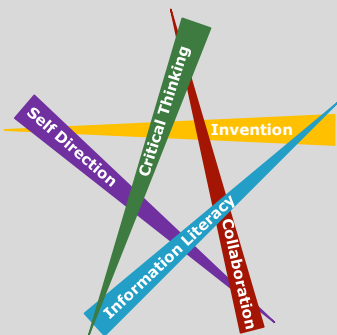


**Curriculum Development Course at a Glance
Planning for High School Music**

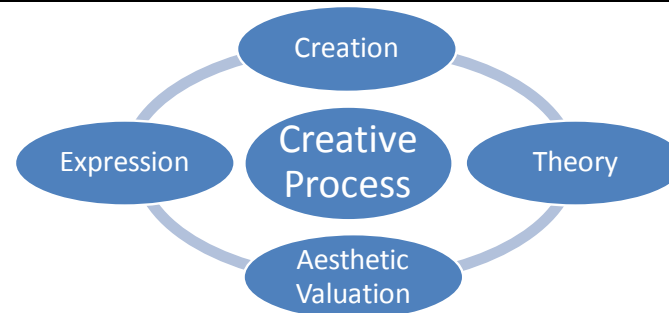
Content Area	Music		Grade Level	9 th -12 th Grade	
Course Name/Course Code	High School Performance Course (Learning to Play/Sing) (Non-Ensemble)				
Standard	Generalist Pathway Grade Level Expectations (GLE)		Performance Pathway Grade Level Expectations (GLE)		
1. Expression of Music	1. Present music 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
Explore the Possibilities: Getting to know your instrument	1-2 Weeks/Quarter	1
Learning the Language: Introduction to reading and writing music	Whole Course	2 & 3 concurrently
Becoming the Multitasker: Putting creation (improvisation/composition) and expression together.	Whole Course	2 & 3 concurrently
The Musician: Becoming a player in an ensemble and other learned skills.	Instructor's Choice	4

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

Unit Title	Explore the Possibilities: Getting to know your instrument		Length of Unit	1-2 weeks to a quarter
Focusing Lens(es)	Structure and Function Play and Exploration	Standards and Grade Level Expectations Addressed in this Unit	MU09-HSGP-S.1-GLE.1, MU09-HSGP-S.1-GLE.2 MU09-HSGP-S.2-GLE.1, MU09-HSGP-S.2-GLE.2 MU09-HSGP-S.3-GLE.1 MU09-HSGP-S.4-GLE.3, MU09-HSGP-S.4-GLE.4	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can experimentation on an instrument or through singing lead to learning the language of music? (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.2-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4) • How can experimentation on an instrument or through singing lead to learning better technique? • What musical elements are required to convey a musical idea in written form? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Improvisation, Pattern, Expression, Exploration, Discovery, Time and Energy, Technique, Experimentation			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Exploration/discovery builds technique. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.2-GLE.1,2)	What does it mean to improvise? What are the components of your instruments or voice? What are the basic techniques for performing your instrument or voice?	How can exploring on your instrument or voice lead to better technique? Why is it important to build technique on your instrument or voice?
Improvisation demonstrates expression through the spontaneous creation of music. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.2-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4)	What are the elements/criteria that make an improvisation successful?	Why is improvisation important to a any musician? Beyond the notes and rhythms, what else would you want written down to represent your musical ideas?
The time of music reveals patterns that can be written down. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.2-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.4)	What are the basic functions of written music?	Why is it important to write down your creative ideas? How is the written tradition different from an aural tradition? Why is there a common written musical language?

**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"> • Experimenting while learning an instrument is a way to develop musical reading, writing and technique. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.2-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) • Music can be learned through observation, listening, and transcription. (MU09-HSGP-S.2-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4) • In order to share what has been aurally created through improvisation, students must know how to transcribe their work using musical notation. (MU09-HSGP-S.2-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) • Learning to read and write music facilitates independence in musical pursuits. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.2-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4) 	<ul style="list-style-type: none"> • Improvise basic rhythms and melodies on an instrument of choice or through singing. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.2-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) • Transcribe improvised rhythm and melodies using written form or using technology. (MU09-HSGP-S.2-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) • Communicate basic musical ideas through aural and written forms. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.2-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) • Evaluate, revise and refine improvisational ideas. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.2-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4)

<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>Guided improvisation with an instrument or voice, leads to the improved performance, technique, and knowledge of music.</i></p>
<p>Academic Vocabulary:</p>	<p>Observation, evaluate, refine, retention, expression, imitation, technique, idea</p>
<p>Technical Vocabulary:</p>	<p>Improvisation, aural, transcribe, rhythm, melody</p>

