 5CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 3 - Intermediate
Content Statement	**5CE** Compare and contrast musical forms used in vocal and instrumental genres.
	Enduring Understandings: Critical and Creative Thinking **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	What musical forms are used commonly in vocal and instrumental genres?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Musical form takes on many different roles in the vocal and instrumental genres; • Understanding musical form can assist in an authentic performance of a musical work.	**Students will demonstrate this by …** • Researching and discussing the various musical forms used in the vocal and instrumental genres; • Comparing and contrasting the musical forms; • Using the knowledge to create an authentic music performance. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Research-based learning; • Collaborating with peers; • Individual and group rehearsal. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Listen to various recordings that are representative of the common vocal and instrumental genres. Orally and in writing, compare and contrast the musical forms. Listen to their performance of the various musical forms.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer • Arranger **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

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HS III – 6CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 3 – Intermediate
Content Statement	**6CE** Identify complex harmonic progressions in selected repertoire.
	Enduring Understandings: Critical and Creative Thinking, Literacy **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	What qualities are found in complex harmonic progressions?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Analyzing harmonic progressions in music helps students develop strong aural skills; • An effective musician understands how to listen critically to music; • Certain qualities are represented in typical harmonic progressions.	**Students will demonstrate this by …** • Identifying complex harmonic progressions in selected repertoire; • Discussing the qualities of the harmonic progressions found in the repertoire that makes them more complex. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Critical listening; • Collaborating with peers; • Individual and group practice. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Learn how complex harmonic progressions are developed and identify given examples aurally and visually. Then identify the harmonic progressions in music the teacher has selected.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer, Arranger • Music Publisher **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS III – 7CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 3 – Intermediate
Content Statement	**7CE** Aurally and visually identify the tonality of a given work in relation to intervals and scales.
	Enduring Understandings: Critical and Creative Thinking, Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture. F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.
Essential Question	How can I identify the tonality of a given work in relation to the intervals and scales present within that work?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • An effective musician has a thorough knowledge of major and minor key relationships; • An effective musician understands how to listen critically to music; • Intervals and scales within a given work dictate the tonality.	**Students will demonstrate this by …** • Using music theory concepts of key signatures, major and minor scales, and primary intervals when analyzing a musical work; • Discussing and articulating the tonality of a given work in relation to intervals and scales. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Critical listening; • Aural training exercises; • Individual and group practice. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application

Student Performance Tasks	**Career Connections**	**Diverse Learners**
Receive instruction on how tonality is created using intervals and scales. Then work with varying levels of complex music to identify tonality aurally and visually.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer • Arranger **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST

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Model Curriculum: Music – High School

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HS III – 1PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 3 - Intermediate
Content Statement	**1PR** Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
	Enduring Understandings: Authentic Application and Collaboration, Critical and Creative Thinking **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz).
Essential Question	What fundamental skills and techniques are necessary to perform at a high degree of musicality?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Fundamental skills required for performing at a high degree of musicality; • Skills required to perform in an ensemble; • Practice is necessary to reach a high degree of musicality.	**Students will demonstrate this by …** • Performing the fundamental skills required to perform at a high degree of musicality. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Self-Assessment; • Third-party feedback; • Listening to audio recordings of their performance; • Watching video recordings of their performance; • Discussing the fundamental skills required for a high degree of musicality. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Perform alone and/or as an ensemble to demonstrate knowledge of the fundamental skills required to perform at a high level. Analyze their performance individually and as a group.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Private Studio Teacher **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS III – 2PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 3 – Intermediate
Content Statement	**2PR** Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability given the level of complexity found in the selected literature.
	Enduring Understandings: Authentic Application and Collaboration, Literacy **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz).
Essential Question	What can I do as an individual performer to show continuous improvement that will help the ensemble perform at a high degree of musicality?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Accurate performance in a variety of genres is important to developing strong musicianship; • An effective musician shows continuous individual improvement; • Ensemble skills are a necessary component of performing at a high level of musicality.	**Students will demonstrate this by …** • Performing with the ensemble showing proper ensemble skills; • Discussing their performance by indicating areas for reinforcement and refinement. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Feedback from teacher and other evaluators; • Discussion and written feedback regarding their performance; • Listening to recordings of their performance. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Perform with their ensemble but also have a chance to demonstrate their individual continuous improvement through recordings of their performance and feedback from the teacher via a rubric or other means.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Musical Theater Director or Musician • Private Studio Teacher **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS III – 3PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 3 – Intermediate
Content Statement	**3PR** Demonstrate sight-reading abilities at an intermediate level of complexity.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration, Literacy **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz).
Essential Question	What fundamental skills are necessary to sight-read at an intermediate level?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Sight-reading is an essential skill to develop musicianship; • An effective musician understands how to problem solve through sight-reading; • Sight-reading will improve their performance.	**Students will demonstrate this by …** • Sight-reading music using the appropriate skills at an intermediate level. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Individual practice; • Collaborative practice; • Technique building. . **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Sight-read to help build musicianship. Study sight-reading as a daily skill within the ensemble.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Private Studio Teacher **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS III – 4PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 3 – Intermediate
Content Statement	**4PR** Perform an appropriate part in an ensemble demonstrating well-developed ensemble skills.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration, Literacy **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz).
Essential Question	What individual skills are necessary to perform with an ensemble?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Developing ensemble skills is essential for all musicians; • An effective musician collaborates with other musicians to appropriately perform a varied repertoire of music; • All parts in an ensemble are equally important for an authentic performance.	**Students will demonstrate this by …** • Adequately preparing their individual part for an ensemble rehearsal; • Showing ensemble rehearsal skills such as problem solving and critical thinking; • Using musical performance as demonstration of learning. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Collaborative practice; • Individual practice; • Technique building. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Perform with an ensemble to demonstrate proficiency on their part and the ability to accurately perform with the ensemble.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

