

Model Curriculum – The Arts

Music 6-8

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

GRADE	Cognitive and Creative Processes		
	PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
6	<p>1CE Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.</p> <p>2CE Identify instruments used in Western</p>	<p>1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.</p>	<p>1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p>2RE Reflect on a variety of live or recorded music performances.</p>

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

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

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Grade 6 – 1CE		
Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 6	
Content Statement	<p>1CE Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.</p> <p>Enduring Understandings: Critical and Creative Thinking, Literacy Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. D. Classify and describe composers and historical periods, including classical, popular and traditional American music and musical and cultural blends.</p>	
Essential Question	What are the similarities and differences between various musical forms from various cultures and historical periods?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> All musical compositions have a structure or form that can be distinguished by identifying specific musical and architectural qualities; Forms can be distinguished by the historical period and culture in which they were written. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Naming the specific structure through aural and visual analysis; Comparing and contrasting compositions from different cultures and historical periods and describing the form, structure and musical characteristics of the works. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Performing, listening to, moving to and creating compositions in the various musical forms; Discussing the characteristics of each form; Analyzing forms from various historical periods and cultures; Off-site learning (concerts, field trips). <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	
Application		

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<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Discuss the basic elements of musical form. Present, individually or as a group, the impact musical form has had on the various cultures and historical periods.</p>	<p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Music Historian <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 6 – 2CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	Grade 6
Content Statement	<p>2CE Identify instruments used in Western and world music ensembles.</p> <p>Enduring Understandings: Literacy</p> <p>Progress Points: D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.</p>
Essential Question	What role do the instruments used in various Western and world music ensembles serve?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Instruments vary by culture; • The number and type of instruments used in ensembles depend upon the compositional requirements and composer’s intention; • The various timbre produced by the diverse group of instruments; • The timbre can create a certain aesthetic response that a composer desires in the performance of their work. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Classifying instruments from Western and non-Western cultures; • Identifying by sight and sound various instruments; • Describing and classifying by timbre, the way the instruments are made and the way they are played. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Inquiry-based learning; • Student collaboration; • Project-based learning; • Teacher collaboration (learning standards connections), e.g., historical and geographical influences; • Off-site learning; • Guest artists and speakers; • Community cultural outreach. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

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Application		
<p><u>Student Performance Tasks</u></p> <p>Explore musical instruments used in Western and world music ensembles through a project.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Ethnomusicologist• Music Historian• Instrument Designer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

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Grade 6 – 3CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 6	
Content Statement	<p>3CE Identify different functions and uses of music in American and other cultures.</p> <p>Enduring Understandings: Authentic Application and Collaboration Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium. D. Classify and describe composers and historical musical periods, including classical, popular and traditional American musical and cultural blends.</p>	
Essential Question	How does music function in America and other cultures?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Music serves various functions depending on cultural purpose; • Music varies from culture to culture; • Specific musical styles and genres are culture dependent. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Identifying various musical styles and genres of American and other cultures; • Describing how these styles are utilized in various cultures. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Inquiry-based learning; • Student collaboration; • Project-based learning; • Teacher collaboration (learning standards connections), e.g., historical and geographical influences; • Off-site learning; • Guest artists and speakers; • Community cultural outreach. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

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Application

Student Performance Tasks

Explore different historical periods, composers and cultures through individual and group projects.

Career Connections

[Pearltrees Careers Link](#)

- Music Educator
- Music Performer
- Music Historian
- Ethnomusicologist

Learning Standards Connections

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

Diverse Learners

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

- [ODE Diverse Learners](#)
- [VSA Ohio](#)
- [CAST](#)

[BACK](#)

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Grade 6 – 4CE

Discipline	Music
Strand/Process	Perceiving/Knowing/Creating (CE)
Grade Level	Grade 6
Content Statement	<p>4CE Identify the major periods, genres and composers in the development of Western and non-Western music.</p> <p>Enduring Understandings: Authentic Application and Collaboration</p> <p>Progress Points: C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium. D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.</p>
Essential Question	How does Western and non-Western music vary by time period, genre and composer?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> The development of music during the major historical periods; Music varies depending upon when it was written and is unique in genre and style; Various musical styles and genres. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Identifying major historical periods, genres and composers; Describing the developmental aspects of Western and non-Western music. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Inquiry-based learning; Student collaboration; Project-based learning; Teacher collaboration (learning standards connections), e.g., historical and geographical influences; Off-site learning; Community cultural outreach. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

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Application		
<p><u>Student Performance Tasks</u></p> <p>Explore the various historical periods, genres and composers in Western and non-Western music through individual and group projects.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Ethnomusicologist• Music Historian <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

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Grade 6 – 5CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 6	
Content Statement	<p>5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p> <p>Enduring Understandings: Critical and Creative Thinking Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. B. Read, write, improvise and describe music using standard musical notation and vocabulary. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.</p>	
Essential Question	What are the various musical elements that contribute to musical analysis?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Every musical selection is comprised of various rhythmic, melodic and expressive characteristics; • To analyze a musical work using the appropriate musical vocabulary; • To critically listen to a musical work and distinguish the defining characteristics. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Defining, identifying and analyzing rhythm, rhythm patterns, meter, tempo markings and tonal qualities of a musical selection; • Critically listening to and describing a musical work. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Inquiry-based learning; • Composition; • Project-based learning; • Guided listening. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

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Application		
<p><u>Student Performance Tasks</u></p> <p>Analyze, describe, identify and label different elements of music using developmentally appropriate vocabulary.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Conductor• Composer• Arranger <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

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Grade 6 – 6CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 6	
Content Statement	6CE Describe roles and skills musicians assume in various cultures and settings.	
	Enduring Understandings: Critical and Creative Thinking Progress Points: C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.	
Essential Question	What is the role of a musician within various cultures and settings?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • Musicians have specific roles and skills that are culturally dependent; • The skills necessary to be an active musician. 	Students will demonstrate this by ... <ul style="list-style-type: none"> • Describing the role of a musician within a certain career and skills necessary to fulfill job expectations; • Discussing the role of a musician (composer, conductor, and performer) within a specific cultural setting. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Inquiry-based learning; • Project-based learning; • Student collaboration; • Guided listening; • Attending live performances. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

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Application		
<p><u>Student Performance Tasks</u></p> <p>Explore the vast array of musical careers and the skills needed to accomplish career goals; relate the roles and skills to a cultural setting.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Ethnomusicologist• Music Publisher <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

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Grade 6 – 1PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 6	
Content Statement	1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.	
	<p>Enduring Understandings: Literacy, Authentic Application and Collaboration</p> <p>Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. B. Read, write, improvise and describe music using standard musical notation and vocabulary.</p>	
Essential Question	How can appropriate technique and expressive qualities contribute to an accurate performance of diverse repertoire?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Performing a varied repertoire increases their understanding of cultures from around the world; Their instrument plays a role in both solo and group performances; Posture and breath control affect the quality of a performance. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Performing music with accurate pitch, tempo and expressive qualities; Performing with appropriate posture and breath control; Blending their instrument with the ensemble. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Project-based learning; Inquiry-based learning; Integrated learning; Teacher modeling. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

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Application		
<p><u>Student Performance Tasks</u></p> <p>Perform a varied repertoire of music from different cultures with accurate pitch, tempo and dynamics while employing proper posture and breathing technique.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

