

Ohio's Model Curriculum for Fine Arts



Music

2025



**Department of
Education &
Workforce**

Music

Artistic Literacy			
Artistic Processes			
Creating	Performing	Responding	Connecting
Artists/Students conceive and develop new artistic ideas and work.	Artists/students realize artistic ideas and work through interpretation and presentation.	Artists/students understand and evaluate how the arts convey meaning.	Artists/students relate artistic ideas and work with personal meaning and external content.
Enduring Understandings			
Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Content Elaborations			
<div>1. Musicians are influenced by a variety of sources, such as creative ideas, concepts, and feelings.</div> <div>2. Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</div> <div>3. Musicians’ presentation of creative work is the culmination of a process of creation and communication.</div>	<div>1. Musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria to express their musical ideas.</div> <div>2. The selection of repertoire is informed by the performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance.<div>a. Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</div><div>b. Performers make interpretive decisions for how to perform based on their understanding of context and expressive intent.</div></div> <div>3. Musicians evaluate performance based on criteria that vary across time, place, and cultures.</div>	<div>1. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.<div>a. Musicians listen to recordings, concerts, and their own performances to understand and evaluate music.</div></div> <div>2. Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.<div>a. Musicians analyze different musical elements, structures, and artistic expressions to communicate and understand intent and ideas.</div><div>b. Performers make interpretive decisions based on their understanding of context and intent.</div></div> <div>3. Musicians analyze and interpret various musical elements, structures, and artistic expression to understand and/or appreciate intent.<div>a. Personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</div></div>	<div>1. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</div> <div>2. Understanding connections to varied contexts and daily life enhances musicians’ performance, composing, and the experience of the audience.</div> <div>3. Music and aural literacy contribute to student post-secondary goals.</div>
Essential Questions			
<div>1. How do musicians generate creative ideas?<div>a. How can ideas for music be formed and developed to be effective and original?</div></div> <div>2. How do musicians make creative decisions?<div>a. How are creativity and innovation developed within the music composition and improvisation process?</div></div> <div>3. How do musicians improve the quality of their creative work?<div>a. What is required to produce or perform music that conveys purpose, meaning, and artistic quality?</div></div>	<div>1. How do musicians improve the quality of their performance?<div>a. How does understanding the structure and context of musical works inform performance?</div><div>b. How do musicians use various tools and techniques to improve performance?</div><div>c. How can presenting or sharing music in a public format help musicians learn and grow?</div></div> <div>2. How do performers analyze and select repertoire?</div> <div>3. How does a musician know when work is ready to be presented and performed?<div>a. When is creative work ready to share?</div></div>	<div>1. How is music understood?<div>a. How do musicians analyze music?</div><div>b. How do individuals choose music to experience?</div><div>c. How do musicians listen, hear, and discern the relational components of music?</div></div> <div>2. How is music interpreted?<div>b. How do musicians discern the musical creators’ and performers’ expressive intent?</div><div>c. How does context how musical work is presented influence audience response?</div><div>d. How do performers interpret musical works?</div></div> <div>3. How is music evaluated?<div>a. How do musicians evaluate the quality of musical performances?</div><div>b. How do musicians listen, hear, and discern musical works to appreciate or to offer criticism?</div></div>	<div>1. How do musicians make meaningful connections to creating, performing, and responding?<div>a. How do musicians learn about and create meaning through performing and experiencing music?</div></div> <div>2. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?<div>a. How does investigating these relationships inform and deepen musician’s understanding and work?</div></div> <div>3. How does cultivating music skills and aural literacy prepare students for post-secondary success?</div>

Artistic Literacy			
Artistic Processes			
Creating	Performing	Responding	Connecting
Expectations for Learning			
<div>1. Students can identify various sources musicians use to generate and conceptualize work (individually and collaboratively)<div>a. Students can make artistic choices to form effective and original works.</div></div> <div>2. Students can make decisions on how to organize their musical ideas (individually and collaboratively).<div>a. Students can demonstrate creative and innovative thinking (individually and collaboratively) through the musical composition or improvisation process.</div></div> <div>3. Students can reflect and apply feedback to improve the quality of performance and the communication of ideas.<div>a. Students can identify various components to create and refine musical performances that convey a purpose, intent, or artistic quality.</div><div>b.</div></div>	<div>1. Students can use feedback and reflection to improve the quality of performance.<div>a. Students can explain how structure, organization, and musical components contribute to how music is performed.</div><div>b. Students can demonstrate how to apply various musical tools and techniques in rehearsal and performance.</div><div>c. Students can use feedback and reflection to determine when musical works are ready to be performed or shared.</div></div> <div>2. Students can give and receive constructive criticism to improve performance.<div>a. Students can analyze creators' context for how they manipulate elements of music provided and use these insights to inform performance.</div><div>b. Students can make interpretive decisions for how to perform based on their understanding of context and expressive intent.</div><div>c. Students can identify processes and criteria for selecting repertoire.</div></div> <div>3. Students can apply technical and artistic skills in public performances.<div>a. Students can demonstrate ability to perform various musical techniques in rehearsal and performance.</div><div>b. Students can explain how performing music (individually or in ensembles) contributes to personal improvement.</div></div>	<div>1. Students can analyze various musical works to determine meaning.<div>a. Students can relate various personal experiences selecting music to create criteria for musical selection.</div><div>b. Students can explain how performers interpret musical works.</div><div>c. Students can explain how elements of a musical composition contribute to how music is heard, understood, and interpreted.</div><div>d. Students can use musical vocabulary to discuss musical works.</div></div> <div>2. Students can use verbal, written, or abstract forms of communication to analyze and interpret intent and reflect on how work is interpreted.<div>a. Students can cite evidence for how they differentiated between the intent of the musical creator and the performer's expressive intent.</div><div>b. Students can use music specific vocabulary when analyzing music for intent and meaning.</div></div> <div>3. Students can explain how context, artistic expression, and venue contribute to how an audience perceives musical performances. Students can identify and apply criteria to evaluate musical performances (both their own and others).<div>a. Students can provide criticism and feedback that contributes to improving work.</div><div>b. Students can justify evaluation criteria and processes for improvement.</div></div>	<div>1. Students can connect knowledge and personal experience to deepen understanding.<div>a. Students can explain how performing and experiencing music contributes to how music is understood.</div></div> <div>2. Students can relate the historical, societal, cultural, or community context to how music is understood and performed.<div>a. Students can explain how music communicates meaning and reflects cultural and historical context.</div><div>b. Students can investigate relationships between historical, societal, cultural, and community context to their understanding of music and their own musical compositions and performances.</div></div> <div>3. Students can connect their learning of musical skills, thinking dispositions, and creative processes to personal goals for college, career, and beyond.</div>
Discipline Specific Performance Indicators			
Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards

Sample Content Elaboration Progressions by Grade-Band

Creating	Performing	Responding	Connecting
<p>Musicians are influenced by a variety of sources, such as creative ideas, concepts, and feelings:</p> <ul style="list-style-type: none">K-2: Students can explore basic musical concepts and patterns by using their imagination and everyday experiences to create simple melodies and rhythms. They can learn to express their ideas through basic musical instruments and vocalizations.3-5: Students can use more complex sources of inspiration such as cultural stories, historical events, and emotions. They can create musical compositions that express these inspirations.6-8: Students can explore a wide range of sources for inspiration, including literature, art, and personal experiences. They can create musical compositions or improvisations that convey complex ideas and emotions.HS: Students can delve into diverse and sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works. They can create musical compositions or improvisations that convey deep and nuanced meanings.	<p>Musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria to express their musical ideas:</p> <ul style="list-style-type: none">K-2: Students can learn to reflect and refine their musical creations and works by discussing what they liked and what they would change. They can use feedback from peers and teachers to refine their work. They can accept new ideas to improve work.3-5: Students can engage in more detailed analysis of what is needed to refine their musical creations and works, using feedback from peers and teachers. They can document the revisions to their musical compositions and works through written descriptions and recordings. They can consider how persistence leads to improvement.6-8: Students can use self-reflection and peer feedback to refine their work. They can document their revision choices through detailed written descriptions, recordings, and digital portfolios. They can consider the importance of new ideas, persistence, and criteria to improve both original work and repertoire.HS: Students can use advanced techniques and tools to refine their work. They can document their revisions through professional-quality recordings, detailed written descriptions, and digital portfolios. They can explain the importance of new ideas, persistence, and the application of criteria to improve creative work.	<p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes:</p> <ul style="list-style-type: none">K-2: Students can begin to select and discuss why they like or dislike different musical works. They can respond to different sounds and instruments.3-5: Students reflect on and discuss reasons for why they select different musical works for listening. They can respond to different musical compositions that contain basic elements and structures6-8: Students cite evidence verbally or in writing for how their interests, experiences, and understandings inform their selection of musical works for listening. They can respond to musical compositions that convey complex ideasHS: Students can justify their choices for selecting music for listening and how context, experience, and interests inform choices. They can master the use of various musical elements and structures to create complex and innovative compositions.	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding:</p> <ul style="list-style-type: none">K-2: Students can connect their personal interests and experience when creating, performing, and responding to music. They can express this through short sentences shared verbally or through writing. .3-5: Students can make specific connections between their personal interests, experiences, ideas, and knowledge when creating, performing, and responding to music. They can express this through short sentences shared verbally, through writing, and through their musical choices.6-8: Students can explain the connections between their personal interest, experiences, ideas, and knowledge when they create, perform, and respond to music. They can communicate their understandings verbally, in writing, and through musical choices.HS: Students can justify their musical choices and preferences by articulating how their personal interests, experience, ideas, and knowledge contribute to their choices creating, performing, and responding to music.