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HS III – 5PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 3 – Intermediate
Content Statement	**5PR** Improvise over chord progressions and symbols provided by the instructor.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration, Literacy **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). D. Read, write, improvise, compose and describe varied types of musical repertoire using language that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	What improvisational technique is involved to accurately perform the chord progressions provided by the director?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Musical improvisation is a higher reasoning skill; • An effective musician develops improvisational skills; • The meaning of chord progressions and symbols written in the music.	**Students will demonstrate this by …** • Constructing primary chord progressions in major and minor keys; • Improvising with an ensemble. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Critical listening; • Individual practice; • Composing music. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Improvise as part of a jazz ensemble. Learn chord progressions typically seen in the music they are performing and learn how to improvise over the various chord progressions. (A guest artist could help instruct and demonstrate the proper improvisational technique.)	**Pearltrees Careers Link** • Music Educator • Music Performer • Composer • Arranger **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS III – 6PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 3 – Intermediate
Content Statement	**6PR** Incorporate technology in audio editing and producing various forms of music.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.
Essential Question	How can I use the technological programs available to me to edit and produce various forms of music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Recording technology is a means to share the performing arts with others; • Audio recording and editing can make a significant contribution to the performing arts; • An effective music producer collaborates with many artists to produce various forms of music; • There are many software programs available for audio editing and producing; each program has advantages and disadvantages depending on the type of project being completed.	**Students will demonstrate this by …** • Experimenting and exploring with music technology tools and media; • Editing and/or producing original or pre-existing various forms of music; • Using recording technology as an artistic skill; • Using music production as a creative-reasoning skill. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Recording technology training; • Technology practice; • Editing performances of various forms of music; • Recording live performances. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**

Student Performance Tasks

Record their own performance as well as the performance of an ensemble. Produce various forms of music using the audio recordings.

Career Connections

Pearltrees Careers Link

- Music Technology
- Music Producer

Learning Standards Connections

- High School III English Language Arts

- High School III Mathematics

- High School III Science

- High School III Social Studies

Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:

- ODE Diverse Learners
- VSA Ohio
- CAST

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Model Curriculum: Music – High School

