



High School Performing Arts

Graded Course of Study
2023

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

Table of Contents

<u>Course Name</u>	<u>Page</u>
<u>High School Band</u>	4
<u>High School Color Guard</u>	19
<u>High School Jazz Ensemble</u>	26
<u>High School A Capella Chamber Choir</u>	40
<u>High School Chorale</u>	57
<u>High School SSA Chorus</u>	74
<u>High School Symphonic Choir</u>	90
<u>High School TBB Chorus</u>	107
<u>High School Orchestra</u>	123
<u>High School Theatre I</u>	137
<u>High School Theatre II</u>	140
<u>High School Theatre III</u>	144
<u>High School Theatre Tech and Design</u>	148
<u>High School Music Theory</u>	151

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

Performing Arts Vision

Dublin City Schools believes that all students should experience an elite performing arts education that unites students within the arts. Performing Arts education highlights the universal human experience and offers a unique view of culture and tradition. The performing arts student experience is rooted in our desire to provide learning opportunities that:

- Promote musical fluency, expanding our definition beyond literacy by creating an inclusive musical community where many modalities of learning music are welcome, encouraged and cultivated.
- Provide pathways for each student's creative voice within the arts.
- Cultivate creativity, problem solving, critical thinking, collaboration.
- Promote the applicable tools and technology necessary to remain innovative.
- Build confidence for self-expression and connection in a global community.
- Develop a long-lasting connection of the arts into the broader scope, both within and outside of the performing arts careers.

Through engagement in Performing Arts, students will find connections to personal well-being, as well as gain new learning that will serve them in other curricular areas now and after their K-12 experience.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band

Course Goals: Band is a comprehensive course designed to develop students' abilities in the foundations of music, music history, and the aesthetics of the performing arts. Through both marching band and concert band season, students will receive instruction to further their ability level and gain a further understanding of brass, woodwind or percussion music.

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.	Novice	ENN.1CR Compose and improvise simple melodic or rhythmic ideas similar to music studied in rehearsal.	Students will improvise a 4 beat pattern based on the tonal characteristics of the music they are studying.
		ENN.2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics similar to music studied in rehearsal.	Student's will transcribe melodic and rhythmic ideas from the selected repertoire. Students can improvise melodic or rhythmic ideas from the selected repertoire.
		ENN.3CR Evaluate and refine simple compositions and improvisations based on teacher-provided criteria.	Students will use a rubric to evaluate provided compositions. Students will alter a provided composition based on the evaluation from the rubric.
		ENN.4CR Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.	Students will use reference recordings to create a rubric to evaluate ensemble performance qualities.
	Intermediate	ENI.1CR Compose and improvise simple melodic or rhythmic ideas that vary from the music being studied in	Students will improvise a 4 beat pattern including with a provided set of notes.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		rehearsal.	
		ENI.2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics that vary from music being studied in rehearsal.	Student's can transcribe melodic and rhythmic ideas inspired by a diverse range of influences. Students can improvise melodic or rhythmic ideas inspired by a diverse range of influences.
		ENI.3CR Evaluate and refine simple compositions and improvisations based on collaboratively developed criteria.	Students will use a peer-created rubric to evaluate peer compositions. Students will alter their own composition based on peer feedback.
		ENI.4CR Explain how instrument techniques create accurate pitch.	Students will use reference recordings to create a rubric to evaluate instrument-specific qualities. Describe how to manipulate pitch on their instrument
	Skilled	ENS.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	Student's can transcribe melodic and rhythmic ideas inspired by a diverse range of influences. Students can improvise melodic or rhythmic ideas inspired by a diverse range of influences.
		ENS.3CR Evaluate and refine simple compositions and improvisations based on individually developed criteria.	Using existing knowledge, students will evaluate peer compositions. Students will alter compositions based on peer feedback.
		ENS.4CR Explain how instrument techniques of multiple instruments create accurate pitch and how to alter	Students will describe how to manipulate pitch based on their instrument-specific pitch tendencies.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		pitch.	
	Accomplished	ENAC.1CR Compose and improvise short compositions for a specific purpose, reflecting characteristics of music from a variety of cultures.	Students will improvise longer melodic phrases from the context of selected repertoire.
		ENAC.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	Student's can transcribe advanced melodic and rhythmic ideas inspired by a diverse range of influences. Students can improvise advanced melodic or rhythmic ideas inspired by a diverse range of influences.
		ENAC.3CR Evaluate and refine simple compositions and improvisations based on established criteria and evaluate if the music meets the specified criteria.	Using existing knowledge, students will evaluate peer compositions. Students will alter compositions based on peer feedback. Students will determine if the music meets the intended purpose.
		ENAC.4CR Compare and contrast techniques of tuning multiple instruments.	Students will describe how to manipulate pitch based on their instrument-specific pitch tendencies. Students will apply the pitch adjustments and understanding of pitch tendencies to achieve just intonation in an ensemble setting.
Performing: Artists employ personal processes and skills to solve	Novice	ENN.1PE Read and perform with correct pitches and correct rhythms.	Students can identify pitch, basic tonal patterns, and melodic music notation. Students can identify pulse, tempo variation, basic rhythm patterns, and rhythmic notation.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
problems creatively and present work in various contexts.			Students can perform these concepts on their instrument.
		ENN.2PE Play or sing with a characteristic tone quality.	Students will demonstrate proper instrument care. Students will demonstrate a developing embouchure/grip. Students will demonstrate a developing understanding of characteristic tone for their instrument.
		ENN.3PE Demonstrate proficiency in three major key signatures. Demonstrate proficiency singing pentatonic and major scales and/or keys.	Students will perform repertoire or exercises in three major key signatures.
		ENN.4PE Perform prepared or improvised music with technical accuracy (manual dexterity and articulation).	Students will learn how to efficiently practice basic repertoire and exercises as an ensemble member and individual.
		ENN.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms and a characteristic tone.	Students become familiar with a process of sight reading for adjudication (OMEA). Students demonstrate the ability to play correct notes and rhythms from sight.
		ENN.6PE Perform a varied repertoire of prepared and improvised music.	Students perform an appropriate varied music repertoire representing different composers of varying age, gender, nationality, and music of different eras, and styles.
		ENN.7PE Recognize and describe how to refine individual and ensemble performances of varied repertoire in a rehearsal setting.	Students can distinguish differences between two tonal or rhythmic patterns.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENN.8PE Respond appropriately to the cues of the conductor.	Students can follow a conductor's pattern.
	Intermediate	ENI.1PE Read and perform with correct pitches, correct rhythms and printed dynamics.	Students can identify pitch, standard tonal patterns, and standard melodic music notation. Students can identify standard rhythm patterns, and rhythmic notation. Students can perform these concepts on their instrument.
		ENI.2PE Play or sing with a characteristic tone quality and perform individual pitches with accurate intonation.	Students will demonstrate proper instrument care. Students will demonstrate a consistent embouchure/grip. Students will demonstrate a consistent understanding of characteristic tone for their instrument. Students demonstrate a developing concept of tonal center.
		ENI.3PE Demonstrate proficiency in four major and two minor key signatures. Demonstrate proficiency singing pentatonic, major and natural minor scales and keys.	Students will perform repertoire or exercises in four major and two minor key signatures.
		ENI.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation).	Students will learn how to efficiently practice intermediate repertoire as an ensemble member and individual.
		ENI.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms,	Students demonstrate the ability to play correct notes and rhythms with characteristic tone and printed dynamics from sight.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		characteristic tone, accurate intonation and printed dynamics.	
		ENI.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures.	Students perform an appropriate varied music repertoire representing different composers of varying age, gender, nationality, and music of different eras, and styles.
		ENI.7PE Develop strategies to address and refine technical challenges about how to refine individual and ensemble performance of a varied repertoire of music in a rehearsal setting.	Students can intentionally perform different tonal and rhythmic patterns. Students can assess their individual performance using a rubric.
		ENI.8PE Respond appropriately to the cues of the conductor.	Students can follow a conductor's pattern. Students can respond to a conductor's physical change to dynamics.
	Skilled	ENS.1PE Read and perform with correct pitches, correct rhythms, printed dynamics and printed articulations.	Students can identify challenging expressive notation, and non-standard melodic music notation. Students can identify challenging rhythm patterns, and non-standard rhythmic notation. Students can perform these concepts on their instrument.
		ENS.2PE Play or sing with a characteristic tone quality, perform individual pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will demonstrate proper instrument care. Students will demonstrate a consistent embouchure/grip across range and implementation. Students will demonstrate a stylistically appropriate understanding of characteristic tone for their instrument. Students demonstrate an ability to manipulate pitch.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.3PE Demonstrate proficiency in eight major and four minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus the blues scale.	Students will perform repertoire or exercises in eight major and four minor key signatures and a chromatic scale in multiple octaves as appropriate.
		ENS.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation, range) and printed expressive characteristics such as phrasing.	Students will learn how to efficiently practice challenging repertoire as an ensemble member and individual. Students accurately perform the notated expression markings. Students perform with an understanding of their role in the ensemble.
		ENS.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics and printed articulations.	Students demonstrate the ability to correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics and printed articulations from sight reading repertoire.
		ENS.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles and genres.	Students perform an appropriate varied music repertoire representing different composers of varying age, gender, nationality, and music of different eras, and styles.
		ENS.7PE Develop strategies using feedback from peers and outside sources in a rehearsal setting to address technical and expressive	Students can intentionally perform different tonal and rhythmic patterns. Students can assess their peers' performance using a rubric.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		challenges in a varied repertoire of music.	
		ENS.8PE Respond appropriately to the cues of the conductor	<p>Students can follow a conductor's pattern.</p> <p>Students can respond to a conductor's physical change to dynamics.</p> <p>Students can respond to a conductor's physical change to tempo.</p>
	Accomplished	ENAC.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations and appropriate style for the music being performed.	<p>Students can identify advanced expressive notation, and non-standard melodic music notation.</p> <p>Students can identify advanced rhythm patterns, and non-standard rhythmic notation.</p> <p>Students can sight read music while performing an understanding of these concepts.</p>
		ENAC.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies and adjust during performance.	<p>Students will demonstrate proper instrument care.</p> <p>Students will demonstrate a consistent embouchure/grip across advanced range and implementation.</p> <p>Students will demonstrate a stylistically appropriate understanding of characteristic tone for their instrument.</p> <p>Students demonstrate an ability to manipulate pitch accurately.</p>
		ENAC.3PE Demonstrate proficiency in 10 major and relative minor key signatures and a chromatic scale in	Students will perform repertoire or exercises 10 major and relative minor key signatures and a chromatic scale in multiple octaves as appropriate.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus chromatic and octatonic scales.	
		ENAC.4PE Perform prepared or improvised music showing mastery of technical accuracy and displaying self-initiated musical expression, phrasing and emotion.	Students will learn how to efficiently practice advanced repertoire as an ensemble member and individual. Students accurately interpret the notated expression markings. Students perform expressively with an understanding of their role in the ensemble.
		ENAC.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed.	Students demonstrate the ability to perform correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style from sight reading repertoire.
		ENAC.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles, time periods and genres.	Students perform an appropriate varied music repertoire representing different composers of varying age, gender, nationality, and music of different eras, and styles.
		ENAC.7PE Develop and apply rehearsal techniques to address various individual and ensemble challenges in a varied repertoire of music and evaluate their success in a	Students can intentionally perform different tonal and rhythmic patterns. Students can assess the ensemble's performance using a rubric. Students can provide corrective feedback to themselves, their

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		rehearsal setting.	peers, and the ensemble to improve performance.
		ENAC.8PE Respond appropriately to the cues of the conductor.	Students can follow a conductor's pattern. Students can respond to a conductor's physical change to dynamics. Students can respond to a conductor's physical change to tempo. Students can respond to a conductor's physical change to style/phrasing.
Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.	Novice	ENN.1RE Using appropriate musical terminology, describe the ensemble performance with a focus on pitch, rhythm and characteristic tone quality.	Using group discussion and individual response, students will analyze the basic musical elements of a performance.
		ENN.2RE Recognize the expressive intent, emotion and meaning of musical works using appropriate terminology, context or the setting of the text.	Students will be able to define terms and vocabulary in repertoire. Students will describe the intent of the repertoire using terms and vocabulary found in the music or program notes.
		ENN.3RE Identify strategies to improve individual performance that can help demonstrate learning and progress made in music.	Students will identify mistakes they make during a specific performance. Students will provide specific strategies for correcting their mistakes.
	Intermediate	ENI.1RE Using appropriate musical terminology, critique the ensemble performance with a focus on pitch, rhythm, characteristic tone quality	Using group discussion and individual response, students will analyze the intermediate musical elements of a performance. Using group discussion and individual response, students will

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		and articulations.	analyze the effectiveness of the musical qualities performed in the piece.
		ENI.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text.	Students will be able to identify terms and vocabulary in the repertoire. Students will cite evidence of the emotional quality of the work.
		ENI.3RE Apply strategies to improve individual performance that can help demonstrate learning and progress made in music.	Students will utilize personal reflection to select the most appropriate practice strategies. Students will identify practice strategies that both correctly and incorrectly address self-identified mistakes.
	Skilled	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.	Using group discussion and individual response, students will analyze the advanced musical elements of a performance. Using group discussion and individual response, students will analyze the effectiveness of the musical qualities performed in the piece. Students can provide corrective feedback based on their analysis.
		ENS.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and variety of researched sources.	Students will be able to identify specific sections of a musical and describe their musical/emotional intent. Students will go and research the piece using reliable secondary resources.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.3RE Apply strategies to improve and evaluate individual performance that can help demonstrate learning and progress made in development of music skill and music literacy.	Students will utilize personal reflection and a musical score or part in order to identify mistakes and justify chosen practice strategies.
	Accomplished	ENAC.1RE Critique the ensemble performance using established criteria that focuses on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulation and appropriate style.	Using group discussion and individual response, students will analyze the advanced musical elements of a performance, and discuss success of the performance. Using group discussion and individual response, students will analyze the effectiveness of the musical qualities performed in the piece. Students evaluate if the performance of the piece matches the composer's intent.
		ENAC.2RE Support interpretations of the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and a variety of researched sources.	Students will provide evidence of the musical/emotional quality. Cite evidence from a variety of sources Students will use terms and vocabulary to describe emotional quality.
		ENAC.3RE Collaborate with the instructor to select music, successfully rehearse and present an individual performance showing mastery of the selected music.	Students will utilize personal reflection and a musical score to aid in selecting level-appropriate music. Students will utilize personal reflection and a musical score in order to develop strategies for self-improvement.
Connecting: Artists understand	Novice	ENN.1CO Identify the social contexts from which American music	Understanding of the pieces' intended purpose and justifications of performance

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
and communicate the value of creative expressions in internal and external contexts.		evolved.	
		ENN.2CO Recognize aesthetic characteristics common to all art forms.	Exploration of how a variety of art forms evoke specific emotional responses
		ENN.3CO Identify potential musical career choices in performing music.	Identify potential musical career choices in performing music and production music Introduce students to various musical career paths and discuss the integration of these skills in the classroom
		ENN.4CO Identify ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).	Use current media to show and discuss ethical uses of artists' work
	Intermediate	ENI.1CO Describe the social context from which American music evolved.	Instruct the history of the programmed pieces including time period, composer, and style
		ENI.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from the same culture.	Compare and contrast programmed music utilizing music terminology and cultural knowledge Reference significant works of art from the same time period
		ENI.3CO Describe potential career choices in music for both performers and nonperformers.	Describe the different branches of music as a career Discuss various pathways to those careers Understand how to prepare for those careers in high school
		ENI.4CO Investigate appropriate areas of copyright law and how illegal	Instruct students on proper industry standard practice

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		use of media affects composers, artists and performers.	Identify the impact of copyright violations on musicians
	Skilled	ENS.1CO Compare music from a variety of cultures and historical periods.	Program diverse music and discuss the influence of culture/history on its composition/performance Discuss how the musical time period influences the work Discuss how the composer's life influenced the work
		ENS.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from different cultures based on cultural influences.	Compare and contrast programmed music utilizing music terminology and cultural knowledge Reference significant works of art from a different discipline
		ENS.3CO Evaluate potential musical performance career choices and develop a personal strategic career plan.	Describe the different branches of music as a career Describe the necessary skills and qualifications for various music career paths Understand how to prepare for those careers in high school Expose students to professionals in the various music fields
		ENS.4CO Analyze the ethical and legal issues surrounding the access and use of musical works (audio and video recordings, printed and digital sheet music).	Discuss how copyright influences our programming selections
	Accomplished	ENAC.1CO Examine how music reflects the social and political events	Discuss and identify how the composer's life influenced the work

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Band			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		of history and the role of the musician in history and culture.	Discuss how the musical time period influences the work in political and historical contexts
		ENAC.2CO Explain how the creative process is used in similar and different ways in the arts.	Identify the intended purpose of the music. Discuss compositional to achieve the outlined purpose Identify specific musicians and styles to help influence and inform composition
		ENAC.3CO Develop and articulate a personal philosophy about the purpose and value of performing music.	Describe the different branches of music as a career Discuss various pathways to those careers Understand how to prepare for those careers in high school Expose students to professionals in the various music fields Understand how to prepare for those careers in high school
		ENAC.4CO Research copyright law and the process for having a composition protected.	Discuss how copyright influences any programming selections and recording Discuss how copyright is attained for original works

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Color Guard

Course Goals: Color Guard is a comprehensive course during which student learning is focused on spinning flag, rifle, sabre, and the fundamentals of dance. Through a partnership with the marching band, students will explore the expressive qualities of movement with their choreography and visual performance.

High School Color Guard			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.	Proficient	HSP.1CR Create a dance that demonstrates expression and clarity of intention.	Students can create a 30 second dance in a specific style.
		HSP.2CR Create movement studies representing various cultures or historical periods.	
		HSP.3CR Explore interdisciplinary ideas to inspire and support the choreographic process.	Students will explore various dance vocabularies to inform the Color Guard choreographic process.
		HSP.4CR Integrate the use of technology with the elements of dance in a new composition.	
		HSP.5CR Explore a variety of improvisational techniques to generate and revise movement material.	Students will improvise a performance in a set number of counts / seconds that appropriately matches musical excerpts.
	Accomplished	HSAC.1CR Create a dance that demonstrates a variety of complex	Students can create a multi-phrase combination utilizing aspects of a specific style appropriate to provided music.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Color Guard			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		movement phrases and the ability to collaborate with an ensemble.	
		HSAC.2CR Create movement studies that explore a universal theme or socio-political or global issue.	
		HSAC.3CR Choreograph movement studies that incorporate a multidisciplinary approach to the process.	Students will utilize various dance vocabularies to inform the Color Guard choreographic process.
		HSAC.4CR Demonstrate and integrate the use of current media and latest technologies to inspire, create or record dance.	
		HSAC.5CR Design and implement a variety of choreographic devices for movement generation and revision, both individually and collaboratively.	Students will provide constructive feedback to their peers utilizing appropriate dance vocabulary.
	Advanced	HSAD.1CR Create a personal work that demonstrates originality, clarity of intent and a dynamic range of movement.	Students can create a dance piece utilizing aspects of a specific style appropriate to provided music.
		HSAD.2CR Justify choreographic choices in movement study creation and explain how they are used to	

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Color Guard			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		intensify artistic intent connecting to a universal or historic theme.	
		HSAD.3CR Synthesize choreographic content generated from stimulating materials while experimenting in defining individual artistic intent.	Students will refine various dance vocabularies to inform the Color Guard choreographic process.
		HSAD.4CR Demonstrate and integrate the use of current media and latest technologies to inspire, create or record dance.	
Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.	Proficient	HSP.1PE Perform movement studies demonstrating expression and clarity of intent.	Students will learn basic movement exercises.
		HSP.2PE Demonstrate kinesthetic awareness in dance performance.	Students will demonstrate a basic ability to recreate movement by sight.
		HSP.3PE Demonstrate self-direction and accountability for technical growth to facilitate communication.	Students will learn basic dance concepts and begin the process of identifying them by sight.
		HSP.4PE Recognize the mind-body connection in dance technique and performance.	Students will demonstrate basic proprioceptive qualities.
		HSP.5PE Perform dances from various cultures and historical periods.	