Creating	Performing	Responding	Connecting
<p>Musicians’ creative choices are influenced by their expertise, context, and expressive intent:</p> <ul style="list-style-type: none">• K-2: Students can begin to understand the importance of making creative choices based on their own experiences and the context in which they are creating music. They can experiment with different sounds, instruments, and known patterns to express their ideas.• 3-5: Students can learn to make more informed creative choices based on their growing expertise and understanding of musical context. They can experiment with reorganizing different rhythms and melodies to express their ideas.• 6-8: Students can make sophisticated creative choices based on their growing expertise and understanding of musical context. They can experiment with applying various rhythms, melodies, and harmonic patterns to enhance compositions and improvisations.• HS: Students can make highly informed creative choices based on their advanced expertise and understanding of musical context. They can select various musical elements and structures to create complex and innovative composition or improvisations. They can document their compositions using standard or iconic notation.	<p>The selection of repertoire is informed by the performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance.</p> <ul style="list-style-type: none">• K-2: Students can begin to understand the importance of making creative choices based on their own experiences and the context in which they are performing music. They can start to collaboratively select simple repertoire that resonates with them personally and suits their technical abilities.• 3-5: Students can learn to make more informed creative choices based on their growing expertise and understanding of musical context. They can analyze the context and intent of the musical creator and apply that understanding to their performance. They can collaboratively select repertoire that challenges their technical skills and suits the performance setting.• 6-8: Students can make sophisticated creative choices based on their growing expertise and understanding of musical context. They can demonstrate interpretive decisions based on their understanding of the context and intent of a piece. They can make choices to select repertoire that suits their intermediate technical skills.• HS: Students can make highly informed creative choices based on their advanced expertise and understanding of musical context. They can analyze music for context and intent, apply that understanding to their performance, and consider how different interpretations impact the quality of performance. They can select repertoire that suits their advanced technical skills.	<p>Through the use of various musical elements and structures, creators and performers communicate and understand expressive intent:</p> <ul style="list-style-type: none">• K-2: Students can explore and express their ideas through basic musical instruments and vocalizations. They can discuss how different musical elements and structures change how music is understood.• 3-5: Students can analyze and discuss how different musical elements and structures change how music is expressed and understood.• 6-8: Students can explain and reflect on how different musical elements and structures impact how music communicates intent and is understood.• HS: Students can justify and cite evidence for how musical elements and structures change the way music is expressed and understood.	<p>Understanding connections to varied contexts and daily life enhances musicians’ performance, composing, and the experience of the audience.</p> <ul style="list-style-type: none">• K-2: Students can connect basic musical concepts by using their imagination and everyday experiences. They can connect discuss how music reflects historical and cultural contexts.• 3-5: Students can relate their growing expertise and understanding of musical context to explain how music reflects cultural and historical context.• 6-8: Students can analyze how performing and experiencing music is understood by citing personal and musical knowledge and understandings of cultural and historical context.• HS: Students can synthesize how their personal interests and experiences inform how they respond and connect to music. They can cite evidence of how cultural and historical context informs how music is performed and experienced.

Creating	Performing	Responding	Connecting
<p>Musicians’ presentation of creative work is the culmination of a process of creation and communication.</p> <ul style="list-style-type: none">• K-2: Students can provide simple feedback to their peers with the intention of improving work. They can share what they heard and suggestions for improvement through class conversations.• K-3: Students can provide criterion specific feedback to their peers with the intention of improving work. They can share what they heard and suggestions for improvement through verbal and written communications. They can share a simple overview of their creative process.• 6-8: Student can explain their creative process and provide feedback to peers and self with the intention of improving work. They can consider how their choices throughout the creative process prepared musical and creative works for presentation and performance.• HS: Students can justify their creative process choices, provide feedback to peers and self with the intention of improving work, and apply insights to future creative works.• 	<p>Musicians evaluate performance based on criteria that vary across time, place, and cultures. Context and how a work is presented influence the audience response:</p> <ul style="list-style-type: none">• K-2: Students can explore how context and presentation influence audience response. They can begin to understand that musicians evaluate performance based on criteria that vary across time, place, and culture by listening to and performing different types of musical repertoire appropriate for their age and skill..• 3-5: Students can explore how context and presentation influence audience response by presenting in different venues and for different audiences. They can deepen their understanding of how musicians evaluate performance based on criteria that vary across time, place, and culture by listening to and performing different types of musical repertoire appropriate for their age and skill..• 6-8: Students can explain how context and presentation influence audience response. They can further develop their ability to evaluate performance-based criteria that vary across time, place, and culture by listening to and performing different types of musical repertoire appropriate for their age and skill.• HS: Students can justify how context and presentation influence audience response and master the process of evaluating performance based on criteria that vary across time, place, and cultures by listening to and performing different types of musical repertoire appropriate for their age and skill.	<p>Personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria:</p> <ul style="list-style-type: none">• K-2: Students can learn to reflect on their musical creations and digital/live performances, discussing what they liked and what they would change. They can use feedback from peers and teachers to refine their work.• 3-5: Students can engage in more detailed analysis of their musical creations and digital/live performances, using feedback from peers and teachers to refine their work. They can document their musical compositions through written descriptions and recording.• 6-8: Students can engage in thorough analysis and evaluation of their musical creations and digital/live performances, using self-reflection and peer feedback to refine their work. They can document their musical compositions through detailed written descriptions, recordings, and digital portfolios.• HS: Students can conduct comprehensive analysis and evaluation of their musical creations and digital/live performances, using advanced techniques and tools to refine their work. They can document their musical compositions through professional-quality recordings, detailed written descriptions, and digital portfolios.	<p>Music and aural literacy contribute to student post-secondary goals:</p> <ul style="list-style-type: none">• K-2: Students can safely and appropriately prepare themselves for musical performance. They can demonstrate creative and innovative thinking throughout the music-making process. They can identify how the process of rehearsal can contribute to improving musical performance.• 3-5: Students can demonstrate ability to safely and appropriately prepare for rehearsal and performance. They can explain how rehearsal and feedback processes contribute to improving the quality and enjoyment of music.• 6-8: Students can explain appropriate strategies to prepare for rehearsal and performance based on the context. They can document their progress and rehearsal process through detailed written descriptions, video recordings, and digital portfolios. Students can explain how music informs their approach to learning other subjects.• HS: Students can create plans for rehearsals and performances. They can document their creative and rehearsal processes through detailed written descriptions, video recordings, and digital portfolios. They can explain how music and the artistic process relates and supports their goals for college, career, and beyond.

Sample Lesson Ideas

These sample lesson ideas are intended as a starting point for educators to craft high-quality learning experiences informed by evidence-based best practice, the guidance in the Fine Arts Model Curriculum Toolkit Document, and their local context. These samples are meant to be descriptive not prescriptive.

SAMPLE LESSON PLAN: 2ND GRADE MUSIC CLASS

Lesson Title: Exploring Music through Singing and Movement

Grade Level: 2nd Grade

Duration: 5 Class Periods (30 minutes each)

Standards:

- 2.3PE: Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.
- 2.4RE: Interpret music through movement, dance, drama, or visual art.
- 2.1CO: Identify how music communicates feelings, moods, images, and meaning.

Essential Questions:

- How do musicians improve the quality of their performance?
- How is music interpreted?

Learning Objectives:

- Students will sing using their head voice and appropriate posture.
- Students will move to music of various styles, composers, and cultures with accurate pitch and rhythm.
- Students will interpret music through movement, dance, drama, or visual art.
- Students will identify how music communicates feelings, moods, images, and meaning.

Success Criteria:

- **Singing and Movement (2.3PE):**
 - I can sing using my head voice and maintain appropriate posture.
 - I can move to music with accurate pitch and rhythm.
- **Interpreting Music (2.4RE):**
 - I can interpret music through movement, dance, drama, or visual art.
 - I can express the emotions and meaning of the music through my interpretation.
- **Communicating Feelings (2.1CO):**
 - I can identify how music communicates feelings, moods, images, and meaning.
 - I can explain the emotions and images that music creates in my mind.

Materials:

- Music player and a selection of music tracks from various styles, composers, and cultures
- Open space for movement and dance
- Art supplies (paper, markers, crayons, etc.)
- Notebooks and pens for journaling and feedback
- Visual aids (e.g., images, videos) of different musical performances

Learning Experiences and Instruction:

- **Day 1:** Introduction to singing with head voice and appropriate posture. Students will practice singing simple songs using their head voice and maintaining good posture. They will also explore moving to the music with accurate pitch and rhythm.

