

Music Applications Curriculum



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CTECS - Vision of Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the program. It provides a clear pathway of skill development, increasing complexity, and technical proficiency across a sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

Music Vision

The vision for music in the Connecticut Technical Education and Career System (CTECS) is to empower students through Music Education to develop the creativity, communication, collaboration, and critical skills needed for success in the 21st century. Through music's rich cultural heritage and universal language, students grow as expressive, empathetic, and lifelong learners prepared to thrive in a diverse and evolving world.

Music Curriculum Philosophy

The CTECS Music Curriculum 24-25 revision was modeled after CSDE Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) and the [National Core Arts Standards: A Conceptual Framework for Arts Learning](#) as frameworks to structure and inform the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course; it provides a roadmap of the essential learning outcomes for mastery by the end of the course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

Aligned Prioritized Standards

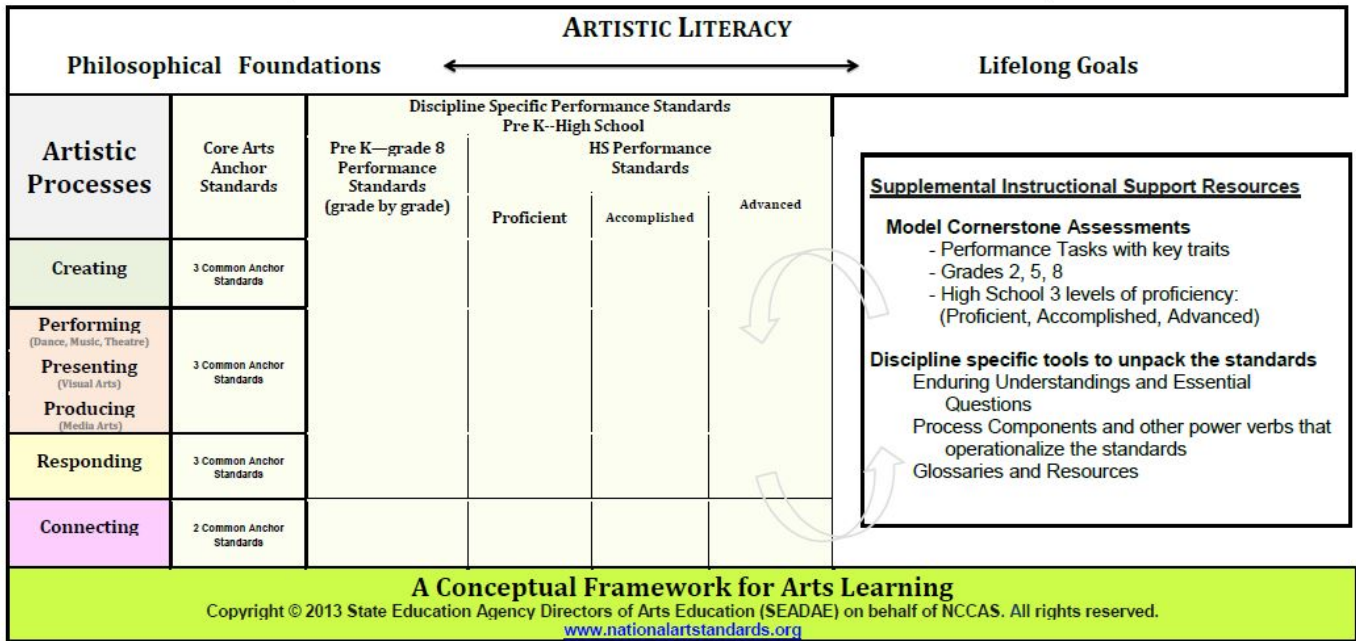
- [CT Arts Standards/National Arts Music Standards](#)
- [National Association for Music Education](#)



