

**WEST JEFFERSON HILLS SCHOOL DISTRICT
GENERAL MUSIC CURRICULUM**

GRADE 1

<p style="text-align: center;">PA Academic Standards Student must be able to do</p>	<p style="text-align: center;">Objective Content or process student will be able to know and do</p>	<p style="text-align: center;">Instructional Methods</p>	<p style="text-align: center;">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts Music: Duration, Intensity, Pitch, Timbre</p>						
<p>A. Know and use the elements and principles of each art form to create works in the arts and humanities. Elements ➤ Dance: • energy/force • space • time ➤ Music: • duration • intensity • pitch • timbre ➤ Theatre: • scenario • script/text • set design ➤ Visual Arts: • color • form/shape • line • space • texture • value Principles ➤ Dance: • choreography • form • genre • improvisation • style • technique ➤ Music: • composition • form • genre • harmony • rhythm • texture</p>	<p>Students will: • Experiment with a variety of sound sources including body percussion, environmental sounds, and classroom instruments • Identify families of instruments • Identify speaking, calling, whispering, and singing voices • Find and hear many sources of sound. • Know environmental sounds, vocal sounds, and instrumental sounds • Read, move, speak, and play to loud and soft responding to tempo • Read and move to quarter and eighth notes and quarter rests</p>	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<ul style="list-style-type: none"> ➤ Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ➤ Visual Arts: • balance • contrast • emphasis/ focal point • movement/rhythm • proportion/scale • repetition • unity/harmony 	<ul style="list-style-type: none"> • Recognize pitched and unpitched instruments to produce different sounds • Distinguish between steady beat, no steady beat • Demonstrate the pulse/beat in twos and threes • Move and play instruments to show beat • Identify silent beat/ rest • Identify long and short sounds • Demonstrate patterns of rhythm • Recognize that voice and instruments in combination create different texture • Identify high/low melody 					

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <ul style="list-style-type: none"> ➤ Dance: • move • perform • read and notate dance • create and choreograph • improvise ➤ Music: • sing • play an instrument • read and notate music • compose and arrange • improvise ➤ Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct ➤ Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media 	<p>Students will:</p> <ul style="list-style-type: none"> • Move and play instruments to show beat • Explore high/low instruments • Identify melodic movement • Identify melodic patterns, repetition, and rhythm • Recognize phrase endings and repeated phrases • Improve and create simple songs and short pieces • Identify so, mi, la • Identify, play, and sing in a variety of styles • Recognize, sing, and play loud/soft • Identify, sing, and play fast/slow 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>C. Recognize and use fundamental vocabulary within each of the arts forms.</p>	<ul style="list-style-type: none"> •Students will know and use basic vocabulary including listen, play, sing, move, clap, speak, echo, rest and identify instruments 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> •Chalkboard •Piano keyboard •Textbook •Technology •Music publications •Classroom instruments •Supplemental song materials •Audio visual equipment and materials •Worksheets •Posters •Internet •Games •Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> •Specially designed instruction per child •Special seating •Additional drill and practice 	<ul style="list-style-type: none"> •Enrichment adaptations •Small group performance opportunities •Solo opportunities

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<p>D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work</p>	<ul style="list-style-type: none"> •Students will perform a variety of musical styles within the classroom. 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> •Chalkboard •Piano keyboard •Textbook •Technology •Music publications •Classroom instruments •Supplemental song materials •Audio visual equipment and materials •Worksheets •Posters •Internet •Games •Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> •Specially designed instruction per child •Special seating •Additional drill and practice 	<ul style="list-style-type: none"> •Enrichment adaptations •Small group performance opportunities •Solo opportunities

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<p>E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.</p>	<ul style="list-style-type: none"> • Students will listen to and respond to works 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso)</p>						

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>G. Recognize the function of rehearsals and practice sessions.</p>	<ul style="list-style-type: none"> • Students will practice and understand the function of rehearsals for Holiday program. 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>H. Handle materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts. 	<ul style="list-style-type: none"> • Students will learn to handle the classroom instruments properly including Orff instruments, mallets, and miscellaneous percussion instruments 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>I. Identify arts events that take place in schools and in communities.</p>	<ul style="list-style-type: none"> • Students will prepare for upcoming musical performance or assemblies throughout the school year. 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>J. Know and use traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> • Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). • Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders). 						

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<p>K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.</p>						

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<p>9.2. Historical and Cultural Contexts</p>						
<p>A. Explain the historical, cultural, and social context of an individual work in the arts.</p>	<ul style="list-style-type: none"> •Students will be introduced to the historical and cultural background in songs 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> •Chalkboard •Piano keyboard •Textbook •Technology •Music publications •Classroom instruments •Supplemental song materials •Audio visual equipment and materials •Worksheets •Posters •Internet •Games •Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> •Specially designed instruction per child •Special seating •Additional drill and practice 	<ul style="list-style-type: none"> •Enrichment adaptations •Small group performance opportunities •Solo opportunities

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<p>9.2. Historical and Cultural Contexts</p>						
<p>B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present)</p>						

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<p>9.2. Historical and Cultural Contexts</p>						
<p>C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p>	<ul style="list-style-type: none"> • Students will be introduced to works of art from various periods and styles 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.2. Historical and Cultural Contexts</p>						
<p>D. Analyze a work of art from its historical and cultural perspective.</p>	<ul style="list-style-type: none"> •Students will be introduced to ways music is used throughout various cultures of the world 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> •Chalkboard •Piano keyboard •Textbook •Technology •Music publications •Classroom instruments •Supplemental song materials •Audio visual equipment and materials •Worksheets •Posters •Internet •Games •Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> •Specially designed instruction per child •Special seating •Additional drill and practice 	<ul style="list-style-type: none"> •Enrichment adaptations •Small group performance opportunities •Solo opportunities