Ohio | Department of Education

HS III – 7PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 3 – Intermediate
Content Statement	**7PR** Compose and notate a melody with harmonic accompaniment in a variety of musical styles.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture. F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.
Essential Question	What are the harmonic progressions that are available to compose in various musical styles?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn… • Practicing musical composition can make musicians more effective artists; • Music can provide ways to investigate and represent one's own experiences using original composition; • Creating an original composition is a tangible way to demonstrate their learning of the elements of music.	**Students will demonstrate this by …** • Composing an original melody with an appropriate harmonic accompaniment; • Investigating and generating original ideas. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Discussing compositional technique; • Melodic dictation; • Rhythmic dictation; • Critical listening. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Learn the appropriate music theory skills to create harmonic structure in various musical styles. Create an original melody and write a harmonic accompaniment that demonstrates understanding of those music theory skills.	**Pearltrees Careers Link** • Music Educator • Composer • Arranger **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS III – 1RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 3 – Intermediate
Content Statement	**1RE** Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.
	Enduring Understandings: Critical and Creative Thinking, Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating music and musical performances within and outside the classroom.
Essential Question	How can assessment accurately demonstrate my understanding of fundamental music concepts and music literacy?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The ability to assess music/musical performance can help to make one's own performance as proficient as possible; • Applying assessment strategies to music/musical performance can heighten their knowledge of fundamental music concepts and music literacy.	**Students will demonstrate this by …** • Researching assessment practices in music; • Investigating and exploring tools and media. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Collaborating with peers; • Research-based learning; • Inquiry-based learning. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Demonstrate understanding of fundamental music concepts and music literacy using various assessment practices that have been demonstrated to accurately assess their metacognition.	**Pearltrees Careers Link** • Music Educator • Arts Administrator **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS III – 2RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 3 – Intermediate
Content Statement	**2RE** Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses.
	Enduring Understandings: Personal Choice and Vision, Literacy **Progress Points:** B. Articulate a personal philosophy of music including personal valuing, musical preferences and involvement.
Essential Question	Why do people differ in their responses to the aesthetic qualities of a performance?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The ability to articulate one's own personal views, preferences or opinions in musical performance adds significantly to one's understanding of the art; • Sharing ones personal opinions about performance and listening to others share their opinions and discuss differences, is a higher-level, mature form of learning.	**Students will demonstrate this by …** • Discussing aesthetics in music; • Respecting the views of others when discussing a performance. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Research-based learning; • Inquiry-based learning; • Collaborating with peers; • Listening to musical performances for discussion. . **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**

Student Performance Tasks

Discuss a performance and analyze its aesthetic qualities. Compare and contrast their responses to the same performance and discuss why all viewpoints are important.

Career Connections

Pearltrees Careers Link

- Music Educator
- Music Performer

Learning Standards Connections

- High School III English Language Arts

- High School III Mathematics

- High School III Science

- High School III Social Studies

Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:

- ODE Diverse Learners
- VSA Ohio
- CAST

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Model Curriculum: Music – High School

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HS III – 3RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 3 - Intermediate
Content Statement	**3RE** Assess how elements of music are used in a work to create images or evoke emotions.
	Enduring Understandings: Personal Choice and Vision, Literacy **Progress Points:** B. Articulate a personal philosophy of music and musical performances within and outside the classroom. C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.
Essential Question	How can elements of music be used to create various images and evoke emotion?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Music and musical performance evokes human emotion or images; • Certain music elements can be used to evoke certain images or emotions.	**Students will demonstrate this by …** • Investigating and exploring tools and media; • Working with musical performances to assess and describe the use of musical elements to convey emotion and create images. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Research-based learning; • Inquiry-based learning; • Listening to music performances; • Collaborating with peers. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Listen to various styles of music and describe the elements of music used to create various images and emotions in the piece. Discuss how people can interpret images and emotions in a variety of ways.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer, Arranger **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS III – 4RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 3 – Intermediate
Content Statement	**4RE** Explain how the creative process is used in similar and different ways in the arts.
	Enduring Understandings: Critical and Creative Thinking, Literacy **Progress Points:** G. Apply study, performance and collaborative skills learned and used in music to other arts and non-arts subject areas.
Essential Question	What are the similarities and differences in the creative process throughout all arts disciplines?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The creative process used in music and the arts should be discussed in order to understand similarities and differences; • The ability to explain similarities and differences in the fine and performing arts can help people make artistic connections quickly; • The creative process throughout the arts disciplines is similar in nature.	**Students will demonstrate this by …** • Articulating the creative process used in the various arts disciplines; • Comparing and contrasting similarities and differences of the creative process in each of the arts disciplines. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Research-based learning; • Inquiry-based learning; • Project-based learning; • Collaborative skills. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Analyze a variety of examples from other arts disciplines. Discuss the creative process for each and the similarities and differences to the creative process in music.	**Pearltrees Careers Link** • Music Educator • Arts Organization Administrator **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS III – 5RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 3 – Intermediate
Content Statement	**5RE** Evaluate how musical forms are influenced by history.
	Enduring Understandings: Personal Choice and Vision, Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
Essential Question	How has history influenced musical form?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Studying music history is essential to understanding how musical forms have been influenced by history; • Musical forms can characterize and indicate periods in history.	**Students will demonstrate this by …** • Investigating and exploring music history; • Analyzing musical form. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Research-based learning; • Inquiry-based learning; • Class discussion regarding history and the musical influences; • Collaborating with peers. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Discuss many historical periods and the music created during that time. Discuss how the form was influenced by the events of that historical period.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