National Core Arts Standards

DANCE MEDIA ARTS MUSIC THEATRE VISUAL ARTS

Feb. 12, 2014



Music Applications Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Priority Standards	MU:Cr1.1.C.HSI.a MU:Cr2.1.C.HSI.a MU:Cr2.1.C.HSI.b MU:Re7.1.T.HSI.a MU:Re7.2.T.HSI.a	MU:Cr1.1.3b MU:Cr2.1.5a MU:Pr4.1.7a MU:Pr5.1.7a	MU:Pr4.2.H.5a MU:Pr4.3.H.5a MU:Re7.2.H.5a	MU:Pr4.1.H.5a MU:Pr4.2.H.5a MU:Pr4.3.H.5a MU:Re7.2.H.5a

Music Applications Curriculum Unit 1

Priority Standards Addressed in Unit 1

MU:Cr1.1.C.HSI.a

Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

MU:Cr2.1.C..HSI.a

Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

MU:Cr2.1.C..HSI.b

Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).

MU:Re7.1.T.HSI.a

Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

MU:Re7.2.T.HSI.a

Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

Big Ideas:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- Performers' interest in and knowledge of musical works, understanding of their own

technical skill, and the context for a performance influence the selection of repertoire.

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>MU:Cr1.1.C.HSI.a</p> <ul style="list-style-type: none"> ● Sounds ● Short musical ideas ● Musical elements (rhythm, melody, harmony, tempo, dynamics, timbre, texture, articulation) ● Personal experiences ● Moods / emotions ● Visual images ● Storylines / narratives ● Expression ● Representation 	<p>MU:Cr1.1.C.HSI.a</p> <ul style="list-style-type: none"> ● Describe how sounds represent experiences, moods, images, or storylines. ● Identify and explain how musical elements create expressive meaning. ● Connect musical ideas to emotions or imagery. ● Demonstrate understanding of how specific sounds communicate intent.
<p>MU:Cr2.1.C..HSI.a</p> <ul style="list-style-type: none"> ● Sounds ● Short musical ideas ● Organization ● Structure 	<p>MU:Cr2.1.C..HSI.a</p> <ul style="list-style-type: none"> ● Organize musical ideas into a clear structure. ● Select and arrange musical elements to express intent. ● Create an initial musical draft based on

<ul style="list-style-type: none"> ● Musical elements (rhythm, melody, harmony, tempo, dynamics, timbre) ● Selected experiences ● Moods / emotions ● Images ● Storylines / narratives ● Expression ● Creative choices 	<p>a chosen theme.</p> <ul style="list-style-type: none"> ● Develop short musical ideas that reflect an experience, mood, image, or storyline. ● Demonstrate how organization supports expressive meaning.
<p>MU:Cr2.1.C..HSI.b</p> <ul style="list-style-type: none"> ● Sounds ● Short musical ideas ● Development ● Drafts ● Revision process ● Musical form ● One-part form ● Cyclical form ● Binary form ● Structure ● Patterns ● Contrast ● Repetition 	<p>MU:Cr2.1.C..HSI.b</p> <ul style="list-style-type: none"> ● Identify changes and development in musical drafts. ● Describe how musical ideas evolve within a piece. ● Analyze the structure of music in simple forms. ● Compare sections within one-part, cyclical, or binary forms. ● Explain how repetition and contrast develop ideas. ● Organize musical ideas within a simple formal structure. ● Revise drafts to strengthen development and form.
<p>MU:Re7.I.T.HSI.a</p> <ul style="list-style-type: none"> ● Elements of music (rhythm, melody, harmony, tempo, dynamics, timbre, texture, form) ● Digital aspects ● Electronic aspects ● Technology tools ● Personal interest ● Purpose ● Musical characteristics ● Artistic intent ● Criteria 	<p>MU:Re7.I.T.HSI.a</p> <ul style="list-style-type: none"> ● Cite reasons for selecting specific music. ● Analyze the elements of music in a piece. ● Evaluate digital and electronic aspects of music. ● Connect musical characteristics to personal interest or purpose. ● Justify music selections using specific criteria. ● Support opinions with evidence from the music.
<p>MU:Re7.2.T.HSI.a</p> <ul style="list-style-type: none"> ● Musical patterns/repetition ● Structure or rehearsal texts 	<p>MU:Re7.2.T.HSI.a</p> <ul style="list-style-type: none"> ● Identify and describe similarities and contrasts between rehearsal texts noting musical patterns and repetition. ● Understand how these elements inform performance and response to music
<p><u>Music Standards Glossary</u></p> <p>Academic Vocabulary</p>	