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Grade 6 – 2PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 6	
Content Statement	<p>2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.</p> <p>Enduring Understandings: Authentic Application and Collaboration, Critical and Creative Thinking Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.</p>	
Essential Question	What is the proper technique for various classroom instruments?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Proper technique on classroom instruments to produce quality sound alone and with others; • Complex rhythm patterns at a developmentally appropriate level; • Melodic phrases at a developmentally appropriate level. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Holding, handling and playing classroom instruments appropriately while performing complex rhythmic and melodic phrases; • Discussing how specific playing techniques can assist with rhythmic and melodic accuracy; • Performing alone and with others while listening for cues and learning ensemble technique. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Inquiry-based learning • Imitation; • Student collaboration; • Teacher modeling; • Guest artists. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

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Application		
<p><u>Student Performance Tasks</u></p> <p>Demonstrate proper playing of classroom instruments through modeling. Perform increasingly complex rhythmic patterns and melodic phrases at an appropriate developmental level.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Instrument Designer• Instrument Repair Technician <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

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Grade 6 – 3PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 6	
Content Statement	3PR Improvise, compose and arrange music.	
	<p>Enduring Understandings: Critical and Creative Thinking, Literacy, Authentic Application and Collaboration, Personal Choice and Vision</p> <p>Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression.</p>	
Essential Question	What musical tools are necessary to create musical compositions?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Improvisation is found in all types of music; • Improvising helps with creativity; • The differences between composing and improvising; • How musical elements are combined to create a musical composition. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Creating simple rhythmic and melodic phrases; • Creating an original musical composition or arranging a pre-existing musical work; • Experimenting and exploring improvisation. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Project-based learning; • Storytelling; • Chanting and rhyming; • Collaborative learning. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

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Application		
<p><u>Student Performance Tasks</u></p> <p>Write an original musical composition after modeling by the teacher on the use of musical elements to create an original work.</p> <p>Improvise with an ensemble after teacher modeling and instruction on typical improvisational practices.</p>	<p><u>Career Connections</u></p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none">• Music Educator• Music Performer• Composer• Arranger• Music Therapist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 <u>English Language Arts</u>• Grade 6 <u>Mathematics</u>• Grade 6 <u>Science</u>• Grade 6 <u>Social Studies</u>	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• <u>ODE Diverse Learners</u>• <u>VSA Ohio</u>• <u>CAST</u> <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 6 – 4PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 6	
Content Statement	<p>4PR Respond appropriately to the cues of a conductor.</p> <p>Enduring Understandings: Authentic Application and Collaboration</p> <p>Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.</p>	
Essential Question	How does the response to a conductor (gestures and interpretation) influence a musical performance?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Conducting gestures elicit musical responses in order to perform the musical selection as the composer intended; • The importance of following the cues of the conductor and understanding the role the conductor’s interpretation plays in the performance of the music. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Identifying and following various conducting patterns in several meters; • Interpreting expressive conducting gestures and responding accordingly. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Demonstrating appropriate gestures during rehearsal and performance; • Peer conducting; • Discussing conductor interpretation of the music. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Respond appropriately to the cues and gestures of a conductor during rehearsal and performance.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 6 – 5PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 6	
Content Statement	5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.	
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression.	
Essential Question	How do sixteenth through whole notes, including syncopated rhythms and dotted half notes, function in simple meter in order to read, write, compose and perform?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> Note values and their functions; How to read and perform rhythm in 2/4, 3/4, 4/4 and 6/8 meter; How to compose rhythm in 2/4, 3/4, 4/4 and 6/8 meter. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Composing rhythm patterns in various meters; Reading, writing and interpreting note values; Explaining the function of the meter. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Project-based learning; Collaborating with peers; Teacher modeling. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	Assessment Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Compose and perform rhythmic examples in simple meters.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Composer• Arranger <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 6 – 6PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 6	
Content Statement	6PR Attend live performances and demonstrate appropriate audience etiquette.	
	Enduring Understandings: Literacy Progress Points: B: Read, write, improvise and describe music using standard musical notation and vocabulary. E: Compare and contrast ways that the subject matter in musical selections relates to other disciplines.	
Essential Question	What is appropriate audience etiquette at a variety of live performances?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> Etiquette protocol is expected at all classroom, school and live performances; Audience etiquette is determined by genre of music and concert environment; Appropriate audience etiquette. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Attending a live performance and showing appropriate concert behavior. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Teacher modeling; Class discussion. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	Assessment Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Attend a live performance and demonstrate appropriate audience etiquette. Then reflect on their etiquette and discuss whether it was appropriate for the concert venue.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 6 – 1RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 6	
Content Statement	<p>1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p>Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting or medium. F. Expand the use of technology and the media arts through music research, composition and performance.</p>	
Essential Question	What are the criteria for evaluating effectiveness and quality of musical performances and compositions?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Lists of criteria about musical quality and effectiveness come about through listening, thinking about and discussing musical performances; People, individually and collectively, focus on certain general criteria drawn from musical elements and performance practices to evaluate performances or compositions; How criteria are applied may vary with a certain performance or piece or according to their application by differing listeners. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Describing performances of pieces in elemental terms; Reading reviews of music and explaining why different writers may stress some criteria more than others. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Guided listening and describing what's going on in music, elementally; Listening to, reading and discussing different opinions about the important criteria in determining quality and how music elements are involved; Questioning. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Through individual and group listening to music, develop and present simple lists of what to listen for in music. Orally or in writing tell “Why this Piece of Music ‘Works.’”</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Composer• Arranger <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 6 – 2RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 6	
Content Statement	<p>2RE Reflect on a variety of live or recorded music performances.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy</p> <p>Progress Points: B. Read, write, improvise and describe music using standard musical notation and vocabulary. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium. F. Expand the use of technology and the media arts through music research, composition and performance.</p>	
Essential Questions	What is “reflection” when discussing musical performances? How does live music differ from recorded music?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • People’s perceptions shared through reflection will vary; • Reflections will vary with individuals’ or group criteria developed by listeners; • Reflection on different varieties of music will vary depending on the perceptions of a given person. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Discussion and decision about what “reflection” will entail in a given situation or performance; • Contributing to discussion on performance and explaining how others’ reflection and opinions have influenced understanding of a piece; • Discussing whether there is a difference between live and recorded music performances. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Guided listening; • Reflecting on differing opinions about a piece and comparing and contrasting with one’s own ideas; • Questioning. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Provide reflections, orally or in writing, on his/her understanding of one to two performances, contrasting live and recorded examples.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Music Critic <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 6 – 3RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 6	
Content Statement	3RE Communicate the importance of music in everyday life.	
	<p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p>Progress Points: E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines. F. Expand the use of technology and the media arts through music research, composition and performance.</p>	
Essential Questions	How is music important in everyday lives of people? In your life? Why is it important for individuals to care about music in their daily lives?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Music suffuses all of human life at nearly every juncture; • Music often has a different role in American society than in other societies and cultures; • Music influences different people in various ways and will have varying influences upon them. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Developing a list of positive attributes of music listening and music making; • Stating positives of music for humans in general and self in particular; • Speculating on what life would be like without any type of music. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Comparing and contrasting philosophies of music with others, past and present; • Guided listening; • Questioning (re: role of music in lives). <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Prepare oral or written statements of personal value (philosophy) of music, and share how one might “sell” his or her idea of value to another person.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Music Therapist• Arts Organization Administrator• Tour Publicist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 6 – 4RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 6	
Content Statement	4RE Describe ways that music relates to other art forms using appropriate terminology.	
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy Progress Points: E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines. F. Expand the use of technology and the media arts through music research, composition and performance.	
Essential Questions	What is the relationship between music and the other arts? How is music the same and different from the other arts? What are the true elemental/terminological links?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • There are musical elements and terms that are specific to music; • There are common element names used in more than one of the arts, but usually vary in use because of how the arts differ; • There are common concepts and processes in the arts outside the arts' elements (e.g., pattern, repetition); • The arts can work together in presentations and works (e.g., opera, musical theater, film, ballet, art and music inspiring each other). 	Students will demonstrate this by ... <ul style="list-style-type: none"> • Using musical elements and terms correctly in explaining how the arts (music, visual art, dance, drama) are alike and different; • Explaining how like elements and terms are same and different (e.g., "color"/timbre or "line" in music and art); • Writing descriptions of music, visual art, dance and theater pieces with correct use of terms and elements. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Comparison of terms and elements across arts; • Listening to recordings and performances and viewing of visual art as needed; • Questioning; • Direct instruction and review, with examples, of music and arts elements. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Orally or in written format, trace a common arts element across arts disciplines, explaining what it means, how it is used and how it functions (or does not) in each form.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Publisher, Journalist• Arts Organization Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 6 – 5RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	Grade 6
Content Statement	<p>5RE Compare and contrast subject matter common to music and other subject areas.</p> <p>Enduring Understandings: Personal Choice and Vision, Literacy</p> <p>Progress Points: E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines.</p>
Essential Question	What subject matter is common between music and other subject areas?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Music (and the arts) subject matter (especially performance in music) contrasts with “work” in other subject areas; • Certain disciplines have more connections and contrasts with music than others; • The commonality of subject matter depends up the “lens” used in the comparison and contrast (e.g., history, time, elements, function). 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Explaining what matter connects across disciplines and what does not; • Comparing and contrasting at least one pairing of disciplines in terms of subject matter (e.g., history/music; literature/music; other art/music); • Explaining how, when and where parallel concepts help students and teachers connect with and understand more about each discipline. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Examples of comparison and contrast across disciplines in concepts and processes based on “lens “ used; • Listening to recordings and performances; • Solving a problem that requires examination of common subject matter across disciplines; • Questioning; • Direct instruction and review with examples of common concepts. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Application