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Color Guard			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
	Accomplished	HSAC.1PE Explore a variety of processes that demonstrate originality, clarity of intent and a dynamic range of movement.	Students will learn intermediate movement exercises and basic combinations.
		HSAC.2PE Perform dances that demonstrate a variety of complex movement sequences that also may be performed as an ensemble.	Students will demonstrate an ability to recreate multiple movement phrases by sight.
		HSAC.3PE Demonstrate self-direction and accountability for technical growth to facilitate communication and creative expression.	Students will apply basic dance concepts and offer appropriate feedback to their peers.
		HSAC.4PE Understand how the mind-body connection influences movement.	Students will apply acquired proprioceptive qualities to movement phrases.
		HSAC.5PE Perform a dance that explores a universal theme or socio-political or global issue.	
	Advanced	HSAD.1PE Perform movement studies while demonstrating originality, clarity of intent, focus (both inward and outward) and a broad range in movement.	Students will learn advanced movement exercises and longer and more complex combinations.
		HSAD.2PE Apply kinesthetic awareness and awareness of others	Students will demonstrate individual and ensemble awareness through movement phrases.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Color Guard			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		through performance, reflection and peer feedback.	
		HSAD.3PE Demonstrate self-direction, agency, accountability, fulfilled artistic expression and technical growth when bringing a work to a point of completion.	Students will apply a high level of basic dance concepts and offer appropriate feedback to their peers in both the areas of technique and performance quality.
		HSAD.4PE Experience and express how anatomical and kinesthetic awareness can alter artistic interpretation in choreography and performance.	Students will utilize knowledge of proprioceptive qualities to inform their choreographic decisions and peer feedback.
		HSAD.5PE Perform dances from a diverse range of global cultures, theatrical styles and historical periods.	
Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.	Proficient	HSP.1RE Recognize and identify fundamental dance concepts in selected dance works.	Students will identify fundamental dance concepts.
		HSP.2RE Use a variety of assessments (self-checks, peer assessment, peer coaching, reflection journals, criteria for success) to assess and reflect on choices made in the dance-making process.	Students will engage in collaboration to provide feedback on basic choreographic choices.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Color Guard			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		HSP.3RE Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.	
		HSP.4RE Recognize the importance of artistry and technical proficiency in dance.	Discuss the demonstration of artistic expression through movement
	Accomplished	HSAC.1RE Critique a dance based on fundamental dance concepts	Students will identify fundamental dance concepts and their correct or incorrect application in specific examples.
		HSAC.2RE Use a variety of assessments (self-checks, peer assessment, peer coaching, reflection journals, criteria for success) to assess and reflect on choices made in the dance-making process.	Students will engage in collaboration to provide feedback on intermediate choreographic choices.
		HSAC.3RE Develop and refine personal beliefs and questions about dance experiences based on aesthetic opinions.	
		HSAC.4RE Illustrate artistry and technical proficiency in dance performance and observed dance works.	Describe using appropriate vocabulary the demonstration of artistic expression through movement
	Advanced	HSAD.1RE Critique personal	Students will identify fundamental dance concepts in a specific

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Color Guard			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		dances and those of others based on specific dance aesthetics.	style and their correct or incorrect application in specific examples.
		HSAD.2RE Explore the connection between somatic understanding and performance technique.	Students will engage in collaboration to provide feedback on choreographic choices utilizing their understanding of the way the body naturally moves.
		HSAD.3RE Articulate, justify and produce a personal philosophy of dance and respond thoughtfully to the viewpoints of others.	
		HSAD.4RE Analyze artistry and technical proficiency in dance performance and observed dance works.	Analyze, through technical vocabulary, the demonstration of artistic expression through movement

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Jazz Ensemble

Course Goals: Jazz Ensemble is a comprehensive course that comprises traditional jazz band instrumentation.

High School Jazz Ensemble			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
<p>Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.</p>	<p>Novice</p>	<p>ENS.1CR Compose and improvise simple melodic or rhythmic ideas for a specific purpose. The ideas should reflect characteristics of music from a variety of cultures.</p>	<p>Introduce students to the concept of composing and improvising music</p> <p>Select and refine melodic and rhythmic ideas that demonstrate characteristics of music from a variety of cultures</p> <p>Provide students with examples of simple melodies and rhythms from a variety of cultural traditions</p>
		<p>ENN.2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics similar to music studied in rehearsal.</p>	<p>Introduce students to the concept of developing and notating musical ideas for a specific purpose in the jazz tradition.</p> <p>Select and refine melodic and rhythmic ideas that demonstrate the characteristic elements of jazz such as swing, blues, and improvisation</p> <p>Explore a selection of melodies and rhythms from classic jazz standards or contemporary jazz compositions</p> <p>Select compositions that are interesting or inspiring</p>
		<p>ENN.3CR Evaluate and refine simple compositions and improvisations based on teacher-provided criteria.</p>	<p>Identify the characteristic elements of jazz such as swing, blues, and improvisation</p> <p>Discuss how elements are used in classic jazz standards and contemporary jazz compositions</p>

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Jazz Ensemble			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
			Listen to great jazz musicians and discuss how these musicians incorporate the characteristic elements of jazz into their music and how their individual styles and techniques contribute to the overall sound of the music
		ENN.4CR Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.	<p>Introduce students to the concept of analyzing the techniques of multiple performers and instruments in order to create accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control</p> <p>Explain how specific techniques are essential for successful performance in a jazz band</p> <p>Watch and listen to live jazz performances, either in person or through video recordings</p> <p>Identify techniques and abilities of performers and instruments and think about how these contribute to the overall sound and style of the music</p>
	Intermediate	ENI.1CR Compose and improvise simple melodic or rhythmic ideas that vary from the music being studied in rehearsal.	<p>Introduce students to the concept of composing and improvising music that varies from the music being studied in rehearsal</p> <p>Create simple melodic or rhythmic ideas that reflect the student's individual style and interests, while also incorporating elements such as swing, blues, and improvisation</p> <p>Students will experiment with different musical approaches and techniques, such as improvising over different chord progressions or exploring different rhythms and time signatures.</p>

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Jazz Ensemble			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
			Students will be encouraged to experiment with different approaches, incorporating elements such as swing, blues, and improvisation into their compositions and improvisations.
		ENI.2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics that vary from music being studied in rehearsal.	<p>Explore how to develop and notate musical ideas that vary from the music being studied in rehearsal</p> <p>Select and refine melodic and rhythmic ideas that the student's individual style and interests, while also incorporating elements such as swing, blues, and improvisation</p> <p>Listen to and analyze recordings of the music being studied in rehearsal, paying particular attention to the characteristic elements of jazz such as swing, blues, and improvisation</p> <p>Students will explore how to incorporate jazz elements into their own compositions and improvisations in new and creative ways.</p>
		ENI.3CR Evaluate and refine simple compositions and improvisations based on collaboratively developed criteria.	<p>Learn how to evaluate and refine simple compositions and improvisations in the jazz tradition</p> <p>Use collaboratively developed criteria to assess and improve their own musical ideas, incorporating elements such as swing, blues, and improvisation.</p> <p>Collaborate in small groups to develop their own criteria for evaluating and refining compositions and improvisations, while considering a variety of factors such as musicality, originality, and overall effectiveness</p>
		ENI.4CR Explain how instrument techniques create accurate pitch.	Analyze techniques of different instruments and how they create accurate pitch

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Jazz Ensemble			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
			Understand that the techniques are essential for successful performance in a jazz band, and how the techniques used by the performers (such as embouchure, fingerings, or bow techniques) contribute to the accuracy of the pitch
	Skilled	ENS.1CR Compose and improvise simple melodic or rhythmic ideas for a specific purpose. The ideas should reflect characteristics of music from a variety of cultures.	<p>Listen to a recording of a jazz standard and then improvise a simple melody or rhythm over the chord changes.</p> <p>After being provided with a short melodic or rhythmic phrase, create variations on the phrase by altering the pitch, rhythm, or timbre.</p>
		ENS.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	<p>Select a jazz standard and create an arrangement that incorporates elements of different cultural music styles</p> <p>After being provided with a chord progression, compose a melody or rhythm that reflects the student's own musical style</p>
		ENS.3CR Evaluate and refine simple compositions and improvisations based on individually developed criteria.	<p>Students will record their compositions and improvisations and listen back to identify areas for improvement.</p> <p>Students seek feedback from their peers and incorporate suggestions into their compositions and improvisations.</p>
		ENS.4CR Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.	<p>Students will experiment with different instrument techniques, such as vibrato, bending, or glissando, and observe how they affect pitch.</p> <p>Students will identify the techniques used to create and alter pitch in provided recordings of different instruments.</p>

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Jazz Ensemble			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
	Accomplished	ENAC.1CR Compose and improvise short compositions for a specific purpose, reflecting characteristics of music from a variety of cultures.	<p>Research and learn about the music of a particular cultural tradition, and then compose a short piece of music using elements and techniques specific to that tradition</p> <p>Experiment with different combinations of musical elements, such as melody, harmony, and rhythm, in order to create a unique and expressive composition</p>
		ENAC.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	<p>Listen to recordings of music from a variety of cultural traditions, and identify and select specific melodic and rhythmic ideas to incorporate into their compositions</p> <p>Experiment with different variations and combinations of selected melodic and rhythmic ideas in order to develop the student's own compositions</p>
		ENAC.3CR Evaluate and refine simple compositions and improvisations based on established criteria and evaluate if the music meets the specified criteria.	<p>Evaluate their own compositions and improvisations using established criteria, such as form, melody, harmony, and rhythm, and provide feedback on how to improve their work</p> <p>Listen to recordings of their own compositions and improvisations, and reflect on what works well and what could be improved</p>
		ENAC.4CR Compare and contrast techniques of tuning multiple instruments.	<p>Compare and contrast the techniques used to tune different types of instruments, such as wind instruments versus string instruments</p> <p>Use technology, such as online tuners or software apps, to practice and improve tuning different instruments</p>

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Jazz Ensemble			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
<p>Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.</p>	<p>Novice</p>	<p>ENN.1PE Read and perform with correct pitches and correct rhythms.</p>	Practice rhythm sheets and scale sheets to improve pitch and rhythm reading skills
		<p>ENN.2PE Play or sing with a characteristic tone quality.</p>	Experiment with different mouth shapes and breath control techniques to find a unique tone quality
		<p>ENN.3PE Demonstrate proficiency in three major key signatures. Demonstrate proficiency singing pentatonic and major scales and/or keys.</p>	Practice scales and arpeggios in different key signatures to increase proficiency in playing in different keys
		<p>ENN.4PE Perform prepared or improvised music with technical accuracy (manual dexterity and articulation).</p>	Use a metronome to improve timing and practice playing with different articulation techniques
		<p>ENN.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms and a characteristic tone.</p>	Participate in sight reading sessions with the jazz band to improve sight reading skills
		<p>ENN.6PE Perform a varied repertoire of prepared and improvised music.</p>	Explore different styles of jazz music and listen to recordings of various jazz musicians to expand repertoire
		<p>ENN.7PE Recognize and describe how to refine individual and ensemble performances of varied</p>	Use recording technology to listen back to rehearsals and identify areas for improvement

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Jazz Ensemble			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		repertoire in a rehearsal setting.	
		ENN.8PE Respond appropriately to the cues of the conductor.	Pay close attention to the conductor during rehearsals and make a conscious effort to follow their cues
	Intermediate	ENI.1PE Read and perform with correct pitches, correct rhythms and printed dynamics.	Use solfege and/or visual pitch representation (such as a keyboard or pitch ladder) to understand and practice reading and performing with correct pitches
		ENI.2PE Play or sing with a characteristic tone quality and perform individual pitches with accurate intonation.	Listen to recordings of professional musicians and try to emulate their tone quality, or practice playing or singing through a pitch pipe or tuning app to help improve intonation
		ENI.3PE Demonstrate proficiency in four major and two minor key signatures. Demonstrate proficiency singing pentatonic, major and natural minor scales and keys.	Practice sight-reading exercises in different key signatures, or play scales and arpeggios in various keys to improve familiarity and proficiency
		ENI.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation).	Use slow practice techniques, such as playing or singing a passage at a slower tempo and gradually increasing the speed, to develop technical accuracy
		ENI.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation and printed dynamics.	Practice sight-reading short, simple melodies before working up to more complex pieces, or use mnemonic devices to help remember and correctly perform rhythms.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Jazz Ensemble			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENI.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures.	Listen to and analyze recordings of music from different cultures, or work with guest artists who can share their own cultural music traditions
		ENI.7PE Develop strategies to address and refine technical challenges about how to refine individual and ensemble performance of a varied repertoire of music in a rehearsal setting.	Students will record themselves practicing and then identify areas for improvement, or work in small groups to give and receive feedback on each other's performances.
		ENI.8PE Respond appropriately to the cues of the conductor.	Practice following a conductor in a variety of tempos and styles, take turns acting as the conductor in rehearsals to better understand and respond to cues
	Skilled	ENS.1PE Read and perform with correct pitches, correct rhythms, printed dynamics and printed articulations.	Practice sight-reading exercises using a variety of notation symbols and techniques (such as dynamics and articulations) to develop their ability to accurately read and perform these elements
		ENS.2PE Play or sing with a characteristic tone quality, perform individual pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will listen to recordings of professional musicians playing or singing in order to develop their ears and understanding of the characteristics of good tone quality and intonation. Students will practice matching these characteristics in their own performances.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Jazz Ensemble			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.3PE Demonstrate proficiency in eight major and four minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus the blues scale.	Students practice playing and singing scales and key signatures in different octaves to develop their technical proficiency and understanding of these concepts.
		ENS.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation, range) and printed expressive characteristics such as phrasing.	Students practice playing or singing a variety of different musical pieces, focusing on achieving technical accuracy (such as speed, manual dexterity, and range) and expressive characteristics (such as phrasing).
		ENS.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics and printed articulations.	Students practice sight-reading exercises on a regular basis to develop their ability to quickly and accurately read and perform new music.
		ENS.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles and genres.	Students will be exposed to a wide variety of music from different cultures, styles, and genres and they will practice performing pieces from these different traditions.
		ENS.7PE Develop strategies using feedback from peers and outside sources in a rehearsal setting to	Students will work in small groups or with a partner to give and receive feedback on their performances, encouraging them to use

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Jazz Ensemble			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		address technical and expressive challenges in a varied repertoire of music.	this feedback to identify areas for improvement and develop strategies to address technical and expressive challenges.
		ENS.8PE Respond appropriately to the cues of the conductor.	Students will practice following a conductor's cues by performing pieces with and without a conductor, and discussing the differences in the performances. Students will also work on developing their ability to anticipate and respond to a conductor's cues by watching and analyzing recordings of live performances.
	Accomplished	ENAC.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations and appropriate style for the music being performed.	Students will listen to recordings of professionally performed jazz pieces and then attempt to replicate the pitches, rhythms, dynamics, and articulations they hear.
		ENAC.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will experiment with different mouth shapes and air pressures to achieve different tone qualities, and then practice playing or singing with a metronome to work on intonation.
		ENAC.3PE Demonstrate proficiency in 10 major and relative minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and	Students will practice sight-reading exercises in various key signatures and scales, and then perform these exercises with the rest of the band to reinforce their understanding.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Jazz Ensemble			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		melodic minor scales and keys, plus chromatic and octatonic scales.	
		ENAC.4PE Perform prepared or improvised music showing mastery of technical accuracy and displaying self-initiated musical expression, phrasing and emotion.	Students will be provided with a set of technical exercises to practice (such as long tones or tonguing drills), and will improvise over a backing track or chord progression to incorporate their technical skills into self-expressed musical ideas.
		ENAC.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed.	Students will be provided with sight-reading pieces at a variety of difficulty levels and will perform these pieces in small groups or as a full band, with the goal of improving their accuracy and style.
		ENAC.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles, time periods and genres.	Research different jazz styles and cultures, and perform a piece from one of these styles as part of a class or band performance
		ENAC.7PE Develop and apply rehearsal techniques to address various individual and ensemble challenges in a varied repertoire of music and evaluate their success in a rehearsal setting.	Work in small groups to identify specific challenges within a piece of music, and then come up with and try out different rehearsal techniques to address these challenges

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Jazz Ensemble			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENAC.8PE Respond appropriately to the cues of the conductor.	<p>Watch recordings of live performances and pay attention to the conductor's cues</p> <p>Practice responding to these cues in a mock-conductor/band setting</p>
Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works	Novice	ENN.1RE Using appropriate musical terminology, describe the ensemble performance with a focus on pitch, rhythm and characteristic tone quality.	<p>Listen to recordings of professional jazz ensembles and identify specific examples of pitch, rhythm, and tone quality in the music</p> <p>Discuss the jazz elements and how they contribute to the overall ensemble sound</p>
		ENN.2RE Recognize the expressive intent, emotion and meaning of musical works using appropriate terminology, context or the setting of the text.	<p>Analyze lyrics of a jazz song and discuss the emotions and meaning conveyed by the words</p> <p>Listen to recordings of different versions of the same song and discuss how the musicians use different expressive techniques to convey different emotions or meanings</p>
		ENN.3RE Identify strategies to improve individual performance that can help demonstrate learning and progress made in music.	<p>Self-assess the student's own playing and identify areas where they feel they need to improve</p> <p>Work either individually or in a small group to develop personalized practice strategies to help progress in these areas</p>
	Intermediate	ENI.1RE Using appropriate musical terminology, critique the ensemble performance with a focus on pitch, rhythm, characteristic tone quality and articulations.	Listen to recordings of professional jazz bands and analyze recordings using the appropriate musical terminology, focusing on pitch, rhythm, tone quality, and articulations

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Jazz Ensemble			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENI.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text.	Listen to a variety of jazz pieces and discuss the expressive intent, emotion, and meaning of each piece as a class
		ENI.3RE Apply strategies to improve individual performance that can help demonstrate learning and progress made in music.	Work on individual practice plans that outline specific goals and strategies for improving performance Example: set specific goals related to pitch, rhythm, tone quality, or other areas, and then practice and rehearse techniques to help improve performance in these areas
	Skilled	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.	Listen to recordings of professional jazz ensembles and analyze the various elements of ensemble performance (pitch, rhythm, tone quality, intonation, dynamics, articulations) using established criteria Compare observations to the ensemble's own performances and identify areas for improvement
		ENS.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and variety of researched sources.	Research the background and context of a specific jazz piece or composer and present findings to the class Example: exploring the historical and cultural influences on the music, as well as the emotional and expressive intent of the piece

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Jazz Ensemble			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.3RE Apply strategies to improve and evaluate individual performance that can help demonstrate learning and progress made in development of music skill and music literacy.	<p>Set specific goals for individual practice and performance, and provide feedback and support to help track progress towards achieving those goals.</p> <p>Example: use self-assessment tools, work with a private instructor, or participate in peer review sessions to identify areas for improvement and develop strategies to address them.</p>
	Accomplished	ENAC.1RE Critique the ensemble performance using established criteria that focuses on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulation and appropriate style.	Listen to recordings of professional jazz bands and identify and evaluate specific aspects of the performance such as pitch, rhythm, tone quality, and intonation (either through group discussion or through individual written reflections)
		ENAC.2RE Support interpretations of the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and a variety of researched sources.	<p>Research the background and context of a piece of music and present findings to the class (either through written reports, oral presentations, or multimedia presentations)</p> <p>Participate in instructor facilitated discussions about the expressive intent, emotion, and meaning of the music, using appropriate terminology and citing evidence from their research.</p>
		ENAC.3RE Collaborate with the instructor to select music, successfully rehearse and present an individual performance showing mastery of the selected music.	Work in small groups to select a piece of music to perform, rehearse, and present it to the class (instructor coaches, providing feedback and guidance as the group works to master the selected music) (This strategy allows students to practice collaboration and self-directed learning as they work towards meeting the performance standards)

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir

Course Goals: A Cappella Chamber is a comprehensive choir course designed to create vocal balance without instrumentation accompaniment.