- Demonstrate singing using the head voice and maintaining appropriate posture. Show students how to take deep breaths and support their sound with their diaphragm. Have students practice singing simple songs using their head voice. Provide guidance and feedback to ensure they are maintaining good posture and using their head voice effectively.
- Introduce the concept of moving to the music with accurate pitch and rhythm. Explain how movement can help express the emotions and meaning of the music. Play a selection of simple songs and encourage students to move to the music. Have them experiment with different movements that match the pitch and rhythm of the songs.
- Divide students into small groups and assign each group a simple song to practice. Encourage them to sing using their head voice and maintain good posture while also incorporating movements that match the pitch and rhythm of the song. Allow time for each group to practice and refine their performance. Provide guidance and feedback as needed.
- Have each group perform their song for the class. Encourage students to focus on using their head voice, maintaining good posture, and moving to the music with accurate pitch and rhythm. After each performance, facilitate a discussion where students can provide positive feedback and suggestions for improvement
- **Day 2:** Focus on interpreting music through movement and dance. Students will listen to different music tracks and create movements or dance sequences that reflect the emotions and meaning of the music.
 - Begin with a brief discussion on how music can convey different emotions and meanings. Explain that today, students will be interpreting music through movement and dance. Lead students through a series of simple stretches and movement exercises to prepare their bodies for dancing.
 - Play a selection of music tracks from various styles, composers, and cultures. After each track, facilitate a class discussion on the emotions and meanings conveyed by the music. Ask questions such as:
 - How did this music make you feel?
 - What images or stories came to mind while listening to this music?
 - What movements do you think would match the emotions and meaning of this music?
 - Encourage students to experiment with different movements that reflect the emotions and rhythms of the music. Have them practice moving to the music, focusing on how their body feels and moves with each track. Provide prompts to inspire creativity, such as "Move like a gentle breeze" or "Dance like a joyful celebration"
 - Ask students to reflect on their experience of interpreting music through movement and dance. Encourage them to consider what they learned about expressing emotions and meaning through their movements. Provide prompts such as:
 - What did you enjoy about creating a dance and movement to the music?
 - How did the music influence your movements?
 - What challenges did you face, and how did you overcome them?
- **Day 3:** Exploration of interpreting music through drama and visual art. Students will listen to music and create short drama scenes or visual art pieces that represent the feelings, moods, and images communicated by the music.
 - Play a selection of music tracks from various styles, composers, and cultures. After each track, facilitate a class discussion on the feelings, moods, and images conveyed by the music. Ask questions such as:
 - How did this music make you feel?
 - What images or stories came to mind while listening to this music?
 - What kind of drama scene or visual art piece could represent the emotions and meaning of this music?
 - Divide students into small groups and assign each group a specific music track (something familiar that they know the melody, such as Twinkle Twinkle, Itsy Bitsy Spider, or Happy Birthday) to interpret through drama. Encourage them to create a short drama scene that represents the feelings, moods, and images communicated by the music. Allow time for each group to practice and refine their drama scenes. Encourage students to demonstrate the proper alignment and technique practiced on Day 1. Provide guidance and feedback as needed.
 - Have each group present their drama scenes and visual art pieces to the class. Encourage students to explain how their creations represent the feelings, moods, and images communicated by the music.
 - Ask students to write a short journal entry reflecting on their experience of interpreting music through drama and visual art. Encourage them to consider what they learned about expressing emotions and meaning through their creations. Provide prompts such as:
 - What did you enjoy about creating a drama scene or visual art piece for the music?
 - How did the music influence your drama scene or visual art piece?
 - What challenges did you face, and how did you overcome them?

- **Day 4:** Reflection and feedback. Students will present their interpretations of the music through movement, dance, drama, or visual art. They will discuss how the music made them feel and what images it created in their minds. They will provide and receive feedback from their peers.
 - Begin with a brief discussion on the importance of reflection and feedback in the creative process. Explain how sharing interpretations and receiving feedback can help improve their understanding and expression of music.
 - Have each student or group present their interpretations of the music through movement, dance, drama, or visual art. Encourage them to explain how the music made them feel and what images it created in their minds.
 - Organize a structured feedback session where students provide constructive feedback to their peers. Use prompts such as:
 - What did you like about the interpretation?
 - How did this interpretation make you feel?
 - What images or stories did this interpretation bring to mind?
 - What elements of the interpretation were particularly effective in conveying the emotions and meaning of the music?
 - How could the interpretation be enhanced to better convey its message?
 - Ask students to write a short journal entry reflecting on their experience of presenting their interpretations and receiving feedback. Encourage them to consider what they learned from the feedback process and how it can help them improve their future interpretations. Provide prompts such as:
 - What did you enjoy about presenting your interpretation?
 - How did the feedback you received help you understand your interpretation better?
 - What changes would you make to your interpretation based on the feedback?
- **Day 5:** Final performances and reflective discussions. Students will perform their interpretations of the music and explain how they communicated the feelings, moods, and meaning of the music. They will reflect on their learning experiences and share their thoughts with the class.
 - Begin with a brief review of the previous days' activities and the importance of expressing feelings, moods, and meaning through music. Lead students through a series of vocal warm-ups and simple movement exercises to prepare them for their final performances.
 - Have each student or group perform their interpretations of the music through movement, dance, drama, or visual art. Encourage them to focus both on the technique and on communicating the feelings, moods, and meaning of the music through their performances. After each performance, ask the performers to explain how they communicated the emotions and meaning of the music. Encourage them to articulate their creative choices and the techniques they used.
 - Facilitate a class discussion where students can provide positive feedback and constructive suggestions to their peers. Use prompts such as:
 - How did you see proper technique demonstrated in the performance?
 - What emotions did you see in the performance?
 - How did the movements or visual elements help convey those emotions?
 - What could be improved to make the interpretation clearer?
 - Hold a class discussion to reflect on the learning experiences from Days 1-4. Ask students to share their thoughts on how they developed their interpretations and how they used different techniques to express personal meaning. Encourage them to discuss the following:
 - What did you learn about using movements and drama to express emotions?
 - How did practicing safe and proper vocal and movement techniques help you in performance?
 - What did you find interesting about the different music tracks you interpreted?
 - How did you use feedback from your peers to improve your interpretations?

Assessment:

- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final performance of the music interpretation, assessed using a rubric that evaluates singing and movement, interpreting music, and communicating feelings.

Reflection:

- After the final performances, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:

- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as singing techniques or interpreting music.
- **Modeling:** Demonstrate singing with head voice and appropriate posture, as well as interpreting music through movement, dance, drama, or visual art.
- **Guided Practice:** Lead students through structured singing and interpretation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to create and refine their music interpretations.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:

- **Spaced Practice:** Review and practice singing and interpretation techniques over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., singing, moving to music, creating drama scenes) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned singing and interpretation techniques at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their music interpretations.
- **Concrete Examples:** Use visual aids and videos of professional musical performances to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

SAMPLE ASSESSMENT RUBRIC: 2ND GRADE MUSIC CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Singing and Movement (2.3PE)	Demonstrates exceptional ability to sing using head voice and appropriate posture. Moves to music with accurate pitch and rhythm, showing a deep understanding of various styles, composers, and cultures.	Sings using head voice and appropriate posture. Moves to music with accurate pitch and rhythm, demonstrating an understanding of various styles, composers, and cultures.	Sings using head voice and appropriate posture with some inconsistencies. Moves to music with mostly accurate pitch and rhythm, showing a basic understanding of various styles, composers, and cultures.	Struggles to sing using head voice and appropriate posture. Moves to music with limited accuracy in pitch and rhythm, showing little understanding of various styles, composers, and cultures.
Interpreting Music (2.4RE)	Demonstrates exceptional ability to interpret music through movement, dance, drama, or visual art. Expresses the emotions and meaning of the music creatively and effectively.	Interprets music through movement, dance, drama, or visual art. Expresses the emotions and meaning of the music.	Interprets music through movement, dance, drama, or visual art with some inconsistencies. Expresses the emotions and meaning of the music but may lack depth or clarity.	Struggles to interpret music through movement, dance, drama, or visual art. Limited expression of the emotions and meaning of the music.
Communicating Feelings (2.1CO)	Demonstrates exceptional ability to identify how music communicates feelings, moods, images, and meaning. Provides detailed and insightful explanations of the emotions and images created by the music.	Identifies how music communicates feelings, moods, images, and meaning. Provides clear explanations of the emotions and images created by the music.	Identifies some aspects of how music communicates feelings, moods, images, and meaning. Explanations may lack depth or clarity.	Struggles to identify how music communicates feelings, moods, images, and meaning. Explanations are unclear or incomplete.

SAMPLE LESSON PLAN: 5TH GRADE MUSIC CLASS

Lesson Title: Composing and Performing Rhythms

Grade Level: 5th Grade

Duration: 5 Class Periods (30 minutes each)

Standards:

- 5.2CR: Compose using known rhythms, whole notes, dotted notes, sixteenth-note combinations, or syncopated rhythms in a variety of meters using phrase and large form, standard and iconic notation, and a variety of sound sources.
- 5.1PE: Read and perform using known rhythms, dotted and sixteenth-note combinations, and syncopated rhythms in a variety of meters.
- 5.3CO: Explain how the elements and subject matter of music connect with other subject areas.

Essential Questions:

- How do musicians improve the quality of their performance?
- How do the other disciplines inform creating, performing, and responding to music?

Learning Objectives:

- Students will compose music using known rhythms, whole notes, dotted notes, sixteenth-note combinations, or syncopated rhythms in a variety of meters.
- Students will read and perform music using known rhythms, dotted and sixteenth-note combinations, and syncopated rhythms in a variety of meters.
- Students will explain how the elements and subject matter of music connect with other subject areas.

