Model Curriculum: MUSIC Grades 3-5

Model Curriculum – The Arts
Music 3-5

CLICK on the blue number code of each content statement to view the model curriculum page.

Enduring Understandings

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

Progress Points

Students will, at the appropriate developmental level:

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

**GRADE 3**

<table>
<thead>
<tr>
<th>PERCEIVING/KNOWING</th>
<th>CREATING (CE)</th>
<th>PRODUCING/PERFORMING (PR)</th>
<th>RESPONDING/REFLECTING (RE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1CE</td>
<td>Visually and aurally, identify the four families of orchestral instruments.</td>
<td>1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others.</td>
<td>1RE Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms.</td>
</tr>
<tr>
<td>2CE</td>
<td>Identify and discriminate between sounds produced by various instruments and the human voice.</td>
<td>2PR Follow and respond to the cues of a conductor.</td>
<td>2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.</td>
</tr>
<tr>
<td>3CE</td>
<td>Listen to and identify the music of different composers and world cultures.</td>
<td>3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture.</td>
<td>3RE Explain personal preferences for</td>
</tr>
</tbody>
</table>
## Model Curriculum: MUSIC Grades 3-5

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<tr>
<th>Grade</th>
<th>Cognitive and Creative Processes</th>
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<tr>
<td><strong>4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PERCEIVING/KNOWING/CREATING (CE)</strong></td>
<td><strong>PRODUCING/PERFORMING (PR)</strong></td>
</tr>
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</table>

### Grade 4

<table>
<thead>
<tr>
<th>CE</th>
<th>PRODUCING/PERFORMING (PR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1CE</strong></td>
<td>Classify instruments by the four families of the orchestra.</td>
</tr>
<tr>
<td><strong>2CE</strong></td>
<td>Describe the way sound is produced by various instruments and the human voice.</td>
</tr>
<tr>
<td><strong>3CE</strong></td>
<td>Listen, identify and respond to music of different composers and world cultures.</td>
</tr>
<tr>
<td><strong>4CE</strong></td>
<td>Discuss the lives and times of composers from various historical periods.</td>
</tr>
<tr>
<td><strong>5CE</strong></td>
<td>Identify and respond to basic music forms (e.g., AABA and rondo).</td>
</tr>
<tr>
<td><strong>6CE</strong></td>
<td>Identify elements of music using developmentally appropriate vocabulary.</td>
</tr>
<tr>
<td><strong>4PR</strong></td>
<td>Play a variety of classroom instruments with proper technique.</td>
</tr>
<tr>
<td><strong>5PR</strong></td>
<td>Sing, move and respond to music from world cultures and different composers.</td>
</tr>
<tr>
<td><strong>6PR</strong></td>
<td>Improvise and compose simple rhythmic and melodic phrases.</td>
</tr>
<tr>
<td><strong>7PR</strong></td>
<td>Read, write and perform using sixteenth, eighth, quarter and half notes and quarter rests in 2/4, 3/4 and 4/4 meter.</td>
</tr>
<tr>
<td><strong>8PR</strong></td>
<td>Read, write and perform extended pentatonic (do'-la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</td>
</tr>
<tr>
<td><strong>9PR</strong></td>
<td>Demonstrate appropriate audience etiquette at live performances.</td>
</tr>
<tr>
<td><strong>4RE</strong></td>
<td>Evaluate audience etiquette associated with various musical performances and settings.</td>
</tr>
<tr>
<td><strong>5RE</strong></td>
<td>Analyze music in terms of how it communicates words, feelings, moods or images.</td>
</tr>
<tr>
<td><strong>6RE</strong></td>
<td>Compare interpretations of the same piece of music as they occur through dance, drama, and visual art.</td>
</tr>
<tr>
<td><strong>7RE</strong></td>
<td>Create criteria and use it to critique their own performances and the performances of others.</td>
</tr>
</tbody>
</table>

### Grade 5

<table>
<thead>
<tr>
<th>CE</th>
<th>PRODUCING/PERFORMING (PR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1CE</strong></td>
<td>Classify instruments by the four families of the orchestra.</td>
</tr>
<tr>
<td><strong>2CE</strong></td>
<td>Describe the way sound is produced by various instruments and the human voice.</td>
</tr>
<tr>
<td><strong>3CE</strong></td>
<td>Listen, identify and respond to music of different composers and world cultures.</td>
</tr>
<tr>
<td><strong>4CE</strong></td>
<td>Discuss the lives and times of composers from various historical periods.</td>
</tr>
<tr>
<td><strong>5CE</strong></td>
<td>Identify and respond to basic music forms (e.g., AABA and rondo).</td>
</tr>
<tr>
<td><strong>6CE</strong></td>
<td>Identify elements of music using developmentally appropriate vocabulary.</td>
</tr>
<tr>
<td><strong>4PR</strong></td>
<td>Play a variety of classroom instruments with proper technique.</td>
</tr>
<tr>
<td><strong>5PR</strong></td>
<td>Sing, move and respond to music from world cultures and different composers.</td>
</tr>
<tr>
<td><strong>6PR</strong></td>
<td>Improvise and compose short compositions using a variety of classroom instruments and sound sources.</td>
</tr>
<tr>
<td><strong>7PR</strong></td>
<td>Read, write and perform using sixteenth specific musical selections using music vocabulary.</td>
</tr>
<tr>
<td><strong>5RE</strong></td>
<td>Analyze music in terms of how it communicates words, feelings, moods or images.</td>
</tr>
<tr>
<td><strong>6RE</strong></td>
<td>Compare interpretations of the same piece of music as they occur through dance, drama, and visual art.</td>
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<tr>
<td><strong>7RE</strong></td>
<td>Create criteria and use it to critique their own performances and the performances of others.</td>
</tr>
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## Ohio Department of Education
Model Curriculum: MUSIC Grades 3-5

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Cognitive and Creative Processes</th>
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<tbody>
<tr>
<td><strong>PERCEIVING/KNOWING</strong></td>
<td><strong>CREATING (CE)</strong></td>
</tr>
<tr>
<td><strong>1CE</strong> Explore and identify musical instruments from different historical periods and world cultures.</td>
<td><strong>1PR</strong> Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</td>
</tr>
<tr>
<td><strong>2CE</strong> Listen to, identify, and respond to music of different composers, historical periods and world cultures.</td>
<td><strong>2PR</strong> Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</td>
</tr>
<tr>
<td><strong>3CE</strong> 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).</td>
<td><strong>3PR</strong> Improvise, compose and arrange music.</td>
</tr>
<tr>
<td><strong>4CE</strong> Recognize and identify longer music forms (e.g., sonata, 12-bar blues, and theme and variations).</td>
<td><strong>4PR</strong> Use technology and the media arts to create and perform music.</td>
</tr>
<tr>
<td><strong>5CE</strong> Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.</td>
<td><strong>5PR</strong> Read, write and perform using sixteenth through whole note values including syncopated rhythms and dotted-half notes in 2/4, 3/4 and 4/4 meter.</td>
</tr>
<tr>
<td><strong>6CE</strong> Differentiate between melody and harmony.</td>
<td><strong>6PR</strong> Read, write and perform diatonic melodies and the major scale on the treble staff.</td>
</tr>
<tr>
<td><strong>7CE</strong> Identify patterns of whole and half steps in a major scale.</td>
<td><strong>7PR</strong> Demonstrate appropriate audience etiquette at live performances.</td>
</tr>
</tbody>
</table>
### Grade 3 – 1CE

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td>1CE Visually and aurally, identify the four families of orchestral instruments.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Authentic Application and Collaboration  
**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians.

**Essential Question**  
How is an instrument classified into its family?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
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<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td>• How to classify instruments into four separate families;</td>
<td>• Identifying the different materials and timbres of orchestral instruments visually and aurally.</td>
<td>• Visual aids, illustrations and recordings of orchestral instruments;</td>
</tr>
<tr>
<td>• Each family of instruments has unique characteristics based on the features of each instrument and how it is played.</td>
<td></td>
<td>• Studying various classical composers and compositions;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exploring websites designed for instrument study;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Off-site learning (concerts, field trips)</td>
</tr>
</tbody>
</table>

**Assessment**  
Students will know how well they are learning by ...  
• Standards-Based Rubric Template  
• Arts Assessment Menu  

**Resources**  
- LINK to Pearltrees  
- Lesson Design and Content  
- Digital Tools  
- Research and Advocacy  
- Professional Organizations  
- Careers  
- Cross-Disciplinary Fine Arts
### Student Performance Tasks

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.

- Instrument posters/digital tools/websites
- Children’s books and literature

### Career Connections

**Peartrees Careers Link**
- Music Instructor
- Conductor
- Orchestral Musician
- Instrument Designer, Repair Technician
- Sound Engineer
- Music Journalist

**Learning Standards Connections**
- Grade 3 [English Language Arts](#)
- Grade 3 [Mathematics](#)
- Grade 3 [Science](#)
- Grade 3 [Social Studies](#)

### Diverse Learners

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

- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)
## Grade 3 – 2 CE

<table>
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<tr>
<th>Discipline</th>
<th>Music</th>
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</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td>2CE Identify and discriminate between sounds produced by various instruments and the human voice.</td>
</tr>
<tr>
<td>Enduring Understandings:</td>
<td>Authentic Application and Collaboration</td>
</tr>
<tr>
<td>Progress Points:</td>
<td>C. Identify and classify voices, musical instruments, roles and careers of musicians.</td>
</tr>
<tr>
<td>Essential Question</td>
<td>How do you describe the differences between the sounds of voices and instruments?</td>
</tr>
</tbody>
</table>

### Content Elaborations

**Students will learn …**
- How sounds of instruments and voices are the same and different;
- How to differentiate between how sounds of various instruments and voices are produced.

### Expectations for Learning

**Students will demonstrate learning by …**
- Identifying and describing how each instrument and voice is unique;
- Describing the sound being produced and why;
- Comparing and contrasting the various timbres.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by …**
- Inquiry-based learning;
- Student collaboration;
- Project-based learning;
- Teacher collaboration (learning standards connections), e.g., historical and geographical influences;
- Off-site learning.

### Assessment

**Students will know how well they are learning by …**
- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)

### Resources

- [LINK to Pearltrees](#)
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
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- Cross-Disciplinary Fine Arts
### Model Curriculum: MUSIC Grades 3-5

#### Application

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<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
</table>
| Play and explore with instrument and vocal timbre, focusing on being able to describe each sound produced. Describe the various sounds, how they are produced and why each particular instrument or voice sounds the way it does. Discuss range and timbre. | **Pearltrees Careers Link**  
- Music Instructor  
- Conductor  
- Orchestral Musician  
- Instrument Designer, Repair Technician  
- Sound Engineer  
- Music Journalist | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |

#### Learning Standards Connections
- Grade 3 [English Language Arts](#)  
- Grade 3 [Mathematics](#)  
- Grade 3 [Science](#)  
- Grade 3 [Social Studies](#)
# Model Curriculum: MUSIC Grades 3-5

## Grade 3 – 3CE

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<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td>3CE Listen to and identify the music of different composers and world cultures.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking

**Progress Points:**
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. C. Identify and classify voices, musical instruments, roles and careers of musicians. D. Relate historical information from the study of music to other art forms and disciplines outside the arts.

## Essential Questions

How can you identify the music of different world cultures? How do music genres vary from culture to culture?

### Content Elaborations

**Students will learn …**
- The stylistic differences between the music of various composers;
- Stylistic differences between the music of various cultures.

### Expectations for Learning

**Students will demonstrate learning by …**
- Identifying musical styles of various world cultures and composers;
- Discussing how world cultures can be defined by their music. Music can be used for different social and ceremonial occasions.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by …**
- Student collaboration;
- Teacher collaboration (learning standards connections), e.g., historical and geographical influences;
- Off-site learning;
- Guest artists and speakers;
- Community cultural outreach.

### Assessment

**Students will know how well they are learning by …**
- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)

### Resources

- [Link to Pearltrees](#)
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
### Student Performance Tasks
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.

### Career Connections
**Pearltrees Careers Link**
- Composer
- Conductor
- Music Instructor
- Ethnomusicologist
- Music Journalist
- Music/Film/TV Editor

**Learning Standards Connections**
- Grade 3 [English Language Arts](#)
- Grade 3 [Mathematics](#)
- Grade 3 [Science](#)
- Grade 3 [Social Studies](#)

### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- ODE Diverse Learners
- VSA Ohio
- CAST
### Grade 3 – 4CE

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td>4CE Identify and respond to simple music forms (e.g., AB, ABA).</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking, Literacy

**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.

**Essential Question**
How can you describe and identify simple music form?

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<th>Instructional Strategies and Resources</th>
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<tbody>
<tr>
<td>Students will learn …</td>
<td>Students will demonstrate learning by …</td>
<td>Students will be engaged and supported in learning by …</td>
</tr>
<tr>
<td>• Each musical composition is broken into sections; each section has unique musical characteristics; • How to identify, sing, listen to and play music and move to music in simple forms – including AB, ABA and rondo form.</td>
<td>• Learning how to identify and describe the similarities and differences of musical characteristics of each section of a particular piece of music; • Listening to various musical selections in order to recognize melodic, harmonic and rhythmic changes that indicate and help identify compositional form.</td>
<td>• Listening, singing, reading, moving and playing a variety of musical selections: identifying form; • Composition and improvisation; • Listening maps.</td>
</tr>
</tbody>
</table>

**Assessment**
Students will know how well they are learning by …

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**
- LINK to Pearltrees
  - Lesson Design and Content
  - Digital Tools
  - Research and Advocacy
  - Professional Organizations
  - Careers
  - Cross-Disciplinary Fine Arts
### Student Performance Tasks
Show visual, auditory, and kinesthetic awareness of simple musical forms.

Identify, sing, listen to and play music in simple forms – including AB, ABA and rondo form.

### Career Connections
**Pearltrees Careers Link**
- Music Instructor
- Composer
- Conductor
- Performer
- Dancer, Choreographer

### Learning Standards Connections
- Grade 3 [English Language Arts](#)
- Grade 3 [Mathematics](#)
- Grade 3 [Science](#)
- Grade 3 [Social Studies](#)

### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)
### Grade 3 – 5CE

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td>5CE Identify elements of music using developmentally appropriate vocabulary.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking, Authentic Application and Collaboration

**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.

### Essential Question
How can you define and identify the elements of music within a musical selection?

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<tr>
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<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn …</td>
<td>Students will demonstrate learning by …</td>
<td>Students will be engaged and supported in learning by …</td>
</tr>
<tr>
<td>- Definitions of musical terms at an age-appropriate level</td>
<td>- Demonstrating understanding of tempo, beat, rhythm, pitch, form, harmony and timbre and their functions in a musical composition through singing, playing instruments and movement;</td>
<td>- Singing, playing classroom instruments and moving to a varied repertoire of instrumental and vocal music;</td>
</tr>
<tr>
<td>- Differentiate between the elements of music: tempo, beat, rhythm, pitch, form, harmony and timbre.</td>
<td>- Identifying the musical elements and their function in a composition by listening to recorded or live musical performances – instrumental and vocal.</td>
<td>- Project-based learning;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Guided listening.</td>
</tr>
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</table>

### Assessment
Students will know how well they are learning by …

- Standards-Based Rubric Template
- Arts Assessment Menu

### Resources
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
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<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
</table>
| Analyze, describe, identify and label the various elements of music using developmentally appropriate vocabulary. | **Peartrees Careers Link**  
- Music Instructor  
- Performer  
- Composer  
- Conductor  
- Musician  
- Music Producer, Sound Engineer  
- Music Publisher  
- Actor, Dancer, Singer  
- Arts Administration  
  **Learning Standards Connections**  
- Grade 3 [English Language Arts](#)  
- Grade 3 [Mathematics](#)  
- Grade 3 [Science](#)  
- Grade 3 [Social Studies](#) | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- [ODE Diverse Learners](#)  
- [VSA Ohio](#)  
- [CAST](#) |
| Listen to, sing, play and move to a varied repertoire of music demonstrating their knowledge of the musical elements. |  |  |
| Perform compositional and improvisational tasks to further demonstrate knowledge of the musical elements. |  |  |
| Perform and listen to a varied repertoire of music. |  |  |
| Use listening maps. |  |  |

**BACK**
### Grade 3 – 6 CE

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<tr>
<td>Grade Level</td>
<td>Grade 3</td>
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<tr>
<td>Content Statement</td>
<td><strong>6CE</strong> Identify careers in music including composing, performing and conducting.</td>
</tr>
<tr>
<td><strong>Enduring Understandings</strong></td>
<td>Literacy, Critical and Creative Thinking</td>
</tr>
<tr>
<td><strong>Progress Points:</strong></td>
<td>C. Identify and classify voices, musical instruments, roles and careers of musicians.</td>
</tr>
</tbody>
</table>

#### Essential Question
What are the different careers in the field of music?

#### Content Elaborations
- **Students will learn …**
  - There are many job and career opportunities in the field of music.

#### Expectations for Learning
- **Students will demonstrate learning by …**
  - Identifying and labeling the various skills involved or needed for a career in music;
  - Describing the role of a composer, conductor, performer, arranger, stage manager and music technician.

#### Instructional Strategies and Resources
- **Students will be engaged and supported in learning by …**
  - Exploring district adopted text series information about music careers and occupations;
  - Attending concerts, performances;
  - Guest artists, speakers;
  - Distance learning;
  - Community and regional resources.