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HS III – 6RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 3 – Intermediate
Content Statement	**6RE** Compare and contrast a musical work with another work of art (e.g., dance, drama or visual art) from the same culture on the basis of cultural influences.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy **Progress Points:** G. Apply study, performance and collaborative skills learned and used in music to other arts and non-arts subject areas.
Essential Question	How does culture influence the various forms of art?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Culture influences art; • The fine and performing arts can represent or explain culture; • The arts can represent culture in many different mediums (music, dance, visual art, theater).	**Students will demonstrate this by …** • Investigating and exploring a specific culture; • Exploring other art forms and the similarities and differences in how culture is represented. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Research-based learning; • Inquiry-based learning; • Discussion that compares and contrasts art forms and the cultural influences; • Collaborating with peers. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		

Student Performance Tasks	**Career Connections**	**Diverse Learners**
Observe and analyze various works of art from various cultures. Discuss as a class the similarities and differences observed and how the culture had an influence on the work of art.	**Pearltrees Careers Link** • Music Educator • Arts Organization Administrator **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS III – 7RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 3 – Intermediate
Content Statement	**7RE** Evaluate how musical forms and performance practices are influenced by culture and history.
	Enduring Understandings: Critical and Creative Thinking, Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating music and musical performances within and outside the classroom. E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
Essential Question	In what ways have culture and history had an influence on musical forms and performance practices?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Performance practices in music can be influenced by culture and history; • Evaluating musical forms and performance practices help in tracing cultural influences in music; • Understanding the structure of music created due to culture and history will enhance its performance.	**Students will demonstrate this by …** • Studying culture and history and the music that represents those respective areas; • Analyzing musical form. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Research-based learning; • Inquiry-based learning; • Collaborating with peers. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Study music history and the various cultures of those time periods and discuss how this influenced the musical form and performance practices of the various cultures and time periods in history.	**Pearltrees Careers Link** • Music Educator • Conductor • Music Performer **Learning Standards Connections** • High School III English Language Arts • High School III Mathematics • High School III Science • High School III Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS IV – 1CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grader Level	High School 4 – Mastery
Content Statement	**1CE** Interpret music symbols and terms in light of historical and stylistic context.
	Enduring Understandings: Critical and Creative Thinking, Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How do musical symbols represent different styles and periods of history?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Musical symbols can translate into different forms of musical expression according to the historical and stylistic context.	**Students will demonstrate this by …** • Describing how musical symbols communicate different ideas depending on the historical and stylistic context of the repertoire. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Discussion; • Listening to recordings representative of the different historical and stylistic contexts being portrayed; • Performing varied types of musical repertoire. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Interpret music symbols to create a performance that is representative of the historical and stylistic context of the work.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS IV – 2CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 4 – Mastery
Content Statement	**2CE** Identify and trace the development of the elements of music across musical styles and world cultures.
	Enduring Understandings: Critical and Creative Thinking; Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture. E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
Essential Question	How has music evolved throughout history and how is it representative of different cultures and time periods?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • How music has evolved throughout history and is representative of the different cultures and time periods.	**Students will demonstrate this by …** • Identifying and explaining the development of music and how it has changed dependent on the time period and culture it represents. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Discussing the history of music; • Listening to audio recordings. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Identify music that is representative of different cultures and time periods.	**Pearltrees Careers Link**	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:

<table>
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- Music Educator
- Ethnomusicologist
- Conductor

Learning Standards Connections

- High School IV English Language Arts

- High School IV Mathematics

- High School IV Science

- High School IV Social Studies

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- ODE Diverse Learners
- VSA Ohio
- CAST

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HS IV – 3CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 4 – Mastery
Content Statement	**3CE** Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g., role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment, and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.
	Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration; Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture. E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and culture, with focus on the function of music in society.
Essential Question	What unique features of expressive content from a varied repertoire of music can influence the performance of a musical work?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The role of musical style to communicate the expressiveness of a musical work.	**Students will demonstrate this by …** • Analyzing a work and describing the expressive qualities based upon the culture and historical context of the repertoire; • Communicating musical style that is representative of the culture through their performance.	**Students will be engaged and supported in learning by …** • Performance; • Discussing musical style relative to the repertoire being performed; • Listening to performances that correctly demonstrate the expressiveness of a musical work. **Resources LINK to Pearltrees** • 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 …** • Standards-Based Rubric Template • Arts Assessment Menu	

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**

Student Performance Tasks

Analyze various musical works with understanding of the expressive content and then translate that style into a performance that accurately represents the style being depicted.