Model Curriculum: MUSIC Grades 6-8

<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Write (or orally present) a paper that compares and contrasts subject matter based on a teacher prompt which includes music with at least one other subject area and one “lens.”</p>	<p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Performing Arts Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>

Model Curriculum: MUSIC Grades 6-8

Grade 6 – 6RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 6	
Content Statement	6RE Explain and apply skills developed in music (e.g., critical thinking, collaboration) to other disciplines.	
	Enduring Understandings: Personal Choice and Vision, Literacy Progress Points: E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines.	
Essential Questions	What overarching skills are common between music and other subject areas? What affects the type and degree of commonality?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> Overarching skills used in all facets of musical thinking and performing will align with work in other disciplines to varying degrees; Certain disciplines have deeper skill connections and applications with music than others; The commonality of skills to be used may depend upon the “lens” needed in the application (e.g., historical, temporal, functional, cognitive). 	Students will demonstrate this by ... <ul style="list-style-type: none"> Explaining what skills connect across disciplines and which do not; Explaining at least one pairing of disciplines in terms of skills needed (e.g., history/music; literature/music; other art/music; math/music); Explaining how, when and where parallel thinking and work processes help students and teachers connect with and understand more about each discipline. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Examples of application of skills across disciplines in terms of processes based on “lens “ used; Listening to recordings and performances; Solving a problem that requires examination of thinking and related skills across disciplines; Questioning; Direct instruction (on potentially applicable skills). Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Complete a final project, as an individual or in a group, that clearly shows use of parallel skill sets across music and at least one other discipline.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 6 English Language Arts• Grade 6 Mathematics• Grade 6 Science• Grade 6 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 1CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 7	
Content Statement	1CE Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.	
	Enduring Understandings: Critical and Creative Thinking Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.	
Essential Question	What is the structure of musical forms that are typically found in world music and popular music?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> All musical compositions have a structure or form that can be distinguished by identifying specific musical and architectural qualities; Forms can be distinguished by the historical period or culture in which they were written; Instrumentation is an identifier of culture and historical era. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Recognizing and naming the specific structure through aural and visual analysis; Comparing and contrasting compositions from different cultures and historical periods as to form, structure and musical characteristics. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Singing, listening to, moving to and creating compositions in the forms being researched; Analyzing music form; Identifying the characteristics of each form; Comparing and contrasting forms from various historical periods and cultures in addition to various genres and cultural styles. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Demonstrate visual and auditory awareness of advanced musical forms.</p> <p>Demonstrate knowledge of historical periods and cultures through discussion and student presentations.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Ethnomusicologist• Composer• Arranger <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 English Language Arts• Grade 7 Mathematics• Grade 7 Science• Grade 7 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 2CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 7	
Content Statement	2CE Identify the style and historical period of various music examples.	
	<p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points: C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit context, story, setting and medium. D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.</p>	
Essential Question	What music elements help to identify various styles and historical periods in music?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> The development of music during the major historical periods; Music varies dependent upon when it was written and is unique in genre and style; Various musical styles and genres, specific composers of those styles, in addition to the origin and historical aspects of the selection. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Presenting regarding major historical periods, genres and composers; Discussing the developmental aspects of Western and non-Western music; Performance of various instruments and the human voice that can characterize a different culture or period time in history. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Inquiry-based learning; Student collaboration; Project-based learning; Teacher collaboration (learning standards connections), e.g., historical and geographical influences; Guest artists and speakers; Community cultural outreach. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Explore various time periods, genres and composers in Western and non-Western music through a project.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Music Historian <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 English Language Arts• Grade 7 Mathematics• Grade 7 Science• Grade 7 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 3CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 7	
Content Statement	3CE Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.	
	<p>Enduring Understandings: Critical and Creative Thinking</p> <p>Progress Points: D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends. E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines.</p>	
Essential Question	How has history impacted the creation of music?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Social and historical events have a direct impact on style, genre and instrumentation of a musical selection; Musical historical periods can be defined by historical and cultural events. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Synthesizing identifying characteristics from historical eras in the arts; Discussing the influence of major historical events and cultural norms dictating musical style, genre and purpose; "Placement " of musical selection on historical timeline. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Inquiry-based learning; Student collaboration; Project-based learning; Teacher collaboration (learning standards connections), e.g., historical and geographical influences; Guest artists and speakers; Community cultural outreach. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Discover and analyze musical selections within the historical and cultural context.</p>	<p><u>Career Connections</u></p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none">• Music Educator• Music Performer• Music Therapist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 <u>English Language Arts</u>• Grade 7 <u>Mathematics</u>• Grade 7 <u>Science</u>• Grade 7 <u>Social Studies</u>	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• <u>ODE Diverse Learners</u>• <u>VSA Ohio</u>• <u>CAST</u> <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 4CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 7	
Content Statement	4CE Identify key signatures of major scales.	
	Enduring Understandings: Critical and Creative Thinking Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression.	
Essential Question	What does a key signature communicate to you when performing music?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> A scale is a succession of tones with a series of half steps and whole steps; The definition of sharps and flats; The circle of fifths and the relationship to key signatures; Formulas and strategies for determining respective key signatures. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Constructing a major scale with the appropriate sharps or flats; Identifying the key of a musical selection. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Performing, listening to, reading and writing half steps and whole steps; Performing, listening to, reading and writing major scales in appropriate keys; Performing, reading, identifying and constructing key signatures for all major scales. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	Assessment Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Identify whole and half steps on a keyboard. Perform major scales in addition to the identification of all key signatures.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Composer• Arranger <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 English Language Arts• Grade 7 Mathematics• Grade 7 Science• Grade 7 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 5CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 7	
Content Statement	5CE Describe a varied repertoire of music with appropriate music vocabulary.	
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression.	
Essential Question	How are the elements of music used in a varied repertoire of music?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> Definitions of musical terms at an age-appropriate level; To differentiate between the elements of music; To critique a piece of music using appropriate musical vocabulary. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Defining tempo, beat, rhythm, pitch, form, harmony and timbre; Describing and critiquing various repertoire. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Inquiry-based learning; Composition; Project-based learning; Modeling by teacher. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Analyze, describe, identify, and label different elements of music using developmentally appropriate vocabulary.</p>	<p><u>Career Connections</u></p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none">• Music Educator• Music Performer• Music Researcher <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 <u>English Language Arts</u>• Grade 7 <u>Mathematics</u>• Grade 7 <u>Science</u>• Grade 7 <u>Social Studies</u>	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• <u>ODE Diverse Learners</u>• <u>VSA Ohio</u>• <u>CAST</u> <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 6CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 7	
Content Statement	6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).	
	Enduring Understandings: Critical and Creative Thinking Progress Points: C: Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.	
Essential Question	What are the skills necessary for various musical careers?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • Musicians have specific roles and skills that are culture dependent; • The various nonperforming careers in music; • The skills necessary for the various musical careers being discovered. 	Students will demonstrate this by ... <ul style="list-style-type: none"> • Describing the role of a musician within a certain career and skills necessary to fulfill job expectations; • Investigating skills and job expectations for various musical careers (composer, conductor, performer, educator, entertainer, arts manager and music technician). 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Inquiry-based learning; • Project-based learning; • Student collaboration; • Listening examples; • Field experience or internship; • Attending live performances. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	Assessment Students will know how well they are learning by ... <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Explore the vast array of musical careers and the skills needed to accomplish career goals. Relate role and skill to cultural setting.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Arts Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 English Language Arts• Grade 7 Mathematics• Grade 7 Science• Grade 7 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 1PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 7	
