



# Music Course Of Study



(Adopted August 2016)

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## **Introduction**

The Music Course of Study is based on the 2014 Ohio Music Standards. It contains the diocesan philosophy of education, a “Music Program Philosophy” and a listing of grade level standards for Music. These Music standards are to be infused with the Diocesan Catholic Identity standards whenever possible.

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## Diocese Of Toledo Philosophy Of Education

*“The duty of human perfection, like the whole universe, has been renewed, recast, supernaturalized, in the Kingdom of God. It is a truly Christian duty to grow... and to make one’s talents bear fruit...It is a part of the essentially Catholic vision to look upon the world as maturing--not only in each individual or in each nation, but in the whole human race.”*

*(Teilhard de Chardin, The Divine Milieu)*

The schools of the Catholic Diocese of Toledo assist parents in preparing their youngsters to assume their Christian vocation. The schools enable youngsters to perfect and grow in the knowledge, skills, values and attitudes to which they are called by Jesus Christ. This vocation begins and grows as each member hears the message of the Gospel, seeks to achieve a personal relationship with Jesus Christ and shares in a commitment of love and service of God and others in order to transform self and society.

Catholic education in the Toledo Diocesan schools is intended to make students become people of faith who can experience--inside and outside the school setting--learning and living in the light of this faith commitment. Students are instructed in human knowledge and skills in order to best relate human culture to God’s plan for His evolving creation. Religious education, i.e., instruction in truths and development of values, is of primary concern. This religious education serves as the basis by which students can integrate their experiences of learning and living at each stage of their development.

This integration thrives in a thoroughly Christian atmosphere where faculties and staffs share and demonstrate in their professional and private lives this same commitment to personal perfection and growth in Jesus Christ.

Toledo Diocesan schools enable students to extend their personal faith commitment through prayer and by serving others. Together with faculty and staff, students participate in liturgical activities that foster community. Students explore ways to meet the challenges of tensions and conflicts that occur in community, especially in peacemaking and the achievement of justice. Gospel values impel students to a special concern for all who suffer any disadvantage. Students are enabled to commit themselves to the public interest by developing the skills and talents needed to contribute to the life of the nation.

This experience of integrating learning and living a commitment of faith is a reason for hope. It is the duty of the schools of the Diocese of Toledo to continually explore and rekindle hope for the future in the light of the present reality of the universe. Engaging our members—and the community-at-large--in a search for growth and perfection is our never-ending obligation. Our ultimate goal is union with Jesus Christ, “the way, the truth and the life.

## Philosophy Of The Music Program

### **As Catholic School Educators, we believe that:**

Music is a gift of God unique to humans. It is an essential means of expressing and sharing the gospel message. We are responsible to lead students to become people of faith by using this gift to praise and worship God.

As one of the arts, music helps students connect, explore, and express other academic subjects, and as such, has a rightful place in every field of human inquiry. Music represents unique forms of thinking and way of knowing as well as participating with the world through cognitive and sensory experiences. Therefore, students must understand that learning music is a continuous and integral process that takes place over many years.

It follows that every student should have access to a balanced, comprehensive, and sequential program of study in music. Responding to music, analyzing, performing, and creating music are the fundamental music process in which humans engage. Listening, moving to music, singing, and playing instruments enables students to acquire knowledge and skills that can be developed in no other way. Learning to read and notate music gives students a skill with which to explore music independently and with others. Skills in analysis, evaluation, a synthesis are important because they enable students to recognize and pursue excellence in their musical experiences.

To fully participate in a diverse, global society, students must understand their own heritages and those of others within their communities and beyond. By understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in communities that are increasingly multicultural. With this increasing understanding, students come to fully appreciate music. Acquiring the basics of music (skills, knowledge, disciplines, and styles) will provide life-long enrichment for every student.

## Catholic Identity

These seven standards represent particular qualities wanted in our Catholic school graduates. Teachers should infuse their instruction of Mathematics with activities that promote these desired outcomes whenever possible.

