

Core Music:

A High School Framework Course for half or one unit of arts credit

The following are general guidelines for a course of study in Core Music (UA) for high school students. These guidelines are aligned with the New York City Department of Education's *Blueprint for Teaching and Learning in Music*, a curriculum framework for music instruction, grades Pre-K through commencement. This framework is also aligned with the NY State Standards for the Arts.

A Core Music course of study will allow students to fulfill a portion of the high school arts requirement. The arc of the curriculum should provide opportunities for music learning through listening, responding, analyzing, improvising, performing, reading and writing music. When implemented, these guidelines will provide a baseline measure of music learning from which students may pursue additional music coursework.

These guidelines are crafted with the following scheduling format in mind:

Semester length: 18-19 weeks

Class frequency: Five days per week

Class duration: 42-45 minutes each

High schools following a non-annualized, two-semester schedule may adopt the guidelines outlined in **Option 1**. High Schools following an annualized schedule may adopt those outlined in **Option 2**. The suggested units are ordered to facilitate students' ability to receive and process music content in a sequential manner.

Unit	<p style="text-align: center;">OPTION 1: SEMESTER 1 1 Credit, UA1 Learner Outcomes based on <i>Blueprint for Teaching and Learning in the Arts: Music Indicators</i></p>	Suggested Length ¹
<p>Unit 1: Musical Identity</p>	<p>Exploration of the role and function of music in students' cultures and the cultures of their peers</p> <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate understanding of music's social, cultural and historical correlations. • express their personal connections to a wide variety of musical styles and genres. <p style="text-align: center;"><i>Addresses Music Blueprint Strands 3, 4, 5</i></p>	1 week
<p>Unit 2: Musical Elements and their Application in Repertoire</p>	<p>Examination of the building blocks of music, their definitions and the ways in which they are utilized and realized in repertoire [Beat, Rhythm, Melody, Harmony, Timbre, Dynamics]</p> <p>Students will:</p> <ul style="list-style-type: none"> • synthesize elements of music through words, visual imagery and notation. • develop awareness of human expression through music making. • recognize and articulate various emotional and expressive qualities in music repertoire. <p style="text-align: center;"><i>Addresses Music Blueprint Strands 1, 2, 3</i></p>	2 weeks
<p>Unit 3: Music Literacy Basics</p>	<p>Examination of Grand Staff notation, note values, simple meters and related vocabulary.</p> <p>Students will:</p> <ul style="list-style-type: none"> • apply knowledge of music elements to gain insight and understanding of music repertoire. • apply notational concepts to music making framework such as sight-singing, piano keyboard, music software, etc. • apply knowledge of music elements to gain insight and understanding of music repertoire. • develop a working knowledge of music language and aesthetics to evaluate, document, create and respond to music. <p style="text-align: center;"><i>Addresses Music Blueprint Strands 1, 2, 3</i></p>	3 weeks

¹ Class length = 45 minutes; any equivalent for 180 minutes/week throughout the semester is acceptable

<p>Unit 4: Topic A: Musical Instruments and Instrumental Exemplars Topic B: Instrumental Compositional Forms</p>	<p>Topic A: Examination of characteristics, components of instrument families. Evaluation of related instrumental exemplars. Topic B: Study of one major instrumental form (concerto, concerto grosso, symphony, e.g.)</p> <p>Students will:</p> <ul style="list-style-type: none"> • examine distinctive qualities of instrumental music exemplars. • listen critically, discuss differences and defend preferences. • recognize and integrate musical qualities related to artistry, technique and interpretation. <p><i>Addresses Music Blueprint Strands 1, 2, 3, 4, 5</i></p>	<p>2 weeks</p>
<p>Unit 5: Topic A: The Vocal Instrument and Vocal Exemplars Topic B: Vocal Compositional Forms</p>	<p>Topic A: Examination of human vocal apparatus Topic B: Study of one, major instrumental-vocal compositional form (e.g., American musical, English language opera, art song(s), aria(s). Evaluation of related vocal exemplars.</p> <p>Students will:</p> <ul style="list-style-type: none"> • examine distinctive qualities and characteristics of exemplary vocal performers. • listen, discuss, differences, defend preferences. • recognize and integrate musical qualities related to artistry, technique and interpretation. • acquire vocal and instrumental dexterity. • analyze, create and compare performances, repertoire and musical experiences. <p><i>Addresses Music Blueprint Strands 2, 3, 4, 5</i></p>	<p>2 weeks</p>
<p>Unit 6: Composition and Improvisation</p>	<p>Implementation of hand percussion, body percussion, voices, compositional software to create and perform simple instrumental / vocal compositions, soundscapes, harmonies, melodies, text-based compositions.</p> <p>Students will:</p> <ul style="list-style-type: none"> • create lengthened, rubric-based, orchestrated piece with expanded instrumentation and lyrics. • compile written journal of composition process. • analyze, create and compare performances, repertoire and musical experiences. • create original instrumental and text-based compositions. • observe and apply improvisational approaches in music composition. • perform and assess each other's compositions. <p><i>Addresses Music Blueprint Strands 1, 2, 3</i></p>	<p>3 weeks</p>

