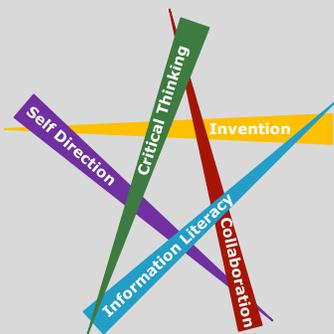


**Curriculum Development Course at a Glance
Planning for High School Music**

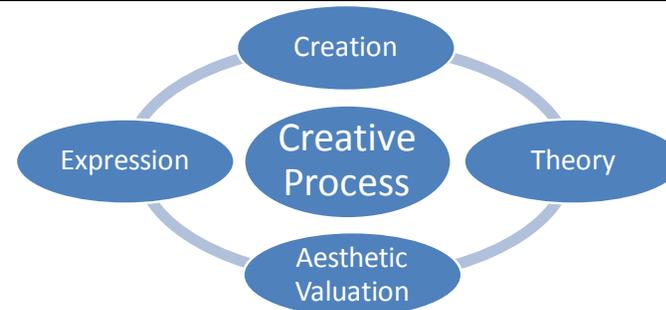
Content Area	Music		Grade Level	9 th -12 th Grade
Course Name/Course Code	High School Academic Music Course (i.e. Music Appreciation)			
Standard	Generalist Pathway Grade Level Expectations (GLE)		Performance Pathway Grade Level Expectations (GLE)	
1. Expression of Music	1. Present music expressively using appropriate technology	MU09-HSGP-S.1-GLE.1	1. Perform accurately and expressively, demonstrating self-evaluation and personal interpretation at the minimal level of 3 on the difficulty rating scale	MU09-HSPP-S.1-GLE.1
	2. Demonstrate informed participation in music-making activities	MU09-HSGP-S.1-GLE.2	2. Perform music accurately and expressively at the first reading at the minimal level of 2 on the difficulty rating scale	MU09-HSPP-S.1-GLE.2
			3. Participate appropriately as an ensemble member while performing music at the minimal level of 3 on the difficulty rating scale	MU09-HSPP-S.1-GLE.3
			4. Demonstrate requisite performance skill sets appropriate for postsecondary pursuits	MU09-HSPP-S.1-GLE.4
2. Creation of Music	1. Extended improvisation over varied harmonic progressions	MU09-HSGP-S.2-GLE.1	1. Improvise a stylistically appropriate vocal or instrumental solo over a given harmonic progression	MU09-HSPP-S.2-GLE.1
	2. Create original music, or arrange the music of others, using appropriate technology	MU09-HSGP-S.2-GLE.2	2. Compose complex music in several distinct styles	MU09-HSPP-S.2-GLE.2
			3. Arrange selections for voices and/or instruments other than those for which they were written in ways that preserve and enhance the expressive effect of the music	MU09-HSPP-S.2-GLE.3
3. Theory of Music	1. Discernment of musical elements	MU09-HSGP-S.3-GLE.1	1. Improvise a stylistically appropriate vocal or instrumental solo over a given harmonic progression	MU09-HSPP-S.3-GLE.1
	2. Classification by genre, style, historical period, or culture	MU09-HSGP-S.3-GLE.2	2. Compose complex music in several distinct styles	MU09-HSPP-S.3-GLE.2
			3. Arrange selections for voices and/or instruments other than those for which they were written in ways that preserve and enhance the expressive effect of the music	MU09-HSPP-S.3-GLE.3
4. Aesthetic Valuation of Music	1. Practice of appropriate behavior during cultural activities	MU09-HSGP-S.4-GLE.1	1. Practice of appropriate behavior during cultural activities	MU09-HSPP-S.4-GLE.1
	2. Knowledge of available musical opportunities for continued musical growth and professional development	MU09-HSGP-S.4-GLE.2	2. Evaluation of the quality and effectiveness of musical performances	MU09-HSPP-S.4-GLE.2
	3. Development of criteria-based aesthetic judgment of artistic process and products in music	MU09-HSGP-S.4-GLE.3	3. Development of criteria-based aesthetic judgment of artistic process and products in music	MU09-HSPP-S.4-GLE.3
	4. Informed judgments through participation, performance, and the creative process	MU09-HSGP-S.4-GLE.4	4. Knowledge of available musical opportunities for continued musical growth and professional development	MU09-HSPP-S.4-GLE.4