1. A devout disciple of Christ formed in the Catholic Faith community, who possesses a solid grasp of Catholic Faith and Morals; who lives a devout spiritual life; who gives witness to Christ by word and deed, and who strives to build up Catholic culture whenever possible.
2. A critical thinker who possesses a Catholic worldview and applies this to the study of any subject; who makes responsible decisions using an informed Catholic moral conscience for the common good; and who is capable of discerning and promoting that which is good in modern media and popular culture, while creatively countering that which is not.
3. An effective communicator who speaks and writes with clarity and listens with compassion, responding critically in light of Gospel values.
4. A self-directed, lifelong learner who possesses a love of learning and desire for truth; and who develops and utilizes one's God-given potential.
5. A collaborative contributor who finds meaning, dignity, and vocation in work; and who respects the human rights of all as defined by God's Commandments and Church teaching, while contributing to the common good.
6. A loving family member who attends to family, parish, school and the wider community.
7. An Informed, discerning and engaged participant in American civic life and culture; who possesses a basic familiarity with the foundational documents of our constitutional republic; as well as understands the importance of these texts to human rights; and who gives witness to Catholic Social Teachings by promoting human dignity whenever possible, both in America and around the world

# Music Standards

## Grades K-2

### ENDURING UNDERSTANDINGS

**Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves through music.

**Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.

**Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create and perform music to address genuine local and global community needs.

**Literacy:** As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.

### PROGRESS POINTS

Students will, at the appropriate developmental level:

- A. 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.

LEARNING PROCESSES	CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
<b>K</b>	<p><b>Content Statements</b></p> <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 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><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 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>8PR</b> <i>Participate musically in various liturgical celebrations</i></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> <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>
<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 (e.g., 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 appropriate for the context and style of music performed.</p> <p><b>8PR</b> <i>Participate musically in various liturgical celebrations</i></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>

LEARNING PROCESSES	CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
<b>Content Statements</b>  <b>2</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 using 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> <p><b>7PR</b> <i>Participate musically in various liturgical celebrations</i></p>	<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>

## Grades 3-4

### ENDURING UNDERSTANDINGS

**Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves through music.

**Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.

**Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create and perform music to address genuine local and global community needs.

**Literacy:** As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.

### PROGRESS POINTS

Students will, at an appropriate developmental level:

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

LEARNING PROCESSES	CREATING (CE)	PRODUCING/PERFORMING(PR)	RESPONDING/REFLECTING (RE)
3	<p><b>Content Statements</b></p> <p><b>1CE</b> Visually and aurally, identify the four families of orchestral instruments.</p> <p><b>2CE</b> Identify and discriminate between sounds produced by various instruments and the human voice.</p> <p><b>3CE</b> Listen to and identify the music of different composers of world cultures.</p> <p><b>4CE</b> Identify and respond to simple music forms (e.g., AB, ABA).</p> <p><b>5CE</b> Identify elements of music using developmentally appropriate vocabulary.</p> <p><b>6CE</b> Identify careers in music including composing, performing and conducting</p>	<p><b>1PR</b> Sing a varied repertoire with accurate rhythm and pitch individually and with others.</p> <p><b>2PR</b> Follow and respond to the cues of a conductor.</p> <p><b>3PR</b> Use the head voice to produce a light, clear sound while maintaining appropriate posture.</p> <p><b>4PR</b> Play a variety of classroom instruments with proper technique.</p> <p><b>5PR</b> Sing, move and respond to music from world cultures and different composers.</p> <p><b>6PR</b> Improvise and compose simple rhythmic and melodic phrases.</p> <p><b>7PR</b> Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4 and 4/4 meter.</p> <p><b>8PR</b> Read, write and perform in treble clef extended pentatonic melodies in G, F and C.</p> <p><b>9PR</b> Demonstrate appropriate audience etiquette at live performances</p> <p><b>10PR</b> <i>Participate musically in various liturgical celebrations</i></p>	<p><b>1RE</b> Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms.</p> <p><b>2RE</b> Notice and describe what they hear in selected pieces of music and compare their responses to those of others.</p> <p><b>3RE</b> Explain personal preferences for specific musical selections using music vocabulary.</p> <p><b>4RE</b> Evaluate audience etiquette associated with various musical performances and settings.</p> <p><b>5RE</b> Analyze music in terms of how it communicates words, feelings, moods or images.</p> <p><b>6RE</b> Compare interpretations of the same piece of music as they occur through dance, drama and visual art.</p> <p><b>7RE</b> Create criteria and use it to critique their own performances and the performances of others.</p>
4	<p><b>1CE</b> Classify instruments by the four families of the orchestra.</p> <p><b>2CE</b> Describe the way sound is produced by various instruments and the human voice</p> <p><b>3CE</b> Listen, identify and respond to music of different composers and world culture.</p> <p><b>4CE</b> Discuss the lives and times of composers from various historical periods.</p> <p><b>5CE</b> Identify and respond to basic music forms (e.g., AABA and rondo).</p> <p><b>6CE</b> Identify elements of music using developmentally appropriate vocabulary.</p> <p><b>7CE</b> Describe the roles of musicians in various music settings.</p> <p><b>8CE</b> Describe the use of technology and digital tools in music.</p>	<p><b>1PR</b> Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.</p> <p><b>2PR</b> Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.</p> <p><b>3PR</b> Play a variety of classroom instruments with proper technique.</p> <p><b>4PR</b> Sing, move and respond to music from world cultures and different composers.</p> <p><b>5PR</b> Improvise and compose short compositions using a variety of classroom instruments and sound sources.</p> <p><b>6PR</b> Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.</p> <p><b>7PR</b> Read, write and perform in treble clef extended pentatonic melodies G, F and C.</p> <p><b>8PR</b> Demonstrate appropriate audience etiquette at live performances.</p> <p><b>9PR</b> <i>Participate musically in various liturgical celebrations</i></p>	<p><b>1RE</b> Explain how the elements and subject matter of music connect with disciplines outside the arts.</p> <p><b>2RE</b> Describe the connection between emotion and music in selected musical works.</p> <p><b>3RE</b> Explain classification of musical instruments, voices, composers and forms using appropriate music vocabulary.</p> <p><b>4RE</b> Discuss the roles of musicians heard in various performance settings.</p> <p><b>5RE</b> Interpret a selected musical work using dance, drama or visual art.</p> <p><b>6RE</b> Use constructive feedback to improve and refine musical performance and response</p> <p><b>7RE</b> <i>Explain the role of liturgical and other sacred music and how it has evolved</i></p>