Content Statement	<p>1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p>Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. B. Read, write, improvise and describe music using standard musical notation and vocabulary.</p>	
Essential Question	When playing a varied repertoire from various genres and cultures, what elements of the music are the same and different?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> All genres and culture can be represented in written music and re-created through performance; Performing music requires accurate performance across genre and culture. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Applying elements of music (melody, harmony, beat, rhythm, meter, timbre, form and tempo) and reading of music (pitch, rhythm, key) to performing; Making connections among culture, genre and expression and how these are represented and performed in music. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Teacher and peer modeling; Listening to recordings of self and models; Self-analysis of performance; Questioning; Discussion. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Use a rubric to rate themselves, comparing self-assessments to assessments of teachers or adjudicators. Explain cultural and expressive elements with a piece of music and how their performance may change to accommodate these elements.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 English Language Arts• Grade 7 Mathematics• Grade 7 Science• Grade 7 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 2PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 7	
Content Statement	2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.	
	<p>Enduring Understandings: Personal Choice and Vision, Authentic Application and Collaboration, Critical and Creative Thinking</p> <p>Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. B. Read, write, improvise and describe music using standard musical notation and vocabulary.</p>	
Essential Question	How does posture affect tone quality and performance accuracy?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Quality of tone may be affected by posture; To produce an appropriate tone; Music should be performed as accurately as possible. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Applying knowledge of elements of music (melody, harmony, beat, rhythm, meter, timbre, form and tempo) and reading of music to performing with appropriate tone quality; Performing with good posture whether sitting or standing. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Teacher and peer modeling; Listening to recordings of self and models; Self-analysis of performance; Questioning; Discussion. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Self- and peer-assess, formatively and summatively, comparing results with teacher assessment of posture and tone, and make corrections.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 English Language Arts• Grade 7 Mathematics• Grade 7 Science• Grade 7 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 3PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 7	
Content Statement	3PR Improvise, compose and arrange music.	
	<p>Enduring Understandings: Critical and Creative Thinking, Literacy, Authentic Application and Collaboration, Personal Choice and Vision</p> <p>Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression.</p>	
Essential Question	What musical tools are necessary to create musical compositions?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> The processes of composing, arranging and improvising have both common and distinctive properties; All elements of music and symbols representing music must be applied to (and interact within) the processes of improvising, composing and arranging. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Combining knowledge of elements of music (melody, harmony, beat, rhythm, meter, timbre, form and tempo) with the ability to read and notate original music, and arrange existing music; Engaging in simple, guided improvisation in any style. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Teacher and peer process modeling; Self-analysis of improvisations, compositions and arrangements; Questioning and direct instruction on composing and arranging techniques; Discussion. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>At the appropriate levels, compose, improvise and arrange as needed; simple tasks like transposing for a trombone-trumpet duet that is one key or adding a vocal part to a melody are examples.</p>	<p><u>Career Connections</u></p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none">• Music Educator• Music Performer• Composer• Arranger <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 <u>English Language Arts</u>• Grade 7 <u>Mathematics</u>• Grade 7 <u>Science</u>• Grade 7 <u>Social Studies</u>	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• <u>ODE Diverse Learners</u>• <u>VSA Ohio</u>• <u>CAST</u> <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 4PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 7	
Content Statement	4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.	
	<p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. B. Read, write, improvise and describe music using standard musical notation and vocabulary.</p>	
Essential Questions	What is common and unique to rhythmic and melodic patterns across meter? How does dotted notation music affect length of sound across meter?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Reading music accurately is a requirement for correct solo and ensemble performance; • Writing music accurately is a requirement for performable compositions and arrangements; • To read rhythm in a variety of meters. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Reading and performing pitch and rhythm notation accurately in various meters in solo and ensemble literature; • Writing pitch and rhythm notation accurately in various meters in arranging and composing music. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Teacher and peer modeling; • Direct instruction in music theory; • Guided practice; • Self-analysis of performance; • Questioning; • Discussion. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Read, write and perform patterns at appropriate level of difficulty across meters.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Performer• Music Educator• Musical Theater• Composer• Arranger• Music Technology <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 English Language Arts• Grade 7 Mathematics• Grade 7 Science• Grade 7 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 5PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 7	
Content Statement	5PR Notate concert pitch major scales (i.e., Band C, F, B ♭ , E ♭ , A ♭ ; Strings: A, D, G, C, F).	
	Enduring Understandings: Personal Choice and Vision, Authentic Application and Collaboration Progress Points: B. Read, write, improvise and describe music using standard musical notation and vocabulary.	
Essential Questions	How and why are scales essential to music? What is meant by “concert pitch”?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> Some instruments are transposing instruments; There are reasons why scale requirements at this point in their study vary between string and wind instruments; Knowledge of scales is basic to solo and ensemble performance. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Writing appropriate major scales; Using scales correctly in written composition assignments; Notating scales correctly that are later to be performed. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Direct instruction in music theory (scale construction); Teacher and peer modeling; Student notation and performance of scales with feedback; Discussion. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	Assessment Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Notate appropriate major scales, applying them in their performance as appropriate.</p>	<p><u>Career Connections</u></p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none">• Music Educator• Music Performer• Music Technology <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 <u>English Language Arts</u>• Grade 7 <u>Mathematics</u>• Grade 7 <u>Science</u>• Grade 7 <u>Social Studies</u>	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• <u>ODE Diverse Learners</u>• <u>VSA Ohio</u>• <u>CAST</u> <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 6PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 7	
Content Statement	6PR Read and notate melodies in treble and bass clef using key signatures.	
	Enduring Understandings: Personal Choice and Vision, Authentic Application and Collaboration Progress Points: B: Read, write, improvise and describe music using standard musical notation and vocabulary.	
Essential Questions	What functions do key signatures serve in notated melodies? Why is it important to know how to read notation in both clefs?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> Melody is a combination of pitch and rhythm; A clef’s position on the staff determines the names of the lines and spaces where key signatures and notes are placed; There are differences in note names between the two clefs; A key signature replaces most accidentals in scales and melodies; Sharps and flats in key signatures occur in a certain relative order. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Reading and performing melodies in treble and bass clefs using key signatures; Notating melodies in treble and bass clefs using key signatures; Comparing melodies with accidentals vs. a key signature. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Direct instruction in music theory with focus on reading and writing melodies and key signatures; Questioning; Discussion. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Read, write and eventually perform notation with key signatures in an appropriate clef. Understand how to compare clefs for similarities and differences.</p>	<p><u>Career Connections</u></p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none">• Music Educator• Music Performer• Music Technology <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 <u>English Language Arts</u>• Grade 7 <u>Mathematics</u>• Grade 7 <u>Science</u>• Grade 7 <u>Social Studies</u>	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• <u>ODE Diverse Learners</u>• <u>VSA Ohio</u>• <u>CAST</u> <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 1RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 7	
Content Statement	<p>1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.</p> <p>Enduring Understandings: Personal Choice and Vision, Authentic Application and Collaboration, Critical and Creative Thinking, Literacy</p> <p>Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium. F. Expand the use of technology and the media arts through music research, composition and performance.</p>	
Essential Questions	How are the criteria for evaluating effectiveness and quality of musical performances and compositions applied by professional music critics and nonprofessionals? What causes variation in the criteria and number of criteria used by different people?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> The process of applying criteria to evaluate quality and effectiveness in the arts is called criticism; People, individually and collectively, apply certain general criteria drawn from musical elements and performance practices to evaluate performances or compositions, though criteria and how and how many are applied—may vary with a certain performance or piece according to their application by differing listeners. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Describing performances of pieces in elemental terms; Applying developed criteria to music heard and described as a path to music criticism; Reading reviews of performances and explaining what criteria they applied to their critique and why different writers may stress some criteria more than others. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Guided listening; describing what’s going on in music, elementally; Reading and discussing music criticism, especially how criteria are applied differently by various critics; Questioning, specifically on applying criteria to description of and opinion of effectiveness of compositions and performances. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