**Curriculum Development Course at a Glance
Planning for High School Music**

Colorado 21st Century Skills



- Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*
- Information Literacy:** *Untangling the Web*
- Collaboration:** *Working Together, Learning Together*
- Self-Direction:** *Own Your Learning*
- Invention:** *Creating Solutions*



The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
What Makes Music?	Instructor's Choice	1
Music from Times and Places	Instructor's Choice	2
How Music Affects You	Instructor's Choice	3
Music Enriches Lives	Instructor's Choice	4

**Curriculum Development Overview
Unit Planning for High School Music**

Unit Title	What Makes Music?		Length of Unit	Instructor Choice
Focusing Lens(es)	Structure and Function Patterns	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.HSGP-S.1-GLE.1, MU09-GR.HSGP-S.1-GLE.2 MU09-GR.HSGP-S.2-GLE.1 MU09-GR.HSGP-S.3-GLE.1 MU09-GR.HSGP-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • When looking at the community, how, when, and why is music used? (MU09-GR.HSGP-S.1-GLE.2) and (MU09-GR.HSGP-S.2-GLE.1) and (MU09-GR.HSGP-S.3-GLE.1-EO.a) and (MU09-GR.HSGP-S.4-GLE.2) • How do musicians learn to choose pitches and rhythms that are appropriate for a given harmonic progression? • Why is it important to understand the use of the different elements of music? • What kinds of opportunities available for amateur musicians in communities? • Why is it important to have systems for writing music? • Where can you find opportunities to use musical skills in life? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Order/Form, Law/Rules, Rhythm, Shape, Texture, Expression, Harmonic, Melodic, System, Opportunity, Pitch, Community, Emotion, Repetition, Engagement			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The use of rhythmic repetition and variety creates order and form that organizes and brings life to music. (MU09-GR.HSGP-S.2-GLE.1) and (MU09-GR.HSGP-S.3-GLE.1)	What musical tools are used to organize rhythm?	How does rhythm help to express a musical thought or emotion? How does rhythmic repetition affect the enjoyment of a piece?
Rules of composition determine the organization of a musical piece that effect expectations and engagement. (MU09-GR.HSGP-S.3-GLE.1)	What are some types of various musical forms? What are the elements of music?	How does the form of a musical piece contribute to its emotional effect?
Texture enhances expression by using different musical effects. (MU09-GR.HSGP-S.3-GLE.1)	What tools do composers use for expression? What other contents/disciplines use texture as a means of expression?	How can composers use texture for expression of a subject or emotion?

**Curriculum Development Overview
Unit Planning for High School Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Musical education and career pathways that encourage musical and artistic qualities for success (MU09-GR.HSGP-S.4-GLE.2) • Music technology learning opportunities (MU09-GR.HSGP-S.1-GLE.1-EO.b) • Basic elements of music and appropriate music vocabulary (MU09-GR.HSGP-S.3-GLE.1-EO.a) • Benefits of participation in music-related activities (MU09-GR.HSGP-S.1-GLE.2-EO.b) • Basic rhythms and/or melodic patterns to create an improvisation (MU09-GR.HSGP-S.2-GLE.1-EO.a) 	<ul style="list-style-type: none"> • Identify pathways for music education and careers involving musical and artistic qualities (MU09-GR.HSGP-S.4-GLE.2) • Articulate learning opportunities for music technology (MU09-GR.HSGP-S.1-GLE.1-EO.b) • Describe a varied repertoire with appropriate musical vocabulary (MU09-GR.HSGP-S.3-GLE.1-EO.a) • Articulate benefits of participation in music-related activities (MU09-GR.HSGP-S.1-GLE.2-EO.b) • Improvise an instrumental solo (rhythmic or melodic) (MU09-GR.HSGP-S.2-GLE.1-EO.a)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Composers use tools such as rhythm, dynamics, tempo, music technology, melody, harmony, form, and texture to create music.</i></p>
<p>Academic Vocabulary:</p>	<p>Texture, career, pathway, repertoire, form, repetition, expression</p>
<p>Technical Vocabulary:</p>	<p>Rhythm, dynamics, tempo, music technology, measure, melody, harmony, texture</p>

