

ISE



INTERNATIONAL  
SCHOOL

# **MUSIC CURRICULUM STANDARDS ORGANIZED BY GRADE LEVEL**

Curriculum standards are divided into five strands:

- Artistic Perception
- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections, Relationships, Applications

The curriculum standards in this document were based on California Music Education Content Standards. They were revised to fit ISE's student population. More information about the standards can be found at: <http://www.cde.ca.gov/be/st/ss/mumain.asp>

Revised in 2012-13

## **Fine Arts**

### **Vision Statement**

The integrated arts curriculum enhances and deepens learning not just in the arts, but in all academic subjects. The correlations of fine art study with mathematical concepts, science, history, and culture help lay the foundation for a well-rounded and substantial education.

We believe:

- The fine and performing arts are an integral aspect of culture and learning
- The fine arts should be celebrated throughout the school community
- The ways of thinking and methods taught in the fine arts program supports other disciplines that require creative solutions
- Attributes such as self-discipline, collaboration, expression, creativity, and perseverance are necessary to become lifelong learners
- The fine arts help develop responsible global citizens

Fine Arts incorporates:

Visual Arts

Performing Arts

Digital Arts

## Pre-Kindergarten Music Curriculum

**Unit of Study: Artistic Perception** - Respond to Sensory Information Through the Language and Skills Unique to Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students listen to music and other aural information.	Listen to Music <ul style="list-style-type: none"><li>• Use body movement to respond to dynamics and tempo.</li></ul>

**Unit of Study: Creative Expression** - Performing, and Participating in Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply vocal musical skills in performing a varied repertoire of music	Apply Vocal and Instrumental Skills <ul style="list-style-type: none"><li>• Move or use body percussion to demonstrate awareness of beat and tempo.</li><li>• Use the voice to speak, chant, and sing.</li></ul>

**Unit of Study: Aesthetic Valuing** - Responding to Works of Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students perform according to the elements of music.	Derive Meaning <ul style="list-style-type: none"><li>• Move in response to music.</li><li>• Participate freely in musical activities.</li></ul>

**Unit of Study: Connections, Relationships, Applications** - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.	Connections and Applications <ul style="list-style-type: none"><li>• Improvise songs to accompany games and playtime activities.</li></ul>

## **Kindergarten Music Curriculum**

**Unit of Study: Artistic Perception** - Processing, Analyzing, and Responding to Sensory Information Through Skills Unique to Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Listen to and describe music and other aural information.	Listen to Music <ul style="list-style-type: none"><li>• Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).</li></ul>

**Unit of Study: Creative Expression** - Creating, Performing, and Participating in Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply vocal and instrumental musical skills in performing a varied repertoire of music.	Apply Vocal and Instrumental Skills <ul style="list-style-type: none"><li>• Use the singing voice to learn songs.</li><li>• Sing age-appropriate songs from memory.</li><li>• Play instruments and move.</li></ul>

**Unit of Study: Aesthetic Valuing** - Responding to, Analyzing, and Making Judgments About Works of Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students critically derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.	Derive Meaning <ul style="list-style-type: none"><li>• Perform movements that correspond to specific music.</li><li>• Talk about or sing music written for specific purposes (e.g., learning songs, different performances, cultural assemblies).</li><li>• Use music to learn numbers and letters.</li><li>• Use music to learn social/emotional lessons.</li></ul>

**Unit of Study: Connections, Relationships, Applications** - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.	Connections and Applications <ul style="list-style-type: none"><li data-bbox="821 467 1604 500">• Use music, together with dance, visual arts and for storytelling.</li></ul>

## Grade One Music Curriculum

**Unit of Study: Artistic Perception** - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Listen to and describe music and other aural information.	Read Music <ul style="list-style-type: none"><li>• Perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).</li></ul> Listen to and Describe Music <ul style="list-style-type: none"><li>• Identify simple musical forms (e.g., phrase, AB, echo).</li><li>• Identify common instruments visually and aurally in a variety of music.</li></ul>

