

# Model Curriculum – The Arts

## Music K-2

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

### Enduring Understandings

<b>Personal Choice and Vision</b>	Students construct and solve problems of personal relevance and interest when expressing themselves through music
<b>Critical and Creative Thinking</b>	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.
<b>Authentic Application &amp; Collaboration</b>	Students work individually and in groups to focus ideas and create and perform music to address genuine local and global community needs.
<b>Literacy:</b>	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. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music.
- B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures.
- C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art.
- D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.
- E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.
- F. Form and express opinions about music they hear in formal and informal live and recorded performances

GRADE <b>K</b>	Cognitive and Creative Processes		
	PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
<p><b>1CE</b> Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short).</p> <p><b>2CE</b> Explore steady beat and rhythm.</p> <p><b>3CE</b> Listen to and explore the music of various styles, composers, periods and</p>	<p><b>1PR</b> Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short).</p> <p><b>2PR</b> Demonstrate a steady beat and maintain it while performing.</p> <p><b>3PR</b> Sing (using head voice and appropriate</p>	<p><b>1RE</b> Share ideas about musical selections of various and contrasting styles, composers and musical periods.</p> <p><b>2RE</b> Describe how sounds and music are used in our daily lives.</p>	

# Model Curriculum: MUSIC Grades K-2

<p>cultures.</p> <p><b>4CE</b> Explore and identify a wide variety of sounds, including the human voice.</p> <p><b>5CE</b> Explore a variety of classroom instruments. (e.g., metals, skins and woods.).</p> <p><b>6CE</b> Attend live music performances.</p> <p><b>7CE</b> Identify a musician and his or her roles (e.g., composer, conductor and performer).</p> <p><b>8CE</b> Explore connections between sound and its visual representation.</p>	<p>posture) and move to music of various and contrasting styles, composers and cultures.</p> <p><b>4PR</b> Create a wide variety of vocal and instrumental sounds.</p> <p><b>5PR</b> Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.</p> <p><b>6PR</b> Demonstrate audience behavior appropriate for the context and style of music performed.</p> <p><b>7PR</b> Create a visual representation of sound.</p>	<p><b>3RE</b> Describe the difference between steady beat and rhythm.</p> <p><b>4RE</b> Identify and connect a concept shared between music and another curricular subject.</p> <p><b>5RE</b> Identify and discuss various uses of music in the United States and the various meanings of the term “musician.”</p> <p><b>6RE</b> Respond to sound with a drawing of how the sound makes them feel.</p> <p><b>7RE</b> Offer opinions about their own musical experiences and responses to music.</p>
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GRADE	Cognitive and Creative Processes		
	PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
<b>1</b>	<p><b>1CE</b> Identify echo and call/response.</p> <p><b>2CE</b> Explore steady beat, rhythm and meter.</p> <p><b>3CE</b> Listen to and identify music of various and contrasting styles, composers, periods and cultures.</p> <p><b>4CE</b> Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm syllables and solfege).</p> <p><b>5CE</b> Explore selected musical instruments aurally and visually.</p> <p><b>6CE</b> Attend live music performances with emphasis on concert etiquette.</p>	<p><b>1PR</b> Demonstrate echo and call/response.</p> <p><b>2PR</b> Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.</p> <p><b>3PR</b> Read, write and perform using eighth notes, quarter notes and quarter rests.</p> <p><b>4PR</b> Improvise new lyrics to known songs and experiment with digital technology.</p> <p><b>5PR</b> Read, write and perform la-sol-mi melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</p> <p><b>6PR</b> Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.</p> <p><b>7PR</b> Demonstrate audience behavior</p>	<p><b>1RE</b> Recognize how music is used for a variety of occasions.</p> <p><b>2RE</b> Describe how music communicates feelings, moods, images and meaning.</p> <p><b>3RE</b> Communicate a response to music using dance, drama or visual art.</p> <p><b>4RE</b> Connect concepts shared between music, other art forms and other curricular subjects.</p> <p><b>5RE</b> Form and express personal opinions about a musical performance and show respect for the opinions of others.</p> <p><b>6RE</b> Describe the challenges of individual and group music performance using music vocabulary.</p> <p><b>7RE</b> Discuss audience behavior appropriate for the context and style of music performed.</p>

# Model Curriculum: MUSIC Grades K-2

	appropriate for the context and style of music performed.	
GRADE	<b>Cognitive and Creative Processes</b>	
<b>2</b>	<b>PERCEIVING/KNOWING/CREATING (CE)</b>	<b>PRODUCING/PERFORMING (PR)</b>
	<p><b>1CE</b> Identify patterns of same and different phrases in simple poems and songs.</p> <p><b>2CE</b> Identify rounds and canons.</p> <p><b>3CE</b> Listen to and identify music of various styles, composers, periods and cultures.</p> <p><b>4CE</b> Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm syllables and solfege).</p> <p><b>5CE</b> Explore selected musical instruments visually and aurally.</p> <p><b>6CE</b> Attend live music performances with emphasis on instrument and voice identification.</p>	<p><b>1PR</b> Demonstrate rounds and canons.</p> <p><b>2PR</b> Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.</p> <p><b>3PR</b> Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.</p> <p><b>4PR</b> Improvise and compose simple rhythmic and melodic phrases.</p> <p><b>5PR</b> Read, write and perform pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers or letters).</p> <p><b>6PR</b> Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.</p>
		<b>RESPONDING/REFLECTING (RE)</b>
		<p><b>1RE</b> Explain how music is used for a variety of purposes and occasions.</p> <p><b>2RE</b> Discuss music of various composers, periods, cultures and contrasting styles.</p> <p><b>3RE</b> Discuss how music communicates feelings, moods, images and meaning.</p> <p><b>4RE</b> Interpret music through dance, drama and visual art.</p> <p><b>5RE</b> Respond to patterns of same and different phrases in simple poems and songs.</p> <p><b>6RE</b> Discuss similarities and differences among the arts including connections between music and other curricular subjects.</p> <p><b>7RE</b> Discuss and write about their observations of types of voices and instruments heard in performances.</p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 1CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Kindergarten	
<b>Standard Statement</b>	<b>1CE</b> Identify same and different (e.g., fast/slow, high/low and long/short). <b>Enduring Understandings:</b> Critical and Creative Thinking <b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures.	
<b>Essential Question</b>	How can you identify elements of music that are the same and different (tempo, pitch and rhythm)?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>Basic elements of music – (same and different, opposite) Fast/slow — tempo High/Low — pitch, melody Up/Down — melodic direction Same/Different — form;</li> <li>Age-appropriate repertoire in order to experience same and different;</li> <li>How to sing, move, play instruments and listen while learning age-appropriate repertoire.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>Identifying and naming same and different patterns and phrases through listening, moving, playing instruments and singing.</li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>Movement activities;</li> <li>Listening to musical examples;</li> <li>Singing, speaking, and playing instruments same and different phrases, patterns;</li> <li>Visual aids (e.g., icons, colors, shapes, letters) to represent same and different patterns.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Sing or recite songs and poems from a varied repertoire.</p> <p>Identify melodic patterns within a musical selection or poem. Identify similarities and differences.</p> <p>Identify rhythmic patterns within a musical selection or poem.</p> <p>Label similarities and differences within the repertoire.</p> <p>Demonstrate understanding of same and different phrases through movement.</p> <p>Use pictures, stories and visual aids to enhance the musical qualities and elements of selected repertoire.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Music Instructor</li> <li>• Performer</li> <li>• Dancer</li> <li>• Conductor</li> <li>• Composer</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts are found here:</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><a href="#">BACK</a></p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 2CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Kindergarten	
<b>Standard Statement</b>	<b>2CE</b> Explore steady beat and rhythm.  <b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy <b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.	
<b>Essential Question</b>	How do you demonstrate, notate and perform steady beat and various rhythmic patterns?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>The pulse of the music remains constant;</li> <li>Rhythm is made up of varying long and short sound patterns in addition to sound and silence;</li> <li>Rhythm is the number of sounds performed per beat;</li> <li>The differences between the melodic rhythm and steady beat;</li> <li>About ostinato patterns.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>Showing an understanding of steady beat and rhythm through exploration of singing activities, classroom instruments, movement and listening examples.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>Playing instruments and moving while demonstrating steady beat;</li> <li>Singing or speaking with others while playing a steady beat;</li> <li>Listening to recorded or live performances.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Sing or recite songs and poems from a varied repertoire.</p> <p>Identify and perform steady beat and rhythmic patterns.</p> <p>Demonstrate understanding of same and different phrases through movement (rhythmic qualities).</p> <p>Listen and keep the steady beat to various musical selections.</p> <p>Tap steady beat icons with correct direction and also tap and follow icons with the rhythm of the words.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Music Instructor</li> <li>• Conductor</li> <li>• Orchestral Musician</li> <li>• Instrument Designer, Repair Technician</li> <li>• Sound Engineer</li> <li>• Music Journalist</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts are found here:</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

**[BACK](#)**

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 3CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<p><b>3CE</b> Listen to and explore the music of various styles, composers, periods and cultures.</p> <p><b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking</p> <p><b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>	
<b>Essential Question</b>	How can you explore many different styles of music from many different cultures and time periods?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Music can have different styles;</li> <li>• Music is written by different composers;</li> <li>• Music comes from different periods of history;</li> <li>• Music comes from different world cultures.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a varied repertoire of songs comparing similarities and differences. the songs;</li> <li>• Identifying musical excerpts based on their various styles;</li> <li>• Identifying musical styles of various world cultures and composers.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Movement activities;</li> <li>• Listening to musical examples;</li> <li>• Singing, speaking and playing instruments in same and different phrases, patterns;</li> <li>• Visual aids (e.g., icons, colors, shapes, letters).</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>



# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Listen to and explore music of various world cultures and composers and describe what is heard.</p> <p>Listen to a recorded performance and move to the music.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Performer</li><li>• Dancer</li><li>• Conductor</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 4CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>4CE</b> Explore and identify a wide variety of sounds, including the human voice.	
	<b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration <b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art.	
<b>Essential Question</b>	How can you create sounds using instruments, objects or the human voice?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>• There are many different sounds and sound effects created by instruments or various objects;</li> <li>• Various sounds are created by singing, speaking or playing instruments;</li> <li>• Each sound has its own unique qualities depending on how it is produced.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>• Listening to and creating a wide variety of sounds and sound effects through classroom instruments and vocal exploration.</li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>• Listening and vocal exploration activities;</li> <li>• Hands-on instrument exploration;</li> <li>• Attending concerts;</li> <li>• Naming and playing various instruments.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Explore the sounds of classroom instruments. Classify the instruments into basic categories – woods, skins, metals. Identify selected instruments by sight and sound.</p> <p>Use vocal exploration to demonstrate vocal range and different sounds and sound effects.</p> <p>Use children’s literature to explore how sounds and music help to tell the story.</p> <p>Create sound stories.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Conductor</li><li>• Performer</li><li>• Sound Engineer</li><li>• Storyteller</li></ul> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul>

