

Hazleton Area School District

Music Curriculum Framework – K-8

**Aligned to the PA State Arts and Humanities Standards and PA Model
Curriculum for Music**

This document is an organized plan that defines the content to be taught as demonstrated by a set of clear, objective based standards of what a student should know and be able to do.

This framework is the first step in defining the standards of learning for each grade level and a sequential scope of learning for all students. This includes the “Big Idea” or enduring understandings, “Essential Questions” and “Concepts” that guide student learning, “Skills and Competencies” that the students are able to achieve to meet the standards, “Assessments” or opportunities for the students to demonstrate their level of learning, and “Curriculum Connections” which lead the students to create interdisciplinary relationships with the arts. Also included in this document are the Resources needed at each grade level for students to develop and master their skills. The curriculum framework is the backbone on which teachers can build their lesson plans and class timeline, and allows for differentiation through multiple resources, opportunities, and assessments.

Hazleton Area School District Music Curriculum Framework - Kindergarten

Big Idea	Essential Question	Concept	Skills/ Competencies	Standards	Assessments	Curriculum Connections	DOK
The skills, techniques, elements, and principles of the arts can be learned, studied, refined and practiced	What is Music?	Music is comprised of sound and silence.	~Distinguish between: sound and silence, beat and no beat, loud and soft, high and low, and short and long sounds in melody and rhythm patterns. ~ Determine tempo and identify fast and slow music. ~Feel a steady beat with a rhyme or song.	9.1.3.A, 9.1.3.C	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language Arts: rhyme patterns, rhythm ~Math: Patterns, duration, tempo	1
Artists use tools and resources as well as their own experiences and skills to create art.	What do people use to perform music?	People can use voices and instruments to perform music.	~Audiate (inner hear) melodies and rhythms ~Use singing voice and speaking voice to perform melodies and rhythms ~Perform simple melodies and rhythms on pitched and non-pitched instruments including classroom instruments, “found” instruments, and body percussion ~Echo, decode, create, and improvise simple melodic and rhythmic patterns within set parameters	9.1.3.B, 9.1.3.E, 9.1.3.H, 9.1.3.J	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language Arts: Echo sound patterns ~Physical Education: Body awareness ~Math: Create Patterns ~Science: create with “found” instruments	1,2,3
The arts provide a medium to understand and exchange ideas.	How can pictures show sound and silence?	Pictures can represent sound and silence.	~Read iconic notation representing sound and silence ~Create iconic notation for familiar and unfamiliar patterns ~Move to represent sounds and silences	9.1.3.B, 9.1.3.C, 9.1.3.E	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language Arts: Reading skills, writing ~Physical Education: movement ~Math: Create iconic notation	1,2,3
People have expressed experiences and ideas through the arts throughout time and across cultures.	How is music used to celebrate events in people’s lives?	Music is used as a means to celebrate events in people’s lives.	~Identify, perform, and move to music that celebrates events ~Demonstrate concert etiquette as an audience member and performer ~Identify and perform	9.1.3.I, 9.1.3.A, 9.1.3.K	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language Arts: Demonstrate understanding of song lyrics, identify expressive elements in SongTales	1,2

			locomotor and non-locomotor movements ~Use movement to express the artful elements of selected music		~Student Self-Assessment	~Social Studies: Relate music to cultural events, demonstrate concert etiquette ~Physical Education: create movements	
There are formal and informal processes used to assess the quality of works in the arts.	How do people decide if a musical work is good?	People make judgements about the quality of musical works.	~Identify contrasting styles of music ~Recognize that people make judgements about the quality of musical works	9.1.1.A	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language Arts: Interpret meaning of song lyrics ~Social Studies: Recognize different values and opinions	1,2,3
People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.	How do people think about music?	People have opinions about musical works.	~Make statements about preferences for different types of music ~Express opinions about a musical work through verbal, written, or drawn response ~Respond to music expressively, reflecting the artful elements of the music through movement, vocalization, or writing/drawing	9.4.3.B	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language Arts: Express ideas with drawing and writing (KidWriting), form and express opinions ~Physical Education: Create expressive movements	1,2,3
<p>Required Materials/Resources:</p> <p>~Adequate classroom space, sound system, quality musical recordings and videos (Peter and the Wolf) and required technology (computer, CD player, iPod, speakers, projector/smartboard, etc), and facilities to accommodate singing, instrument playing, movement, and creation of music.</p> <p>~First Steps in Music book, recordings, and SongTales</p> <p>~Conversational Solfege materials</p> <p>~Classroom instruments, including but not limited to: pitched and non-pitched percussion, piano/keyboard (88 keys, weighted), and non-traditional instruments (boomwhackers, bucket drumming, etc.)</p> <p>~Movement Materials (scarves, bands, etc)</p> <p>~Additional curriculum resources, including, but not limited to: noteflight.com classroom subscription, Purposeful Pathways (by BethAnn Hepburn and Roger Sams), Music Express Magazine, Music K-8 Magazine, Mallet Madness or other Orff instrumentations, Folk dance resources (Ex: Amidons, New England Dancing Masters), 150 Folk Songs to Sing, Read, and Play (Erdei, Komlos, Pub. Boosey & Hawkes).</p>							