		<ul style="list-style-type: none"> • Cross-Disciplinary Fine Arts
Application		
<p><u>Student Performance Tasks</u></p> <p>Orally or in writing, describe and give opinions on the performance of a selection clearly showing what criteria were applied to the critique.</p> <p>Explain why others in the group may have arrived at differing opinions.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Music Educator • Music Critic <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • Grade 7 English Language Arts • Grade 7 Mathematics • Grade 7 Science • Grade 7 Social Studies 	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 2RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 7	
Content Statement	<p>2RE Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy</p> <p>Progress Points: C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium. D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends. E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines. F. Expand the use of technology and the media arts through music research, composition and performance.</p>	
Essential Questions	How does audience reaction and behavior vary based on type of music presented? Venue in which presented? Whether recorded or live?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Audiences react and behave differently depending on the type of music presented and/or the venue; Reactions have varied historically in concert situations, e.g., applause between movements, talking and eating during concerts, attire for audiences; How we came to a general etiquette for attendance at concerts of classical music, jazz, and rock and how listeners adapt to the venue and music type. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Describing, comparing and contrasting various audience behavior patterns seen in videos of varying live concerts or seen at live concerts; Outlining general audience etiquette for a modern concert and how it may vary depending on music type and venue. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Guided listening; describing differences in listening to live vs. recorded music; Reading and discussing articles and blogs on etiquette and audience behavior and reaction at music and arts presentations; Questioning and discussion, specifically on how audiences might behave differently when listening to recorded vs. live music or when listening to jazz vs. classical music. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

		<ul style="list-style-type: none"> • Cross-Disciplinary Fine Arts
Application		
<p style="text-align: center;"><u>Student Performance Tasks</u></p> <p>Compare and contrast etiquette in various venues as seen live or on video, giving reasons and then developing guidelines for class etiquette at an upcoming live concert at a particular venue or at an in-class simulation.</p>	<p style="text-align: center;"><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none"> • Music Educator • Music Performer <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> • Grade 7 English Language Arts • Grade 7 Mathematics • Grade 7 Science • Grade 7 Social Studies 	<p style="text-align: center;"><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none"> • ODE Diverse Learners • VSA Ohio • CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 3RE		
Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 7	
Content Statement	<p>3RE Develop criteria based on elements of music to support personal preferences for specific music works.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy</p> <p>Progress Points: B. Read, write, improvise and describe music using standard musical notation and vocabulary. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium. D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends. F. Expand the use of technology and the media arts through music research, composition and performance.</p>	
Essential Questions	How do people develop and hold criteria they use to support personal preferences? What is the process?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • There is appropriate musical terminology (elements and how they function) for describing a musical excerpt or piece; • There are key elements in any piece of music that are manipulated to create and unify the piece and why those elements are important; • That describing how the elements function and which elements are prominent is how lists of criteria may be developed. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Describing performances of a piece in elemental terms; • Reading reviews of performances; list and explain what criteria writers applied to their critique; • Listing important elements and how they function in an excerpt and how one might use one or more of the elements as a criterion to support preference for that piece. <hr/> <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Guided listening; • Reading and discussing music criticism; • Questioning, specifically on description of how elements are used effectively in a piece of music. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>List all possible criteria that may be applied to (1) supporting preference for pieces of music in general, (2) a piece in a selected genre, (3) those that he or she might apply most often and (4) those that he or she might apply to a specific piece.</p>	<p><u>Career Connections</u></p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none">• Music Educator• Music Performer• Music Critic <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 <u>English Language Arts</u>• Grade 7 <u>Mathematics</u>• Grade 7 <u>Science</u>• Grade 7 <u>Social Studies</u>	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• <u>ODE Diverse Learners</u>• <u>VSA Ohio</u>• <u>CAST</u> <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 4RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	Grade 7
Content Statement	<p>4RE Explain how and why people use and respond to music.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking</p> <p>Progress Points: C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium. F. Expand the use of technology and the media arts through music research, composition and performance.</p>
Essential Questions	How do people respond to music? What affects how different people respond?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • People use music for listening, moving, analyzing, playing, singing, in religious exercises, as mood setting for theatrical performances, and more; • Different people will respond to the same music differently; • Different people will use the same music for differing purposes; • Different people will have differing reasons for use of and response to music; • In general, everyday and informal uses and responses to music may differ from concert or formal event settings. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Describing, comparing and discussing their own responses to a certain piece, how peers reacted and how others may have reacted; • Describing how different people use music (or a certain piece of music) in different situations or for different purposes; • Explaining all of the factors (human reaction, setting, purposes) that could possibly affect use and response to a piece of music. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Guided listening; • Student discussion and charting of reactions to and opinions about various music genres; • Discussion and role-play on differing reactions to a piece of music depending on setting and how used; • Reading and reacting to responses and uses of music. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Explain in oral or written formats all possible reactions to and uses of a piece of music with which they've become familiar (any genre), citing as many factors/mitigations as they can.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Ethnomusicologist• Music Therapist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 English Language Arts• Grade 7 Mathematics• Grade 7 Science• Grade 7 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 7 – 5RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	Grade 7
Content Statement	<p>5RE Compare and contrast the meaning of common terms and processes used in various arts disciplines.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy</p> <p>Progress Points: B. Read, write, improvise and describe music using standard musical notation and vocabulary. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium. E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines. F. Expand the use of technology and the media arts through music research, composition and performance.</p>
Essential Question	How are common terms among the arts (elements, principles, processes) really alike and different?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Seemingly common elements, principles and processes vary in use because of how the arts differ; There are artistic concepts/principles (e.g., line, contour, pattern) across the arts that are both contrasting and comparable; There are common and contrasting artistic processes (sequencing, repeating, patterning) in the arts outside each arts' elements; There are common processes of learning in art (e.g., rehearsal or practice). 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Comparing and contrasting musical elements, principles and processes using them correctly in explaining how ways of learning in the arts (music, visual art, dance, drama) are alike and different. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Comparing and contrasting terms and elements across arts; Listening to recordings and performances and viewing of visual art; Questioning. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>In written format, trace two or more elements, principles or processes across arts disciplines, using correct comparison and contrast format.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Arts Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 7 English Language Arts• Grade 7 Mathematics• Grade 7 Science• Grade 7 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 1CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 8	
Content Statement	1CE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.	
	Enduring Understandings: Personal Choice and Vision, Literacy Progress Points: D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.	
Essential Question	What characteristics represent contemporary music?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> The distinctive characteristics of contemporary music; Contemporary music can be vastly different than music from previous historical periods. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Describing the characteristics of a piece and identifying its musical style when given a repertoire of contemporary music. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Discussion; Researching the various contemporary music styles; Guided listening. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	Assessment Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Listen to recordings of contemporary music and describe the characteristics that define the musical style.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Private Studio Teacher• Ethnomusicologist• Conductor <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 2CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 8	
Content Statement	2CE Discuss how current developments in music reflect society in reference to the local community and larger world.	
	Enduring Understandings: Critical and Creative Thinking, Literacy Progress Points: D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.	
Essential Question	How does music reflect current events in our society as well as historical events throughout music history?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • Music can reflect current developments in our society throughout the world; • How music has represented historical events and cultures throughout history. 	Students will demonstrate this by ... <ul style="list-style-type: none"> • Describing how music reflects the current developments in our society; • Discussing how music has an effect on their personal life and represents their life. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Discussion; • Listening to recordings; • Student projects. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	Assessment Students will know how well they are learning by ... <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Discuss current music and how it reflects our society as well as music history and how it describes the current trends.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Producer• Music Publishing, Critic <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 3CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 8	
Content Statement	3CE Identify intervals and concert pitches in major and natural minor scales.	
	Enduring Understandings: Critical and Creative Thinking Progress Points: B. Read, write, improvise and describe music using standard musical notation and vocabulary.	
Essential Question	How are musical works constructed with intervals and concert pitch?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> To identify the distance between two pitches; To identify concert pitch with major and natural minor scales. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Identifying intervals and concert pitch for major and natural minor scales, either written or aurally. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Guided listening; Group discussion. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	Assessment Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Identify the concert pitch and intervals of varied repertoire in a variety of styles and genres.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Composer• Arranger• Conductor <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 4CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 8	
Content Statement	4CE Identify components of larger music works (e.g., symphony, mass, concerto). Enduring Understandings: Critical and Creative Thinking, Literacy Progress Points: D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.	
Essential Question	What are the major components seen in larger musical works?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • There are many components to larger musical works; • The components of larger musical works have historical significance related to the music historical period; • Certain composers are well known for writing various larger musical works. 	Students will demonstrate this by ... <ul style="list-style-type: none"> • Defining the components of larger musical works and identify them in context. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Guided listening; • Group discussion; • Visual representation of the larger musical works. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	Assessment Students will know how well they are learning by ... <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Listen to a musical work and identify the components of the work using correct musical vocabulary.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Conductor• Composer• Arranger <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 5CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 8	
Content Statement	5CE Identify and describe nonperforming careers in music.	
	Enduring Understandings: Authentic Application and Collaboration Progress Points: E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines.	
Essential Question	What careers are available in the music industry that are not performance based?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> The career possibilities in the music industry beyond performance opportunities; The skills required to pursue the various career paths in music. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Describing the different nonperformance musical careers that are available; Describing the skills necessary to pursue a career path in music. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Guest from the music industry; Group discussion. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Discuss nonperforming musical careers with guests from the music industry.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Therapist• Music Business• Music Producer• Music Technology• Music Publisher• Arts Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 6CE