#### Assessment
- **Students will know how well they are learning by …**
  - [Standards-Based Rubric Template](#)
  - [Arts Assessment Menu](#)

#### Resources
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Application

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<tbody>
<tr>
<td>Explore music careers via WebQuest or live interview.</td>
<td><strong>Pearltrees Careers Link</strong></td>
</tr>
</tbody>
</table>
| Establish a list of careers in the music field. |   - Music Education  
   - Performance  
   - Music Business  
   - Music Therapy  
   - Church Musician  
   - Music Technology  
   - Music Publishing  
   - Musical Theater  
   - Instrument Making, Repair  
   - Movies/TV/Radio  
   - Arts Administration  
   - Technology  |
| Explore careers that are related to music. | **Learning Standards Connections** |
| Interview, consult and converse with performers, conductors, composers and others in and around the school community or region. | - Grade 3 [English Language Arts](#)  
- Grade 3 [Mathematics](#)  
- Grade 3 [Science](#)  
- Grade 3 [Social Studies](#)  |
| Invite performers or those involved in arts-related careers to school – investigate, inquire and describe the interactive experience. | **Diverse Learners** |
| Strategies for meeting the needs of learners with special needs and talents in the arts can be found below: |   - ODE Diverse Learners  
   - VSA Ohio  
   - CAST  |
**Grade 3 – 1PR**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td>1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others.</td>
</tr>
<tr>
<td></td>
<td>Enduring Understandings: Authentic Application and Collaboration, Literacy</td>
</tr>
<tr>
<td></td>
<td>Progress Points: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.</td>
</tr>
<tr>
<td>Essential Question</td>
<td>What skills and techniques are needed to sing various musical selections with correct pitch and rhythm?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will learn ...</th>
<th>Students will demonstrate learning by ...</th>
<th>Students will be engaged and supported in learning by ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Appropriate vocal techniques and strategies to produce a light, clear age-appropriate sound while singing alone and with others;</td>
<td>● Singing age-appropriate repertoire while demonstrating correct rhythm and pitch; ● Singing a varied repertoire alone and with others.</td>
<td>● Demonstrating echo and call and response repertoire; ● Singing repertoire that can be used as a round or canon; ● Listening to children’s choirs with examples of proper vocal technique.</td>
</tr>
<tr>
<td>● How to read and sing age-appropriate literature alone and with others while using various strategies to interpret rhythm and pitch.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

**Students will know how well they are learning by ...**

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources** [LINK to Pearltrees](#)

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Application

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
</table>
| Listen, sing and read, alone and with others a wide variety of age-appropriate repertoire.  
Use various strategies to read and sing age-appropriate musical compositions with correct pitch and rhythm.  
Learn music reading strategies as well as instruction in proper vocal technique. | **Pearltrees Careers Link**  
- Performer, Singer  
- Recording Artist, Producer  
- Sound Technician  
- Music Therapist  
- Music Instructor  
- Choir Director  
- Music Journalist | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |

## Learning Standards Connections

- Grade 3 [English Language Arts](#)  
- Grade 3 [Mathematics](#)  
- Grade 3 [Science](#)  
- Grade 3 [Social Studies](#)
### Grade 3 – 2PR

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td>2PR Follow and respond to the cues of a conductor.</td>
</tr>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td>Critical and Creative Thinking, Authentic Application and Collaboration</td>
</tr>
<tr>
<td><strong>Progress Points:</strong></td>
<td>A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians. E. Develop criteria to evaluate solo and group performances of music.</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>How would you describe the conductor’s responsibility? How do you respond to the cues of a conductor?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will learn …</strong></td>
<td><strong>Students will demonstrate learning by…</strong></td>
<td><strong>Students will be engaged and supported in learning by…</strong></td>
</tr>
<tr>
<td>• How to play classroom instruments and sing (alone and with others) with proper technique in order to produce a quality sound;</td>
<td>• Demonstrating age-appropriate conducting patterns (2/4, 3/4, 4/4 meters);</td>
<td>• Singing and playing instruments alone and with others while observing the cues of a conductor;</td>
</tr>
<tr>
<td>• Conducting gestures to indicate meter, dynamics and entrances.</td>
<td>• Demonstrating and responding to conducting gestures that indicate rhythm, tempo and expression.</td>
<td>• Reflecting on performance of others;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Observing live performances.</td>
</tr>
</tbody>
</table>

**Assessment**

**Students will know how well they are learning by …**

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**

- Link to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
### Model Curriculum: MUSIC Grades 3-5

#### Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and demonstrate conducting patterns in 2/4, 3/4 and 4/4 meter.</td>
<td><strong>Pearltrees Careers Link</strong>&lt;br&gt;• Music Instructor&lt;br&gt;• Conductor&lt;br&gt;• Singer, Instrumentalist&lt;br&gt;• Dancer</td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:&lt;br&gt;• ODE Diverse Learners&lt;br&gt;• VSA Ohio&lt;br&gt;• CAST</td>
</tr>
<tr>
<td>Respond to the cues of a conductor as indicated by their musical performance. (Responses include appropriate expression, tempo and interpretive qualities.)</td>
<td><strong>Learning Standards Connections</strong>&lt;br&gt;• Grade 3 English Language Arts&lt;br&gt;• Grade 3 Mathematics&lt;br&gt;• Grade 3 Science&lt;br&gt;• Grade 3 Social Studies</td>
<td></td>
</tr>
</tbody>
</table>

BACK
## Grade 3 – 3PR

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td><strong>3PR</strong> Use the head voice to produce a light, clear sound while maintaining appropriate posture.</td>
</tr>
<tr>
<td><strong>Enduring Understandings</strong>:</td>
<td>Literacy, Authentic Application and Collaboration</td>
</tr>
<tr>
<td><strong>Progress Points</strong>:</td>
<td>A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians. E. Develop criteria to evaluate solo and group performances of music.</td>
</tr>
</tbody>
</table>

### Essential Questions
How do you produce a light clear sound when singing? How does proper posture affect the voice?

<table>
<thead>
<tr>
<th>Students will learn ...</th>
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<th>Students will be engaged and supported in learning by ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will know how well they are learning by ...</td>
<td>Resources <a href="#">LINK to Pearltrees</a></td>
</tr>
<tr>
<td></td>
<td>Standards-Based Rubric Template</td>
<td>• Vocal exploration;</td>
</tr>
<tr>
<td></td>
<td>Arts Assessment Menu</td>
<td>• Echoing, matching pitch, imitating;</td>
</tr>
<tr>
<td>• There are different types of voices (speaking, singing);</td>
<td>• Singing while applying the principles of proper vocal technique;</td>
<td>• Recordings of children’s voices that exemplify good vocal technique.</td>
</tr>
<tr>
<td>• The “mechanics” of producing a light clear sound;</td>
<td>• Demonstrating what proper posture looks like while singing and maintaining a light, clear sound.</td>
<td>Resources</td>
</tr>
<tr>
<td>• The importance of good posture and breathing technique and how it helps or hinders the vocal tone;</td>
<td></td>
<td>• Lesson Design and Content</td>
</tr>
<tr>
<td>• How to differentiate between head voice and chest voice while singing.</td>
<td></td>
<td>• Digital Tools</td>
</tr>
</tbody>
</table>

### Assessment
Students will know how well they are learning by ...
### Model Curriculum: MUSIC Grades 3-5

#### Application

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listen to and reflect upon appropriate vocal tone (light, clear sound).</strong></td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
</tbody>
</table>
| **Produce a light, clear song while singing alone and with others.** | • Music Instructor  
• Singer, Dancer  
• Musical Theater Performer  
• Actor, Actress  
• Choir Member  
• Choir Director  
• Voice Teacher | • ODE Diverse Learners  
• VSA Ohio  
• CAST |
| **Demonstrate good posture while singing.** | **Learning Standards Connections** | |
|                           | • Grade 3 [English Language Arts](#)  
• Grade 3 [Mathematics](#)  
• Grade 3 [Science](#)  
• Grade 3 [Social Studies](#) | |
# Grade 3 – 4 PR

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td>4PR Play a variety of classroom instruments with proper technique.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Authentic Application and Application, Critical and Creative Thinking

**Progress Points:**
A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians.

**Essential Question**
How do you play classroom instruments with the proper technique in order to achieve a quality sound?

<table>
<thead>
<tr>
<th>Students will learn ...</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td></td>
<td>• Describing and demonstrating appropriate ways to hold, handle and play classroom instruments.</td>
<td>• Exploring the timbres and qualities of a variety of pitched and un-pitched instruments;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Guest artists, performers.</td>
</tr>
<tr>
<td>How to identify, name and describe available classroom instruments according to timbre;</td>
<td></td>
<td>Resources [LINK to Pearltrees]</td>
</tr>
<tr>
<td>Appropriate ways of playing classroom instruments to produce a quality sound.</td>
<td></td>
<td>• Lesson Design and Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Digital Tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Research and Advocacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Professional Organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Careers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cross-Disciplinary Fine Arts</td>
</tr>
</tbody>
</table>

**Assessment**
Students will know how well they are learning by ...  
- Standards-Based Rubric Template  
- Arts Assessment Menu
## Model Curriculum: MUSIC Grades 3-5

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play a variety of classroom instruments alone and with others.</td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
</tbody>
</table>
| Model and demonstrate proper instrument playing technique to produce a quality sound. | - Music Instructor  
- Band, Choir or Orchestra Conductor  
- Instrumentalist  
- Instrument Technicians | - ODE Diverse Learners  
- VSA Ohio  
- CAST |
| Create ostinato patterns, various improvisations and accompany peers during a group performance. | **Learning Standards Connections** | |
| | - Grade 3 [English Language Arts](#)  
- Grade 3 [Mathematics](#)  
- Grade 3 [Science](#)  
- Grade 3 [Social Studies](#) | |

**BACK**
# Grade 3 – 5PR

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
</tbody>
</table>
| Content Statement | 5PR Sing, move and respond to music from world cultures and different composers. | **Enduring Understandings**: Critical and Creative Thinking, Authentic Application and Collaboration  
**Progress Points**: B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. C. Identify and classify voices, musical instruments, roles and careers of musicians. |
| Essential Questions | How do we identify and perform music from various world cultures and composers? How do our responses vary between world cultures and composers? |

## Content Elaborations

**Students will learn ...**

- How to respond to various musical selections that represent many different cultures and composers from around the world through singing, playing instruments and moving;
- Movement is prominent in many cultures and reflects cultural characteristics;
- Various cultures use different vocalizations and instrumentation.

## Expectations for Learning

**Students will demonstrate learning by...**

- Performing alone and with others a varied repertoire of world music;
- Singing, playing instruments and moving to a varied repertoire of world music;
- Students will discover similarities and differences between various cultures, styles and genres.

## Instructional Strategies and Resources

**Students will be engaged and supported in learning by ...**

- Listening to recordings of music from around the world;
- World maps, listening maps;
- Guest artists and field trips to concerts with world music repertoire;
- Movement opportunities from a wide variety cultures and dance forms;
- Learning to sing in various languages.

## Assessment

**Students will know how well they are learning by ...**

- Standards-Based Rubric Template
- Arts Assessment Menu

## Resources

- [LINK to Pearltrees](#)
  - Lesson Design and Content
  - Digital Tools
  - Research and Advocacy
  - Professional Organizations
  - Careers
  - Cross-Disciplinary Fine Arts
### Model Curriculum: MUSCIC Grades 3-5

#### Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn, sing, play and perform music from a variety of world cultures.</td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
<tr>
<td>Discuss, compare and contrast musical styles from various cultures and composers.</td>
<td>- Instrumentalist, Singer</td>
<td>- ODE Diverse Learners</td>
</tr>
<tr>
<td>Prepare a performance linked to literature from around the world using singing, playing instruments and movement.</td>
<td>- Music Instructor</td>
<td>- VSA Ohio</td>
</tr>
<tr>
<td>Perform and move to a variety of music from world cultures and composers.</td>
<td>- Conductor</td>
<td>- CAST</td>
</tr>
</tbody>
</table>

#### Diverse Learners

- ODE Diverse Learners
- VSA Ohio
- CAST

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**Learning Standards Connections**

- Grade 3 [English Language Arts](#)
- Grade 3 [Mathematics](#)
- Grade 3 [Science](#)
- Grade 3 [Social Studies](#)
# Model Curriculum: MUSIC Grades 3-5

## Grade 3 – 6 PR

<table>
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<tr>
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<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
</tbody>
</table>

### Content Statement

6PR Improvise and compose simple rhythmic and melodic phrases.

**Enduring Understandings:** Critical and Creative Thinking, Authentic Application and Collaboration, Personal Choice and Vision, Literacy

**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.

### Essential Question

How can students create simple rhythmic and melodic phrases?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td>• How to identify a musical phrase;</td>
<td>• Creating and performing simple rhythmic and melodic phrases (2/4, 3/4 and 4/4 meter, pentatonic melodies) (vocal or instrumental);</td>
<td>• Movement opportunities;</td>
</tr>
<tr>
<td>• How to construct and create/compose short rhythmic and melodic phrases;</td>
<td>• Improvising and composing simple rhythmic and melodic phrases (vocal and/or instrumental).</td>
<td>• Performing with classroom instruments;</td>
</tr>
<tr>
<td>• How to improvise short rhythmic and melodic phrases within a pentatonic framework;</td>
<td></td>
<td>• Improvising while singing.</td>
</tr>
<tr>
<td>• How to notate short rhythmic and melodic phrases.</td>
<td></td>
<td><strong>Resources</strong> <a href="#">LINK to Pearltrees</a></td>
</tr>
</tbody>
</table>

**Assessment**

Students will know how well they are learning by ...

- Standards-Based Rubric Template
- Arts Assessment Menu

### Instructional Strategies and Resources

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Model Curriculum: MUSIC Grades 3-5

### Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Play or sing short phrases using call and response or question and answer techniques.</td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
</tbody>
</table>
| Improvise and/or create and notate short melodic and rhythmic phrases. | - Music Instructor  
- Jazz Artist, Singer  
- Keyboard Professional  
- Actor, Singer, Dancer | - ODE Diverse Learners  
- VSA Ohio  
- CAST |
| Create ostinato to accompany a song story. | **Learning Standards Connections** | |
| Create/improvise on a pentatonic scale. | - Grade 3 [English Language Arts](#)  
- Grade 3 [Mathematics](#)  
- Grade 3 [Science](#)  
- Grade 3 [Social Studies](#) | |
| Create movement sequences to represent musical phrases. | | |
## Model Curriculum: MUSIC Grades 3-5

### Grade 3 – 7PR

<table>
<thead>
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<th>Discipline</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
</tbody>
</table>

#### Content Statement

**7PR** Read, write and perform using sixteenth, eighth, quarter and half notes and quarter rests in 2/4, 3/4 and 4/4 meter.

**Enduring Understandings:** Critical and Creative Thinking, Authentic Application and Collaboration

**Progress Points:**
- A: Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.

#### Essential Questions

How do sixteenth, eighth, quarter and half notes and quarter rests function in simple meter? How do students read and notate these rhythms?

### Content Elaborations

**Students will learn ...**

- Note and rest values and their respective functions in 2/4, 3/4 and 4/4 meter;
- Music reading and notation skills;
- Movement/conducting patterns in duple and triple meter;
- Sight-reading skills.

### Expectations for Learning

**Students will demonstrate learning by ...**

- Identifying and describing note values and function with rhythmic patterns;
- Reading, writing and interpreting note and rest values in simple duple meter while singing or playing classroom instruments.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by ...**

- Movement opportunities;
- Performing with classroom instruments and singing a varied repertoire;
- Notation “tools” and technology-based composition programs.

### Resources

- [LINK to Pearltrees](#)
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts

### Assessment

**Students will know how well they are learning by ...**

- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)
Model Curriculum: MUSCIC Grades 3-5

### Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read, play or sing short phrases using call and response or question and answer techniques.</td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
<tr>
<td>Improvise and/or create and notate short melodic and rhythmic phrases.</td>
<td>• Music Instructor</td>
<td>• ODE Diverse Learners</td>
</tr>
<tr>
<td>Create ostinato patterns to accompany a song story.</td>
<td>• Composer</td>
<td>• VSA Ohio</td>
</tr>
<tr>
<td>Create movement sequences to represent musical phrases.</td>
<td>• Jazz Artist</td>
<td>• CAST</td>
</tr>
</tbody>
</table>

### Learning Standards Connections

- Grade 3 English Language Arts
- Grade 3 Mathematics
- Grade 3 Science
- Grade 3 Social Studies
## Grade 3 – 8PR

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td><strong>8PR</strong> Read, write and perform extended pentatonic (do-la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers, or letters).</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking, Authentic Application and Collaboration

**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.

**Essential Question**  How are melodies created using pentatonic scales?

### Content Elaborations

**Students will learn ...**

- How to sing, play, read and notate G-do, F-do, C-do pentatonic scales (treble clef);
- The structure of a melody;
- How to construct and create or compose melodic phrases within a pentatonic framework;
- How to improvise short melodic phrases within a pentatonic framework.

### Expectations for Learning

**Students will demonstrate learning by ...**

- Describing the structure of the following pentatonic scales: G-do, F-do, C-do;
- Reading, writing and performing a variety of melodies using pentatonic scales.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by ...**

- Movement opportunities;
- Performing with classroom instruments and singing a varied repertoire of world music;
- Notation “tools” and technology-based composition programs.

### Resources

- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Compose and perform extended pentatonic melodies using solfege, numbers and letters.</td>
<td><strong>Pearltrees Careers Link</strong></td>
</tr>
<tr>
<td>Play or sing short phrases using call and response or question and answer techniques.</td>
<td>• Music Instructor</td>
</tr>
<tr>
<td>Improvise and/or create and notate extended melodies.</td>
<td>• Composer</td>
</tr>
<tr>
<td>Create pentatonic melodies to accompany a song story.</td>
<td>• Jazz Artist</td>
</tr>
<tr>
<td>Create or improvise on a pentatonic scale.</td>
<td>• Singer</td>
</tr>
<tr>
<td>Create movement sequences to represent extended melodies.</td>
<td>• Keyboard Professional</td>
</tr>
</tbody>
</table>

### Learning Standards Connections
- Grade 3 [English Language Arts](#)
- Grade 3 [Mathematics](#)
- Grade 3 [Science](#)
- Grade 3 [Social Studies](#)

## Career Connections
- Pearltrees Careers Link
  - Music Instructor
  - Composer
  - Jazz Artist
  - Singer
  - Keyboard Professional
  - Actor, Singer, Dancer

## Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- ODE Diverse Learners
- VSA Ohio
- CAST
**Grade 3 – 9PR**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td><strong>9PR</strong> Demonstrate appropriate audience etiquette at live performances.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Authentic Application and Collaboration

**Progress Points:**
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- E. Develop criteria to evaluate solo and group performances of music.