**Unit of Study: Creative Expression** - Creating, Performing, and Participating in Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply vocal musical skills in performing a varied repertoire of music.	Apply Vocal Skills <ul style="list-style-type: none"><li>• Sing in a developmentally appropriate range.</li><li>• Sing age-appropriate songs from memory.</li></ul> Improvise <ul style="list-style-type: none"><li>• Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.</li></ul>

**Unit of Study: Historical and Cultural Context** - Understanding the Historical Contributions and Cultural Dimensions of Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music.	Role of Music <ul style="list-style-type: none"><li>• Recognize and talk about music and celebrations of the cultures represented in the school population.</li></ul> Diversity of Music <ul style="list-style-type: none"><li>• Sing and play simple singing games from various cultures.</li><li>• Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.</li></ul>

	<ul style="list-style-type: none"> <li>• Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).</li> </ul>
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**Unit of Study: Aesthetic Valuing** - Responding to, Analyzing, and Making Judgments About Works of Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students assess meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.	Derive Meaning <ul style="list-style-type: none"> <li>• Create movements to music that reflect focused listening.</li> <li>• Describe how ideas or moods are communicated through music.</li> </ul>

**Unit of Study: Connections, Relationships, Applications** - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.	Connections and Applications <ul style="list-style-type: none"> <li>• Recognize and explain how people respond to their world through music.</li> </ul>



## Grade Two Music Curriculum

**Unit of Study: Artistic Perception** - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students read, listen to and describe music and other aural information, using music.	Listen and Movement <ul style="list-style-type: none"> <li>• Read and perform simple rhythmic patterns.</li> <li>• Read and perform simple patterns of pitch.</li> </ul> Listen to and Describe Music <ul style="list-style-type: none"> <li>• Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.</li> <li>• Identify simple musical forms, emphasizing verse/refrain, AB, ABA.</li> <li>• Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.</li> </ul>

**Unit of Study: Creative Expression** - Creating, Performing, and Participating in Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies.	Apply Vocal Skills <ul style="list-style-type: none"> <li>• Sing in a developmentally appropriate range.</li> <li>• Sing age-appropriate songs from memory.</li> </ul> Arrange, and Improvise <ul style="list-style-type: none"> <li>• Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.</li> </ul>

**Unit of Study: Historical and Cultural Context** - Understanding the Historical Contributions and Cultural Dimensions of Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music.	Role of Music <ul style="list-style-type: none"> <li>• Identify the uses of specific music in daily or special events.</li> </ul> Diversity of Music <ul style="list-style-type: none"> <li>• Sing simple songs and play singing games from various cultures.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe music from various cultures.</li> </ul>
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**Unit of Study: Aesthetic Valuing** - Responding to, Analyzing, and Making Judgments About Works of Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students assess and derive meaning from works of music and the performance of musicians according to the elements of music.	Derive Meaning <ul style="list-style-type: none"> <li>• Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.</li> <li>• Identify how musical elements communicate ideas or moods.</li> <li>• Respond to a live performance with appropriate audience behavior.</li> </ul>

**Unit of Study: Connections, Relationships, Applications** - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.	Connections and Applications <ul style="list-style-type: none"> <li>• Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).</li> </ul>

## Grade Three & Four Music Curriculum

**Unit of Study: Artistic Perception** - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students read, notate, listen to and describe music and other aural information, using the terminology of music.	<p>Read and Notate Music</p> <ul style="list-style-type: none"> <li>• Read and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</li> </ul> <p>Listen to and Describe Music</p> <ul style="list-style-type: none"> <li>• Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.</li> <li>• Identify the way in which sound is produced on various instruments.</li> <li>• Identify simple musical forms (e.g., AABA, AABB, round).</li> </ul>

**Unit of Study: Creative Expression** - Creating, Performing, and Participating in Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies.	<p>Apply Vocal and Instrumental Skills</p> <ul style="list-style-type: none"> <li>• Sing with a degree of accuracy in a developmentally appropriate range.</li> <li>• Sing age-appropriate songs from memory, including rounds, partner songs.</li> <li>• Play rhythmic and melodic ostinatos on classroom instruments</li> </ul>