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Content Vocabulary

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Resources:

Technology:

- Soundtrap.com

Skill Practice:

- <https://youDJ.online/>
- <https://mp3cut.net/equalizer>

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Summative Assessments:

REQUIRED:

REQUIRED Technology:

- **Soundtrap:**
 - <https://www.soundtrap.com/home/edu/groups>
 - Soundtrap educators detailed lesson plans to inspire classroom activities and to make learning fun. These are created by teachers for teachers! Find our entire lesson plan library in the left menu.

- Audacity (Online)<https://play.generative.fm/browse>:
 - <https://www.offidocs.com/media/system/audacitygdrive/google-api-php-client/core/audacitydownload.php>

Formative Assessments:

REQUIRED:

- Online Exercises:
 - <https://www.musictheory.net/exercises>
 - <https://www.savethemusic.org/music-education-resources/>
 - <https://www.carnegiehall.org/Explore/Learn/Music-Educators>
 - <https://www.musicalfuturesonline.org/resource-type/music-technology/>
 - <https://albumism.com/>
 - <https://www.pbs.org/opb/historydetectives/feature/the-art-of-turntablism/>
 - <https://music.ishkur.com/>
 - <https://www.cambridge-mt.com/ms/mtk/>
 - <https://play.generative.fm/browse>

Opportunities for Interdisciplinary Connections:

Musicians must connect all disciplines to be successful in our craft. When responding, creating and performing music we are not just musical, we are mathematicians, readers, historians and artists.

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccssso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Elementary and Secondary Social Studies Standards: Social Studies Inquiry Arc

- Reading notes and lyrics from the staff, octavos and sheet music
- Connecting musical experiences with lived experiences through ourselves and others
- Learning historical context of the piece

Mathematical Practice Standards

- Using math skills to count rhythm

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing performances, projects and assignments that are able to connect to our trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Music Applications Curriculum Unit 2

Priority Standards Addressed in Unit 2

MU:Cr1.1.3b

Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

MU:Cr2.1.5a

Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

MU:Pr4.1.7a

Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

MU:Pr5.1.7a

Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

Big Ideas:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding

Essential Questions:

- How do musicians generate creative ideas?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing,

and responding to music?

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance)

MU:Cr1.1.3b

- Musical ideas
- Rhythm
- Melody
- Tonality
- Meter
- Beat
- Time signature
- Pitch
- Scale
- Pattern

MU:Cr1.1.3b

- Generate rhythmic ideas within a given meter.
- Create melodic ideas within a given tonality.
- Apply correct pitch patterns based on a scale.
- Organize rhythms to fit a time signature.
- Demonstrate understanding of tonality and meter through original musical ideas.

MU:Cr2.1.5a

- Musical ideas
- Improvisation
- Arrangement
- Composition
- Expression
- Intent
- Purpose
- Context
- Development
- Audience

MU:Cr2.1.5a

- Select and develop musical ideas for improvisation, arrangement, or composition.
- Demonstrate developed musical ideas with expressive intent.
- Express a clear purpose through music.
- Explain how musical choices connect to purpose and context.
- Justify musical decisions based on intended meaning and audience.

MU:Pr4.1.7a

- Collaboratively developed criteria
- Music selections
- Contrasting styles
- Program purpose
- Context
- Expressive qualities
- Technical challenges
- Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form)
- Performance considerations
- Justifications / reasoning

MU:Pr4.1.7a

- Apply collaboratively developed criteria to select music.
- Identify expressive qualities in selected pieces.
- Analyze technical challenges in music selections.
- Discuss reasons for musical choices with peers.
- Connect music selections to purpose and context.
- Justify selections based on criteria, style, and intended effect.