**Essential Question**
How is appropriate audience etiquette demonstrated at live performances?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td>• The expectations for audience etiquette at all classroom, school and live performances;</td>
<td>• Demonstrating the rules of audience etiquette in the music classroom prior to concert attendance;</td>
<td>• Preparing etiquette protocol prior to attending a live performance;</td>
</tr>
<tr>
<td>• Audience etiquette can be altered depending on the genre and environment of a particular concert or performance.</td>
<td>• Describing the different concert venues that students may attend: compare and contrast audience etiquette protocol.</td>
<td>• Developing etiquette guidelines for concert programs;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Concert guidelines as put forth by the National Association for Music Education (NAfME).</td>
</tr>
</tbody>
</table>

**Assessment**
Students will know how well they are learning by ...
- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)

**Resources**
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Model Curriculum: MUSIC Grades 3-5

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
</table>
| Listen to recordings, webcasts, of live performances. | **Pearltrees Careers Link**  
- Music Instructor  
- Jazz Artist  
- Keyboard Professional  
- Actor, Singer, Dancer  
- Conductor  
- Composer  
- Orchestra Manager  
- Music Journalist | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |
| Identify audience protocol; practice prior to attending a live performance. | **Learning Standards Connections**  
- Grade 3 [English Language Arts](#)  
- Grade 3 [Mathematics](#)  
- Grade 3 [Science](#)  
- Grade 3 [Social Studies](#) | |
| Consult guidelines (e.g., NAIME) for concert etiquette. | | |
| Write guidelines and discuss and reflect on them after attending a live performance. | | |
| Demonstrate appropriate audience etiquette. | | |
### Grade 3 – 1RE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td><strong>1RE</strong> Compare and discuss the use of similarly-named elements (e.g., form, line, rhythm) in music and other art forms.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking

**Progress Points:**
- A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.
- E. Develop criteria to evaluate solo and group performances of music.

**Essential Question**
How are the elements of music related to other art forms?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td>- How to differentiate between the elements of music: tempo, beat, rhythm, pitch (melody), line or phrase, form, harmony and timbre.</td>
<td>- Comparing and contrasting elements of music to other art forms: form, line, rhythm, tempo;</td>
<td>- Related arts study and collaboration;</td>
</tr>
<tr>
<td>- Compare and contrast elements of music to similar elements of various arts forms – art, dance and theater.</td>
<td>- Identifying similarities and differences – labeling how elements are used.</td>
<td>- Comparing musical selections to pieces of art, dramatic productions and dance.</td>
</tr>
</tbody>
</table>

**Assessment**
Students will know how well they are learning by ...

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Application

### Student Performance Tasks

- Compare one or two elements of a musical selection to a single art project.
- Attend a live performance or view a recorded performance (dance or theater). Compare the elements music to the respective productions.
- Compare dance “forms” to that of music. Define their connections and common elements.

### Career Connections

**Pearltrees Careers Link**
- Conductor
- Composer
- Musician
- Actor
- Dancer
- Music Journalist

**Learning Standards Connections**
- Grade 3 [English Language Arts](#)
- Grade 3 [Mathematics](#)
- Grade 3 [Science](#)
- Grade 3 [Social Studies](#)

### Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- ODE Diverse Learners
- VSA Ohio
- CAST

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**BACK**
## Grade 3 – 2RE

<table>
<thead>
<tr>
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<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td><strong>2RE</strong> Notice and describe what they hear in selected pieces of music and compare their responses to those of others.</td>
</tr>
<tr>
<td></td>
<td><strong>Enduring Understandings:</strong> Personal Choice and Vision, Critical and Creative Thinking</td>
</tr>
<tr>
<td></td>
<td><strong>Progress Points:</strong> E. Develop criteria to evaluate solo and group performances of music.</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>What do you hear in a musical selection? How does your response compare with others?</td>
</tr>
</tbody>
</table>

### Content Elaborations

**Students will learn ...**

- How to analyze, compare and contrast varied musical selections using developmentally appropriate vocabulary;
- Each musical selection has unique characteristics that influence the responses of individual students.

### Expectations for Learning

**Students will demonstrate learning by ...**

- Labeling the compositional devices, styles and genre of selected pieces of music;
- Respectfully discussing personal music responses and preferences and comparing and contrasting.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by ...**

- Student collaborative activities;
- Listening to a varied repertoire and identifying selected pieces of music;
- Listening maps and guided listening.

### Resources

- **LINK to Pearltrees**
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts

### Assessment

**Students will know how well they are learning by ...**

- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)
# Model Curriculum: MUSC Grades 3-5

## Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze and discuss student performances.</td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
<tr>
<td>Listen to recordings or live performances of a varied repertoire of music.</td>
<td>- Music Instructor</td>
<td></td>
</tr>
<tr>
<td>Utilize instrumental and vocal music along with many styles and genres.</td>
<td>- Conductor</td>
<td></td>
</tr>
<tr>
<td>Keep a learning log of responses.</td>
<td>- Arts Administrator</td>
<td></td>
</tr>
<tr>
<td>Design a career-related project writing as music critics comparing responses.</td>
<td>- Music Journalist, Critic</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Standards Connections

- Grade 3 [English Language Arts](#)  
- Grade 3 [Mathematics](#)  
- Grade 3 [Science](#)  
- Grade 3 [Social Studies](#)  

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1. [ODE Diverse Learners](#)  
2. [VSA Ohio](#)  
3. [CAST](#)
### Grade 3 – 3RE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td><strong>3RE</strong> Explain personal preferences for specific musical selections using music vocabulary.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Personal Choice and Vision  
**Progress Points:** E. Develop criteria to evaluate solo and group performances of music.

**Essential Question**  
How does a student explain their personal preferences for a specific musical selection?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
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<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will learn …</strong></td>
<td><strong>Students will demonstrate learning by …</strong></td>
<td><strong>Students will be engaged and supported in learning by …</strong></td>
</tr>
</tbody>
</table>
| • How to establish personal preferences based on the various elements of music: tempo, beat, rhythm, pitch, form, harmony, timbre and genre or style | • Expressing individual preferences of what he or she prefers based upon style and genre of music;  
• Reviewing instrumentation and other elemental markers. | • Listening to different musical styles;  
• Listening maps and guides;  
• Live performances and student performance. |

**Assessment**  
**Students will know how well they are learning by …**  
• [Standards-Based Rubric Template](#)  
• [Arts Assessment Menu](#)

**Resources** [LINK to Pearltrees](#)  
• Lesson Design and Content  
• Digital Tools  
• Research and Advocacy  
• Professional Organizations  
• Careers  
• Cross-Disciplinary Fine Arts
### Application

<table>
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<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
</table>
| Develop a checklist of descriptors when analyzing or evaluating a musical selection. | **Pearltrees Careers Link**
- Music Instructor
- Conductor
- Arts Administrator
- Music Journalist, Critic
- Music Publisher | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- ODE Diverse Learners
- VSA Ohio
- CAST |
| Listen to a live or recorded performance. Evaluate and share personal preferences. | **Learning Standards Connections**
- Grade 3 [English Language Arts](#)
- Grade 3 [Mathematics](#)
- Grade 3 [Science](#)
- Grade 3 [Social Studies](#) | |
| Compare and contrast peer reflections on live, recorded or student performances. | | |
| Reflect upon their personal preferences by listening to a variety of musical genres and styles. | | |

### Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- ODE Diverse Learners
- VSA Ohio
- CAST
<table>
<thead>
<tr>
<th>Grade 3 – 4RE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline</strong></td>
</tr>
<tr>
<td><strong>Strand/Process</strong></td>
</tr>
<tr>
<td><strong>Grade Level</strong></td>
</tr>
<tr>
<td><strong>Content Statement</strong></td>
</tr>
<tr>
<td><strong>Enduring Understandings:</strong></td>
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<tr>
<td><strong>Progress Points:</strong></td>
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<tr>
<td><strong>Essential Questions</strong></td>
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<tr>
<td><strong>Content Elaborations</strong></td>
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<tr>
<td><strong>Expectations for Learning</strong></td>
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<tr>
<td><strong>Instructional Strategies and Resources</strong></td>
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<tr>
<td><strong>Assessment</strong></td>
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</tbody>
</table>
### Model Curriculum: MUSIC Grades 3-5

<table>
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<tr>
<th>Application</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Performance Tasks</strong></td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
</tbody>
</table>
| Examine guidelines (e.g., NAfME) as set forth from professional music associations. | • Music Instructor  
• Conductor  
• Arts Administrator  
• Music Journalist, Critic | • ODE Diverse Learners  
• VSA Ohio  
• CAST |
| Identify venues where audience etiquette differs. | **Learning Standards Connections** | |
| Role play listening behavior. | • Grade 3 [English Language Arts](https://example.com)  
• Grade 3 [Mathematics](https://example.com)  
• Grade 3 [Science](https://example.com)  
• Grade 3 [Social Studies](https://example.com) | |
| Participate in self and peer evaluation prior to attending a live performance. | | |
| Attend live performances. | | |
| Exhibit appropriate audience etiquette. | | |
| Examine school district policies for fine arts departments. | | |

**Career Connections**

- **Pearltrees Careers Link**
  - Music Instructor
  - Conductor
  - Arts Administrator
  - Music Journalist, Critic

**Learning Standards Connections**

- Grade 3 [English Language Arts](https://example.com)
- Grade 3 [Mathematics](https://example.com)
- Grade 3 [Science](https://example.com)
- Grade 3 [Social Studies](https://example.com)
# Grade 3 – 5RE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td>5RE Analyze music in terms of how it communicates words, feelings, moods or images.</td>
</tr>
<tr>
<td>Enduring Understandings:</td>
<td>Critical and Creative Thinking, Personal Choice and Vision</td>
</tr>
<tr>
<td>Progress Points:</td>
<td>B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.</td>
</tr>
<tr>
<td>Essential Question</td>
<td>How does music communicate words feelings, moods or images?</td>
</tr>
</tbody>
</table>

## Content Elaborations

Students will learn …
- Music can represent and/or express different feelings, moods, words or images;
- Personal understanding of music can affect how a musical selection communicates words, feelings, moods or images.

## Expectations for Learning

Students will demonstrate learning by …
- Listening to and performing different styles of music; describing and analyzing musical elements to include impact on feeling, moods or images.

## Instructional Strategies and Resources

Students will be engaged and supported in learning by …
- Live or recorded performances;
- Listening maps and historical background;
- Integrated learning projects linking music to art, literature, dance.

## Resources

- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts

## Assessment

Students will know how well they are learning by …
- Standards-Based Rubric Template
- Arts Assessment Menu
### Student Performance Tasks

Describe and communicate to others how musical selections make them feel through drawings, journals or both.

Compare works of visual art to music.

### Career Connections

**Pearltrees Careers Link**
- Musician, Performer
- Dancer
- Music Journalist
- Music Instructor
- Music Publisher
- Movie/TV/Radio Producer

### Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- ODE Diverse Learners
- VSA Ohio
- CAST

### Application

### Learning Standards Connections

- Grade 3 [English Language Arts](#)
- Grade 3 [Mathematics](#)
- Grade 3 [Science](#)
- Grade 3 [Social Studies](#)
# Model Curriculum: MUSIC Grades 3-5

## Grade 3 – 6RE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Content Statement</td>
<td>6RE Compare interpretations of the same piece of music as they occur through dance, drama and visual art.</td>
</tr>
</tbody>
</table>

### Enduring Understandings:
- Personal Choice and Vision
- Literacy
- Critical and Creative Thinking

### Progress Points:
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- 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.

### Essential Questions:
How do interpretations of music through dance, drama, and visual art differ? What are the similarities?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td>How to explain and discuss the similarities and differences of how a piece of music could be interpreted through other art mediums; To associate common elements throughout (line, form, rhythm) between the musical selection and other art forms (dance, drama, visual art).</td>
<td>Expressing their respective interpretations with the knowledge that reflections will vary from person to person; Showing comparative written evidence of compared works.</td>
<td>Related arts (art, dance, drama); Live performance (music, dance, drama).</td>
</tr>
</tbody>
</table>

### Resources
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts

### Assessment
Students will know how well they are learning by ...
- Standards-Based Rubric Template
- Arts Assessment Menu
## Application

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a document that specifies the works of a composer that are interpreted through art, dance and drama.</td>
<td>Pearltrees Careers Link</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Music Instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Music Historian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Music Producer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Music Journalist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Artist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Arts Administrator</td>
<td></td>
</tr>
<tr>
<td>Compare interpretations of a musical work that use other mediums, including dance, drama or visual art.</td>
<td></td>
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</tbody>
</table>

### Career Connections

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<tbody>
<tr>
<td>• Music Instructor</td>
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<td>• Music Historian</td>
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</tr>
<tr>
<td>• Artist</td>
</tr>
<tr>
<td>• Arts Administrator</td>
</tr>
</tbody>
</table>

### Learning Standards Connections

- Grade 3 [English Language Arts](#)
- Grade 3 [Mathematics](#)
- Grade 3 [Science](#)
- Grade 3 [Social Studies](#)

### Diverse Learners

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

- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)
# Grade 3 – 7RE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
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<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 3</td>
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<tr>
<td>Content Statement</td>
<td><strong>7RE</strong> Create criteria and use it to critique their own performances and the performances of others.</td>
</tr>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td>Personal Choice and Vision, Literacy, Critical and Creative Thinking</td>
</tr>
<tr>
<td><strong>Progress Points:</strong></td>
<td>B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>What criteria are needed to evaluate musical performance? How can constructive feedback help to improve musical performance?</td>
</tr>
</tbody>
</table>

## Content Elaborations

**Students will learn ...**
- To evaluate, compare and contrast musical performances;
- To create a performance guide or rubric in order to know the qualities of a good performance.

## Expectations for Learning

**Students will demonstrate learning by ...**
- Describing and evaluating a live or recorded performance of other students or a performing group;
- Utilizing self and peer evaluations of performance for personal growth.

## Instructional Strategies and Resources

**Students will be engaged and supported in learning by ...**
- Related arts (art, dance, drama);
- Live performance (music, dance, drama).

### Resources
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts

## Assessment

**Students will know how well they are learning by ...**
- Standards-Based Rubric Template
- Arts Assessment Menu
### Student Performance Tasks
- Establish a document that specifies the qualities of a good performance.
- Compare and contrast their reflections with those of others.
- Write a review of a musical performance with suggestions for “solutions” if needed.

### Career Connections
**Pearltrees Careers Link**
- Music Instructor
- Music Historian
- Music Producer
- Music Journalist
- Artist
- Arts Administrator

### Learning Standards Connections
- Grade 3 [English Language Arts](#)
- Grade 3 [Mathematics](#)
- Grade 3 [Science](#)
- Grade 3 [Social Studies](#)

### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- ODE Diverse Learners
- VSA Ohio
- CAST
## Grade 4 — 1CE

**Discipline**  
Music

**Strand/Process**  
Perceiving/Knowing/Creating (CE)

**Grade Level**  
Grade 4

**Content Statement**  
1CE Classify instruments by the four families of the orchestra.

**Enduring Understandings:**  
Authentic Application and Collaboration

**Progress Points:**  
C. Identify and classify voices, musical instruments, roles and careers of musicians.

**Essential Question**  
How do you identify and classify the instruments of the orchestra?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
</tbody>
</table>
| • How to classify instruments by similarities in material components, timbre and/or sound production;  
• Each of the four instrument families has unique components that characterize the members of that family. | • Describing the material composition of an instrument and how it influences sound production and timbre;  
• Describing how a sound is produced — through the exertion of physical energy onto an instrument or exertion of air pressure into an instrument;  
• Describing or demonstrating the similarities and differences of instruments in order to categorize them into families or categories. | • Off-site learning (concerts, field trips);  
• Visiting artist/musician;  
• Exploring textbooks, reference books or websites about the instruments of the orchestra. |

**Assessment**  
Students will know how well they are learning by ...

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**  
[LINK to Pearltrees]

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Application

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
</table>
| Perform various activities that explore the qualities of each instrument family. Classify the instruments of the orchestra into four families. Identify the individual instruments by sight and sound. Describe and discuss the unique aural and visual characteristics of each instrument and instrument family. | **Pearltrees Careers Link**  
- Music Instructor  
- Conductor  
- Composer  
- Performer  
- Orchestral Musician  
- Instrument Designer, Repair Technician  
- Sound Engineer  
- Music Journalist  

**Learning Standards Connections**  
- Grade 4 [English Language Arts](#)  
- Grade 4 [Mathematics](#)  
- Grade 4 [Science](#)  
- Grade 4 [Social Studies](#) | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- [ODE Diverse Learners](#)  
- [VSA Ohio](#)  
- [CAST](#) |

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[BACK](#)
# Model Curriculum: MUSIC Grades 3-5

## Grade 4 – 2CE

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<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 4</td>
</tr>
</tbody>
</table>

### Content Statement

**2CE** Describe the way sound is produced by various instruments and the human voice.

**Enduring Understandings:** Critical and Creative Thinking

**Progress Points:**
- A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.
- C. Identify and classify voices, musical instruments, roles and careers of musicians.