Success Criteria:

- **Composing Music (5.2CR):**
 - I can compose music using known rhythms, whole notes, dotted notes, sixteenth-note combinations, or syncopated rhythms.
 - I can use phrase and large form, standard and iconic notation, or a variety of sound sources in my compositions.
- **Reading and Performing Music (5.1PE):**
 - I can read and perform music using known rhythms, dotted and sixteenth-note combinations, and syncopated rhythms.
 - I can perform music accurately in a variety of meters.
- **Connecting Music with Other Subjects (5.3CO):**
 - I can explain how the elements and subject matter of music connect with other subject areas.
 - I can provide examples of how music relates to subjects like math, language arts, and social studies.

Materials:

- Music notation software or paper for composing
- Instruments (e.g., keyboards, percussion instruments)
- Music player and a selection of music tracks
- Notebooks and pens for journaling and feedback
- Visual aids (e.g., images, videos) of different musical performances

Learning Experiences and Instruction:

- **Day 1:** Introduction to composing music using known rhythms and notation. Students will explore different rhythms and notations, and begin composing short musical phrases using whole notes, dotted notes, sixteenth-note combinations, and syncopated rhythms.
Introduce students to the different types of rhythms and notations they will be using in their compositions. Provide visual aids and examples of each type, such as whole notes, dotted notes, sixteenth-note combinations, and syncopated rhythms. Demonstrate how to read and write these rhythms and notations on the staff. Have students practice writing and clapping out the rhythms to reinforce their understanding.

Lead students through a guided practice session where they can experiment with creating short musical phrases using different rhythms and notations. Provide step-by-step instructions and encourage students to explore different combinations and patterns. Walk around the classroom to provide individual guidance and feedback as needed.

Encourage students to experiment with different ideas for their musical phrases. Ask them to think about how they can use the rhythms and notations to create interesting and expressive compositions.

Provide prompts to inspire creativity, such as "Create a musical phrase that uses a combination of whole notes and dotted notes" or "Compose a short melody that includes syncopated rhythms."

Divide students into small groups and have each group create a short musical phrase using the rhythms and notations they have learned. Encourage them to collaborate and share ideas to create a cohesive composition. Allow time for each group to practice and refine their musical phrases. Provide guidance and feedback as needed.

- **Day 2:** Focus on reading and performing music. Students will practice reading and performing music using known rhythms, dotted and sixteenth-note combinations, and syncopated rhythms in a variety of meters. They will work in pairs or small groups to perform their compositions.

Introduce students to reading music in a variety of meters. Provide visual aids and examples of musical scores that include the rhythms and notations they have learned. Demonstrate how to read and interpret these rhythms in different meters. Have students practice reading the music individually and in pairs.

Divide students into small groups and assign each group a piece of music that includes known rhythms, dotted and sixteenth-note combinations, and syncopated rhythms. Have each group practice reading and performing their assigned piece. Encourage them to focus on accuracy and maintaining a steady tempo.

Allow each group to perform their compositions for the class. Encourage students to listen carefully to each performance and provide positive feedback. Facilitate a discussion on the challenges and successes of reading and performing the music. Ask questions such as:

What did you find challenging about reading the music?

How did you work together to maintain a steady tempo?

What strategies did you use to accurately perform the rhythms?

Ask students to write a short journal entry reflecting on their experience of reading and performing music. Encourage them to consider what they learned about interpreting rhythms and notations in different meters. Provide prompts such as:

What did you enjoy about performing your composition?

How did reading the music help you understand the rhythms better?

What challenges did you face, and how did you overcome them?

- **Day 3:** Exploration of how music connects with other subject areas. Students will discuss how the elements and subject matter of music relate to subjects like math, language arts, and social studies. They will create visual aids or presentations to illustrate these connections.
 - Begin with a brief review of the rhythms and notations practiced on Day 2. Lead students through a series of rhythmic clapping exercises to reinforce their understanding of these rhythms and notations.
 - Facilitate a class discussion on how music connects with other subject areas such as math, language arts, and social studies. Ask questions such as:
 - How do you think math is used in music?
 - Can you think of any ways that music tells a story, similar to language arts?
 - How does music reflect different cultures and historical events in social studies?
 - Divide students into small groups. Provide each group with materials to compose and notate short rhythmic phrases using whole notes, dotted notes, sixteenth-notes, or syncopated rhythms that illustrate the connections between music and math (particularly fractions). Guide them through the process of organizing their ideas and creating clear, informative visual aids and compositions.
 - Ask students to write a short journal entry reflecting on their experience of exploring how music connects with other subject areas. Encourage them to consider what they learned about the interdisciplinary nature of music and how they can apply this understanding to their future music studies. Provide prompts such as:
 - What did you find interesting about the connections between music and other subjects?
 - How can understanding these connections help you in your music studies?
 - What challenges did you face while composing and notating original rhythms with whole notes, dotted notes, sixteenth-notes, or syncopated rhythms?
- **Day 4:** Reflection and feedback. Students will present their compositions and performances to the class. They will discuss how their music connects with other subjects and provide and receive feedback from their peers.

- Begin with a brief discussion on the importance of reflection and feedback in the creative processes. Explain how sharing compositions and receiving feedback can help improve their understanding and expression of music.
- Have each student or group present their compositions and performances to the class. Encourage them to explain the tools and techniques they used, the challenges they faced, and how they overcame them.
- Organize a structured feedback session where students provide constructive feedback to their peers. Use prompts such as:
 - How did you use math concepts like patterns and fractions in your composition?
 - What did you like about the composition and performance?
 - What suggestions do you have for improvement?
 - How could the composition be enhanced to better convey its message?
- Ask students to write a short journal entry reflecting on their experience of presenting their compositions and receiving feedback. Encourage them to consider what they learned from the feedback process and how it can help them improve their future compositions.
- **Day 5:** Final revisions and presentations. Students will make final changes to their compositions and performances based on the feedback they received. They will present their revised work to the class and reflect on their learning experiences.
 - Allow students time to make final changes to their rhythmic compositions and performances based on the feedback they received. Encourage them to focus on improving specific areas highlighted during the feedback session, such as clarity, creativity, and technical execution.
 - Have each group present their revised compositions and performances to the class. Encourage students to explain the changes they made based on the feedback and how these changes improved their work.
 - Facilitate a class discussion on the effectiveness of the final presentations. Ask questions such as:
 - What improvements did you notice in the revised compositions and performances?
 - How did the changes enhance the overall quality of the music?
 - What did you learn from the revision process?
 - Ask students to write a short journal entry reflecting on their overall learning experience. Encourage them to consider what they learned about rhythms, notation, and the importance of feedback, the revision process, and how they can apply these skills to future projects. Provide prompts such as:
 - What rhythmic patterns did you find easy? What rhythmic patterns did you find hard? Why?
 - What did you enjoy about revising your composition and performance?
 - How did the feedback you received help you improve your work?
 - What challenges did you face during the revision process, and how did you overcome them?

Assessment:

- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final presentation of the music composition and performance, assessed using a rubric that evaluates composing music, reading and performing music, and connecting music with other subjects.

Reflection:

- After the final presentations, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:

- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as composing techniques or reading music.
- **Modeling:** Demonstrate composing and performing music using known rhythms and notation, highlighting key elements such as phrase and large form.
- **Guided Practice:** Lead students through structured composing and performing exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to create and refine their compositions and performances.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:

- **Spaced Practice:** Review and practice composing and performing techniques over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., composing, performing, discussing connections with other subjects) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned composing and performing techniques at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their compositions and performances.
- **Concrete Examples:** Use visual aids and videos of professional musical performances to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

ASSESSMENT RUBRIC: 5TH GRADE MUSIC CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Composing Music (5.2CR)	Demonstrates exceptional ability to compose music using known rhythms, whole notes, dotted notes, sixteenth-note combinations, or syncopated rhythms. Uses phrase and large form, standard and iconic notation, and a variety of sound sources creatively and effectively.	Composes music using known rhythms, whole notes, dotted notes, sixteenth-note combinations, or syncopated rhythms. Uses phrase and large form, standard and iconic notation, and a variety of sound sources.	Composes music using some known rhythms, whole notes, dotted notes, sixteenth-note combinations, or syncopated rhythms. Uses phrase and large form, standard and iconic notation, and a variety of sound sources but may lack consistency or depth.	Struggles to compose music using known rhythms, whole notes, dotted notes, sixteenth-note combinations, or syncopated rhythms. Limited use of phrase and large form, standard and iconic notation, and a variety of sound sources.
Reading and Performing Music (5.1PE)	Demonstrates exceptional ability to read and perform music using known rhythms, dotted and sixteenth-note combinations, and syncopated rhythms. Performs music accurately and with confidence in a variety of meters.	Reads and performs music using known rhythms, dotted and sixteenth-note combinations, and syncopated rhythms. Performs music accurately in a variety of meters.	Reads and performs music using some known rhythms, dotted and sixteenth-note combinations, and syncopated rhythms. Performs music with some accuracy in a variety of meters but may lack consistency or confidence.	Struggles to read and perform music using known rhythms, dotted and sixteenth-note combinations, and syncopated rhythms. Limited accuracy and confidence in performing music in a variety of meters.
Connecting Music with Other Subjects (5.3CO)	Demonstrates exceptional ability to explain how the elements and subject matter of music connect with other subject areas. Provides detailed and insightful examples of how music relates to subjects like math, language arts, and social studies.	Explains how the elements and subject matter of music connect with other subject areas. Provides clear examples of how music relates to subjects like math, language arts, and social studies.	Explains some aspects of how the elements and subject matter of music connect with other subject areas. Examples may lack depth or clarity.	Struggles to explain how the elements and subject matter of music connect with other subject areas. Examples are unclear or incomplete.