[\*\*BACK\*\*](#)

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 5CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>5CE</b> Explore a variety of classroom instruments (e.g., metals, skins and woods).	
	<p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration</p> <p><b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.</p>	
<b>Essential Question</b>	How can you create different sounds by using many different instruments?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Instruments create different sounds depending on the way they are made and the way they are played;</li> <li>• Instruments can be made of different materials therefore creating different sounds;</li> <li>• Each family or group of instruments has unique characteristics.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening to and playing or exploring various musical instruments and describing the sounds they produce;</li> <li>• Viewing various musical instruments and describing the differences between the instruments (material and sound).</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening to live and recorded music;</li> <li>• Hands-on instrument exploration;</li> <li>• Off-site learning (concerts, field trips).</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Using cards that correspond with a number of percussion instruments, identify which instrument they hear when an instrument is played out of their view by holding up the corresponding card.</p> <p>Identify selected instruments by sight and sound.</p> <p>Sort instruments into families or groups.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Conductor</li><li>• Orchestra or Band Member</li><li>• Instrument Designer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 6CE

<b>Discipline</b>	Music
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>6CE</b> Attend live music performances.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>
<b>Essential Questions</b>	How can you describe the music being played in a live performance? Why is it important to be a good listener?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• How to listen to a live or a recorded performance;</li> <li>• How to enjoy a musical experience by displaying appropriate manners;</li> <li>• Age-appropriate protocol for live performances;</li> <li>• When to applaud at a live performance.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening to recorded music while practicing appropriate etiquette.</li> <li>• Exhibiting proper etiquette at all classroom, school and live performances;</li> <li>• Discussing, after the performance, the music as well as audience etiquette.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Visual aids and reminders of how to sit and listen;</li> <li>• Explanation of guidelines (e.g., National Association for Music Education [NAfME]);</li> <li>• Attending live performances.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Identify venues where audience etiquette differs.</p> <p>Role play listening behavior.</p> <p>Demonstrate self- and peer-evaluation strategies prior to attending a live performance.</p> <p>Demonstrate appropriate audience etiquette when listening to a performance.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Conductor</li><li>• Performer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts are found here:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul>

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# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 7CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Kindergarten	
<b>Standard Statement</b>	<b>7CE</b> Identify a musician and his or her roles (e.g., composer, conductor and performer).	
	<p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration</p> <p><b>Progress Point:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures.</p>	
<b>Essential Question</b>	What does a musician do?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• A musician writes, sings, plays or creates music;</li> <li>• Some musicians serve as directors, composers, and performers (e.g., singer, instrumentalist);</li> <li>• Students are musicians;</li> <li>• Musicians have various titles depending on their musical role.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening, viewing performances or attending live performances;</li> <li>• Performing in the classroom or school to show their musicianship.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Attending live performances;</li> <li>• Distance-learning activities;</li> <li>• Community and regional resources.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>



# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Establish a basic list of careers in the music field.</p> <p>Interview a performer, conductor, composer and others in and around the school community or region and report orally on their interviews.</p> <p>Invite performers or those involved in arts-related careers to school – investigate, inquire and describe the interactive experience.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Performer</li><li>• Conductor</li><li>• Composer</li><li>• Music Instructor</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts are found here:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul>

[\*\*BACK\*\*](#)

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 8CE

<b>Discipline</b>	Music
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>8CE</b> Explore connections between sound and its visual representation.</p> <p><b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.</p>
<b>Essential Question</b>	How are sounds represented with pictures or notation?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Pictures or symbols can represent sound;</li> <li>• These pictures, marks or symbols may represent instruments sounds, vocal sounds or sounds of various objects;</li> <li>• A series of pictures, marks or symbols may result in a pattern;</li> <li>• Patterns represent rhythm, melody and form.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>• Listening to music and then drawing a mark, symbol or picture to represent the sounds heard;</li> <li>• Creating musical patterns and documenting them with marks or pictures.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Movement activities that represent musical phrases and patterns;</li> <li>• Playing music on classroom instruments from a “picture” score;</li> <li>• Speaking or singing simple rhythmic or melodic notation.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Match a sound to a picture.</p> <p>Produce sound by playing short patterns; teacher documents.</p> <p>Produce sound by singing or moving; other students document through marks, symbols or pictures.</p> <p>Listen to a recorded musical selection and respond with a picture.</p> <p>Create a sound story and document which instruments or sounds represent different characters.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Teacher</li><li>• Conductor</li><li>• Composer</li><li>• Radio/TV Producer</li><li>• Performer</li><li>• Actor</li><li>• Dancer</li><li>• Artist</li></ul> <p><u><b>Learning Standards Connections</b></u></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul>

[\*\*BACK\*\*](#)

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 1PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>1PR</b> Demonstrate same and different (e.g., fast/slow, loud/soft, high/low, long/short).	
	<b>Enduring Understandings:</b> Critical and Creative Thinking <b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures.	
<b>Essential Question</b>	How can you demonstrate the differences or “opposites” with reference to tempo, pitch and rhythm?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>The basic elements of music – (same and different, opposite): Fast/slow – tempo High/Low –pitch, melody Up/Down –melodic direction Same/Different – form;</li> <li>Age-appropriate repertoire in order to experience same and different;</li> <li>How to sing, play instruments, move and listen while learning age-appropriate repertoire.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>Identifying same and different through listening, moving, playing instruments and singing.</li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>Movement activities;</li> <li>Listening and responding to musical examples;</li> <li>Visual aids (e.g., icons, colors, shapes, letters).</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Sing or recite songs and poems from a varied repertoire.</p> <p>Identify melodic patterns within a musical selection or poem. Identify similarities and differences.</p> <p>Identify rhythmic patterns within a musical selection or poem.</p> <p>Label similarities and differences within the repertoire.</p> <p>Demonstrate understanding of same and different phrases through movement.</p> <p>Use pictures, stories and visual aids to enhance the musical qualities and elements of selected repertoire.</p> <p>Demonstrate understanding of tempo, rhythm and melody through movement.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Music Instructor</li> <li>• Performer</li> <li>• Dancer</li> <li>• Conductor</li> <li>• Composer</li> <li>• Author</li> </ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u><a href="#">BACK</a></u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 2PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>2PR</b> Demonstrate a steady beat and maintain it while performing.	
	<p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art.</p>	
<b>Essential Question</b>	How can you demonstrate a steady beat?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>The steady pulse of music is called the steady beat;</li> <li>The steady beat remains constant;</li> <li>Rhythm is made up of various long and short sound patterns in addition to sound and silence;</li> <li>Rhythm is the number of sounds performed per beat;</li> <li>Rhythms are combined to make musical patterns;</li> <li>The differences between the melodic rhythm and the steady beat;</li> <li>About ostinato patterns.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Demonstrating a steady beat and/or rhythm pattern through exploration of singing activities, classroom instruments, movement and listening examples.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Movement activities;</li> <li>Playing instruments;</li> <li>Singing or speaking poems, chants and songs;</li> <li>Listening to recorded or live performances.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

<b>Application</b>		
<p><b><u>Student Performance Tasks</u></b></p> <p>Sing or recite songs and poems from a varied repertoire.</p> <p>Identify and perform a steady beat, as well as rhythmic patterns.</p> <p>Demonstrate understanding of same and different phrases through movement (rhythmic qualities).</p> <p>Listen and keep the steady beat while listening to various musical selections.</p> <p>Tap a steady beat with icons while listening to a musical selection.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Performer</li><li>• Dancer</li><li>• Conductor</li><li>• Composer</li><li>• Author</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 3PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<p><b>3PR</b> Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy  <b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art.</p>	
<b>Essential Question</b>	How can you sing and move to music while exhibiting accurate pitch and rhythm?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>The differences between the peaking voice and the singing voice;</li> <li>The appropriate way to sit and stand when singing.</li> <li>There are many different styles of music;</li> <li>There are many different composers of music;</li> <li>Music comes from many different cultures;</li> <li>There are various ways to move to music.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Performing a song example using appropriate posture, head voice, accurate pitch and rhythm;</li> <li>Performing various types of songs through movement and/or dance.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Singing, listening and moving to a variety of musical examples;</li> <li>Echo and call and response while singing;</li> <li>Listening to children’s choirs and recordings with exemplary vocal technique.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	



# Model Curriculum: MUSIC Grades K-2

Application		
<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Practice proper singing posture.</p> <p>Practice proper singing tone. Listen to recorded examples.</p> <p>Perform age-appropriate musical selections using proper posture, head voice, correct pitch and rhythm.</p> <p>Perform movement tasks.</p> <p>Practice moving to a variety of musical examples – style of movement can vary with style of music.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Performer, Singer</li><li>• Recording Artist, Producer</li><li>• Music Therapist</li><li>• Music Instructor</li><li>• Choir Director, Band Director</li></ul> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 4PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>4PR</b> Create a wide variety of vocal and instrumental sounds.	
	<b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration <b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art.	
<b>Essential Question</b>	How can you create a variety of sounds and patterns using instruments, objects or the human voice?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>• There are many different sounds and sound effects created by instruments or various objects;</li> <li>• How sounds are produced by the voice or playing instruments;</li> <li>• Each sound has its own unique qualities depending on how it is produced (e.g., instrument, object).</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>• Listening to and creating a wide variety of sounds and sound effects with classroom instruments and vocal exploration;</li> <li>• Using their singing voice in many different ways while demonstrating the ability to sing or speak with expression.</li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>• Listening and vocal exploration activities;</li> <li>• Hands-on instrument exploration;</li> <li>• Off-site learning (concerts, field trips);</li> <li>• Instrument posters.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Explore the sounds of classroom instruments. Classify the instruments into basic categories – woods, skins, metals. Identify selected instruments by sight and sound.</p> <p>Use vocal exploration to demonstrate vocal range and different sounds and sound effects.</p> <p>Use children’s literature to explore how sounds and music help to tell the story.</p> <p>Create sound stories.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Conductor</li><li>• Performer</li><li>• Sound Engineer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u><a href="#">BACK</a></u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 5PR