### Essential Question

How is sound produced by various instruments and the human voice?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td>- How sound is created via an instrument or the human voice;</td>
<td>- Showing how vibrations transmit energy to create sound waves;</td>
<td>- Inquiry-based learning;</td>
</tr>
<tr>
<td>- Pitch can be created or changed and altered on an instrument or by the human voice;</td>
<td>- Showing how frequency impacts pitch;</td>
<td>- Student collaboration;</td>
</tr>
<tr>
<td>- A variety of sounds and pitches can be produced from each instrument and voice.</td>
<td>- Showing how vibrations can be manipulated to produce various pitches;</td>
<td>- Project-based learning;</td>
</tr>
<tr>
<td></td>
<td>- Showing how material composition of instruments produce sound/pitch;</td>
<td>- Teacher collaboration (learning standards connections), e.g., historical and geographical influences.</td>
</tr>
<tr>
<td></td>
<td>- Showing how the human body uses the breath to produce a vocal sound;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Learning the anatomy of the vocal mechanism.</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment

**Students will know how well they are learning by ...**

- Standards-Based Rubric Template
- Arts Assessment Menu

### Resources

- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Model Curriculum: MUSIC Grades 3-5

### Application

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
</table>
| **Experiment with sound production.** Play and explore with instrument and vocal timbre, focusing on being able to describe each sound produced. Describe the various sounds and how they are produced. Explain why each particular instrument or voice sounds the way it does. Discuss range and timbre. | **Pearltrees Careers Link**  
- Music Instructor  
- Conductor  
- Orchestral Musician  
- Instrument Designer, Repair Technician  
- Sound Engineer  
- Music Journalist | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |

### Learning Standards Connections

- Grade 4 [English Language Arts](#)  
- Grade 4 [Mathematics](#)  
- Grade 4 [Science](#)  
- Grade 4 [Social Studies](#)
## Grade 4 – 3CE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Content Statement</td>
<td>3CE Listen, identify and respond to music of different composers and world cultures.</td>
</tr>
</tbody>
</table>

### Enduring Understandings:
- Critical and Creative Thinking

### Progress Points:
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- C. Identify and classify voices, musical instruments, roles and careers of musicians.
- D. Relate historical information from the study of music to other art forms and disciplines outside the arts.

### Essential Questions:
What purpose does music serve in different world cultures? What are the identifying characteristics of a musical selection?

### Content Elaborations
- Students will learn …
  - How various styles of music are derived from a unique combination of musical elements;
  - How styles of music differ among various composers;
  - How styles of music differ among various cultures throughout the world.

### Expectations for Learning
- Students will demonstrate learning by …
  - Describing how the elements of music are combined to create various musical styles;
  - Explaining the stylistic characteristics of the works of various composers;
  - Describing the differences in stylistic characteristics of music from world cultures to differentiate cultural styles;
  - Describing and giving examples of the many cultural influences on music;
  - Listening to and identifying music that is used for different social and ceremonial occasions.

### Instructional Strategies and Resources
- Students will be engaged and supported in learning by …
  - Singing, listening to and responding to a varied repertoire of music from various cultures and composers;
  - Student collaboration;
  - Teacher collaboration (learning standards connections), e.g., historical and geographical influences;
  - Off-site learning;
  - Community cultural outreach.

### Assessment
- Students will know how well they are learning by …
  - Standards-Based Rubric Template
  - Arts Assessment Menu

### Resources
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Application

### Student Performance Tasks
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.

### Career Connections
**Pearltrees Careers Link**
- Composer
- Conductor
- Music Instructor
- Ethnomusicologist
- Music Journalist
- Music/Film/TV Editor

**Learning Standards Connections**
- Grade 4 [English Language Arts](#)
- Grade 4 [Mathematics](#)
- Grade 4 [Science](#)
- Grade 4 [Social Studies](#)

### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- ODE Diverse Learners
- VSA Ohio
- CAST
## Grade 4 – 4CE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Content Statement</td>
<td><strong>4CE</strong> Discuss the lives and times of composers from various historical periods.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking, Authentic Application and Collaboration

**Progress Points:**
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- C. Identify and classify voices, musical instruments, roles and careers of musicians.
- D. Relate historical information from the study of music to other art forms and disciplines outside the arts.

**Essential Question**
How do the lives of composers reflect the time that they lived in?

<table>
<thead>
<tr>
<th>Students will learn …</th>
<th>Students will demonstrate learning by …</th>
<th>Students will be engaged and supported in learning by …</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Describing the music of various composers in addition to how their lives and music were influenced by the time period in which they lived.</td>
<td>- Listening, singing, reading about and moving to a variety of musical selections from various times and eras in music history;</td>
</tr>
<tr>
<td>How to distinguish between the different time periods in history related to musical development;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are different composers from various historical time periods.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

**Students will know how well they are learning by …**

- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)

**Resources**

- [LINK to Pearltrees](#)
  - Lesson Design and Content
  - Digital Tools
  - Research and Advocacy
  - Professional Organizations
  - Careers
  - Cross-Disciplinary Fine Arts
### Student Performance Tasks

Name, compare and contrast the lives of composers from various historical periods.

Relate use of instruments or compositional style to historical musical practices.

Identify and distinguish music of various world cultures and composers. Students should be able to describe the instruments or types of voices used in various compositions as well as similarities and differences in form and style.

### Career Connections

**Pearltrees Careers Link**

- Composer
- Conductor
- Music Instructor
- Ethnomusicologist
- Music Journalist
- Music/Film/TV Editor

### Learning Standards Connections

- Grade 4 [English Language Arts](#)
- Grade 4 [Mathematics](#)
- Grade 4 [Science](#)
- Grade 4 [Social Studies](#)

### Diverse Learners

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

- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)
## Grade 4 – 5CE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 4</td>
</tr>
</tbody>
</table>

### Content Statement

5CE Identify and respond to basic music forms (e.g., AABA and rondo).

**Enduring Understandings:** Critical and Creative Thinking, Literacy

**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.

### Essential Question

How can you identify and describe musical form?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td>- An appropriate grade level range of musical terms that relate to identify phrase form as well as overall form of a musical selection;</td>
<td>- Describing and identifying the elements of music: tempo, beat, rhythm, pitch, form, harmony and timbre through singing, playing instruments and movement in addition to how those elements help determine the phrase form or overall form of a musical selection;</td>
<td>- Listening, singing, reading, moving and playing a variety of musical selections and identifying form;</td>
</tr>
<tr>
<td>- Music can have similar and different patterns/sections that shape its form;</td>
<td>- Noting the differences in musical sections to help differentiate the element of AABA or rondo form in addition to reviewing other simple forms – AB, ABA.</td>
<td>- Creating vocal or instrumental improvisations or compositions within certain and specific formats.</td>
</tr>
<tr>
<td>- The musical characteristics that qualify dividing the musical selection into sections.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment

**Students will know how well they are learning by ...**

- Standards-Based Rubric Template
- Arts Assessment Menu
- Resources [LINK to Pearltrees](#)
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
Model Curriculum: MUSC Grades 3-5

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
</table>
| Learn visual, auditory and kinesthetic awareness of basic musical forms. | **Pearltrees Careers Link**  
- Music Instructor  
- Composer  
- Conductor  
- Performer  
- Dancer, Choreographer  

**Learning Standards Connections**  
- Grade 4 [English Language Arts](#)  
- Grade 4 [Mathematics](#)  
- Grade 4 [Science](#)  
- Grade 4 [Social Studies](#)  

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- [ODE Diverse Learners](#)  
- [VSA Ohio](#)  
- [CAST](#)  

Learn that musical composition is broken into sections; each section has unique musical characteristics.  
Identify, sing, listen to, play and move to music in simple forms – including AB, ABA and rondo form. Identify musical vocabulary that gives directions for following the score.
## Model Curriculum: MUSIC Grades 3-5

### Grade 4 – 6CE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Content Statement</td>
<td><strong>6CE</strong> Identify elements of music using developmentally appropriate vocabulary.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking, Authentic Application and Collaboration

**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.

### Essential Question

How can you describe and identify elements of music?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td>- Definitions of musical terms at an age-appropriate level</td>
<td>- Showing basic understanding of tempo, beat, rhythm, pitch, form, harmony and timbre and their functions in a musical composition;</td>
<td>- Performing and listening to a varied repertoire of music;</td>
</tr>
<tr>
<td>- How to differentiate between the elements of music: tempo, beat, rhythm, pitch, form, harmony and timbre.</td>
<td>- Identifying the musical elements and their functions in a composition.</td>
<td>- Listening maps;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Movement activities, singing and playing available classroom instruments.</td>
</tr>
</tbody>
</table>

### Assessment

Students will know how well they are learning by ...

- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)

### Resources

- Link to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
### Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, describe, identify and label the various elements of music using developmentally appropriate vocabulary.</td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
</tbody>
</table>
| Listen to, sing, play and move to a varied repertoire of music demonstrating their knowledge of the musical elements. | - Music Instructor  
- Performer  
- Composer  
- Conductor  
- Musician  
- Music Producer, Sound Engineer  
- Music Publisher  
- Actor, Dancer, Singer  
- Arts Administration | - ODE Diverse Learners  
- VSA Ohio  
- CAST |
| Perform compositional and improvisational tasks to demonstrate knowledge of the musical elements. | **Learning Standards Connections** | |
| | - Grade 4 [English Language Arts](#)  
- Grade 4 [Mathematics](#)  
- Grade 4 [Science](#)  
- Grade 4 [Social Studies](#) | |

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[BACK]
## Grade 4 – 7CE

<table>
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<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Content Statement</td>
<td>7CE Describe the roles of musicians in various music settings.</td>
</tr>
</tbody>
</table>

### Essential Questions
What are the different careers in music? What are the responsibilities of a musician within a respective career?

### Content Elaborations
- The knowledge and skill requirements of many types of musicians;
- The many roles of a musician within a particular music career;
- There are many job opportunities in the music field.

### Expectations for Learning
- Students will demonstrate learning by …
  - Exploring the various skills needed for musicians in their respective careers;
  - Describing and explaining the role of a composer, conductor, performer or arts-related business to include technology.

### Instructional Strategies and Resources
- Students will be engaged and supported in learning by …
  - Attending live performances;
  - Distance learning;
  - Community and regional resources.

### Assessment
Students will know how well they are learning by …
- Standards-Based Rubric Template
- Arts Assessment Menu

### Resources
- LINK to Pearltrees
  - Lesson Design and Content
  - Digital Tools
  - Research and Advocacy
  - Professional Organizations
  - Careers
  - Cross-Disciplinary Fine Arts
## Model Curriculum: MUSIC Grades 3-5

<table>
<thead>
<tr>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Performance Tasks</strong></td>
</tr>
<tr>
<td>Research music career via WebQuest or live interview.</td>
</tr>
<tr>
<td>Establish a list of careers in the music field. Explore careers that are related to music.</td>
</tr>
<tr>
<td>Interview/consult/converse with performers, conductors, composers and others in and around the school community or region.</td>
</tr>
<tr>
<td>Invite performers or those involved in arts-related careers to school – investigate, inquire and describe the interactive experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Career Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pearltrees Careers Link</strong></td>
</tr>
<tr>
<td>- Music Education</td>
</tr>
<tr>
<td>- Performance</td>
</tr>
<tr>
<td>- Music Business</td>
</tr>
<tr>
<td>- Church Musician</td>
</tr>
<tr>
<td>- Music Production</td>
</tr>
<tr>
<td>- Music Technology</td>
</tr>
<tr>
<td>- Music Publishing</td>
</tr>
<tr>
<td>- Musical Theater</td>
</tr>
<tr>
<td>- Instrument Making, Repair</td>
</tr>
<tr>
<td>- Movies/TV/Radio</td>
</tr>
<tr>
<td>- Arts Administration</td>
</tr>
<tr>
<td>- Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning Standards Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Grade 4 <a href="#">English Language Arts</a></td>
</tr>
<tr>
<td>- Grade 4 <a href="#">Mathematics</a></td>
</tr>
<tr>
<td>- Grade 4 <a href="#">Science</a></td>
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<tr>
<td>- Grade 4 <a href="#">Social Studies</a></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
<tr>
<td>- <a href="#">ODE Diverse Learners</a></td>
</tr>
<tr>
<td>- <a href="#">VSA Ohio</a></td>
</tr>
<tr>
<td>- <a href="#">CAST</a></td>
</tr>
</tbody>
</table>
**Grade 4 – 8CE**

**Discipline** | Music  
---|---  
**Strand/Process** | Perceiving/Knowing/Creating (CE)  
**Grade Level** | Grade 4  
**Content Statement** | **8CE** Describe the use of technology and digital tools in music.  
**Enduring Understandings:** Personal Choice and Vision, Critical and Creative Thinking, Literacy, Authentic Application and Collaboration  
**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. C. Identify and classify voices, musical instruments, roles and careers of musicians. D. Relate historical information from the study of music to other art forms and disciplines outside the arts.  

**Essential Question** | How can you use technology to learn about and create music?  

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
</table>

**Students will learn …**  
- How music is created in a digital format;  
- How music can be combined with other art forms in a digital format;  
- About computer generated notation and composition techniques;  
- About music websites and programs to enhance and enrich all areas of the music curriculum.  

**Students will demonstrate learning by …**  
- Developing a composition in a digital format;  
- Searching for developmentally appropriate websites and digital platforms to support and enhance music study;  
- Practicing and utilizing digital platforms for music study.  

**Assessment**  
**Students will know how well they are learning by …**  
- [Standards-Based Rubric Template](#)  
- [Arts Assessment Menu](#)  

**Students will be engaged and supported in learning by …**  
- Available technology resources;  
- Music notation and composition software;  
- Exploring digital platforms and websites that are developmentally appropriate and acceptable for use in a school setting.  

**Resources** [LINK to Pearltrees](#)  
- Lesson Design and Content  
- Digital Tools  
- Research and Advocacy  
- Professional Organizations  
- Careers  
- Cross-Disciplinary Fine Arts
**Model Curriculum: MUSIC Grades 3-5**

<table>
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<tr>
<th>Application</th>
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<tbody>
<tr>
<td><strong>Student Performance Tasks</strong></td>
</tr>
<tr>
<td>Explore and experiment with digital music technology.</td>
</tr>
<tr>
<td>Create melodies, rhythms and compositions digitally with available resources.</td>
</tr>
<tr>
<td>Use developmentally appropriate, approved websites for enrichment and practice.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>Career Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pearltrees Careers Link</strong></td>
</tr>
<tr>
<td>- Music Education</td>
</tr>
<tr>
<td>- Composer</td>
</tr>
<tr>
<td>- Music Technology</td>
</tr>
<tr>
<td>- Music Publishing</td>
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<tr>
<td>- Arts Administration</td>
</tr>
<tr>
<td>- Music Professionals in all areas of Performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning Standards Connections</strong></th>
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</thead>
<tbody>
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<td>- Grade 4 <a href="#">Mathematics</a></td>
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<td>- Grade 4 <a href="#">Science</a></td>
</tr>
<tr>
<td>- Grade 4 <a href="#">Social Studies</a></td>
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<table>
<thead>
<tr>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
<tr>
<td>- <a href="#">ODE Diverse Learners</a></td>
</tr>
<tr>
<td>- <a href="#">VSA Ohio</a></td>
</tr>
<tr>
<td>- <a href="#">CAST</a></td>
</tr>
</tbody>
</table>

*BACK*
## Grade 4 – 1PR

<table>
<thead>
<tr>
<th><strong>Discipline</strong></th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand/Process</strong></td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td><strong>Grade Level</strong></td>
<td>Grade 4</td>
</tr>
<tr>
<td><strong>Content Statement</strong></td>
<td>1 PR Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Literacy, Authentic Application and Collaboration

**Progress Points:**
A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.
B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.

**Essential Question:** What skills and techniques are needed to sing various musical selections with correct pitch, rhythm and expressive qualities?

### Content Elaborations

**Students will learn …**
- Music can make a significant contribution to their lives;
- How learning to sing a varied repertoire can open up their understanding of cultures from around the world;
- How their voice plays a role in both solo singing and group performances;
- Skills and techniques in order to sing with correct pitch, rhythm and expressive qualities.

### Expectations for Learning

**Students will demonstrate learning by …**
- Demonstrating their ability to sing with accurate pitch, rhythm and expressive qualities;
- Describing and demonstrating how to “blend” their voices in a group or ensemble;
- Singing while employing proper vocal technique.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by …**
- Listening to children’s choirs;
- Learning about the voice, physical structure and correct breathing technique.

**Resources**
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts

### Assessment

**Students will know how well they are learning by …**
- Standards-Based Rubric Template
- Arts Assessment Menu
### Student Performance Tasks
Learn to listen, sing and read, alone and with others, a wide variety of age-appropriate repertoire.

Use various strategies to read and sing age-appropriate musical compositions with correct pitch and rhythm.

Learn music reading strategies as well as instruction in proper vocal technique.