SAMPLE LESSON PLAN: 8TH GRADE ENSEMBLE MUSIC CLASS

Lesson Title: Improvisation, Performance, and Conducting in Ensemble Music

Grade Level: 8th Grade

Duration: 5 Class Periods (50 minutes each)

Standards:

- 8.1CR: Improvise extended rhythmic, melodic, and harmonic passages in various forms.
- 8.4PE: Analyze performers' and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control.
- 8.6RE: Follow and respond to grade-appropriate cues of a conductor.
- 8.5CO: Describe how the roles of composers, performers, and others involved in music are similar to or different from those in other art forms.

Essential Questions:

- How does understanding the structure and context of musical works inform performance?

Learning Objectives:

- Students will improvise extended rhythmic, melodic, and harmonic passages in various forms.
- Students will analyze performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control.
- Students will follow and respond to grade-appropriate cues of a conductor.
- Students will describe how the roles of composers, performers, and others involved in music are similar to or different from those in other art forms.

Success Criteria:

- **Improvisation (8.1CR):**
 - I can improvise extended rhythmic, melodic, and harmonic passages in various forms.
 - I can create improvisations that fit within the style of the music studied.
- **Performance Analysis (8.4PE):**
 - I can analyze performers' techniques to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control.
 - I can demonstrate these techniques in my own performances.
- **Following a Conductor (8.6RE):**
 - I can follow and respond to grade-appropriate cues of a conductor.
 - I can adjust my performance based on the conductor's cues.
- **Roles in Music (8.5CO):**
 - I can describe how the roles of composers, performers, and others involved in music are similar to or different from those in other art forms.
 - I can provide examples of these roles in various art forms.

Materials:

- Music notation software or paper for composing
- Instruments (e.g., keyboards, percussion instruments, wind instruments)
- Music player and a selection of music tracks
- Notebooks and pens for journaling and feedback
- Conducting baton for the conductor

Learning Experiences and Instruction:

- **Day 1:** Introduction to improvisation. Students will explore extended rhythmic, melodic, and harmonic passages similar to the music studied in rehearsal. They will begin improvising within the style of the music.

- Begin with a brief review of the rhythms and notations practiced in previous lessons. Lead students through a series of rhythmic clapping exercises to reinforce their understanding of these rhythms and notations.
- Explain the concept of improvisation and its importance in music. Discuss how improvisation allows musicians to explore extended rhythmic, melodic, and harmonic passages and express their creativity within the style of the music studied. Play recordings of professional musicians improvising within various musical styles. Encourage students to listen carefully and analyze the rhythmic, melodic, and harmonic elements used in the improvisations. Facilitate a class discussion on the techniques and strategies employed by the musicians.
- Lead students through a series of guided improvisation exercises. Provide prompts such as "improvise a rhythmic pattern using quarter notes and eighth notes" or "create a melodic phrase using a pentatonic scale." Encourage students to experiment with different rhythms, melodies, and harmonies while staying within the style of the music studied.
- Divide students into small groups and have each group create a short improvisation based on a given musical theme or chord progression. Allow time for each group to practice and refine their improvisations. Provide guidance and feedback as needed.
- **Day 2:** Focus on analyzing performers' techniques. Students will analyze techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control. They will practice these techniques in their own performances.
 - Explain the importance of analyzing performers' techniques in creating accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control. Discuss how these techniques contribute to a successful performance. Play recordings of professional musicians performing pieces that require precise rhythm and pitch, expressive qualities, good posture, and breath control. Encourage students to listen carefully and analyze the techniques used by the performers. Facilitate a class discussion on the techniques observed and their impact on the performance.
 - Lead students through a series of guided practice exercises focusing on specific techniques. For example:
 - Rhythm and Pitch: Have students practice clapping and playing rhythmic patterns accurately. Use a metronome to help maintain a steady tempo.
 - Expressive Qualities: Encourage students to experiment with dynamics, articulation, and phrasing to convey different emotions and expressions.
 - Posture and Breath Control: Demonstrate proper posture and breathing techniques. Have students practice maintaining good posture and using breath control while playing their instruments.
 - Students will apply their learning of the selected technique by practicing a piece of music that incorporates the technique discussed. Provide guidance and feedback as they rehearse their piece, focusing on accuracy and expression.
 - Ask students to write a short journal entry reflecting on their experience of analyzing and practicing performers' techniques. Encourage them to consider what they learned about the importance of these techniques and how they can apply them to their future performances. Provide prompts such as:
 - What did you find challenging about practicing these techniques?
 - How did focusing on these techniques improve your performance?
 - What techniques do you want to continue working on, and why?
- **Day 3:** Exploration of following a conductor. Students will learn about grade-appropriate cues of a conductor and practice following these cues during rehearsals. They will take turns conducting their peers and responding to the conductor's cues.
 - Explain the role of a conductor in guiding an ensemble and the importance of following a conductor's cues. Discuss how conductors use gestures to indicate tempo, dynamics, and expression. Demonstrate grade-appropriate conducting cues, such as indicating the beat, starting and stopping the music, and changing dynamics. Use a conducting baton to show how these cues are given.
 - Lead students through a series of guided practice exercises where they follow your conducting cues. Start with simple cues, such as indicating the beat, and gradually introduce more complex cues, such as changes in dynamics and tempo.
 - Have students take turns conducting their peers on a familiar piece. Encourage students to use the conducting cues they learned and to focus on clear and expressive gestures. Encourage students to carefully follow the student conductors' cues. Encourage student conductors to experiment with cuing different dynamics and tempo and student musicians to follow along accurately.
 - Ask students to write a short journal entry reflecting on their experience of following a conductor and taking turns conducting. Encourage them to consider what they learned about the importance of conducting cues and how they can apply this understanding to their future performances. Provide prompts such as:
 - What is the role of the conductor? What is the role of ensemble members?
 - What did you find challenging about following a conductor's cues?
 - How did conducting your peers help you understand the role of a conductor?
 - What techniques do you want to continue working on, and why?

- **Day 4:** Reflection and feedback. Students will practice a piece of repertoire as a class. They will discuss how they followed the conductor's cues and provide and receive feedback from their peers. Students will practice their improvisations.
 - Have each student perform a piece as a class. Encourage them to focus on demonstrating the techniques they have learned, such as following conductor cues, accurate rhythm and pitch, expressive qualities, good posture, and breath control. Ensure that each performance includes a clear demonstration of following the conductor's cues.
 - After each performance, facilitate a structured feedback session where students provide constructive feedback to their peers. Use prompts such as:
 - What did you like about the performance?
 - How well did the performer(s) follow the conductor's cues?
 - What suggestions do you have for improvement?
 - Encourage students to focus on specific aspects of the performance, such as rhythm, pitch, expression, and technique?
 - Lead a class discussion where students can reflect on their performances and the feedback they received. Encourage students to share their thoughts and experiences, fostering a supportive and collaborative learning environment. Ask questions like:
 - How did following the conductor's cues affect your performance?
 - What did you learn from the feedback you received?
 - How can you apply this feedback to improve your future performances?
 - Have students write a short journal entry reflecting on their performance and the feedback they received. Encourage them to set specific goals for improvement based on the feedback.
- **Day 5:** Students will make final changes to their improvisations and performances based on the feedback they received. They will present their revised work to the class, focusing on improvising extended rhythmic, melodic, and harmonic passages, creating improvisations that fit within the style of the music studied, and following and responding to the conductor's cues.
 - Allow students time to make final changes to their improvisations from Day 1 and performances based on the feedback they received on Day 4. Encourage them to focus on improving specific areas highlighted during the feedback session, such as rhythm, pitch, expression, and technique.
 - As a class, perform the chosen piece of repertoire and have students or groups perform their revised improvisations at the end. Encourage them to demonstrate the improvements they made based on the feedback they received. Ensure that each performance includes a clear demonstration of following the conductor's cues.
 - Lead a class discussion where students can reflect on their performances and the feedback they received. Ask questions like:
 - How did the feedback you received help you improve your performance?
 - What changes did you make to your improvisation or performance based on the feedback?
 - How did following the conductor's cues affect your performance?
 - Have students write a short journal entry reflecting on their overall learning experience. Encourage them to consider what they learned about improvisation, performance, and following a conductor's cues. Prompts can include:
 - What did you learn from the feedback you received?
 - What improvements did you make to your performance?
 - How can you apply what you learned to future performances?

Assessment:

- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final presentation of the music improvisation and performance, assessed using a rubric that evaluates improvisation, performance analysis, following a conductor, and understanding roles in music.

Reflection:

- After the final presentations, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:

- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as improvisation techniques or following a conductor.
- **Modeling:** Demonstrate improvising, performing music with technical accuracy, and following a conductor's cues.

