



**Model Curriculum
Framework
For
Music Educators**

Preface

In today's data-driven educational climate the most direct method for increasing student achievement is through a sequential, standards-based music education that is taught and assessed by a certified music educator. This type of quality music education must be process driven and adaptable to meet the needs of the diversity amongst all students, as well as the many types of educational settings across Pennsylvania. Decisions regarding curriculum, assessment, teacher evaluation, etc. are made at the local level and it is with this in mind that the PMEA Model Curriculum Framework (MCF) has been developed.

The committee has worked closely with Pennsylvania Department of Education and the National Association for Music Education in developing this resource that will benefit all music educators and their students. PMEA would like to recognize the tremendous value of the work these organizations have already done in researching and developing standards by which all students should grow toward and achieve.

Rationale

The mission of PMEA is to advance comprehensive and innovative music education for all teachers and students through quality teaching, rigorous learning, and meaningful music engagement. The last PMEA Model Curriculum was developed in 2000. Since then there have been many changes in music education. These changes include but are not limited to:

Pennsylvania Standards for the Arts & Humanities
The Pennsylvania Standards Aligned Systems
Understanding by Design
Developments in Technology and Social Media
Changes in student learning styles
Emphasis on 21st Century Skills
Teacher Evaluation and the SLO Process
Charlotte Danielson's "Framework for Teaching"
The 2014 National Core Arts Standards (NCAS)
The 2014 National Core Music Standards
Reauthorization of the Elementary and Secondary Education Act (NCLB)

Additional reasons why this project was a necessity for the PMEA membership:

- There is a need to have common, unifying language regarding both the PA Standards and National Core Arts and Core Music Standards that is flexible and adaptable regarding curriculum development.
- These resources can serve a guide for professional development for various PMEA workshops and conferences and individual school district in-services.

- Assistance in developing curricula, instruction and assessments is a primary need for both early service and experienced teachers.
- Teachers who have accessed the PMEA Mentoring Program continue to request such resources for their programs and teaching situations.

Goals of the Model Curriculum Framework Committee

- To develop a Crosswalk Document between the PA Standards, the new National Core Arts Standards (NCAS), and other relevant resources
- To develop a Curriculum Framework, Lesson Plan and Course of Study Templates, and example lesson plans and assessments which will serve as resources for all Pennsylvania K-12 music educators
- To increase quality and rigor in Pennsylvania music curricula, instruction, and assessment
- To develop additional materials which clarify current resources in Curriculum, Instruction, and Assessment
- To assist music educators with the development of relevant SLO's and other resources for PA's Educator Effectiveness compliance.

Model Curriculum Steering Committee

Sharon Potter & Scott Sheehan – Co-Chairs & Past PMEA State Officers

Johanna Steinbacher – Professional Development Chair

Adam Gumble – Band Content Representative

Jeffrey Tedford – Orchestra Content Representative

Lee Rickard – Chorus Content Representative

Martha Miller – General Music Content Representative

Scott Watson – Music Technology Consultant

O. David Deitz – PDE Fine Arts Education Consultant

Model Curriculum Framework Components

- Part 1 – Crosswalk Document linking the PA Standards for the Arts and Humanities with the new National Core Arts and Music Standards
- Part 2 – Curriculum Framework outlining pertinent information from the standards to the competencies that are required by the PA Standards for all students
- Part 3 – Lesson Plan Template (flexible and adaptable)
- Part 4 – Curriculum Map Template (flexible and adaptable)
- Part 5 – Exemplary Lessons and Assessments

Understanding the Standards

PA Standards for Arts & Humanities	National Core Arts Standards (NCAS)
<p>4 Performance Standards for all art forms</p> <ul style="list-style-type: none"> • 9.1 - Production, Performance and Exhibition • 9.2 - Historical and Cultural Contexts • 9.3 – Critical Response • 9.4 – Aesthetic Response 	<p>4 Artistic Processes</p> <ul style="list-style-type: none"> • Create • Perform • Respond • Connect <p>5 Strands in Music</p> <ul style="list-style-type: none"> • General Music Pre K – 8 • Traditional and Emerging Ensembles • Harmonizing Instruments – Piano and Guitar • Music Composition/Theory • Music Technology <p>11 Anchor Standards Across all art forms</p> <p>Performance Standards for each strand organized by Performance Levels.</p>
<p>Essential Questions: Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.</p>	<p>Essential Questions: serve to help students understand the concepts behind the skills and knowledge that musicians develop through education</p>
<p>6 Big Ideas: Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.</p>	<p>Enduring Understandings: similar to Big Ideas that have lasting value to the student beyond the music classroom or rehearsal room.</p>
<p>Competencies: Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.</p>	<p>Process Components for each process: Represent the steps that students and professional musicians go through when engaging with music.</p> <p>Concepts: Describe what students should know (key knowledge) as a result of this instruction specific to grade level.</p>

How to Use the Model Curriculum Framework Documents?