Discipline	Music	
Strand/Process	Perceiving/Knowing/Creating (CE)	
Grade Level	Grade 8	
Content Statement	6CE Describe ways that technology and the media arts are used to create, perform and listen to music.	
	Enduring Understandings: Literacy Progress Points: F. Expand the use of technology and the media arts through music research, composition and performance.	
Essential Question	How are technology and media arts used to create, perform and listen to music?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> The different ways that technology and media arts are used to create music; How technology can assist in enhancing the performance of music; How technology has changed how we listen to music. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Describing the different formats of technology and media arts that can be used to create, perform and listen to music. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Guest from the music industry; Group discussion; Guided listening. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	Assessment Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Work with current technology that is used to create, perform and listen to music; describe how it is used.</p>	<p><u>Career Connections</u></p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none">• Music Educator• Music Performer• Music Technology• Music Publisher• Music Production <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 <u>English Language Arts</u>• Grade 8 <u>Mathematics</u>• Grade 8 <u>Science</u>• Grade 8 <u>Social Studies</u>	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• <u>ODE Diverse Learners</u>• <u>VSA Ohio</u>• <u>CAST</u> <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 1PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 8	
Content Statement	1PR Perform a varied repertoire of music, independently or collaboratively, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.	
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration, Literacy Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. B. Read, write, improvise and describe music using standard musical notation and vocabulary. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.	
Essential Question	What technique is required to perform a repertoire of diverse music that shows expression and is at a technical level that is representative of my musical development?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn... <ul style="list-style-type: none"> Advanced musical skills that will increase their musical proficiency; Music can represent many genres and cultures and at a level that is appropriate for their performance. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Performing alone and with an ensemble a varied repertoire of music. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Modeling; Guided listening; Group discussion regarding playing technique. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Perform, alone or with an ensemble, a varied repertoire of music. Listen to a recording of the performance and discuss the technical accuracy of the performance.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Private Studio Teacher• Music Performer• Music Production <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 2PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 8	
Content Statement	<p>2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p>Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. B. Read, write, improvise and describe music using standard musical notation and vocabulary. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.</p>	
Essential Questions	What does good posture look like? What does appropriate tone quality sound like?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Good posture is essential to a quality performance; • Tone quality is an important component of a quality performance; • Correct technique for an appropriate tone quality while discussing how posture plays an important role. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Performing with correct posture and appropriate tone quality; • Discussing how posture affects tone quality; • Discussing what technique is required to create an appropriate tone on their instrument. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Class discussion; • Feedback from teacher and unbiased sources; • Modeling; • Guest artist. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Perform with correct posture and appropriate tone quality. Discuss the performance.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Private Studio Teacher• Music Performer• Music Production• Musical Theater, Pit Musician <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 3PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 8	
Content Statement	3PR Improvise, compose and arrange music.	
	<p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p>Progress Points: B. Read, write, improvise and describe music using standard musical notation and vocabulary. F. Expand the use of technology and the media arts through music research, composition and performance.</p>	
Essential Question	What musical elements are necessary to improvise, compose and arrange music?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • There are certain musical elements that are necessary to improvise music; • There are certain techniques used when arranging and composing music; • The basics of music theory and orchestration are necessary to be able to improvise, compose and arrange music. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Improvising during a performance; • Composing and arranging original music and music that has already been published; • Discussing the basic elements of music theory and orchestration. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Modeling; • Discussion of composition and notation software programs; • Guest artist; • Demonstration of technique for hand-written notation. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Improvise during a performance and evaluate the performance through audio and video recordings.</p> <p>Arrange a given musical work for a certain ensemble.</p> <p>Compose an original work.</p>	<p><u>Career Connections</u></p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none">• Music Educator• Music Performer• Private Studio Teacher• Composer• Arranger• Music Therapist <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 <u>English Language Arts</u>• Grade 8 <u>Mathematics</u>• Grade 8 <u>Science</u>• Grade 8 <u>Social Studies</u>	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• <u>ODE Diverse Learners</u>• <u>VSA Ohio</u>• <u>CAST</u> <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 4PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 8	
Content Statement	4PR Demonstrate the common beat patterns used by conductors.	
	Enduring Understandings: Authentic Application and Collaboration	
	Progress Points: B. Read, write, improvise and describe music using standard musical notation and vocabulary.	
Essential Questions	What are the common beat patterns used by conductors? What does a beat pattern communicate to the ensemble?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • Beat patterns are used to communicate the tempo and meter of the given piece; • There are many different beat patterns but the most common are 2/4, 3/4, 4/4, 6/8 and cut time; • Accurate beat patterns are necessary to a quality performance. 	Students will demonstrate this by ... <ul style="list-style-type: none"> • Using the beat patterns representative of the music being performed; • Following the beat pattern of the conductor during rehearsal and performance. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Leading the ensemble; • Class discussion; • Modeling by instructor. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Conduct the ensemble through warm-ups and/or the repertoire being performed.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Conductor <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 5PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 8	
Content Statement	<p>5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p>Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. B. Read, write, improvise and describe music using standard musical notation and vocabulary. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.</p>	
Essential Question	How do I count and perform rhythms and melodic patterns in a variety of meters?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> How to count and perform rhythms and melodic patterns in a variety of meters; Counting varies depending on the type of rhythm (e.g., 6/8 compared to 4/4). 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Performing rhythmic and melodic patterns in a variety of meters; Accurately counting rhythms from a variety of meters. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Modeling; Group discussion; Writing and counting rhythm. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Perform a repertoire that is representative of developmentally appropriate rhythms and melodic patterns in a variety of meters.</p> <p>Assess their accuracy using a recording from a performance. Count rhythms individually and as groups and present to their peers.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Private Studio Teacher• Music Performer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p style="text-align: right;"><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 6PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 8	
Content Statement	6PR Perform concert pitch major scales (e.g., Band: C, F, B \flat , E \flat , A \flat ; Strings: A, D, G, C, F).	
	Enduring Understandings: Critical and Creative Thinking, Authentic Application and Collaboration, Literacy Progress Points: B. Read, write, improvise and describe music using standard musical notation and vocabulary.	
Essential Question	Why is it important to know how to perform concert pitch major scales?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> Most music that is performed is built off the major scales; There is a whole step/half step pattern that is common for every major scale; Knowledge of the scales makes a better musician. 	Students will demonstrate this by ... <ul style="list-style-type: none"> Performing concert pitch major scales with a steady tempo. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> Individual and group performance; Discussion regarding the whole step/half step pattern that is common in every major scale; Modeling by instructor. Resources LINK to Pearltrees <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> Students will know how well they are learning by ... <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Perform concert pitch major scales from memory using a steady tempo.</p> <p>Identify the whole step/half step pattern that is present in every major scale.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Private Studio Teacher• Music Performer• Composer• Arranger <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 7PR