**Curriculum Development Overview
Unit Planning for High School Music**

Unit Title	Music from Times and Places		Length of Unit	Instructor Choice
Focusing Lens(es)	Beliefs/Values, Origins	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.HSGP-S.1-GLE.2 MU09-GR.HSGP-S.2-GLE.2 MU09-GR.HSGP-S.3-GLE.2 MU09-GR.HSGP-S.4-GLE.1, MU09-GR.HSGP-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why should people examine music from cultures other than their own? (MU09-GR.HSGP-S.1-GLE.2-EO.b) and (MU09-GR.HSGP-S.3-GLE.2)and (MU09-GR.HSGP-S.4-GLE.1,3) • What is the importance of examining music from different historical periods, cultures, and traditions? • How do environmental and historical factors contribute to musical creation? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Culture, Investigate/Discovery, Tradition, Style, Historical, Cultural, Interaction, Innovation, Influence, Commonality, Value			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Tradition dictates style by including historical or cultural commonalities. (MU09-GR.HSGP-S.3-GLE.2-EO.a,b,c,d)	What are defining stylistic features of a particular historical period?	How do cultures determine what is valued in and through music? How do traditions change in musical styles?
Investigation and discovery cultivate innovation in style by providing possibilities for use in future applications. (MU09-GR.HSGP-S.3-GLE.2) and (MU09-GR.HSG- S.4-GLE.3)	How do cultures determine what is valued in and through music? How do traditions change in musical styles?	How are influences combined to create distinctive style? What influences create distinctive style?
Cultural traditions influence meaningful musical expression. (MU09-GR.HSGP-S.3-GLE.2) and (MU09-GR.HSGP-S.4-GLE.1-EO.a)	What is a defining stylistic feature of a particular culture?	How do cultures develop musical style? In what ways do cultures interact to create new styles?

**Curriculum Development Overview
Unit Planning for High School Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Elements of musical style related to various genres, styles, historical periods, and cultures (MU09-GR.HSGP-S.3-GLE.2) • Elements of music (rhythm, melody, harmony, form, etc.) that assist in making aesthetic judgments (MU09-GR.HSGP-S.4-GLE.3-EO.a,b) • The importance of respect for preferences of others (MU09-GR.HSGP-S.4-GLE.1-EO.a) • Melodic and rhythmic patterns that correspond with a given style and harmonic progression (MU09-GR.HSGP-S.2-GLE.1-EO.b) • Examples of benefits of participation in music-related activities (MU09-GR.HSGP-S.1-GLE.2-EO.b) 	<ul style="list-style-type: none"> • Classify and describe aural examples of music from designated musical genres, styles, historical periods and cultures (MU09-GR.HSGP-S.3-GLE.2) • Develop criteria and make aesthetic judgments about music based on the criteria (MU09-GR.HSGP-S.4-GLE.3-EO.a,b) • Demonstrate respect for the music preferences of others (MU09-GR.HSGP-S.4-GLE.1-EO.a) • Improvise a vocal solo over a harmonic progression (MU09-GR.HSGP-S.2-GLE.1-EO.b) • Articulate the benefits of participation in music-related activities (MU09-GR.HSGP-S.1-GLE.2-EO.b)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Knowledge of historical periods (such as Baroque, Classical, Romantic, and 20th Century music), combined with knowledge of various cultures and musical elements, creates a basis for effective aesthetic judgments.</i></p>
<p>Academic Vocabulary:</p>	<p>Culture, style, historical period, aesthetic, judgments, improvisation</p>
<p>Technical Vocabulary:</p>	<p>Genre, harmonic progression, Baroque, Classical, Romantic, 20th Century music</p>