- **Guided Practice:** Lead students through structured improvisation, performance, and conducting exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to create and refine their improvisations and performances.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:

- **Spaced Practice:** Review and practice improvisation, performance, and conducting techniques over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., improvising, performing, following a conductor) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned improvisation, performance, and conducting techniques at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their improvisations and performances.
- **Concrete Examples:** Use visual aids and videos of professional musical performances to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

ASSESSMENT RUBRIC: 8TH GRADE ENSEMBLE MUSIC CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Improvisation (8.1CR)	Demonstrates exceptional ability to improvise extended rhythmic, melodic, and harmonic passages in various forms. Creates improvisations that are highly creative and fit seamlessly within the style of the music studied.	Improvise extended rhythmic, melodic, and harmonic passages in various forms. Creates improvisations that fit within the style of the music studied.	Improvise some rhythmic, melodic, and harmonic passages in various forms. Improvisations may lack consistency or depth but fit within the style of the music studied.	Struggles to improvise extended rhythmic, melodic, and harmonic passages. Improvisations are limited and may not fit within the style of the music studied.
Performance Analysis (8.4PE)	Analyzes performers' techniques with exceptional insight. Demonstrates accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control with exceptional skill.	Analyzes performers' techniques. Demonstrates accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control.	Analyzes some performers' techniques. Demonstrates rhythm and pitch, expressive qualities, posture, and breath control with some accuracy but may lack consistency.	Struggles to analyze performers' techniques. Demonstrates limited accuracy in rhythm and pitch, expressive qualities, posture, and breath control.
Following a Conductor (8.6RE)	Follows and responds to grade-appropriate cues of a conductor with exceptional skill. Adjusts performance seamlessly based on the conductor's cues.	Follows and responds to grade-appropriate cues of a conductor. Adjusts performance based on the conductor's cues.	Follows some grade-appropriate cues of a conductor. Adjustments to performance based on the conductor's cues may lack consistency or depth.	Struggles to follow and respond to grade-appropriate cues of a conductor. Adjustments to performance based on the conductor's cues are limited or unclear.
Roles in Music (8.5CO)	Describes the roles of composers, performers, and others involved in music with exceptional clarity and insight. Provides detailed and insightful examples of how these roles are similar to or different from those in other art forms.	Describes the roles of composers, performers, and others involved in music. Provides clear examples of how these roles are similar to or different from those in other art forms.	Describes some aspects of the roles of composers, performers, and others involved in music. Examples may lack depth or clarity.	Struggles to describe the roles of composers, performers, and others involved in music. Examples are unclear or incomplete.

SAMPLE LESSON PLAN: HIGH SCHOOL SKILLED

Lesson Title: Techniques for Accurate Pitch and Performance Critique

Grade Level: 8th Grade

Duration: 5 Class Periods (50 minutes each)

Standards:

- ENS.4CR: Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.
- ENS.1PE: Read and perform with correct pitches, correct rhythms, printed dynamics, and printed articulations.
- ENS.1RE: Critique the ensemble performance using established criteria that focuses on pitch, rhythm, characteristic tone quality and intonation, and use of dynamics and articulations.

Essential Questions:

- How do musicians use various tools and techniques to improve performance?
- How do musicians evaluate the quality of musical work and performance?

Learning Objectives:

- Students will explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.
- Students will read and perform music with correct pitches, correct rhythms, printed dynamics, and printed articulations.
- Students will critique ensemble performances using established criteria that focus on pitch, rhythm, characteristic tone quality and intonation, and use of dynamics and articulations.

Success Criteria:

- **Instrument Techniques (ENS.4CR):**
 - I can explain how different instrument techniques create accurate pitch.
 - I can demonstrate how to alter pitch on my instrument.
- **Reading and Performing (ENS.1PE):**
 - I can read and perform music with correct pitches, rhythms, dynamics, and articulations.
 - I can maintain accurate pitch and rhythm throughout a performance.
- **Performance Critique (ENS.1RE):**
 - I can critique ensemble performances using criteria that focus on pitch, rhythm, tone quality, intonation, dynamics, and articulations.
 - I can provide constructive feedback to my peers based on these criteria.

Materials:

- Music notation software or sheet music
- Instruments (e.g., keyboards, percussion instruments, wind instruments)
- Music player and a selection of music tracks
- Notebooks and pens for journaling and feedback
- Conducting baton for the conductor

Learning Experiences and Instruction:

Day 1: Introduction to Instrument Techniques and Pitch,

- Begin with a brief review of the importance of accurate pitch in ensemble performances.
- Explain how different instrument techniques (e.g., embouchure, finger placement, bowing) create accurate pitch and how to alter pitch.
- Demonstrate these techniques on various instruments and have students practice them individually and in small groups.
- Lead a class discussion on the challenges of maintaining accurate pitch and how to overcome them.

Day 2: Reading and Performing Music.

- Introduce a piece of music that includes a variety of pitches, rhythms, dynamics, and articulations.

- Have students practice reading and performing the music individually and in small groups.
- Provide guidance and feedback on their performance, focusing on maintaining accurate pitch and rhythm.
- Encourage students to listen to each other and provide constructive feedback.

Day 3: Performance Critique.

- Explain the criteria for critiquing ensemble performances, focusing on pitch, rhythm, tone quality, intonation, dynamics, and articulations.
- Have students perform the piece of music as an ensemble.
- Facilitate a structured feedback session where students critique the performance using the established criteria.
- Encourage students to provide specific examples and constructive feedback.

Day 4: Refining Performance.

- Allow students time to practice and refine their performance based on the feedback received.
- Provide additional guidance and support as needed.
- Have students perform the piece again and critique their own performance, focusing on areas for improvement.

Day 5: Final Performance and Reflection.

- Have students perform the piece of music as an ensemble for a final time.
- Facilitate a class discussion where students reflect on their learning experiences and the improvements made throughout the week. Ask questions like:
 - How did the feedback you received help you improve your performance?
 - What changes did you make to your performance based on the feedback?
 - How did focusing on pitch, rhythm, tone quality, intonation, dynamics and/or articulation improve your performance?
 - How did following the conductor's cues affect your performance?
- Encourage students to share their thoughts on how they developed their instrument techniques, maintained accurate pitch, and provided constructive feedback.

Assessment:

- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final performance of the music piece, assessed using a rubric that evaluates instrument techniques, reading and performing, and performance critique.

Reflection:

- After the final performance, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:

- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as instrument techniques or reading music.
- **Modeling:** Demonstrate techniques for creating accurate pitch and performing music with correct pitches, rhythms, dynamics, and articulations.
- **Guided Practice:** Lead students through structured practice exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to practice and refine their performances.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:

- **Spaced Practice:** Review and practice techniques and performance skills over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., practicing techniques, performing, critiquing) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned techniques and performance skills at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their performances.
- **Concrete Examples:** Use visual aids and videos of professional musical performances to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

ASSESSMENT RUBRIC: HIGH SCHOOL SKILLED ENSEMBLE MUSIC CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Instrument Techniques (ENS.4CR)	Demonstrates exceptional ability to explain and demonstrate how different instrument techniques create accurate pitch and how to alter pitch.	Explains and demonstrates how different instrument techniques create accurate pitch and how to alter pitch.	Explains and demonstrates some techniques for creating accurate pitch and altering pitch but may lack consistency or depth.	Struggles to explain and demonstrate techniques for creating accurate pitch and altering pitch.
Reading and Performing Music (ENS.1PE)	Demonstrates exceptional ability to read and perform music with correct pitches, rhythms, dynamics, and articulations. Maintains accurate pitch and rhythm throughout the performance.	Reads and performs music with correct pitches, rhythms, dynamics, and articulations. Maintains accurate pitch and rhythm.	Reads and performs music with some accuracy in pitches, rhythms, dynamics, and articulations but may lack consistency.	Struggles to read and perform music with correct pitches, rhythms, dynamics, and articulations. Limited accuracy in pitch and rhythm.
Performance Critique (ENS.1RE)	Demonstrates exceptional ability to critique ensemble performances using established criteria. Provides detailed and constructive feedback.	Critiques ensemble performances using established criteria. Provides constructive feedback.	Critiques ensemble performances with some accuracy but may lack depth or specificity.	Struggles to critique ensemble performances using established criteria. Limited constructive feedback.

SAMPLE LESSON PLAN: HIGH SCHOOL ADVANCED ENSEMBLE MUSIC CLASS

Lesson Title: Evaluating, Refining, and Performing Diverse Repertoire

Grade Level: High School

Duration: 5 Class Periods (50 minutes each)

Standards:

- **ENAD.3CR:** Evaluate and refine a variety of musical works based on appropriate criteria and evaluate if the music meets the established criteria.
- **ENAD.6PE:** Perform a varied repertoire of prepared and improvised music, representing a variety of cultures, styles, time periods, and genres in several types of ensembles.
- **ENAD.3RE:** Use student-developed criteria to select music, organize, and present an individual performance showing mastery of the selected music.
- **ENAD.3CO:** Select personal music experiences that represent well-developed performance skills, abilities, and accomplishments (developing a portfolio, preparing college audition, studio work).

Essential Questions:

- How do musicians improve the quality of their work?
- How does a musician know when work is ready to be presented and performed?
- How do musicians evaluate the quality of work and performance?

Learning Objectives:

- Students will evaluate and refine musical works based on appropriate criteria.
- Students will perform a varied repertoire of prepared and improvised music.
- Students will use student-developed criteria to select, organize, and present an individual performance.
- Students will select personal music experiences that represent well-developed performance skills and accomplishments.

Success Criteria:

- **Evaluation and Refinement (ENAD.3CR):**
 - I can evaluate musical works using appropriate criteria.
 - I can refine musical works to meet established criteria.
- **Performance (ENAD.6PE):**
 - I can perform a varied repertoire of prepared and improvised music.
 - I can represent a variety of cultures, styles, time periods, and genres in my performances.
- **Individual Performance (ENAD.3RE):**
 - I can use student-developed criteria to select and organize music for an individual performance.
 - I can present an individual performance showing mastery of the selected music.
- **Personal Music Experiences (ENAD.3CO):**
 - I can select personal music experiences that represent well-developed performance skills and accomplishments.
 - I can develop a portfolio, prepare for a college audition, or engage in studio work.