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.	Novice	ENN.1CR Compose and improvise simple melodic or rhythmic ideas similar to music studied in rehearsal.	Students will create a simple melody based on the music studied in-class.
		ENN. 2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics similar to music studied in rehearsals.	Students will compare/contrast melodic content with similar repertoire studied in-class.
		ENN.3CR Evaluate and refine simple compositions and improvisations based on teacher-provided criteria.	Students will refine a chord progression or melody from a teacher-provided example with errors.
		ENN.4CR Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.	Students will listen to multiple example selections and compare/contrast the techniques used in performance.
	Intermediate	ENI.1CR Compose and improvise simple melodic or rhythmic ideas that vary from the music being studied in rehearsal.	Students will create a simple melody that is varied from the music studied in-class.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENI.2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics that vary from music being studied in rehearsal.	Students will compare/contrast melodic content with repertoire of their choosing.
		ENI.3CR Evaluate and refine simple compositions and improvisations based on collaboratively developed criteria.	Students will refine a chord progression or melody from an example of their choosing with errors.
		ENI.4CR Explain how instrument techniques create accurate pitch.	Students will populate a list of vocal techniques and practices that affect intonation.
	Skilled	ENS.1CR Compose and improvise simple melodic or rhythmic ideas for a specific purpose. The ideas should reflect characteristics of music from a variety of cultures.	Students will compose a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.
		ENS.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.
		ENS.3CR Evaluate and refine simple compositions and improvisations based on individually developed criteria.	Students will refine a chord progression or melody using criteria that is developed individually.
		ENS.4CR Explain how instrument techniques of multiple instruments	Students will explain how proper vocal techniques and practices affect intonation.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		create accurate pitch and how to alter pitch.	
	Accomplished	ENAC.1CR Compose and improvise short compositions for a specific purpose, reflecting characteristics of music from a variety of cultures.	Students will compose a short composition for sight-reading utilizing characteristics from a variety of cultures.
		ENAC.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.
		ENAC.3CR Evaluate and refine simple compositions and improvisations based on established criteria and evaluate if the music meets the specified criteria.	Students will evaluate and refine a chord progression or melody using an established criteria.
		ENAC.4CR Compare and contrast techniques of tuning multiple instruments.	Students will compare various examples of vowel shapes and how it relates to ensemble tuning.
	Advanced	ENAD.1CR Compose and improvise musical composition for a variety of purposes and context.	Students will compose a short composition for sight-reading utilizing characteristics from a variety of contexts and purposes.
		ENAD.2CR Select, develop and notate or record melodic and rhythmic ideas into full musical works intended for a variety of purposes and	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety contexts and purposes.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		contexts.	
		ENAD.3CR Evaluate and refine a variety of musical work based on appropriate criteria and evaluate if the music meets the established criteria.	Students will evaluate and refine selected musical works using an established, appropriate criteria.
		ENAD.4CR Defined the purpose of tuning instruments.	Students will explain the benefits of importance of ensemble intonation.
Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.	Novice	ENN.1PE Read and perform with correct pitches and correct rhythms.	Students will read and perform given music with correct pitches and rhythms.
		ENN.2PE Play or sing with a characteristic tone quality	Students will play or sing their repertoire with characteristic tone quality
		ENN.3PE Demonstrate proficiency in three major key signatures. Demonstrate proficiency singing pentatonic and major scales and/or keys.	Students will demonstrate proficiency singing major and pentatonic scales in 3 different major key signatures.
		ENN.4PE Perform prepared or improvised music with technical accuracy (manual dexterity and articulation).	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, and articulation.
		ENN.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms and a characteristic tone.	Students will perform sight reading using correct pitches, rhythms, and a characteristic tone.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENN.6PE Perform a varied repertoire of prepared and improvised music.	Students will perform various repertoire through preparation and improvisation.
		ENN.7PE Recognize and describe how to refine individual and ensemble performances of varied repertoire in a rehearsal setting.	Students will identify and describe how to refine individual and ensemble performance of various repertoire within the rehearsal setting.
		ENN.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response
	Intermediate	ENI.1PE Read and perform with correct pitches, correct rhythms and printed dynamics.	Students will read and perform given music with correct pitches, rhythms, and dynamics
		ENI.2PE Play or sing with a characteristic tone quality and perform individual pitches with accurate intonation.	Students will play or sing repertoire with characteristic tone quality with accurate intonation in performance.
		ENI.3PE Demonstrate proficiency in four major and two minor key signatures. Demonstrate proficiency singing pentatonic, major and natural minor scales and keys.	Students will demonstrate proficiency singing major, natural minor and pentatonic scales in 4 different major key signatures.
		ENI.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation).	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, and articulation.
		ENI.5PE Perform compositions	Students will perform sight reading using correct pitches,

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation and printed dynamics.	rhythms, a characteristic tone, accurate intonation, and printed dynamics.
		ENI.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures.	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures.
		ENI.7PE Develop strategies to address and refine technical challenges about how to refine individual and ensemble performance of a varied repertoire of music in a rehearsal setting.	Students will identify and describe how to refine technical elements in individual and ensemble performance of various repertoire within the rehearsal setting.
		ENI.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response.
	Skilled	ENS.1PE Read and perform with correct pitches, correct rhythms, printed dynamics and printed articulations.	Students will read and perform given music with correct pitches, rhythms, dynamics, and articulations.
		ENS.2PE Play or sing with a characteristic tone quality, perform individual pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will play or sing repertoire with characteristic tone quality, accurate pitch intonation, and understand intonation tendencies in order to adjust during performance.
		ENS.3PE Demonstrate proficiency in	Students will demonstrate proficiency singing 8 different major,

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		eight major and four minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus the blues scale.	4 natural minor, the chromatic scale and variations within the scales.
		ENS.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation, range) and printed expressive characteristics such as phrasing.	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, range, and articulation.
		ENS.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics and printed articulations.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, printed dynamics, and printed articulations.
		ENS.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles and genres.	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures, styles, and genres.
		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	Students will develop strategies using feedback from peers and outside sources to refine technical elements in individual and ensemble performance of various repertoire within the rehearsal setting.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		music.	
		ENS.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response.
	Accomplished	ENAC.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations and appropriate style for the music being performed.	Students will read and perform given music with correct pitches, rhythms, dynamics, articulations, and appropriate style.
		ENAC.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will play or sing repertoire with characteristic tone quality, full range of accurate pitch intonation, and understand intonation tendencies in order to adjust during performance.
		ENAC.3PE Demonstrate proficiency in 10 major and relative minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus chromatic and octatonic scales.	Students will demonstrate proficiency singing major, natural minor and pentatonic scales in multiple keys and octaves.
		ENAC.4PE Perform prepared or improvised music showing mastery of technical accuracy and displaying self-initiated musical expression, phrasing and emotion.	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, self-initiated musical expression, phrasing, emotion, and articulation.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENAC.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, printed dynamics, printed articulations, and appropriate style for the music being performed.
		ENAC.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles, time periods and genres	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures, styles, time periods, and genres.
		ENAC.7PE Develop and apply rehearsal techniques to address various individual and ensemble challenges in a varied repertoire of music and evaluate their success in a rehearsal setting.	Students will develop and apply rehearsal techniques to address the individual and ensemble challenges in a variety of repertoire.
		ENAC.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response.
	Advanced	ENAD.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations, appropriate style and musical expression for the music being performed.	Students will read and perform given music with correct pitches, rhythms, dynamics, appropriate style, and musical expression.
		ENAD.2PE Play or sing with a	Students will play or sing repertoire with characteristic tone

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies, adjust during performance and utilize concepts of just intonation.	quality, full range of accurate pitch intonation, and understand intonation tendencies in order to adjust during performance, and utilize concepts of just intonation.
		ENAD.3PE Demonstrate proficiency in all major and minor keys and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys and chromatic, octatonic and whole-tone scales, plus modes as appropriate.	Students will demonstrate proficiency singing major, natural minor and pentatonic scales in all keys. They will also demonstrate proficiency in chromatic, whole tone, and various modes.
		ENAD.4PE Perform prepared or improvised music showing mastery of technical accuracy and expression in several types of ensembles	
		ENAD.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed and musical expression.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, printed dynamics, printed articulations, and appropriate style for the music being performed and musical expression.
		ENAD.6PE Perform a varied	Students will perform various repertoire through preparation

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		repertoire of prepared and improvised music, representing a variety of cultures, styles, time periods and genres in several types of ensembles.	and improvisation representative of a variety of cultures, styles, time periods, and genres in several types of ensembles.
		ENAD.7PE Develop, apply and refine appropriate rehearsal strategies to address various individual and ensemble challenges in a varied repertoire of music during the rehearsal process.	Students will develop and apply and refine rehearsal techniques to address the individual and ensemble challenges in a variety of repertoire.
		ENAD.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response.
Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.	Novice	ENN.1RE Using appropriate musical terminology, describe the ensemble performance with a focus on pitch, rhythm and characteristic tone quality.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, and characteristic tone quality.
		ENN.2RE Recognize the expressive intent, emotion and meaning of musical works using appropriate terminology, context or the setting of the text.	Students will utilize appropriate terminology to recognize expressive intent, emotion, and meaning of musical works using appropriate terminology for the setting of the text.
		ENN.3RE Identify strategies to improve individual performance that can help demonstrate learning and progress made in music.	Students will set individual goals that will improve performance that will demonstrate learning and progress made in music.
	Intermediate	ENI.1RE Using appropriate musical	Students will use specific musical terminology to self-assess

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		terminology, critique the ensemble performance with a focus on pitch, rhythm, characteristic tone quality and articulations.	their performances with a focus on pitch, rhythm, characteristic tone quality, and articulation.
		ENI.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text.	Students will identify and explain appropriate terminology to recognize expressive intent, emotion, and meaning of musical works using appropriate terminology for the setting of the text.
		ENI.3RE Apply strategies to improve individual performance that can help demonstrate learning and progress made in music.	Students will implement strategies that will improve performance that will demonstrate learning and progress made in music.
	Skilled	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.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, characteristic tone quality, articulation, and dynamics.
		ENS.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and variety of researched sources.	Using appropriate terminology and researched sources, students will examine the expressive intent, emotion and meaning of a variety of musical examples.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.3RE Apply strategies to improve and evaluate individual performance that can help demonstrate learning and progress made in development of music skill and music literacy.	Students will implement strategies to improve and evaluate individual performance that will demonstrate learning and progress made in music.
	Accomplished	ENAC.1RE Critique the ensemble performance using established criteria that focuses on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulation and appropriate style.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, characteristic tone quality, articulation, and dynamics, and appropriate style.
		ENAC.2RE Support interpretations of the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and a variety of researched sources.	Using appropriate terminology and researched sources, students will explain the expressive intent, emotion and meaning of a variety of musical examples.
		ENAC.3RE Collaborate with the instructor to select music, successfully rehearse and present an individual performance showing mastery of the selected music.	Students, in collaboration with the teacher, will select, rehearse, and individually perform music that showcases mastery.
	Advanced	ENAD.1RE Develop and apply criteria to critique the ensemble performance with focus on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and	Students will use specific musical terminology to critique and develop their performances with focus on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulations, appropriate style and expressions.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		articulation, appropriate style and expression.	
		ENAD.2RE Justify interpretations of the expressive intent, emotion and meaning of musical works by comparing and explaining varied researched sources, including reference to other art forms.	Students will discuss and justify interpretations of expressive intent, emotion, and meaning of musical works by comparing examples of performances or other art forms.
		ENAD.3RE Use student-developed criteria to select music, organize and present an individual performance showing mastery of the selected music.	Students will collaborate to create criteria that assists in the selection and planning an individual performance that showcases mastery of the selected music.
Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.	Novice	ENN.1CO Identify the social contexts from which American music evolved.	Students will discuss and identify the historical circumstances that precipitated the development of modern American Music.
		ENN.2CO Recognize aesthetic characteristics common to all art forms.	Students will watch excerpts from multiple artistic disciplines and populate a list of similar aesthetic characteristics.
		ENN.3CO Identify potential musical career choices in performing music.	Students and teacher will investigate and discuss potential careers in music performances.
		ENN.4CO Identify ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).	Students will explore copyright law and discuss ways that it impacts their daily life.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
	Intermediate	ENI.1CO Describe the social context from which American music evolved.	Students will discuss and describe the historical circumstances that precipitated the development of modern American Music.
		ENI.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from the same culture.	Students will watch or listen to excerpts from multiple artistic examples from the same culture and compare/contrast the two mediums.
		ENI.3CO Describe potential career choices in music for both performers and nonperformers.	Students will investigate and discuss potential careers in music performance as well as non-performance based careers associated with music.
		ENI.4CO Investigate appropriate areas of copyright law and how illegal use of media affects composers, artists and performers.	Students will explore copyright law and discuss ways that misuse negatively impacts the composers, artists, and performers.
	Skilled	ENS.1CO Compare music from a variety of cultures and historical periods.	Students will compare and contrast musical excerpts from varying compositional eras.
		ENS.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from different cultures based on cultural influences.	Students will watch or listen to excerpts from multiple artistic examples from different cultures and compare/contrast the two mediums.
		ENS.3CO Evaluate potential musical performance career choices and develop a personal strategic career plan.	Students will investigate and develop a personal strategic career plan in music performance as well as non-performance based careers associated with music.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.4CO Analyze the ethical and legal issues surrounding the access and use of musical works (audio and video recordings, printed and digital sheet music).	Students will analyze copyright law and discuss the ethical and legal issues across all mediums (audio and video recordings, printed and digital sheet music).
	Accomplished	ENAC.1CO Examine how music reflects the social and political events of history and the role of the musician in history and culture.	Students will examine influential musicians and discuss how their compositions and actions connect to and influence the social reality of the time in which they lived.
		ENAC.2CO Explain how the creative process is used in similar and different ways in the arts.	Students will compare and contrast rehearsal techniques used in varying ensembles.
		ENAC.3CO Develop and articulate a personal philosophy about the purpose and value of performing music.	Students will collaborate to develop a personal philosophy about the performance of music.
		ENAC.4CO Research copyright law and the process for having a composition protected.	Students will research the process for protecting their intellectual property using copyright.
	Advanced	ENAD.1CO Analyze various performance works from a variety of world cultures, identifying the unique features of expression and determine how these characteristics contribute to performance style while minimizing stylistic bias.	Students will analyze performances from a variety of cultures and practices and determine the stylistic characteristics while minimizing individual bias.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School A Capella Chamber Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENAD.2CO Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.	Students will compile a list of the roles involved in creating and presenting music and delineate the responsibilities of each role.
		ENAD.3CO Select personal music experiences that represent well-developed performance skills, abilities and accomplishments (developing a portfolio, preparing college audition and studio work).	Students will collect a portfolio of their individual musical performances that showcase their performance skills, abilities, and accomplishments.
		ENAD.4CO Interpret copyright law and discover how someone can protect a composition once the individual has composed or created a work.	Students will explore ways that composers can protect their works utilizing copyright law once they have created a work.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale

Course Goals: Chorale is a comprehensive choir course. Students interested in this course read and understand musical notation and sing parts independently.

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.	Novice	ENN.1CR Compose and improvise simple melodic or rhythmic ideas similar to music studied in rehearsal.	Students will create a simple melody based on the music studied in-class.
		ENN. 2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics similar to music studied in rehearsals.	Students will compare/contrast melodic content with similar repertoire studied in-class.
		ENN.3CR Evaluate and refine simple compositions and improvisations based on teacher-provided criteria.	Students will refine a chord progression or melody from a teacher-provided example with errors.
		ENN.4CR Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.	Students will listen to multiple example selections and compare/contrast the techniques used in performance.
	Intermediate	ENI.1CR Compose and improvise simple melodic or rhythmic ideas that vary from the music being studied in	Students will create a simple melody that is varied from the music studied in-class.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		rehearsal.	
		ENI.2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics that vary from music being studied in rehearsal.	Students will compare/contrast melodic content with repertoire of their choosing.
		ENI.3CR Evaluate and refine simple compositions and improvisations based on collaboratively developed criteria.	Students will refine a chord progression or melody from an example of their choosing with errors.
		ENI.4CR Explain how instrument techniques create accurate pitch.	Students will populate a list of vocal techniques and practices that affect intonation.
	Skilled	ENS.1CR Compose and improvise simple melodic or rhythmic ideas for a specific purpose. The ideas should reflect characteristics of music from a variety of cultures.	Students will compose a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.
		ENS.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.
		ENS.3CR Evaluate and refine simple compositions and improvisations based on individually developed criteria.	Students will refine a chord progression or melody using criteria that is developed individually.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.4CR Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.	Students will explain how proper vocal techniques and practices affect intonation.
	Accomplished	ENAC.1CR Compose and improvise short compositions for a specific purpose, reflecting characteristics of music from a variety of cultures.	Students will compose a short composition for sight-reading utilizing characteristics from a variety of cultures.
		ENAC.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.
		ENAC.3CR Evaluate and refine simple compositions and improvisations based on established criteria and evaluate if the music meets the specified criteria.	Students will evaluate and refine a chord progression or melody using an established criteria.
		ENAC.4CR Compare and contrast techniques of tuning multiple instruments.	Students will compare various examples of vowel shapes and how it relates to ensemble tuning.
	Advanced	ENAD.1CR Compose and improvise musical composition for a variety of purposes and context.	Students will compose a short composition for sight-reading utilizing characteristics from a variety of contexts and purposes.
		ENAD.2CR Select, develop and notate or record melodic and rhythmic	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety contexts and purposes.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ideas into full musical works intended for a variety of purposes and contexts.	
		ENAD.3CR Evaluate and refine a variety of musical work based on appropriate criteria and evaluate if the music meets the established criteria.	Students will evaluate and refine selected musical works using an established, appropriate criteria.
		ENAD.4CR Defined the purpose of tuning instruments.	Students will explain the benefits of importance of ensemble intonation.
Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.	Novice	ENN.1PE Read and perform with correct pitches and correct rhythms.	Students will read and perform given music with correct pitches and rhythms.
		ENN.2PE Play or sing with a characteristic tone quality	Students will play or sing their repertoire with characteristic tone quality.
		ENN.3PE Demonstrate proficiency in three major key signatures. Demonstrate proficiency singing pentatonic and major scales and/or keys.	Students will demonstrate proficiency singing major and pentatonic scales in 3 different major key signatures.
		ENN.4PE Perform prepared or improvised music with technical accuracy (manual dexterity and articulation).	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, and articulation.
		ENN.5PE Perform compositions intended for sight reading with correct	Students will perform sight reading using correct pitches, rhythms, and a characteric tone.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		pitches, correct rhythms and a characteristic tone.	
		ENN.6PE Perform a varied repertoire of prepared and improvised music.	Students will perform various repertoire through preparation and improvisation.
		ENN.7PE Recognize and describe how to refine individual and ensemble performances of varied repertoire in a rehearsal setting.	Students will identify and describe how to refine individual and ensemble performance of various repertoire within the rehearsal setting.
	Intermediate	ENI.1PE Read and perform with correct pitches, correct rhythms and printed dynamics.	Students will read and perform given music with correct pitches, rhythms, and dynamics.
		ENI.2PE Play or sing with a characteristic tone quality and perform individual pitches with accurate intonation.	Students will play or sing repertoire with characteristic tone quality with accurate intonation in performance.
		ENI.3PE Demonstrate proficiency in four major and two minor key signatures. Demonstrate proficiency singing pentatonic, major and natural minor scales and keys.	Students will demonstrate proficiency singing major, natural minor and pentatonic scales in 4 different major key signatures.
		ENI.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation).	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, and articulation.
		ENI.5PE Perform compositions	Students will perform sight reading using correct pitches,

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation and printed dynamics.	rhythms, a characteristic tone, accurate intonation, and printed dynamics.
		ENI.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures.	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures.
		ENI.7PE Develop strategies to address and refine technical challenges about how to refine individual and ensemble performance of a varied repertoire of music in a rehearsal setting.	Students will identify and describe how to refine technical elements in individual and ensemble performance of various repertoire within the rehearsal setting.
		ENI.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response.
	Skilled	ENS.1PE Read and perform with correct pitches, correct rhythms, printed dynamics and printed articulations.	Students will read and perform given music with correct pitches, rhythms, dynamics, and articulations.
		ENS.2PE Play or sing with a characteristic tone quality, perform individual pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will play or sing repertoire with characteristic tone quality, accurate pitch intonation, and understand intonation tendencies in order to adjust during performance.
		ENS.3PE Demonstrate proficiency in	Students will demonstrate proficiency singing 8 different major,

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		eight major and four minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus the blues scale.	4 natural minor, the chromatic scale and variations within the scales.
		ENS.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation, range) and printed expressive characteristics such as phrasing.	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, range, and articulation.
		ENS.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics and printed articulations.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, printed dynamics, and printed articulations.
		ENS.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles and genres.	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures, styles, and genres.
		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	Students will develop strategies using feedback from peers and outside sources to refine technical elements in individual and ensemble performance of various repertoire within the rehearsal setting.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		music.	
		ENS.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response
	Accomplished	ENAC.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations and appropriate style for the music being performed.	Students will read and perform given music with correct pitches, rhythms, dynamics, articulations, and appropriate style.
		ENAC.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will play or sing repertoire with characteristic tone quality, full range of accurate pitch intonation, and understand intonation tendencies in order to adjust during performance.
		ENAC.3PE Demonstrate proficiency in 10 major and relative minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus chromatic and octatonic scales.	Students will demonstrate proficiency singing major, natural minor and pentatonic scales in multiple keys and octaves.
		ENAC.4PE Perform prepared or improvised music showing mastery of technical accuracy and displaying self-initiated musical expression, phrasing and emotion.	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, self-initiated musical expression, phrasing, emotion, and articulation.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENAC.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, printed dynamics, printed articulations, and appropriate style for the music being performed.
		ENAC.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles, time periods and genres	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures, styles, time periods, and genres.
		ENAC.7PE Develop and apply rehearsal techniques to address various individual and ensemble challenges in a varied repertoire of music and evaluate their success in a rehearsal setting.	Students will develop and apply rehearsal techniques to address the individual and ensemble challenges in a variety of repertoire.
		ENAC.8PE Respond appropriately to the cues of the conductor.	Students will respond to the cues of the conductor with a musically appropriate response.
	Advanced	ENAD.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations, appropriate style and musical expression for the music being performed.	Students will read and perform given music with correct pitches, rhythms, dynamics, appropriate style, and musical expression.
		ENAD.2PE Play or sing with a	Students will play or sing repertoire with characteristic tone

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies, adjust during performance and utilize concepts of just intonation.	quality, full range of accurate pitch intonation, and understand intonation tendencies in order to adjust during performance, and utilize concepts of just intonation.
		ENAD.3PE Demonstrate proficiency in all major and minor keys and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys and chromatic, octatonic and whole-tone scales, plus modes as appropriate.	Students will demonstrate proficiency singing major, natural minor and pentatonic scales in all keys. They will also demonstrate proficiency in chromatic, whole tone, and various modes.
		ENAD.4PE Perform prepared or improvised music showing mastery of technical accuracy and expression in several types of ensembles	
		ENAD.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed and musical expression.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, printed dynamics, printed articulations, and appropriate style for the music being performed and musical expression.
		ENAD.6PE Perform a varied	Students will perform various repertoire through preparation