**Curriculum Development Overview
Unit Planning for High School Music**

Unit Title	How Music Affects You		Length of Unit	Instructor Choice
Focusing Lens(es)	Inspiration, Aesthetic	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.HSGP-S.1-GLE.2 MU09-GR.HSGP-S.2-GLE.1 MU09-GR.HSGP-S.3-GLE.1 MU09-GR.HSGP-S.4-GLE.1, MU09-GR.HSGP-S.4-GLE.3, MU09-GR.HSGP-S.4-GLE.4	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does society benefit from individuals participating in musical activities? (MU09-GR.HSGP-S.1-GLE.2-EO.a) and (MU09-GR.HSGP-S.3-GLE.1-EO.a) and (MU09-GR.HSGP-S.4-GLE.4) • What specific criteria are evaluated when judging a musical performance? • What makes one performance of better quality than another? • What would be the impact on music if judgments were not made? • How does personal experience affect judgments? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Emotions, Movement, Patterns, Observation, Sensitivity, Awareness, Melody, Rhythm, Experience			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Musical patterns suggest emotions that create meaningful experiences for the listener. (MU09-GR.HSGP-S.3-GLE.1-EO.a)	What type of patterns might be used to communicate various emotions? (e.g., Sadness, excitement)	How do patterns affect our emotions? How do patterns create meaningful experiences?
Focused musical observation increases awareness in future observations. (MU09-GR.HSGP-S.4-GLE.3,4)	What elements of music can be an area of focus for listening? What elements of music can be an area of focus for examination of notation?	How can increased sensitivity be an advantage in a person's life?
Patterns create movement in rhythm and melody that enhance musical enjoyment. (MU09-GR.HSGP-S.2-GLE.1) and (MU09-GR.HSGP-S.4-GLE.3,4)	What patterns (rhythmic or melodic) do you hear in a given musical example?	How do composers create movement in music? Why do composers create movement in music?

**Curriculum Development Overview
Unit Planning for High School Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Examples of ways to produce sound with an instrument or voice (MU09-GR.HSGP-S.1-GLE.2-EO.a) • Melodic and rhythmic patterns that correspond with the given style and harmonic progression (MU09-GR.HSGP-S.2-GLE.1) • Vocabulary for musical elements, dynamics and tempos (MU09-GR.HSGP-S.3-GLE.1-EO.a) • Appropriate audience etiquette (MU09-GR.HSGP-S.4-GLE.1-EO.b) • Factors that influence aesthetic perception including personal experiences as well as musical elements (MU09-GR.HSGP-S.4-GLE.3-EO.c) • Musical vocabulary to support judgments (MU09-GR.HSGP-S.4-GLE.4-EO.b,c,d) 	<ul style="list-style-type: none"> • Participate in music making (MU09-GR.HSGP-S.1-GLE.2-EO.a) • Improvise a vocal or instrumental solo over a harmonic progression (MU09-GR.HSGP-S.2-GLE.1-EO.a,b) • Describe a varied repertoire of music using appropriate vocabulary for elements of music and expressive devices (MU09-GR.HSGP-S.3-GLE.1-EO.a) • Articulate and demonstrate appropriate audience behavior (MU09-GR.HSGP-S.4-GLE.1-EO.b) • Discuss the ideas of aesthetic qualities and appreciation (MU09-GR.HSGP-S.4-GLE.3-EO.c) • Use specific criteria in describing characteristics, evaluating, and making aesthetic judgments of musical works and performances. (MU09-GR.HSGP-S.4-GLE.4-EO.b,c,d)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Aesthetic judgments in music are assisted by knowledge of dynamics, tempo, instrumentation, ensembles, and symbols.</i></p>
<p>Academic Vocabulary:</p>	<p>Dynamic, phrase, improvisation, volume, etiquette, aesthetic, repertoire</p>
<p>Technical Vocabulary:</p>	<p>Dynamics, pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo; tempo, largo, moderato, allegro, presto, etc.: phrasing, instrumentation, choral, orchestra, band, ensemble; rhythmic symbol names such as quarter, eighth, half, whole, sixteenth note, rest, etc.; syncopation</p>