Materials:

- Music notation software or sheet music
- Instruments (e.g., keyboards, percussion instruments, wind instruments)
- Music player and a selection of music tracks
- Notebooks and pens for journaling and feedback
- Recording equipment for studio work

Learning Experiences and Instruction:

Day 1: Introduction to Evaluation and Refinement

- Begin with a brief review of the importance of evaluating and refining musical works.
- Explain the criteria for evaluating musical works, such as accuracy, expression, technique, and cultural context.
- Play recordings of professional musicians performing pieces from various cultures, styles, time periods, and genres. Facilitate a class discussion on the criteria used to evaluate these performances.
- Have students practice evaluating and refining a short musical piece using the established criteria. Provide guidance and feedback as needed.

Day 2: Performing a Varied Repertoire

- Introduce a varied repertoire of prepared and improvised music representing different cultures, styles, time periods, and genres.
- Have students practice performing the repertoire individually and in small groups. Encourage them to focus on accurate rhythm and pitch, expressive qualities, and following the conductor's cues.
- Provide guidance and feedback on their performances, focusing on maintaining accurate pitch and rhythm, and representing the cultural and stylistic elements of the music.

Day 3: Developing Individual Performance Criteria

- Explain the importance of using student-developed criteria to select and organize music for an individual performance.
- Have students work in small groups to develop criteria for selecting and organizing music. Encourage them to consider factors such as technical difficulty, expressive qualities, and personal connection to the music.
- Have each student select a piece of music based on the developed criteria and begin organizing their individual performance. Provide guidance and feedback as needed.

Day 4: Refining Individual Performances

- Allow students time to refine their individual performances based on the feedback they received on Day 3. Encourage them to focus on improving specific areas highlighted during the feedback session, such as rhythm, pitch, expression, and technique.
- Provide guidance and support as students work on their refinements. Offer individual feedback and suggestions to help them refine their performances.
- Have students perform their individual pieces informally for the class and provide peer feedback based on the developed criteria.

Day 5: Final Presentations and Reflection

- Have students present their refined individual performances to the class. Encourage them to demonstrate the improvements they made based on the feedback they received.
- Facilitate a class discussion where students can reflect on their performances and the feedback they received. Ask questions like:
 - How did the feedback you received help you improve your performance?
 - What changes did you make to your performance based on the feedback?
 - How did following the conductor's cues affect your performance?
- Have students write a short journal entry reflecting on their overall learning experience. Encourage them to consider what they learned about evaluating, refining, and performing music, and how they can apply this learning to future performances.

Assessment:

- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final presentation of the individual performance, assessed using a rubric that evaluates evaluation and refinement, performance, individual performance criteria, and personal music experiences.

Reflection:

- After the final presentations, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:

- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as evaluation criteria or performing a varied repertoire.
- **Modeling:** Demonstrate evaluating, refining, and performing music with technical accuracy and expressive qualities.
- **Guided Practice:** Lead students through structured evaluation, performance, and refinement exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to develop criteria, refine performances, and provide peer feedback.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:

- **Spaced Practice:** Review and practice evaluation, performance, and refinement techniques over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., evaluating, performing, refining) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned evaluation, performance, and refinement techniques at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their evaluations and performances.
- **Concrete Examples:** Use visual aids and videos of professional musical performances to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

DRAFT

SAMPLE ASSESSMENT RUBRIC: HIGH SCHOOL ADVANCED ENSEMBLE MUSIC CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Evaluation and Refinement (ENAD.3CR)	Demonstrates exceptional ability to evaluate and refine musical works based on appropriate criteria. Provides detailed and insightful evaluations that clearly indicate whether the music meets the established criteria.	Evaluates and refines musical works based on appropriate criteria. Provides clear evaluations that indicate whether the music meets the established criteria.	Evaluates and refines musical works with some accuracy but may lack depth or clarity in the evaluations.	Struggles to evaluate and refine musical works based on appropriate criteria. Evaluations are unclear or incomplete.
Performance (ENAD.6PE)	Performs a varied repertoire of prepared and improvised music with exceptional skill. Represents a wide variety of cultures, styles, time periods, and genres in performances.	Performs a varied repertoire of prepared and improvised music. Represents a variety of cultures, styles, time periods, and genres in performances.	Performs a repertoire of prepared and improvised music with some accuracy but may lack consistency or depth in representing different cultures, styles, time periods, and genres.	Struggles to perform a varied repertoire of prepared and improvised music. Limited representation of different cultures, styles, time periods, and genres.
Individual Performance (ENAD.3RE)	Uses student-developed criteria to select and organize music for an individual performance with exceptional skill. Presents an individual performance showing mastery of the selected music.	Uses student-developed criteria to select and organize music for an individual performance. Presents an individual performance showing mastery of the selected music.	Uses student-developed criteria to select and organize music for an individual performance with some accuracy but may lack depth or clarity.	Struggles to use student-developed criteria to select and organize music for an individual performance. Performance shows limited mastery of the selected music.
Personal Music Experiences (ENAD.3CO)	Selects personal music experiences that represent well-developed performance skills and accomplishments with exceptional insight. Develops a comprehensive portfolio, prepares for a college audition, or engages in studio work with a high level of proficiency.	Selects personal music experiences that represent well-developed performance skills and accomplishments. Develops a portfolio, prepares for a college audition, or engages in studio work.	Selects personal music experiences that represent performance skills and accomplishments with some accuracy but may lack depth or clarity.	Struggles to select personal music experiences that represent performance skills and accomplishments. Limited development of a portfolio, preparation for a college audition, or engagement in studio work.

Career Connections

CAREER AWARENESS K-2

Lesson Plan: Skills for Practicing and Performing as a Musician

Standards:

- 1.2CR Compose simple, four-beat rhythms using quarter notes, eighth notes, and quarter rests using standard and iconic notation and a variety of sound sources.
- 1.4PE With limited guidance, play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.
- 1.1CO Explore how music communicates feelings, moods, images, and meaning.

Objective: Students will learn about the skills a musician needs for practicing and performing, compose simple four-beat rhythms, play a variety of classroom instruments with proper techniques, and explore how music communicates feelings, moods, images, and meaning.

Introduction:

1. Begin with a brief discussion about what musicians do. Explain that musicians can be singers or instrumentalists who perform in various settings such as concerts, recordings, and events.
2. Play a variety of short videos showcasing different musicians practicing and performing. Ask students to think about what skills each musician uses, such as playing an instrument, singing, keeping rhythm, and following musical notes.
3. Discuss the importance of practice in becoming a good musician. Explain that musicians need to practice regularly to improve their skills and perform well.

Activity 1: Exploring Musical Skills

1. Play a variety of short videos showcasing different musicians practicing and performing. Ask students to think about what skills each musician uses, such as playing an instrument, singing, keeping rhythm, and following musical notes.
2. Discuss the importance of practice in becoming a good musician. Explain that musicians need to practice regularly to improve their skills and perform well.

Activity 2: Creating Musical Performances:

1. Provide students with paper and crayons. Ask them to compose simple, four-beat rhythms using quarter notes, eighth notes, and quarter rests. Use standard and iconic notation to help them visualize the rhythms.
2. Encourage students to use a variety of sound sources, such as clapping, tapping, or using simple instruments, to create their rhythms.
3. Give students simple musical instruments and demonstrate proper techniques for playing them.
4. With limited guidance, have students play their composed rhythms on the instruments, both alone and with others.
5. Encourage students to explore how their music communicates feelings, moods, images, and meaning

Conclusion:

1. Summarize the lesson by highlighting the importance of practicing and performing as a musician.
2. Encourage students to think about how they can use music to tell stories and express their feelings.

Assessment:

- Observe students' participation and engagement during the activities.
- Assess their ability to create and present a simple musical performance.
- Provide feedback on their creativity and use of musical skills.

Lesson Plan: Exploring Careers in Music

Objective: Students will learn about the career of a musician, read and perform using known rhythms, sing and move to music of various styles, composers, and cultures with accurate pitch, rhythm, and expressive qualities, and explore music created by Ohio artists to determine how their works were influenced by their Ohio roots.

Introduction:

1. Begin with a brief discussion about what musicians do. Explain that musicians can be singers or instrumentalists who perform in various settings such as concerts, recordings, and events.
2. Show short videos of professional musicians performing to illustrate the concept.
3. Introduce the concept of Ohio artists and explain that students will explore how these artists' works were influenced by their Ohio roots.

Warm-Up:

1. Lead the students in a simple activity to get their bodies and instruments (if using) ready. This can include clapping rhythms, singing simple songs, or playing basic instruments.
2. Emphasize the importance of using proper techniques, such as head voice and appropriate posture, when singing.

Activity 1: Exploring Musical Careers:

1. Play a variety of short videos showcasing different musicians. Ask students to think about what each musician does and how they use their skills.
2. Discuss the different tools and skills that musicians use in their work, such as instruments, voice, and musical notation.
3. Introduce the concept of reading and performing using known rhythms, whole notes, dotted notes, sixteenth-note combinations, or syncopated rhythms in a variety of meters.

Activity 2: Creating Musical Performances:

1. Divide the students into small groups and give each group simple musical instruments and paper and crayons.
2. Ask each group to brainstorm and create a simple musical performance. Encourage them to think about the elements they want to include in their performance, such as rhythm, melody, and lyrics.
3. Have each group practice their musical performance, focusing on singing with accurate pitch, rhythm, and expressive qualities.