<b>Discipline</b>	Music
<b>Strand/Process</b>	Producing/Performing (PR)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>5PR</b> Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.</p>
<b>Essential Question</b>	Why is it necessary to play a variety of classroom instruments with proper technique?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• There are many different sounds and sound effects created by instruments or various objects;</li> <li>• Sounds are created by playing instruments;</li> <li>• Each sound has its own unique qualities depending on how it is produced (e.g., instrument, object).</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening to and creating a wide variety of sounds and sound effects through classroom instruments and vocal exploration.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening and vocal exploration activities;</li> <li>• Hands-on instrument exploration;</li> <li>• Off-site learning (concerts, field trips).</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p><b>Assessment</b></p> <p><b>Students will know how well they are learning by...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Explore the sounds of classroom instruments. Classify the instruments into basic categories – woods, skins, metals. Identify selected instruments by sight and sound.</p> <p>Use vocal exploration to demonstrate vocal range and different sounds and sound effects.</p> <p>Use children’s literature to explore how sounds and music help to tell the story.</p> <p>Create sound stories.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Performer</li><li>• Composer</li><li>• Conductor</li><li>• Musician</li><li>• Music Producer, Sound Engineer</li><li>• Music Publisher</li><li>• Actor, Dancer, Singer</li><li>• Arts Administration</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 6PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>6PR</b> Demonstrate audience behavior appropriate for the context and style of music performed.	
	<b>Enduring Understandings:</b> Authentic Application and Collaboration, Literacy <b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. F. Form and express opinions about music they hear in formal and informal live and recorded performances.	
<b>Essential Question</b>	What is appropriate audience behavior for various types of concerts?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>Etiquette protocol is expected at all classroom, school and live performances;</li> <li>Audience etiquette is determined by genre of music and concert environment.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>Learning and demonstrating the rules of etiquette for students, parents and the community.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>Preparing etiquette protocol prior to attending a live performance;</li> <li>Developing etiquette guidelines for concert programs.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

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

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 7PR

<b>Discipline</b>	Music
<b>Strand/Process</b>	Producing/Performing (PR)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>7PR</b> Create a visual representation of sound.</p> <p><b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.</p>
<b>Essential Question</b>	How are sounds represented with pictures or notation?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>How sound can be represented by pictures or symbols;</li> <li>Pictures, marks or symbols may represent instruments' sounds, vocal sounds or sounds of various objects;</li> <li>A series of pictures, marks or symbols may result in a pattern;</li> <li>Patterns represent rhythm, melody and form.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Listening to music and drawing a mark, symbol or picture to represent the sounds they hear;</li> <li>Identifying the patterns they hear while learning about the symbols that can be used to represent those patterns.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Arranging icons and visual aids to represent sound and music games;</li> <li>Movement activities;</li> <li>Classroom instruments.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	



# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Match an audio sound to a picture.</p> <p>Produce sound by playing short patterns; teacher documents.</p> <p>Produce sound by singing or movement; other students document through marks, symbols or pictures.</p> <p>Listen to a recorded musical selection and respond with a picture.</p> <p>Create a sound story and document which instruments or sounds represent different characters.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Teacher</li><li>• Conductor</li><li>• Composer</li><li>• Actor</li><li>• Dancer</li><li>• Artist</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 1RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>1RE</b> Share ideas about musical selections of various and contrasting styles, composers and musical periods.	
	<b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking <b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. F. Form and express opinions about music they hear in formal and informal live and recorded performances.	
<b>Essential Question</b>	What do you know about different musical styles, composers and musical periods?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>• Music can have different styles;</li> <li>• Music is written by different composers;</li> <li>• Music comes from different periods of history;</li> <li>• Music comes from different world cultures;</li> <li>• The stylistic differences between the music of various composers;</li> <li>• Stylistic differences between the music of various cultures.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>• Listening to a variety of songs;</li> <li>• Discussing the songs and their similarities and differences;</li> <li>• Explaining how music can be used for different social and ceremonial occasions in many different cultures.</li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>• Off-site learning (concerts, field trips);</li> <li>• Audio visual and website exploration;</li> <li>• Short journal or handwritten reflections about musical experiences.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Listen to music of various world cultures and composers. Describe the instruments or types of voices used in various compositions.</p> <p>Identify same and different musical elements.</p> <p>Attend a live performance.</p> <p>Listen to a recorded performance.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Composer</li><li>• Conductor</li><li>• Music Instructor</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 2RE

<b>Discipline</b>	Music
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>2RE</b> Describe how sounds and music are used in our daily lives.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art.</p>
<b>Essential Question</b>	How is sound and music used in our daily lives?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• There are many different sounds and sound effects created by instruments or various objects;</li> <li>• Sound is created and produced by the voice, an object or instruments;</li> <li>• Sounds are all around us in the environment;</li> <li>• Sounds are used for many things, such as signals, alarms, phones and computers, every day.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening to, identifying and creating a wide variety of sounds and sound effects with classroom instruments, and vocal exploration to include objects in the environment.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening and vocal exploration activities;</li> <li>• Hands-on instrument exploration;</li> <li>• Off-site learning (concerts, field trips).</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Explore the sounds of classroom instruments.</p> <p>Use vocal exploration to demonstrate vocal range and different sounds and sound effects.</p> <p>Use children’s literature to explore how sounds and music help to tell the story.</p> <p>Create sound stories.</p> <p>Describe environmental sounds.</p> <p>Take a “listening” walk and record the sounds heard.</p> <p>Create a story that describes daily activities. Identify sounds that could accompany the story.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Conductor</li><li>• Performer</li><li>• Sound Engineer</li></ul> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><a href="#">BACK</a></b></p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 3RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>3RE</b> Describe the difference between steady beat and rhythm.	
	<b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy <b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art.	
<b>Essential Question</b>	How do you describe and demonstrate the difference between steady beat and various rhythmic patterns?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>The pulse of music remains constant – steady beat;</li> <li>Rhythm is made up of varying long and short sound patterns in addition to sound and silence;</li> <li>Rhythm is the number of sounds performed per beat;</li> <li>The differences between the melodic rhythm and the steady beat.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>Participating in various singing activities and playing classroom instruments in addition to demonstrating rhythmic understanding through movement;</li> <li>Listening to various musical selections while demonstrating understanding of the steady beat;</li> <li>Describing and demonstrating the difference between steady beat and rhythm.</li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>Movement activities;</li> <li>Playing classroom instruments;</li> <li>Singing and speaking rhythmic examples;</li> <li>Listening to recorded or live performance.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

<b>Application</b>		
<p><b><u>Student Performance Tasks</u></b></p> <p>Sing and recite songs and poems from a varied repertoire.</p> <p>Identify and perform steady beat and rhythmic patterns.</p> <p>Demonstrate understanding of same and different phrases through movement (rhythmic qualities).</p> <p>Listen to and keep the steady beat to various musical selections.</p> <p>Tap steady beat icons with correct direction and also tap and follow icons with the rhythm of the words.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Performer</li><li>• Dancer</li><li>• Conductor</li><li>• Composer</li><li>• Author</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 4RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<p><b>4RE</b> Identify and connect a concept shared between music and another curricular subject.</p> <p><b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>	
<b>Essential Question</b>	How can you connect music with other subject areas?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Music is related to other arts disciplines and content areas;</li> <li>• Identify elements of these disciplines to the elements of music in a developmentally appropriate way;</li> <li>• The elements of music: tempo, beat, rhythm, pitch (melody), line or phrase, form, harmony and timbre.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Identifying the elements of music by using developmentally appropriate music vocabulary – connect with synonymous concepts in other arts and content areas;</li> <li>• Identifying other content areas that connect to music and arts areas.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Exploring or creating integrated projects;</li> <li>• Using synonymous concepts and vocabulary from other arts and content areas;</li> <li>• Listening to, observing and discussing works of art;</li> <li>• Watching and experiencing dance and theater productions.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	



# Model Curriculum: MUSIC Grades K-2

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

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 5RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<p><b>5RE</b> Identify and discuss various uses of music in the United States and the various meanings of the term “musician.”</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Literacy</p> <p><b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>	
<b>Essential Questions</b>	How is music used in the United States? What is the role of a musician?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Different types and styles of music used for various occasions or celebrations;</li> <li>• Music can serve many purposes;</li> <li>• How to differentiate between musical styles and why a particular style works well to “represent” a situation or event;</li> <li>• Musicians have various titles based on their musical role;</li> <li>• Music is used in a variety of ways in the United States.</li> </ul>	<p><b>Students will demonstrate learning by...</b></p> <ul style="list-style-type: none"> <li>• Identifying different musicians based on their musical roles;</li> <li>• Identifying the societal use of various musical examples for specific purposes or occasions;</li> <li>• Articulating the role music plays in the United States.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening to a variety of music appropriate for various occasions;</li> <li>• Attending live performances.</li> <li>• Performing for special occasions.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Prepare a list of special events at school. Determine what music could be used at each event.</p> <p>Identify and label various styles of music for special occasions: procession, parade, patriotic events, sporting events, various celebrations in the United States.</p> <p>Observe or attend a live performance. Draw a picture of a musical event. Label the type of music used. Discuss why that type of music was used.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Composer</li><li>• Singer</li><li>• Actor</li><li>• Dancer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 6RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<p><b>6RE</b> Respond to a sound with a drawing of how the sound makes them feel.</p> <p><b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art.</p>	
<b>Essential Question</b>	What kind of picture can you draw that shows how you feel about a musical selection?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>How different pieces of music can evoke different emotional responses;</li> <li>How a piece of music could be interpreted through art;</li> <li>How to create pictures that portray moods, images and meaning.</li> </ul>	<p><b>Students will demonstrate this by ...</b></p> <ul style="list-style-type: none"> <li>Drawing a picture that shows how a musical example makes them feel.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Listening to a musical selection and drawing while listening;</li> <li>Listening to musical examples that evoke an image.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Play recordings of various musical selections that evoke various images, moods or feelings.</p> <p>Document feelings as a class.</p> <p>Draw a picture and label appropriately.</p> <p>Dramatize and act out a scene from an age-appropriate musical story.</p> <p>Document the scene in a drawing. Label the feeling created by the music.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Music Instructor</li> <li>• Artist</li> <li>• Dancer</li> <li>• Actor</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right; margin-top: 20px;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Kindergarten – 7RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>7RE</b> Offer opinions about their own musical experiences and responses to music.	
	<b>Enduring Understandings:</b> Personal Choice and Vision <b>Progress Points:</b> F. Form and express opinions about music they hear in formal and informal live and recorded performances.	
<b>Essential Question</b>	What are the things you listen for when you listen to music?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>To analyze, compare and contrast varied musical selections using developmentally appropriate vocabulary;</li> <li>Each musical selection has unique characteristics that influence personal, individual responses.</li> </ul>	<b>Students will demonstrate this by ...</b> <ul style="list-style-type: none"> <li>Labeling the compositional devices, styles and genre of selected pieces of music;</li> <li>Respectfully discussing personal music responses, preferences; comparing and contrasting comments.</li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>Student collaborative activities;</li> <li>Listening to a varied repertoire and identifying selected pieces of music;</li> <li>Listening maps and guided listening.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<b>Assessment</b> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Analyze and discuss their performances.</p> <p>Listen to recordings or live performances of a varied repertoire of music.</p> <p>Respond to instrumental and vocal music in many styles and genres.</p> <p>Keep a learning log of responses (e.g., pictures and anecdotes).</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Conductor</li><li>• Composer</li></ul> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u><a href="#">BACK</a></u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 1CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	1CE Identify echo and call and response.	
	<p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.</p>	
<b>Essential Question</b>	How can you perform and identify echo and call and response?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• The definition and performance of an echo – repeat of the same phrase or pattern;</li> <li>• The definition and performance of call and response – the response is different than the call;</li> <li>• How to take turns with music and speech.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Performing and identifying echo – exact repetition (e.g., same and same) with aural and written examples of poetry and musical selections;</li> <li>• Performing and identifying call and response – <b>not</b> an exact repetition (e.g., same and different) with aural and written examples of poetry and musical selections.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Movement activities;</li> <li>• Instrument playing, singing and speaking of age-appropriate repertoire;</li> <li>• Listening to live and recorded performances;</li> <li>• Children’s literature with concepts similar to those studied in music.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>



# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Sing and recite songs and poems from a varied repertoire.</p> <p>Identify melodic patterns within a musical selection or poem that utilize call and response or echo form.</p> <p>Identify rhythmic patterns within a musical selection or poem that utilize call and response or echo form.</p> <p>Demonstrate through movement understanding of same and different phrases.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Performer</li><li>• Dancer, Choreographer</li><li>• Conductor</li><li>• Composer</li><li>• Author</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 2CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<b>2CE</b> Explore steady beat, rhythm and meter.	
	<b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy <b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B: Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art.	
<b>Essential Question</b>	How can you show you understand basic rhythmic concepts (e.g., steady beat, rhythm patterns and meter)?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>• Music can have a steady beat;</li> <li>• Sounds can be arranged into patterns (e.g., rhythm);</li> <li>• Sounds have specific durations in relation to steady beat;</li> <li>• Sounds can be organized into specific groupings of different lengths (e.g., measures and phrases);</li> <li>• The recognition of patterns with respect to rhythmic and melodic phrases.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>• Reading, reciting, creating and performing a varied repertoire of musical literature and song while playing or showing how notation represents the steady beat;</li> <li>• Identifying and showing the difference between melodic rhythm and steady beat.</li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>• Playing instruments and moving while demonstrating steady beat;</li> <li>• Singing and speaking with others playing a steady beat;</li> <li>• Listening to recorded or live performances.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Sing and recite songs and poems from a varied repertoire.</p> <p>Identify and perform steady beat, rhythmic patterns and qualities of meter.</p> <p>Demonstrate through movement understanding of same and different phrases (e.g., rhythmic qualities).</p> <p>Listen and keep the steady beat to various musical selections.</p> <p>Tap the steady beat icons with correct direction and also tap and follow icons with the rhythm of the words.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Performer</li><li>• Dancer</li><li>• Conductor</li></ul> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u><a href="#">BACK</a></u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 3CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<b>3CE</b> Listen to and identify music of various and contrasting styles, composers, periods and cultures.	
	<b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking <b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.	
<b>Essential Question</b>	How can you identify the music of various styles, composers, periods and cultures?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>• Various musical selections can have different styles;</li> <li>• Music is written by different composers;</li> <li>• Music comes from different periods of history;</li> <li>• Music comes from different world cultures;</li> <li>• There are stylistic differences between the music of various composers and the music of various cultures.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>• Listening to a variety of songs;</li> <li>• Discussing the songs and their differences;</li> <li>• Identifying musical excerpts based on their various styles, culture or composer;</li> <li>• Explaining how world cultures can be defined by their music.</li> <li>• Identifying how music can be used for different social and ceremonial occasions.</li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>• Playing instruments and moving while demonstrating steady beat;</li> <li>• Singing and speaking with others playing a steady beat;</li> <li>• Listening to recorded or live performances.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Identify and distinguish music of various world cultures and composers. Describe the instruments or types of voices used in various compositions as well as similarities and differences in form and style.</p> <p>Attend a live performance.</p> <p>Listen to a recorded performance.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Composer</li><li>• Conductor</li><li>• Music Instructor</li><li>• Music Journalist</li><li>• Music /Film/TV Editor</li><li>• Dancer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 4CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<p><b>4CE</b> Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm syllables and solfege).</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.</p>	
<b>Essential Question</b>	How can you identify the various elements of music?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>The elements of music;</li> <li>Music can be:                             <ul style="list-style-type: none"> <li>fast/slow - tempo</li> <li>loud/soft – dynamics</li> <li>high/low – melody</li> <li>long/short – rhythm;</li> </ul> </li> <li>Music is a combination of rhythmic and melodic patterns that can be the same or different;</li> <li>Music contains patterns of quarter notes, quarter rests, and eighth notes (e.g., rhythm);</li> <li>Music can be made of pitches including la, sol, and mi (or a comparable system and melody).</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Reading, writing and performing quarter notes, quarter rests and eighth notes;</li> <li>Reading, writing and performing to aurally identify simple melodies utilizing pitches (e.g., sol, la, mi) and melodies;</li> <li>Identifying and labeling music as fast/slow, loud/soft, high/low, long/short through movement, listening activities and performance.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Performing and listening to a varied repertoire of music;</li> <li>Following or creating listening maps;</li> <li>Movement activities.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Use developmentally appropriate vocabulary as they analyze, describe, identify and label the various elements of music.</p> <p>Listen to, sing, play and move to a varied repertoire of music demonstrating knowledge of musical elements.</p> <p>Perform compositional and improvisational tasks to further demonstrate knowledge of musical elements.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Performer</li><li>• Composer</li><li>• Conductor</li><li>• Music Publisher</li><li>• Actor, Dancer, Singer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u><a href="#">BACK</a></u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 5CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	5CE Explore selected musical instruments aurally and visually.	
	<p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration</p> <p><b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.</p>	
<b>Essential Question</b>	What are the important qualities that you can see and hear in various musical instruments?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Different instruments create different sounds;</li> <li>• How instruments produce sounds;</li> <li>• Instruments can be made of different materials;</li> <li>• Different materials create different sounds;</li> <li>• Instruments are classified into four separate families (e.g., woodwinds, strings, brass,percussion);</li> <li>• Each family of instruments has unique characteristics.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening to and playing various musical instruments and describing the sounds they produce;</li> <li>• Viewing various musical instruments and describing the differences between the instruments (material and sound).</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening activities;</li> <li>• Hands-on instrument exploration;</li> <li>• Off-site learning (e.g., concerts, field trips);</li> <li>• Instrument posters, digital tools and websites.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>



# Model Curriculum: MUSIC Grades K-2

<b>Application</b>		
<p><b><u>Student Performance Tasks</u></b></p> <p>By holding up the corresponding card, identify the instrument heard when the instrument is played out of view.</p> <p>Identify selected instruments by sight and sound.</p> <p>Classify the instruments of the orchestra into four families. Identify the individual instruments by sight and sound. Describe and discuss the unique aural and visual characteristics of each instrument and instrument family.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Conductor</li><li>• Orchestral Musician</li><li>• Instrument Designer, Repair Technician</li><li>• Sound Engineer</li><li>• Music Journalist</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 6CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<b>6CE</b> Attend live music performances with emphasis on concert etiquette.	
	<p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>	
<b>Essential Question</b>	How do you demonstrate appropriate audience behavior?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Appropriate audience behavior during musical performances;</li> <li>• Age-appropriate protocol for live performances.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Exhibiting proper etiquette protocol during all classroom, school and live performances;</li> <li>• Recognizing appropriate guidelines for audience members;</li> <li>• Offering opportunities for improvement or change in audience behavior and response.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Exploring various concert etiquette procedures and guidelines;</li> <li>• Reflective interpretations of audience etiquette;</li> <li>• Guidelines (e.g., National Association for Music Education [NAfME]).</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

<b>Application</b>		
<b><u>Student Performance Tasks</u></b>	<b><u>Career Connections</u></b>	<b><u>Diverse Learners</u></b>
<p>Identify venues where audience etiquette differs.</p> <p>Role play “listening” behavior.</p> <p>Self and peer evaluation prior to attending a live performance.</p> <p>Attend live performances.</p> <p>Exhibit appropriate audience etiquette.</p> <p>Examine school district policies for fine arts departments.</p>	<p><b><u><a href="#">Pearltrees Careers Link</a></u></b></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Conductor</li><li>• Arts Administrator</li><li>• Music Journalist, Critic</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u><a href="#">BACK</a></u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 1PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<b>1PR</b> Demonstrate echo and call/response.	
	<p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.</p>	
<b>Essential Question</b>	How do you demonstrate your understanding of echo and call/response?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>The “mechanics” of call and response and echo singing and playing. (e.g., classroom instruments);</li> <li>The differences between echo (repeat the same phrase back to the leader) and call and response (the response is different than the call (e.g., question and answer);</li> <li>How to take turns with music and speech;</li> <li>How to identify echo and call and response within vocal and instrumental selections as well as chants and children’s literature.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Performing and identifying echo — exact repetition (e.g., same and same) via aural and written examples of poetry and musical selections;</li> <li>Performing and identifying call and response – <b>not</b> an exact repetition (e.g., same and different) via aural and written examples of poetry and musical selections assessments;</li> <li>Identifying the use of echo and call/response techniques within age-appropriate repertoire (e.g., instrumental and vocal).</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Movement activities;</li> <li>Instrument playing, singing or speaking age-appropriate repertoire;</li> <li>Listening to live or recorded performances.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Sing or recite songs and poems from a varied repertoire.</p> <p>Identify melodic patterns within a musical selection or poem that utilize call and response or echo form.</p> <p>Identify rhythmic patterns within a musical selection or poem that utilizes call and response or echo form.</p> <p>Label similarities and differences within the repertoire.</p> <p>Demonstrate through movement understanding of same and different phrases.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Performer</li><li>• Dancer</li><li>• Conductor</li><li>• Composer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u><a href="#">BACK</a></u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 2PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<p><b>2PR</b> Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.</p>	
<b>Essential Question</b>	How can you sing and move to music while exhibiting accurate pitch and rhythm?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>The speaking voice and singing voice are not the same;</li> <li>Appropriate ways to sit and stand when singing;</li> <li>There are many different styles of music written by various composers;</li> <li>Music comes from many different cultures.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Performing a song example using appropriate posture, head voice, accurate pitch and rhythm; evaluate using performance rubric;</li> <li>Performing various types of movement and dance.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Singing, listening and moving to a variety of musical examples;</li> <li>Demonstrating echo and call and response;</li> <li>Listening to children’s choirs and examples of good vocal technique.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Demonstrate proper singing posture.</p> <p>Demonstrate proper singing tone.</p> <p>Perform an age-appropriate musical selection using proper posture, head voice, correct pitch and rhythm.</p> <p>Perform movement tasks. Demonstrate moving to a variety of musical examples and show how style of movement can vary with style of music.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Performer, Singer</li><li>• Recording Artist, Producer</li><li>• Music Therapist</li><li>• Music Instructor</li><li>• Choir Director, Band Director</li></ul> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u><a href="#">BACK</a></u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 3PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<b>3PR</b> Read, write and perform using eighth notes, quarter notes and quarter rests.	
	<p><b>Enduring Understandings:</b> Authentic Application and Collaboration, Critical and Creative Thinking, Literacy</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.</p>	
<b>Essential Questions</b>	How do eighth, notes, quarter notes and quarter rests function in simple meter? How do students read, perform and notate these rhythms?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Sound and silence, i.e. musical patterns;</li> <li>• Musical patterns can be performed through a variety of mediums (e.g., body percussion, instruments and voice);</li> <li>• Rhythm and note values. (Quarter notes, rests and eighth notes have different relationships to the beat);</li> <li>• Quarter notes, eighth notes and quarter rests can be written, read and performed in a variety of patterns.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Reading rhythmic patterns using quarter notes, quarter rests and eighth notes;</li> <li>• Writing rhythmic patterns using quarter notes, quarter rests and eighth notes;</li> <li>• Performing rhythmic patterns using quarter notes, quarter rests and eighth notes (e.g., body percussion, instruments and voice).</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Iconic representation of rhythmic ideas for pre-reading;</li> <li>• Movement opportunities;</li> <li>• Performing with classroom instruments;</li> <li>• Singing, speaking and performing a varied repertoire of children’s literature that is developmentally appropriate;</li> <li>• Notation “tools.”</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>



# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Move and perform beat, rhythm and, at times, both at same time (e.g., beat in feet, rhythm in hands).</p> <p>Read patterns (demonstrating with body percussion, instruments and rhythmic syllables) and take dictation from well-known songs.</p> <p>Fill in blanks of rhythm patterns with manipulatives or writing assessments.</p> <p>Decode rhythmic patterns of words or word phrases.</p> <p>Compose short rhythmic phrases.</p> <p>Sing, play instruments or demonstrate body percussion while reading rhythmic patterns including eighth notes, quarter notes and quarter rests.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Composer</li><li>• Singer</li><li>• Keyboard Professional</li><li>• Dancer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 4PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<b>4PR</b> Improvise new lyrics to known songs and experiment with digital technology.	
	<p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.</p>	
<b>Essential Question</b>	How can you invent new words and lyrics to known songs using digital technology?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• How to improvise new lyrics to known songs;</li> <li>• How to translate and document words, pictures and illustrations to create new lyrics to known songs;</li> <li>• To use digital technology to enhance musical experiences;</li> <li>• Basic knowledge of digital media in classroom and how to manipulate available digital media.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Using digital technology in the music classroom and displaying new words or pictures that represent new lyrics to known songs.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Instrument playing, singing and speaking;</li> <li>• Listening to live and recorded performances and creating variations on known literature.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Sing and recite songs and poems from a varied repertoire.</p> <p>Identify melodic patterns within a musical selection or poem that utilize call and response or echo form.</p> <p>Identify rhythmic patterns within a musical selection or poem that utilize call and response or echo form. Label similarities and differences within the repertoire.</p> <p>Demonstrate through movement understanding of same and different phrases.</p> <p>Compose lyrics for short rhymes or poems, working up to creating new lyrics for known songs.</p> <p>Use available technology to create and save creations.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Music Instructor</li> <li>• Performer</li> <li>• Dancer</li> <li>• Choreographer</li> <li>• Conductor</li> <li>• Composer</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• Grade 1 <a href="#">English Language Arts</a></li> <li>• Grade 1 <a href="#">Mathematics</a></li> <li>• Grade 1 <a href="#">Science</a></li> <li>• Grade 1 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

**[BACK](#)**

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 5PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<b>5PR</b> Read, write and perform la-sol-mi melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).	
	<p><b>Enduring Understandings:</b> Authentic Application and Collaboration, Critical and Creative Thinking, Literacy</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.</p>	
<b>Essential Question</b>	How is a pentatonic melody represented on the treble staff?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Do and re relate to sol, la, and mi in a specific way;</li> <li>The relationship between la-sol-mi-re-do is always the same, regardless of tonality;</li> <li>Pitch relationships through singing, echoing, iconic reading, movement and playing instruments;</li> <li>To identify, read and perform pitches within pentatonic melodies using those pitch names (e.g., solfege, numbers, letters).</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Reading, singing and performing pentatonic music (G-do, F-do and C-do);</li> <li>Reading pentatonic melodies from known material;</li> <li>Applying knowledge of pentatonic melodies to read new material;</li> <li>Writing, creating and improvising pentatonic melodies.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Movement opportunities;</li> <li>Performing with classroom instruments;</li> <li>Notation “tools” and technology-based composition programs.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Compose and perform pentatonic melodies using solfege, numbers and letters.</p> <p>Play or sing short phrases using call and response or question and answer techniques.</p> <p>Improvise and/or create and notate extended melodies.</p> <p>Create pentatonic melodies to accompany a sound story.</p> <p>Create or improvise on a pentatonic scale.</p> <p>Create movement sequences to represent extended melodies.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><b><u><a href="#">Pearltrees Careers Link</a></u></b></p> <ul style="list-style-type: none"> <li>• Music Instructor</li> <li>• Composer</li> <li>• Jazz Artist</li> <li>• Singer</li> <li>• Keyboard Professional</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• Grade 1 <a href="#">English Language Arts</a></li> <li>• Grade 1 <a href="#">Mathematics</a></li> <li>• Grade 1 <a href="#">Science</a></li> <li>• Grade 1 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

**[BACK](#)**

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 6PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<b>6PR</b> Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.	
	<b>Enduring Understandings:</b> Authentic Application and Collaboration, Critical and Creative Thinking, Literacy <b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.	
<b>Essential Question</b>	How can you demonstrate proper technique while playing various classroom instruments?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>How to identify, name and describe classroom instruments according to timbre;</li> <li>How to play alone and with others, a varied repertoire while demonstrating awareness of proper technique;</li> <li>Appropriate ways of playing classroom instruments with correct technique to produce quality sound.</li> </ul>	<b>Students will demonstrate this by ...</b> <ul style="list-style-type: none"> <li>Describing and demonstrating appropriate ways to hold, handle and play classroom instruments while achieving a quality sound.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>Exploring the timbres and qualities of a variety of pitched and unpitched instruments;</li> <li>Guest artists and performers.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

<b>Application</b>		
<p><b><u>Student Performance Tasks</u></b></p> <p>Play a variety of classroom instruments alone and with others.</p> <p>Model and demonstrate proper instrument playing technique to produce a quality sound.</p> <p>Create ostinato patterns, various improvisations and accompany peers during a group performance.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Band, Choir or Orchestra Conductor</li><li>• Instrumentalist</li><li>• Instrument Technicians</li><li>• Composer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 7PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<b>7PR</b> Demonstrate audience behavior appropriate for the context and style of music performed.	
	<b>Enduring Understandings:</b> Authentic Application and Collaboration, Literacy <b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. F. Form and express opinions about music they hear in formal and informal live and recorded performances.	
<b>Essential Question</b>	How is appropriate audience etiquette demonstrated at live performances?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>Etiquette protocol is expected at all classroom, school and live performances</li> <li>Audience etiquette as it relates to the type or genre of music being performed.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>Sharing the rules of etiquette for students, parents and the community.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<b>Students will be engaged and supported in learning by...</b> <ul style="list-style-type: none"> <li>Preparing etiquette protocol prior to attending a live performance;</li> <li>Developing etiquette guidelines for concert programs.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>



# Model Curriculum: MUSIC Grades K-2

<b>Application</b>		
<p><b><u>Student Performance Tasks</u></b></p> <p>Listen to recordings and webcasts, of live performances.</p> <p>Identify audience protocol; practice prior to attending a live performance the appropriate times to applaud.</p> <p>Consult guidelines (see National Association of Music Education) for concert etiquette.</p> <p>Write guidelines and discuss and reflect after attending a live performance.</p> <p>Demonstrate appropriate audience etiquette.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Jazz Artist</li><li>• Keyboard Professional</li><li>• Actor, Singer, Dancer</li><li>• Conductor</li><li>• Composer</li><li>• Music Journalist</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul>

[\*\*BACK\*\*](#)

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 1 RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<b>1RE</b> Recognize how music is used for a variety of occasions.	
	<b>Enduring Understandings:</b> Personal Choice and Vision, Literacy <b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.	
<b>Essential Question</b>	How is music used for different purposes or occasions?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>Different types and styles of music used for various occasions or celebrations;</li> <li>Music can serve many purposes;</li> <li>How to differentiate between musical styles and why a particular style works well to “represent” a situation or event.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>Identifying different occasions where music is used through audio and written examples;</li> <li>Performing a varied repertoire for specific occasions or events.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>Listening to a variety of music appropriate for various occasions;</li> <li>Creating music for special events;</li> <li>Attending live performances.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Prepare a list of special events at school and determine what music could be used at each event.</p> <p>Identify and label various styles of music for special occasions (e.g., procession, parade, patriotic events, sporting events and various celebrations).</p> <p>Listen to and learn about celebrations from other nations and identify what type of music is used.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Composer</li><li>• Singer</li><li>• Keyboard Professional</li><li>• Actor, Singer, Dancer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u><a href="#">BACK</a></u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 2RE

<b>Discipline</b>	Music
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 1
<b>Content Statement</b>	<p><b>2RE</b> Describe how sounds and music are used in our daily lives.</p> <p><b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking</p> <p><b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>
<b>Essential Question</b>	What feelings, moods, images and meanings are communicated through music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Music can represent and/or express different feelings, moods, words or images;</li> <li>• How music can evoke and communicate words, feelings, moods or images.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening to and performing different styles of music;</li> <li>• Describing and analyzing musical elements to include impact on feelings, moods or images.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Live and recorded performances;</li> <li>• Listening maps and historical background;</li> <li>• Integrated learning projects linking music to art, literature, dance and theater;</li> <li>• Applying sound effects or cues to children’s literature and poems.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