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

Unit Title	Learning the Language: Introduction to reading and writing music		Length of Unit	Whole Semester/Course
Focusing Lens(es)	System	Standards and Grade Level Expectations Addressed in this Unit	MU09-HSGP-S.1-GLE.1, MU09-HSGP-S.1-GLE.2 MU09-HSGP-S.2-GLE.1, MU09-HSGP-S.2-GLE.2 MU09-HSGP-S.3-GLE.1 MU09-HSGP-S.4-GLE.4	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How does a working knowledge of musical notation enhance the ability to create original music? (MU09-HSGP-S.2-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.4) Why is it important to have a basic knowledge of music, even when using technology as your medium? What other ways are there, to pass on music besides learning by ear? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Order/Form, Rhythm, Symbol, Composition, Rules, Value, Expression, Tradition, Style			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Written music traditions preserve aural compositions. (MU09-HSGP-S.2-GLE.2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.4)	How does iconic musical notation visually represent musical sound?	Why are certain notation systems better for individual instruments than others? Why is it important to preserve musical ideas through notation? How can technology change notation?
Rhythm symbols communicate the value of sound and silence. (MU09-HSGP-S.3-GLE.1)	What are the beat values of the rhythm symbols in 4/4 time (or any given time signature)? What is the corresponding rest symbol, for every note value?	What criteria are being used when choosing rhythmic patterns? Why is silence important in music?
Musical symbols represent the written order and form of music. (MU09-HSGP-S.3-GLE.1)	How do key signatures function? Give examples. How do time signatures function? Give examples. How do the various types of repeat signs function? (i.e. coda, repeat, endings, D.S.)	Why should musical symbols be used when writing music? Why do composers use a variety of musical symbols?
Expression symbols communicate volume, articulation, tempo and style. (MU09-HSGP-S.3-GLE.1)	How do dynamic markings function? Give examples. How do tempo markings function? Give examples. How do articulation markings function? Give examples.	How can expression symbols enhance a musical work? How can expression symbols convey emotion in music? Why should music be expressive?

**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"> • Basic rhythmic symbols up to 8th notes and corresponding rests (can be more advanced depending on students). (MU09-HSGP-S.3-GLE.1) • Basic note reading in appropriate clef. (MU09-HSGP-S.3-GLE.1) • Basic music expression symbols. (MU09-HSGP-S.3-GLE.1) • How a time signature functions. (MU09-HSGP-S.3-GLE.1) • How basic tempo markings function. (MU09-HSGP-S.3-GLE.1) • Key signatures and how they function. (MU09-HSGP-S.3-GLE.1) 	<ul style="list-style-type: none"> • Demonstrate in writing, basic musical notation and symbols. (MU09-HSGP-S.3-GLE.1,2,3) • Compose a short musical piece at the appropriate level using expression for students to play. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.2-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) • Revise composition. (MU09-HSGP-S.2-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.4) • Perform written musical notation on their instrument or voice. (MU09-HSGP-S.3-GLE.1)

<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>Written notation is a way to preserve and share musical ideas.</i></p>
<p>Academic Vocabulary:</p>	<p>Beat, value, rhythm, composition, symbols, expression,</p>
<p>Technical Vocabulary:</p>	<p>Rhythm (Whole note/rest, Half note/rest, quarter note/rest, 8th note/rest, dotted half note etc.), time signature, staff, treble clef, bass clef, tablature, bar lines, measure, dynamics (cres., decres., p, mp, mf, f) articulations, tempo markings.</p>

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

Unit Title	Becoming the Multi-Tasker: Putting creation (improvisation/composition) and expression together.		Length of Unit	Whole Semester/Course
Focusing Lens(es)	Relationships	Standards and Grade Level Expectations Addressed in this Unit	MU09-HSGP-S.1-GLE.1, MU09-HSGP-S.1-GLE.2 MU09-HSGP-S.2-GLE.1, MU09-HSGP-S.2-GLE.2 MU09-HSGP-S.3-GLE.1 MU09-HSGP-S.4-GLE.3, MU09-HSGP-S.4-GLE.4	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can music influence emotion? (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4) • Why is it important to understand and interpret the expressive elements to music? • How can certain musical symbols convey emotions to the performer? • How can a performer stay true to the composers intentions? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Technique, Force, Expressions, Emotions, Style, Energy, Force, Notation, Symbols, Translation, Tempo, Dynamics, Interpretation			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Style and expression generate emotions in music. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4)	What markings/symbols affect the expressive qualities that are performed? What markings/symbols affect the stylistic qualities that are performed?	How can the sound of an instrument or voice be changed to convey a different emotion? How can emotion be influenced by music?
Technique and expression translates written notation. (S.1-GLE.1,2; S.3-GLE.1; S.4-GLE.3,4)	How do dynamic markings function? Give examples. How do tempo markings function? Give examples. How do articulation markings function? Give examples.	How does technical knowledge of an instrument or voice help a performer translate the written musical language into sound? Why are there so many expression and technique markings?
The musical force (drive) of an instrument or voice perpetuates the energy written in music. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.2-GLE.2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4)	What specific markings (e.g., tempo, dynamics, etc.) can change the overall force (drive) of a performance?	How is a performance enhanced or lost based on the details of the composition? How can choices made by the performer change the interpretations you see/hear when comparing different performances of the same 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"> • Basic stylistic and expressive markings in music and their meanings. (MU09-HSGP-S.3-GLE.1) • Appropriate vocabulary to critique and perform musical ideas. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4) • The relationship of style and expression and the process from a written to a performance medium. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.4) 	<ul style="list-style-type: none"> • Interpret basic stylistic and expressive markings on the chosen instrument or voice. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.3-GLE.1) • Compose music with appropriate stylistic and expressive markings. (MU09-HSGP-S.1-GLE.1,2) and (MU09-HSGP-S.2-GLE.2) and (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.4) • Critique performances and compositions for stylistic and expressive markings. (MU09-HSGP-S.3-GLE.1) and (MU09-HSGP-S.4-GLE.3,4)

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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>There is a relationship between musical written language and performance techniques that is an interpretation of the expression/ stylistic markings of the composer to the performer.</i></p>
<p>Academic Vocabulary:</p>	<p>Style, medium, Critique, relationship, vocabulary, transfer, expressions, Interpret, Compose</p>
<p>Technical Vocabulary:</p>	<p>Dynamics, tempo, articulations, Musical Force (drive)</p>