MU:Pr5.1.7a

- Collaboratively developed criteria

MU:Pr5.1.7a

- Music performance
- Notation
- Technical skill
- Originality
- Emotional impact
- Interest / engagement
- Rehearsal process
- Refinement
- Readiness to perform

- Identify collaboratively developed criteria for performance.
- Apply criteria during rehearsal and refinement.
- Demonstrate correct interpretation of notation.
- Evaluate technical skill and expressive qualities.
- Refine musical performance based on criteria and feedback.
- Determine readiness for performance.
- Justify performance decisions based on criteria and intent

Academic Vocabulary

- Identify
- Perform
- Describe
- Analyze

Content Vocabulary

- Whole note/rest
- Half note/rest
- Quarter note/rest
- Eighth note/rest
- Sixteenth note/rest
- Staff
- Tempo/pulse
- Rhythm
- Time signature
- "Set" position

Resources:

Technology:

- <https://www.musictheory.net/exercises>
- <https://www.sightreadingfactory.com/practice/sr/level?mediumId=rhythmonly>
- <https://www.musicca.com/>
- <https://www.essential-music-theory.com/rhythm-tree.html>
- <https://flat.io/>
- <https://jamzone.musicwill.org/practiceexercises/?instrument=drums>

Suggested Texts:

- Primary Handbook for Snare Drum (Hal Leonard)

- Technique Building Exercises
 - "8 on a Hand"

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
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Formative Assessments:

REQUIRED:

- In musicca.com
 - Rhythm imitation exercises for Whole, Half, Quarter notes, Eighth Notes, and Eighth Note recap
 - Rhythm reading exercises for Whole, Half, Quarter notes, Eighth Notes, and Eighth Note recap
- In sightreadingfactory.com (or through physical, teacher-made exercises that mimic those on sightreadingfactory.com):
 - "Rhythm Only" Exercises through level 2 (using 4/4 and 3/4 time signatures)
- Four to eight measure composition(s) utilizing rhythmic patterns from rehearsal texts and lessons

Suggested:

- Anecdotal observations of students in groups or partnerships
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring
- Timed rhythm identification exercises
- Whole-class practice using the white board as a visual guide
- Games such as *rhythm bingo* and *poison rhythm*
- Rhythmic dictation exercises

Summative Assessments:

REQUIRED:

- Music Literacy Pre-test
- Rhythm Counting Quiz(es)/Test(s)
- Performance Quiz(es)/Test(s)

Suggested:

- Independent/Group playing tests utilizing rehearsal texts
- Rhythmic dictation exercises

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 - Automotive Technology
 - Automotive Collision Repair and Refinishing

- Bioscience and Environmental Technology
- Biotechnology
- Building and Civil Construction
- Culinary Arts
- Criminal Justice and Protective Services
- Digital Media
- Diesel and Heavy - Duty Equipment Repair
- Electrical
- Graphic Design
- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
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Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
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- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Music Applications Curriculum Unit 3

Priority Standards Addressed in Unit 3

MU:Pr4.2.H.5a

Identify prominent melodic and rhythmic characteristics in a varied repertoire of music that includes melodies and repertoire pieces selected for performance, including at least some based on reading standard notation.

MU:Pr4.3.H.5a

Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies and repertoire pieces.

MU:Re7.2.H.5a

Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

Big Ideas:

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time and place.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions:

- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How does understanding the structure and context of music inform a response?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>MU:Pr4.2.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces ● Melodic characteristics ● Rhythmic characteristics ● Standard notation ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Performance considerations ● Expression 	<p>MU:Pr4.2.H.5a</p> <ul style="list-style-type: none"> ● Identify prominent melodic and rhythmic characteristics in music. ● Analyze musical elements in repertoire pieces. ● Read standard notation to support performance and analysis. ● Select and perform pieces based on understanding of characteristics. ● Describe musical features that influence interpretation. ● Connect musical patterns to expressive intent in performance.
<p>MU:Pr4.3.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces ● Context (social, cultural, historical) ● Expressive intent ● Interpretation ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Performance considerations ● Audience 	<p>MU:Pr4.3.H.5a</p> <ul style="list-style-type: none"> ● Demonstrate understanding of context and expressive intent in performance. ● Describe interpretations of musical selections. ● Apply musical elements to convey expressive intent. ● Analyze how context informs performance choices. ● Select phrasing, dynamics, and articulation to communicate meaning. ● Connect musical interpretation to audience understanding.
<p>MU:Re7.2.H.5a</p> <ul style="list-style-type: none"> ● Repetition ● Similarities and contrasts in music ● Musical selections ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Context (social, cultural) ● Evidence from the music ● Musical structure ● Expression ● Interpretation 	<p>MU:Re7.2.H.5a</p> <ul style="list-style-type: none"> ● Demonstrate repetition, similarities, and contrasts in music. ● Explain how musical elements create these patterns. ● Cite evidence from the music to support observations. ● Analyze how social or cultural context influences musical choices. ● Interpret musical selections based on structure and context. ● Connect musical patterns to expressive meaning.
<p>Academic Vocabulary</p>	