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		repertoire of prepared and improvised music, representing a variety of cultures, styles, time periods and genres in several types of ensembles.	and improvisation representative of a variety of cultures, styles, time periods, and genres in several types of ensembles.
		ENAD.7PE Develop, apply and refine appropriate rehearsal strategies to address various individual and ensemble challenges in a varied repertoire of music during the rehearsal process.	Students will develop and apply and refine rehearsal techniques to address the individual and ensemble challenges in a variety of repertoire.
		ENAD.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response.
Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works	Novice	ENN.1RE Using appropriate musical terminology, describe the ensemble performance with a focus on pitch, rhythm and characteristic tone quality.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, and characteristic tone quality.
		ENN.2RE Recognize the expressive intent, emotion and meaning of musical works using appropriate terminology, context or the setting of the text.	Students will utilize appropriate terminology to recognize expressive intent, emotion, and meaning of musical works using appropriate terminology for the setting of the text.
		ENN.3RE Identify strategies to improve individual performance that can help demonstrate learning and progress made in music.	Students will set individual goals that will improve performance that will demonstrate learning and progress made in music.
	Intermediate	ENI.1RE Using appropriate musical	Students will use specific musical terminology to self-assess

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		terminology, critique the ensemble performance with a focus on pitch, rhythm, characteristic tone quality and articulations.	their performances with a focus on pitch, rhythm, characteristic tone quality, and articulation.
		ENI.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text.	Students will identify and explain appropriate terminology to recognize expressive intent, emotion, and meaning of musical works using appropriate terminology for the setting of the text.
		ENI.3RE Apply strategies to improve individual performance that can help demonstrate learning and progress made in music.	Students will implement strategies that will improve performance that will demonstrate learning and progress made in music.
	Skilled	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.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, characteristic tone quality, articulation, and dynamics.
		ENS.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and variety of researched sources.	Using appropriate terminology and researched sources, students will examine the expressive intent, emotion and meaning of a variety of musical examples.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.3RE Apply strategies to improve and evaluate individual performance that can help demonstrate learning and progress made in development of music skill and music literacy.	Students will implement strategies to improve and evaluate individual performance that will demonstrate learning and progress made in music.
	Accomplished	ENAC.1RE Critique the ensemble performance using established criteria that focuses on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulation and appropriate style.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, characteristic tone quality, articulation, and dynamics, and appropriate style.
		ENAC.2RE Support interpretations of the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and a variety of researched sources.	Using appropriate terminology and researched sources, students will explain the expressive intent, emotion and meaning of a variety of musical examples.
		ENAC.3RE Collaborate with the instructor to select music, successfully rehearse and present an individual performance showing mastery of the selected music.	Students, in collaboration with the teacher, will select, rehearse, and individually perform music that showcases mastery.
	Advanced	ENAD.1RE Develop and apply criteria to critique the ensemble performance with focus on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and	Students will use specific musical terminology to critique and develop their performances with focus on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulations, appropriate style and expressions.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		articulation, appropriate style and expression.	
		ENAD.2RE Justify interpretations of the expressive intent, emotion and meaning of musical works by comparing and explaining varied researched sources, including reference to other art forms.	Students will discuss and justify interpretations of expressive intent, emotion, and meaning of musical works by comparing examples of performances or other art forms.
		ENAD.3RE Use student-developed criteria to select music, organize and present an individual performance showing mastery of the selected music.	Students will collaborate to create criteria that assists in the selection and planning an individual performance that showcases mastery of the selected music.
Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.	Novice	ENN.1CO Identify the social contexts from which American music evolved.	Students will discuss and identify the historical circumstances that precipitated the development of modern American Music.
		ENN.2CO Recognize aesthetic characteristics common to all art forms.	Students will watch excerpts from multiple artistic disciplines and populate a list of similar aesthetic characteristics.
		ENN.3CO Identify potential musical career choices in performing music.	Students and teacher will investigate and discuss potential careers in music performances.
		ENN.4CO Identify ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).	Students will explore copyright law and discuss ways that it impacts their daily life.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
	Intermediate	ENI.1CO Describe the social context from which American music evolved.	Students will discuss and describe the historical circumstances that precipitated the development of modern American Music.
		ENI.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from the same culture.	Students will watch or listen to excerpts from multiple artistic examples from the same culture and compare/contrast the two mediums.
		ENI.3CO Describe potential career choices in music for both performers and nonperformers.	Students will investigate and discuss potential careers in music performance as well as non-performance based careers associated with music.
		ENI.4CO Investigate appropriate areas of copyright law and how illegal use of media affects composers, artists and performers.	Students will explore copyright law and discuss ways that misuse negatively impacts the composers, artists, and performers.
	Skilled	ENS.1CO Compare music from a variety of cultures and historical periods.	Students will compare and contrast musical excerpts from varying compositional eras.
		ENS.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from different cultures based on cultural influences.	Students will watch or listen to excerpts from multiple artistic examples from different cultures and compare/contrast the two mediums.
		ENS.3CO Evaluate potential musical performance career choices and develop a personal strategic career plan.	Students will investigate and develop a personal strategic career plan in music performance as well as non-performance based careers associated with music.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.4CO Analyze the ethical and legal issues surrounding the access and use of musical works (audio and video recordings, printed and digital sheet music).	Students will analyze copyright law and discuss the ethical and legal issues across all mediums (audio and video recordings, printed and digital sheet music).
	Accomplished	ENAC.1CO Examine how music reflects the social and political events of history and the role of the musician in history and culture.	Students will examine influential musicians and discuss how their compositions and actions connect to and influence the social reality of the time in which they lived.
		ENAC.2CO Explain how the creative process is used in similar and different ways in the arts.	Students will compare and contrast rehearsal techniques used in varying ensembles.
		ENAC.3CO Develop and articulate a personal philosophy about the purpose and value of performing music.	Students will collaborate to develop a personal philosophy about the performance of music.
		ENAC.4CO Research copyright law and the process for having a composition protected.	Students will research the process for protecting their intellectual property using copyright.
	Advanced	ENAD.1CO Analyze various performance works from a variety of world cultures, identifying the unique features of expression and determine how these characteristics contribute to performance style while minimizing stylistic bias.	Students will analyze performances from a variety of cultures and practices and determine the stylistic characteristics while minimizing individual bias.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Chorale			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENAD.2CO Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.	Students will compile a list of the roles involved in creating and presenting music and delineate the responsibilities of each role.
		ENAD.3CO Select personal music experiences that represent well-developed performance skills, abilities and accomplishments (developing a portfolio, preparing college audition and studio work).	Students will collect a portfolio of their individual musical performances that showcase their performance skills, abilities, and accomplishments.
		ENAD.4CO Interpret copyright law and discover how someone can protect a composition once the individual has composed or created a work.	Students will explore ways that composers can protect their works utilizing copyright law once they have created a work.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus (1st Soprano, 2nd Soprano, Alto)

Course Goals: SSA Chorus is a comprehensive course. SSA Chorus is a vocal performing group that explores the disciplines of the performing ensemble.

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.	Novice	ENN.1CR Compose and improvise simple melodic or rhythmic ideas similar to music studied in rehearsal.	Students will create a simple melody based on the music studied in-class.
		ENN. 2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics similar to music studied in rehearsals.	Students will compare/contrast melodic content with similar repertoire studied in-class.
		ENN.3CR Evaluate and refine simple compositions and improvisations based on teacher-provided criteria.	Students will refine a chord progression or melody from a teacher-provided example with errors.
		ENN.4CR Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.	Students will listen to multiple example selections and compare/contrast the techniques used in performance.
	Intermediate	ENI.1CR Compose and improvise simple melodic or rhythmic ideas that	Students will create a simple melody that is varied from the music studied in-class.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		vary from the music being studied in rehearsal.	
		ENI.2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics that vary from music being studied in rehearsal.	Students will compare/contrast melodic content with repertoire of their choosing.
		ENI.3CR Evaluate and refine simple compositions and improvisations based on collaboratively developed criteria.	Students will refine a chord progression or melody from an example of their choosing with errors.
		ENI.4CR Explain how instrument techniques create accurate pitch.	Students will populate a list of vocal techniques and practices that affect intonation.
	Skilled	ENS.1CR Compose and improvise simple melodic or rhythmic ideas for a specific purpose. The ideas should reflect characteristics of music from a variety of cultures.	Students will compose a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.
		ENS.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.
		ENS.3CR Evaluate and refine simple compositions and improvisations based on individually developed criteria.	Students will refine a chord progression or melody using criteria that is developed individually.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.4CR Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.	Students will explain how proper vocal techniques and practices affect intonation.
	Accomplished	ENAC.1CR Compose and improvise short compositions for a specific purpose, reflecting characteristics of music from a variety of cultures.	Students will compose a short composition for sight-reading utilizing characteristics from a variety of cultures.
		ENAC.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.
		ENAC.3CR Evaluate and refine simple compositions and improvisations based on established criteria and evaluate if the music meets the specified criteria.	Students will evaluate and refine a chord progression or melody using an established criteria.
		ENAC.4CR Compare and contrast techniques of tuning multiple instruments.	Students will compare various examples of vowel shapes and how it relates to ensemble tuning.
	Advanced	ENAD.1CR Compose and improvise musical composition for a variety of purposes and context.	Students will compose a short composition for sight-reading utilizing characteristics from a variety of contexts and purposes.
		ENAD.2CR Select, develop and notate or record melodic and rhythmic ideas	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		into full musical works intended for a variety of purposes and contexts.	contexts and purposes.
		ENAD.3CR Evaluate and refine a variety of musical work based on appropriate criteria and evaluate if the music meets the established criteria.	Students will evaluate and refine selected musical works using an established, appropriate criteria.
		ENAD.4CR Defined the purpose of tuning instruments.	Students will explain the benefits of importance of ensemble intonation.
Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.	Novice	ENN.1PE Read and perform with correct pitches and correct rhythms.	Students will read and perform given music with correct pitches and rhythms.
		ENN.2PE Play or sing with a characteristic tone quality	Students will play or sing their repertoire with characteristic tone quality
		ENN.3PE Demonstrate proficiency in three major key signatures. Demonstrate proficiency singing pentatonic and major scales and/or keys.	Students will demonstrate proficiency singing major and pentatonic scales in 3 different major key signatures.
		ENN.4PE Perform prepared or improvised music with technical accuracy (manual dexterity and articulation).	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, and articulation.
		ENN.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms and a	Students will perform sight reading using correct pitches, rhythms, and a characteric tone.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		characteristic tone.	
		ENN.6PE Perform a varied repertoire of prepared and improvised music.	Students will perform various repertoire through preparation and improvisation.
		ENN.7PE Recognize and describe how to refine individual and ensemble performances of varied repertoire in a rehearsal setting.	Students will identify and describe how to refine individual and ensemble performance of various repertoire within the rehearsal setting.
		ENN.8PE Respond appropriately to the cues of the conductor.	Students will respond to the cues of the conductor with a musically appropriate response.
	Intermediate	ENI.1PE Read and perform with correct pitches, correct rhythms and printed dynamics.	Students will read and perform given music with correct pitches, rhythms, and dynamics.
		ENI.2PE Play or sing with a characteristic tone quality and perform individual pitches with accurate intonation.	Students will play or sing repertoire with characteristic tone quality with accurate intonation in performance.
		ENI.3PE Demonstrate proficiency in four major and two minor key signatures. Demonstrate proficiency singing pentatonic, major and natural minor scales and keys.	Students will demonstrate proficiency singing major, natural minor and pentatonic scales in 4 different major key signatures.
		ENI.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation).	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, and articulation.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENI.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation and printed dynamics.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, and printed dynamics.
		ENI.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures.	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures.
		ENI.7PE Develop strategies to address and refine technical challenges about how to refine individual and ensemble performance of a varied repertoire of music in a rehearsal setting.	Students will identify and describe how to refine technical elements in individual and ensemble performance of various repertoire within the rehearsal setting.
		ENI.8PE Respond appropriately to the cues of the conductor.	Students will respond to the cues of the conductor with a musically appropriate response.
	Skilled	ENS.1PE Read and perform with correct pitches, correct rhythms, printed dynamics and printed articulations.	Students will read and perform given music with correct pitches, rhythms, dynamics, and articulations.
		ENS.2PE Play or sing with a characteristic tone quality, perform individual pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will play or sing repertoire with characteristic tone quality, accurate pitch intonation, and understand intonation tendencies in order to adjust during performance.
		ENS.3PE Demonstrate proficiency in	Students will demonstrate proficiency singing 8 different

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		eight major and four minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus the blues scale.	major, 4 natural minor, the chromatic scale and variations within the scales.
		ENS.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation, range) and printed expressive characteristics such as phrasing.	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, range, and articulation.
		ENS.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics and printed articulations.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, printed dynamics, and printed articulations.
		ENS.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles and genres.	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures, styles, and genres.
		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.	Students will develop strategies using feedback from peers and outside sources to refine technical elements in individual and ensemble performance of various repertoire within the rehearsal setting.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response.
	Accomplished	ENAC.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations and appropriate style for the music being performed.	Students will read and perform given music with correct pitches, rhythms, dynamics, articulations, and appropriate style.
		ENAC.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will play or sing repertoire with characteristic tone quality, full range of accurate pitch intonation, and understand intonation tendencies in order to adjust during performance.
		ENAC.3PE Demonstrate proficiency in 10 major and relative minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus chromatic and octatonic scales.	Students will demonstrate proficiency singing major, natural minor and pentatonic scales in multiple keys and octaves.
		ENAC.4PE Perform prepared or improvised music showing mastery of technical accuracy and displaying self-initiated musical expression, phrasing and emotion.	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, self-initiated musical expression, phrasing, emotion, and articulation.
		ENAC.5PE Perform compositions	Students will perform sight reading using correct pitches,

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed.	rhythms, a characteristic tone, accurate intonation, printed dynamics, printed articulations, and appropriate style for the music being performed.
		ENAC.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles, time periods and genres	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures, styles, time periods, and genres.
		ENAC.7PE Develop and apply rehearsal techniques to address various individual and ensemble challenges in a varied repertoire of music and evaluate their success in a rehearsal setting.	Students will develop and apply rehearsal techniques to address the individual and ensemble challenges in a variety of repertoire.
		ENAC.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response
	Advanced	ENAD.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations, appropriate style and musical expression for the music being performed.	Students will read and perform given music with correct pitches, rhythms, dynamics, appropriate style, and musical expression.
		ENAD.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate	Students will play or sing repertoire with characteristic tone quality, full range of accurate pitch intonation, and understand intonation tendencies in order to adjust during

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		intonation, understand intonation tendencies, adjust during performance and utilize concepts of just intonation.	performance, and utilize concepts of just intonation.
		ENAD.3PE Demonstrate proficiency in all major and minor keys and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys and chromatic, octatonic and whole-tone scales, plus modes as appropriate.	Students will demonstrate proficiency singing major, natural minor and pentatonic scales in all keys. They will also demonstrate proficiency in chromatic, whole tone, and various modes.
		ENAD.4PE Perform prepared or improvised music showing mastery of technical accuracy and expression in several types of ensembles	
		ENAD.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed and musical expression.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, printed dynamics, printed articulations, and appropriate style for the music being performed and musical expression.
		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.	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures, styles, time periods, and genres in several types of ensembles.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENAD.7PE Develop, apply and refine appropriate rehearsal strategies to address various individual and ensemble challenges in a varied repertoire of music during the rehearsal process.	Students will develop and apply and refine rehearsal techniques to address the individual and ensemble challenges in a variety of repertoire.
		ENAD.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response.
Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.	Novice	ENN.1RE Using appropriate musical terminology, describe the ensemble performance with a focus on pitch, rhythm and characteristic tone quality.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, and characteristic tone quality.
		ENN.2RE Recognize the expressive intent, emotion and meaning of musical works using appropriate terminology, context or the setting of the text.	Students will utilize appropriate terminology to recognize expressive intent, emotion, and meaning of musical works using appropriate terminology for the setting of the text.
		ENN.3RE Identify strategies to improve individual performance that can help demonstrate learning and progress made in music.	Students will set individual goals that will improve performance that will demonstrate learning and progress made in music.
	Intermediate	ENI.1RE Using appropriate musical terminology, critique the ensemble performance with a focus on pitch, rhythm, characteristic tone quality and articulations.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, characteristic tone quality, and articulation.
		ENI.2RE Identify and explain the	Students will identify and explain appropriate terminology

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text.	to recognize expressive intent, emotion, and meaning of musical works using appropriate terminology for the setting of the text.
		ENI.3RE Apply strategies to improve individual performance that can help demonstrate learning and progress made in music.	Students will implement strategies that will improve performance that will demonstrate learning and progress made in music.
	Skilled	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.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, characteristic tone quality, articulation, and dynamics.
		ENS.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and variety of researched sources.	Using appropriate terminology and researched sources, students will examine the expressive intent, emotion and meaning of a variety of musical examples.
		ENS.3RE Apply strategies to improve and evaluate individual performance that can help demonstrate learning and progress made in development of music skill and music literacy.	Students will implement strategies to improve and evaluate individual performance that will demonstrate learning and progress made in music.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
	Accomplished	ENAC.1RE Critique the ensemble performance using established criteria that focuses on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulation and appropriate style.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, characteristic tone quality, articulation, and dynamics, and appropriate style.
		ENAC.2RE Support interpretations of the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and a variety of researched sources.	Using appropriate terminology and researched sources, students will explain the expressive intent, emotion and meaning of a variety of musical examples.
		ENAC.3RE Collaborate with the instructor to select music, successfully rehearse and present an individual performance showing mastery of the selected music.	Students, in collaboration with the teacher, will select, rehearse, and individually perform music that showcases mastery.
	Advanced	ENAD.1RE Develop and apply criteria to critique the ensemble performance with focus on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulation, appropriate style and expression.	Students will use specific musical terminology to critique and develop their performances with focus on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulations, appropriate style and expressions.
		ENAD.2RE Justify interpretations of the expressive intent, emotion and meaning of musical works by	Students will discuss and justify interpretations of expressive intent, emotion, and meaning of musical works by comparing examples of performances or other art

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		comparing and explaining varied researched sources, including reference to other art forms.	forms.
		ENAD.3RE Use student-developed criteria to select music, organize and present an individual performance showing mastery of the selected music.	Students will collaborate to create criteria that assists in the selection and planning an individual performance that showcases mastery of the selected music.
Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.	Novice	ENN.1CO Identify the social contexts from which American music evolved.	Students will discuss and identify the historical circumstances that precipitated the development of modern American Music.
		ENN.2CO Recognize aesthetic characteristics common to all art forms.	Students will watch excerpts from multiple artistic disciplines and populate a list of similar aesthetic characteristics.
		ENN.3CO Identify potential musical career choices in performing music.	Students and teacher will investigate and discuss potential careers in music performances.
		ENN.4CO Identify ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).	Students will explore copyright law and discuss ways that it impacts their daily life.
	Intermediate	ENI.1CO Describe the social context from which American music evolved.	Students will discuss and describe the historical circumstances that precipitated the development of modern American Music.
		ENI.2CO Compare and contrast a musical work with another work of art	Students will watch or listen to excerpts from multiple artistic examples from the same culture and

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		(dance, drama or visual art) from the same culture.	compare/contrast the two mediums.
		ENI.3CO Describe potential career choices in music for both performers and nonperformers.	Students will investigate and discuss potential careers in music performance as well as non-performance based careers associated with music.
		ENI.4CO Investigate appropriate areas of copyright law and how illegal use of media affects composers, artists and performers.	Students will explore copyright law and discuss ways that misuse negatively impacts the composers, artists, and performers.
	Skilled	ENS.1CO Compare music from a variety of cultures and historical periods.	Students will compare and contrast musical excerpts from varying compositional eras.
		ENS.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from different cultures based on cultural influences.	Students will watch or listen to excerpts from multiple artistic examples from different cultures and compare/contrast the two mediums.
		ENS.3CO Evaluate potential musical performance career choices and develop a personal strategic career plan.	Students will investigate and develop a personal strategic career plan in music performance as well as non-performance based careers associated with music.
		ENS.4CO Analyze the ethical and legal issues surrounding the access and use of musical works (audio and video recordings, printed and digital sheet music).	Students will analyze copyright law and discuss the ethical and legal issues across all mediums (audio and video recordings, printed and digital sheet music).

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
	Accomplished	ENAC.1CO Examine how music reflects the social and political events of history and the role of the musician in history and culture.	Students will examine influential musicians and discuss how their compositions and actions connect to and influence the social reality of the time in which they lived.
		ENAC.2CO Explain how the creative process is used in similar and different ways in the arts.	Students will compare and contrast rehearsal techniques used in varying ensembles.
		ENAC.3CO Develop and articulate a personal philosophy about the purpose and value of performing music.	Students will collaborate to develop a personal philosophy about the performance of music.
		ENAC.4CO Research copyright law and the process for having a composition protected.	Students will research the process for protecting their intellectual property using copyright.
	Advanced	ENAD.1CO Analyze various performance works from a variety of world cultures, identifying the unique features of expression and determine how these characteristics contribute to performance style while minimizing stylistic bias.	Students will analyze performances from a variety of cultures and practices and determine the stylistic characteristics while minimizing individual bias.
		ENAD.2CO Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.	Students will compile a list of the roles involved in creating and presenting music and delineate the responsibilities of each role.
		ENAD.3CO Select personal music	Students will collect a portfolio of their individual musical

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School SSA Chorus			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		experiences that represent well-developed performance skills, abilities and accomplishments (developing a portfolio, preparing college audition and studio work).	performances that showcase their performance skills, abilities, and accomplishments.
		ENAD.4CO Interpret copyright law and discover how someone can protect a composition once the individual has composed or created a work.	Students will explore ways that composers can protect their works utilizing copyright law once they have created a work.