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Hazleton Area School District Music Curriculum Framework – First Grade

Big Idea	Essential Question	Concept	Skills/Competencies	Standards	Assessments	Curriculum Connections	DOK
The skills, techniques, elements, and principles of the arts can be learned, studied, refined and practiced	How is music arranged?	Music is comprised of sound and silence arranged in melodies and rhythms.	~Distinguish between sound and silence in more complex melodies and rhythms ~Echo and decode rhythm patterns and simple melodies ~Identify melodic contour, tempo, and dynamics as musical elements	9.1.3.A, 9.1.3.C	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language Arts: rhythm and rhyme, decode aural patterns ~Math: identify patterns, tempo	1,2
Artists use tools and resources as well as their own experiences and skills to create art.	What do people use to improvise music?	People can use voices and instruments to improvise music.	~Improvise simple melodies and rhythms using voices and classroom instruments ~Sing in head voice and match pitch ~Perform on pitched and non-pitched instruments ~Create melodies and rhythms within specific parameters	9.1.3.B, 9.1.3.D, 9.1.3.E, 9.1.3.H, 9.1.3.J	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Math: Create Rhythm Patterns ~Physical Education: Body awareness ~Science: vocal anatomy, pitch	1, 2, 3
The arts provide a medium to understand and exchange ideas.	How can musical notation show sounds that are short, long, high, or low?	Musical notation can represent short, long, high, and low sounds.	~Read iconic notation representing short/long sounds and high/low sounds. ~Decode familiar rhythmic and melodic patterns using iconic notation or manipulatives in simple duple and triple meter	9.1.3.B, 9.1.3.C, 9.1.3.E	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language Arts: decode written and aural patterns, reading skills (tracking, pacing) ~Math: read iconic notation	1, 2
People have expressed experiences and ideas through the arts throughout time and across cultures.	How is music used to pass on traditions?	Music is used by various cultures as a means to pass on traditions.	~Identify, perform, and move to music that is used to pass on traditions ~Demonstrate concert etiquette as an audience member and performer ~Identify and perform locomotor and non-locomotor movements ~Use movement to express the artful elements of selected music ~Identify Folk Songs as a way to pass on traditions	9.1.3.I, 9.2.3.A, 9.2.3.K	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Social Studies: cultural awareness ~Physical Education: Locomotor and non-locomotor movements	1, 2

There are formal and informal processes used to assess the quality of works in the arts.	How do people decide if a musical work is good?	People use criteria to describe the quality of musical works.	~Identify the criteria that describe the quality of musical works and/or performances. ~Identify instruments and ensembles, including orchestra, band, and chorus (Carnival of the Animals) ~Describe musical performances using specific vocabulary	9.3.3.B, 9.3.3.C, 9.3.3.F	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language Arts: Content vocabulary, cite evidence to support an answer ~Social Studies: Cultural and historical context	1, 2, 3
People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.	Why do different people have different opinions about musical works?	People have different opinions about musical works.	~Identify the criteria that describe the quality of musical works and/or performances. ~Describe musical performances and give an opinion ~Respond expressively to music, reflecting the artful elements of a performance with movement, writing, drawing, or verbal response.	9.3.3.B, 9.3.3.C, 9.3.3.F	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language Arts: Cite evidence to support an answer or opinion ~Social Studies: Cultural and Historical Context ~Fine Arts: Movement, Drawing, and verbal aesthetic response	1, 2, 3
<p>Required Resources/Materials</p> <p>~Adequate classroom space, sound system, quality musical recordings and videos (Carnival of the Animals) and required technology (computer, CD player, iPod, speakers, projector/smartboard, etc), and facilities to accommodate singing, instrument playing, movement, and creation of music.</p> <p>~First Steps in Music book, recordings, and SongTales</p> <p>~Conversational Solfege materials</p> <p>~Classroom instruments, including but not limited to: pitched and non-pitched percussion, piano/keyboard (88 keys, weighted), and non-traditional instruments (boomwhackers, bucket drumming, etc.)</p> <p>~Movement Materials (scarves, bands, etc)</p> <p>~Additional curriculum resources, including, but not limited to: noteflight.com classroom subscription, Purposeful Pathways (by BethAnn Hepburn and Roger Sams), Music Express Magazine, Music K-8 Magazine, Mallet Madness or other Orff instrumentations, Folk dance resources (Ex: Amidons, New England Dancing Masters), 150 Folk Songs to Sing, Read, and Play (Erdei, Komlos, Pub. Boosey & Hawkes).</p>							