### Career Connections
**Pearltrees Careers Link**
- Performer, Singer
- Recording Artist, Producer
- Sound Technician
- Music Therapist
- Music Instructor
- Choir Director
- Music Journalist

### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- ODE Diverse Learners
- VSA Ohio
- CAST

### Learning Standards Connections
- Grade 4 [English Language Arts](#)
- Grade 4 [Mathematics](#)
- Grade 4 [Science](#)
- Grade 4 [Social Studies](#)
## Grade 4 – 2PR

**Discipline** | Music  
---|---  
**Strand/Process** | Producing/Performing (PR)  
**Grade Level** | Grade 4  
**Content Statement** | 2PR Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate technique.  
**Enduring Understandings:** Literacy, Authentic Application and Collaboration  
**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians. E. Develop criteria to evaluate solo and group performances of music.  
**Essential Question** | How does proper posture and breath support affect vocal quality?  
**Content Elaborations** | Students will learn ...  
- There are different types of voices (speaking, singing);  
- The “mechanics” of producing a light clear sound;  
- The importance of good posture and breathing technique and how it helps or hinders the vocal tone;  
- How to differentiate between head voice and chest voice while singing.  
**Expectations for Learning** | Students will demonstrate learning by ...  
- Singing while applying the principles of good vocal technique;  
- Demonstrating what proper posture looks like while singing.  
**Instructional Strategies and Resources** | Students will be engaged and supported in learning by ...  
- Vocal exploration and singing a varied repertoire of developmentally appropriate literature;  
- Echoing, matching pitch, imitating;  
- Listening to recordings of children’s voices.  
**Resources** | LINK to Pearltrees  
- Lesson Design and Content  
- Digital Tools  
- Research and Advocacy  
- Professional Organizations  
- Careers  
- Cross-Disciplinary Fine Arts  
**Assessment** | Students will know how well they are learning by ...  
- Standards-Based Rubric Template  
- Arts Assessment Menu
## Model Curriculum: MUSIC Grades 3-5

### Application

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to and reflect upon appropriate vocal tone (light, clear sound).</td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
</tbody>
</table>
| Produce a light, clear song while singing alone and with others. | • Music Instructor  
• Singer  
• Dancer  
• Musical Theater Performer  
• Actor, Actress  
• Choir Member  
• Choir Director  
• Voice Teacher | • ODE Diverse Learners  
• VSA Ohio  
• CAST |
| Demonstrate good posture while singing. | **Learning Standards Connections** | |
| | • Grade 4 [English Language Arts](#)  
• Grade 4 [Mathematics](#)  
• Grade 4 [Science](#)  
• Grade 4 [Social Studies](#) | |
### Grade 4 – 3PR

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Content Statement</td>
<td>3PR Play a variety of classroom instruments with proper technique.</td>
</tr>
<tr>
<td>Enduring Understandings:</td>
<td>Authentic Application and Application, Critical and Creative Thinking</td>
</tr>
<tr>
<td>Progress Points:</td>
<td>A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians.</td>
</tr>
</tbody>
</table>

#### Essential Question
How can you demonstrate and play a variety of classroom instruments with proper technique in order to produce a quality sound?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate this by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td>• How to identify and describe available classroom instruments according to timbre;</td>
<td>• Describing and demonstrating appropriate ways to hold, handle and play classroom instruments.</td>
<td>• Exploring the timbres and qualities of a variety of pitched and unpitched instruments;</td>
</tr>
<tr>
<td>• Appropriate ways of playing classroom instruments to produce quality sound.</td>
<td></td>
<td>• Playing and accompanying musical selections in class and for performances and concerts;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Guest artists or performers demonstrate and model instruments and playing techniques.</td>
</tr>
</tbody>
</table>

#### Assessment
Students will know how well they are learning by ...

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play a variety of classroom instruments, alone and with others.</td>
<td><strong>Pearltrees Careers Link</strong></td>
</tr>
<tr>
<td>Model and demonstrate proper instrument playing technique to produce a quality sound.</td>
<td>- Music Instructor</td>
</tr>
<tr>
<td>Create ostinato patterns, various improvisations and accompany peers during a group performance.</td>
<td>- Band, Choir or Orchestra Conductor</td>
</tr>
<tr>
<td></td>
<td>- Instrumentalist</td>
</tr>
<tr>
<td></td>
<td>- Sound Engineers</td>
</tr>
<tr>
<td></td>
<td>- Movie and TV Soundtrack Personnel</td>
</tr>
</tbody>
</table>

**Learning Standards Connections**
- Grade 4 [English Language Arts](#)
- Grade 4 [Mathematics](#)
- Grade 4 [Science](#)
- Grade 4 [Social Studies](#)

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<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
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<tr>
<td>- <a href="#">VSA Ohio</a></td>
</tr>
<tr>
<td>- <a href="#">CAST</a></td>
</tr>
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</table>
## Grade 4 – 4PR

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Content Statement</td>
<td>4PR Sing, move and respond to music from world cultures and different composers.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking, Authentic Application and Collaboration

**Progress Points:**
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- C. Identify and classify voices, musical instruments, roles and careers of musicians.

### Essential Questions
How do we identify and perform music from various world cultures and composers? How do our responses vary between world cultures and composers?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
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<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will learn …</strong></td>
<td><strong>Students will demonstrate this by …</strong></td>
<td><strong>Students will be engaged and supported in learning by …</strong></td>
</tr>
<tr>
<td>How to sing, move and respond to various musical selections that represent many different cultures and composers from around the world;</td>
<td>Performing alone and with others a varied repertoire of world music;</td>
<td>Listening to recordings of music from around the world;</td>
</tr>
<tr>
<td>Movement is prominent in many cultures and reflects cultural characteristics;</td>
<td>Singing, playing instruments and moving to varied repertoire of world music;</td>
<td>World maps and listening maps;</td>
</tr>
<tr>
<td>Various cultures use different vocalizations and instrumentation.</td>
<td>Discovering similarities and differences between various cultures, styles and genres through their own performance and the performances of others.</td>
<td>Guest artists and field trips to concerts with world music repertoire;</td>
</tr>
</tbody>
</table>

### Assessment

**Students will know how well they are learning by …**
- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)

### Resources
- [LINK to Pearltrees](#)
  - Lesson Design and Content
  - Digital Tools
  - Research and Advocacy
  - Professional Organizations
  - Careers
  - Cross-Disciplinary Fine Arts
## Student Performance Tasks

Learn, sing, play and perform music from a variety of world cultures.

Discuss, compare and contrast the musical styles from various cultures and composers.

Prepare a performance linked to literature from around the world using singing, playing instruments and movement.

Perform and move to a variety of music from world cultures and composers.

## Career Connections

**Pearltrees Careers Link**

- Instrumentalist, Singer
- Music Instructor
- Conductor
- Composer
- Music Publisher
- Music Historian
- Arts Administrator

## Learning Standards Connections

- Grade 4 [English Language Arts](#)
- Grade 4 [Mathematics](#)
- Grade 4 [Science](#)
- Grade 4 [Social Studies](#)

## Diverse Learners

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

- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)
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<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Content Statement</td>
<td>5PR Improvise and compose short compositions using a variety of classroom instruments and sound sources.</td>
</tr>
<tr>
<td>Enduring Understandings</td>
<td>Critical and Creative Thinking, Authentic Application and Collaboration, Personal Choice and Vision, Literacy</td>
</tr>
<tr>
<td>Progress Points:</td>
<td>A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.</td>
</tr>
</tbody>
</table>

**Essential Question**: How do students create short musical compositions using a variety of instruments and sound sources?

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<th>Content Elaborations</th>
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<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to invent and create short musical compositions;</td>
<td>Creating simple rhythmic and melodic phrases culminating in a composition;</td>
<td>Movement opportunities;</td>
</tr>
<tr>
<td>How to choose the instrumental medium or sound source for a composition;</td>
<td>Experimenting with and exploring improvisation as a compositional device;</td>
<td>Performing with classroom instruments or by singing;</td>
</tr>
<tr>
<td>How to combine musical phrases culminating in a composition.</td>
<td>Choosing sound sources with a variety of timbres.</td>
<td>Technology-based composition programs.</td>
</tr>
</tbody>
</table>

**Assessment**

Students will know how well they are learning by ...

- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)

**Resources** [LINK to Pearltrees](#)

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
**Model Curriculum: MUSIC Grades 3-5**

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<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Play or sing short phrases using call and response or question and answer techniques; use these phrases as building blocks for composition.</td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
<tr>
<td>Create ostinato to accompany a song story or to create melody.</td>
<td>- Music Instructor&lt;br&gt;- Composer&lt;br&gt;- Jazz Artist&lt;br&gt;- Singer&lt;br&gt;- Keyboard Professional&lt;br&gt;- Actor, Singer, Dancer&lt;br&gt;- Author</td>
<td>- ODE Diverse Learners&lt;br&gt;- VSA Ohio&lt;br&gt;- CAST</td>
</tr>
<tr>
<td>Create or improvise on a pentatonic scale.</td>
<td><strong>Learning Standards Connections</strong></td>
<td></td>
</tr>
<tr>
<td>Create movement sequences to represent musical phrases: create an instrumental accompaniment.</td>
<td>- Grade 4 <a href="#">English Language Arts</a>&lt;br&gt;- Grade 4 <a href="#">Mathematics</a>&lt;br&gt;- Grade 4 <a href="#">Science</a>&lt;br&gt;- Grade 4 <a href="#">Social Studies</a></td>
<td></td>
</tr>
<tr>
<td>Utilize sound effects in a composition.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Model Curriculum: MUSIC Grades 3-5

### Grade 4 – 6PR

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<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td><strong>Grade Level</strong></td>
<td>Grade 4</td>
</tr>
<tr>
<td><strong>Content Statement</strong></td>
<td>6PR Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking, Authentic Application and Collaboration

**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.

**Essential Questions:** How do sixteenth through whole notes and rests function in simple meter? How do students read and notate these rhythms with and without syncopation?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will learn …</strong></td>
<td><strong>Students will demonstrate learning by …</strong></td>
<td><strong>Students will be engaged and supported in learning by …</strong></td>
</tr>
<tr>
<td>* Note and rest values and their respective functions (sixteenth notes, whole notes); within 2/4, 3/4 and 4/4 meter; * Music reading and notation skills (note and rest values); * Concept of syncopation with a rhythmic framework; * Movement/conducting patterns in duple and triple meter; * Sight-reading skills.</td>
<td>* Identifying and demonstrating knowledge of note values and rhythmic organization to include syncopation by singing, playing or reading chosen repertoire. * Reading, writing and interpreting note and rest values in addition to explaining their respective functions in the following meters: 2/4, 3/4, 4/4.</td>
<td>* Movement opportunities; * Performing with classroom instruments or by singing; * Notation “tools” and technology-based composition programs.</td>
</tr>
</tbody>
</table>

**Assessment**

**Students will know how well they are learning by …**

| Standards-Based Rubric Template |
| Arts Assessment Menu |

**Resources** [LINK to Pearltrees]

| Lesson Design and Content |
| Digital Tools |
| Research and Advocacy |
| Professional Organizations |
| Careers |
| Cross-Disciplinary Fine Arts |
## Model Curriculum: MUSIC Grades 3-5

### Application

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<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read, play or sing short phrases using call and response or question and answer techniques.</td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
<tr>
<td>Improvise and/or create and notate short melodic and rhythmic phrases including syncopation.</td>
<td>• Music Instructor</td>
<td>• ODE Diverse Learners</td>
</tr>
<tr>
<td>Create ostinato patterns to accompany a song story.</td>
<td>• Composer</td>
<td>• VSA Ohio</td>
</tr>
<tr>
<td>Create movement sequences to represent musical phrases.</td>
<td>• Jazz Artist</td>
<td>• CAST</td>
</tr>
<tr>
<td></td>
<td>• Keyboard Professional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Actor, Singer, Dancer</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Standards Connections

- Grade 4 [English Language Arts](#)
- Grade 4 [Mathematics](#)
- Grade 4 [Science](#)
- Grade 4 [Social Studies](#)
## Grade 4 – 7PR

**Discipline** | Music  
--- | ---  
**Strand/Process** | Producing/Performing (PR)  
**Grade Level** | Grade 4  
**Content Statement** | 7PR Read, write and perform extended pentatonic melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).  
**Enduring Understandings:** Critical and Creative Thinking, Authentic Application and Collaboration  
**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.  
**Essential Question** | How are melodies created using pentatonic scales?  

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn …</td>
<td>Students will demonstrate this by …</td>
<td>Students will be engaged and supported in learning by …</td>
</tr>
</tbody>
</table>
|  • How to sing, play, read and notate G-do, F-do, C-do pentatonic scales (treble clef);  
• The structure of a melody;  
• How to construct, create or compose melodic phrases within a pentatonic framework;  
• How to improvise short melodic phrases within a pentatonic framework.  |  • Demonstrating the structure of a G-do, F-do, C-do pentatonic scale by singing or playing classroom instruments;  
• Reading, writing and performing a variety of melodies using pentatonic scales.  |  • Movement opportunities;  
• Performing with classroom instruments or by singing;  
• Exploring the vast repertoire for children based upon the pentatonic scale;  
• Notation “tools” and technology-based composition programs.  |

**Assessment**

**Students will know how well they are learning by …**

- Standards-Based Rubric Template  
- Arts Assessment Menu  

**Resources** [LINK to Pearltrees]

- Lesson Design and Content  
- Digital Tools  
- Research and Advocacy  
- Professional Organizations  
- Careers  
- Cross-Disciplinary Fine Arts
### Student Performance Tasks

- Compose and perform extended pentatonic melodies using solfege, numbers and letters.
- Play or sing short phrases using call and response or question and answer techniques.
- Improvise and/or create and notate extended melodies.
- Create pentatonic melodies to accompany a song story.
- Create or improvise on a pentatonic scale.
- Create movement sequences to represent extended melodies.

### Career Connections

**Pearltrees Careers Link**
- Music Instructor
- Composer
- Jazz Artist
- Keyboard Professional
- Actor, Singer, Dancer

**Learning Standards Connections**
- Grade 4 [English Language Arts](#)
- Grade 4 [Mathematics](#)
- Grade 4 [Science](#)
- Grade 4 [Social Studies](#)

### Diverse Learners

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)
# Grade 4 – 8PR

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Content Statement</td>
<td>8PR Demonstrate appropriate audience etiquette at live performances.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Authentic Application and Collaboration

**Progress Points:** B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.

**Essential Question** How is appropriate audience etiquette demonstrated at live performances?

## Content Elaborations

**Students will learn ...**
- Etiquette protocol is expected at all classroom, school and live performances;
- Audience etiquette is determined by genre of music and concert environment.

## Expectations for Learning

**Students will demonstrate learning by ...**
- Learning and demonstrating the rules of etiquette for students, parents and community.

## Instructional Strategies and Resources

**Students will be engaged and supported in learning by ...**
- Preparing etiquette protocol prior to attending a live performance;
- Developing etiquette guidelines for concert programs;
- Consulting etiquette guidelines as set forth by the National Association for Music Education (NAfME).

**Resources** [Link to Pearltrees](#)

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts

## Assessment

**Students will know how well they are learning by ...**
- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)
### Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
</table>
| Listen to recordings and webcasts of live performances. | [Pearltrees Careers Link](#)  
- Music Instructor  
- Jazz Artist  
- Keyboard Professional  
- Actor, Singer, Dancer  
- Conductor  
- Composer  
- Orchestra Manager  
- Music Journalist | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- [ODE Diverse Learners](#)  
- [VSA Ohio](#)  
- [CAST](#) |
| Identify audience protocol; practice prior to attending a live performance. |  |  |
| Consult guidelines (e.g., NAIME) for concert etiquette. |  |  |
| Write guidelines and discuss and reflect on after attending a live performance. |  |  |
| Demonstrate appropriate audience etiquette. |  |  |

### Learning Standards Connections

- Grade 4 [English Language Arts](#)
- Grade 4 [Mathematics](#)
- Grade 4 [Science](#)
- Grade 4 [Social Studies](#)
# Model Curriculum: MUSIC Grades 3-5

## Grade 4 – 1RE

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</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 4</td>
</tr>
</tbody>
</table>

### Content Statement

1RE Explain how the elements and subject matter of music connect with disciplines outside the arts.

**Enduring Understandings:** Personal Choice and Vision, Authentic Application and Collaboration

**Progress Points:** B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.

### Essential Question

How is music related to disciplines beyond the arts?

### Content Elaborations

<table>
<thead>
<tr>
<th>Students will learn ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Music is related to disciplines outside the arts;</td>
</tr>
<tr>
<td>• To identify the elements of music and connect them with similar elements in other content areas: tempo, beat, rhythm, pitch (melody), line or phrase, form, harmony and timbre.</td>
</tr>
</tbody>
</table>

### Expectations for Learning

<table>
<thead>
<tr>
<th>Students will demonstrate learning by ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifying the elements of music by using developmentally appropriate music vocabulary – connect with synonymous concepts in other content areas;</td>
</tr>
<tr>
<td>• Identifying other content areas that connect to music.</td>
</tr>
</tbody>
</table>

### Instructional Strategies and Resources

<table>
<thead>
<tr>
<th>Students will be engaged and supported in learning by ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Integrated curricular resources;</td>
</tr>
<tr>
<td>• Using synonymous concepts and vocabulary from other subject areas;</td>
</tr>
<tr>
<td>• Related arts study and collaboration.</td>
</tr>
</tbody>
</table>

### Resources [LINK to Pearltrees](#)

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts

### Assessment

<table>
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</tr>
</thead>
<tbody>
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<td>• <a href="#">Standards-Based Rubric Template</a></td>
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<tr>
<td>• <a href="#">Arts Assessment Menu</a></td>
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### Model Curriculum: MUSIC Grades 3-5

#### Application

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<td>Pelletrees Careers Link</td>
</tr>
</tbody>
</table>
| Compare one or two elements of a musical selection to a single content area: math, language arts, social studies or science. | - Conductor  
- Composer  
- Musician  
- Actor, Dancer  
- Music Journalist  
- Music Technology  
- Arts Administrator |
| Attend a live performance or view a recorded performance. Discuss how the aspects of the performance related to other content areas. | |
| Compare the element of musical form to literature, poetry and writing. | |

### Diverse Learners

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

- ODE Diverse Learners
- VSA Ohio
- CAST

### Learning Standards Connections

- Grade 4 [English Language Arts](#)
- Grade 4 [Mathematics](#)
- Grade 4 [Science](#)
- Grade 4 [Social Studies](#)
### Grade 4 – 2RE

**Discipline** | Music  
---|---  
**Strand/Process** | Responding/Reflecting (RE)  
**Grade Level** | Grade 4  

**Content Statement**
2RE Describe the connection between emotion and music in selected musical works.

**Enduring Understandings:**
- Personal Choice and Vision, Authentic Application and Collaboration

**Progress Points:**
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- E. Develop criteria to evaluate solo and group performances of music.