High School Symphonic Choir

Course Goals: Symphonic choir is a comprehensive course. Symphonic choir is a vocal performing group that explores the disciplines of the performing ensemble. Individual singing may be required.

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
Creating: Artists use creative thinking and reasoning skills to	Novice	ENN.1CR Compose and improvise simple melodic or rhythmic ideas similar to music studied in rehearsal.	Students will create a simple melody based on the music studied in-class.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
perceive concepts and ideas to develop works.		ENN. 2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics similar to music studied in rehearsals.	Students will compare/contrast melodic content with similar repertoire studied in-class.
		ENN.3CR Evaluate and refine simple compositions and improvisations based on teacher-provided criteria.	Students will refine a chord progression or melody from a teacher-provided example with errors.
		ENN.4CR Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.	Students will listen to multiple example selections and compare/contrast the techniques used in performance.
	Intermediate	ENI.1CR Compose and improvise simple melodic or rhythmic ideas that vary from the music being studied in rehearsal.	Students will create a simple melody that is varied from the music studied in-class.
		ENI.2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics that vary from music being studied in rehearsal.	Students will compare/contrast melodic content with repertoire of their choosing.
		ENI.3CR Evaluate and refine simple compositions and improvisations based on collaboratively developed criteria.	Students will refine a chord progression or melody from an example of their choosing with errors.
		ENI.4CR Explain how instrument techniques create accurate pitch.	Students will populate a list of vocal techniques and practices that affect intonation.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
	Skilled	ENS.1CR Compose and improvise simple melodic or rhythmic ideas for a specific purpose. The ideas should reflect characteristics of music from a variety of cultures.	Students will compose a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.
		ENS.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.
		ENS.3CR Evaluate and refine simple compositions and improvisations based on individually developed criteria.	Students will refine a chord progression or melody using criteria that is developed individually.
		ENS.4CR Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.	Students will explain how proper vocal techniques and practices affect intonation.
	Accomplished	ENAC.1CR Compose and improvise short compositions for a specific purpose, reflecting characteristics of music from a variety of cultures.	Students will compose a short composition for sight-reading utilizing characteristics from a variety of cultures.
		ENAC.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir				
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes	
		ENAC.3CR Evaluate and refine simple compositions and improvisations based on established criteria and evaluate if the music meets the specified criteria.	Students will evaluate and refine a chord progression or melody using an established criteria.	
		ENAC.4CR Compare and contrast techniques of tuning multiple instruments.	Students will compare various examples of vowel shapes and how it relates to ensemble tuning.	
	Advanced	ENAD.1CR Compose and improvise musical composition for a variety of purposes and context.	Students will compose a short composition for sight-reading utilizing characteristics from a variety of contexts and purposes.	
		ENAD.2CR Select, develop and notate or record melodic and rhythmic ideas into full musical works intended for a variety of purposes and contexts.	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety contexts and purposes.	
		ENAD.3CR Evaluate and refine a variety of musical work based on appropriate criteria and evaluate if the music meets the established criteria.	Students will evaluate and refine selected musical works using an established, appropriate criteria.	
		ENAD.4CR Defined the purpose of tuning instruments.	Students will explain the benefits of importance of ensemble intonation.	
	Performing: Artists employ personal processes and skills to solve	Novice	ENN.1PE Read and perform with correct pitches and correct rhythms.	Students will read and perform given music with correct pitches and rhythms.
			ENN.2PE Play or sing with a characteristic tone quality	Students will play or sing their repertoire with characteristic tone quality.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
problems creatively and present work in various contexts		ENN.3PE Demonstrate proficiency in three major key signatures. Demonstrate proficiency singing pentatonic and major scales and/or keys.	Students will demonstrate proficiency singing major and pentatonic scales in 3 different major key signatures.
		ENN.4PE Perform prepared or improvised music with technical accuracy (manual dexterity and articulation).	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, and articulation.
		ENN.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms and a characteristic tone.	Students will perform sight reading using correct pitches, rhythms, and a characteristic tone.
		ENN.6PE Perform a varied repertoire of prepared and improvised music.	Students will perform various repertoire through preparation and improvisation.
		ENN.7PE Recognize and describe how to refine individual and ensemble performances of varied repertoire in a rehearsal setting.	Students will identify and describe how to refine individual and ensemble performance of various repertoire within the rehearsal setting.
		ENN.8PE Respond appropriately to the cues of the conductor.	Students will respond to the cues of the conductor with a musically appropriate response.
	Intermediate	ENI.1PE Read and perform with correct pitches, correct rhythms and printed dynamics.	Students will read and perform given music with correct pitches, rhythms, and dynamics.
		ENI.2PE Play or sing with a	Students will play or sing repertoire with characteristic tone

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		characteristic tone quality and perform individual pitches with accurate intonation.	quality with accurate intonation in performance.
		ENI.3PE Demonstrate proficiency in four major and two minor key signatures. Demonstrate proficiency singing pentatonic, major and natural minor scales and keys.	Students will demonstrate proficiency singing major, natural minor and pentatonic scales in 4 different major key signatures.
		ENI.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation).	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, and articulation.
		ENI.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation and printed dynamics.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, and printed dynamics.
		ENI.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures.	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures.
		ENI.7PE Develop strategies to address and refine technical challenges about how to refine individual and ensemble performance of a varied repertoire of music in a rehearsal setting.	Students will identify and describe how to refine technical elements in individual and ensemble performance of various repertoire within the rehearsal setting.
		ENI.8PE Respond appropriately to the	Student will respond to the cues of the conductor with a

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		cues of the conductor.	musically appropriate response.
	Skilled	ENS.1PE Read and perform with correct pitches, correct rhythms, printed dynamics and printed articulations.	Students will read and perform given music with correct pitches, rhythms, dynamics, and articulations.
		ENS.2PE Play or sing with a characteristic tone quality, perform individual pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will play or sing repertoire with characteristic tone quality, accurate pitch intonation, and understand intonation tendencies in order to adjust during performance.
		ENS.3PE Demonstrate proficiency in eight major and four minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus the blues scale.	Students will demonstrate proficiency singing 8 different major, 4 natural minor, the chromatic scale and variations within the scales.
		ENS.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation, range) and printed expressive characteristics such as phrasing.	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, range, and articulation.
		ENS.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, printed dynamics, and printed articulations.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		tone, accurate intonation, printed dynamics and printed articulations.	
		ENS.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles and genres.	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures, styles, and genres.
		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.	Students will develop strategies using feedback from peers and outside sources to refine technical elements in individual and ensemble performance of various repertoire within the rehearsal setting.
		ENS.8PE Respond appropriately to the cues of the conductor.	Students will respond to the cues of the conductor with a musically appropriate response.
	Accomplished	ENAC.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations and appropriate style for the music being performed.	Students will read and perform given music with correct pitches, rhythms, dynamics, articulations, and appropriate style.
		ENAC.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will play or sing repertoire with characteristic tone quality, full range of accurate pitch intonation, and understand intonation tendencies in order to adjust during performance.
		ENAC.3PE Demonstrate proficiency in	Students will demonstrate proficiency singing major,

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		10 major and relative minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus chromatic and octatonic scales.	natural minor and pentatonic scales in multiple keys and octaves.
		ENAC.4PE Perform prepared or improvised music showing mastery of technical accuracy and displaying self-initiated musical expression, phrasing and emotion.	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, self-initiated musical expression, phrasing, emotion, and articulation.
		ENAC.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, printed dynamics, printed articulations, and appropriate style for the music being performed.
		ENAC.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles, time periods and genres	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures, styles, time periods, and genres.
		ENAC.7PE Develop and apply rehearsal techniques to address various individual and ensemble challenges in a varied repertoire of music and evaluate their success in a	Students will develop and apply rehearsal techniques to address the individual and ensemble challenges in variety of repertoire.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		rehearsal setting.	
		ENAC.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response.
	Advanced	ENAD.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations, appropriate style and musical expression for the music being performed.	Students will read and perform given music with correct pitches, rhythms, dynamics, appropriate style, and musical expression.
		ENAD.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies, adjust during performance and utilize concepts of just intonation.	Students will play or sing repertoire with characteristic tone quality, full range of accurate pitch intonation, and understand intonation tendencies in order to adjust during performance, and utilize concepts of just intonation.
		ENAD.3PE Demonstrate proficiency in all major and minor keys and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys and chromatic, octatonic and whole-tone scales, plus modes as appropriate.	Students will demonstrate proficiency singing major, natural minor and pentatonic scales in all keys. They will also demonstrate proficiency in chromatic, whole tone, and various modes.
ENAD.4PE Perform prepared or improvised music showing mastery of technical accuracy and expression in			

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		several types of ensembles	
		ENAD.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed and musical expression.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, printed dynamics, printed articulations, and appropriate style for the music being performed and musical expression.
		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.	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures, styles, time periods, and genres in several types of ensembles.
		ENAD.7PE Develop, apply and refine appropriate rehearsal strategies to address various individual and ensemble challenges in a varied repertoire of music during the rehearsal process.	Students will develop and apply and refine rehearsal techniques to address the individual and ensemble challenges in a variety of repertoire.
		ENAD.8PE Respond appropriately to the cues of the conductor.	Students will respond to the cues of the conductor with a musically appropriate response.
Responding: Artists engage in analysis and interpretation to understand and	Novice	ENN.1RE Using appropriate musical terminology, describe the ensemble performance with a focus on pitch, rhythm and characteristic tone quality.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, and characteristic tone quality.
		ENN.2RE Recognize the expressive	Students will utilize appropriate terminology to recognize

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
evaluate artistic works.		intent, emotion and meaning of musical works using appropriate terminology, context or the setting of the text.	expressive intent, emotion, and meaning of musical works using appropriate terminology for the setting of the text.
		ENN.3RE Identify strategies to improve individual performance that can help demonstrate learning and progress made in music.	Students will set individual goals that will improve performance that will demonstrate learning and progress made in music.
	Intermediate	ENI.1RE Using appropriate musical terminology, critique the ensemble performance with a focus on pitch, rhythm, characteristic tone quality and articulations.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, characteristic tone quality, and articulation.
		ENI.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text.	Students will identify and explain appropriate terminology to recognize expressive intent, emotion, and meaning of musical works using appropriate terminology for the setting of the text.
		ENI.3RE Apply strategies to improve individual performance that can help demonstrate learning and progress made in music.	Students will implement strategies that will improve performance that will demonstrate learning and progress made in music.
	Skilled	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.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, characteristic tone quality, articulation, and dynamics.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and variety of researched sources.	Using appropriate terminology and researched sources, students will examine the expressive intent, emotion and meaning of a variety of musical examples.
		ENS.3RE Apply strategies to improve and evaluate individual performance that can help demonstrate learning and progress made in development of music skill and music literacy.	Students will implement strategies to improve and evaluate individual performance that will demonstrate learning and progress made in music.
	Accomplished	ENAC.1RE Critique the ensemble performance using established criteria that focuses on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulation and appropriate style.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, characteristic tone quality, articulation, and dynamics, and appropriate style.
		ENAC.2RE Support interpretations of the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and a variety of researched sources.	Using appropriate terminology and researched sources, students will explain the expressive intent, emotion and meaning of a variety of musical examples.
		ENAC.3RE Collaborate with the instructor to select music, successfully rehearse and present an individual performance showing mastery of the	Students, in collaboration with the teacher, will select, rehearse, and individually perform music that showcases mastery.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		selected music.	
	Advanced	ENAD.1RE Develop and apply criteria to critique the ensemble performance with focus on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulation, appropriate style and expression.	Students will use specific musical terminology to critique and develop their performances with focus on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulations, appropriate style and expressions.
		ENAD.2RE Justify interpretations of the expressive intent, emotion and meaning of musical works by comparing and explaining varied researched sources, including reference to other art forms.	Students will discuss and justify interpretations of expressive intent, emotion, and meaning of musical works by comparing examples of performances or other art forms.
		ENAD.3RE Use student-developed criteria to select music, organize and present an individual performance showing mastery of the selected music.	Students will collaborate to create criteria that assists in the selection and planning an individual performance that showcases mastery of the selected music.
Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.	Novice	ENN.1CO Identify the social contexts from which American music evolved.	Students will discuss and identify the historical circumstances that precipitated the development of modern American Music.
		ENN.2CO Recognize aesthetic characteristics common to all art forms.	Students will watch excerpts from multiple artistic disciplines and populate a list of similar aesthetic characteristics.
		ENN.3CO Identify potential musical career choices in performing music.	Students and teacher will investigate and discuss potential careers in music performances.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENN.4CO Identify ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).	Students will explore copyright law and discuss ways that it impacts their daily life.
	Intermediate	ENI.1CO Describe the social context from which American music evolved.	Students will discuss and describe the historical circumstances that precipitated the development of modern American Music.
		ENI.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from the same culture.	Students will watch or listen to excerpts from multiple artistic examples from the same culture and compare/contrast the two mediums.
		ENI.3CO Describe potential career choices in music for both performers and nonperformers.	Students will investigate and discuss potential careers in music performance as well as non-performance based careers associated with music.
		ENI.4CO Investigate appropriate areas of copyright law and how illegal use of media affects composers, artists and performers.	Students will explore copyright law and discuss ways that misuse negatively impacts the composers, artists, and performers.
	Skilled	ENS.1CO Compare music from a variety of cultures and historical periods.	Students will compare and contrast musical excerpts from varying compositional eras.
		ENS.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from different cultures based on cultural influences.	Students will watch or listen to excerpts from multiple artistic examples from different cultures and compare/contrast the two mediums.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.3CO Evaluate potential musical performance career choices and develop a personal strategic career plan.	Students will investigate and develop a personal strategic career plan in music performance as well as non-performance based careers associated with music.
		ENS.4CO Analyze the ethical and legal issues surrounding the access and use of musical works (audio and video recordings, printed and digital sheet music).	Students will analyze copyright law and discuss the ethical and legal issues across all mediums (audio and video recordings, printed and digital sheet music).
	Accomplished	ENAC.1CO Examine how music reflects the social and political events of history and the role of the musician in history and culture.	Students will examine influential musicians and discuss how their compositions and actions connect to and influence the social reality of the time in which they lived.
		ENAC.2CO Explain how the creative process is used in similar and different ways in the arts.	Students will compare and contrast rehearsal techniques used in varying ensembles.
		ENAC.3CO Develop and articulate a personal philosophy about the purpose and value of performing music.	Students will collaborate to develop a personal philosophy about the performance of music.
		ENAC.4CO Research copyright law and the process for having a composition protected.	Students will research the process for protecting their intellectual property using copyright.
	Advanced	ENAD.1CO Analyze various performance works from a variety of world cultures, identifying the unique features of expression and determine	Students will analyze performances from a variety of cultures and practices and determine the stylistic characteristics while minimizing individual bias.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Symphonic Choir			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		how these characteristics contribute to performance style while minimizing stylistic bias.	
		ENAD.2CO Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.	Students will compile a list of the roles involved in creating and presenting music and delineate the responsibilities of each role.
		ENAD.3CO Select personal music experiences that represent well-developed performance skills, abilities and accomplishments (developing a portfolio, preparing college audition and studio work).	Students will collect a portfolio of their individual musical performances that showcase their performance skills, abilities, and accomplishments.
		ENAD.4CO Interpret copyright law and discover how someone can protect a composition once the individual has composed or created a work.	Students will explore ways that composers can protect their works utilizing copyright law once they have created a work.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)

Course Goals: TBB Chorus is a comprehensive course. It is a vocal performing group that explores the disciplines of the performing ensemble.

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.	Novice	ENN.1CR Compose and improvise simple melodic or rhythmic ideas similar to music studied in rehearsal.	Students will create a simple melody based on the music studied in-class.
		ENN. 2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics similar to music studied in rehearsals.	Students will compare/contrast melodic content with similar repertoire studied in-class.
		ENN.3CR Evaluate and refine simple compositions and improvisations based on teacher-provided criteria.	Students will refine a chord progression or melody from a teacher-provided example with errors.
		ENN.4CR Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.	Students will listen to multiple example selections and compare/contrast the techniques used in performance.
	Intermediate	ENI.1CR Compose and improvise simple melodic or rhythmic ideas that vary from the music being studied in rehearsal.	Students will create a simple melody that is varied from the music studied in-class.
		ENI.2CR Select, develop and notate or	Students will compare/contrast melodic content with

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		record melodic and rhythmic ideas with characteristics that vary from music being studied in rehearsal.	repertoire of their choosing.
		ENI.3CR Evaluate and refine simple compositions and improvisations based on collaboratively developed criteria.	Students will refine a chord progression or melody from an example of their choosing with errors.
		ENI.4CR Explain how instrument techniques create accurate pitch.	Students will populate a list of vocal techniques and practices that affect intonation.
	Skilled	ENS.1CR Compose and improvise simple melodic or rhythmic ideas for a specific purpose. The ideas should reflect characteristics of music from a variety of cultures.	Students will compose a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.
		ENS.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.
		ENS.3CR Evaluate and refine simple compositions and improvisations based on individually developed criteria.	Students will refine a chord progression or melody using criteria that is developed individually.
		ENS.4CR Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.	Students will explain how proper vocal techniques and practices affect intonation.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
	Accomplished	ENAC.1CR Compose and improvise short compositions for a specific purpose, reflecting characteristics of music from a variety of cultures.	Students will compose a short composition for sight-reading utilizing characteristics from a variety of cultures.
		ENAC.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety of cultures.
		ENAC.3CR Evaluate and refine simple compositions and improvisations based on established criteria and evaluate if the music meets the specified criteria.	Students will evaluate and refine a chord progression or melody using an established criteria.
		ENAC.4CR Compare and contrast techniques of tuning multiple instruments.	Students will compare various examples of vowel shapes and how it relates to ensemble tuning.
	Advanced	ENAD.1CR Compose and improvise musical composition for a variety of purposes and context.	Students will compose a short composition for sight-reading utilizing characteristics from a variety of contexts and purposes.
		ENAD.2CR Select, develop and notate or record melodic and rhythmic ideas into full musical works intended for a variety of purposes and contexts.	Students will select a simple melodic example for sight-reading utilizing characteristics from a variety contexts and purposes.
		ENAD.3CR Evaluate and refine a variety of musical work based on appropriate criteria and evaluate if the	Students will evaluate and refine selected musical works using an established, appropriate criteria.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		music meets the established criteria.	
		ENAD.4CR Defined the purpose of tuning instruments.	Students will explain the benefits of importance of ensemble intonation.
Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.	Novice	ENN.1PE Read and perform with correct pitches and correct rhythms.	Students will read and perform given music with correct pitches and rhythms.
		ENN.2PE Play or sing with a characteristic tone quality	Students will play or sing their repertoire with characteristic tone quality
		ENN.3PE Demonstrate proficiency in three major key signatures. Demonstrate proficiency singing pentatonic and major scales and/or keys.	Students will demonstrate proficiency singing major and pentatonic scales in 3 different major key signatures.
		ENN.4PE Perform prepared or improvised music with technical accuracy (manual dexterity and articulation).	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, and articulation.
		ENN.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms and a characteristic tone.	Students will perform sight reading using correct pitches, rhythms, and a characteristic tone.
		ENN.6PE Perform a varied repertoire of prepared and improvised music.	Students will perform various repertoire through preparation and improvisation.
		ENN.7PE Recognize and describe how	Students will identify and describe how to refine individual