<p>Unit 7: Artistic Footprints</p>	<p>An overview of parallel movements in music, history and other art forms</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore the defining hallmarks of major historical eras and genres. • differentiate and articulate personal responses to a variety of musical styles and genres. <p><i>Addresses Music Blueprint Strands 2, 3, 4, 5</i></p>	<p>3 weeks</p>
<p>Unit 8: (Final) Student Presentations</p>	<p>Rubric-driven solo or small group oral, aural and visual student presentations on research-based topics</p> <p>Drawing upon self-selected or assigned topics such as</p> <ul style="list-style-type: none"> • a specific music genre, style; • a seminal music icon; • an examination of one’s own ancestral or cultural musical heritage; • an examination of music in a specific culture or music diaspora; etc. <p>Students will:</p> <ul style="list-style-type: none"> • organize scope of presentations, research content and collect related media. • make oral presentations on selected topic and include appropriate, related visual and musical supports. • develop critical insights and express them in musical terms. • develop tools that will position them to become lifelong music learners and advocates. • reflect upon the work of others to find opportunities for personal growth and creative development. • develop self-expression as music makers and consumers. • integrate music learning with personal observations and choices. <p><i>Addresses Music Blueprint Strands 1, 2, 3, 4, 5</i></p>	<p>3 weeks</p>

Unit	<p style="text-align: center;">OPTION 2: SEMESTERS 1 and 2 2 Credits, UA1, 2 Learner Outcomes based on <i>Blueprint for Teaching and Learning in the Arts: Music Indicators</i></p>	Suggested Length
<p>Unit 1: Musical Identity</p>	<p>Exploration of the role and function of music in students’ cultures and the cultures of their peers</p> <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate understanding of music’s social, cultural and historical correlations. • express their personal connections to a wide variety of musical styles and genres. • examine ways in which music supports and reflects cultural mores. <ul style="list-style-type: none"> ▪ Love Songs: Qualities of American, South American, Asian, European, Arabic love songs. ▪ Religious Music: Function and qualities of ceremonial and ritualistic music in Western Europe, Africa, Latin America, North and South America, the Middle East. The function of religious music in ceremonies and rituals. ▪ Celebratory Music. • listen, perform examples of all the above, where possible. <p style="text-align: center;"><i>Addresses Music Blueprint Strands 3, 4, 5</i></p>	4 weeks
<p>Unit 2: Musical Elements and their Application in Repertoire</p>	<p>Examination of the building blocks of music, their definitions and the ways in which they are utilized and realized in repertoire [Beat, Rhythm, Melody, Harmony, Timbre, Dynamics]</p> <p>Students will:</p> <ul style="list-style-type: none"> • synthesize elements of music through words, visual imagery and notation. • develop awareness of human expression through music making. • recognize and articulate various emotional and expressive qualities in music repertoire. • apply basic conducting patterns to a variety of repertoire, live and recorded. Examine manipulative devices such as sampling, turn table-ism, auto-tune, etc., in a variety of genres such as hip- hop, 20th-21st century “classical,” popular music, etc. <p style="text-align: center;"><i>Addresses Music Blueprint Strands 1, 2, 3, 4, 5</i></p>	4 weeks