<b>Application</b>		
<p><b><u>Student Performance Tasks</u></b></p> <p>Describe and communicate to others how musical selections make them feel through drawings, journals or both.</p> <p>Compare works of art to music and identify what feelings or moods are created.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Musician, Performer</li><li>• Dancer</li><li>• Music Journalist</li><li>• Music Instructor</li><li>• Author</li><li>• Movie/TV/Radio Producer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 3RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<p><b>3RE</b> Communicate a response to music using dance, drama or visual art.</p> <p><b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>	
<b>Essential Question</b>	What are the many ways music can be interpreted through another art form such as dance, drama or visual art?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>The similarities and differences of how a piece of music could be interpreted through other art mediums;</li> <li>How to associate common elements throughout (line, form, rhythm);</li> <li>How various elements of the music can be revealed via dance, drama or visual art.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Discussing, comparing and contrasting personal responses with full knowledge that interpretations may vary from person to person;</li> <li>Showing comparative written or artistic evidence of compared works;</li> <li>Demonstrating or performing a dance or dramatic interpretation of a musical selection.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Relating music to other art (visual art, dance, drama) works;</li> <li>Comparing and contrasting musical compositions;</li> <li>Live performances—music, dance, drama and visiting an art gallery or exhibit.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Establish a document that specifies the works of a composer that are interpreted through art, dance and drama.</p> <p>Compare interpretations of a musical work that use other mediums, including dance, drama or visual art with age-appropriate vocabulary.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Music Historian</li><li>• Music Journalist</li><li>• Artist</li><li>• Arts Administrator</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 4RE

<b>Discipline</b>	Music
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 1
<b>Content Statement</b>	<p><b>4RE</b> Connect concepts shared between music, other art forms and other curricular subjects.</p> <p><b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>
<b>Essential Questions</b>	What are the connections between music, art, dance and drama? Can you describe the connections with other subjects that you study every day?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Music is related to other arts disciplines including dance, drama and visual art;</li> <li>• Identify the elements of music: and connect them with similar elements in other arts and content areas, e.g., tempo, beat, rhythm, pitch (melody), line or phrase, form, harmony and timbre.</li> </ul>	<p><b>Students will demonstrate this by ...</b></p> <ul style="list-style-type: none"> <li>• Identifying the elements of music by using developmentally appropriate music vocabulary and connecting with synonymous concepts in other arts and content areas;</li> <li>• Identifying other content areas that connect to music and arts areas.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Using synonymous concepts and vocabulary from other arts and content areas;</li> <li>• Listening to, observing and discussing works of art, dance and drama.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	



# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Compare a musical selection and related concepts to a single content area: math, language arts, social studies science, art, dance and drama.</p> <p>Attend a live performance or view a recorded performance and tell how aspects of the performance related to other content areas.</p> <p>Compare the element of musical form to literature, poetry and writing.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Conductor</li><li>• Composer</li><li>• Musician</li><li>• Actor</li><li>• Dance</li><li>• Music Journalist</li><li>• Artist</li><li>• Arts Administrator</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 5 RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<b>5RE</b> Form and express personal opinions about a musical performance and show respect for the opinions of others.	
	<b>Enduring Understandings:</b> Personal Choice and Vision <b>Progress Points:</b> F. Form and express opinions about music they hear in formal and informal live and recorded performances.	
<b>Essential Questions</b>	What do you hear in a musical selection? How does your response compare with others?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>How to analyze, compare and contrast varied musical selections using developmentally appropriate vocabulary;</li> <li>Each musical selection has unique characteristics that influence the responses of individual students.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>Labeling the compositional devices, styles and genre of selected pieces of music – form, rhythmic patterns and melodic structure.</li> <li>Respectfully discussing personal music responses and preferences by comparing and contrasting.</li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>Collaborative activities with music professionals, workshops and live performances;</li> <li>Listening to a varied repertoire and identifying selected pieces of music;</li> <li>Listening maps and guided listening experiences.</li> </ul> <b>Resources</b> <a href="#">LINK to Pearltrees</a> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Analyze and discuss a selected performance.</p> <p>Listen to recordings or live performances of a varied repertoire of music.</p> <p>Utilize instrumental and vocal music along with many styles and genres. Keep a learning log of responses.</p> <p>Write as a music critic comparing responses.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Conductor</li><li>• Arts Administrator,</li><li>• Music Journalist, Critic</li><li>• Music Publisher</li></ul> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u><a href="#">BACK</a></u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 6RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<b>6RE</b> Describe the challenges of individual and group music performance using music vocabulary.	
	<b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy <b>Progress Points:</b> E. Use digital technology to listen to and study music recognizing instruments, voice, ensembles and musical forms. F. Form and express opinions about music they hear informal and informal live and recorded performances.	
<b>Essential Question</b>	What are the challenges of individual and group performances?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>• Various roles of musicians and how those roles may vary from setting to setting;</li> <li>• Each person has specific responsibilities and challenges depending on the type of music being performed and the equipment and personnel needed;</li> <li>• Musicians can take on different roles within a particular performance setting: conductor, performer, dancer, actor and singer, sound technician and recording engineer.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>• Naming the various settings in which music can be found;</li> <li>• Discussing the different types of musicians within a performance group, describing equipment needed, acquiring music and practicing and rehearsing;</li> <li>• Exploring the various skills needed for musicians in their respective roles (i.e., composer, conductor, performer or arts-related business to include technology).</li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>• Attending live performances;</li> <li>• Distance learning;</li> <li>• Community and regional resources;</li> <li>• Guest artists.</li> </ul> <b>Resources</b> <a href="#">LINK to Pearltrees</a> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

<b>Application</b>		
<p><b><u>Student Performance Tasks</u></b></p> <p>Explore and report on a musician using a WebQuest doing a live interview.</p> <p>Establish a list of careers in the music field and skills needed to perform in the career.</p> <p>Interview and share information on the challenges performers, conductors, composers and others face who live in and around the school community or region.</p> <p>Invite performers or those involved in arts related careers to school – investigate, inquire and describe the interactive experience.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Education</li><li>• Performance</li><li>• Music Business</li><li>• Church Musician</li><li>• Musical Theater</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 1 – 7RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	7RE Discuss audience behavior appropriate for the context and style of music performed.	
	<b>Enduring Understandings:</b> Authentic Application and Collaboration, Literacy <b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. F. Form and express opinions about music they hear in formal and informal live and recorded performances.	
<b>Essential Question</b>	How is appropriate audience etiquette demonstrated at live performances?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>Etiquette protocol is expected at all classroom, school and live performances;</li> <li>Audience etiquette is determined by genre of music and concert environment.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>Explaining the rules of etiquette for students, parents and the community.</li> </ul> <b>Assessment</b> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>Preparing etiquette protocol prior to attending a live performance;</li> <li>Modeling and guided practice of etiquette protocols for concert programs.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Listen to recordings and webcasts of live performances.</p> <p>Identify audience protocol and demonstrate this prior to attending a live performance (e.g., appropriate times to applaud).</p> <p>Write concert etiquette guidelines and discuss and reflect on these after attending a live performance.</p> <p>Demonstrate appropriate audience etiquette.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Keyboard Professional</li><li>• Actor, Singer, Dancer</li><li>• Conductor</li><li>• Composer</li><li>• Orchestra Manager</li><li>• Music Journalist</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 1 <a href="#">English Language Arts</a></li><li>• Grade 1 <a href="#">Mathematics</a></li><li>• Grade 1 <a href="#">Science</a></li><li>• Grade 1 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 1 CE

<b>Discipline</b>	Music
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)
<b>Grade Level</b>	Grade 2
<b>Content Statement</b>	<p><b>1CE</b> Identify patterns of same and different phrases in simple poems and songs.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music.</p>
<b>Essential Question</b>	How do you identify similarities and differences among rhythmic and melodic patterns (within phrase structure) in musical selections or poems?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>How to identify phrases or musical sentences;</li> <li>How to identify patterns within the melodic or rhythmic structure of the poem or musical selection;</li> <li>To listen to poem or song and identify the patterns in that poem or song.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Listening and performing songs or poems from a varied repertoire;</li> <li>Naming, performing and documenting similarities and differences between phrases (e.g., rhythmic and melodic);</li> <li>Identifying patterns of same and different in the music they are listening to and performing.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Movement activities;</li> <li>Listening to, singing, speaking and playing instruments;</li> <li>Visual aids (e.g., icons, colors, shapes, letters).</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	



# Model Curriculum: MUSIC Grades K-2

<b>Application</b>		
<b><u>Student Performance Tasks</u></b>	<b><u>Career Connections</u></b>	<b><u>Diverse Learners</u></b>
<p>Sing and recite songs and poems from a varied repertoire.</p> <p>Identify melodic patterns within a musical selection or poem.</p> <p>Identify rhythmic patterns within a musical selection or poem.</p> <p>Label similarities and differences within the repertoire.</p> <p>Demonstrate understanding of same and different phrases through movement.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Performer</li><li>• Dancer</li><li>• Conductor</li><li>• Composer</li><li>• Author</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul>

[\*\*BACK\*\*](#)