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Hazleton Area School District Music Curriculum Framework – Second Grade

Big Idea	Essential Question	Concept	Skills/Competencies	Standards	Assessments	Curriculum Connections	DOK
The skills, techniques, elements, and principles of the arts can be learned, studied, refined and practiced.	How are patterns arranged to make music?	Music is comprised of patterns of notes that can be arranged in various forms.	~Move to and perform melodies in various forms. ~Echo and decode simple melodies and rhythms using rhythm syllables and solfege syllables (drm or msl). ~Meter: strong and weak beats, demonstrate how beats are grouped in duple and triple meters by singing, playing, and moving	9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.F, 9.1.3.H	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language Arts: Decode ~Math: Equal divisions of a whole, symbolic representation, pattern recognition	1, 2, 3
Artists use tools and resources as well as their own experiences and skills to create art.	How can people use found objects to make music?	People can use voices, instruments and found objects to make music.	~Perform and improvise melodies and rhythms using voices, instruments and found objects. ~Sing and play accurately with musical expression.	9.1.3.D, 9.1.3.H, 9.1.3.J	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language Arts: Fluency ~Science: Create instruments from found objects	1, 2, 3
The arts provide a medium to understand and exchange ideas.	How can music notation be used to share rhythms and melodies?	Music notation can be used to share rhythms and melodies.	~Decode and notate familiar rhythms using standard rhythmic notation and/or manipulatives in simple duple and triple meter. ~Decode familiar melodies containing drm or msl using iconic notation, manipulatives or kinesthetic representation.	9.1.3.B, 9.1.3.K	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language arts: Decode and notate ~Physical education: Kinesthetic representation.	1, 2
People have expressed experiences and ideas through the arts throughout time and across cultures.	How are musical traditions a part of American culture?	The American culture has musical traditions.	~Identify musical traditions in American culture. ~Demonstrate concert etiquette as an audience member and performer ~Identify and perform American folk songs, folk dances, and singing games. ~Relate American folk songs to	9.1.3.I, 9.2.3.D, 9.2.3.G, 9.2.3.K	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language arts: Interpret song lyrics ~Social Studies: Musical traditions in the U.S., historical/cultural context ~Physical education: traditional games and dance	1, 2, 3

			historical and cultural events.				
There are formal and informal processes used to assess the quality of works in the arts.	How do people talk about the quality of musical works?	There is a language of criticism that people use to determine the quality of musical works.	~Use a basic vocabulary of artistic criticism to discuss the quality of musical works. ~Develop a vocabulary of critical analysis to describe musical performances (Peter and the Wolf).	9.3.3.A, 9.3.3.B, 9.3.3.D, 9.3.3.F	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language arts: Content vocabulary, cite evidence to support an answer	1, 2, 3
People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.	How do people talk about music?	People have different opinions about musical works and talk about their opinions using musical vocabulary.	~Articulate personal opinions of musical works using appropriate music vocabulary. ~Use a variety of mediums (including discussion, writing, drawing, moving, etc.) to express aesthetic and critical response.	9.3.3.G, 9.4.3.B	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language arts: Content vocabulary, cite evidence to support an answer or opinion. ~Fine Arts: Movement, drawing, and verbal aesthetic response	1, 2, 3
<p>Required Resources/Materials:</p> <p>~Adequate classroom space, sound system, quality musical recordings and videos (Peter and the Wolf) and required technology (computer, CD player, iPod, speakers, projector/smartboard, etc), and facilities to accommodate singing, instrument playing, movement, and creation of music.</p> <p>~First Steps in Music book, recordings, and SongTales</p> <p>~Conversational Solfege materials</p> <p>~Classroom instruments, including but not limited to: pitched and non-pitched percussion, piano/keyboard (88 keys, weighted), and non-traditional instruments (boomwhackers, bucket drumming, etc.)</p> <p>~Movement Materials (scarves, bands, etc)</p> <p>~Additional curriculum resources, including, but not limited to: noteflight.com classroom subscription, Purposeful Pathways (by BethAnn Hepburn and Roger Sams), Music Express Magazine, Music K-8 Magazine, Mallet Madness or other Orff instrumentations, Folk dance resources (Ex: Amidons, New England Dancing Masters), 150 Folk Songs to Sing, Read, and Play (Erdei, Komlos, Pub. Boosey & Hawkes).</p>							