Career Connections

Pearltrees Careers Link

- Music Performer
- Conductor
- Composer
- Arranger

Learning Standards Connections

- High School IV English Language Arts

- High School IV Mathematics

- High School IV Science

- High School IV Social Studies

Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:

- ODE Diverse Learners
- VSA Ohio
- CAST

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Model Curriculum: Music – High School

Ohio | Department of Education

HS IV – 4CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 4 – Mastery
Content Statement	**4CE** Identify nontraditional harmonic progressions in selected repertoire.
	Enduring Understandings: Critical and Creative Thinking **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Questions	What is harmony? What differs between nontraditional and traditional harmonic progressions?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The nontraditional harmonic progressions and how they differ from traditional harmonic progressions.	**Students will demonstrate this by …** • Identifying, written and aurally, the non-traditional harmonic progressions. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Discussing nontraditional harmonic progressions; • Listening to nontraditional harmonic progressions. . **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Aurally identify nontraditional harmonic progressions.	**Pearltrees Careers Link** • Composer • Arranger **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS IV – 5CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 4 – Mastery
Content Statement	**5CE** Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords, and key relationships.
	Enduring Understandings: Critical and Creative Thinking; Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	What relationship exists between tonality, intervals, scales, chords and key relationships?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • How tonality is developed through intervals, scales, primary and secondary chords, and key relationships.	**Students will demonstrate this by …** • Identifying, aurally and visually, the tonality of a given work; • Describing the tonal relationship between intervals, scales, primary and secondary chords, and key relationships in a given work. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Listening to recordings; • Discussing tonality; • Visually demonstrating how tonality is formed in the repertoire. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		

Student Performance Tasks	**Career Connections**	**Diverse Learners**
Aurally and visually identify tonality, intervals, scales, primary and secondary chords, and key relationships.	**Pearltrees Careers Link** • Composer • Arranger • Conductor **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS IV – 6CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 4 – Mastery
Content Statement	**6CE** Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work).
	Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). B. Articulate a personal philosophy of music including personal valuing, musical preferences and involvement.
Essential Question	What skills, abilities and accomplishments from your musical experiences are you able to represent in a variety of mediums?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • To recognize the scope and depth of music accomplishments; • How to create a portfolio that is representative of their music accomplishments.	**Students will demonstrate this by …** • Creating a portfolio that represents their well-developed skills, abilities and accomplishments; • Preparing for college auditions and striving for an advanced performance level. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • A variety of performance opportunities (e.g., solo and ensemble contest, pit orchestra, performances for service, private lessons); • Making class or group recordings; • Opportunities to make solo recordings. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Develop criteria and select personal musical experiences that represent well-developed skills and accomplishments. Then, create a medium that represents those accomplishments (e.g., portfolio, preparing college audition, studio work).	**Pearltrees Careers Link** • Music Educator • Music Performer • Music Producer **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS IV – 7CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	High School 4 – Mastery
Content Statement	**7CE** Recognize aesthetic characteristics common to all art forms.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking **Progress Points:** G. Apply study, performance and collaborative skills learned and used in music to other arts and non-arts subject areas.
Essential Question	What aesthetic characteristics are common to all art forms?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • There are shared aesthetic elements between the arts; • The processes that lead to the creation of a work of art and the elements that may be present; • Aesthetic elements common in all art forms and how to analyze/evaluate their use.	**Students will demonstrate this by …** • Recognizing aesthetic characteristics in music and other forms of art; • Applying aesthetic concepts to the process of creating art; • Perceiving, analyzing and understanding the cultural significance and aesthetic characteristics of an art form. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Listening and evaluating performances and other art forms; • Class discussion; • Engaging in creative activities to experience the processes involved in creating art forms; • Comparing and contrasting art forms. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		