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 2CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<p><b>2CE</b> Identify rounds and canons.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.</p>	
<b>Essential Question</b>	How can you identify and perform rounds and canons?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• How to sing, speak or play instruments in unison;</li> <li>• Music or speech can be performed in a round or canon – where one group starts, another group comes in singing or speaking the same song or phrase;</li> <li>• How to listen to a musical selection and determine whether it is in unison or in a round;</li> <li>• Demonstration of a round through movement.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Performing repertoire in unison and in a round;</li> <li>• Listening and describing a song as being a round or canon;</li> <li>• Identifying the difference between a round and a song with two different parts.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Movement activities;</li> <li>• Listening to, singing, speaking and playing instruments;</li> <li>• Visual aids (e.g., icons, colors, shapes, letters).</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Sing and recite songs and poems from varied repertoire in unison and compare and contrast with those in a round.</p> <p>Demonstrate understanding of unison and round through movement.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Performer</li><li>• Dancer</li><li>• Conductor</li><li>• Composer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 3CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<p><b>3CE</b> Listen to and identify music of various styles, composers, periods and cultures.</p> <p><b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking</p> <p><b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>	
<b>Essential Question</b>	How can you identify the music of various styles, composers, periods and cultures?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Various musical selections can have different styles;</li> <li>• Music is written by different composers from different periods of history;</li> <li>• To identify music from different world cultures;</li> <li>• The stylistic differences between the music of various composers;</li> <li>• The stylistic differences between the music of various cultures;</li> <li>• World cultures can be defined by its music. Music can be used for different social and ceremonial occasions.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening to a variety of songs;</li> <li>• Discussing the songs and their differences;</li> <li>• Identifying musical excerpts based on their various styles;</li> <li>• Identifying musical styles of various world cultures and composers.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Off-site learning (e.g., concerts, field trips);</li> <li>• Audio visuals and websites;</li> <li>• World maps and historical timelines.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Identify and distinguish music of various world cultures and composers and describe the instruments or types of voices used in various compositions as well as similarities and differences in form and style.</p> <p>Attend a live performance and share what they remember and what struck them.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Composer</li><li>• Conductor</li><li>• Music Instructor</li><li>• Ethnomusicologist</li><li>• Music Journalist</li><li>• Music /Film/TV Editor</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u><a href="#">BACK</a></u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 2 - 4CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Level</b>	Grade 2	
<b>Content Statement</b>	4CE Identify elements of music using developmentally appropriate vocabulary.	
	<b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy <b>Progress Points:</b> A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.	
<b>Essential Question</b>	How can you describe and identify the various musical elements?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>The definitions of musical terms at an age-appropriate level;</li> <li>How to differentiate between the elements of music: tempo, beat, rhythm, pitch, form, harmony and timbre;</li> <li>How the various elements fit together in a musical selection.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>Showing basic understanding of tempo, beat, rhythm, pitch, form, harmony and timbre and their functions in a musical composition;</li> <li>Identifying the musical elements and their function in a composition.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>Performing and listening to a varied repertoire of music;</li> <li>Listening maps;</li> <li>Movement activities;</li> <li>Children’s literature and comparative elements.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Using developmentally appropriate vocabulary students will analyze, describe, identify and label the various elements of music.</p> <p>Listen to, singing, playing and moving to a varied repertoire of music demonstrating their knowledge of the musical elements.</p> <p>Engaging in compositional and improvisational to further demonstrate knowledge of the musical elements.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Performer</li><li>• Composer</li><li>• Conductor</li><li>• Music Publisher</li><li>• Actor, Dancer, Singer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 5CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<p><b>5CE</b> Explore selected musical instruments visually and aurally.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration</p> <p><b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>	
<b>Essential Question</b>	Why are instruments important to making music?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>The sound quality or timbre of various instruments;</li> <li>Instruments produce sound in different ways depending on the materials they are made of, the size and shape in addition to how they are played;</li> <li>How to classify instruments into various families;</li> <li>How to identify and name instruments and the family they belong to.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Listening to and playing various musical instruments and describing the sounds they produce;</li> <li>Viewing various musical instruments and describing the differences between the instruments;</li> <li>Identifying instruments and instrument families according to their classification.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Listening to and playing various instruments;</li> <li>Hands-on instrument exploration;</li> <li>Off-site learning (e.g., concerts, field trips).</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	



# Model Curriculum: MUSIC Grades K-2

<b>Application</b>		
<p><b><u>Student Performance Tasks</u></b></p> <p>By holding up the corresponding card, correctly identify the instrument heard when the instrument is played out of view.</p> <p>Identify selected instruments by sight and sound.</p> <p>Classify the instruments of the orchestra into four families. Identify the individual instruments by sight and sound and describe and discuss the unique aural and visual characteristics of each instrument and instrument family.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Conductor</li><li>• Orchestral Musician</li><li>• Instrument Designer, Repair Technician</li><li>• Sound Engineer</li><li>• Music Journalist</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 6CE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	6CE Attend live music performances with emphasis on instrument and voice identification.	
	<p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>	
<b>Essential Question</b>	How can you identify the instruments and voices in a live performance?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>The various instruments and voices that work together in musical performance;</li> <li>How sounds of instruments and voices are the same and different;</li> <li>How to differentiate between sounds of various instruments and voices.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Demonstrating how each instrument and voice is unique;</li> <li>Describing the sound being produced;</li> <li>Identifying the characteristics of the unique sounds of instruments and voices;</li> <li>Comparing and contrasting the various timbres.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Audio and visual aids and Web links;</li> <li>Reference books and children’s literature;</li> <li>Off-site learning (e.g., concerts, field trips).</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Play and explore with instrument and vocal timbre, focusing on being able to describe each sound produced.</p> <p>Describe the various sounds, how they are produced and why particular instruments and voices sound the way they do. Discuss and highlight range and timbre.</p> <p>Listen to live or recorded performances and identify the instruments and voices that they hear.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Conductor</li><li>• Orchestral Musician</li><li>• Sound Engineer</li><li>• Music Journalist</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 1PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	1PR Demonstrate rounds and canons.	
	<p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.</p>	
<b>Essential Question</b>	How can you demonstrate rounds or canons?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Musical parts can occur in a leader and follower format;</li> <li>• Two different groups can perform the same musical selection beginning at different times;</li> <li>• How to listen to identify music in a round or canon;</li> <li>• How to sing, speak or play on available classroom instruments;</li> <li>• Rounds and canons are a type of musical “form.”</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Performing a varied repertoire of rounds and canons;</li> <li>• Singing, speaking or playing classroom instruments demonstrating rounds and canons;</li> <li>• Performing a “movement” canon.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening to examples of rounds and canons;</li> <li>• Observing and creating “movement” canons;</li> <li>• Singing, speaking and playing instruments.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Perform rounds and canons:</p> <ul style="list-style-type: none"><li>- Teacher leads class in canon vs. recording</li><li>- Teacher vs. class</li><li>- Small group with teacher vs. class</li><li>- Half of class vs. half of class</li></ul> <p>Perform spoken canons, sung canons, movement canons and rhythmic canons.</p> <p>Perform a round vs. recording with another group of students and evaluate performance using a rubric.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Conductor</li><li>• Orchestral Musician</li><li>• Dancer</li></ul> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul>

[\*\*BACK\*\*](#)

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 2PR

<b>Discipline</b>	Music
<b>Strand/Process</b>	Producing/Performing (PR)
<b>Grade Level</b>	Grade 2
<b>Content Statement</b>	<p><b>2PR</b> Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.</p>
<b>Essential Question</b>	How do you demonstrate proper technique while singing and moving to music from around the world?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>The speaking voice and singing voice are not the same;</li> <li>There is an appropriate way to sit and stand when singing;</li> <li>There are many different styles of music;</li> <li>There are many different composers who write music from many different cultures.</li> <li>There are various ways to move to music.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Performing a song example using appropriate posture, head voice, accurate pitch and rhythm;</li> <li>Evaluating a performance using a rubric;</li> <li>Performing various types of movement and dance to music from various world cultures.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Singing, listening and moving to a variety of musical examples;</li> <li>Demonstrating echo and call and response;</li> <li>Listening to children’s choirs for vocal technique.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Demonstrate proper singing posture.</p> <p>Demonstrate proper singing tone.</p> <p>Perform an age-appropriate musical selections using proper posture, head voice, correct pitch and rhythm.</p> <p>Perform movement tasks.</p> <p>Practice moving to a variety of musical examples and show how style of movement can vary with style of music.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Performer, Singer</li><li>• Recording Artist, Producer</li><li>• Music Therapist</li><li>• Music Instructor</li><li>• Choir Director, Band Director</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul>

[\*\*BACK\*\*](#)

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 3PR

<b>Discipline</b>	Music
<b>Strand/Process</b>	Producing/Performing (PR)
<b>Grade Level</b>	Grade 2
<b>Content Statement</b>	<p><b>3PR</b> Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 music.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking</p> <p><b>Progress Points:</b> B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. C. Identify and classify voices, musical instruments, roles and careers of musicians. D. Relate historical information from the study of music to other art forms and disciplines outside the arts.</p>
<b>Essential Questions</b>	How do eighth, quarter and half notes and quarter rests function in simple meter? How do students read, perform and notate these rhythms?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Two eighth notes are the same duration as a quarter note;</li> <li>Four eighth notes or two quarter notes are the same duration as a half note;</li> <li>A half note (duple meter) lasts for two beats, a quarter note for one beat and an eighth note for half a beat;</li> <li>Quarter note rests are the same duration as a quarter note, but are silent;</li> <li>Beats and rhythms can be grouped into measures in 2/4 or 4/4 meter.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Identifying and reading and performing rhythms using eighth notes, quarter notes, rests and half notes;</li> <li>Writing patterns from familiar songs or rhymes (e.g., dictation);</li> <li>Performing rhythms using eighth notes, quarter notes, rests and half notes.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Iconic representation of rhythmic ideas for pre-reading;</li> <li>Movement opportunities;</li> <li>Performing with classroom instruments;</li> <li>Notation “tools” and technology-based composition programs.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	



# Model Curriculum: MUSIC Grades K-2

Application		
<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Use manipulatives to write or to take dictation.</p> <p>Read, write and perform using known rhythms.</p> <p>Identify patterns as performed by the teacher.</p> <p>Listen to and identify patterns to arrange the rhythm of a song into the correct order.</p> <p>Practice conducting or using different movement patterns to internalize the accent patterns of 2/4 and 4/4 meter.</p> <p>Point to correct pattern or tap pattern rather than speak pattern aloud in order to internalize rhythmic phrases.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Composer</li><li>• Keyboard Professional</li><li>• Actor, Singer, Dancer</li></ul> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul>

[\*\*BACK\*\*](#)

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 4PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<b>4PR</b> Improvise and compose simple rhythmic and melodic phrases.	
	<p><b>Enduring Understandings:</b> Authentic Application and Collaboration, Critical and Creative Thinking, Literacy</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.</p>	
<b>Essential Question</b>	How can students create simple rhythmic and melodic phrases?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>To identify a musical phrase;</li> <li>To construct and create or compose short rhythmic and melodic phrases;</li> <li>To improvise short rhythmic and melodic phrases within a pentatonic framework;</li> <li>To notate short rhythmic and melodic phrases.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Creating and performing simple rhythmic and melodic phrases (e.g., 2/4, 3/4 and 4/4 meter, pentatonic melodies; vocal or instrumental);</li> <li>Improvise and composing simple rhythmic and melodic phrases — vocal and instrumental.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Movement opportunities;</li> <li>Performing with classroom instruments;</li> <li>Notation “tools” and technology-based composition programs.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Play or sing short phrases using call and response or question and answer techniques.</p> <p>Improvise and create and notate short melodic and rhythmic phrases.</p> <p>Create ostinato to accompany a song story.</p> <p>Create and improvise on a pentatonic scale.</p> <p>Create movement sequences to represent musical phrases.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Keyboard Professional</li><li>• Actor, Singer, Dancer</li></ul> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u><a href="#">BACK</a></u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 5 PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<p><b>5PR</b> Read, write and perform pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</p> <p><b>Enduring Understandings:</b> Authentic Application and Collaboration, Critical and Creative Thinking, Literacy  <b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.</p>	
<b>Essential Question</b>	How is a pentatonic melody represented on the treble staff?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Do and re relate to sol, la, and mi in a specific way;</li> <li>The relationship between la-sol-mi-re-do is always the same, regardless of tonality;</li> <li>About pitch relationships through singing, echoing, iconic reading, movement and playing instruments;</li> <li>To identify, read and perform pitches within pentatonic melodies using those pitch names (e.g., solfege, numbers and letters).</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Reading, singing and performing pentatonic music (e.g., G-do ,F- do and C-do);</li> <li>Reading pentatonic melodies from known material;</li> <li>Applying knowledge of pentatonic melodies to read new material;</li> <li>Writing and creating pentatonic melodies.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Movement opportunities;</li> <li>Performing with classroom instruments;</li> <li>Notation “tools” and technology-based composition programs.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Compose and perform pentatonic melodies using solfege, numbers and letters.</p> <p>Play or sing short phrases using call and response or question and answer techniques.</p> <p>Improvise and create and notate extended melodies.</p> <p>Create pentatonic melodies to accompany a song story.</p> <p>Create and improvise on a pentatonic scale.</p> <p>Create movement sequences to represent extended melodies.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Composer</li><li>• Keyboard Professional</li><li>• IActor, Singer, Dancer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 6PR

