

## PMEA Model Curriculum Framework Curriculum Map Template

\*Each course will have multiple units\*

**Course:**

**Title of Unit:**

Check One:	<input type="checkbox"/> General Music	<input type="checkbox"/> Ensemble	<input type="checkbox"/> Harmonizing Instruments
	<input type="checkbox"/> Theory & Composition	<input type="checkbox"/> Music Technology	
Grade Level(s):	Time frame of Unit:		
<b>Summary/Description:</b> <i>What information would accurately and articulately describe what students will know and be able to do as a result of this course?</i> <ul style="list-style-type: none"> <li>○ Is the description worded in such a way that it is engaging and interesting to both students and parents?</li> <li>○ Does the description provide the essential skills and competencies that students will be able to demonstrate upon successful completion of the unit/course?</li> <li>○ Does the description specifically communicate expectations of students?</li> </ul>			
<b>Rationale:</b> <i>What is the purpose of this unit/course?</i> <i>How does this unit fit into the overall curriculum and content of this course?</i> <i>Why is this unit important? What specific skills and understandings does it provide?</i>			

**Objectives:**

<b>Big Ideas &amp; Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● What are the big ideas?</li> <li>● What specific understandings about them are desired?</li> <li>● What misunderstandings are predictable? <ul style="list-style-type: none"> <li>○ Big ideas help students make sense of confusing experiences and seemingly isolated facts</li> <li>○ Big ideas have lasting value to the student beyond the classroom</li> </ul> </li> <li>● Write big ideas in statement form, each with a new bullet point</li> </ul>
<b>Artistic Processes (Check all that apply):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creating</li> <li><input type="checkbox"/> Performing</li> <li><input type="checkbox"/> Responding</li> <li><input type="checkbox"/> Connecting</li> </ul>
<b>Essential Questions:</b> <i>What thought-provoking questions will foster inquiry, understanding, and transfer of learning?</i> <ul style="list-style-type: none"> <li>○ Essential questions are always written in question format.</li> <li>○ Essential questions should be overarching in nature and written in language that is readily understandable.</li> <li>○ Please list only 2-3 essential questions in a unit of instruction.</li> </ul>
<b>PA Competencies:</b> <i>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address?</i> <ul style="list-style-type: none"> <li>○ Select specific standards or assessment anchors that address the essence of instruction.</li> <li>○ Use PA Academic Standards, etc., as appropriate.</li> </ul>

Other:

**Standards:**

PA Standards:

National Core Music Standards:

**Content:**

**Knowledge:**

Students will know...

- What key knowledge will students acquire as a result of this unit?
  - Knowledge statements should be written in sentence form.
  - Knowledge statements should contain key information from the unit.
  - List each concept on a new line with a bullet point.

**Essential Skills:**

Students will do...

- *What should students eventually be able to do as a result of such knowledge?*
  - Essential skills should be written in statement form.
  - Essential skills should contain various Depths of Knowledge levels and lead to higher order thinking.
  - List each skill on a new line with a bullet point.

**Performance Tasks/Major Assessment:**

Students will demonstrate understanding:

- Through what authentic performance tasks will students demonstrate the desired understandings?
- What type of assessment would best measure knowledge (i.e. Summative, Formative etc.)?
- By what criteria will performances of understanding be judged?
  - Select the type of assessment that would best measure student knowledge and skills.
  - Write a brief description of the assessment.
  - Attach/upload a copy of the common major assessments for the unit of instruction.
  - Attach/upload a copy of the tool that would be used to evaluate student performance (rubric, etc.).

**Learning Activities:**

Students will work toward mastery of the desired outcomes by participating in:

- *Through what activities (academic prompts, observations, Socratic seminars, research, homework, journals, etc.) will students be able work toward achievement of the desired results?*
  - Select the types of activities that would best enable students to work toward achievement of the desired results throughout the unit.
  - List each activity on a separate line as a bullet point.

**Essential Vocabulary & Definitions:**

- Which essential vocabulary words should every student be able to use?
  - Limit Essential Vocabulary to a maximum of 10-15 words per unit.
  - Use primarily content specific Vocabulary in your list.
  - List each Essential Vocabulary term on a separate line as a bullet point.

**Instructional Materials, Equipment, and Technologies**

- What resources (textbooks, supplemental materials, shared resources, software, technology, etc.) best support learning in this unit?
- What items or strategies will be used for differentiation?
  - List any instructional materials and resources that will be used to support learning in this

unit.

- List each resource on a separate line as a bullet point.

**District-Defined Initiatives (as applicable):**

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