Student Performance Tasks	Career Connections	Diverse Learners
Understand and recognize aesthetic characteristics common to music and other art forms. Accurately evaluate all art forms.	**Pearltrees Careers Link** • Music Educator • Arts Administrator **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS IV – 1PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 4 – Mastery
Content Statement	**1PR** Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
	Enduring Understandings: Authentic Application and Collaboration, Critical and Creative Thinking, Personal Choice and Vision **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz).
Essential Question	What individual as well as ensemble skills are necessary to play advanced music literature?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Fundamental instrumental skills are necessary to play advanced literature; • Advanced music literature requires individual preparation; • Their role as an individual performer vs. an ensemble performer.	**Students will demonstrate this by …** • Striving to master advanced music literature; • Performing advanced intonation, rhythm, fundamental skills and advanced technique. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Collaborating; • Recording and analyzing; • Refinement; • Self-assessment; • Guest clinician. . **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Demonstrate the ability to work cohesively in a group. Be prepared to demonstrate the appropriate skill level to perform advanced literature.	**Pearltrees Careers Link** • Music Educator • Music Performer **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS IV – 2PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 4 – Mastery
Content Statement	**2PR** Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
	Enduring Understandings: Authentic Application and Collaboration, Critical and Creative Thinking **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	What individual skills are needed to play advanced music literature?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The creative, collaborative and communicative nature of ensemble performance; • They experience unique qualities of musical performance; • The level of individual practice that is necessary to perform at an advanced level.	**Students will demonstrate this by …** • Continuing to develop musical abilities to perform through collaboration and rehearsal skills; • Performing with appropriate ensemble skills: blend, balance, phrasing, quality of sound and intonation. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Collaborating; • Recording and analyzing; • Refinement; • Self-assessment; • Guest clinician. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections** **Learning Standards Connections**	**Diverse Learners**
Work on developing individual skills during practice time outside the school day. Work with a qualified teacher on their instrument on a weekly basis.	**Pearltrees Careers Link** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST

BACK

Model Curriculum: Music – High School

HS IV – 3PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 4 – Mastery
Content Statement	**3PR** Demonstrate sight-reading abilities at a mastery level of complexity.
	Enduring Understandings: Authentic Application and Collaboration **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz).
Essential Question	What sight-reading skills are necessary for a quality musical performance?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Sight-reading skills are essential to quality performance; • Sight-reading skills are fundamental to music performance.	**Students will demonstrate this by …** • Applying musical performance skills; • Reading and interpreting musical notation and symbols in a temporal setting. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Checklist of necessary skills; • Recording and group assessment; • Self-Assessment; • Guest assessor. . **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Application

Student Performance Tasks	**Career Connections**	**Diverse Learners**
Demonstrate sight-reading ability in the classroom with several opportunities to do so. (The teacher will record the performance to analyze their ability level. Also, an unbiased third party adjudicator will be used to give appropriate feedback.)	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS IV – 4PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 4 – Mastery
Content Statement	**4PR** Perform a leading part in an ensemble demonstrating superior ensemble skills.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz).
Essential Question	What skills are necessary to perform a leading part in an ensemble?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Collaboration is essential to group performance; • Communication between performer, conductor and audience is essential to group performance; • Individual mastery affects the ensemble.	**Students will demonstrate this by …** • Rehearsing and performing in a group at an advanced level of musicianship; • Responding to the cues of a conductor; • Interpreting and applying musical symbols and vocabulary. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Recording and assessment; • Self-Assessment; • Guest assessor. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application

Student Performance Tasks	**Career Connections**	**Diverse Learners**
Play a lead part in the ensemble. (This can also include student led sectional rehearsals where the student can demonstrate their mastery on their instrument and their leadership skills.)	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS IV – 5PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 4 – Mastery
Content Statement	**5PR** Improvise over chord progressions and symbols in a variety of styles (e.g., blues, jazz and world music).
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How do I improvise over a given chord progression in a variety of musical styles?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • How to interpret basic chord symbols; • How to interpret symbols in a variety of musical styles; • How to improvise a melody based on chord symbols.	**Students will demonstrate this by …** • Improvising a melody by interpreting chord symbols representing chord progressions; • Creating musical ideas from interpreting chord progressions and symbols in a variety of musical styles. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Live demonstration; • Listening examples; • Creative exercises; • Self-Assessments; • Teacher assessments. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Improvise alone and with others over a chord progression. Improvise with many different musical styles	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS IV – 6PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 4 – Mastery
Content Statement	**6PR** Incorporate technology in promoting and distributing music.
	Enduring Understandings: Authentic Application and Collaboration, Literacy **Progress Points:** F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.
Essential Question	How can technology help in the promotion and distribution of music to a wide audience?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • How to use technology to distribute music; • How to use various technological avenues to create methods of promoting music.	**Students will demonstrate this by …** • Using technology to distribute music or aid in the distribution of music; • Using technology to promote music or aid in the promotion of music. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Projects; • Demonstrations; • Simulations; • Presentations. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Create their own music using technology; promote and distribute the music to their school and community.	**Pearltrees Careers Link** • Music Producer • Music Publisher • Composer • Arranger **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS IV – 7PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 4 – Mastery
Content Statement	**7PR** Sing or play a significant music composition, demonstrating an understanding of music styles and form.
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration, Literacy **Progress Points:** A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g., chord symbols in jazz). E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
Essential Question	What techniques and understanding of music styles and form are required to perform a significant composition?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The techniques required to perform significant musical compositions; • Varying musical styles; • Musical form and structure.	**Students will demonstrate this by …** • Performing a significant musical composition; • Recognizing and understanding the musical style of a significant music composition; • Recognizing and understanding the form of a significant music composition. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Musical examples; • Audio examples; • Lecture; • Discussion; • Questioning. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
As an ensemble or as an individual, perform a significant composition for an audience. (This should also be performed for credentialed evaluators to receive appropriate feedback to help reinforce and refine their performance.)	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS IV – 8PR