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		to refine individual and ensemble performances of varied repertoire in a rehearsal setting.	and ensemble performance of various repertoire within the rehearsal setting.
		ENN.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response
	Intermediate	ENI.1PE Read and perform with correct pitches, correct rhythms and printed dynamics.	Students will read and perform given music with correct pitches, rhythms, and dynamics
		ENI.2PE Play or sing with a characteristic tone quality and perform individual pitches with accurate intonation.	Students will play or sing repertoire with characteristic tone quality with accurate intonation in performance.
		ENI.3PE Demonstrate proficiency in four major and two minor key signatures. Demonstrate proficiency singing pentatonic, major and natural minor scales and keys.	Students will demonstrate proficiency singing major, natural minor and pentatonic scales in 4 different major key signatures.
		ENI.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation).	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, and articulation.
		ENI.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation and printed dynamics.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, and printed dynamics.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENI.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures.	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures.
		ENI.7PE Develop strategies to address and refine technical challenges about how to refine individual and ensemble performance of a varied repertoire of music in a rehearsal setting.	Students will identify and describe how to refine technical elements in individual and ensemble performance of various repertoire within the rehearsal setting.
		ENI.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response.
	Skilled	ENS.1PE Read and perform with correct pitches, correct rhythms, printed dynamics and printed articulations.	Students will read and perform given music with correct pitches, rhythms, dynamics, and articulations.
		ENS.2PE Play or sing with a characteristic tone quality, perform individual pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will play or sing repertoire with characteristic tone quality, accurate pitch intonation, and understand intonation tendencies in order to adjust during performance.
		ENS.3PE Demonstrate proficiency in eight major and four minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus the blues scale.	Students will demonstrate proficiency singing 8 different major, 4 natural minor, the chromatic scale and variations within the scales.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation, range) and printed expressive characteristics such as phrasing.	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, range, and articulation.
		ENS.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics and printed articulations.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, printed dynamics, and printed articulations.
		ENS.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles and genres.	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures, styles, and genres.
		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.	Students will develop strategies using feedback from peers and outside sources to refine technical elements in individual and ensemble performance of various repertoire within the rehearsal setting.
		ENS.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response.
	Accomplished	ENAC.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations and appropriate style for the music being	Students will read and perform given music with correct pitches, rhythms, dynamics, articulations, and appropriate style.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		performed.	
		ENAC.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will play or sing repertoire with characteristic tone quality, full range of accurate pitch intonation, and understand intonation tendencies in order to adjust during performance.
		ENAC.3PE Demonstrate proficiency in 10 major and relative minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus chromatic and octatonic scales.	Students will demonstrate proficiency singing major, natural minor and pentatonic scales in multiple keys and octaves.
		ENAC.4PE Perform prepared or improvised music showing mastery of technical accuracy and displaying self-initiated musical expression, phrasing and emotion.	Students will perform their repertoire (improvised or prepared) with technical accuracy, dexterity, self-initiated musical expression, phrasing, emotion, and articulation.
		ENAC.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, printed dynamics, printed articulations, and appropriate style for the music being performed.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENAC.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles, time periods and genres	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures, styles, time periods, and genres.
		ENAC.7PE Develop and apply rehearsal techniques to address various individual and ensemble challenges in a varied repertoire of music and evaluate their success in a rehearsal setting.	Students will develop and apply rehearsal techniques to address the individual and ensemble challenges in a variety of repertoire.
		ENAC.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response.
	Advanced	ENAD.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations, appropriate style and musical expression for the music being performed.	Students will read and perform given music with correct pitches, rhythms, dynamics, appropriate style, and musical expression.
		ENAD.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies, adjust during performance and utilize concepts of just intonation.	Students will play or sing repertoire with characteristic tone quality, full range of accurate pitch intonation, and understand intonation tendencies in order to adjust during performance, and utilize concepts of just intonation.
		ENAD.3PE Demonstrate proficiency in all major and minor keys and a chromatic scale in multiple octaves as	Students will demonstrate proficiency singing major, natural minor and pentatonic scales in all keys. They will also demonstrate proficiency in chromatic, whole tone, and

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys and chromatic, octatonic and whole-tone scales, plus modes as appropriate.	various modes.
		ENAD.4PE Perform prepared or improvised music showing mastery of technical accuracy and expression in several types of ensembles	
		ENAD.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed and musical expression.	Students will perform sight reading using correct pitches, rhythms, a characteristic tone, accurate intonation, printed dynamics, printed articulations, and appropriate style for the music being performed and musical expression.
		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.	Students will perform various repertoire through preparation and improvisation representative of a variety of cultures, styles, time periods, and genres in several types of ensembles.
		ENAD.7PE Develop, apply and refine appropriate rehearsal strategies to address various individual and ensemble challenges in a varied repertoire of music during the rehearsal process.	Students will develop and apply and refine rehearsal techniques to address the individual and ensemble challenges in a variety of repertoire.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENAD.8PE Respond appropriately to the cues of the conductor.	Student will respond to the cues of the conductor with a musically appropriate response.
Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.	Novice	ENN.1RE Using appropriate musical terminology, describe the ensemble performance with a focus on pitch, rhythm and characteristic tone quality.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, and characteristic tone quality.
		ENN.2RE Recognize the expressive intent, emotion and meaning of musical works using appropriate terminology, context or the setting of the text.	Students will utilize appropriate terminology to recognize expressive intent, emotion, and meaning of musical works using appropriate terminology for the setting of the text.
		ENN.3RE Identify strategies to improve individual performance that can help demonstrate learning and progress made in music.	Students will set individual goals that will improve performance that will demonstrate learning and progress made in music.
	Intermediate	ENI.1RE Using appropriate musical terminology, critique the ensemble performance with a focus on pitch, rhythm, characteristic tone quality and articulations.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, characteristic tone quality, and articulation.
		ENI.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text.	Students will identify and explain appropriate terminology to recognize expressive intent, emotion, and meaning of musical works using appropriate terminology for the setting of the text.
		ENI.3RE Apply strategies to improve individual performance that can help	Students will implement strategies that will improve performance that will demonstrate learning and progress

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		demonstrate learning and progress made in music.	made in music.
	Skilled	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.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, characteristic tone quality, articulation, and dynamics.
		ENS.2RE Identify and explain the expressive intent, emotion and meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and variety of researched sources.	Using appropriate terminology and researched sources, students will examine the expressive intent, emotion and meaning of a variety of musical examples.
		ENS.3RE Apply strategies to improve and evaluate individual performance that can help demonstrate learning and progress made in development of music skill and music literacy.	Students will implement strategies to improve and evaluate individual performance that will demonstrate learning and progress made in music.
	Accomplished	ENAC.1RE Critique the ensemble performance using established criteria that focuses on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulation and appropriate style.	Students will use specific musical terminology to self-assess their performances with a focus on pitch, rhythm, characteristic tone quality, articulation, and dynamics, and appropriate style.
		ENAC.2RE Support interpretations of the expressive intent, emotion and	Using appropriate terminology and researched sources, students will explain the expressive intent, emotion and

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		meaning of musical works by citing evidence through appropriate terminology, context or the setting of the text and a variety of researched sources.	meaning of a variety of musical examples.
		ENAC.3RE Collaborate with the instructor to select music, successfully rehearse and present an individual performance showing mastery of the selected music.	Students, in collaboration with the teacher, will select, rehearse, and individually perform music that showcases mastery.
	Advanced	ENAD.1RE Develop and apply criteria to critique the ensemble performance with focus on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulation, appropriate style and expression.	Students will use specific musical terminology to critique and develop their performances with focus on pitch, rhythm, characteristic tone quality and intonation, use of dynamics and articulations, appropriate style and expressions.
		ENAD.2RE Justify interpretations of the expressive intent, emotion and meaning of musical works by comparing and explaining varied researched sources, including reference to other art forms.	Students will discuss and justify interpretations of expressive intent, emotion, and meaning of musical works by comparing examples of performances or other art forms.
		ENAD.3RE Use student-developed criteria to select music, organize and present an individual performance showing mastery of the selected music.	Students will collaborate to create criteria that assists in the selection and planning an individual performance that showcases mastery of the selected music.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.	Novice	ENN.1CO Identify the social contexts from which American music evolved.	Students will discuss and identify the historical circumstances that precipitated the development of modern American Music.
		ENN.2CO Recognize aesthetic characteristics common to all art forms.	Students will watch excerpts from multiple artistic disciplines and populate a list of similar aesthetic characteristics.
		ENN.3CO Identify potential musical career choices in performing music.	Students and teacher will investigate and discuss potential careers in music performances.
		ENN.4CO Identify ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).	Students will explore copyright law and discuss ways that it impacts their daily life.
	Intermediate	ENI.1CO Describe the social context from which American music evolved.	Students will discuss and describe the historical circumstances that precipitated the development of modern American Music.
		ENI.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from the same culture.	Students will watch or listen to excerpts from multiple artistic examples from the same culture and compare/contrast the two mediums.
		ENI.3CO Describe potential career choices in music for both performers and nonperformers.	Students will investigate and discuss potential careers in music performance as well as non-performance based careers associated with music.
		ENI.4CO Investigate appropriate areas of copyright law and how illegal use of	Students will explore copyright law and discuss ways that misuse negatively impacts the composers, artists, and

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		media affects composers, artists and performers.	performers.
	Skilled	ENS.1CO Compare music from a variety of cultures and historical periods.	Students will compare and contrast musical excerpts from varying compositional eras.
		ENS.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from different cultures based on cultural influences.	Students will watch or listen to excerpts from multiple artistic examples from different cultures and compare/contrast the two mediums.
		ENS.3CO Evaluate potential musical performance career choices and develop a personal strategic career plan.	Students will investigate and develop a personal strategic career plan in music performance as well as non-performance based careers associated with music.
		ENS.4CO Analyze the ethical and legal issues surrounding the access and use of musical works (audio and video recordings, printed and digital sheet music).	Students will analyze copyright law and discuss the ethical and legal issues across all mediums (audio and video recordings, printed and digital sheet music).
	Accomplished	ENAC.1CO Examine how music reflects the social and political events of history and the role of the musician in history and culture.	Students will examine influential musicians and discuss how their compositions and actions connect to and influence the social reality of the time in which they lived.
		ENAC.2CO Explain how the creative process is used in similar and different ways in the arts.	Students will compare and contrast rehearsal techniques used in varying ensembles.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENAC.3CO Develop and articulate a personal philosophy about the purpose and value of performing music.	Students will collaborate to develop a personal philosophy about the performance of music.
		ENAC.4CO Research copyright law and the process for having a composition protected.	Students will research the process for protecting their intellectual property using copyright.
	Advanced	ENAD.1CO Analyze various performance works from a variety of world cultures, identifying the unique features of expression and determine how these characteristics contribute to performance style while minimizing stylistic bias.	Students will analyze performances from a variety of cultures and practices and determine the stylistic characteristics while minimizing individual bias.
		ENAD.2CO Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.	Students will compile a list of the roles involved in creating and presenting music and delineate the responsibilities of each role
		ENAD.3CO Select personal music experiences that represent well-developed performance skills, abilities and accomplishments (developing a portfolio, preparing college audition and studio work).	Students will collect a portfolio of their individual musical performances that showcase their performance skills, abilities, and accomplishments.
		ENAD.4CO Interpret copyright law and discover how someone can protect a composition once the individual has	Students will explore ways that composers can protect their works utilizing copyright law once they have created a work.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School TBB Chorus (Tenor, Baritone or Bass)			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		composed or created a work.	

High School Orchestra

Course Goals: Orchestra is a comprehensive course that explores all facets of orchestral styles and literature, both classical and pop.

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.	Novice	ENN.1CR Compose and improvise simple melodic or rhythmic ideas similar to music studied in rehearsal.	Students will compose and improvise simple melodic or rhythmic ideas similar to music studied in rehearsal.
		ENN.2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics similar to music studied in rehearsal.	Students will notate or record melodic and rhythmic ideas related to characteristics found in music being studied.
		ENN.3CR Evaluate and refine simple compositions and improvisations based on teacher-provided criteria.	Students will evaluate and refine their simple compositions based on rubrics developed/provided by the teacher.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENN.4CR Analyze multiple performers and multiple instrument techniques needed to create accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.	Students will analyze the techniques needed to perform their simple compositions.
	Intermediate	ENI.1CR Compose and improvise simple melodic or rhythmic ideas that vary from the music being studied in rehearsal.	Students will compose and improvise simple melodic or rhythmic ideas differing from the music being studied in rehearsal.
		ENI.2CR Select, develop and notate or record melodic and rhythmic ideas with characteristics that vary from music being studied in rehearsal.	Students will notate or record melodic and rhythmic ideas that differ from characteristics found in music being studied.
		ENI.3CR Evaluate and refine simple compositions and improvisations based on collaboratively developed criteria.	Students will evaluate and refine their simple compositions based on rubrics developed through teacher/student collaboration.
		ENI.4CR Explain how instrument techniques create accurate pitch.	Students will explain performance techniques needed to perform the pitches in their simple compositions.
	Skilled	ENS.1CR Compose and improvise simple melodic or rhythmic ideas for a specific purpose. The ideas should reflect characteristics of music from a variety of cultures.	Students will compose and improvise simple melodic or rhythmic ideas utilizing characteristics of music from a variety of cultures.
		ENS.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates	Students will select, develop, notate or record melodic and rhythmic ideas that utilize characteristics of music from a variety of cultures.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		characteristics of music from a variety of cultures.	
		ENS.3CR Evaluate and refine simple compositions and improvisations based on individually developed criteria.	Students will evaluate and refine their simple compositions based on student created rubrics.
		ENS.4CR Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.	Students will explain how pitch is created and altered on the instruments required for their simple compositions.
	Accomplished	ENAC.1CR Compose and improvise short compositions for a specific purpose, reflecting characteristics of music from a variety of cultures.	Students will compose and improvise short compositions utilizing characteristics of music from a variety of cultures.
		ENAC.2CR Select, develop and notate or record melodic and rhythmic ideas for a specific purpose that demonstrates characteristics of music from a variety of cultures.	Students will select, develop, notate or record melodic and rhythmic ideas that utilize characteristics of music from a variety of cultures.
		ENAC.3CR Evaluate and refine simple compositions and improvisations based on established criteria and evaluate if the music meets the specified criteria.	Students will evaluate and refine their simple compositions based on established rubrics and evaluate if the music meets the specified criteria.
		ENAC.4CR Compare and contrast techniques of tuning multiple instruments.	Students will compare and contrast techniques of tuning multiple instruments.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
	Advanced	ENAD.1CR Compose and improvise musical compositions for a variety of purposes and contexts.	Students will compose and improvise musical compositions for a variety of purposes and contexts.
		ENAD.2CR Select, develop and notate or record melodic and rhythmic ideas into full musical works intended for a variety of purposes and contexts.	Students will select, develop, notate or record melodic and rhythmic ideas for a variety of purposes and contexts.
		ENAD.3CR Evaluate and refine a variety of musical works based on appropriate criteria and evaluate if the music meets the established criteria.	Students will evaluate and refine their musical compositions based on established rubrics and evaluate if the music meets the specified criteria.
		ENAD.4CR Defend the purpose of tuning instruments.	Students will demonstrate an understanding of how intonation affects chords played by multiple instruments.
Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.	Novice	ENN.1PE Read and perform with correct pitches and correct rhythms.	Students will demonstrate correct notes and rhythms as printed in the music being studied.
		ENN.2PE Play or sing with a characteristic tone quality.	Students will show knowledge of bow placement and distribution in order to produce a characteristic tone.
		ENN.3PE Demonstrate proficiency in three major key signatures. Demonstrate proficiency singing pentatonic and major scales and/or keys.	Students will be able to accurately perform scales and play repertoire written in the keys of C, G, and D major.
		ENN.4PE Perform prepared or improvised music with technical	Students will exhibit appropriate left and right hand technique in order to appropriately perform the music being

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		accuracy (manual dexterity and articulation).	studied in class.
		ENN.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms and a characteristic tone.	Students will study a variety of sight reading exercises in class with the intent of building sight reading skills.
		ENN.6PE Perform a varied repertoire of prepared and improvised music.	Students will perform a variety of repertoire on each concert cycle.
		ENN.7PE Recognize and describe how to refine individual and ensemble performances of varied repertoire in a rehearsal setting.	Teacher will involve students in the rehearsal process through asking questions and soliciting feedback in order to develop student knowledge in recognizing and describing how to refine individual and ensemble techniques.
		ENN.8PE Respond appropriately to the cues of the conductor.	Students will understand the purpose of conducting gestures and how to appropriately respond to these gestures.
	Intermediate	ENI.1PE Read and perform with correct pitches, correct rhythms and printed dynamics.	Students will demonstrate correct notes, rhythms and dynamics as printed in the music being studied.
		ENI.2PE Play or sing with a characteristic tone quality and perform individual pitches with accurate intonation.	Students will show knowledge of bow placement and distribution in order to produce a characteristic tone. Students will show knowledge of intonation through proper tuning of open strings and purposeful placement of left hand.
		ENI.3PE Demonstrate proficiency in four major and two minor key	Students will be able to accurately perform scales and play repertoire written in the keys of C, G, D, and A major as

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		signatures. Demonstrate proficiency singing pentatonic, major and natural minor scales and keys.	well as A and E minor.
		ENI.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation).	Students will exhibit appropriate left and right hand technique in order to appropriately perform the music being studied in class up to tempo.
		ENI.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation and printed dynamics.	Students will study a variety of sight reading exercises in class with the intent of building sight reading skills. Students will add intonation and dynamics to note and rhythmic accuracy.
		ENI.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures.	Students will perform a variety of repertoire on each concert cycle.
		ENI.7PE Develop strategies to address and refine technical challenges about how to refine individual and ensemble performance of a varied repertoire of music in a rehearsal setting.	Teacher will involve students in the rehearsal process through asking questions and soliciting feedback in order to develop strategies on how to refine individual and ensemble techniques.
		ENI.8PE Respond appropriately to the cues of the conductor	Students will understand the purpose of conducting gestures and how to appropriately respond to these gestures.
	Skilled	ENS.1PE Read and perform with correct pitches, correct rhythms, printed dynamics and printed articulations.	Students will demonstrate correct notes, rhythms, dynamics and articulations as printed in the music being studied.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENS.2PE Play or sing with a characteristic tone quality, perform individual pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will show knowledge of bow placement and distribution in order to produce a characteristic tone. Students will show knowledge of intonation through proper tuning of open strings and purposeful placement of left hand and how to adjust through listening.
		ENS.3PE Demonstrate proficiency in eight major and four minor key signatures and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus the blues scale.	Students will be able to accurately perform scales and play repertoire written in the keys of C, G, D, A, E, F, Bb, and Eb major as well as A, E, B, and D minor.
		ENS.4PE Perform prepared or improvised music with technical accuracy (speed, manual dexterity, articulation, range) and printed expressive characteristics such as phrasing.	Students will exhibit appropriate left and right hand technique in order to appropriately perform the music being studied in class up to tempo. Students will show a developing range and understanding of phrasing.
		ENS.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics and printed articulations.	Students will study a variety of sight reading exercises in class with the intent of building sight reading skills. Students will add intonation, dynamics, and articulations to note and rhythmic accuracy.
		ENS.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles	Students will perform a variety of repertoire on each concert cycle.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		and genres.	
		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.	Teacher will involve students in the rehearsal process through asking questions and soliciting feedback in order to develop strategies on how to address technical and expressive challenges in the music being performed.
		ENS.8PE Respond appropriately to the cues of the conductor.	Students will understand the purpose of conducting gestures and how to appropriately respond to these gestures.
	Accomplished	ENAC.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations and appropriate style for the music being performed.	Students will demonstrate correct notes, rhythms, dynamics, articulations, and appropriate style as printed in the music being studied.
		ENAC.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies and adjust during performance.	Students will show knowledge of bow placement and distribution in order to produce a characteristic tone. Students will show knowledge of intonation through proper tuning of open strings and purposeful placement of left hand and how to adjust through listening. Students will explore intonation tendencies that occur when multiple musicians play together.
		ENAC.3PE Demonstrate proficiency in 10 major and relative minor key signatures and a chromatic scale in	Students will be able to accurately perform scales and play repertoire written in the keys of C, G, D, A, E, B, F, Bb, Eb, Ab major as well as their relative minors.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys, plus chromatic and octatonic scales.	
		ENAC.4PE Perform prepared or improvised music showing mastery of technical accuracy and displaying self-initiated musical expression, phrasing and emotion.	Students will exhibit appropriate left and right hand technique in order to appropriately perform the music being studied in class up to tempo. Students will show a developing range and understanding of phrasing in order to exhibit appropriate expression and musical emotion.
		ENAC.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed.	Students will study a variety of sight reading exercises in class with the intent of building sight reading skills. Students will add intonation, dynamics, articulations and appropriate style to note and rhythmic accuracy.
		ENAC.6PE Perform a varied repertoire of prepared and improvised music representing a variety of cultures, styles, time periods and genres.	Students will perform a variety of repertoire on each concert cycle.
		ENAC.7PE Develop and apply rehearsal techniques to address various individual and ensemble challenges in a varied repertoire of music and evaluate their success in a rehearsal setting.	Teacher will involve students in the rehearsal process through asking questions and soliciting feedback in order to develop strategies on how to address technical and expressive challenges in the music being performed.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
			Students will evaluate the success of strategies developed through these exercises.
		ENAC.8PE Respond appropriately to the cues of the conductor.	Students will understand the purpose of conducting gestures and how to appropriately respond to these gestures.
	Advanced	ENAD.1PE Read and perform with correct pitches, correct rhythms, printed dynamics, printed articulations, appropriate style and musical expression for the music being performed.	Students will demonstrate correct notes, rhythms, dynamics, articulations, appropriate style, and musical expression as printed in the music being studied.
		ENAD.2PE Play or sing with a characteristic tone quality, perform a full range of pitches with accurate intonation, understand intonation tendencies, adjust during performance and utilize concepts of just intonation.	Students will show knowledge of bow placement and distribution in order to produce a characteristic tone. Students will show knowledge of intonation through proper tuning of open strings and purposeful placement of left hand and how to adjust through listening. Students will explore intonation tendencies that occur when multiple musicians play together and how to adjust based on just intonation.
		ENAD.3PE Demonstrate proficiency in all major and minor keys and a chromatic scale in multiple octaves as appropriate. Demonstrate proficiency singing pentatonic, major, natural, harmonic and melodic minor scales and keys and chromatic, octatonic and	Students will be able to accurately perform scales in all major and minor keys as well as play repertoire written in a wide variety of major and minor keys.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		whole-tone scales, plus modes as appropriate.	
		ENAD.4PE Perform prepared or improvised music showing mastery of technical accuracy and expression in several types of ensembles.	Students will exhibit appropriate left and right hand technique and mastery of expressive musical elements in order to appropriately perform a wide variety of musical styles.
		ENAD.5PE Perform compositions intended for sight reading with correct pitches, correct rhythms, characteristic tone, accurate intonation, printed dynamics, printed articulations and appropriate style for the music being performed and musical expression.	Students will study a variety of sight reading exercises in class with the intent of building sight reading skills. Students will add intonation, dynamics, articulations, appropriate style and expression to note and rhythmic accuracy.
		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.	Students will perform a variety of repertoire on each concert cycle. Students will explore different music in large ensembles as well as chamber music settings.
		ENAD.7PE Develop, apply and refine appropriate rehearsal strategies to address various individual and ensemble challenges in a varied repertoire of music during the rehearsal process.	Teacher will involve students in the rehearsal process through asking questions and soliciting feedback in order to develop strategies on how to address technical and expressive challenges in the music being performed. Students will evaluate the success of strategies developed through these exercises and work to refine them.
		ENAD.8PE Respond appropriately to the cues of the conductor.	Students will understand the purpose of conducting gestures and how to appropriately respond to these