**Unit of Study: Historical and Cultural Context** - Understanding the Historical Contributions and Cultural Dimensions of Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.	<p>Role of Music</p> <ul style="list-style-type: none"> <li>• Identify the uses of music in various cultures and time periods.</li> </ul> <p>Diversity of Music</p> <ul style="list-style-type: none"> <li>• Sing memorized songs from diverse cultures.</li> <li>• Play memorized songs from diverse cultures.</li> <li>• Identify differences and commonalities in music from various cultures.</li> </ul>

**Unit of Study: Aesthetic Valuing** - Responding to, Analyzing, and Making Judgments About Works of Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.	Derive Meaning <ul style="list-style-type: none"><li>• Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.</li><li>• Describe how specific musical elements communicate particular ideas or moods in music.</li></ul>

**Unit of Study: Connections, Relationships, Applications** - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning .	Connections and Applications <ul style="list-style-type: none"><li>• Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).</li></ul>

## Grade Five & Six Music Curriculum

**Unit of Study: Artistic Perception** - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p>	<p>Read and Notate Music</p> <ul style="list-style-type: none"> <li>• Read and perform simple melodic notation in treble or bass clef in major and minor keys.</li> <li>• Read and perform major and minor scales.</li> <li>• Read and perform rhythmic notation, including quarter-note and eighth notes, rests and ties.</li> </ul> <p>Listen to and Describe Music</p> <ul style="list-style-type: none"> <li>• Listen to and describe the use of music elements in aural examples from various genres and cultures.</li> <li>• Identify vocal and instrumental ensembles from a variety of genres and cultures.</li> </ul>

**Unit of Study: Creative Expression** - Creating, Performing, and Participating in Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies.</p>	<p>Apply Vocal and Instrumental Skills</p> <ul style="list-style-type: none"> <li>• Sing a varied repertoire of music, including rounds and songs with ostinatos and songs in two-part harmony, by oneself or with others.</li> <li>• Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself or with others.</li> </ul> <p>Compose, Arrange, and Improvise</p> <ul style="list-style-type: none"> <li>• Compose, improvise, and perform basic rhythmic, melodic and independently on classroom instruments.</li> </ul>

**Unit of Study: Historical and Cultural Context** - Understanding the Historical Contributions and Cultural Dimensions of Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.	Role of Music <ul style="list-style-type: none"><li>Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).</li></ul> Diversity of Music <ul style="list-style-type: none"><li>Identify different or similar uses of musical elements in music from different cultures.</li><li>Sing and play music from different cultures and time periods.</li></ul>

**Unit of Study: Aesthetic Valuing** - Responding to, Analyzing, and Making Judgments About Works of Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.	Analyze and Critically Assess <ul style="list-style-type: none"><li>Identify and analyze differences in tempo and dynamics in contrasting music selections.</li></ul> Derive Meaning <ul style="list-style-type: none"><li>Develop and apply appropriate criteria to support personal preferences for specific musical works.</li></ul>

**Unit of Study: Connections, Relationships, Applications** - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.	Connections and Applications <ul style="list-style-type: none"><li>Explain the role of music in community events.</li></ul>

## Grade Seven & Eight Music Curriculum

**Unit of Study: Artistic Perception** - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students read, notate, listen to, and describe music and other aural information, using the terminology of music.	<p>Read and Notate Music</p> <ul style="list-style-type: none"> <li>• Read, identify, and perform intervals.</li> <li>• Read and perform rhythmic and melodic notation in duple and triple meters.</li> <li>• Transcribe simple aural examples into melodic notation.</li> <li>• Sight-read melodies in the treble or bass clef.</li> </ul> <p>Listen to and Describe Music</p> <ul style="list-style-type: none"> <li>• Listen to, describe and compare the use of musical elements representing various genres, styles, and cultures, emphasizing tonality and intervals.</li> <li>• Describe larger musical forms (e.g. canon, fugue, suite, ballet, opera, oratorio).</li> </ul>