Part 1 – Crosswalk Document

The Crosswalk Document is designed to show the connections between the major components of the PA Standards for the Arts & Humanities, the National Core Arts Standards (NCAS), and the 1994 National Music Standards. The intent is to give a broad overview of how the standards are related. This document can be used as a quick reference to link the PA Standards and the new National Standards when lesson planning, designing curriculum, and/or developing benchmark assessments.

Part 2 – Model Curriculum Framework

There are three components to the Model Curriculum Framework for each strand of the framework. The strands include:

General Music (organized by grade)

Early Elementary - K, 1, 2

Intermediate - 3, 4, 5

Middle – 6, 7, 8

Ensemble

Novice, Intermediate, Proficient, Accomplished, Advanced

Guitar/Keyboard/Harmonizing Instruments

Novice, Intermediate, Proficient, Accomplished, Advanced

Music Composition/Theory

Proficient, Accomplished, Advanced

Music Technology

Proficient, Accomplished, Advanced

Framework Component A – Enduring Understandings (NCAS) & Big Ideas (PA)

This document relates the Artistic Processes found in the NCAS to the Big Ideas associated with the PA Standards. It also outlines the NCAS Enduring Understandings that are found in each artistic process. *This component of the framework should be used to establish objectives and goals that will be achieved during a lesson or unit.*

Framework Component B – Competencies (PA) and Essential Questions

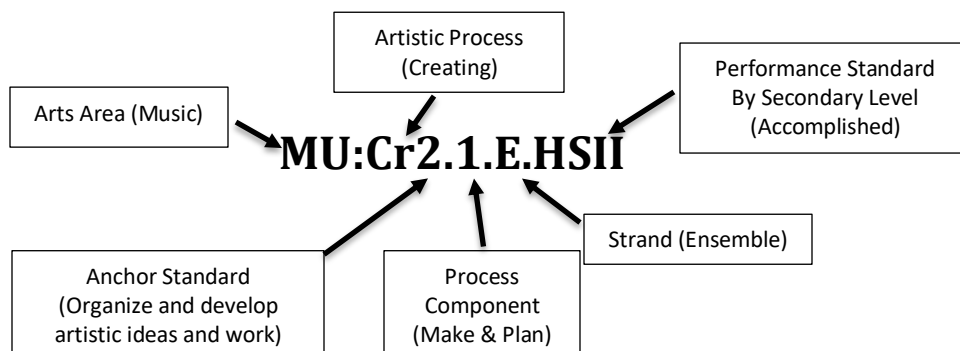
This document outlines the critical portions of the PA Standards which all students must be able to demonstrate proficiency in order to comply with state education regulations associated with meeting the

Standards. Sample Lesson Plans and Assessments will be included with this component. *This component of the framework should be used as a guide to design instruction and assessment.*

Framework Component C – Connecting the Standards

This document synthesizes the specific information found in the PA Standards with the NCAS. This component includes the “music specific” standards that are derived from the NCAS Anchor Standards. *This component of the framework should be used to determine specific standards that will be addressed in a given lesson or unit and can also serve as a guide for designing instruction and assessment. It is recommended that the teacher should determine a primary focus of a particular lesson or unit and only select a small number of standards to address. Throughout the course of a given grade level or course, all of the standards should be addressed and can be outlined using the Curriculum Map Template.*

Details in the National Core Music Standards



Part 3 – Lesson Plan Template

The Lesson Plan Template is flexible and adaptable to allow teachers to synthesize and apply the components of the standards, as well as other essential resources, into their lesson planning process. The template allows for daily, multi-day, and unit plans to be developed at the discretion of the teacher. The template was also intentionally designed to align with the SLO process.

Part 4 – Curriculum Map Template

The Curriculum Map Template is flexible and adaptable to allow teachers to synthesize and apply the components of the standards, as well as other essential resources, into a course of study outline for each unit covered in a

particular course, grade level, or ensemble. Teachers are encouraged to collaborate with other members of their music department to design and complete the curriculum mapping process to ensure that students receive a sequential, comprehensive music education.

Part 5 – Exemplary Lessons and Assessments

Additional important components of the Model Curriculum Framework are exemplary lessons and assessments that will guide instructional strategies associated with a quality standards-based music education. These resources will be embedded into the Framework Component B as they relate to the PA State Standards and Competencies and will also reference the National Standards found in Framework Component C. Music educators are invited to submit lesson plans and assessment for review that may be included as exemplars for this part of the Model Curriculum Framework.

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