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<b>6PR</b> Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.	
	<p><b>Enduring Understandings:</b> Authentic Application and Collaboration, Critical and Creative Thinking, Literacy</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.</p>	
<b>Essential Question</b>	How do you play various classroom instruments with proper technique?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>To identify and classify available classrooms instruments according to timbre;</li> <li>Appropriate ways of playing classroom instruments to produce a quality sound.</li> </ul>	<p><b>Students will demonstrate this by ...</b></p> <ul style="list-style-type: none"> <li>Describing and demonstrating appropriate ways to handle and play classroom instruments in order to achieve a quality sound.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Exploring the timbres and qualities of a variety of pitched and unpitched instruments;</li> <li>Guest artists and performers in instrumental and workshop settings.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Play a variety of classroom instruments alone and with others.</p> <p>Model and demonstrate proper instrument playing technique to produce a quality sound.</p> <p>Create ostinato patterns and various improvisations and accompany peers during a group performance.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Band, Choir or Orchestra Conductor</li><li>• Instrumentalist</li><li>• Instrument Technician</li><li>• Movie and TV Soundtrack Personnel</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 1RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<b>1RE</b> Explain how music is used for a variety of purposes and occasions.	
	<b>Enduring Understandings:</b> Personal Choice and Vision, Literacy <b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.	
<b>Essential Question</b>	How is music used for different purposes or occasions?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>How different types and styles of music can be used for various occasions and celebrations;</li> <li>Music can serve many purposes;</li> <li>To differentiate between musical styles and why a particular style works well to “represent” a situation or event;</li> <li>About celebratory music from other nations.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>Identifying the different occasions where music is used through audio and written examples;</li> <li>Performing a varied repertoire for specific occasions or events.</li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>Listening to a variety of music appropriate for various occasions;</li> <li>Attending live performances or musical events.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	



# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Prepare a list of special events at school and identify what music could be used at each event.</p> <p>Identify and label various styles of music for special occasions (e.g., procession, parade, patriotic events, sporting events, various celebrations).</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Composer</li><li>• Keyboard Professional</li><li>• Actor, Singer, Dancer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 2RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<p><b>2RE</b> Discuss music of various composers, periods, cultures and contrasting styles.</p> <p><b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking</p> <p><b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>	
<b>Essential Question</b>	How can you identify the music of various styles, composers, periods and cultures?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Music is written in many different styles;</li> <li>• Music is written by different composers;</li> <li>• Music comes from different periods of history;</li> <li>• Music comes from different world cultures;</li> <li>• The stylistic differences between the music of various composers;</li> <li>• The stylistic differences between the music of various cultures;</li> <li>• World cultures can be defined by its music;</li> <li>• Music can be used for different social and ceremonial occasions.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening to a variety of musical selections;</li> <li>• Discussing the songs and their similarities and differences;</li> <li>• Identifying musical excerpts based on their various styles;</li> <li>• Identifying musical styles of various world cultures and composers.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Off-site learning (e.g., concerts, field trips);</li> <li>• Audio visual and websites;</li> <li>• World maps and historical timelines.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

<b>Application</b>		
<p><b><u>Student Performance Tasks</u></b></p> <p>Identify and distinguish music of various world cultures and composers. Describe the instruments or types of voices used in various compositions as well as similarities and differences in form and style.</p> <p>Attend a live performance.</p> <p>Listen to a recorded performance.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Composer</li><li>• Conductor</li><li>• Music Instructor</li><li>• Ethnomusicologist</li><li>• Music Journalist</li><li>• Music /Film/TV Editor</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul>

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# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 3RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<b>3RE</b> Discuss how music communicates feelings, moods, images and meanings. <b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking <b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.	
<b>Essential Question</b>	How can you describe the feelings, moods, images and meanings that are communicated through music?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>• Music can represent and express different feelings, moods, words or images;</li> <li>• Personal understanding of music can affect how it communicates words, feelings, moods or images.</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>• Listening to and performing different styles of music;</li> <li>• Describing and analyzing musical elements to include impact on feelings, moods or images.</li> <li>•</li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>• Live or recorded performances;</li> <li>• Listening maps and historical background;</li> <li>• Integrated-learning projects linking music to art, literature, dance and drama.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Describe and communicate to others how musical selections make them feel through drawings, journals or both.</p> <p>Compare works of art to music on the basis of the feelings or moods conveyed.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Musician, Performer</li><li>• Dancer</li><li>• Music Journalist</li><li>• Music Instructor</li><li>• Music Publisher</li><li>• Author</li><li>• Movie/TV/Radio Producer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 4 RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<p><b>4RE</b> Interpret music through dance, drama and visual art.</p> <p><b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>	
<b>Essential Question</b>	How can you interpret music through another art form such as dance, drama or visual art?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>To explain and discuss the similarities and differences of how a piece of music could be interpreted through dance, drama or visual art;</li> <li>The elements of music communicated throughout the various works of art, dance and movement or drama (line, form, rhythm);</li> <li>How the elements are communicated.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Expressing their respective interpretations will vary from person to person;</li> <li>Showing comparative written evidence of compared works.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Related arts (visual art, dance and drama) activities;</li> <li>Live performance (music, dance and drama).</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Establish a document that specifies the works of a composer that are interpreted through art, dance and drama.</p> <p>Compare interpretations of a musical work that use other mediums, including dance, drama or visual art.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Music Historian</li><li>• Music Producer</li><li>• Music Journalist</li><li>• Artist</li><li>• Arts Administrator</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 5RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<p><b>5RE</b> Respond to patterns of same and different phrases in simple poems and songs.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking, Literacy</p> <p><b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art.</p>	
<b>Essential Question</b>	What are the similarities and differences between phrases within a poem or song?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>To identify a “musical sentence” or phrase within a poem or song;</li> <li>To read, write and perform songs and poems and identify similarities and differences within the musical selection;</li> <li>How phrase structure contributes to overall form.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Reading, writing and performing age-appropriate songs and poems while identifying similarities and differences of rhythmic and melodic patterns within the phrase structure.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Related arts (visual art, dance, movement and drama) activities;</li> <li>Children’s literature and poetry collections;</li> <li>Recordings with age-appropriate repertoire.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	



# Model Curriculum: MUSIC Grades K-2

<b>Application</b>		
<p><b><u>Student Performance Tasks</u></b></p> <p>Sing and recite songs and poems from a varied repertoire.</p> <p>Identify melodic patterns within a musical selection or poem.</p> <p>Identify rhythmic patterns within a musical selection or poem.</p> <p>Label similarities and differences within the repertoire.</p> <p>Demonstrate understanding of same and different phrases through movement.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Performer</li><li>• Dancer</li><li>• Choreographer</li><li>• Conductor</li><li>• Composer</li><li>• Author</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul>

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# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 6RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<p><b>6RE</b> Discuss similarities and differences among the arts including connections between music and other curricular subjects.</p> <p><b>Enduring Understandings:</b> Literacy, Critical and Creative Thinking  <b>Progress Points:</b> A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>	
<b>Essential Questions</b>	How can you describe the connections between music, art, dance and drama? How can you describe connections with other subjects that you study every day?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Music is related to other arts disciplines: dance, drama and art;</li> <li>• Identify the elements of music and connect with similar elements in other arts and content areas: tempo, beat, rhythm, pitch (melody), line or phrase, form, harmony and timbre.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Identifying the elements of music by using developmentally appropriate music vocabulary – connect with synonymous concepts in other arts and content areas;</li> <li>• Identifying other content areas that connect to music and arts areas.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Integrated curricular resources;</li> <li>• Using synonymous concepts and vocabulary from other arts and content areas;</li> <li>• Listening to and observing and discussing works of art, dance and drama.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Compare a musical selection to a single content area: math, language arts, social studies, science, art, dance and drama.</p> <p>Attend a live performance or view a recorded performance and discuss how aspects of the performance related to other content areas.</p> <p>Compare the element of musical form to literature, poetry and writing.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Conductor</li><li>• Composer</li><li>• Musician</li><li>• Actor</li><li>• Dancer</li><li>• Arts Administrator</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Model Curriculum: MUSIC Grades K-2

## Grade 2 – 7RE

<b>Discipline</b>	Music	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<b>7RE</b> Discuss and write about their observations of types of voices and instruments heard in performances.	
	<p><b>Enduring Understandings:</b> Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p><b>Progress Points:</b> B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>	
<b>Essential Question</b>	What instruments and voices do you hear in a particular musical performance?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>To evaluate a musical performance and discuss what kinds of voices and instruments are used;</li> <li>How instruments and voices are grouped together to make up various types of ensembles such as band, choir and orchestra;</li> <li>The differences in vocal and instrumental timbre.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Identifying and labeling specific instruments or voice types;</li> <li>Naming the ensemble as a band, choir, orchestra or instrumental or vocal ensemble;</li> <li>Describing and evaluating a live or recorded performance of other students or performing group.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Live performance (music, dance, drama);</li> <li>Children’s literature;</li> <li>Guest artists and performers.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: MUSIC Grades K-2

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Play and explore with instrument and vocal timbre, focusing on being able to describe each sound produced. Describe the various sounds, how they are produced. Discuss why each particular instrument or voice sounds the way it does. Discuss range and timbre.</p> <p>Classify instruments and voices. Describe the make-up of instrumental and vocal ensembles.</p> <p>Listen to live or recorded performances. Identify the instruments and voices heard.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Music Instructor</li><li>• Conductor</li><li>• Orchestral Musician</li><li>• Sound Engineer</li><li>• Music Journalist</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• Grade 2 <a href="#">English Language Arts</a></li><li>• Grade 2 <a href="#">Mathematics</a></li><li>• Grade 2 <a href="#">Science</a></li><li>• Grade 2 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>