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<p>9.2. Historical and Cultural Contexts</p>						
<p>E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)</p>	<ul style="list-style-type: none"> •Students will be able to recognize how history and culture impact music, (i.e., American music and dance, and American folk songs) 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.2. Historical and Cultural Contexts</p>						
<p>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>	<ul style="list-style-type: none"> • Students will be able to use appropriate vocabulary common to social studies, music, and mathematics 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.2. Historical and Cultural Contexts</p>						
<p>G Relate works in the arts to geographic regions:</p> <ul style="list-style-type: none"> • Africa • Asia • Australia • Central America • Europe • North America • South America 	<ul style="list-style-type: none"> • Students will sing in the style of that particular country 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.2. Historical and Cultural Contexts</p>						
<p>H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.</p>						

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<p>9.2. Historical and Cultural Contexts</p>						
<p>I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p>	<ul style="list-style-type: none"> • Students will identify various uses of music in their daily experiences 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.2. Historical and Cultural Contexts</p>						
<p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music)</p>						

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<p>9.2. Historical and Cultural Contexts</p>						
<p>K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).</p>	<ul style="list-style-type: none"> •Students will be introduced to the cultural and ethnic traditions that influence music through storytelling and music 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> •Chalkboard •Piano keyboard •Textbook •Technology •Music publications •Classroom instruments •Supplemental song materials •Audio visual equipment and materials •Worksheets •Posters •Internet •Games •Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> •Specially designed instruction per child •Special seating •Additional drill and practice 	<ul style="list-style-type: none"> •Enrichment adaptations •Small group performance opportunities •Solo opportunities

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<p>9.2. Historical and Cultural Contexts</p>						
<p>L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's <i>Appalachian Spring</i> and Millet's <i>The Gleaners</i>).</p>	<ul style="list-style-type: none"> • Students will identify like and unlike themes and structure in well known forms 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children's literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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9.3. Critical Response						
<p>A. Recognize critical processes used in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments 	<p>Students will recognize that people have different responses to different works (i.e., like and unlike, text, expression, phrasing, like or dislike)</p>	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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9.3. Critical Response						
<p>B. Know that works in the arts can be described by using the arts elements, principles, and concepts (e.g., use of color, shape and pattern in Mondrian’s <i>Broadway Boogie-Woogie</i>; use of dynamics, tempo, texture in Ravel’s <i>Bolero</i>).</p>	<ul style="list-style-type: none"> • Students will know that works of art can be described with musical terms and elements such as fast and slow, loud and soft 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.3. Critical Response</p>						
<p>C. Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).</p>	<ul style="list-style-type: none"> • Students will use classification skills to create works such as chanting, moving, playing echoing, clapping, and pulse/beat. 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.3. Critical Response</p>						
<p>D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.</p>						

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9.3. Critical Response						
<p>E. Recognize and identify types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> •Contextual criticism •Formal criticism •Intuitive criticism 	<ul style="list-style-type: none"> • Students will recognize and discuss performances 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> •Chalkboard •Piano keyboard •Textbook •Technology •Music publications •Classroom instruments •Supplemental song materials •Audio visual equipment and materials •Worksheets •Posters •Internet •Games •Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> •Specially designed instruction per child •Special seating •Additional drill and practice 	<ul style="list-style-type: none"> •Enrichment adaptations •Small group performance opportunities •Solo opportunities

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9.3. Critical Response						
<p>F. Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa)</p>	<ul style="list-style-type: none"> • Students will know how to recognize and identify similar and different characteristics in music such as traditional music and popular music 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.3. Critical Response</p>						
<p>G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because; The movie was enjoyed for its exceptional special effects).</p>						

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<p>9.4. Aesthetic Response</p>						
<p>A. Know how to respond to a philosophical statement about works in the arts and humanities (e.g., “Can artworks that depict or are about ugly or unpleasant things ever be beautiful?”)</p>	<ul style="list-style-type: none"> • Students will be able to recognize that the meaning of the lyrics of a song could be inappropriate, yet the music could be beautiful 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.4. Aesthetic Response</p>						
<p>B. Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).</p>	<ul style="list-style-type: none"> • Students will be able to verbalize his/her opinion on a musical work 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities

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<p>9.4. Aesthetic Response</p>						
<p>C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).</p>	<ul style="list-style-type: none"> •Students will be able to recognize the effects of the environment related to music 	<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> •Chalkboard •Piano keyboard •Textbook •Technology •Music publications •Classroom instruments •Supplemental song materials •Audio visual equipment and materials •Worksheets •Posters •Internet •Games •Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children’s literature 	<ul style="list-style-type: none"> •Specially designed instruction per child •Special seating •Additional drill and practice 	<ul style="list-style-type: none"> •Enrichment adaptations •Small group performance opportunities •Solo opportunities

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<p>9.4. Aesthetic Response</p>						
<p>D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in Agnes De Mille's <i>Rodeo</i>)</p>		<ul style="list-style-type: none"> • Cooperative learning • Teacher direct instruction • Singing • Playing • Moving • Speaking and listening • Teacher modeling • Student exchange 	<ul style="list-style-type: none"> • Chalkboard • Piano keyboard • Textbook • Technology • Music publications • Classroom instruments • Supplemental song materials • Audio visual equipment and materials • Worksheets • Posters • Internet • Games • Flash cards 	<ul style="list-style-type: none"> • Assessment sheets • Teacher observation of group and individual performance • Group performance • Ensemble performances • Unpitched instruments • Transparencies • Charts • Children's literature 	<ul style="list-style-type: none"> • Specially designed instruction per child • Special seating • Additional drill and practice 	<ul style="list-style-type: none"> • Enrichment adaptations • Small group performance opportunities • Solo opportunities