Discipline	Music
Strand/Process	Producing/Performing (PR)
Grade Level	High School 4 – Mastery
Content Statement	**8PR** Compose an original work or arrange a pre-existing work for a variety of performing ensembles.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture. F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.
Essential Question	What techniques are required to compose or arrange a musical composition for a variety of performing ensembles?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Basic music theory and compositional techniques; • Basic arranging techniques; • Orchestration techniques for a variety of ensembles.	**Students will demonstrate this by …** • Creating an original composition or arranging a pre-existing work; • Orchestrating an original composition or arrangement for a variety of performing ensembles. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Project-based learning; • Composition and arranging exercises; • Lecture; • Discussion; • Questioning. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Arrange a given original for a variety of performing ensembles. Also, create an original work. Have an understanding of basic music theory, composition techniques, arranging techniques and orchestration techniques for a variety of ensembles.	**Pearltrees Careers Link** • Composer • Arranger **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS IV – 1RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 4 - Mastery
Content Statement	**1RE** Apply assessment practices to select organize and present personal works to show their growth and development in music.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration **Progress Points:** B. Articulate a personal philosophy of music including music valuing, musical preferences and involvement. C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.
Essential Question	What are the best works for my portfolio and the best ways to present the works?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Assembly of a portfolio of personal work requires criteria for making choices among selections, presentation order and type of performance—recorded or live; • Portfolios may consist of live presentation, recorded examples and notated music.	**Students will demonstrate this by …** • Applying several assessment approaches to musical choices; • Applying all music learning to date to: (1) develop and use assessments and (2) perform or otherwise present recorded works; • Developing critical criteria that can be applied to selection and organization. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Questioning and discussion as methods of: -Guidance in developing critical criteria; -Guidance in developing checklists for choosing, organizing and presenting; • Direct instruction on facets of portfolio assembly. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Assemble a portfolio that shows growth and defend choices made.	**Pearltrees Careers Link** • Music Educator • Arts Organization Position **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS IV – 2RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 4 – Mastery
Content Statement	**2RE** Describe how compositional devices and techniques (e.g., motives, imitation, suspension and retrograde) are used to provide unity, variety, tension and release in a music work.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy **Progress Points:** C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	How are compositional devices and techniques used to bring about unity, variety, tension and release in music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The ability to articulate one's own personal views, preferences or opinions in musical performance adds significantly to one's understanding of the art; • Sharing one's personal opinions about performance and listening to others share their opinions and discuss differences, is a higher-level, mature form of learning.	**Students will demonstrate this by …** • Discussing aesthetics in music; • Respecting the views of others when discussing a performance. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Research-based learning; • Inquiry-based learning; • Collaborating with peers; • Listening to musical performances for discussion. . **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Identify and explain how devices and techniques are used in the principles of unity, variety, tension and release.	**Pearltrees Careers Link** • Music Educator • Music Performer • Conductor • Composer • Arranger **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS IV – 3RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 4 – Mastery
Content Statement	**3RE** Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy **Progress Points:** B. Articulate a personal philosophy of music including personal valuing, musical preferences and involvement. C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture. E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society. G. Apply study, performance and collaborative skills learned and used in music to other arts and non-arts subject areas.
Essential Question	How do the four factors of culture, environment, experience and values affect musical response?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Cultural, environmental, personal and values-related factors interact to affect how people respond to musical experiences; • Differences in the four factors' relative influence will cause differences of opinions about a musical selection.	**Students will demonstrate this by …** • Identifying how the four factors might affect the use of musical elements, compositional devices and arts-related principles; • Exploring cultural music and how their composers and listeners within and outside the culture use the four factors. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Guided listening; • Listening to, reading and discussing different opinions about the same piece of music or same performance, e.g., two critics' view of same concert. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Offer cogent speculations and reasons for varying musical responses that consider culture, environment, values and experiences.	**Pearltrees Careers Link** • Ethnomusicologist • Music Educator **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS IV – 4RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 4 – Mastery
Content Statement	**4RE** Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy **Progress Points:** B. Articulate a personal philosophy of music including personal valuing, musical preference and involvement. C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
Essential Question	What criteria are useful in evaluating effectiveness and quality of performances and compositions?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • The process of criticism in the arts begins with description of a work or piece; • The ability to critique performances and compositions is developed from performing music as well as listening to, analyzing, describing and discussing pieces and performances.	**Students will demonstrate this by …** • Describing both programmatic and elemental manipulations in composed and performed musical works; • Comparing qualities and effectiveness of performances of the same work based on description; • Taking a stance on a performance's quality or a composition's effectiveness; • Defending their criteria applied to the comparison and eventual judgments. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Listening; • Reviewing and analyzing scores; • Guided listening with focus on description; • Self and peer rating of performances; • Direct instruction in arts criticism process. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Describe and critique performances and compositions, developing criteria for doing so as he or she speaks, writes and defends judgments and choices.	**Pearltrees Careers Link** • Music Educator • Music Critic **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