- Identify
- Perform
- Describe
- Analyze
- Evaluate

Content Vocabulary

- Sharp
- Flat
- White key
- Black key
- Posture
- 1st-5th fingers
- Positions (i.e. C position)
- Action

Resources:

Online Exercises:

- <https://www.musictheory.net/exercises>
- <https://www.sightreadingfactory.com/practice/sr/level?mediumId=rhythmonly>

Youtube Videos:

- <https://www.youtube.com/watch?v=B8jh18UFpVY>
- https://www.youtube.com/watch?v=qrpljv7f_w8

Piano-Keyboard-Guide:

- https://www.piano-keyboard-guide.com/#google_vignette

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- In musictheory.net (or through physical, teacher-made exercises that mimic those on musictheory.net):
 - Note ID Exercise (using treble clef; notes C4 - G5)
 - Note ID Exercise (using bass clef; notes G2 - C4)
 - Note Construction Exercise (using treble clef; notes C4 - G5)
 - Note Construction Exercise (using bass clef; notes G2 - C4)
 - Keyboard Note ID Exercise
 - Keyboard Reverse ID Exercise
- In sightreadingfactory.com (or through physical, teacher-made exercises that mimic those on sightreadingfactory.com):
 - "Rhythm Only" Exercises through level 2 (using 4/4 and 3/4 time signatures) -- it is suggested that this be evaluated in small groups
- Posture assessment (in the form of an exit ticket in which students must describe the elements of proper keyboard-playing posture or through a physical demonstration or both)

Suggested:

- Anecdotal observations of students in groups or partnerships
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring
- Timed note identification exercises
- Whole-class practice using the white board as a visual guide
- Games such as *rhythm bingo* and *poison rhythm*
- Rhythmic dictation exercises

Summative Assessments:

First "playing test" in which students must demonstrate proper posture while playing a beginning exercise from *Alfred's Basic Adult All-in-One Piano Course* book or a teacher-made exercise.

Opportunities for Interdisciplinary Connections:

Musicians must connect all disciplines to be successful in our craft. When responding, creating and performing music we are not just musical, we are mathematicians, readers, historians and artists.

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccssso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Elementary and Secondary Social Studies Standards: Social Studies Inquiry

Arc

- Reading notes and lyrics from the staff, octavos and sheet music
- Connecting musical experiences with lived experiences through ourselves and others
- Learning historical context of the piece

Mathematical Practice Standards

- Using math skills to count rhythm

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing performances, projects and assignments that are able to connect to our trade technologies:
 - Aerospace Manufacturing
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 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
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Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
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Music Applications Curriculum Unit 4

Priority Standards Addressed in Unit 4

MU:Pr4.1.H.5a

Describe and demonstrate how a varied repertoire of music that includes melodies and repertoire pieces is selected based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr4.2.H.5a

Identify prominent melodic and rhythmic characteristics in a varied repertoire of music that includes melodies and repertoire pieces selected for performance, including at least some based on reading standard notation.

MU:Pr4.3.H.5a

Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies and repertoire pieces.

