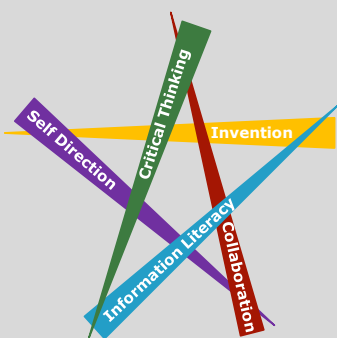


**Curriculum Development Course at a Glance
Planning for High School Music**

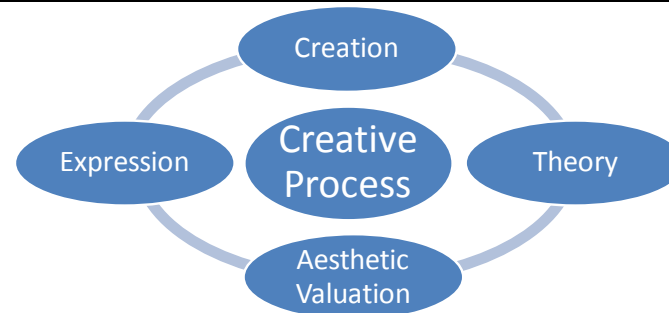
Content Area	Music		Grade Level	9 th -12 th Grade	
Course Name/Course Code	Traditional High School Ensemble (i.e. Band, Orchestra Choir)				
Standard	Generalist Pathway Grade Level Expectations (GLE)		Performance Pathway Grade Level Expectations (GLE)		
1. Expression of Music	1. Present music expressively 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
“Arranging” Your Folder	Instructor’s Choice	Instructor’s Choice
Emotion Through Rhythm	Instructor’s Choice	Instructor’s Choice
The Music In You	Instructor’s Choice	Instructor’s Choice