**Curriculum Development Overview
Unit Planning for High School Music**

Unit Title	Music enriches lives		Length of Unit	Instructor Choice
Focusing Lens(es)	Relationships, Transformation	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.HSGP-S.1-GLE.1 MU09-GR.HSGP-S.2-GLE.2 MU09-GR.HSGP-S.3-GLE.1 MU09-GR.HSGP-S.4-GLE.1, MU09-GR.HSGP-S.4-GLE.4	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does pirating music affect composer’s lives? (MU09-GR.HSGP-S.1-GLE.1) and MU09-GR.HSGP-S.2-GLE.2-EO.a,b) (MU09-GR.HSGP-S.4-GLE.4-EO.a) • Why would one perform music from cultures different from their own? • What is the importance of performing music from different historical periods, cultures, and traditions? • Why is it important to understand the basic elements of music (i.e. rhythm, timbre) when composing with technology-assisted programs? • How does a working knowledge of standard music notation enhance the ability to create original music when using technology as a tool? • How have musical tools for composition changed through history? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Composition, Expressions, Emotions, Culture, Value, Historical, Creation, Interpretation, Replication, Personal			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Cultural traditions guide the creation and interpretation of music. (MU09-GR.HSGP-S.4-GLE.4-EO.a)	What is a cultural factor that influences African (or insert culture) music?	How does culture guide the creation and interpretation of music? How do cultural interpretations of music differ?
Compositions organize emotional expression into a form that can be replicated. (MU09-GR.HSGP-S.1-GLE.1-EO.a) and (MU09-GR.HSGP-S.2-GLE.2)	What are musical elements that composers use to communicate emotion?	How are emotions expressed through music? How much interpretation is left up to the performer in composed music?
Musical expression reflects the values of the composer and/or performer (MU09-GR.HSGP-S.1-GLE.2-EO.b) and (MU09-GR.HSGP-S.4-GLE.4-EO.a)	What musical choices can be used to express personal values?	How do personal values guide the creation and interpretation of music? How is expression communicated through music?

**Curriculum Development Overview
Unit Planning for High School Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Benefits of participation in music-related activities (MU09-GR.HSGP-S.1-GLE.2-EO.b) • Techniques of sequencing, mixing, overdubbing and layering (MU09-GR.HSGP-S.1-GLE.1-EO.a) and (MU09-GR.HSGP-S.2-GLE.2) • Learning opportunities for music technology (MU09-GR.HSGP-S.1-GLE.1-EO.b) • Vocabulary for musical elements, dynamics and tempos (MU09-GR.HSGP-S.3-GLE.1-EO.a) • Musical elements that are used in making artistic choices in the musical process (MU09-GR.HSGP-S.4-GLE.4-EO.a) 	<ul style="list-style-type: none"> • Articulate the benefits of participation in music-related activities (MU09-GR.HSGP-S.1-GLE.2-EO.b) • Create and present a musical product using sequencing, mixing, overdubbing and layering (MU09-GR.HSGP-S.1-GLE.1-EO.a; S.2-GLE.2) • Articulate learning opportunities for music technology (MU09-GR.HSGP-S.1-GLE.1-EO.b) • Describe a varied repertoire of music using appropriate vocabulary for elements of music and expressive devices (MU09-GR.HSGP-S.3-GLE.1-EO.a) • Demonstrate awareness of artistic choices in the musical process (MU09-GR.HSGP-S.4-GLE.4-EO.a)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Sequencing, mixing, overdubbing and layering are techniques that assist in the creation of musical composition.</i></p>
<p>Academic Vocabulary:</p>	<p>Product, composition, technology, community, creation, interpretation</p>
<p>Technical Vocabulary:</p>	<p>Sequencing, mixing, overdubbing and layering, composition, interpretation</p>