

9th Grade American Online School

MUSIC EDUCATION CURRICULUM

Understanding, Creating, and Expressing Through the Language of Sound

Version Apr/2025

1. Introduction

The Role of Music Education in 9th Grade

The 9th Grade Music curriculum introduces students to music as an expressive, cognitive, and cultural discipline. Through analysis, performance, and creation, students explore how sound communicates emotion, shapes identity, and reflects the human experience. The course empowers students to develop musical skills, historical awareness, and personal voice, deepening their engagement with music as both audience and creator.

By the end of this course, students will:

- ✓ Understand core music theory, notation, and structure.
 - ✓ Reflect on personal identity through music and emotional expression.
 - ✓ Perform confidently in vocal and instrumental settings.
 - ✓ Create original musical compositions using traditional and digital tools.
 - ✓ Analyze historical and cultural significance of musical works and genres.
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2. Core Competence Areas

MUS.1 Personal Expression and Musical Identity

Learning Outcomes

By the end of this course, students will be able to:

- ✓ Articulate how music influences personal identity and emotion.
- ✓ Use music as a tool for self-expression and emotional communication.
- ✓ Develop a personal musical profile based on listening habits and preferences.

Competencies

MUS.1.A.1 – Reflecting on Personal Musical Experience.

- Describe the role music plays in students' emotional lives and identity.

MUS.1.A.2 – Connecting Emotion and Expression.

- Interpret or create music that conveys mood, theme, or personal narrative.

MUS.1.A.3 – Developing a Musical Identity.

- Analyze and document musical preferences and explain their cultural or emotional significance.

MUS.2 Music Theory and Notation

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Read and write music using traditional and alternative notation systems.
- ✓ Understand foundational music theory including scales, intervals, and chords.
- ✓ Analyze musical structure in compositions.

Competencies

MUS.2.A.1 – Reading and Writing Notation.

- Interpret rhythmic values, pitch, time signatures, and graphic symbols.

MUS.2.A.2 – Constructing Scales and Chords.

- Build major/minor scales, intervals, and triads using standard theory.

MUS.2.A.3 – Analyzing Musical Structure.

- Break down compositions to identify form, rhythm, harmony, and melodic shape.

MUS.2.A.4 – Exploring Graphic and Alternative Notation.

- Create and interpret symbolic or experimental notation formats.
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MUS.3 Music History and Appreciation

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Describe key figures and works from different musical eras.
- ✓ Compare genres and cultural influences on musical development.
- ✓ Engage with music analytically and interpretively..

Competencies

MUS.3.A.1 – Studying Mozart and Classical Music.

- Explain Mozart’s life, key compositions, and legacy in Western music.

MUS.3.A.2 – Comparing Historical Genres.

- Identify features of Baroque, Classical, Romantic, Jazz, and Modern music.

MUS.3.A.3 – Analyzing Music.

- Use musical vocabulary to interpret tempo, dynamics, and instrumentation.

MUS.3.A.4 – Understanding Cultural Contexts.

- Explore how political, social, and cultural movements shape music and its creators.

MUS.4 Vocal and Instrumental Performance

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ **Develop vocal and/or instrumental skills through practice and performance.**
- ✓ **Collaborate in ensemble settings and respond to conductor guidance.**
- ✓ **Interpret and perform music expressively for an audience.**

Competencies

MUS.4.A.1 – Building Vocal Technique.

- Warm up correctly, match pitch, and perform with proper breath control and intonation.

MUS.4.A.2 – Performing in Groups

- Rehearse and perform in choral or instrumental ensembles with timing and cooperation.

MUS.4.A.3 – Expressive Performance.

- Use phrasing, dynamics, and tempo to convey emotion and style.

MUS.4.A.4 – Performing with Confidence.

- Demonstrate practice routines and present performances for peers.

MUS.5 Music Composition and Creativity

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ **Compose original melodies and musical structures.**
- ✓ **Create lyrics or narrative-based compositions.**
- ✓ **Use digital tools for music creation and editing.**
- ✓ **Share and revise musical work in a collaborative environment.**

Competencies

MUS.5.A.1 – Composing Short Pieces.

- Write melodies and harmonic accompaniments using notation or software..

MUS.5.A.2 – Writing Lyrics or Musical Stories.

- Create original lyrics or themes connected to personal experiences or moods.

MUS.5.A.3 – Using Digital Tools.

- Employ DAWs or apps (e.g., Soundtrap, GarageBand) for music production.

MUS.5.A.4 – Revising and Sharing Compositions.

- Refine musical ideas and present final works through performance or media platforms.
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3. Assessment and Evaluation

Formative Assessments – Checking Progress Through Interactive Learning

- ✓ Music journals, rhythmic dictation, and composition drafts.
- ✓ Practice reflections and notation exercises.
- ✓ Active listening logs and peer feedback sessions.

Summative Assessments – Final Projects and Exams

- ✓ Solo and group performance evaluations.
- ✓ Theory quizzes and listening analyses.
- ✓ Final composition projects with reflection and critique.

Authentic Assessment – Real-World Applications

- ✓ Public or recorded performances.
 - ✓ Digital music creation using software tools.
 - ✓ Cross-genre composition and musical storytelling.
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4. Instructional Strategies for Online Learning

Inquiry-Based and Problem-Based Learning

- ✓ Emphasize music-making through regular singing, instrument play, and composing.
- ✓ Use call-and-response, repetition, and ensemble coordination.

Project-Based Learning (PBL)

- ✓ Provide step-by-step demonstrations and layered skill development.

Technology-Integrated Learning

- ✓ Use Noteflight, Soundtrap, and GarageBand for digital composition.
- ✓ Assign listening analysis through Spotify, YouTube, and interactive playlists.
- ✓ Capture performances or feedback using Flipgrid or video portfolios.

Inclusive Learning Environment

- ✓ Celebrate diverse musical expressions and voices.
- ✓ Foster a safe space for creative risk-taking and experimentation.
- ✓ Encourage mutual respect and constructive critique during collaboration.