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
			gestures.
Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.	Novice	ENN.1CO Identify the social contexts from which American music evolved.	Through listening and classroom discussions, students will identify social contexts from which American music evolved.
		ENN.2CO Recognize aesthetic characteristics common to all art forms.	Through comparing and contrasting different art forms at different periods of time, students will recognize common aesthetic characteristics.
		ENN.3CO Identify potential musical career choices in performing music	Students will research potential career choices in performing music.
		ENN.4CO Identify ways copyright law awareness is important in daily life (downloading music, copying CDs or DVDs, streaming services).	Students will research copyright law and identify its importance in daily life.
	Intermediate	ENI.1CO Describe the social context from which American music evolved.	Through listening and classroom discussions, students will more deeply understand social contexts from which American music evolved.
		ENI.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from the same culture.	Students will show an understanding of characteristics unique to different historical periods and compare and contrast music to the other artforms happening during the same period.
		ENI.3CO Describe potential career choices in music for both performers and nonperformers.	Students will research potential career choices in music both performing and nonperforming.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENI.4CO Investigate appropriate areas of copyright law and how illegal use of media affects composers, artists and performers.	Students will research copyright law related to illegal use of media and how it affects composers, artists and performers.
	Skilled	ENS.1CO Compare music from a variety of cultures and historical periods.	Through listening and classroom discussions, students will explore and compare music from a variety of cultures and historical periods.
		ENS.2CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from different cultures based on cultural influences.	Students will be able to compare and contrast musical works with other art forms from different cultures.
		ENS.3CO Evaluate potential musical performance career choices and develop a personal strategic career plan.	Students will research potential career choices in music both performing and nonperforming and develop a personal plan to enter these career fields.
		ENS.4CO Analyze the ethical and legal issues surrounding the access and use of musical works (audio and video recordings, printed and digital sheet music).	Students will research copyright law related to illegal use of media and analyze ethical issues surrounding the use of these laws
	Accomplished	ENAC.1CO Examine how music reflects the social and political events of history and the role of the musician in history and culture.	Students will explore how music reflects social and political events throughout different times in history and how musicians played a role in that history and culture.
		ENAC.2CO Explain how the creative	Students will explore the creative process in different areas

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		process is used in similar and different ways in the arts.	of the arts and compare and contrast these processes.
		ENAC.3CO Develop and articulate a personal philosophy about the purpose and value of performing music.	Students will examine why music is important to them and utilize this self reflection to develop a personal philosophy on the purpose and value of performing music.
		ENAC.4CO Research copyright law and the process for having a composition protected.	Students will research copyright law related to the process for having a composition protected.
	Advanced	ENAD.1CO Analyze various performance works from a variety of world cultures, identifying the unique features of expression and determine how these characteristics contribute to performance style while minimizing stylistic bias.	Students will analyze various performance works from a variety of cultures and compare and contrast the stylistic characteristics of the music.
		ENAD.2CO Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.	Students will develop an understanding of the various art forms through the understanding of the roles of creators, performers, and others involved in the production and presentation of the arts.
		ENAD.3CO Select personal music experiences that represent well-developed performance skills, abilities and accomplishments (developing a portfolio, preparing college audition and studio work).	Students will analyze their musical career and select their top performances to create a musical resume to highlight their performance experience.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Orchestra			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		ENAD.4CO Interpret copyright law and discover how someone can protect a composition once the individual has composed or created a work.	Students will show an understanding of the researched copyright law related to the process for having a composition protected.

High School Theatre I

Course Goals: Theatre I is a practical, hands-on introduction to acting and technical production. Basic acting and stage movement, character development, script analysis, and scene preparation are addressed. Scenic, costume, and makeup design are introduced as well as fundamentals of lighting, sound, and theatre management. The historical and literary aspects of drama are overviewed.

High School Theatre I		
Enduring Understanding	Achievement Level	Content Statement
Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.	Proficient	HSP.1CR Identify the elements of a plot structure and write a scene using those elements.
		HSP.2CR Present contrasting motivations and reactions of characters in similar situations.
		HSP.3CR Explain how theatrical artists create meaning to convey a playwright's intent.
		HSP.4CR Distinguish between the roles of the various designers and design disciplines and discuss how they relate to each other in a theatrical production.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Theatre I		
Enduring Understanding	Achievement Level	Content Statement
		HSP.5CR Research the historical background of a chosen script as a basis for interpretation and presentation.
		HSP.6CR Collaborate with a small group to create a written scene and produce it for class.
	Accomplished	HSAC.1CR Identify the elements of a plot structure and write an act using those elements.
		HSAC.6CR Devise a scene surrounding a topic of interest as an ensemble, where each member has an equal role.
Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.	Proficient	HSP.1PE Manipulate vocal qualities, posture, movement and language to express variety in characters during improvisation and dramatic situations.
		HSP.2PE Demonstrate the collaborative skills necessary for producing a scene with a unified vision.
		HSP.3PE Create specific technical designs and direct a scene for performance to incorporate necessary dramatic elements and support the plot.
	Accomplished	HSAC.1PE Develop a complete character using physical, emotional and vocal techniques in a memorized scene or monologue.
Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.	Proficient	HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences
		HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences.
		HSP.2RE Justify how a playwright's choice of genre, style and historical period affect the expression of theme or topic.
		HSP.3RE Examine traditional and nontraditional interpretations of a theatrical work.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Theatre I		
Enduring Understanding	Achievement Level	Content Statement
		HSP.4RE Articulate personal artistic choices made throughout the artistic process and after self-evaluation.
		HSP.5RE Analyze ways audiences respond to plays performed in different settings and in relation to variations in contemporary social influences.
	Accomplished	HSAC.1RE Use theatrical vocabulary and terminology to critique the use of a specific style, genre or period used to express an intended message.
Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.	Proficient	HSP.1CO Describe how drama and theatre can affect social change, both globally and locally.
		HSP.2CO Investigate, compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.
		HSP.3CO Integrate other art forms into a dramatic presentation.
		HSP.4CO Compare and contrast a historically accurate production and a production of the same work in modern times.
		HSP.5CO Research and report on career opportunities in theatre and drama; investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre.
		HSP.6CO Explore how cultural and global belief systems affect creative choices in a dramatic or theatre work.
		HSP.7CO Discuss the importance of drama and theatre in a community and provide examples.
		HSP.8CO Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.
	Accomplished	HSAC.5CO Articulate how the skills learned and used in drama and theatre courses help prepare students for college and careers.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Theatre II

Course Goals: Theatre II stresses more advanced acting techniques as well as the practical aspects of acting and theatrical production. Ensemble work will be encouraged. Directing and stage management will be introduced as time permits. Students may participate in several small productions and one major production may be created.

<u>High School Theatre II</u>		
Enduring Understanding	Achievement Level	Content Statement
<p>Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.</p>	<p>Proficient</p>	HSP.1CR Identify the elements of a plot structure and write a scene using those elements.
		HSP.2CR Present contrasting motivations and reactions of characters in similar situations.
		HSP.3CR Explain how theatrical artists create meaning to convey a playwright's intent.
		HSP.4CR Distinguish between the roles of the various designers and design disciplines and discuss how they relate to each other in a theatrical production.
		HSP.5CR Research the historical background of a chosen script as a basis for interpretation and presentation.
		HSP.6CR Collaborate with a small group to create a written scene and produce it for class.
	<p>Accomplished</p>	HSAC.1CR Identify the elements of a plot structure and write an act using those elements.
		HSAC.2CR Present a variety of monologues and scenes demonstrating an understanding of various theatrical forms and styles.
		HSAC.3CR Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work.
		HSAC.4CR Examine a given text and create design choices based on content and context of the script, time period and themes when provided with a budget specific performance space.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Theatre II		
Enduring Understanding	Achievement Level	Content Statement
		HSAC.5CR Compare and contrast the works of two playwrights from two distinct historic periods.
		HSAC.6CR Devise a scene surrounding a topic of interest as an ensemble, where each member has an equal role.
Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts	Proficient	HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences.
		HSP.2RE Justify how a playwright's choice of genre, style and historical period affect the expression of theme or topic.
		HSP.3RE Examine traditional and nontraditional interpretations of a theatrical work.
		HSP.4RE Articulate personal artistic choices made throughout the artistic process and after self-evaluation.
		HSP.5RE Analyze ways audiences respond to plays performed in different settings and in relation to variations in contemporary social influences.
	Accomplished	HSAC.1RE Use theatrical vocabulary and terminology to critique the use of a specific style, genre or period used to express an intended message.
		HSAC.2RE Evaluate the resources directors use to enhance the playwright's intent of a particular production.
		HSAC.3RE Compare and contrast personal and professional criticism of a specific theatrical performance.
		HSAC.4RE Justify and analyze personal artistic choices made throughout the artistic process and after self-evaluation.
		HSAC.5RE After reading a play, compare and contrast factors that actors and designers would

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Theatre II		
Enduring Understanding	Achievement Level	Content Statement
		consider adapting for staging different physical settings and contemporary social influences.
Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.	Proficient	HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences
		HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences.
		HSP.2RE Justify how a playwright's choice of genre, style and historical period affect the expression of theme or topic.
		HSP.3RE Examine traditional and nontraditional interpretations of a theatrical work.
		HSP.4RE Articulate personal artistic choices made throughout the artistic process and after self-evaluation.
		HSP.5RE Analyze ways audiences respond to plays performed in different settings and in relation to variations in contemporary social influences.
	Accomplished	HSAC.1RE Use theatrical vocabulary and terminology to critique the use of a specific style, genre or period used to express an intended message.
		HSAC.2RE Evaluate the resources directors use to enhance the playwright's intent of a particular production.
		HSAC.3RE Compare and contrast personal and professional criticism of a specific theatrical performance.
		HSAC.4RE Justify and analyze personal artistic choices made throughout the artistic process and after self-evaluation.
HSAC.5RE After reading a play, compare and contrast factors that actors and designers would		

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Theatre II		
Enduring Understanding	Achievement Level	Content Statement
		consider adapting for staging different physical settings and contemporary social influences.
Connecting: Artists understand and communicate the value of creative expressions in internal and external.	Proficient	HSP.1CO Describe how drama and theatre can affect social change, both globally and locally.
		HSP.2CO Investigate, compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.
		HSP.3CO Integrate other art forms into a dramatic presentation.
		HSP.4CO Compare and contrast a historically accurate production and a production of the same work in modern times.
		HSP.5CO Research and report on career opportunities in theatre and drama; investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre.
		HSP.6CO Explore how cultural and global belief systems affect creative choices in a dramatic or theatre work.
		HSP.7CO Discuss the importance of drama and theatre in a community and provide examples.
		HSP.8CO Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.
	Accomplished	HSAC.1CO Analyze how cultural, social and emotional perspectives influence audience interpretation and response to a dramatic or theatrical work.
		HSAC.2CO Examine and explain the impact of social, political and technological trends on key theatrical figures and works in various eras and cultures.
		HSAC.3CO Integrate other art forms and academic disciplines in a theatrical experience.
		HSAC.4CO Analyze a theatrical work in the context of its time period and culture.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

<u>High School Theatre II</u>		
Enduring Understanding	Achievement Level	Content Statement
		HSAC.5CO Articulate how the skills learned and used in drama and theatre courses help prepare students for college and careers.
		HSAC.6CO Integrate art and culture into the development of a theatrical work.
		HSAC.7CO Develop and present an arts advocacy position that promotes lifelong involvement and support of the arts.
		HSAC.8CO Assemble a personal drama or theatre portfolio with a resume to include completed works and works in progress and then present the portfolio to peers.

High School Theatre III

Course Goals: Theatre III (Theater Ensemble) complements the preceding theater courses by offering students the opportunity to improve their acting and technical skills in an ensemble atmosphere. Theater III produces shows for public performance that may include both plays (e.g., full length and one act) and musicals.

<u>High School Theatre III</u>		
Enduring Understanding	Achievement Level	Content Statement
Creating: Artists use creative thinking and reasoning skills to	Accomplished	HSP.1CR Identify the elements of a plot structure and write a scene using those elements.
		HSP.2CR Present contrasting motivations and reactions of characters in similar situations.
		HSP.3CR Explain how theatrical artists create meaning to convey a playwright's intent.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Theatre III		
Enduring Understanding	Achievement Level	Content Statement
perceive concepts and ideas to develop works.		HSP.4CR Distinguish between the roles of the various designers and design disciplines and discuss how they relate to each other in a theatrical production.
		HSP.5CR Research the historical background of a chosen script as a basis for interpretation and presentation.
		HSP.6CR Collaborate with a small group to create a written scene and produce it for class.
	Accomplished	HSAC.1CR Identify the elements of a plot structure and write an act using those elements.
		HSAC.2CR Present a variety of monologues and scenes demonstrating an understanding of various theatrical forms and styles.
		HSAC.3CR Discuss the artistic choices a playwright makes in a dramatic work and how these influence the interpretation and message of the work.
		HSAC.4CR Examine a given text and create design choices based on content and context of the script, time period and themes when provided with a budget specific performance space.
		HSAC.5CR Compare and contrast the works of two playwrights from two distinct historic periods.
		HSAC.6CR Devise a scene surrounding a topic of interest as an ensemble, where each member has an equal role.
Performing: Artists employ personal processes and skills to solve problems creatively and	Proficient	HSP.1PE Manipulate vocal qualities, posture, movement and language to express variety in characters during improvisation and dramatic situations.
		HSP.2PE Demonstrate the collaborative skills necessary for producing a scene with a unified vision.
		HSP.3PE Create specific technical designs and direct a scene for performance to incorporate necessary dramatic elements and support the plot.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Theatre III		
Enduring Understanding	Achievement Level	Content Statement
present work in various contexts.	Accomplished	HSAC.1PE Develop a complete character using physical, emotional and vocal techniques in a memorized scene or monologue.
Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.	Proficient	HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences
		HSP.1RE Use appropriate theatrical vocabulary to self-evaluate strategies and audience response to improve artistic works and experiences.
		HSP.2RE Justify how a playwright's choice of genre, style and historical period affect the expression of theme or topic.
		HSP.3RE Examine traditional and nontraditional interpretations of a theatrical work.
		HSP.4RE Articulate personal artistic choices made throughout the artistic process and after self-evaluation.
	HSP.5RE Analyze ways audiences respond to plays performed in different settings and in relation to variations in contemporary social influences.	
	Accomplished	HSAC.1RE Use theatrical vocabulary and terminology to critique the use of a specific style, genre or period used to express an intended message.
Connecting: Artists understand and communicate the value of creative expressions in	Proficient	HSP.1CO Describe how drama and theatre can affect social change, both globally and locally.
		HSP.2CO Investigate, compare and contrast dramatic and theatrical works as products and reflections of the time period and culture in which they were created.
		HSP.3CO Integrate other art forms into a dramatic presentation.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Theatre III		
Enduring Understanding	Achievement Level	Content Statement
internal and external.		HSP.4CO Compare and contrast a historically accurate production and a production of the same work in modern times.
		HSP.5CO Research and report on career opportunities in theatre and drama; investigate the level of discipline, knowledge and skill required for career preparation in drama and theatre.
		HSP.6CO Explore how cultural and global belief systems affect creative choices in a dramatic or theatre work.
		HSP.7CO Discuss the importance of drama and theatre in a community and provide examples.
		HSP.8CO Identify specific purposes and intents for portfolio and resume development in the dramatic and theatrical fields.
	Accomplished	HSAC.5CO Articulate how the skills learned and used in drama and theatre courses help prepare students for college and careers.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Theatre Tech and Design

Course Goals: Theatre Technology and Design students study theatrical lighting, sound, stage mechanics, scenic design, set construction, costuming, props and makeup. Hands-on apprentice training in actual theatrical productions will comprise a major portion of the course work. Students will be encouraged to participate in school productions as a part of the technical staff.

<u>High School Theatre Tech and Design</u>	
Enduring Understanding	Content Statement
Stage Management	<p>Learn terminology related to theatre technology and design</p> <p>Safety practices are emphasized</p> <p>Become familiar with tools needed for stage management</p> <p>Establish organizational strategies including communications and logistics like managing calendars and schedules</p> <p>Learn how to tape out stage</p> <p>Understand rehearsal and blocking notation (e.g. calling show, event safety strategies/compliance)</p>
Scenic Construction	<p>Learn terminology related to scene construction</p> <p>Learn and understand the steps used in the scenic construction design process that includes: research, sketching, 3D rendering, and model making</p> <p>Safely use tools and materials for the construction of final set designs</p>
Lighting Design and Electrics	<p>Understand the fundamentals of Lighting Design: terminology, image research, script analysis, fixture types and functionality, color theory, color temperature, rendering, drafting the plot and paperwork, and creating a shop order.</p>

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Theatre Tech and Design	
Enduring Understanding	Content Statement
	Apply knowledge of Lighting Design by reading and hanging the plot, using the correct terminology, interpreting the plot/instrument schedule, safely hanging fixtures, focus, and electrical cable use and management.
	Learn what accessories are used in scene lighting: color frame/gobo/iris/top hat, etc.
	Demonstrate knowledge of electrical terminology, dimming, power distribution, electrical theory and computation (West Virginia formula, etc.), commonly used theatre lighting, NFPA 70: National Electrical Code.
	Learn and implement safe practices at all times when using lighting equipment and on set.=
	Understand Communication Protocol terminology and use AMX, DMX512a, ethernet, and connectors.
	Understand terminology for Multi-Parameter Fixtures (moving lights, LED, etc.), identify types of fixtures, programming the fixtures and light board, necessary power requirements, and communication protocols.
Counterweight and General Rigging	Learn the following Counterweight rigging (types): terminology, single purchase, double purchase, loads, ratios and physics, system components, system functionality, rigging inspections and safe practices.
	Learn the following aspects of Automated Rigging: terminology, types (fully automated, hybrid, custom), functionality, rigging inspections, and safe practices.
	Apply knowledge and understanding of General Rigging: correct terminology, terminations (knots, wire rope clips, compression sleeves), wire rope, natural rope/synthetic rope, safe working loads, Design factor (5:1, 8:1, 10:1), computation of design factor, de-rated terminations and other factors, as well as safe practices.
Costume Design and Construction	Understand the basics of costume design and construction: terminology, gender, style period/historical period, fabrics, and sketching.
	Learn and apply necessary terminology for costume fabrication, construction materials, tools and hardware, construction techniques, actor fittings, finishing techniques including dyeing and painting, repairs, general costume maintenance, repurposing existing garments/costumes, and safe practices.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Theatre Tech and Design	
Enduring Understanding	Content Statement
'Front of House' Safety, Personnel, Venue	Identify and learn the roles of personnel needed for Front of House to include house management, box office, and producer responsibilities.
	Understand expectations and job requirements for Production Personnel and have the opportunity to participate in these roles. Examples include Director, Artistic Director, Stage Manager, Choreographer, Cast, Dance Captain, Lighting Designer, Scenic Designer, Sound Designer, Master Electrician, Head Carpenter, Technical Director, Stage Crew (Running Crew), Wardrobe/Costuming, Wardrobe Mistress (Master/Head), and Stitchers.
	Study venue needs and requirements that enhance theatre productions
	Demonstrate knowledge of all areas and components of the Front of House and stage including technical areas, administrative/audience areas, deck, wings, backstage, pit, rigging, etc.
	Demonstrate knowledge of audience safety procedures to include crowd control and evacuation procedures. They will also practice safety protocols for crew and performers (evacuation procedures, safe operating systems, signage, fall arrest, fall protection).
Audio	Demonstrate understanding of the following requirements for theatre audio production: Utilization of sound reinforcement equipment, terminology, mixing board functionality, microphone types/functionality/usage, speaker types and placement, audio principles and theory, wireless technology and theory, troubleshooting, safe practice.
	Understand and demonstrate aspects of Sound Design to include: terminology, editing software, sound creation, historical musical styles/periods, script analysis

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory

Course Goals: Music Theory stresses the basic skills of harmonization and creative writing. Students must be able to read music and to display an ability to play an instrument or sing. Music History and Music Theory may be offered in alternate years.