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

Unit Title	"Arranging" Your Folder		Length of Unit	Instructor Choice
Focusing Lens(es)	Transformation	Standards and Grade Level Expectations Addressed in this Unit	MU09-HSPP-S.1-GLE.1, MU09-HSPP-S.1-GLE.3, MU09-HSPP-S.1-GLE.4 MU09-HSPP-S.2-GLE.1, MU09-HSPP-S.2-GLE.2, MU09-HSPP-S.2-GLE.3 MU09-HSPP-S.3-GLE.1, MU09-HSPP-S.3-GLE.2, MU09-HSPP-S.3-GLE.3 MU09-HSPP-S.4-GLE.1, MU09-HSPP-S.4-GLE.2, MU09-HSPP-S.4-GLE.3, MU09-HSPP-S.4-GLE.4	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why is it important to understand instrumentation and voicing when arranging music? (MU09-HSPP-S.1-GLE.1-EO.c) and (MU09-HSPP-S.2-GLE.2,3); (MU09-HSPP-S.3-GLE.1,2,3); (MU09-HSPP-S.4-GLE.2,3,4) How is understanding both traditional and nontraditional notation important when functioning within an ensemble? How can an individual create their own way of notating sound for others to use? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Composition, Patterns, Investigate/Discovery, Observation, Shape, Symbol, Law/Rules, Texture, Notation, Expression			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Instrumental voicing and ranges must be considered when altering musical compositions. (MU09-HSPP-S.2-GLE.2,3) and (MU09-HSPP-S.3-GLE.3-EO.b)	What are the ranges for your instrument/ voice within your ensemble?	Why is appropriate voicing and ranges essential when asking others to perform a piece? For what instrument might you arrange your specific part?
Variations in musical texture may be demonstrated through a wide variety of sound, notational and technological source manipulation. (MU09-HSPP-S.2-GLE.2-EO.b) and (MU09-HSPP-S.2-GLE.3-EO.b) and (MU09-HSPP-S.3-GLE.3) and (MU09-HSPP-S.4-GLE.2-EO.a)	What is texture? What are different technological sources used for composition or arranging?	At what point can texture become distracting to the listener?
Different symbols demonstrate traditional and non-traditional notation. (MU09-HSPP-S.1-GLE.1-EO.a,c; MU09-HSPP-S.2-GLE.2-EO.c,d) and (MU09-HSPP-S.2-GLE.3-EO.c,d) and (MU09-HSPP-S.3-GLE.1-EO.a) and (MU09-HSPP-S.3-GLE.3-EO.a)	What symbols are found in traditional notation? What symbols are found in nontraditional notation?	Why is it important for a musician to be able to read both traditional and nontraditional notation?
An arrangement can enhance the structural foundation provided by the original composition provides. (MU09-HSPP-S.2-GLE.2,3) and (MU09-HSPP-S.3-GLE.1,3)	What are essential steps involved in arranging existing music?	How can existing music be enhanced through the process of arranging? How does a composer/arranger preserve the effect of the 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"> Utilizing and altering combinations of sounds enables the arrangement music for a wide range of settings and purposes. (MU09-HSPP-S.2-GLE.3) and (MU09-HSPP-S.4-GLE.1) Comparing an original work to an arrangement enhances awareness of how music affects mood and action. (MU09-HSPP-S.4-GLE.2) Creating and/or arranging music provides a medium for meaningful and purposeful self-expression. (MU09-HSPP-S.2-GLE.2,3) and (MU09-HSPP-S.4-GLE.3) Understanding traditional notation leads to the preservation of original musical ideas for others to use. (MU09-HSPP-S.1-GLE.1) and (MU09-HSPP-S.3-GLE.1,3) Altering musical elements within existing music provides a means by which the character or mood of the original piece can be manipulated to demonstrate originality and inventiveness. (MU09-HSPP-S.2-GLE.3) and (MU09-HSPP-S.3-GLE.1,3) 	<ul style="list-style-type: none"> Arrange and/or compose music incorporating appropriate voicing and ranges for their particular ensemble. (MU09-HSPP-S.2-GLE.2,3) Utilize a variety of sound, notational, and technological resources to arrange and/or compose music for their specific ensemble. (MU09-HSPP-S.2-GLE.2,3) Notate arranged musical ideas via traditional notation with a variety of clefs appropriate for their ensemble. (MU09-HSPP-S.1-GLE.4-EO.a,b) and (MU09-HSPP-S.2-GLE.3) and (MU09-HSPP-S.3-GLE.1,3) Notate arranged musical ideas via nontraditional notation where appropriate. (MU09-HSPP-S.2-GLE.3) Read music from traditional and non-traditional notation. (MU09-HSPP-S.1-GLE.1,2,4) and (MU09-HSPP-S.3-GLE.1,3) Perform arrange and/or composed music of peers (MU09-HSPP-S.1-GLE.1,3) and (MU09-HSPP-S.2-GLE.2,3) and (MU09-HSPP-S.3-GLE.1,3)

<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>When combining musical elements, composers and arrangers have many choices, which have a recognizable effect on the resulting musical product.</i></p>
<p>Academic Vocabulary:</p>	<p>Self-expression, Character, Mood, Elements, Alter, Manipulate, Originality, Inventiveness</p>
<p>Technical Vocabulary:</p>	<p>Composition, Arrangement, Traditional Notation, Nontraditional Notation, Clef, Range, Voicing, Composer, Symbols, Texture</p>