**Unit of Study: Creative Expression** - Creating, Performing, and Participating in Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies.	<p>Apply Vocal and Instrumental Skills</p> <ul style="list-style-type: none"> <li>• Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles.</li> </ul> <p>Compose, Arrange, and Improvise</p> <ul style="list-style-type: none"> <li>• Compose short pieces in duple and triple meters.</li> <li>• Compose and arrange simple pieces for their instrument.</li> <li>• Improvise melodies and rhythmic embellishments on given scales.</li> </ul>

**Unit of Study: Historical and Cultural Context** - Understanding the Historical Contributions and Cultural Dimensions of Music

Curriculum Standards	Learner Outcomes
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.	<p>Role of Music</p> <ul style="list-style-type: none"> <li>• Compare music from various cultures as to some of the functions music serves and the roles of musicians.</li> </ul> <p>Diversity of Music</p> <ul style="list-style-type: none"> <li>• Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.</li> <li>• Perform music from diverse genres and cultures.</li> <li>• Identify instruments from a variety of cultures visually and aurally.</li> <li>• Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.</li> </ul>

**Unit of Study: Aesthetic Valuing** - Responding to, Analyzing, and Making Judgments About Works of Music

Curriculum Standards	Learner Outcomes
Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.	<p>Analyze and Critically Assess</p> <ul style="list-style-type: none"> <li>• Use criteria to evaluate the quality and effectiveness of musical performances and compositions.</li> <li>• Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.</li> </ul>

**Unit of Study: Connections, Relationships, Applications** - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Curriculum Standards	Learner Outcomes
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and	<p>Connections and Applications</p> <ul style="list-style-type: none"> <li>• Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.</li> </ul>



resources that contribute to lifelong learning.	
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## High School Music Curriculum

**Unit of Study: Artistic Perception** - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.	<p>Read and Notate Music</p> <ul style="list-style-type: none"> <li>• Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.</li> <li>• Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-8).</li> </ul> <p>Listen to, Analyze, and Describe Music</p> <ul style="list-style-type: none"> <li>• Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.</li> <li>• Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.</li> </ul>

**Unit of Study: Creative Expression** - Creating, Performing, and Participating in Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.	<p>Apply Vocal and Instrumental Skills</p> <ul style="list-style-type: none"> <li>• Perform a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy.</li> <li>• Perform music written in three or four parts with and without accompaniment.</li> <li>• Perform in small ensembles, with one performer for each part.</li> <li>• Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-8).</li> <li>• Perform on an instrument in small ensembles, with one performer for each part.</li> </ul> <p>Compose, Arrange, and Improvise</p> <ul style="list-style-type: none"> <li>• Compose music, using musical elements for expressive effect.</li> <li>• Compose and arrange music for their own instrument.</li> <li>• Arrange pieces for voices and instruments other than those for which the pieces were</li> </ul>

	<p>originally written.</p> <ul style="list-style-type: none"> <li>• Improvise original melodies over given chord progressions.</li> </ul>
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**Unit of Study: Historical and Cultural Context** - Understanding the Historical Contributions and Cultural Dimensions of Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.	<p>Diversity of Music</p> <ul style="list-style-type: none"> <li>• Describe the differences between styles of music being performed.</li> <li>• Perform music from various cultures and time periods.</li> <li>• Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification</li> </ul>

**Unit of Study: Aesthetic Valuing** - Responding to, Analyzing, and Making Judgments About Works of Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.	<p>Analyze and Critically Assess</p> <ul style="list-style-type: none"> <li>• Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.</li> <li>• Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.</li> </ul> <p>Derive Meaning</p> <ul style="list-style-type: none"> <li>• Explain how people in a particular culture use and respond to specific musical works from that culture.</li> <li>• Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.</li> </ul>

**Unit of Study: Connections, Relationships, Applications** - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.	Connections and Applications <ul style="list-style-type: none"><li data-bbox="821 431 1738 496">• Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.</li></ul>