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Hazleton Area School District Music Curriculum Framework – Third Grade

Big Idea	Essential Question	Concept	Skills/Competencies	Standards	Assessments	Curriculum Connections	DOK
The skills, techniques, elements, and principles of the arts can be learned, studied, refined and practiced.	How do musicians improve their skills?	Musicians use the process of creating/recreating, rehearsing, reflecting and revising to improve their skills.	~Perform and create music, focusing on the process of creating/recreating, rehearsing, reflecting and revising. ~Demonstrate performance and rehearsal skills on the soprano recorders. ~Demonstrate performance and rehearsal skills through singing of rounds, canons and partner songs.	9.1.3.A, 9.1.3.B, 9.1.3.G	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language Arts: Produce and revise work ~Science: Sound production, pitch	1, 2, 3
Artists use tools and resources as well as their own experiences and skills to create art.	Who can create music?	Many different groups of voices and/or instruments can create music.	~Identify different types of performing groups by sight and sound.	9.1.3.C, 9.1.3.F	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language arts: Cite evidence to support an answer	1, 2
The arts provide a medium to understand and exchange ideas.	How can music notation allow people to share ideas?	Music notation is a written language that allows people to share ideas.	~Read, decode and notate unfamiliar rhythms and melodies. ~Use and identify rests, absolute note names on the treble clef middle C and above (intro bass clef), and formal names for specific durations.	9.1.3.B, 9.1.3.K	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language Arts: Decode and notate; aural, oral, and written fluency ~Science: Classify and categorize	1, 2, 3
People have expressed experiences and ideas through the arts throughout time and across cultures.	How are musical traditions a part of culture?	Different cultures have different musical traditions.	~Compare and contrast the characteristics of musical traditions from a variety of cultures. ~Identify musical genres and their connections to other art forms including theater, dance, visual arts.	9.2.3.C, 9.2.3.E, 9.2.3.F, 9.2.3.G, 9.2.3.K	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Social Studies: Compare and contrast music of various cultures ~Fine arts: Connections between the artistic disciplines	1, 2, 3
There are formal and informal processes used to assess the quality of	How do people determine the	There are specific models of	~Identify characteristics of different types of artistic criticism: contextual, formal and	9.3.3.A, 9.3.3.B, 9.3.3.E	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics	~Language Arts: Content vocabulary, cite evidence to	1, 2

works in the arts.	quality of musical works?	criticism that people use to determine the quality of musical works.	intuitive. ~Describe works in the arts using a developing vocabulary of critical analysis.		~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	support an answer	
People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.	How do people talk about music when they have different opinions?	People have different responses to music and are free to state their opinions and preferences.	~Articulate personal opinions of musical works and respond to the opinions of others using appropriate vocabulary.	9.4.3.B	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language Arts: Respond to works in the arts, cite evidence to support an answer or opinion	1, 2, 3, 4
<p>Required Resources/Materials:</p> <p>~Adequate classroom space, sound system, quality musical recordings, and facilities to accommodate singing, instrument playing, movement, and creation of music.</p> <p>~Movement Materials (scarves, bands, etc)</p> <p>~Conversational Solfege Book, flash cards, and CDs.</p> <p>~District Approved Textbook</p> <p>~Classroom instruments, including but not limited to: pitched and non-pitched percussion, piano/keyboard (88 keys, weighted), recorders and non-traditional instruments (boomwhackers, bucket drumming, etc.)</p> <p>~Additional curriculum resources, including, but not limited to: noteflight.com classroom subscription, Purposeful Pathways (by BethAnn Hepburn and Roger Sams), Music Express Magazine, Music K-8 Magazine, Mallet Madness or other Orff instrumentations, Folk dance resources (Ex: Amidons, New England Dancing Masters), 150 Folk Songs to Sing, Read, and Play (Erdei, Komlos, Pub. Boosey & Hawkes), Recorder resources (Ex: Recorder Karate, Recorder Fiesta, GIA Music resource).</p>							