<p>Unit 3: Music Literacy Through Performance</p>	<p>Apply notational concepts to music making framework such as sight-singing, piano keyboard, music software.</p> <p>Students will:</p> <ul style="list-style-type: none"> • apply knowledge of music elements to gain insight and understanding of music repertoire. • develop a working knowledge of music language and aesthetics to evaluate, document, create and respond to music. • examine principals of basic Grand Staff notation, note values, simple meters and related vocabulary. • apply these concepts to simple, rhythmic and melodic dictation. • expand repertoire to include body of simple repertoire. • accompany themselves when singing short, familiar songs. <p><i>Addresses Music Blueprint Strands 1, 2, 3</i></p>	<p>6 weeks</p>
<p>Unit 4: Musical Instrument Families and Instrumental Exemplars</p>	<p>Examination of characteristics, components of instrument families. Evaluation of related instrumental exemplars.</p> <p>Students will:</p> <ul style="list-style-type: none"> • examine characteristics and components of instrument families. • examine distinctive qualities of instrumental music exemplars. • examine instruments and exemplary performers indigenous to World Music • recognize and integrate musical qualities related to artistry, technique and interpretation. • listen, discuss differences and defend preferences • examine several instrumental compositional forms such as concerto, concerto grosso, symphony, ragas, marches, etc. <p><i>Addresses Music Blueprint Strands 1, 2, 3</i></p>	<p>5 weeks</p>

<p>Unit 5: Topic A: The Vocal Instrument and Vocal Exemplars Topic B: Vocal Music Compositional Forms</p>	<p>Topic A: The Vocal Instrument and Vocal Exemplars</p> <p>Students will:</p> <ul style="list-style-type: none"> • examine qualities and components of human singing apparatus. • examine distinctive qualities and characteristics of exemplary vocal performers. • listen critically, identify distinguishing characteristic, articulate and defend personal preferences. • attend live instrumental music performances. <p>Topic B: Vocal Music Compositional Forms</p> <p>Students will:</p> <ul style="list-style-type: none"> • study and perform a variety of vocal forms, e.g., folk, art songs and arias. • perform repertoire in varied languages. • examine world music vocal traditions. • examine instrumental/vocal compositional forms, e.g., American musicals, English and foreign language operas. • attend live vocal/choral music performances. • recognize and integrate musical qualities related to artistry, technique and interpretation. <p><i>Addresses Music Blueprint Strands 1, 2, 3, 4, 5</i></p>	<p>5 weeks</p>
<p>Unit 6: Basic Composition</p>	<p>Hand instruments, body percussion, voices, compositional software, etc. are used to create and perform simple instrumental / vocal compositions.</p> <p>Students will:</p> <ul style="list-style-type: none"> • create lengthened, rubric-based, orchestrated piece with expanded instrumentation and lyrics. • compile written journal of composition process. Present and perform for class. • analyze, create and compare performances, repertoire and musical experiences. <p><i>Addresses Music Blueprint Strands 1, 2, 3, 4, 5</i></p>	<p>3 weeks</p>

<p>Unit 7: Topic A: Artistic Footprints In the Renaissance, Baroque, Classical, Romantic, Impressionism, and Modern musical eras Topic B: Jazz</p>	<p>Topic A: Examination of Renaissance, Baroque, Classical, Romantic, Impressionism, and Modern musical eras Topic B: Examination of jazz’s imprint upon the establishment and evolution of American and global cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore hallmarks of seminal artistic, social and historical movements as evidenced in music, visual arts, dance and theater, etc. • examine roots, trajectory and impact of the Jazz genre upon America, its music, global music and global cultures. • consider and assimilate a range of musical styles and genres. • demonstrate an understanding of correlations to music’s role in society in a variety of contexts. • demonstrate an understanding of the ways in which musical elements, artistic development and processes inter-relate. <p><i>Addresses Music Blueprint Strands 2, 3, 4, 5</i></p>	<p>8 weeks</p>
<p>Unit 8: (Final) Student Presentations</p>	<p>Individual oral, aural and visual presentations on research-based topics, e.g., designated music genre, style; seminal music icon; examination of one’s ancestral or cultural musical heritage; music of a diaspora, etc.</p> <p>Students will:</p> <ul style="list-style-type: none"> • organize scope of presentations, research content and collect related media. • make oral presentation s on selected topic and include appropriate, related visual and musical supports • anticipate and deliver appropriate explanations in presentations and provide clarification in response to follow-up questions and discussion • develop critical insights and express them in musical terms. • develop tools that will position them to become lifelong music learners and advocates. • reflect upon the work of others to find opportunities for personal growth and creative development. • develop self-expression as music makers and consumers. • integrate music learning with personal observations and choices, etc. <p><i>Addresses Music Blueprint Strands 1, 2, 3, 4, 5</i></p>	<p>3 weeks</p>