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

## Grades 6-8

### ENDURING UNDERSTANDINGS

**Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves through music.

**Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.

**Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create and perform music to address genuine local and global community needs.

**Literacy:** As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.

### PROGRESS POINTS

Students will, at an appropriate developmental level:

- A. Analyze, practice and perform a musical selection independently or collaboratively with technical accuracy and expression.
- B. Read, write, improvise and describe music using standard musical notation and vocabulary.
- C. Apply problem-solving and critical thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.
- D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.
- E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines.
- F. Expand the use of technology and the media arts through music research, composition and performance.

LEARNING PROCESSES	CREATING (CE)	PRODUCING/PERFORMING(PR)	RESPONDING/REFLECTING (RE)
<b>Content Statements</b>  <b>6</b>	<p><b>1CE</b> Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.</p> <p><b>2CE</b> Identify instruments used in Western and world music ensembles.</p> <p><b>3CE</b> Identify different functions and uses of music in American and other cultures.</p> <p><b>4CE</b> Identify the major periods, genres and composers in the development of Western and non-Western music.</p> <p><b>5CE</b> Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p> <p><b>6CE</b> Describe roles and skills musicians assume in various cultures and settings.</p>	<p><b>1PR</b> Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.</p> <p><b>2PR</b> Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.</p> <p><b>3PR</b> Improvise, compose and arrange music.</p> <p><b>4PR</b> Respond appropriately to the cues of a conductor.</p> <p><b>5PR</b> Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p><b>6PR</b> Attend live performances and demonstrate appropriate audience etiquette.</p> <p><b>7PR</b> <i>Participate musically in various liturgical celebrations</i></p>	<p><b>1RE</b> Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p><b>2RE</b> Reflect on a variety of live or recorded music performances.</p> <p><b>3RE</b> Communicate the importance of music in everyday life.</p> <p><b>4RE</b> Describe ways that music relates to other art forms using appropriate terminology.</p> <p><b>5RE</b> Compare and contrast subject matter common to music and other subject areas.</p> <p><b>6RE</b> Explain and apply skills developed in music (e.g., critical thinking, collaboration) to other disciplines.</p> <p><b>7RE</b> <i>Explain the role of liturgical and other sacred music and how it has evolved</i></p>
<b>7</b>	<p><b>1CE</b> Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.</p> <p><b>2CE</b> Identify the style and historical period of various music examples.</p> <p><b>3CE</b> Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.</p> <p><b>4CE</b> Identify key signatures of major scales.</p> <p><b>5CE</b> Describe a varied repertoire of music with appropriate music vocabulary.</p> <p><b>6CE</b> Identify various careers for musicians (e.g., in education, entertainment and technical support).</p>	<p><b>1PR</b> Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p><b>2PR</b> Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p><b>3PR</b> Improvise, compose and arrange music.</p> <p><b>4PR</b> Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p><b>5PR</b> Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).</p> <p><b>6PR</b> Read and notate melodies in treble and bass clef using key signatures.</p> <p><b>7PR</b> <i>Participate musically in various liturgical celebrations</i></p>	<p><b>1RE</b> Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.</p> <p><b>2RE</b> Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.</p> <p><b>3RE</b> Develop criteria based on elements of music to support personal preferences for specific music works.</p> <p><b>4RE</b> Explain how and why people use and respond to music.</p> <p><b>5RE</b> Compare and contrast the meaning of common terms and processes used in various arts disciplines.</p> <p><b>6RE</b> <i>Explain the role of liturgical and other sacred music and how it has evolved</i></p>