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

Unit Title	Emotion through Rhythm		Length of Unit	Instructor Choice
Focusing Lens(es)	Structure & Function Patterns	Standards and Grade Level Expectations Addressed in this Unit	MU09-HSPP-S.1-GLE.1, MU09-HSPP-S.1-GLE.2, MU09-HSPP-S.1-GLE.3 MU09-HSPP-S.2-GLE.1, MU09-HSPP-S.2-GLE.2 MU09-HSPP-S.3-GLE.1, MU09-HSPP-S.3-GLE.2, MU09-HSPP-S.3-GLE.3 MU09-HSPP-S.4-GLE.2, MU09-HSPP-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does synthesizing several expressive musical elements into one performance give listeners a rich, memorable, and unique experience? (MU09-HSPP-S.1-GLE.1) and (MU09-HSPP-S.2-GLE.2) and (MU09-HSPP-S.3-GLE.1,3) and (MU09-HSPP-S.4-GLE.2,3) • Why is it important for musicians to adjust their individual performance to aid in the success of an ensemble performance? • How does music communicate? • Why does an ensemble's performance improve once patterns are deciphered? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Patterns, Rhythm, Energy, Emotions, Line, Law/Rules, Ensemble, Synthesis, Experience, Influence, Musical Line, Notation			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Rhythm influences the emotional response of an audience. (MU09-HSPP-S.1-GLE.1-EO.a) and (MU09-HSPP-S.1-GLE.2,3) and (MU09-HSPP-S.2-GLE.1-EO.b) and (MU09-HSPP-S.3-GLE.1-EO.a,b) and (MU09-HSPP-S.3-GLE.3-EO.a,b) and MU09-HSPP-S.4-GLE.3-EO.a;)	What are the building blocks of rhythm?	How do rhythmic patterns create a particular emotional response? What are ways to combine the building blocks of rhythm to achieve a particular function?
The rules of meter create decipherable patterns (MU09-HSPP-S.3-GLE.1,3)	What are rules of meter? What is a rhythmic pattern? Why is meter essential to quality music?	How can we notate patterns in music? How does meter aid in identifying genre?
The timing and energy of different meters stimulate the musical line. (MU09-HSPP-S.2-GLE.1-EO.c) and (MU09-HSPP-S.3-GLE.1,2,3) and (MU09-HSPP-S.4-GLE.3-EO.b,c)	What is a musical line?	How does meter help fulfill a particular function? What is a musical line or direction and why is it important?

**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"> • The building blocks of rhythm and how to combine them. (MU09-HSPP-S.1-GLE.1,3) and (MU09-HSPP-S.2-GLE.1-EO.c) and (MU09-HSPP-S.3-GLE.1,3) • The rules of meter (MU09-HSPP-S.3-GLE.1,3) • The functions of various meters (MU09-HSPP-S.3-GLE.2) • How to inject emotion into performance utilizing rhythm (MU09-HSPP-S.1-GLE.1) and (MU09-HSPP-S.3-GLE.1) and (MU09-HSPP-S.4-GLE.2) 	<ul style="list-style-type: none"> • Decipher rhythmic patterns and tie them to specific genres. (MU09-HSPP-S.1-GLE.1) and (MU09-HSPP-S.3-GLE.1,2,3) • Perform rhythms accurately and expressively in a variety of meters. (MU09-HSPP-S.1-GLE.1) • Improvise musical ideas appropriately over the length of a solo (MU09-HSPP-S.2-GLE.1) • Follow conductor’s non-verbal cues (MU09-HSPP-S.1-GLE.3) • Adjust their performance based on the other members of the ensemble (MU09-HSPP-S.1-GLE.3-EO.b) and (MU09-HSPP-S.4-GLE.2) • Perform in a rhythmically appropriate style. (MU09-HSPP-S.1-GLE.1,3) and (MU09-HSPP-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>Emotional responses can be created and experienced by listening to and performing music with a variety of rhythmic patterns and various meters.</i></p>
<p>Academic Vocabulary:</p>	<p>Pattern, Genre, Function, Energy, Style</p>
<p>Technical Vocabulary:</p>	<p>Tempo, Rhythm, Time, Meter, Conductor, Time Signature (6/8,6/4,3/4,2/2, 3/8, 4/4, 2/4), Note Values involving syncopation at the minimum level of 3</p>