HS IV – 5RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 4 – Mastery
Content Statement	**5RE** Develop and articulate a personal philosophy about the purpose and value of music.
	Enduring Understandings: Personal Choice and Vision **Progress Points:** B. Articulate a personal philosophy of music including personal valuing, musical preferences and involvement.
Essential Questions	What philosophies have been used to justify music? Which aspects of music appeal to you most?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Various philosophical positions of musical value; • To apply criteria to articulate a personal philosophy.	**Students will demonstrate this by …** • Applying criteria to evaluate and assess musical value; • Explaining various philosophical positions about music and value (e.g., aesthetic, praxial, utilitarian); • Articulating and defending criteria used to establish purpose and value of music. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Questioning; • Discussion; • Reading and contrasting. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Student Performance Tasks	Career Connections	Diverse Learners
Study and understand various philosophical positions in order to develop an astute personal philosophy about the value and purpose of music.	**Pearltrees Careers Link** • Music Educator • Music Performer • Music Researcher **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**

Model Curriculum: Music – High School

Ohio | Department of Education

HS IV – 6RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	High School 4 – Mastery
Content Statement	**6RE** Evaluate potential musical career choices and develop a personal strategic career plan.
	Enduring Understandings: Personal Choice and Vision, Literacy **Progress Points:** E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society. G. Apply study, performance and collaborative skills learned and used in music to other arts and non-arts subject areas.
Essential Question	What is my personal career plan in regards to music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn … • Careers in music require preparation and planning; • Careers in music extend beyond performing (e.g., composing, arranging, instrument repair and tuning); • Careers in music may include work in multiple arts areas (e.g., creation of visual arts installations that include music); • Careers related to music may include a blending of work outside the arts (e.g., music therapy includes psychology); • Careers related to music may include both multiple arts areas and a blending of work outside the arts (e.g., organ building requires construction skills and application of design principles; arts administration requires a business/economics background).	**Students will demonstrate this by …** • Reviewing interests, current skills and passions in music; • Reviewing educational requirements for possible careers; • Speculating on possible career strategies orally and in writing; • Listing what they believe they need to learn to enter a certain career; • Arranging auditions at colleges or for military performing groups. **Assessment** **Students will know how well they are learning by …** • Standards-Based Rubric Template • Arts Assessment Menu	**Students will be engaged and supported in learning by …** • Questioning; • Reading and video assignments concerning careers; • Discussing interests, plans, strategies. **Resources LINK to Pearltrees** • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: Music – High School

Application		
Student Performance Tasks	**Career Connections**	**Diverse Learners**
Work with the teacher to understand the many available career choices in music. Discuss what is required to attain a degree in that field as well as the career opportunities. Work with the teacher to create an individual career plan.	**Pearltrees Careers Link** • Any Music Career • Any Career Outside Music **Learning Standards Connections** • High School IV English Language Arts • High School IV Mathematics • High School IV Science • High School IV Social Studies	Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: • ODE Diverse Learners • VSA Ohio • CAST **BACK**