Discipline	Music	
Strand/Process	Producing/Performing (PR)	
Grade Level	Grade 8	
Content Statement	7PR Demonstrate and use technology and media arts to create, perform and research music.	
	<p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy</p> <p>Progress Points: B. Read, write, improvise and describe music using standard musical notation and vocabulary. F. Expand the use of technology and media arts through music research, composition and performance.</p>	
Essential Question	How can technology be used to enhance the creation, performance and research of music?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Technology can be used to create music via notation programs and sequencing programs, among others; Technology can be used to enhance a performance as well as record a performance; Technology can assist in researching music. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Students are able to use software programs and other technology to enhance the creation, performance and research of music. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Modeling by instructor; Creating an original work using technology; Arranging a pre-existing work using technology; Recording a performance. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Use technology to create music through notation and sequencing software.</p> <p>Use technology to record and assess a musical performance.</p> <p>Use technology to research topics related to music.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Technology• Composer• Arranger• Music Production• Musical Theater, Sound Engineer <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p>BACK</p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 1RE		
Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statement	1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.	
	Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration, Literacy Progress Points: A. Analyze, practice and perform a musical selection, independently or collaboratively, with technical accuracy and expression. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium. F. Expand the use of technology and the media arts through music research, composition and performance.	
Essential Question	How does application of criteria (criticism) of quality and effectiveness lead to improvement in performances?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn ... <ul style="list-style-type: none"> • People, individually and collectively, apply certain general criteria drawn from musical elements and performance practices to evaluate performances or compositions, though criteria and how and how many are applied—may vary with a certain performance or piece according to their application by differing listeners; • Criticism always starts with description and varies in length and intensity depending on context: professional critic vs. music teacher’s rehearsal criticisms; Professional criticism is not always given for improvement in the same way as corrective or constructive criticism in music rehearsals. 	Students will demonstrate this by ... <ul style="list-style-type: none"> • Applying developed criteria to music heard on recordings and in their own musical ensembles; • Explaining as a result how their own performances might improve; • Comparing reviews of performances and explain what criteria were applied and why different writers may stress some criteria more than others. 	Students will be engaged and supported in learning by ... <ul style="list-style-type: none"> • Guided listening; comparison of performances of varying ability levels; • Reading and discussing music criticism; • Questioning, specifically on whether criticism should or does lead to improvement of performance. Resources LINK to Pearltrees <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Compare a professional critique of a performance to one done for a student ensemble’s performance; then, orally or in writing, discuss why they may be different, tying the explanation to how criticism works in their own daily lives.</p>	<p><u>Career Connections</u></p> <p><u>Pearltrees Careers Link</u></p> <ul style="list-style-type: none">• Music Educator• Music Performer• Conductor <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 <u>English Language Arts</u>• Grade 8 <u>Mathematics</u>• Grade 8 <u>Science</u>• Grade 8 <u>Social Studies</u>	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• <u>ODE Diverse Learners</u>• <u>VSA Ohio</u>• <u>CAST</u> <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 2RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	Grade 8
Content Statement	<p>2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.</p> <p>Enduring Understandings: Critical and Creative Thinking, Literacy Progress Points: B. Read, write, improvise and describe music using standard musical notation and vocabulary. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium. E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines.</p>
Essential Questions	How are elements of music used to create meaning and expression? How does this use vary according to the differences in the music?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Music elements can be used and manipulated to create meaning (as in programmatic music) and expression (as in absolute music); • Contrast in music comes about in how the elements are used and manipulated; • Contrast may depend upon composers' styles or their time period; • Even musical excerpts of the same composer or time period may be alike or different when compared. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Describing through comparing excerpts how meaning and expression are created through the composer's/performer's use of the elements; • Comparing reviews of performances and explain what criteria were applied and why different writers may stress some criteria more than others. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Guided listening to various musical excerpts within and across time periods, composers and genres; • Reading and discussing music criticism; • Questioning. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Compare two or more carefully selected excerpts that are clearly different or clearly similar (to some degree) by same or different composers; consider selection of same type of piece (e.g., overture) or same “program” by different composers (e.g., based on a legend or folk tale from composer’s nation or ethnic group).</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 3RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statement	<p>3RE Compare and contrast selected composers and their works.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy</p> <p>Progress Points: B. Read, write, improvise and describe music using standard musical notation and vocabulary. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium. D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends. F. Expand the use of technology and the media arts through music research, composition and performance.</p>	
Essential Question	What are the points of comparison and contrast when considering two or more composers and their works?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Compositions differ in sound because of the way the composers have applied elements of music, principles of the arts, and artistic processes in writing music; • Composers and their works will have similarities and differences based on the composers' styles, nationalities, the historical period, and purposes for composing a given work; • Similarities and differences may exist among composers of the same period and within compositions of the same composer. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Comparing and contrasting works of a composer within a musical period or genre (overture, opera symphony); • Comparing and contrasting excerpts of absolute and programmatic music across composers; • Explaining elements, principles and processes that are in his or her comparison or contrast. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Guided listening; comparison and contrast of composers and excerpts of works; • Reading and discussing information on composers and compositions; • Questioning, specifically on composers' styles, periods; • Guided comparative charts on how elements, principles and processes are used in a piece. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Compare and contrast a carefully selected work or excerpt by two composers (same or differing styles depending on prior student instruction); consider selection of same type of piece (e.g., overture) or same program by different composers (e.g., based on a legend or folks tale from composer's nation or ethnic group).</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Conductor• Composer• Arranger <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 4RE		
Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statement	4RE Express how music performance and settings affect audience response.	
	<p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Authentic Application and Collaboration</p> <p>Progress Points: C, Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.</p>	
Essential Questions	How does a particular musical performance affect audience response? A particular setting/venue? How do these factors interact? Nonmusical factors?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> Audiences respond differently depending on the type of music performed; Audiences respond differently depending on the venue/setting in which the performance is held; Audience response may vary depending on the qualities of the venue and performance (e.g., acoustics in venue; quality of playing or singing of performers) or according to nonmusical factors (e.g., the venue’s temperature is too hot, too cold). 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> Expressing (describe, compare and contrast) various audience responses where music varies, venue varies, or some combination of the two — live or video; Describing how audience responses may differ in different time periods when hearing the same music in differing settings; differing music in same setting and so on. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> Guided listening at live performances in differing venues or with differing music; Discussing reactions of audiences to different performances of varied music; same piece in different settings; speculation on reasons for audience reaction (e.g., applause) in recorded or broadcast performances; Discussion of articles and blogs about audience reaction at music and arts presentations. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> Lesson Design and Content Digital Tools Research and Advocacy Professional Organizations Careers Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> Standards-Based Rubric Template Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Compare and contrast audience response to some combination of factors as staged in video (or even live) by the instructor. Check for expression of reasons for response, citing factors or combinations of factors.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Conductor• Music Production <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 5RE