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Hazleton Area School District Music Curriculum Framework – Fourth Grade

Big Idea	Essential Question	Concept	Skills/Competencies	Standards	Assessments	Curriculum Connections	DOK
The skills, techniques, elements, and principles of the arts can be learned, studied, refined and practiced	How does rehearsal affect a musician's skills?	Musicians rehearse to improve their skills.	~Document the rehearsal process and explain how it affects performance. ~Demonstrate concert etiquette as an audience member and performer.	9.1.5.B, 9.1.5.C, 9.1.5.G	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language arts: Produce and revise work, cause and effect	1, 2, 3
Artists use tools and resources as well as their own experiences and skills to create art.	How does music sound when it is performed by different groups?	Different groups of voices and/or instruments have different sounds.	~Experiment with different instrument/voice groupings and explain how those choices affect the music. ~Explain how choice of timbre (instrumental or vocal) affects the listeners' experience. ~Perform selected music using a variety of timbres (instrumental or vocal).	9.1.5.A, 9.1.5.D, 9.1.5.H, 9.1.5.J, 9.1.5.K	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language arts: Cite evidence to support answers and artistic choices ~Science: Make predictions and experiment, factors affecting characteristics of sound	1, 2, 3, 4
The arts provide a medium to understand and exchange ideas.	How can music tell a story?	There are styles of music that are written to tell stories.	~Perform and describe music that tells a story. ~Match, decode and notate melody and rhythm including familiar and unfamiliar. ~Introduce, experience and perform syncopated rhythms.	9.1.5.E	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language arts: Storytelling, decode and notate ~Math: Unequal parts of a whole	1, 2, 3
People have expressed experiences and ideas through the arts throughout time and across cultures.	Why does music from one culture or time period often exhibit similar characteristics?	Pieces of music from one culture or time period often exhibit similar characteristics.	~Categorize musical works based on elements that are common to the works' historical and cultural context. ~Compare and contrast varying works within a culture or time period.	9.2.5.C, 9.2.5.L	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language arts: Identify and categorize by genre, compare and contrast ~Social Studies: Cultural and historical context	1, 2, 3
There are formal and informal processes used to assess the quality of works in the arts.	How do people use different models of artistic criticism to determine	People use different models to determine the quality of	~Read, discuss and respond to different examples of artistic criticism. ~Use a grade-level appropriate vocabulary of critical analysis	9.3.3.A, 9.3.3.E, 9.3.3.G, 9.3.5.A, 9.3.5.E,	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone	~Language arts: Read, discuss, and respond. Content vocabulary	1, 2, 3, 4

	the quality of musical works?	musical works.	for artistic criticism.	9.3.5.F, 9.3.5.G	Assessments ~Student Self-Assessment		
People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.	How can composers use themes and ideas to affect the way audiences experience their work?	A composer's use of themes and/or ideas can affect the way an audience perceives his or her work.	~Experience music written to communicate different ideas and explain how these ideas affect an audience's perception of the work. ~Understand how composers are influenced by their environment to create certain types of music. ~Assess quality, interpret meaning, and determine value based upon the context of a musical composition.	9.4.5.C, 9.4.5.D	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language arts: Content vocabulary, Cite evidence to support an answer or opinion ~Social Studies: Determine the effect of outside events on works of the arts	1, 2, 3, 4
<p>Required Resources/Materials:</p> <p>~Adequate classroom space, sound system, quality musical recordings, and facilities to accommodate singing, instrument playing, movement, and creation of music.</p> <p>~Conversational Solfege Book, flash cards, and CDs.</p> <p>~District Approved Textbook</p> <p>~Classroom instruments, including but not limited to: pitched and non-pitched percussion, piano/keyboard (88 keys, weighted), and non-traditional instruments (boomwhackers, bucket drumming, etc.)</p> <p>~Additional curriculum resources, including, but not limited to: noteflight.com classroom subscription, Purposeful Pathways (by BethAnn Hepburn and Roger Sams), Music Express Magazine, Music K-8 Magazine, Mallet Madness or other Orff instrumentations, Folk dance resources (Ex: Amidons, New England Dancing Masters), 150 Folk Songs to Sing, Read, and Play (Erdei, Komlos, Pub. Boosey & Hawkes), Classical Kids composers DVD series.</p>							

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Hazleton Area School District Music Curriculum Framework – Fifth Grade