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

Unit Title	The Music In You		Length of Unit	Instructor Choice
Focusing Lens(es)	Investigate/Discovery	Standards and Grade Level Expectations Addressed in this Unit	MU09-HSPP-S.1-GLE.1, MU09-HSPP-S.1-GLE.2, MU09-HSPP-S.1-GLE.3, MU09-HSPP-S.1-GLE.4 MU09-HSPP-S.2-GLE.1, MU09-HSPP-S.2-GLE.2, MU09-HSPP-S.2-GLE.3 MU09-HSPP-S.3-GLE.1, MU09-HSPP-S.3-GLE.2, MU09-HSPP-S.3-GLE.3 MU09-HSPP-S.4-GLE.1, MU09-HSPP-S.4-GLE.2, MU09-HSPP-S.4-GLE.3, MU09-HSPP-S.4-GLE.4	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does the process of making music and performing it change us? (MU09-HSPP-S.1-GLE.1) and (MU09-HSPP-S.2-GLE.2,3) and (MU09-HSPP-S.3-GLE.2) and (MU09-HSPP-S.4-GLE.1,3) • How do our cultural background, personal beliefs, and values influence our music choices? • How can we derive criteria for making aesthetic judgments about music? • How do various notation systems help us discover innate qualities of music? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Beliefs/Values, Perspective, Influence, Choices, Investigation/Discovery, Preference, Observation, Technique			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Beliefs and values influence musical choices and preferences. (MU09-HSPP-S.3-GLE.1,2,3) and (MU09-HSPP-S.4-GLE.1,2,3) and (MU09-HSPP-S.4-GLE.4-EO.a)	What are the historical, cultural, and genre classifications of music?	How does a particular value or belief lead to a particular musical choice? Why is it important to validate musical choices?
The process of preparation for a performance brings about change in perspective. (MU09-HSPP-S.1-GLE.1,2,3,4) and (MU09-HSPP-S.4-GLE.4)	What are some processes of learning music and creating a polished performance? How do we read different notation systems? What are the structural elements within music (e.g. pitch relationships, rhythm, form)?	How can responses to music be evaluated at the beginning, middle, and end of the music-making process? Why is it important to evaluate the music-making process? What are roles (careers) involved in creating different kinds of music? What are expressive elements appropriate to various kinds of music?
Observation of musical performances helps to improve musical technique. (MU09-HSPP-S.1-GLE.1,2) and (MU09-HSPP-S.1-GLE.4-EO.c) and (MU09-HSPP-S.4-GLE.1-EO.b) and (MU09-HSPP-S.4-GLE.2,3,4)	What are the ways experts have evaluated music and performers of different genres and historical periods?	How can evaluating the process of music-making lead to self-improvement as a musician? How does musical growth correspond to personal growth?

**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"> • Different sets of criteria for evaluating music aesthetically and making music choices. (MU09-HSPP-S.4-GLE.2,3) • How the process of music-making promotes self-discovery both musically and personally. (MU09-HSPP-S.1-GLE.1-EO.d,e,f) and (MU09-HSPP-S.2-GLE.1,2,3) • Various notation systems for understanding the nature of different kinds of music. (MU09-HSPP-S.1-GLE.2-EO.b) and (MU09-HSPP-S.3-GLE.1,3) • Notation systems communicate the elements of music for the purposes of interpretation (MU09-HSP-S.1-GLE.1; MU09-HSPP-S.1-GLE.2-EO.b) and (MU09-HSPP-S.3-GLE.1,3) 	<ul style="list-style-type: none"> • Defend their music choices based on cultural or personal values and beliefs, orally or in writing. (MU09-HSPP-S.4-GLE.2,3) • Write about music to communicate with a wider audience and for the purpose of self-reflection. (MU09-HSPP-S.4-GLE.3) • Define structural systems within music (pitch relationships and rhythm) in order to enhance our ability to perform. (MU09-HSPP-S.3-GLE.1,3) • Perform a variety of music individually and/or within an ensemble. (MU09-HSPP-S.1-GLE.1,2,3) • Write, improvise, and arrange music to suit the interests of the individual performer or the ensemble (MU09-HSPP-S.2-GLE.1,2,3) • Demonstrate practice habits that improve personal and ensemble performance (MU09-HSPP-S.1-GLE.1,2,3,4) and (MU09-HSPP-S.3-GLE.1,3)

<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>Music choices and music-making are fundamental human endeavors that promote self-discovery through self-evaluation and evaluation others’ musical choices.</i></p>
<p>Academic Vocabulary:</p>	<p>Criteria, aesthetic, structural system, elements, beliefs, values, audience</p>
<p>Technical Vocabulary:</p>	<p>Notation, pitch, rhythm, ensemble, perform, genre, compose, arrange, improvise</p>