Discipline	Music
Strand/Process	Responding/Reflecting (RE)
Grade Level	Grade 8
Content Statement	<p>5RE Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy</p> <p>Progress Points: B. Read, write, improvise and describe music using standard musical notation and vocabulary. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.</p>
Essential Questions	What determines which criteria are applied in making and supporting musical choices? In writing comparative critiques?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • Choices must be made in application of criteria (from elements, artistic principles, and processes) in expressing preference for a selection or style; • That one should be able to explain criteria he or she uses to make choices among musical works (e.g., “_____ is/are used/manipulated in this piece and that is why I prefer it”). 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Describing preference for a piece or genre in formal (elements, principles, processes) terms and criteria developed to support preference; • Reading reviews of performances and preferences and describing what criteria writers apply and why, especially in comparing pieces. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Guided listening with emphasis on choosing and supporting choices; • Reading and discussing expressions of preference; • Questioning, specifically on how criteria are used effectively in supporting musical preferences. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Apply criteria to describing and critiquing two selections and expressing a preference for one by writing a comparative critique or by completing a two-column comparison table. (Elements of music must be evident, and student must explain his or her choices for focus on those elements and why.)</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Music Performer• Conductor• Music Critic <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 6RE

Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statement	<p>6RE Compare common terms and contrasting definitions used for various artistic elements used in music and other art forms.</p> <p>Enduring Understandings: Personal Choice and Vision, Critical and Creative Thinking, Literacy Progress Points: B. Read, write, improvise and describe music using standard musical notation and vocabulary. C. Apply problem-solving and critical-thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium. E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines. F. Expand the use of technology and the media arts through music research, composition and performance.</p>	
Essential Question	How are common terms among the arts (elements, principles, processes) alike and different in terms of how learning takes place in each art?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • There are common element, principle and process names used in more than one of the arts, but varying in use because of how the arts differ; • There are common concepts and processes in the arts outside the arts' elements (e.g., pattern, repetition); • There are differing terms sometimes used in differing art forms (e.g., color in music is "timbre"); • The arts can work together in presentations and works (e.g., opera, musical theater, film, ballet, art and music inspiring each other). 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Comparing common and contrasting musical elements, principles and processes and using them correctly in explaining how ways of learning in the arts (music, visual art, dance, drama) are alike and different. 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Comparison of common and contrasting elements, principles and processes across arts; • Listening to recordings and performances and viewing of visual art; • Questioning; • Increasing use of examples of "real world" application of musical and arts terminology, written and spoken. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts
	<p>Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>In correct comparative written format, and using a “real world” prompt from arts description, criticism or other print or online format, discuss the use of artistic elements, principles or processes across arts disciplines.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Composer• Arranger• Conductor• Arts Organization Coordinator• Performing Arts Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>

Model Curriculum: MUSIC Grades 6-8

Grade 8 – 7RE		
Discipline	Music	
Strand/Process	Responding/Reflecting (RE)	
Grade Level	Grade 8	
Content Statement	7RE Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.	
	<p>Enduring Understandings: Critical and Creative Thinking, Literacy</p> <p>Progress Points: D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends. E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines. F. Expand the use of technology and the media arts through music research, composition and performance.</p>	
Essential Question	How do human roles in the arts differ among the art forms?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p>Students will learn ...</p> <ul style="list-style-type: none"> • There are similar or parallel human roles in the arts (e.g., dancer, singer, player, actor, painter; similar: prompters used in music, opera and theater); • There are human roles in the arts specific to each art form (e.g., pottery in art); • The conceptual and process similarities among the arts (e.g., rehearsal in dance, theater, music and performance art) also carry over into roles. 	<p>Students will demonstrate this by ...</p> <ul style="list-style-type: none"> • Identifying human roles and functions in music, art, theater and dance and “what people ‘do’” in each of the arts; • Describing the degree to which functions are alike, similar and different among arts; • Explaining which roles or processes among the arts often work together in arts presentations and why. <hr/> <p style="text-align: center;">Assessment</p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> • Standards-Based Rubric Template • Arts Assessment Menu 	<p>Students will be engaged and supported in learning by ...</p> <ul style="list-style-type: none"> • Comparison of common and contrasting elements, principles and processes across arts disciplines; • Using role or job descriptions across arts from online and technological sources; “real world” application; • Questioning and comparing; • Guests from various arts positions and jobs. <p>Resources LINK to Pearltrees</p> <ul style="list-style-type: none"> • Lesson Design and Content • Digital Tools • Research and Advocacy • Professional Organizations • Careers • Cross-Disciplinary Fine Arts

Model Curriculum: MUSIC Grades 6-8

Application		
<p><u>Student Performance Tasks</u></p> <p>Choose a recorded excerpt from two (or three) art forms to compare, but first describe orally, in writing or in a presentational format what each person's role was in creating the performance and how that work affects the final outcome. Compare and contrast the roles among the excerpts.</p>	<p><u>Career Connections</u></p> <p>Pearltrees Careers Link</p> <ul style="list-style-type: none">• Music Educator• Ethnomusicologist• Arts Organization Administrator <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none">• Grade 8 English Language Arts• Grade 8 Mathematics• Grade 8 Science• Grade 8 Social Studies	<p><u>Diverse Learners</u></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below:</p> <ul style="list-style-type: none">• ODE Diverse Learners• VSA Ohio• CAST <p><u>BACK</u></p>