LEARNING PROCESSES	CREATING (CE)	PRODUCING/PERFORMING(PR)	RESPONDING/REFLECTING (RE)
Content Statements  <b>8</b>	<p><b>1CE</b> Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.</p> <p><b>2CE</b> Discuss how current developments in music reflect society in reference to the local community and larger world.</p> <p><b>3CE</b> Identify intervals and concert pitches in major and natural minor scales.</p> <p><b>4CE</b> Identify components of larger music works (e.g., symphony, mass, concerto).</p> <p><b>5CE</b> Identify and describe non-performing careers in music.</p> <p><b>6CE</b> Describe ways that technology and the media arts are used to create, perform and listen to music.</p>	<p><b>1PR</b> Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.</p> <p><b>2PR</b> Perform, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p><b>3PR</b> Improvise, compose and arrange music.</p> <p><b>4PR</b> Demonstrate the common beat patterns used by conductors.</p> <p><b>5PR</b> Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p><b>6PR</b> Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).</p> <p><b>7PR</b> Demonstrate and use technology and media arts to create, perform and research music.</p> <p><b>8PR</b> <i>Participate musically in various liturgical celebrations</i></p>	<p><b>1RE</b> Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.</p> <p><b>2RE</b> Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.</p> <p><b>3RE</b> Compare and contrast selected composers and their works.</p> <p><b>4RE</b> Express how music performance and settings affect audience response.</p> <p><b>5RE</b> Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p><b>6RE</b> Compare common terms and contrasting definitions used for various artistic elements used in music and other art forms.</p> <p><b>7RE</b> Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.</p> <p><b>8RE</b> <i>Explain the role of liturgical and other sacred music and how it has evolved</i></p>

## Grades 9-12

### ENDURING UNDERSTANDINGS

**Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves through music.

**Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.

**Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create and perform music to address genuine local and global community needs.

**Literacy:** As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.

### PROGRESS POINTS

Students will at an appropriate developmental level:

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

## HS I Beginning

LEARNING PROCESSES	CREATING (CE)	PRODUCING/PERFORMING(PR)	RESPONDING/REFLECTING (RE)
<b>HS</b> <b>I</b> <b>Beginning</b>	<p><b>Content Statements</b></p> <p><b>1CE</b> Define vocabulary in all rehearsed and performed music.</p> <p><b>2CE</b> Identify musical terms and symbols for articulation and expression.</p> <p><b>3CE</b> Recognize and describe the elements of music.</p> <p><b>4CE</b> Listen to and compare various musical styles from the United States, other cultures and historical periods.</p> <p><b>5CE</b> Identify musical forms used in vocal and instrumental genres from various historical periods.</p> <p><b>6CE</b> Identify the social contexts from which music of various cultures evolved.</p> <p><b>7CE</b> Identify aurally basic harmonic progressions in selected repertoire.</p> <p><b>8CE</b> Explain the role of technology in researching, creating, performing and listening to music.</p>	<p><b>1PR</b> Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.</p> <p><b>2PR</b> Prepare and accurately perform a varied repertoire of ensemble music.</p> <p><b>3PR</b> Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.</p> <p><b>4PR</b> Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control.</p> <p><b>5PR</b> Respond appropriately to the cues of the conductor or section leader.</p> <p><b>6PR</b> Improvise over drones or simple chord progressions.</p> <p><b>7PR</b> Incorporate technology and media arts in performing or recording music.</p> <p><b>8PR</b> Compose and notate a simple melody as well as a melodic variation using traditional or digital media.</p> <p><b>9PR</b> <i>Participate musically in various liturgical celebrations</i></p>	<p><b>1RE</b> Identify assessment practices that can help demonstrate their learning and progress made in music.</p> <p><b>2RE</b> Respond to aesthetic qualities of a performance using music terminology.</p> <p><b>3RE</b> Examine how people from different backgrounds and cultures use and respond to music.</p> <p><b>4RE</b> Evaluate the use of the elements of music as relative to expression in a varied repertoire of music.</p> <p><b>5RE</b> Describe the impact of music technology and innovation upon music careers.</p> <p><b>6RE</b> Investigate the ethical and legal issues surrounding the access and use of musical works (e.g. audio and video recordings, printed and digital sheet music).</p> <p><b>8RE</b> <i>Explain the role of liturgical and other sacred music and how it has evolved</i></p>

## HS II Developing

LEARNING PROCESSES	CREATING (CE)	PRODUCING/PERFORMING(PR)	RESPONDING/REFLECTING (RE)
<b>HS II Developing</b>	<p><b>Content Statements</b></p> <p><b>1CE</b> Interpret articulations, expressive symbols and terms while performing.</p> <p><b>2CE</b> Identify and trace the development of music forms across historical periods.</p> <p><b>3CE</b> Listen to, analyze and describe various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.</p> <p><b>4CE</b> Describe the elements of music and their functions.</p> <p><b>5CE</b> Identify traditional harmonic progressions in selected repertoire.</p> <p><b>6CE</b> Identify modality aurally and visually.</p> <p><b>7CE</b> Identify musical forms used in vocal and instrumental genres from world cultures.</p> <p><b>8CE</b> Describe how music reflects the social and political events of history and the role of the musician in history and culture.</p>	<p><b>1PR</b> Sing or play an increasingly varied repertoire of music representing diverse genres and cultures, alone and in ensembles.</p> <p><b>2PR</b> Prepare and accurately perform a varied repertoire of ensemble music.</p> <p><b>3PR</b> Demonstrate sight-reading abilities at a developing level of complexity equal to or above the level of complexity found in the literature chosen for performance.</p> <p><b>4PR</b> Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity and phrasing) while performing in a group.</p> <p><b>5PR</b> Improvise over simple chord progressions provided by the instructor.</p> <p><b>6PR</b> Incorporate technology and media arts in creating, composing and arranging music.</p> <p><b>7PR</b> Create and notate a harmonization of a simple melody using traditional or digital media.</p> <p><b>8PR</b> <i>Participate musically in various liturgical celebrations</i></p>	<p><b>1RE</b> Apply assessment practices to demonstrate the learning and progress made in their development of music skill and music literacy.</p> <p><b>2RE</b> Describe how the use of elements of music affects the aesthetic impact of a music selection.</p> <p><b>3RE</b> Discuss how the purpose, meaning and value of music changes because of the impact of life experiences.</p> <p><b>4RE</b> Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.</p> <p><b>5RE</b> Describe the use of elements of music as they relate to expression in a varied repertoire of music.</p> <p><b>6RE</b> Incorporate technology when possible in assessing music performances.</p> <p><b>8RE</b> <i>Explain the role of liturgical and other sacred music and how it has evolved</i></p>

