

Dublin City Schools

Graded Course of Study for Music

Dublin's music course of study serves as a basis for what all Dublin students should know and be able to do in music. The following content statements, progress points, and enduring understandings are based upon the Ohio Department of Education's Music Standards.

Students who demonstrate learning and innovation skills are better prepared for increasingly complex life and work environments in the 21st century. A focus on creativity, critical thinking, communication and collaboration is vital to prepare students for the future. Music is uniquely situated to provide links from school-based learning to themes that are essential to every child's understanding of the modern world. This is because music, which thrives on the free expression of the imagination and the creative instinct common in all human beings, has enabled us to explore the changing nature of our existence and to understand how that nature has both evolved and remained constant over time, culture, and place.

(Adapted from Partnership for 21st Century Skills)

Philosophy

Music is essential to the basic education of all students. Music is experienced in a variety of ways: through singing, playing an instrument, listening and dancing.

Through the study of music:

- Students construct and solve problems of personal relevance and interest when expressing themselves.
- Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.
- Students work individually and in groups to focus ideas and create and perform music to address genuine local and global community needs.
- Students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day as consumers, critics and creators.



High School Music, Grades 9-10-11-12

<p>ENDURING UNDERSTANDINGS</p>	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.</p>
<p>PROGRESS POINTS</p>	<p>Students will at an appropriate developmental level:</p> <ul style="list-style-type: none"> A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g. chord symbols in jazz). B. Articulate a personal philosophy of music including personal valuing, musical preferences and involvement. C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture. E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society. F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles. G. Apply study, performance and collaborative skills learned and used in music to other arts and non-arts subject areas.

COGNITIVE & CREATIVE			
LEARNING PROCESSES	PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
CONTENT STATEMENTS HS I Beginning	1CE Define vocabulary in all rehearsed and performed music. 2CE Identify musical terms and symbols for articulation and expression. 3CE Recognize and describe the elements of music. 4CE Listen to and compare various musical styles from the United States, other cultures and historical periods. 5CE Identify musical forms used in vocal and instrumental genres from various historical periods. 6CE Identify the social contexts from which music of various cultures evolved. 7CE Identify aurally basic harmonic progressions in selected repertoire. 8CE Explain the role of technology in researching, creating, performing and listening to music.	1PR Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles. 2PR Prepare and accurately perform a varied repertoire of ensemble music. 3PR Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance. 4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control. 5PR Respond appropriately to the cues of the conductor or section leader. 6PR Improvise over drones or simple chord progressions. 7PR Incorporate technology and media arts in performing or recording music. 8PR Compose and notate a simple melody as well as a melodic variation using traditional or digital media.	1RE Identify assessment practices that can help demonstrate their learning and progress made in music. 2RE Respond to aesthetic qualities of a performance using music terminology. 3RE Examine how people from different backgrounds and cultures use and respond to music. 4RE Evaluate the use of the elements of music as relative to expression in a varied repertoire of music. 5RE Describe the impact of music technology and innovation upon music careers. 6RE Investigate the ethical and legal issues surrounding the access and use of musical works (e.g. audio and video recordings, printed and digital sheet music).
HS II Developing	1CE Interpret articulations, expressive symbols and terms while performing. 2CE Identify and trace the development of music forms across historical periods. 3CE Listen to, analyze and describe various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created. 4CE Describe the elements of music and their functions. 5CE Identify traditional harmonic progressions in selected repertoire. 6CE Identify modality aurally and visually. 7CE Identify musical forms used in vocal and instrumental genres from world cultures. 8CE Describe how music reflects the social and political events of history and the role of the musician in history and culture.	1PR Sing or play an increasingly varied repertoire of music representing diverse genres and cultures, alone and in ensembles. 2PR Prepare and accurately perform a varied repertoire of ensemble music. 3PR Demonstrate sight-reading abilities at a developing level of complexity equal to or above the level of complexity found in the literature chosen for performance. 4PR Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity and phrasing) while performing in a group. 5PR Improvise over simple chord progressions provided by the instructor. 6PR Incorporate technology and media arts in creating, composing and arranging music. 7PR Create and notate a harmonization of a simple melody using traditional or digital media.	1RE Apply assessment practices to demonstrate the learning and progress made in their development of music skill and music literacy. 2RE Describe how the use of elements of music affects the aesthetic impact of a music selection. 3RE Discuss how the purpose, meaning and value of music changes because of the impact of life experiences. 4RE Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production. 5RE Describe the use of elements of music as they relate to expression in a varied repertoire of music. 6RE Incorporate technology when possible in assessing music performances.

<p>HS III Intermediate</p>	<p>1CE Interpret music symbols and terms expressively while performing a varied repertoire of music. 2CE Using appropriate musical terminology, critique various music styles from the United States other cultures and historical periods. 3CE Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different. 4CE Identify and trace the development of the elements of music across historical periods. 5CE Compare and contrast musical forms used in vocal and instrumental genres. 6CE Identify complex harmonic progressions in selected repertoire. 7CE Aurally and visually identify the tonality of a given work in relation to intervals and scales.</p>	<p>1PR Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability given the level of complexity found in the selected literature. 3PR Demonstrate sight-reading abilities at an intermediate level of complexity. 4PR Perform an appropriate part in an ensemble demonstrating well-developed ensemble skills. 5PR Improvise over chord progressions and symbols provided by the instructor. 6PR Incorporate technology in audio editing and producing various forms of music. 7PR Compose and notate a melody with harmonic accompaniment in a variety of musical styles.</p>	<p>1RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy. 2RE Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses. 3RE Assess how elements of music are used in a work to create images or evoke emotions. 4RE Explain how the creative process is used in similar and different ways in the arts. 5RE Evaluate how musical forms are influenced by history. 6RE Compare and contrast a musical work with another work of art (e.g., dance, drama or visual art) from the same culture on the basis of cultural influences. 7RE Evaluate how musical forms and performance practices are influenced by culture and history.</p>
<p>HS IV Mastery</p>	<p>1CE Interpret music symbols and terms in light of historical and stylistic context. 2CE Identify and trace the development of the elements of music across musical styles and world cultures. 3CE Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias. 4CE Identify non-traditional harmonic progressions in selected repertoire. 5CE Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships. 6CE Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work). 7CE Recognize aesthetic characteristics common to all art forms.</p>	<p>1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature. 3PR Demonstrate sight-reading abilities at a mastery level of complexity. 4PR Perform a leading part in an ensemble demonstrating superior ensemble skills. 5PR Improvise over chord progressions and symbols in a variety of styles (e.g. blues, jazz and world music). 6PR Incorporate technology in promoting and distributing music. 7PR Sing or play a significant music composition, demonstrating an understanding of music styles and form. 8PR Compose an original work or arrange a pre-existing work for a variety of performing ensembles.</p>	<p>1RE Apply assessment practices to select, organize and present personal works to show their growth and development in music. 2RE Describe how compositional devices and techniques (e.g., motives, imitation, suspension and retrograde) are used to provide unity, variety, tension and release in a music work. 3RE Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences. 4RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions. 5RE Develop and articulate a personal philosophy about the purpose and value of music. 6RE Evaluate potential musical career choices and develop a personal strategic career plan.</p>