Big Idea	Essential Question	Concept	Skills/Competencies	Standards	Assessments	Curriculum Connections	DOK
The skills, techniques, elements, and principles of the arts can be learned, studied, refined and practiced	How do musicians use rehearsal to improve their skills?	A personalized rehearsal schedule can help a musician improve his or her skills.	~Create a personalized rehearsal schedule and predict how each element of the schedule will affect their skills. ~Identify behaviors that successful musicians use to improve their skills.	9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language arts: Produce and revise work, cause and effect ~Math: Time management and planning	1, 2, 3
Artists use tools and resources as well as their own experiences and skills to create art.	Why do people create music based on their personal experiences?	People can create music that reflects personal experiences.	~Create a musical work that tells a story about personal experiences.	9.1.5.B, 9.1.5.C, 9.1.5.E	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language arts: Storytelling	1, 2, 3, 4
The arts provide a medium to understand and exchange ideas.	How can music communicate themes and ideas?	There are styles of music that are specifically written to communicate themes and ideas.	~Describe themes and ideas through listening and performances of a variety of musical styles, e.g. program music, theatrical music, tone poems. ~Match, decode, and notate melody and rhythm including familiar and unfamiliar using the notes of the major scale. ~Introduce major key signatures relating to movable Do.	9.1.5.E, 9.1.5.F, 9.4.5.A	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language arts: Decode and notate, Identify and describe theme and main idea.	1, 2, 3
People have expressed experiences and ideas through the arts throughout time and across cultures.	What role does music play in culture?	Music plays an important role in culture.	~Analyze the role of music in their own culture, including musical works created by Pennsylvania artists. ~Relate music to historical and cultural events. Ex: The Star Spangled Banner/War of 1812	9.1.5.I, 9.2.5.D, 9.2.5.H, 9.2.5.J	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Social Studies: State history, Identify PA artists and styles, Cultural and historical context	1, 2, 3
There are formal and informal processes used to assess the quality of works in the arts.	Why must people be able to talk about music and have clear	People must be able to articulate their thoughts and defend their	~Critique their own performances using the different types of artistic criticism. ~Use grade level appropriate	9.3.5.B, 9.3.5.E, 9.3.5.G	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone	~Language arts: Content vocabulary, cite evidence to support an answer or opinion	1, 2, 3, 4

	opinions to judge the quality of musical works?	position in order to engage in critical analysis.	vocabulary of critical analysis for artistic criticism.		Assessments ~Student Self-Assessment		
People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.	How can the setting of a musical work affect the way audiences respond to that work?	The setting of a musical work can affect an audience's response to that work.	~The setting of a musical work can affect an audience's response to that work. ~Compare and contrast different settings of musical works using a vocabulary of critical analysis.	9.3.5.D, 9.4.5.C	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments ~Student Self-Assessment	~Language Arts: Content vocabulary, cite evidence to support an answer	1, 2, 3, 4
<p>Required Resources/Materials:</p> <p>~Adequate classroom space, sound system, quality musical recordings, and facilities to accommodate singing, instrument playing, movement, and creation of music.</p> <p>~Conversational Solfege Book, flash cards, and CDs.</p> <p>~District Approved Textbook</p> <p>~Classroom instruments, including but not limited to: pitched and non-pitched percussion, piano/keyboard (88 keys, weighted), and non-traditional instruments (boomwhackers, bucket drumming, etc.)</p> <p>~Additional curriculum resources, including, but not limited to: noteflight.com classroom subscription, Purposeful Pathways (by BethAnn Hepburn and Roger Sams), Music Express Magazine, Music K-8 Magazine, Mallet Madness or other Orff instrumentations, Folk dance resources (Ex: Amidons, New England Dancing Masters), 150 Folk Songs to Sing, Read, and Play (Erdei, Komlos, Pub. Boosey & Hawkes), Classical Kids composers DVD series.</p>							

The mission of the Hazleton Area School District Music Department is to prepare all students to be lifelong participants in the arts.