Activity 3: Exploring Ohio Artists (15 minutes):

1. Provide handouts with information about Ohio artists and their music.
2. Discuss how these artists' works were influenced by their Ohio roots and ask students to think about how their own environment might influence their music.
3. Encourage students to incorporate elements inspired by Ohio artists into their musical performances.

Conclusion:

1. Summarize the lesson by highlighting the importance of creativity and expression in music.
2. Encourage students to think about how they can use music to tell stories and express their feelings.
3. Discuss what they learned about Ohio artists and how their works were influenced by their Ohio roots.

Assessment:

- Observe students' participation and engagement during the activities.
- Assess their ability to read and perform using known rhythms, sing with accurate pitch, rhythm, and expressive qualities, and explore music created by Ohio artists.
- Provide feedback on their creativity and use of musical elements.

Lesson Plan: Exploring Careers in Ensemble Music**Standards:**

- 7.4PE Compare performers' techniques of similar instruments needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control.
- 7.5CO Describe the role of musicians and musical careers.
- ENI.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation).
- ENI.3CO Describe potential career choices in music for both performers and nonperformers.

Objective: Students will learn about the career of an ensemble musician, compare performers' techniques of similar instruments, describe the role of musicians and musical careers, perform prepared or improvised music with technical accuracy, and describe potential career choices in music for both performers and nonperformers.

Introduction:

1. Begin with a brief discussion about what ensemble musicians do. Explain that ensemble musicians perform in groups such as bands, orchestras, and choirs, and that they need to practice both individually and as a group to perform well.
2. Show short videos of professional ensemble musicians rehearsing and performing to illustrate the concept.

Warm-Up:

1. Lead the students in a simple warm-up activity to get their bodies and instruments ready.

Activity 1: Exploring Ensemble Music Careers:

1. Play a variety of short videos showcasing different ensemble musicians. Ask students to think about what each musician does and how they contribute to the group performance.
2. Discuss the different roles within an ensemble, such as the conductor, section leaders, and individual musicians, and how they work together to create a cohesive performance.
3. Describe the role of musicians and musical careers, highlighting both performers and nonperformers.

Activity 2: Planning Rehearsals and Individual Practice:

1. Divide the students into small groups/sectional and give each group a journal or notebook.
2. Ask each group to brainstorm and write a practice plan for their ensemble/section. The plan should include individual practice goals, group rehearsal schedules, and specific pieces of music they want to work on.
3. Encourage students to think about the importance of regular practice and how it helps improve their skills and the overall performance of the ensemble.

Activity 3: Rehearsing Ensemble Pieces:

1. Once the practice plans are complete, have each group start rehearsing their chosen pieces of music. Provide guidance and support as needed.
2. Encourage students to focus on refining their individual parts, synchronizing with the group, and working together to create a cohesive performance. Have students pay particular attention to the techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control.
3. Allow each group to perform their chosen piece for the class and provide constructive feedback.

Activity 4 Performing Music:

1. Have each group choose a piece of music to perform, either prepared or improvised.
2. Provide guidance and support as needed, and encourage students to focus on technical accuracy, including speed, dexterity, and articulation.
3. Allow each group to perform their chosen piece for the class and provide constructive feedback.

Conclusion:

1. Summarize the lesson by highlighting the importance of teamwork, practice, and performance in the career of an ensemble musician.
2. Encourage students to think about how they can use their musical skills to work together and create beautiful music.
3. Discuss potential career choices in music for both performers and nonperformers.

Assessment:

- Observe students' participation and engagement during the activities.
- Assess their ability to create practice plans, rehearse ensemble pieces, and prepare for performance.
- Provide feedback on their creativity, technique, and teamwork.

DRAFT

Lesson Plan: Exploring Careers in Ensemble Music**Standards:**

- HSP.5CO Demonstrate knowledge of potential musical career choices.
- ENS.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation, range) and printed expressive characteristics, such as phrasing.
- ENS.7PE Develop strategies using feedback from peers and outside sources in a rehearsal setting to address technical and expressive challenges in a varied repertoire of music.
- ENS.3CO Evaluate potential musical performance career choices and develop a personal strategic career plan.

Objective: Students will learn about the career of an ensemble musician, demonstrate knowledge of potential musical career choices, perform prepared or improvised music with technical accuracy and expressive qualities, develop strategies using feedback to address challenges, and evaluate potential musical performance career choices to develop a personal strategic career plan.

Introduction:

1. Begin with a brief discussion about what ensemble musicians do. Explain that ensemble musicians perform in groups such as bands, orchestras, and choirs, and that they need to practice both individually and as a group to perform well.
2. Show short videos of professional ensemble musicians rehearsing and performing to illustrate the concept.
3. Discuss the importance of understanding potential musical career choices and how they can influence students' future goals.

Warm-Up:

1. Lead the students in a warm-up activity to get their bodies and instruments ready.
2. Emphasize the importance of using proper techniques, such as good posture and breath control, when playing instruments.

Activity 1: Exploring Ensemble Music Careers:

1. Play a variety of short videos showcasing different ensemble musicians. Ask students to think about what each musician does and how they contribute to the group performance.
2. Discuss the different roles within an ensemble, such as the conductor, section leaders, and individual musicians, and how they work together to create a cohesive performance.
3. Describe the role of musicians and musical careers, highlighting both performers and nonperformers.

Activity 2: Planning Rehearsals and Individual Practice:

1. Divide the students into small groups and give each group a journal or notebook.
2. Ask each group to brainstorm and write a practice plan for their ensemble. The plan should include individual practice goals, group rehearsal schedules, and specific pieces of music they want to work on.
3. Encourage students to think about the importance of regular practice and how it helps improve their skills and the overall performance of the ensemble.

Activity 3: Assigning Roles and Rehearsing Ensemble Pieces:

1. Assign different roles to students within each group, such as conductor, section leader, and individual musicians. Explain the responsibilities of each role.
2. Have each group start rehearsing their chosen pieces of music. Provide guidance and support as needed.
3. Encourage students to focus on refining their individual parts, synchronizing with the group, and working together to create a cohesive performance.
4. Allow each group to perform their chosen piece for the class and provide constructive feedback.

Activity 4: Developing Strategies Using Feedback:

1. Divide the students into small groups and give each group a journal or notebook.
2. Ask each group to develop strategies using feedback from peers and outside sources to address technical and expressive challenges in a varied repertoire of music.
3. Encourage students to think about how they can use feedback to improve their performance and overcome challenges.

Conclusion:

1. Summarize the lesson by highlighting the importance of teamwork, practice, and performance in the career of an ensemble musician.
2. Encourage students to think about how they can use their musical skills to work together and create beautiful music.
3. Discuss potential career choices in music for both performers and nonperformers.

Assessment:

- Summarize the lesson by highlighting the importance of teamwork, practice, and performance in the career of an ensemble musician.
- Encourage students to think about how they can use their musical skills to work together and create beautiful music.
- Discuss potential career choices in music for both performers and nonperformers.

DRAFT

Arts Integrated Ideas

Arts integration is:

- an approach to teaching and learning that involves students learning and demonstrating understanding through an art form of another subject while meeting evolving objectives in both.

Arts integration is distinctly different from arts as curriculum (traditional arts courses and programs) and arts-enhanced curriculum (including arts projects in other subject areas) and is recognized as an evidence-based approach to teaching and learning.

This table outlines sample lesson activity ideas which integrate learning standards from the arts and other grade-level subject standards. The matrix of ideas is intended as a collection of ideas to spark innovation and the imagination about how to integrate the arts and other content areas. The matrix is not exhaustive and intended to describe rather than prescribe how to create arts integrated lessons.

Music

K-2 The Magic Opera (Literacy)

Students study the history of opera, Mozart, and The Magic Flute. They explore how operas tell stories with music and consider how lyrics, music, and gestures convey meaning. In pairs or small groups, students write original opera lyrics to the melody of Twinkle Twinkle Little Star, structured as AB dialogue. They then perform their songs with appropriate pitch and rhythm, acting out their lyrics.

3-5 Rocky Mountain Lyrics (Science)

Students will create an original verse for the folk song “Rocky Mountain” that demonstrates their understanding of how the earth’s surface changes over time. They will explain whether these changes occur quickly or slowly and incorporate their knowledge of science to write original lyrics. Students will perform their verses individually in class. They will then reflect on the different artistic choices made by their peers and how each conveyed a similar concept.

6-8 Making Music, Making History (Social Studies)

Students examine a period of history and listen to songs from that era to identify common features and explain how the historical context influenced the composers' choices. They create an original composition that tells the story of a chosen piece of history and reflects the musical expressive features common to that time period. Students provide feedback to their peers to support the creator's artistic intent through informal presentations of work. They will perform or record and present their original compositions, applying their own artistic expression to the performance.

9-12 Historical Riffs (Social Studies and Literacy)

Students analyze Cabinet Battle #1 from Hamilton, examining the ways in which the music and lyrics convey the debate and historical context through musical elements. They select an historical figure and research their achievements, shortcomings, and impact on US history. Students evaluate significant decisions made by the figure or key moments in their life. They create an original composition, including music and lyrics, to represent a pivotal moment or decision in the life of the chosen historical figure. Students then perform their original compositions and demonstrate technical proficiency, as well as document their revision processes to enhance their work.