**Essential Question**
How does the music create a certain emotion or feeling?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
</tbody>
</table>
| • How music can inspire different emotions in different people;  
• Expressive markings (tempo, dynamics) help convey a specific emotion or feeling. | • Identifying how selected musical works evoke different emotions;  
• Describing how emotions are portrayed through music (e.g., gloomy, sad, happy, nervous, excited) via expressive characteristics (musical elements). | • Live or recorded performances;  
• Listening maps and historical background;  
• Integrated learning projects linking music to art, literature, dance and drama. |

**Assessment**

**Students will know how well they are learning by ...**
- [Standards-Based Rubric Template](#)  
- [Arts Assessment Menu](#)

**Resources**
- LINK to Pearltrees
- Lesson Design and Content  
- Digital Tools  
- Research and Advocacy  
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- Cross-Disciplinary Fine Arts
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<tbody>
<tr>
<td><strong>Student Performance Tasks</strong></td>
</tr>
<tr>
<td>Describe and communicate to others how musical selections make them feel through drawings, journals or both.</td>
</tr>
<tr>
<td>Compare musical selections and categorize by expressive qualities and the emotions, moods or feelings that are brought forth after listening or performing.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Career Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pearltrees Careers Link</strong></td>
</tr>
<tr>
<td>• Musician, Performer</td>
</tr>
<tr>
<td>• Dancer</td>
</tr>
<tr>
<td>• Music Journalist</td>
</tr>
<tr>
<td>• Music Instructor</td>
</tr>
<tr>
<td>• Music Publisher</td>
</tr>
<tr>
<td>• Music Therapy</td>
</tr>
<tr>
<td>• Author</td>
</tr>
<tr>
<td>• Movie/TV/Radio Producer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Standards Connections</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>• Grade 4 <a href="#">Mathematics</a></td>
</tr>
<tr>
<td>• Grade 4 <a href="#">Science</a></td>
</tr>
<tr>
<td>• Grade 4 <a href="#">Social Studies</a></td>
</tr>
</tbody>
</table>

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</tr>
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</tr>
<tr>
<td>• <a href="#">VSA Ohio</a></td>
</tr>
<tr>
<td>• <a href="#">CAST</a></td>
</tr>
</tbody>
</table>
# Model Curriculum: MUSIC Grades 3-5

## Grade 4 – 3RE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Content Statement</td>
<td><strong>3RE</strong> Explain classification of musical instruments, voices, composers and forms using appropriate music vocabulary.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking, Authentic Application and Collaboration

**Progress Points:**
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- C. Identify and classify voices, musical instruments, roles and careers of musicians.
- D. Relate historical information from the study of music to other art forms and disciplines outside the arts.

### Essential Question
How do students classify musical instruments, voices, composers and forms using appropriate musical vocabulary?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will learn …</strong></td>
<td><strong>Students will demonstrate learning by …</strong></td>
<td><strong>Students will be engaged and supported in learning by …</strong></td>
</tr>
<tr>
<td>• The similarities and differences between instruments, voices, composers and forms;</td>
<td>• Identifying classification terms and methods for Instruments, voices, composers and forms.</td>
<td>• Listening to live and recorded examples of vocal and instrumental music from a varied repertoire to include world cultures and different eras in music history;</td>
</tr>
<tr>
<td>• Different time periods in history related to musical development. Composers can be classified by historical era and/or the type of music composed;</td>
<td>• Demonstrate basic understanding of different classifications of instruments, voices, composers and forms using age-appropriate musical vocabulary in addition to singing or playing instruments further illustrating what they have learned.</td>
<td>• Informational references, digital and otherwise;</td>
</tr>
<tr>
<td>• Vocal classifications: Soprano, Alto, Tenor and Bass;</td>
<td></td>
<td>• Performing alone and with others – singing and/or playing instruments.</td>
</tr>
<tr>
<td>• How to classify or sort instruments into families.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment
**Students will know how well they are learning by …**

- Standards-Based Rubric Template
- Arts Assessment Menu

### Resources
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application</strong></td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
</tbody>
</table>
| **Model Curriculum: MUSIC Grades 3-5** | - Composer  
- Conductor  
- Music Instructor  
- Ethnomusicologist  
- Music Journalist  
- Music /Film/TV Editor | - ODE Diverse Learners  
- VSA Ohio  
- CAST |
| **Student Performance Tasks** | **Learning Standards Connections** | |
| Explore the qualities of each instrument family through various activities. | Grade 4 [English Language Arts](#)  
Grade 4 [Mathematics](#)  
Grade 4 [Science](#)  
Grade 4 [Social Studies](#) | |
| Name, compare and contrast the lives of composers from various historical periods. | | |
| Relate use of instruments or compositional style to historical musical practices. | | |
| 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. | | |
## Grade 4 – 4RE

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 4</td>
</tr>
</tbody>
</table>

### Content Statement

4RE Discuss the roles of musicians heard in various performance settings.

**Enduring Understandings:** Literacy, Critical and Creative Thinking

**Progress Points:** C. Identify and classify voices, musical instruments, roles and careers of musicians.

### Essential Question

How can you describe the different roles of musicians in various performance settings?

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will learn …</strong></td>
<td><strong>Students will demonstrate learning by …</strong></td>
<td><strong>Students will be engaged and supported in learning by …</strong></td>
</tr>
<tr>
<td>The role of a musician varies from setting to setting; Musicians can take on different roles within a particular performance setting: conductor, performer, dancer, actor or singer, sound technician and recording engineer.</td>
<td>- Describing various settings where music can be found; - Naming the different types of musicians and their respective role within a performance group; - Exploring the various skills needed for musicians in their respective roles; - Learning how the role of a composer, conductor, performer or arts-related business can include technology.</td>
<td>- Attending live performances; - Distance learning; - Community and regional resources.</td>
</tr>
</tbody>
</table>

### Assessment

**Students will know how well they are learning by …**

- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)

### Resources

- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
Model Curriculum: MUSIC Grades 3-5

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
</tr>
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<tbody>
<tr>
<td>Explore music careers via WebQuest or live interview.</td>
</tr>
<tr>
<td>Establish a list of careers in the music field.</td>
</tr>
<tr>
<td>Explore careers that are related to music.</td>
</tr>
<tr>
<td>Interview, consult or converse with performers, conductors, composers and others in and around the school community or region.</td>
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<tr>
<td>Invite performers or those involved in arts-related careers to school – investigate, inquire and describe the interactive experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Connections</th>
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<tbody>
<tr>
<td><strong>Pearltrees Careers Link</strong></td>
</tr>
<tr>
<td>- Music Education</td>
</tr>
<tr>
<td>- Performance</td>
</tr>
<tr>
<td>- Music Business</td>
</tr>
<tr>
<td>- Church Musician</td>
</tr>
<tr>
<td>- Music Production</td>
</tr>
<tr>
<td>- Music Technology</td>
</tr>
<tr>
<td>- Music Publishing</td>
</tr>
<tr>
<td>- Musical Theater</td>
</tr>
<tr>
<td>- Instrument Making, Repair</td>
</tr>
<tr>
<td>- Movies/TV/Radio</td>
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<tr>
<td>- Arts Administration</td>
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</table>

<table>
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<th>Learning Standards Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Grade 4 <a href="#">English Language Arts</a></td>
</tr>
<tr>
<td>- Grade 4 <a href="#">Mathematics</a></td>
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<td>- Grade 4 <a href="#">Social Studies</a></td>
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BACK
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<tbody>
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<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>Grade 4</td>
</tr>
<tr>
<td><strong>Content Statement</strong></td>
<td><strong>5RE</strong> Interpret a selected musical work using dance, drama or visual art.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking, Personal Choice and Vision

**Progress Points:**
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- E. Develop criteria to evaluate solo and group performances of music.

| **Essential Question** | How can musical works be interpreted by using mediums such as dance, drama and art? |

<table>
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<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td>• How a musical work can inspire different interpretations from various individuals;</td>
<td>• Describing how music inspires different emotions;</td>
<td>• Professional interpretations of various performances;</td>
</tr>
<tr>
<td>• A musical selection can be interpreted through dance, drama, visual art and the written word.</td>
<td>• Explaining how artistic interpretations of music vary from person to person;</td>
<td>• Live or recorded performances;</td>
</tr>
<tr>
<td></td>
<td>• Describing a musical work using other mediums, including dance, drama, visual art or the written word.</td>
<td>• Listening maps and historical background;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Integrated learning projects linking music to art, literature, dance and theater.</td>
</tr>
</tbody>
</table>

**Assessment**

Students will know how well they are learning by ...

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources** [LINK to Pearltrees](#)

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Model Curriculum: MUSIC Grades 3-5

### Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a document that specifies the qualities of a good performance.</td>
<td><strong>Pearltrees Careers Link</strong></td>
</tr>
<tr>
<td>Compare and contrast their reflections and those of others.</td>
<td>- Music Instructor</td>
</tr>
<tr>
<td>Write a review of a musical performance with suggestions for “solutions” if needed.</td>
<td>- Music Historian</td>
</tr>
<tr>
<td></td>
<td>- Music Producer</td>
</tr>
<tr>
<td></td>
<td>- Music Journalist</td>
</tr>
<tr>
<td></td>
<td>- Artist</td>
</tr>
<tr>
<td></td>
<td>- Arts Administrator</td>
</tr>
</tbody>
</table>

### Diverse Learners

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

- ODE Diverse Learners
- VSA Ohio
- CAST

### Learning Standards Connections

- Grade 4 [English Language Arts](#)
- Grade 4 [Mathematics](#)
- Grade 4 [Science](#)
- Grade 4 [Social Studies](#)
## Grade 4 – 6RE

<table>
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<tr>
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<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 4</td>
</tr>
</tbody>
</table>

### Content Statement

6RE Use constructive feedback to improve and refine musical performance and response.

**Enduring Understandings:** Personal Choice and Vision, Literacy, Critical and Creative Thinking

**Progress Points:** B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.

### Essential Question

How can constructive feedback help to improve musical performance?

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged supported in learning by...</td>
</tr>
<tr>
<td>- To evaluate, compare and contrast musical performances;</td>
<td>- Describing performance standards through reflection and constructive feedback;</td>
<td>- Related arts (art, dance, drama);</td>
</tr>
<tr>
<td>- To create a performance guide or rubric in order to know the qualities of a good performance.</td>
<td>- Offering constructive feedback in a positive manner;</td>
<td>- Live performance (music, dance, drama);</td>
</tr>
<tr>
<td></td>
<td>- Describing and evaluating a live or recorded performance of other students or performing group;</td>
<td>- Peer discussion and reflection.</td>
</tr>
<tr>
<td></td>
<td>- Utilizing self and peer evaluations of performance for personal growth.</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

Students will know how well they are learning by ...

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**

- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Student Performance Tasks
- Explore music careers via WebQuest or live interview.
- Establish a list of careers in the music field.
- Explore careers that are related to music.
- Interview, consult or converse with performers, conductors, composers and others in and around the school community or region.
- Invite performers or those involved in arts-related careers to school – investigate, inquire and describe the interactive experience.

## Career Connections
**Pearltrees Careers Link**
- Music Education
- Performance
- Music Business
- Music Therapy
- Church Musician
- Music Technology
- Music Publishing
- Musical Theater
- Instrument Making, Repair
- Movies/TV/Radio
- Arts Administration
- Technology

## Learning Standards Connections
- Grade 4 [English Language Arts](#)
- Grade 4 [Mathematics](#)
- Grade 4 [Science](#)
- Grade 4 [Social Studies](#)

## Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- ODE Diverse Learners
- VSA Ohio
- CAST
### Grade 5 – 1CE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Content Statement</td>
<td>1CE Explore and identify musical instruments from different historical periods and world cultures.</td>
</tr>
</tbody>
</table>

#### Enduring Understandings: Literacy

#### Progress Points:
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- C. Identify and classify voices, musical instruments, roles and careers of musicians.
- D. Relate historical information from the study of music to other art forms and disciplines outside the arts.

### Essential Question
How can you identify and describe the types of instruments used in various world cultures and time periods?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will learn ...</strong></td>
<td><strong>Students will demonstrate learning by ...</strong></td>
<td><strong>Students will be engaged and supported in learning by ...</strong></td>
</tr>
<tr>
<td>- The &quot;evolution&quot; of instruments and instrument families;</td>
<td>- Identifying and classifying orchestral instrumentsaurally and visually;</td>
<td>- Audio and visual reference materials, digital resources;</td>
</tr>
<tr>
<td>- Instruments were invented and used for different purposes;</td>
<td>- Describing and classifying instruments by timbre, the way they are made and the way they are played;</td>
<td>- Live and recorded performances;</td>
</tr>
<tr>
<td>- Types of instruments vary by culture;</td>
<td>- Explaining how instruments are used in various world cultures;</td>
<td>- Guest artists, speakers and performers.</td>
</tr>
<tr>
<td>- World cultures can be defined by its music and its history;</td>
<td>- Labeling and describing historical style periods.</td>
<td><strong>Resources</strong> <a href="#">LINK to Pearltrees</a></td>
</tr>
<tr>
<td>- Music can be used for different social and ceremonial occasions.</td>
<td></td>
<td>- Lesson Design and Content</td>
</tr>
</tbody>
</table>

### Assessment

**Students will know how well they are learning by ...**

- Standards-Based Rubric Template
- Arts Assessment Menu
### Student Performance Tasks

- Explore musical instruments of different time periods and cultures by completing a project.
- Classify instruments by similarities in material components, timbre and/or sound production.
- Describe the unique components that characterize the members of the four instrument families.
- Explore instruments of various world cultures.

### Career Connections (Pearltrees Careers Link)

- Music Instructor
- Conductor
- Composer
- Performer
- Orchestral Musician
- Instrument Designer, Repair Technician
- Sound Engineer

### Learning Standards Connections

- Grade 5 [English Language Arts](#)
- Grade 5 [Mathematics](#)
- Grade 5 [Science](#)
- Grade 5 [Social Studies](#)

### Diverse Learners

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

- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)
Model Curriculum: MUSIC Grades 3-5

Grade 5 – 2CE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Content Level</td>
<td></td>
</tr>
<tr>
<td>Content Statement</td>
<td>2CE Listen to, identify and respond to music of different composers, historical periods and world cultures.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking

**Progress Points:**
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- C. Identify and classify voices, musical instruments, roles and careers of musicians.
- D. Relate historical information from the study of music to other art forms and disciplines outside the arts.

**Essential Question**
How does music vary between different cultures, composers and time periods?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td>- The different musical styles and historical style periods;</td>
<td>- Identifying composers from different parts of the world;</td>
<td>- Singing, listening to and responding to a varied repertoire of music from various cultures and composers;</td>
</tr>
<tr>
<td>- Different musical styles and genres have evolved from various world cultures.</td>
<td>- Labeling and describing the various historical style periods – “era’s” in history;</td>
<td>- Teacher collaboration (learning standards connections), e.g., historical and geographical influences;</td>
</tr>
<tr>
<td></td>
<td>- Describing musical selections and how they can differ between composers and world cultures;</td>
<td>- Live and recorded performances.</td>
</tr>
<tr>
<td></td>
<td>- Describing how music can be used for different social and ceremonial occasions.</td>
<td>Resources <a href="#">LINK to Pearltrees</a></td>
</tr>
</tbody>
</table>

**Assessment**

Students will know how well they are learning by ...

- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)
# Model Curriculum: MUSIC Grades 3-5

## Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
</table>
| 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. | **Pearltrees Careers Link**  
- Composer  
- Conductor  
- Music Instructor  
- Ethnomusicologist  
- Music Journalist  
- Music/Film/TV Editor | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |
|                             | **Learning Standards Connections** |                       |
|                             | - Grade 5 [English Language Arts](#)  
- Grade 5 [Mathematics](#)  
- Grade 5 [Science](#)  
- Grade 5 [Social Studies](#) |                       |
<table>
<thead>
<tr>
<th>Grade 5 – 3CE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline</strong></td>
</tr>
<tr>
<td><strong>Strand/Process</strong></td>
</tr>
<tr>
<td><strong>Grade Level</strong></td>
</tr>
<tr>
<td><strong>Content Statement</strong></td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking, Literacy

**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.

**Essential Question**

What musical symbols or words relate to form in a musical selection?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will learn …</strong></td>
<td><strong>Students will demonstrate learning by …</strong></td>
<td><strong>Students will be engaged and supported in learning by …</strong></td>
</tr>
<tr>
<td>• Define and identify terms and musical symbols that give directions for navigating a musical selection with reference to form (the structure of a musical selection);</td>
<td>• Identifying, defining and performing music utilizing directional symbols and phrases (see above) in order to label the large sections of a musical selection;</td>
<td>• Listening, reading, moving and playing different musical selections and identifying musical symbols and phrases;</td>
</tr>
<tr>
<td>• A musical selection can be divided into sections. The order or arrangement of the sections is called “form.”</td>
<td>• Recognizing the symbols used to navigate through a musical selection.</td>
<td>• Composing utilizing the above mentioned symbols and phrases;</td>
</tr>
</tbody>
</table>

**Assessment**

**Students will know how well they are learning by …**

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**

- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Application

### Student Performance Tasks
Learn visual, auditory and kinesthetic awareness of basic musical forms.

Learn that musical composition is broken into sections; each section has unique musical characteristics.

Identify, sing, listen to, play and move to music in simple forms – including AB, ABA and rondo forms. Identify musical vocabulary that gives directions for following the score.

### Career Connections

**Pearltrees Careers Link**
- Music Instructor
- Composer
- Conductor
- Performer
- Dancer, Choreographer

**Learning Standards Connections**
- Grade 5 [English Language Arts](#)
- Grade 5 [Mathematics](#)
- Grade 5 [Science](#)
- Grade 5 [Social Studies](#)

### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- ODE Diverse Learners
- VSA Ohio
- CAST
# Grade 5 – 4CE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Content Statement</td>
<td>4CE Recognize and identify longer music forms (e.g., sonata, 12-bar blues and theme and variations).</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Critical and Creative Thinking, Literacy

**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.

## Essential Question
How can you describe and perform music with longer music forms?

### Content Elaborations

**Students will learn …**

- Define and identify terms and musical symbols that give directions for navigating a musical selection with reference to form (the structure of a musical selection);
- A musical selection can be divided into sections. The order or arrangement of the sections is called “form.”

### Expectations for Learning

**Students will demonstrate this by …**

- Noting the differences in musical sections to help differentiate the element of AABA or rondo form, sonata, 12-bar blues and theme and variation;
- Performing repertoire utilizing the above mentioned forms – labeling and reflecting upon format and design.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by …**

- Listening, singing, reading, moving and playing a variety of musical selections: identifying form;
- Composing and improvising;
- Listening maps.

### Assessment

**Students will know how well they are learning by …**

- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)

### Resources

- LINK to Pearltrees

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
**Student Performance Tasks**

Learn visual, auditory and kinesthetic awareness of basic musical forms.

Learn that musical composition is broken into sections; each section has unique musical characteristics.

Identify, sing, listen to, play and move to music in simple forms – including AB, ABA and rondo forms. Identify musical vocabulary that gives directions for following the score. Identify and perform music with longer music forms (e.g., sonata, 12-bar blues, theme and variation).