Hazleton Area School District Music Curriculum Framework – Sixth Grade

Big Idea	Essential Question	Concept	Skills/Competencies	Standards	Assessments	Curriculum Connections	DOK
The skills, techniques, elements, and principles of the arts can be learned, studied, refined and practiced	How do people use music?	People use the elements and principles of music as tools for artistic expression.	~Manipulate rhythm, melody, form, etc. to create, notate, and perform pieces of music that express multiple ideas or a range of emotions. ~Compose/create, perform, and improvise using specific guidelines, a variety of styles of music. ~Match, decode, and notate melodies with movable Do.	9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.E	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language arts: decode and notate, Produce and revise work, use tools to express ideas	1, 2, 3
Artists use tools and resources as well as their own experiences and skills to create art.	Why do people create music to illustrate different aspects of their lives?	People can create music that illustrates different aspects of their lives.	~Create a work that integrates knowledge and ideas from different aspects of their lives. ~Distinguish between standard, augmented, and diminished rhythms, and their use in creating mood in music. ~Differentiate between tonalities (major and minor) and their use in creating mood in music.	9.1.8.E	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language arts: decode and notate, Produce and revise work, use tools to express ideas ~Social Studies: Current events, Cultural context ~Math: Patterns, Division and Multiplication, equal and unequal parts of a whole	1, 2, 3, 4
The arts provide a medium to understand and exchange ideas.	How can musicians influence the way people view the world?	Musicians can use music to influence the way people view the world.	~Identify a contemporary issue and create a work that attempts to influence the way their classmates think about the issue. ~Classify musical examples (Ex: Ballad, folk song, protest song, etc.) and perform with voice or instruments. ~Relate music to historical and cultural events.	9.2.8.B, 9.2.8.F, 9.2.8.I	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language arts: decode and notate, Produce and revise work, use tools to express ideas, Classify by genres ~Social Studies: Current events, Cultural and historical context.	1, 2, 3, 4
People have expressed experiences and ideas through the arts throughout time and	What role does music play in many different	While each culture has unique music, there are	~Identify the role of music in different cultures and time periods, and explain the similarities in the role music	9.2.8.E, 9.2.8.L	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts	~Language arts: Content vocabulary, cite evidence to support an answer.	1, 2, 3, 4

across cultures.	cultures?	similarities in the roll of music in all cultures.	plays in those cultures. ~Analyze music of different cultures using content specific vocabulary (tonality, rhythm, etc.) ~Perform a variety of music from various cultures using voice, movement, and classroom instruments.		Standards Cornerstone Assessments	~Social Studies: Cultural and historical context	
There are formal and informal processes used to assess the quality of works in the arts.	How do people compare very different musical works?	A vocabulary of critical analysis allows people to compare musical works and make judgement about the quality even if they are very different.	~Analyze and compare musical works from different genres using a vocabulary of critical analysis. ~Use different mediums (venn diagrams, discussion, writing, illustration) to compare and contrast musical works. ~Evaluate and critique musical performances using content specific vocabulary.	9.2.8.C, 9.3.8.A, 9.3.8.D, 9.3.8.E	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language arts: Content vocabulary, cite evidence to support an answer, categorize works by genre, Compare and contrast works.	1, 2, 3, 4
People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.	How do composers and performers make choices that affect the way audiences perceive their work?	The choices that a composer or performer makes can affect the way an audience perceives their work.	~Identify composers' and performers' choices and explain how those choices affect a person's response to music works. ~Respond aesthetically, emotionally, and critically to a variety of musical works using content specific vocabulary. ~Make choices about their own musical performance to express meaning.	9.3.8.B, 9.4.8.C, 9.4.8.D	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language arts: Content vocabulary, cite evidence to support an answer or opinion, Differentiate between fact and opinion.	1, 2, 3, 4

Required Materials/Resources:

~Adequate classroom space, sound system, quality musical recordings, and facilities to accommodate singing, instrument playing, movement, and creation of music.
~Conversational Solfege Book, flash cards, and CDs.
~District Approved Textbook
~Classroom instruments, including but not limited to: pitched and non-pitched percussion, piano/keyboard (88 keys, weighted), and non-traditional instruments (boomwhackers, bucket drumming, etc.)
~Additional curriculum resources, including, but not limited to: noteflight.com classroom subscription, World Music Drumming Curriculum (by Will Schmidt), Purposeful Pathways (by BethAnn Hepburn and Roger Sams), Music Express Magazine, Music K-8 Magazine, Mallet Madness or other Orff instrumentations, Folk dance resources (Ex: Amidons, New England Dancing Masters), Classical Kids composers DVD series.