## HS III Intermediate

LEARNING PROCESSES	CREATING (CE)	PRODUCING/PERFORMING(PR)	RESPONDING/REFLECTING (RE)
<b>HS III Intermediate</b>	<p><b>Content Statements</b></p> <p><b>1CE</b> Interpret music symbols and terms expressively while performing a varied repertoire of music.</p> <p><b>2CE</b> Using appropriate musical terminology, critique various music styles from the United States other cultures and historical periods.</p> <p><b>3CE</b> Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.</p> <p><b>4CE</b> Identify and trace the development of the elements of music across historical periods.</p> <p><b>5CE</b> Compare and contrast musical forms used in vocal and instrumental genres.</p> <p><b>6CE</b> Identify complex harmonic progressions in selected repertoire.</p> <p><b>7CE</b> Aurally and visually identify the tonality of a given work in relation to intervals and scales.</p>	<p><b>1PR</b> Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.</p> <p><b>2PR</b> Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability given the level of complexity found in the selected literature.</p> <p><b>3PR</b> Demonstrate sight-reading abilities at an intermediate level of complexity.</p> <p><b>4PR</b> Perform an appropriate part in an ensemble demonstrating well- developed ensemble skills.</p> <p><b>5PR</b> Improvise over chord progressions and symbols provided by the instructor.</p> <p><b>6PR</b> Incorporate technology in audio editing and producing various forms of music.</p> <p><b>7PR</b> Compose and notate a melody with harmonic accompaniment in a variety of musical styles.</p> <p><b>8PR</b> <i>Participate musically in various liturgical celebrations</i></p>	<p><b>1RE</b> Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.</p> <p><b>2RE</b> Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses.</p> <p><b>3RE</b> Assess how elements of music are used in a work to create images or evoke emotions.</p> <p><b>4RE</b> Explain how the creative process is used in similar and different ways in the arts.</p> <p><b>5RE</b> Evaluate how musical forms are influenced by history.</p> <p><b>6RE</b> Compare and contrast a musical work with another work of art (e.g., dance, drama or visual art) from the same culture on the basis of cultural influences.</p> <p><b>7RE</b> Evaluate how musical forms and performance practices are influenced by culture and history.</p> <p><b>8RE</b> <i>Explain the role of liturgical and other sacred music and how it has evolved</i></p>

## HS IV Mastery

LEARNING PROCESSES	CREATING (CE)	PRODUCING/PERFORMING(PR)	RESPONDING/REFLECTING (RE)
HS IV Mastery	<p><b>Content Statements</b></p> <p><b>1CE</b> Interpret music symbols and terms in light of historical and stylistic context.</p> <p><b>2CE</b> Identify and trace the development of the elements of music across musical styles and world cultures.</p> <p><b>3CE</b> Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.</p> <p><b>4CE</b> Identify non-traditional harmonic progressions in selected repertoire.</p> <p><b>5CE</b> Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.</p> <p><b>6CE</b> Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work).</p> <p><b>7CE</b> Recognize aesthetic characteristics common to all art forms.</p>	<p><b>1PR</b> Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.</p> <p><b>2PR</b> Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.</p> <p><b>3PR</b> Demonstrate sight-reading abilities at a mastery level of complexity.</p> <p><b>4PR</b> Perform a leading part in an ensemble demonstrating superior ensemble skills.</p> <p><b>5PR</b> Improvise over chord progressions and symbols in a variety of styles (e.g. blues, jazz and world music).</p> <p><b>6PR</b> Incorporate technology in promoting and distributing music.</p> <p><b>7PR</b> Sing or play a significant music composition, demonstrating an understanding of music styles and form.</p> <p><b>8PR</b> Compose an original work or arrange a pre-existing work for a variety of performing ensembles.</p> <p><b>9PR</b> <i>Participate musically in various liturgical celebrations</i></p>	<p><b>1RE</b> Apply assessment practices to select, organize and present personal works to show their growth and development in music.</p> <p><b>2RE</b> Describe how compositional devices and techniques (e.g., motives, imitation, suspension and retrograde) are used to provide unity, variety, tension and release in a music work.</p> <p><b>3RE</b> Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences.</p> <p><b>4RE</b> Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.</p> <p><b>5RE</b> Develop and articulate a personal philosophy about the purpose and value of music.</p> <p><b>6RE</b> Evaluate potential musical career choices and develop a personal strategic career plan.</p> <p><b>8RE</b> <i>Explain the role of liturgical and other sacred music and how it has evolved</i></p>