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
Creating: Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.	Proficient	HSP.1CR Improvise over drones provided by the instructor.	Students will be able to improvise simple melodies over a sustained chord or drone over a major scale.
		HSP.2CR Compose a simple rhythm with rhythmic variation using standard and iconic notation.	Students will be able to create a short rhythmic composition, demonstrating a basic understanding of different rhythmic values.
		HSP.3CR Compose a simple melody, as well as a melodic variation using written or digital, standard and iconic notation.	Students will be able to compose a short melody demonstrating a basic understanding of melodic contours of a melody, focusing on basic pitch and interval relationships, melody and motive development, and basic compositional techniques.
	Intermediate	HSI.1CR Improvise over simple chord progressions with guidance from the instructor.	Students will be able to improvise melodies over a simple chord progression using a variety of scales, major and minor modes, and melodic techniques.
		HSI.2CR Compose a simple rhythmic melody accompaniment for a specific melody using standard and iconic notation, in a variety of meters, including compound meters.	Students will be able to create a rhythmic accompaniment for a given melody using standard and traditional notation, demonstrating an understanding of different rhythmic values that compliment the given melody, including compound meters.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		HSI.3CR Compose a melody for a specific rhythmic accompaniment using written or digital, standard and iconic notation.	Students will be able to compose a melody for a given rhythmic accompaniment using standard and iconic notation, demonstrating an understanding of pitch and interval relationships, melody and motive development, and basic compositional techniques.
	Accomplished	HSAC.1CR Improvise over drones or simple chord progressions.	Students will be able to improvise melodies over drones or simple chord progressions using a variety of scales, modes, and melodic techniques.
		HSAC.2CR Compose a simple rhythmic melody accompaniment for a specific melody using standard and iconic notation, in multiple meters, including compound meters.	Students will be able to create a rhythmic accompaniment for a given melody using standard and iconic notation, demonstrating an understanding of different rhythmic values, meters (including compound meters), and how to create supportive and complementary rhythms for a melody in multiple meters.
		HSAC.3CR Compose a melody in multiple tonalities for a specific rhythmic accompaniment using written or digital, standard and iconic notation.	Students will be able to compose a melody for a given rhythmic accompaniment in multiple tonalities using standard and iconic notation, demonstrating an understanding of pitch and interval relationships, melody and motive development, and basic compositional techniques in multiple tonalities.
	Advanced	HSAD.1CR Improvise over chord progressions and symbols in a variety of styles (blues, jazz and world music).	Students will be able to improvise melodies over chord progressions and symbols in styles such as blues, jazz, and world music using a variety of scales, modes, and melodic techniques.
		HSAD.2CR Compose an original work or arrange a pre-existing work	Students will be able to create an original composition or arrange a pre-existing work for a performing ensemble using

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		in a variety of meters, including compound meters, for a variety of performing ensembles using standard and iconic notation.	standard and iconic notation, demonstrating an understanding of different rhythmic values, meters (including compound meters), and how to write for specific instruments or ensembles in a variety of meters.
		HSAD.3CR Compose an original work or arrange a pre-existing work in multiple tonalities for a variety of performing ensembles using written and digital, standard and iconic notation.	Students will be able to compose an original work or arrange a pre-existing work for a performing ensemble in multiple tonalities using standard and iconic notation, demonstrating an understanding of pitch and interval relationships, melody and motive development, and basic compositional techniques in multiple tonalities, and how to write for specific instruments or ensembles.
Performing: Artists employ personal processes and skills to solve problems creatively and present work in various contexts.	Proficient	HSP.1PE Perform or present a two-part rhythm example.	Students will be able to perform or present a two-part rhythm example on an instrument or using technology, demonstrating a basic understanding of different rhythmic values and how to create supportive and complementary rhythms in a two-part texture.
		HSP.2PE Perform or present a two-part melodic example using bass and treble clef.	Students will be able to perform or present a two-part melodic example using bass and treble clef on an instrument or using technology, demonstrating a basic understanding of pitch and interval relationships and how to create supportive and complementary melodies in a two-part texture.
		HSP.3PE Incorporate technology and media arts in performing or recording music.	Students will be able to use technology and media arts to perform or record music, demonstrating an understanding of how to use technology and media arts to enhance musical performance or recording.
		HSP.4PE Explain how instrument techniques create accurate pitch.	Students will be able to explain how different instrument techniques (such as embouchure, bowing, or finger

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
			placement) create accurate pitch, demonstrating an understanding of how to produce accurate pitch on an instrument.
		HSP.5PE Compare and contrast vocal performances of varied repertoire using elements of music.	Students will be able to compare and contrast the basic elements of vocal performances of varied repertoire using elements of music such as melody, harmony, dynamics, and expression, demonstrating an understanding of how these elements contribute to the overall artistic and expressive qualities of a performance.
	Intermediate	HSI.1PE Perform or present a three-part rhythm example.	Students will be able to perform or present a three-part rhythm example accurately and with appropriate expression.
		HSI.2PE Perform or present a three-part melodic example using bass and treble clef.	Students will be able to perform or present a three-part melodic example using bass and treble clef with a high level of accuracy and expression.
		HSI.3PE Incorporate technology and media arts in creating and arranging music.	Students will be able to incorporate technology and media arts in creating and arranging music, demonstrating an understanding of how to use these tools effectively in their compositions.
		HSI.4PE Explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch.	Students will be able to explain how instrument techniques of multiple instruments create accurate pitch and how to alter pitch, utilizing tuners, embouchure, drones, and finger placement.
		HSI.5PE Analyze a varied repertoire of vocal performances using elements of music.	Students will be able to analyze a varied repertoire of vocal performances using elements of music, demonstrating an ability to identify expressive qualities in both melodic contour and rhythmic alignment.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
	Accomplished	HSAC.1PE Perform or present a four-part rhythm example.	Students will be able to perform or present a four-part rhythm example accurately and with a high level of expression and musicality (added articulations, style markings and dynamics).
		HSAC.2PE Perform or present a four-part melodic example using bass and treble clef.	Students will be able to perform or present a four-part melodic example using bass and treble clef with a high level of accuracy, expression, and musicality (added articulations, style markings and dynamics).
		HSAC.3PE Incorporate technology and media arts in creating, composing and arranging music.	Students will be able to incorporate technology and media arts in creating, composing, and arranging music, demonstrating an advanced understanding of how to use these tools effectively and creatively in their compositions.
		HSAC.4PE Compare and contrast techniques of tuning multiple instruments.	Students will be able to compare and contrast the techniques of tuning multiple instruments, demonstrating an advanced understanding of the nuances and differences between these techniques. Asking kids to discern the beats of sound between tuners and instrumentalists.
		HSAC.5PE Explain the composer's choices for the elements of music using a varied repertoire of vocal performances.	Students will be able to explain the composer's choices for the elements of music using a varied repertoire of vocal performances, demonstrating an advanced understanding of how these elements contribute to the overall musical structure and expression (added articulations, style markings and dynamics)
	Advanced	HSAD.1PE Perform or present a rhythm example for a performance group.	Students will be able to perform or present a rhythm example for a performance group with a high level of accuracy, expression, and musicality, demonstrating an ability to lead and collaborate with others in a group setting.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		HSAD.2PE Perform or present a melodic example for a performance group.	Students will be able to perform or present a melodic example for a performance group with a high level of accuracy, expression, and musicality, demonstrating an ability to lead and collaborate with others in a group setting.
		HSAD.3PE Incorporate technology and media arts in creating, composing, arranging, promoting and distributing music.	Students will be able to incorporate technology and media arts in creating, composing, arranging, promoting, and distributing music, demonstrating a comprehensive understanding of how to use these tools effectively and creatively in a variety of musical contexts.
		HSAD.4PE Defend the purpose of tuning instruments.	Students will be able to defend the purpose of tuning instruments, demonstrating an advanced understanding of the importance and impact of proper tuning on the overall sound and performance of music.
		HSAD.5PE Defend the composer's choices for the elements of music using a varied repertoire of vocal performances.	Students will be able to defend the composer's choices for the elements of music using a varied repertoire of vocal performances, demonstrating an advanced understanding of how these elements contribute to the overall musical structure and expression, and being able to articulate the reasons behind these choices.
Responding: Artists engage in analysis and interpretation to understand and evaluate artistic works.	Proficient	HSP.1RE Analyze selected composers and their works.	Students will be able to analyze selected composers and their works, demonstrating a basic understanding of the musical characteristics, influences, and historical context of these composers and their compositions.
		HSP.2RE Explore and identify instruments from different historical periods and various cultures.	Students will be able to explore and identify instruments from different historical periods and various cultures, demonstrating a basic understanding of the characteristics and uses of these instruments in different musical traditions.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		HSP.3RE Describe the use of elements of music as they relate to expression in a varied repertoire of music.	Students will be able to describe the use of elements of music as they relate to expression in a varied repertoire of music, demonstrating a basic understanding of how these elements contribute to the overall mood, emotion, and impact of a piece of music.
		HSP.4RE Identify elements of style and form regularly used in music compositions.	Students will be able to identify elements of style and form regularly used in music compositions, demonstrating a basic understanding of how these elements contribute to the structure and organization of a piece of music.
		HSP.5RE Identify assessment practices that can help demonstrate learning and progress made in music.	Students will be able to identify assessment practices that can help demonstrate learning and progress made in music, demonstrating a basic understanding of the various methods and tools that can be used to evaluate musical skills and knowledge.
		HSP.6RE Follow and respond to basic cues of a conductor.	Students will be able to follow and respond to basic cues of a conductor, demonstrating a basic understanding of how a conductor communicates with performers and an ability to respond appropriately to these cues.
		HSP.7RE Discuss how people differ in their responses to musical experiences based upon culture, environment, values and personal experiences.	Students will be able to discuss how people differ in their responses to musical experiences based upon culture, environment, values, and personal experiences, demonstrating a basic understanding of the diverse factors that influence how people perceive and experience music.
		HSP.8RE Explain how the form in musical works (symphony, mass, concerto) progressed through history.	Students will be able to explain how the form in musical works (symphony, mass, concerto) progressed through history, demonstrating a basic understanding of the evolution of these forms and their characteristics over time.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
	Intermediate	HSI.1RE Compare and contrast selected composers and their works from four major music periods.	Students will be able to compare and contrast selected composers and their works from four major music periods, demonstrating an understanding of the musical characteristics, influences, and historical context of these composers and their compositions.
		HSI.2RE Explain the evolution of instruments from different historical periods and various cultures.	Students will be able to explain the evolution of instruments from different historical periods and various cultures, demonstrating an understanding of how these instruments have changed over time and how they have been used in different musical traditions.
		HSI.3RE Analyze how elements of music are used in a work to create images or evoke emotions.	Students will be able to analyze how elements of music are used in a work to create images or evoke emotions, demonstrating an understanding of how these elements contribute to the overall mood, emotion, and impact of a piece of music.
		HSI.4RE Recognize, aurally or visually, musical elements of style and form in the performance of a music composition.	Students will be able to recognize, aurally or visually, musical elements of style and form in the performance of a music composition, demonstrating an understanding of how these elements contribute to the structure and organization of a piece of music.
		HSI.5RE Apply assessment practices to demonstrate learning and progress made in development of music skill and music literacy.	Students will be able to apply assessment practices to demonstrate learning and progress made in the development of music skills and music literacy, demonstrating an understanding of the various methods and tools that can be used to evaluate musical skills and knowledge and an ability to use these practices effectively.

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		HSI.6RE Follow and respond to intermediate cues of a conductor.	Students will be able to follow and respond to intermediate cues of a conductor, demonstrating an understanding of how a conductor communicates with performers and an ability to respond appropriately to these cues.
		HSI.7RE Examine the uses and responses to music across various cultures.	Students will be able to examine the uses and responses to music across various cultures, demonstrating an understanding of the diverse ways in which music is valued, used, and experienced in different cultural contexts.
		HSI.8RE Aurally identify the form of historical musical works (symphony, mass, concerto).	Students will be able to aurally identify the form of historical musical works (symphony, mass, concerto), demonstrating an understanding of the characteristics and structure of these forms and an ability to recognize them in musical performances.
	Accomplished	HSAC.1RE Research composers and their works from four major music periods.	Research Project: Assign students to research a composer and their works from one of the four major music periods. Have them present their findings to the class, including a brief biography, significant works, and musical style.
		HSAC.2RE Determine the time period and culture of an instrument based on prior knowledge.	Instrumental Quiz: Create a quiz based on instrumental images, have students identify the instrument and the time period and culture it originated from.
		HSAC.3RE Evaluate the use of the elements of music related to expression in a varied repertoire of music.	Analyze and Discuss: Have students listen to a piece of music and analyze its use of the elements of music related to expression. Lead a class discussion on the findings.
		HSAC.4RE Analyze the components of a music composition,	Music Analysis Worksheet: Give students a piece of music and have them complete a worksheet analyzing its

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		demonstrating an understanding of music styles and form.	components, including style, form, and various musical elements.
		HSAC.5RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.	Self-Assessment: Have students complete a self-assessment on their understanding of fundamental music concepts and music literacy. Review their answers and use it as an opportunity for discussion and clarification.
		HSAC.6RE Follow and respond to variously complex cues of a conductor.	Conducting Activity: Have students practice following and responding to cues given by a conductor. This can be done in small groups or as a class, with each student taking turns conducting.
		HSAC.7RE Compare and contrast how people from various backgrounds and cultures use and respond to music.	Cultural Comparison: Have students research and compare how music is used and responded to in different cultures. Lead a class discussion on the findings.
		HSAC.8RE Compare and contrast the individual sections within the form of historical musical works (symphony, mass, concerto).	Form Analysis: Give students a piece of historical music, such as a symphony, mass, or concerto, and have them analyze the individual sections within the form. Lead a class discussion on their findings.
	Advanced	HSAD.1RE Research composers, their lives and the impact they had on society.	Composer Biography Project: Have students research and write a biography on a composer, focusing on their life, significant works, and impact on society. Present their findings in a group presentation or written report.
		HSAD.2RE Design an instrument based on knowledge of instruments from different historical periods and	Instrument Design Project: Assign students to design an instrument based on instruments from a specific historical period or culture. Have them present their design and explain

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		various cultures.	their reasoning for their design choices.
		HSAD.3RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions based on an understanding of the elements of music.	Performance/Composition Evaluation: Have students attend a musical performance or listen to a composition and use their understanding of the elements of music to evaluate its quality and effectiveness. Lead a class discussion on their evaluations.
		HSAD.4RE Evaluate a music composition, demonstrating an understanding of music styles and form.	Music Analysis Essay: Have students analyze a piece of music, focusing on its style and form, and write an essay on their findings. Share and discuss the essays as a class.
		HSAD.5RE Apply assessment practices to select, organize and present personal works to show growth and development in music.	Personal Music Portfolio: Assign students to create a personal music portfolio that showcases their growth and development in music. Have them select, organize, and present their works for evaluation.
		HSAD.6RE Follow and respond to advanced/complex cues of a conductor.	Conducting Challenge: Have students practice following and responding to advanced/complex cues given by a conductor. This can be done in small groups or as a class, with each student taking turns conducting.
		HSAD.7RE Analyze why culture, environment, values and personal experiences impact individual responses to music.	Music and Culture Discussion: Lead a class discussion on how culture, environment, values, and personal experiences impact individual responses to music. Have students provide examples and defend their opinions.
		HSAD.8RE Defend a personal preference for individual sections within the form of historical musical	Personal Preference Debate: Have students defend their personal preferences for individual sections within the form of a historical musical work, such as a symphony, mass, or

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		works (symphony, mass, concerto).	concerto. Organize the debate as a class activity, with each student taking a stance and presenting their arguments.
Connecting: Artists understand and communicate the value of creative expressions in internal and external contexts.	Proficient	HSP.1CO Identify moods and meanings of selected music pieces and identify social events/situations where the music would be appropriate.	Listen to selected music pieces and identify the moods and meanings conveyed by the music Discuss and justify choices and place the music in appropriate social events/situations
		HSP.2CO Create a critique of a live music performance using criteria based on elements of music.	Attend a live music performance and create a critique using criteria based on the elements of music and lead a class discussion on the critiques
		HSP.3CO Identify aesthetic characteristics common to all art forms.	Compare and contrast the aesthetic characteristics common to all art forms, such as music, visual arts, dance, etc, then present findings in a group presentation or written report
		HSP.4CO Describe the purpose and value of music in various cultures and settings.	Write an essay on the purpose and value of music in various cultures and settings, providing examples and supporting claims Share and discuss the essays as a class
		HSP.5CO Demonstrate knowledge of potential musical career choices.	Research potential musical career choices, such as composer, performer, music teacher, etc, and present findings in a group presentation or written report
		HSP.6CO Describe copyright law and the ways illegal use of media affects composers, artists and performers.	Lead a class discussion on copyright law and the ways illegal use of media affects composers, artists, and performers and provide examples and defend opinions

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		HSP.7CO Identify the social contexts from which music of various cultures evolved.	Research the social contexts from which music of various cultures evolved and present findings in a group presentation or written report
	Intermediate	HSI.1CO Compare and contrast the moods and meanings of multiple musical pieces used at a social event.	Compare and contrast the moods and meanings of multiple musical pieces used at a social event then discuss and justify those perspectives
		HSI.2CO Compare a live music performance and recorded performance using criteria based on elements of music.	Compare a live music performance and recorded performance using criteria based on the elements of music then present their findings in a group presentation or written report
		HSI.3CO Compare and contrast a musical work with another work of art (dance, drama or visual art) from the same culture.	Compare and contrast a musical work with another work of art (dance, drama, or visual art) from the same culture then present findings in a group presentation or written report
		HSI.4CO Compare and contrast the purpose and value of music in various cultures and settings.	Compare and contrast the purpose and value of music in various cultures and settings then discuss and justify their choices
		HSI.5CO Identify various careers for musicians (education, entertainment and technical support) and develop a personal strategic career plan.	Identify various careers for musicians (education, entertainment, and technical support) and develop a personal strategic career plan Present plan in a group presentation or written report
		HSI.6CO Investigate the ethical and legal issues surrounding the access and use of musical works (audio and	Lead a class discussion on the ethical and legal issues surrounding the access and use of musical works (audio and video recordings, printed and digital sheet music) provide

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		video recordings, printed and digital sheet music).	examples and defend opinions
		HSI.7CO Listen to and compare musical styles from various cultures and historical periods.	Listen to and compare musical styles from various cultures and historical periods, then present findings in a group presentation or written report
	Accomplished	HSAC.1CO Defend the use of the moods and meanings of musical pieces used at a social event.	In a small group, debate the use of different musical pieces in social events Groups will be assigned a musical piece and a social event, and they must defend their choice to the class using elements of music and mood.
		HSAC.2CO Defend a critique of a live music performance using criteria based on the elements of music.	Students will attend a live music performance and write a critique of the performance, including an analysis of the elements of music used in the performance. The class will then discuss and defend their critiques.
		HSAC.3CO Explain how the creative process is used in similar and different ways in the arts.	Students will choose two art forms (such as music, dance, visual art) and create a project that showcases how the creative process is used in similar and different ways in each form.
		HSAC.4CO Develop and articulate a personal philosophy about the purpose and value of music.	Students will write an essay about their personal philosophy about the purpose and value of music. The essays will be discussed in class and students will articulate their ideas to the group.
		HSAC.5CO Identify and describe non-performing careers in music and describe ways technology and the	Invite professionals from various non-performing careers in music (such as music therapy, music education, sound engineering) to share their experiences and discuss how

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
		media arts are used to create, perform and listen to music.	technology and the media arts are used in their careers.
		HSAC.6CO Research copyright law and the process for having a composition protected.	Research a famous copyright case and present their findings to the class and the class will discuss the ethical and legal issues surrounding the protection of musical works
		HSAC.7CO Describe how music reflects the social and political events of history and the role of the musician in history and culture.	Students will research and create a timeline of the social and political events of history and the role of musicians in those events. The timeline will be presented to the class, and students will discuss the impact of music on history and culture.
	Advanced	HSAD.1CO Plan the mood and meaning needed in a music piece and find an appropriate example for a social event.	Students can work in small groups to plan a social event, choosing the musical pieces that will set the desired mood and meaning. They will present their choices to the class and defend their decisions based on the elements of music.
		HSAD.2CO Defend and advocate for a personal preference in musical performance using criteria based on the elements of music.	Students can write a persuasive essay advocating for their personal preference in a musical performance, using criteria based on the elements of music to support their argument.
		HSAD.3CO Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.	Students can create a visual representation comparing and contrasting the roles of creators, performers and others involved in the production and presentation of each of the arts. They will present their work to the class and explain their findings.
		HSAD.4CO Defend a personal philosophy about the purpose and value of music.	Students will write a personal philosophy about the purpose and value of music, and then participate in a debate where they defend their beliefs against classmates who hold

Dublin City Schools
High School Performing Arts
Graded Course of Study 2023

High School Music Theory			
Enduring Understanding	Achievement Level	Content Statement	Learning Outcomes
			different views.
		HSAD.5CO Select personal music experiences that represent well-developed skills, abilities and accomplishments (for a portfolio, college audition or studio work).	Students will create a personal portfolio that showcases their well-developed skills, abilities, and accomplishments in music. They will reflect on their experiences and explain how each piece demonstrates their growth and development.
		HSAD.6CO Interpret copyright law and discover how someone can protect their compositions once the individual has composed or created their work.	Students will research copyright law and present their findings to the class. They will then work in small groups to develop a plan for protecting their own compositions once they have been created.
		HSAD.7CO Analyze music works from various cultures, identifying the unique features of expressive content, and determine how these characteristics contribute to performance style.	Students will listen to music works from various cultures and identify the unique features of expressive content. They will then write an analysis of how these characteristics contribute to the performance style, comparing and contrasting the styles of different cultures.