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Hazleton Area School District Music Curriculum Framework – Seventh Grade

Big Idea	Essential Question	Concept	Skills/Competencies	Standards	Assessments	Curriculum Connections	DOK
The skills, techniques, elements, and principles of the arts can be learned, studied, refined and practiced	How can music be combined with other art forms?	Music may be performed as a singular art form or in combination with the elements and principles of dance, theatre, or visual arts.	~Create, notate, and perform music that incorporates elements and principles from different arts disciplines. ~Notate music in traditional and non-traditional ways, including standard notation, graphic scores, and listening maps. ~Use movement to show directional movement of music, meter, form, dynamics, and other elements of music. ~Use listening maps to outline and understand styles of music.	9.1.8.A, 9.1.8.B, 9.1.8.C	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language arts: Decode and notate ~Physical Education: Directional movements ~Fine arts: relations between artistic disciplines	1, 2, 3
Artists use tools and resources as well as their own experiences and skills to create art.	How do people use contemporary technologies to create music?	Music can be created, notated, recorded, and performed using contemporary technologies.	~Compare and contrast music created with traditional and contemporary technologies and discuss the similarities and differences. ~Create music using both traditional and contemporary technologies. ~Identify contemporary and traditional ways of creating music.	9.1.8.J, 9.1.8.K	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language arts: Content vocabulary, compare and contrast ~Technology: contemporary technologies	1, 2, 3, 4
The arts provide a medium to understand and exchange ideas.	How can music be used to help us understand values and beliefs?	Music can reflect and help us understand different values and beliefs.	~Analyze music and lyrics to identify different values and beliefs that are represented in the music. ~Classify songs into categories (Ex: Ballads, Protest Songs, Folk Songs, etc.) ~Make connections between lyrics and historical and cultural events.	9.2.8.I, 9.4.8.D	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language arts: Content vocabulary, identify meaning of lyrics, categorize music into genres ~Social Studies: Cultural and historical context	1, 2, 3, 4
People have expressed experiences and ideas through the arts throughout time and	Why is music created at different times and in different	There are similarities as well as differences in	~Identify similarities and differences between varying musical styles, time periods, and cultures.	9.2.8.B, 9.2.8.C, 9.2.8.F, 9.2.8.J	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts	~Language arts: Content vocabulary, identify meaning of lyrics, categorize music	1, 2, 3, 4

[illegible]

Dancing Masters), Meet the Composer DVD series.

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Hazleton Area School District Music Curriculum Framework – Eighth Grade

Big Idea	Essential Question	Concept	Skills/Competencies	Standards	Assessments	Curriculum Connections	DOK
The skills, techniques, elements, and principles of the arts can be learned, studied, refined and practiced	How are the elements of music shared through notation?	The elements of music are shared through a universal system of musical notation that has changed through time.	~Identify how notation has changed through time. ~Read, notate, and perform music using modern musical notation. ~Read and perform music in a variety of key and time signatures. Including, but not limited to, simple duple and triple meters, syncopation, mixed meters, major and minor keys, and modes. ~Create/Write music for individuals and ensembles using traditional and non-traditional notation (Ex: graphic scores).	9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.E	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language Arts: Content vocabulary, decode and notate, Identify meaning of lyrics ~Math: pattern recognition, beat subdivision (fractions), graphing. ~Technology: using alternative technologies	1, 2, 3
Artists use tools and resources as well as their own experiences and skills to create art.	How do people use both traditional and contemporary technologies to create and perform music?	Musicians use both traditional and contemporary technologies to create music.	~Create and perform music using traditional instruments and methods. ~Create and perform music using contemporary technologies and innovative techniques (Ex: Garage Band). ~Create/Write music for individuals and ensembles using traditional and non-traditional notation (Ex: graphic scores).	9.1.8.H, 9.1.8.J, 9.1.8.K	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Technology: alternative technologies (cloud based, software, and shareware).	1, 2, 3, 4
The arts provide a medium to understand and exchange ideas.	How can music be used to persuade people to buy something?	Music can be used to influence consumers to buy something.	~Listen to, analyze, and create music and lyrics that are intended to persuade a consumer to buy something. ~Identify production process in creating, recording, and marketing music ~Identify careers in music and their relation to other fields, and the skills necessary to	9.1.8.E, 9.1.8.F, 9.1.8.I, 9.3.8.C	~Teacher Observation ~Teacher Created Rubrics ~Standard District Rubrics ~National Core Arts Standards Cornerstone Assessments	~Language Arts: Content vocabulary, Persuasive writing, rhyme pattern analysis. ~Social Studies: cultural consumer habits ~Technology: Recording techniques	1, 2, 3, 4

~Classroom instruments, including but not limited to: pitched and non-pitched percussion, piano/keyboard (88 keys, weighted), guitars and/or ukuleles, and non-traditional instruments (boomwhackers, bucket drumming, etc.)

~Additional curriculum resources, including, but not limited to: noteflight.com classroom subscription, World Music Drumming Curriculum (by Will Schmidt), Purposeful Pathways (by BethAnn Hepburn and Roger Sams), Music Alive Magazine, Meet the Composer DVD series

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