**Career Connections**

**Pearltrees Careers Link**

- Music Instructor
- Composer
- Conductor
- Performer
- Dancer, Choreographer

**Learning Standards Connections**

- Grade 5 [English Language Arts](#)
- Grade 5 [Mathematics](#)
- Grade 5 [Science](#)
- Grade 5 [Social Studies](#)

**Diverse Learners**

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

- ODE Diverse Learners
- VSA Ohio
- CAST
# Grade 5 – 5CE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Content Statement</td>
<td><strong>5CE</strong> Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.</td>
</tr>
<tr>
<td></td>
<td><strong>Enduring Understandings:</strong> Critical and Creative Thinking, Authentic Application and Collaboration</td>
</tr>
<tr>
<td></td>
<td><strong>Progress Points:</strong> A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.</td>
</tr>
<tr>
<td>Essential Question</td>
<td>What are the elements of music (to include tonality, dynamics, tempo and meter)?</td>
</tr>
</tbody>
</table>

## Content Elaborations
- **Students will learn ...**
  - Definitions of musical terms at an age-appropriate level;
  - To differentiate between the elements of music: tempo, beat, rhythm/meter, pitch/tonality, form, harmony, timbre and expressive qualities – dynamics and dynamic markings.
- **Assessment**
  - Students will know how well they are learning by ...
    - Standards-Based Rubric Template
    - Arts Assessment Menu

## Expectations for Learning
- **Students will demonstrate this by ...**
  - Identifying, defining and demonstrating a basic understanding of tempo, beat, rhythm, pitch, form, harmony and timbre and their functions in a musical composition;
  - Identifying the musical elements and their functions in a composition to include tonality, dynamics, tempo and meter.

## Instructional Strategies and Resources
- **Students will be engaged and supported in learning by ...**
  - Performing and listening to a varied repertoire of music;
  - Listening maps;
  - Movement opportunities;
  - Digital resources.

## Resources
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Model Curriculum: MUSIC Grades 3-5

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, describe, identify and label the various elements of music using developmentally appropriate vocabulary.</td>
<td><strong>Pearltrees Careers Link</strong></td>
</tr>
<tr>
<td>Listen to, sing, play and move to a varied repertoire of music demonstrating their knowledge of the musical elements.</td>
<td>• Music Instructor</td>
</tr>
<tr>
<td>Perform compositional and improvisational tasks are suggested to further demonstrate knowledge of the musical elements.</td>
<td>• Performer</td>
</tr>
<tr>
<td></td>
<td>• Composer</td>
</tr>
<tr>
<td></td>
<td>• Conductor</td>
</tr>
<tr>
<td></td>
<td>• Musician</td>
</tr>
<tr>
<td></td>
<td>• Music Producer, Sound Engineer</td>
</tr>
<tr>
<td></td>
<td>• Music Publisher</td>
</tr>
<tr>
<td></td>
<td>• Actor, Dancer, Singer</td>
</tr>
<tr>
<td></td>
<td>• Arts Administrator</td>
</tr>
</tbody>
</table>

### Learning Standards Connections
- Grade 5 [English Language Arts](#)
- Grade 5 [Mathematics](#)
- Grade 5 [Science](#)
- Grade 5 [Social Studies](#)

### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- ODE Diverse Learners
- VSA Ohio
- CAST
# Model Curriculum: MUSIC Grades 3-5

## Grade 5 – 6CE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Content Statement</td>
<td>6CE Differentiate between melody and harmony.</td>
</tr>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td>Critical and Creative Thinking, Authentic Application and Collaboration</td>
</tr>
<tr>
<td><strong>Progress Points:</strong></td>
<td>A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.</td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
<td>How would you describe the difference between melody and harmony? How is harmony created?</td>
</tr>
</tbody>
</table>

## Content Elaborations

- **Students will learn ...**
  - There are differences in musical texture among musical selections;
  - A melody is a series of single notes in succession;
  - Harmony is two or more notes sounded at the same time and can be achieved by singing or playing instruments in a round, applying descants, singing or playing in two or three parts to include ostinati.

## Expectations for Learning

- **Students will demonstrate this by ...**
  - Singing, creating and performing various melodies alone and with others (unison);
  - Singing or creating harmony with melody;
  - Singing or playing music in two or more parts.

## Instructional Strategies and Resources

- **Students will be engaged and supported in learning by ...**
  - Singing, playing and creating simple melodies;
  - Singing, playing and creating harmony while performing two- and three-part rounds, descants and partner songs.
  - Listening to children’s choirs, choral music and instrumental music.

## Assessment

- **Students will know how well they are learning by ...**
  - [Standards-Based Rubric Template](#)
  - [Arts Assessment Menu](#)

## Resources

- LINK to Pearltrees
  - Lesson Design and Content
  - Digital Tools
  - Research and Advocacy
  - Professional Organizations
  - Careers
  - Cross-Disciplinary Fine Arts
## Student Performance Tasks

Listen, sing and read, alone and with others, a wide variety of age-appropriate repertoire.

Use various strategies to read and sing age-appropriate musical selections including rounds, canons, melodies with descants, two- and three-part music. Identify harmonic characteristics.

Learn music reading strategies and are challenged aurally to learn to be secure with part singing.

## Career Connections

**Pearltrees Careers Link**

- Performer, Singer
- Recording Artist, Producer
- Sound Technician
- Music Therapist
- Music Instructor
- Choir Director, Band Director, Orchestra Director
- Music Journalist, Critic

## Diverse Learners

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

- ODE Diverse Learners
- VSA Ohio
- CAST

## Learning Standards Connections

- Grade 5 [English Language Arts](#)
- Grade 5 [Mathematics](#)
- Grade 5 [Science](#)
- Grade 5 [Social Studies](#)
## Grade 5 – 7CE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Perceiving/Knowing/Creating (CE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
<tr>
<td><strong>Content Statement</strong></td>
<td>7CE Identify patterns of whole and half steps in a major scale.</td>
</tr>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td>Critical and Creative Thinking, Authentic Application and Collaboration</td>
</tr>
<tr>
<td><strong>Progress Points:</strong></td>
<td>A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.</td>
</tr>
<tr>
<td><strong>Essential Question</strong></td>
<td>What are the elements of a major scale?</td>
</tr>
</tbody>
</table>

### Content Elaborations

**Students will learn ...**
- That a scale is a succession of tones with a series of half steps and whole steps;
- A major scale has half steps between tones 3 and 4 and 7 and 8 (include solfege labels).

### Expectations for Learning

**Students will demonstrate this by ...**
- Identifying and demonstrating the differences between a half step and a whole step;
- Defining and demonstrating the structure of a major scale;
- Identifying, singing and playing various major scales.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by ...**
- Singing, listening to, playing and reading and writing half steps and whole steps using available classroom instruments;
- Singing, listening to, reading, writing and performing major scales in appropriate keys.

### Assessment

**Students will know how well they are learning by ...**
- Standards-Based Rubric Template
- Arts Assessment Menu

### Resources

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts

[LINK to Pearltrees](#)
## Model Curriculum: MUSIC Grades 3-5

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, describe, identify and label major scales using developmentally appropriate vocabulary.</td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
</tbody>
</table>
| Perform compositional and improvisational tasks to further demonstrate knowledge of the major scale. | - Music Instructor  
- Performer  
- Composer  
- Conductor  
- Musician  
- Music Producer, Sound Engineer  
- Music Publisher  
- Actor, Dancer, Singer | - ODE Diverse Learners  
- VSA Ohio  
- CAST |
| Identify whole and half steps on a keyboard. Play several major scales with accidentals on a keyboard or available classroom instrument. | **Learning Standards Connections** | |
| | - Grade 5 [English Language Arts](#) | |
| | - Grade 5 [Mathematics](#) | |
| | - Grade 5 [Science](#) | |
| | - Grade 5 [Social Studies](#) | |
## Grade 5 – 1PR

<table>
<thead>
<tr>
<th>Discipline</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Content Statement</td>
<td><strong>1PR</strong> Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Literacy, Authentic Application and Collaboration

**Progress Points:**
- A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.

**Essential Question**
How can appropriate technique and expressive qualities contribute an accurate performance of diverse repertoire?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td>- How the voice plays a role in both solo singing and group performances;</td>
<td>- Singing with accurate rhythm, pitch and expressive qualities while exhibiting good posture and breath control;</td>
<td>- Listening to children’s choirs, choral groups and instrumental groups;</td>
</tr>
<tr>
<td>- Skills and techniques in order to sing with correct pitch, rhythm and expressive qualities;</td>
<td>- Describing and demonstrating how to blend their voice with other members of a vocal ensemble;</td>
<td>- Music text as resource;</td>
</tr>
<tr>
<td>- The music of world cultures.</td>
<td>- Singing numerous musical selections from a variety of world cultures.</td>
<td>- Vocal technique resources;</td>
</tr>
</tbody>
</table>

**Assessment**

**Students will know how well they are learning by ...**

- Standards-Based Rubric Template
- Arts Assessment Menu
- References and recordings (digital and otherwise) of music from various cultures of the world.

**Resources**

- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
### Student Performance Tasks
- Listen, sing and read, alone and with others, a wide variety of age-appropriate repertoire.
- Read and sing age-appropriate musical compositions with correct pitch, rhythm and expressive qualities while exhibiting good posture and breathing technique.
- Learn music reading strategies as well as instruction in proper vocal technique.

### Career Connections
**Pearltrees Careers Link**
- Performer, Singer
- Recording Artist, Producer
- Sound Technician
- Music Therapist
- Music Instructor
- Choir Director

### Learning Standards Connections
- Grade 5 [English Language Arts](#)
- Grade 5 [Mathematics](#)
- Grade 5 [Science](#)
- Grade 5 [Social Studies](#)

### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- ODE Diverse Learners
- VSA Ohio
- CAST
## Grade 5 – 2PR

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<th>Music</th>
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</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Content Statement</td>
<td>2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</td>
</tr>
</tbody>
</table>

**Enduring Understandings:** Authentic Application and Application, Critical and Creative Thinking  
**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning. C. Identify and classify voices, musical instruments, roles and careers of musicians.

### Essential Question
How do you perform using available classroom instruments with proper technique?

#### Content Elaborations

- Performance of a varied repertoire with available classroom instruments;  
- Appropriate ways of playing classroom instruments to produce quality sound while employing appropriate techniques, posture and breath control (if it applies).

#### Expectations for Learning

- Describing and demonstrating appropriate ways to hold, handle and play classroom instruments while exhibiting good posture and breath control, if applicable.

#### Instructional Strategies and Resources

- Exploring the timbres and qualities of a variety of pitched and un-pitched instruments and playing techniques;  
- Listening to recorded performances;  
- Guest artists and performers.

**Resources** [LINK to Pearltrees](#)

- Lesson Design and Content  
- Digital Tools  
- Research and Advocacy  
- Professional Organizations  
- Careers  
- Cross-Disciplinary Fine Arts

### Assessment

**Students will know how well they are learning by …**

- [Standards-Based Rubric Template](#)  
- [Arts Assessment Menu](#)
## Model Curriculum: MUSCIC Grades 3-5

<table>
<thead>
<tr>
<th>Application</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Performance Tasks</strong></td>
<td><strong>Pearltrees Careers Link</strong></td>
<td><strong>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</strong></td>
</tr>
</tbody>
</table>
| Play a variety of classroom instruments, alone and with others, while producing a musical product with accurate pitch, rhythm and expressive qualities. | • Music Instructor  
• Band, Choir or Orchestra Conductor  
• Instrumentalist  
• Instrument Technicians  
• Sound Engineers  
• Movie and TV Soundtrack Personnel | • ODE Diverse Learners  
• VSA Ohio  
• CAST |
| Model and demonstrate proper instrument playing technique to produce a quality sound on available classroom instruments. | **Learning Standards Connections** | |
| | • Grade 5 English Language Arts  
• Grade 5 Mathematics  
• Grade 5 Science  
• Grade 5 Social Studies | |
# Model Curriculum: MUSIC Grades 3-5

## Grade 5 – 3PR

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<thead>
<tr>
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<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Content Statement</td>
<td>3PR Improvise, compose and arrange music.</td>
</tr>
</tbody>
</table>

### Enduring Understandings
- Critical and Creative Thinking
- Authentic Application and Collaboration
- Personal Choice and Vision
- Literacy

### Progress Points
- A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.

### Essential Question
How do students improvise, create and arrange musical compositions using a variety of instruments and sound sources?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged supported in learning by ...</td>
</tr>
<tr>
<td>- How to invent, create and arrange musical compositions using previously acquired skills;</td>
<td>- Creating simple rhythmic and melodic phrases culminating in a composition;</td>
<td>- Movement opportunities;</td>
</tr>
<tr>
<td>- How to choose the instrumental medium or sound source for a composition;</td>
<td>- Using improvisation as a compositional device;</td>
<td>- Performing with classroom instruments or by singing;</td>
</tr>
<tr>
<td>- How to combine musical phrases culminating in a composition;</td>
<td>- Choosing sound sources with a variety of timbres;</td>
<td>- Technology-based composition programs.</td>
</tr>
<tr>
<td>- How to format or arrange a composition utilizing various compositional techniques.</td>
<td>- Knowing musical form and arrangement of larger sections of a composition.</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

### Assessment

Students will know how well they are learning by ...
- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
### Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Play or sing short phrases using call and response or question and answer techniques; use these phrases as building blocks for composition.</td>
<td><strong>Pearltrees Careers Link</strong></td>
<td>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</td>
</tr>
<tr>
<td>Create ostinati to accompany a song story; create melody.</td>
<td>• Music Instructor</td>
<td>• ODE Diverse Learners</td>
</tr>
<tr>
<td>Create or improvise on a pentatonic scale.</td>
<td>• Composer</td>
<td>• VSA Ohio</td>
</tr>
<tr>
<td>Create movement sequences to represent musical phrases; create an instrumental accompaniment.</td>
<td>• Jazz Artist</td>
<td>• CAST</td>
</tr>
<tr>
<td>Utilize sound effects in a composition. Use literature or poetry as a model for form.</td>
<td>• Keyboard Professional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Actor, Singer, Dancer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Author</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Standards Connections**

- Grade 5 [English Language Arts](#)
- Grade 5 [Mathematics](#)
- Grade 5 [Science](#)
- Grade 5 [Social Studies](#)
## Grade 5 – 4PR

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Content Statement</td>
<td>4PR Use technology and the media arts to create and perform music.</td>
</tr>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td>Critical and Creative Thinking, Literacy, Authentic Application and Collaboration, Personal Choice and Vision</td>
</tr>
<tr>
<td><strong>Progress Points:</strong></td>
<td>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.</td>
</tr>
<tr>
<td>Essential Question</td>
<td>How can students create short musical compositions using technology and media arts?</td>
</tr>
</tbody>
</table>

### Content Elaborations

**Students will learn …**

- How music can be digitally created;
- How music can be combined with other art forms in a digital format;
- How to use computer-generated notation and composition techniques if available;
- About music websites and programs to enhance and enrich all areas of the music curriculum.

### Expectations for Learning

**Students will demonstrate learning by …**

- Exploring available music software, programs and websites;
- Searching for developmentally appropriate programs to enhance music study;
- Using notation and composition programs to create compositions, if available.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by …**

- Available technology resources;
- Music notation and composition software.

**Resources** [LINK to Pearltrees](#)

- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts

### Assessment

**Students will know how well they are learning by …**

- Standards-Based Rubric Template
- Arts Assessment Menu
### Model Curriculum: MUSIC Grades 3-5

#### Application

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
</table>
| Explore and experiment with digital music technology. | **Pearltrees Careers Link**  
  - Music Education  
  - Composer  
  - Music Production  
  - Music Technology  
  - Music Publishing  
  - Arts Administration  
  - Music Professionals in all areas of performance  | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
  - ODE Diverse Learners  
  - VSA Ohio  
  - CAST |
| Create melodies, rhythms and compositions digitally with available resources. | **Learning Standards Connections**  
  - Grade 5 [English Language Arts](#)  
  - Grade 5 [Mathematics](#)  
  - Grade 5 [Science](#)  
  - Grade 5 [Social Studies](#) | |
| Use developmentally appropriate approved websites for enrichment and practice. | | |
| Explore other areas of media arts to enhance the compositional process. | | |

---

**Diverse Learners**

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

- ODE Diverse Learners
- VSA Ohio
- CAST
### Grade 5 – 5PR

**Discipline** | Music  
---|---  
**Strand/Process** | Producing/Performing (PR)  
**Grade Level** | Grade 5  
**Content Statement** | 5PR Read, write and perform using sixteenth through whole note values including syncopated rhythms and dotted half notes in 2/4, 3/4 and 4/4 meter.  
**Enduring Understandings**: Critical and Creative Thinking, Authentic Application and Collaboration  
**Progress Points**: A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.  
**Essential Questions** | How do sixteenth through whole notes and rests function in simple meter? How do students read and notate these rhythms with and without syncopation?  

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will learn ...</strong></td>
<td><strong>Students will demonstrate learning by ...</strong></td>
<td><strong>Instructional Strategies and Resources</strong></td>
</tr>
</tbody>
</table>
| - Rhythmic values and their respective functions (sixteenth notes through whole notes and rests)  
- within 2/4, 3/4 and 4/4 meter;  
- To read, write and perform sixteenth notes through whole notes and rests;  
- The concept of syncopation with a rhythmic framework;  
- Conducting patterns in duple and triple meter. | - Identifying and defining and performing rhythmic patterns or melodies that include sixteenth notes – through whole notes and rests;  
- Describing and performing musical selections that include syncopation as a part of the rhythmic structure;  
- Reading, writing and interpreting note and rest values;  
- Defining, reading and performing musical selections with the following meters: 2/4, 3/4, 4/4. | - Movement opportunities;  
- Preparing and performing a varied repertoire of vocal and instrumental repertoire;  
- Notation “tools” and technology-based composition programs.  
- **Resources** [LINK to Pearltrees](#)  
  - Lesson Design and Content  
  - Digital Tools  
  - Research and Advocacy  
  - Professional Organizations  
  - Careers  
  - Cross-Disciplinary Fine Arts  

**Assessment**  
**Students will know how well they are learning by ...**  
- [Standards-Based Rubric Template](#)  
- [Arts Assessment Menu](#)
### Student Performance Tasks
Read, play or sing musical phrases using call and response or question and answer techniques.