ASSESSMENT GUIDELINES

Assessment of Student Learning and Achievement

1. Various techniques that will be used to assess student achievement throughout the course (e.g., formative and summative feedback, independent and group projects, periodic exams etc.):

Teacher Assessment

- Observe students' verbal and written responses in daily instruction, exercises and rehearsal.
- Measure student progress in written quizzes, tests.
- Measure student progress in mid, end-term summative assessments and written reports.
- Review of written student self-assessments and notebooks.
- Evaluate formative and summative performance assessments; sight-reading, large improvisation, skill-based techniques using teacher-generated rubric standards.
- Review students' performance of repertoire rehearsed during class.
- Examine video or audio recording of students' work to be evaluated after performance, using rubric.

Student Self-Assessment

- Students apply co-created rubrics to assess performance skills and understanding of musical concepts.
- Students use audio technology to record and acquire feedback during practice and performance.
- Students capture responses to music repertoire and performance in written listening logs.

Peer-to-Peer Assessment

- Students use co-created rubrics to assess outcome of group-generated tasks in small-group projects.
- Students provide insights and clarifications and answer questions in class presentations.
- Students provide positive feedback and suggestions in response to peer performances, demonstrations and oral presentations.

Summative Mid-Year and End-Term Examinations

Music and the Common Core State Standards

The Common Core State Standards refer to Music in relationship to other areas of the curriculum. While there are no specific Common Core State Standards for Music, preparing and developing students to engage in critical thinking towards becoming literate citizens is an important focus of these Capacities. The following CCLS Capacities resonate deeply in the Arts and can serve to support instruction and teacher self-assessment.

ELA Capacity	Music Activity
Students demonstrate independence	<ul style="list-style-type: none"> • Read • Compose • Perform • Improvise • Research in musicology and historical contexts • Discern and select repertoire based on criteria • Plan learning goals and strategize how to achieve them demonstrating an independent initiative to learn
Students build strong content knowledge	<ul style="list-style-type: none"> • Address numerous styles, genres and time periods in diversity of repertoire • Select and describe repertoire in historical context • Perform with “musicality” employing all terms and techniques related to it
Students respond to the varying demands of audience, task and purpose and discipline	<ul style="list-style-type: none"> • Develop self-discipline to apply oneself to tasks as an artist and a life-long learner • Demonstrate capacity and comfort level to address the needs of peers as well as expectations of the general audience • Apply skills and techniques in time management, goal planning and realization through experience and self-assessment
Students comprehend as well as critique	<ul style="list-style-type: none"> • Explain and analyze compositions, including but not limited to an analysis of form • Explain and analyze performances in terms of interpretive musicality and technical accuracy • Discuss, evaluate and offer perspective of music on its own merit and within its historical context

ELA Capacity	Music Activity
<p>Students value evidence</p>	<ul style="list-style-type: none"> • Self-evaluate performance and the process followed to achieve performance. • Decode metaphors, representational ideas and concepts embedded in a musical work; and cite evidence to back argument and / or analysis • Use collected data to establish and refocus practice routines; create plan for improvement / achievement
<p>Students use technology and digital media strategically and capably</p>	<ul style="list-style-type: none"> • Compose and perform with technology • Identify, demonstrate and utilize “cutting edge” approaches in the classroom that relate to the music industry and potential careers • Apply technology for higher achievement, or, to speed the learning process
<p>Students come to understand other perspectives and cultures</p>	<ul style="list-style-type: none"> • Demonstrate an acceptance of and interest in cultural diversity • Relate personal culture to others around them or cultures studied in class • Broaden sense of what is personally relevant • Converse on a point of view that is backed by evidence and example • Make personal and cultural connections to musical and historical contexts • Draw conclusions that <ul style="list-style-type: none"> ○ demonstrate perspective ○ distinguish valid evidence from personal opinion and ○ acknowledge the possibility of multiple points of view and personal voices