MU:Re7.2.H.5a

Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

Big Ideas:

- Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Musicians judge performance based on criteria that vary across time and place.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions:

- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How does understanding the structure and context of music inform a response?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
<p>MU:Pr4.1.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces ● Personal interest ● Music reading skills ● Technical skill ● Performance context ● Selection criteria ● Expression ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) 	<p>MU:Pr4.1.H.5a</p> <ul style="list-style-type: none"> ● Describe how repertoire is selected based on interest, skills, and context. ● Demonstrate ability to perform selected music. ● Apply music reading and technical skills to repertoire. ● Select pieces appropriate for personal ability and performance context. ● Justify repertoire choices based on skills, interest, and performance purpose. ● Connect musical elements to expressive intent in performance.
<p>MU:Pr4.2.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces ● Melodic characteristics ● Rhythmic characteristics ● Standard notation ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Performance considerations ● Expression 	<p>MU:Pr4.2.H.5a</p> <ul style="list-style-type: none"> ● Identify prominent melodic and rhythmic characteristics in music. ● Analyze musical elements in repertoire pieces. ● Read standard notation to support performance and analysis. ● Select and perform pieces based on understanding of characteristics. ● Describe musical features that influence interpretation. ● Connect musical patterns to expressive intent in performance.
<p>MU:Pr4.3.H.5a</p> <ul style="list-style-type: none"> ● Repertoire of music ● Melodies ● Repertoire pieces ● Context (social, cultural, historical) ● Expressive intent 	<p>MU:Pr4.3.H.5a</p> <ul style="list-style-type: none"> ● Demonstrate understanding of context and expressive intent in performance. ● Describe interpretations of musical selections.

<ul style="list-style-type: none"> ● Interpretation ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Performance considerations ● Audience 	<ul style="list-style-type: none"> ● Apply musical elements to convey expressive intent. ● Analyze how context informs performance choices. ● Select phrasing, dynamics, and articulation to communicate meaning. ● Connect musical interpretation to audience understanding.
<p>MU:Re7.2.H.5a</p> <ul style="list-style-type: none"> ● Repetition ● Similarities and contrasts in music ● Musical selections ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Context (social, cultural) ● Evidence from the music ● Musical structure ● Expression ● Interpretation 	<p>MU:Re7.2.H.5a</p> <ul style="list-style-type: none"> ● Demonstrate repetition, similarities, and contrasts in music. ● Explain how musical elements create these patterns. ● Cite evidence from the music to support observations. ● Analyze how social or cultural context influences musical choices. ● Interpret musical selections based on structure and context. ● Connect musical patterns to expressive meaning.
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Understand ● Identify ● Perform ● Describe ● Analyze ● Evaluate <p>Content Vocabulary</p> <ul style="list-style-type: none"> ● Chord ● Chord chart ● Up-strum ● Down-strum ● Basic chord names (Em, Am, G, C, etcetera) 	
<p>Resources:</p> <p>Youtube Videos:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=pYXJy5O9j2I ● https://www.youtube.com/watch?v=LIN2yrFQKzY <p>Basic Chord Resources:</p> <ul style="list-style-type: none"> ● https://www.imusic-school.com/en/tools/guitar-chords/beginner/ 	

- <https://www.oolimo.com/en/guitar-chords/analyze>
- <https://chordify.net/chords/the-animals-songs/the-house-of-the-rising-sun-3-chords>

Ultimate Guitar:

- <https://www.ultimate-guitar.com/>

Cross Cycle Tasks:

Suggestions:

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- Use Google Forms for a questionnaire or survey about upcoming topic.
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Last day of the Cycle:

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First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- 1:1 or small group conferring
- Whole-group observation of how students are grasping the material

Suggested:

- Anecdotal observations of students in groups or partnerships
- Do Nows/Bell Ringers
- Rhythmic and melodic dictation exercises

Summative Assessments:

- "Playing tests"
 - Teacher listens to each students play individually OR
 - Teacher listens to a small group play together (duet, not in unison) OR
 - Students put on a class-wide recital where each student plays one selection
- Chord Chart ID Quiz
 - Use a teacher-made physical quiz in which the students can use a guitar to help them identify the unknown chord charts

Opportunities for Interdisciplinary Connections:

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