Improvise and/or create and notate short melodic and rhythmic phrases with and without syncopation.

Create ostinato patterns to accompany a song story.

Create movement sequences to represent musical phrases.

### Career Connections
**Pearltrees Careers Link**
- Music Instructor
- Composer
- Jazz Artist
- Keyboard Professional
- Actor, Singer, Dancer

### Learning Standards Connections
- Grade 5 [English Language Arts](#)
- Grade 5 [Mathematics](#)
- Grade 5 [Science](#)
- Grade 5 [Social Studies](#)

### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)
## Grade 5 – 6PR

### Discipline
Music

### Strand/Process
Producing/Performing (PR)

### Grade Level
Grade 5

### Content Statement
6PR Read, write and perform diatonic melodies and the major scale on the treble staff.

**Enduring Understandings:** Critical and Creative Thinking, Authentic Application and Collaboration

**Progress Points:** A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.

### Essential Question
How do you read, write and sing or play a melody using a major scale?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td>- To sing, play, read and notate major scales on the treble staff;</td>
<td>- Identifying, naming and reading the letter names of the lines and spaces of the treble clef;</td>
<td>- Available classroom instruments;</td>
</tr>
<tr>
<td>- The structure of a melody;</td>
<td>- Identifying, writing and notating a major scale;</td>
<td>- Music texts and resources;</td>
</tr>
<tr>
<td>- To construct, create or compose melodic phrases using a diatonic framework;</td>
<td>- Performing a major scale on a classroom instrument (xylophone, bells, recorder);</td>
<td>- Notation “tools” and technology-based composition programs.</td>
</tr>
<tr>
<td>- To improvise short melodic phrases within a diatonic framework;</td>
<td>- Singing major scales in vocal range using letter names, solfege or numbers;</td>
<td>Resources <a href="#">LINK to Pearltrees</a></td>
</tr>
<tr>
<td>- A major scale consists of eight successive tones with half steps between tones 3 and 4, and 7 and 8.</td>
<td>- Reading, writing and performing musical selections that incorporate diatonic melodies.</td>
<td>- Lesson Design and Content</td>
</tr>
</tbody>
</table>

**Assessment**

Students will know how well they are learning by ...

- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)
### Model Curriculum: MUSIC Grades 3-5

#### Application

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
</table>
| Compose and perform diatonic and treble clef major scale melodies using solfege, numbers and letters. | **Pearltrees Careers Link**  
- Music Instructor  
- Composer  
- Keyboard Professional  
- Actor, Singer, Dancer | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |
| Inform, practice, review and assess treble clef reading skills. | **Learning Standards Connections**  
- Grade 5 [English Language Arts](#)  
- Grade 5 [Mathematics](#)  
- Grade 5 [Science](#)  
- Grade 5 [Social Studies](#) | |
| Sample music incorporating (diatonic) major scales in the treble clef. | | |
| Construct major scales on classroom instruments. | | |
| Sing major scales in appropriate vocal range. | | |
| Play major scales on available classroom instruments. | | |

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**BACK**
### Grade 5 – 7PR

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
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<tbody>
<tr>
<td>Strand/Process</td>
<td>Producing/Performing (PR)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Content Statement</td>
<td>7PR Demonstrate appropriate audience etiquette at live performances.</td>
</tr>
</tbody>
</table>

**Enduring Understanding:** Authentic Application and Collaboration

**Progress Points:**
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- E. Develop criteria to evaluate solo and group performances of music.

**Essential Question**
How is appropriate audience etiquette demonstrated at live performances?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn …</td>
<td>Students will demonstrate learning by …</td>
<td>Students will be engaged supported in learning by …</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Etiquette protocol is expected at all classroom, school and live performances;</td>
<td>· Learning and demonstrating the rules of etiquette for students, parents and community.</td>
<td>· Preparing etiquette protocol prior to attending a live performance;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Audience etiquette is determined by genre of music and concert environment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

**Students will know how well they are learning by …**

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
### Application

<table>
<thead>
<tr>
<th><strong>Student Performance Tasks</strong></th>
<th><strong>Career Connections</strong></th>
<th><strong>Diverse Learners</strong></th>
</tr>
</thead>
</table>
| Listen to recordings and webcasts of live performances and identify audience protocol; practice prior to attending a live performance. | **Pearltrees Careers Link**  
- Music Instructor  
- Jazz Artist  
- Keyboard Professional  
- Actor, Singer, Dancer  
- Conductor  
- Composer  
- Orchestra Manager  
- Music Journalist  

**Learning Standards Connections**  
- Grade 5 [English Language Arts](#)  
- Grade 5 [Mathematics](#)  
- Grade 5 [Science](#)  
- Grade 5 [Social Studies](#)  

Consult guidelines (e.g., NAfME) for concert etiquette.  
Write guidelines and discuss/reflect after attending a live performance.  
Demonstrate appropriate audience etiquette.

Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- [ODE Diverse Learners](#)  
- [VSA Ohio](#)  
- [CAST](#) |

---
## Model Curriculum: MUSIC Grades 3-5

### Grade 5 – 1RE

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</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
</tbody>
</table>

**Content Statement**

1RE Justify personal preferences for certain musical pieces, performances, composers, and musical genres both orally and in writing.

**Enduring Understandings:** Personal Choice and Vision

**Progress Points:**
- D. Relate historical information from the study of music to other art forms and disciplines outside the arts. E. Develop criteria to evaluate solo and group performances of music.

**Essential Question**

How does a student justify their personal choices for music?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn ...</td>
<td>Students will demonstrate learning by ...</td>
<td>Students will be engaged and supported in learning by ...</td>
</tr>
<tr>
<td>To evaluate, compare and contrast musical performances;</td>
<td>- Describing and evaluating a live or recorded performance of other students or a performing group;</td>
<td>- Exploring the works of music critics and reviewers;</td>
</tr>
<tr>
<td>To create a performance guide or rubric in order to know the qualities of a good performance;</td>
<td>- Utilizing self and peer evaluations of performance for personal growth;</td>
<td>- Listening to or performing and reflecting upon classroom performances;</td>
</tr>
<tr>
<td>To express their personal preferences for musical performances, specific composers and various genres.</td>
<td>- Creating criteria for support of preferences for musical selections, composers and genres.</td>
<td>- Listening to live or recorded performances.</td>
</tr>
</tbody>
</table>

**Assessment**

Students will know how well they are learning by ...

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**

- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
### Student Performance Tasks

Establish a document that specifies the qualities of a good performance, preferences for specific composers and music genres.

Compare and contrast their reflections and those of others.

Write a review of a musical performance with suggestions for “solutions” if needed. Include pertinent information with regard to composer, historical style period and genre or style.

### Career Connections

**Pearltrees Careers Link**

- Music Instructor
- Music Historian
- Music Producer
- Music Journalist
- Artist
- Arts Administrator

### Learning Standards Connections

- Grade 5 [English Language Arts](#)
- Grade 5 [Mathematics](#)
- Grade 5 [Science](#)
- Grade 5 [Social Studies](#)

### Diverse Learners

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

- ODE Diverse Learners
- VSA Ohio
- CAST
## Grade 5 – 2RE

<table>
<thead>
<tr>
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<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
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</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
</tbody>
</table>

### Content Statement

2RE Discuss contributions of musical elements to aesthetic qualities in performances of self and others.

**Enduring Understandings:**
- Personal Choice and Vision
- Critical and Creative Thinking
- Literacy

**Progress Points:**
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- 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.

### Essential Question

How do the elements of music contribute to an aesthetically pleasing performance?

### Content Elaborations

**Students will learn ...**

- To differentiate between the elements of music: tempo, beat, rhythm/meter, pitch/tonality, form, harmony, timbre and expressive qualities – dynamics and dynamic markings;
- How the specific elements of music contribute to the aesthetic qualities of a performance.

### Expectations for Learning

**Students will demonstrate learning by ...**

- Demonstrating a basic understanding of the elements of music and how they contribute to the expressive and aesthetic qualities of a particular musical selection;
- Identifying the musical elements and their functions in a composition.

### Instructional Strategies and Resources

**Students will be engaged and supported in learning by ...**

- Performing (alone and with others) a varied repertoire of music;
- Movement opportunities to illustrate rhythm and form;
- Listening to live or recorded performances and reflecting on the aesthetic qualities of the performance.

### Assessment

**Students will know how well they are learning by ...**

- Standards-Based Rubric Template
- Arts Assessment Menu

### Resources

**LINK to Pearltrees**
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
**Student Performance Tasks**

Analyze, describe, identify and label the various elements of music using developmentally appropriate vocabulary.

Listen to, sing, play and move to a varied repertoire of music demonstrating their knowledge of the musical elements.

Compare and contrast their personal impressions with those of experts.

**Career Connections**

**Pearltrees Careers Link**

- Music Instructor
- Performer
- Composer
- Conductor
- Musician
- Music Producer, Sound Engineer
- Music Publisher
- Actor, Dancer, Singer
- Arts Administration

**Learning Standards Connections**

- Grade 5 [English Language Arts](#)
- Grade 5 [Mathematics](#)
- Grade 5 [Science](#)
- Grade 5 [Social Studies](#)

**Diverse Learners**

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

- ODE Diverse Learners
- VSA Ohio
- CAST
## Grade 5 – 3RE

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<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Content Statement</td>
<td>3RE Describe how the process of learning in music connects to learning in other arts and other subject areas.</td>
</tr>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td>Personal Choice and Vision, Authentic Application and Collaboration</td>
</tr>
<tr>
<td><strong>Progress Points:</strong></td>
<td>B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works. E. Develop criteria to evaluate solo and group performances of music.</td>
</tr>
<tr>
<td><strong>Essential Question</strong></td>
<td>How is the learning process similar in all content areas?</td>
</tr>
<tr>
<td><strong>Content Elaborations</strong></td>
<td>Students will learn …</td>
</tr>
<tr>
<td></td>
<td>- How music is related to disciplines outside the arts;</td>
</tr>
<tr>
<td></td>
<td>- To identify the elements of music and connect with similar elements in other content areas: tempo, beat, rhythm, pitch (melody), line or phrase, form, harmony and timbre.</td>
</tr>
<tr>
<td><strong>Expectations for Learning</strong></td>
<td>Students will demonstrate this by …</td>
</tr>
<tr>
<td></td>
<td>- Identifying the elements of music by using developmentally appropriate music vocabulary – connect with synonymous concepts in other content areas;</td>
</tr>
<tr>
<td></td>
<td>- Identifying other content areas that connect to music.</td>
</tr>
<tr>
<td><strong>Instructional Strategies and Resources</strong></td>
<td>Students will be engaged and supported in learning by …</td>
</tr>
<tr>
<td></td>
<td>- Integrated curricular resources;</td>
</tr>
<tr>
<td></td>
<td>- Using synonymous concepts and vocabulary from other subject areas;</td>
</tr>
<tr>
<td></td>
<td>- Related arts study and collaboration.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>LINK to Pearltrees</td>
</tr>
<tr>
<td></td>
<td>- Lesson Design and Content</td>
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<td></td>
<td>- Cross-Disciplinary Fine Arts</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Students will know how well they are learning by …</td>
</tr>
<tr>
<td></td>
<td>- Standards-Based Rubric Template</td>
</tr>
<tr>
<td></td>
<td>- Arts Assessment Menu</td>
</tr>
</tbody>
</table>
## Student Performance Tasks

Compare one or two elements of a musical selection to a single content area: math, language arts, social studies or science.

Attend a live performance or view a recorded performance. Discuss how the aspects of the performance are related to other content areas.

Compare the element of musical form to literature, poetry and writing.

## Career Connections

**Pearltrees Careers Link**

- Conductor
- Composer
- Musician
- Actor
- Dancer
- Music Journalist
- Music Technology
- Arts Administrator

## Learning Standards Connections

- Grade 5 [English Language Arts](#)
- Grade 5 [Mathematics](#)
- Grade 5 [Science](#)
- Grade 5 [Social Studies](#)

## Diverse Learners

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

- ODE Diverse Learners
- VSA Ohio
- CAST
### Grade 5 – 4RE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE)</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Content Statement</td>
<td>4RE Defend interpretations of music via dance, drama, and visual art using appropriate vocabulary.</td>
</tr>
</tbody>
</table>

#### Essential Question
How can a student defend and reflect upon an interpretation of music through dance, drama and visual art?

#### Content Elaborations
- How a musical selection is interpreted through other art mediums (dance, drama and visual art);
- To associate the common elements of various art forms (line, form, rhythm);

#### Expectations for Learning
- Creating an interpretation of a musical selection via dance, drama or visual art;
- Showing comparative written evidence of compared works.

#### Instructional Strategies and Resources
- Related arts (art, dance, drama);
- Live performance (music, dance, drama);
- Comparing and contrasting other professional interpretations of musical selections.

#### Assessment
**Students will know how well they are learning by …**
- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)

#### Resources
- LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
## Application

<table>
<thead>
<tr>
<th>Student Performance Tasks</th>
<th>Career Connections</th>
<th>Diverse Learners</th>
</tr>
</thead>
</table>
| Establish a document that specifies the works of a composer that are interpreted through art, dance and drama. | **Pearltrees Careers Link**  
- Music Instructor  
- Music Historian  
- Music Producer  
- Music Journalist  
- Artist  
- Art Administrator | Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
- ODE Diverse Learners  
- VSA Ohio  
- CAST |

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| Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:  
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- VSA Ohio  
- CAST |

## Learning Standards Connections

- Grade 5 [English Language Arts](#)  
- Grade 5 [Mathematics](#)  
- Grade 5 [Science](#)  
- Grade 5 [Social Studies](#)
# Grade 5 – 5RE

**Discipline**
Music

**Strand/Process**
Responding/Reflecting (RE)

**Grade Level**
Grade 5

**Content Statement**
5RE Consider and articulate the influence of technology on music careers.

**Enduring Understandings:**
Personal Choice and Vision, Authentic Application and Collaboration

**Progress Points:**
C. Identify and classify voices, musical instruments, roles and careers of musicians. D. Relate historical information from the study of music to other art forms and disciplines outside the arts.

**Essential Question**
How does technology influence musical careers?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- How music can be created in a digital format;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Music can be combined with other art forms in a digital format;</td>
<td></td>
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</tr>
<tr>
<td>- Computer-generated music has influenced all aspects of music production and those who are involved in related careers;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- About music websites and programs to enhance and enrich all areas of the music curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate this by ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Exploring available music software, programs and websites;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Searching for developmentally appropriate programs to enhance music study and research;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Discussing, documenting, comparing and contrasting the influence of technology on instrument production, recording arts, composition and music journalism.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be engaged and supported in learning by ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Available technology resources;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Music notation and composition software;</td>
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<td></td>
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<tr>
<td>- Music research.</td>
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</tr>
</tbody>
</table>

**Assessment**

Students will know how well they are learning by ... |

- Standards-Based Rubric Template
- Arts Assessment Menu

**Resources**
LINK to Pearltrees
- Lesson Design and Content
- Digital Tools
- Research and Advocacy
- Professional Organizations
- Careers
- Cross-Disciplinary Fine Arts
### Application

**Student Performance Tasks**
- Explore and experiment with digital music technology. Explain which music careers have benefited from technological advancement.
- Compose digitally with any available resources. Compare to the resources available to various composers in the past.
- Discuss and research instrument production past and present.

**Career Connections**

**Pearltrees Careers Link**
- Music Education
- Composer
- Music Production Professionals
- Music Technology
- Music Publishing
- Arts Administration
- Music Professionals in all areas of performance

**Learning Standards Connections**
- Grade 5 [English Language Arts](#)
- Grade 5 [Mathematics](#)
- Grade 5 [Science](#)
- Grade 5 [Social Studies](#)

**Diverse Learners**
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)
### Grade 5 – 6RE

<table>
<thead>
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<th>Music</th>
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<tbody>
<tr>
<td>Strand/Process</td>
<td>Responding/Reflecting (RE))</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Content Statement</td>
<td>6RE Develop and apply criteria for critiquing more complex performances of live and recorded music.</td>
</tr>
</tbody>
</table>

#### Enduring Understandings:
- Personal Choice and Vision
- Literacy, Critical and Creative Thinking

#### Progress Points:
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- E. Develop criteria to evaluate solo and group performances of music.

#### Essential Question
What criteria can be used for critiquing live and recorded performances?

<table>
<thead>
<tr>
<th>Content Elaborations</th>
<th>Expectations for Learning</th>
<th>Instructional Strategies and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn …</td>
<td>Students will demonstrate learning by …</td>
<td>Students will be engaged and supported in learning by …</td>
</tr>
<tr>
<td>• To evaluate, compare and contrast musical performance;</td>
<td>• Describing and evaluating a live or recorded performance of other students or a performing group;</td>
<td>• Related arts (art, dance, drama);</td>
</tr>
<tr>
<td>• To create a performance guide or rubric in order to know the qualities of a good performance.</td>
<td>• Utilizing self and peer evaluations of performance for personal growth.</td>
<td>• Live performance (music, dance, drama).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resources <a href="#">LINK to Pearltrees</a></td>
</tr>
<tr>
<td></td>
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#### Assessment
Students will know how well they are learning by …
- [Standards-Based Rubric Template](#)
- [Arts Assessment Menu](#)
## Application

### Student Performance Tasks
- Establish a document that specifies the qualities of a good performance.
- Compare and contrast their reflections and those of others.
- Write a review of a musical performance with suggestions for “solutions” if needed.

### Career Connections
#### Pearltrees Careers Link
- Music Instructor
- Music Historian
- Music Producer
- Music Journalist
- Artist
- Arts Administrator

### Diverse Learners
Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:
- ODE Diverse Learners
- VSA Ohio
- CAST

### Learning Standards Connections
- Grade 5 [English Language Arts](#)
- Grade 5 [Mathematics](#)
- Grade 5 [Science](#)
- Grade 5 [Social Studies](#)