

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

**GRADE 4**

<p style="text-align: center;"><b>PA Academic Standards</b> Student must be able to do</p>	<p style="text-align: center;"><b>Objective</b> Content or process student will be able to know and do</p>	<p style="text-align: center;"><b>Instructional Methods</b></p>	<p style="text-align: center;"><b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;"><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;"><b>*Additional Learning</b> 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;"><b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b>						
<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: • Read whole, half, quarter, eighth, and sixteenth notes and corresponding rests in simple and compound meter • Read, move, speak, and play to the following: Pianissimo, piano, mezzo piano, forte, forte for tissimo, crescendo, decrescendo, and respond to andante, allegro, presto, legato, staccato • Identify contrasting timbres of voices, instruments, ensembles and folk instruments. • Identify, read and use dynamic markings • Identify different tempos and tempo changes</p>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/ teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/ performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p>						
<ul style="list-style-type: none"> <li>➤ Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice</li> <li>➤ Visual Arts: • balance • contrast • emphasis/ focal point • movement/rhythm • proportion/scale • repetition • unity/harmony</li> </ul>	<ul style="list-style-type: none"> <li>• Use legato, maracato, staccato, and accent</li> <li>• Use articulation for expressive purpose</li> <li>• Recognize style differences determined by rhythm, melody, and tone color</li> <li>• Compare the relationship of lyrics to performance, style, and tempo</li> <li>• Use tempo as an expressive choice</li> <li>• Know the basic details of 1-3 major composers and their music</li> <li>• Students will create simple and complex rhythmic and melodic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/ teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/ performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p>						
	<ul style="list-style-type: none"> <li>• Understand that music consists of phrases and sections</li> <li>• Understand that musical forms have specific names (i.e., AB, ABA, Rondo, Verse/Refrain, Call/Response)</li> <li>• Identify interlude, bridge, coda and introduction, D.S. al Fine, D.C. al Fine, First and second endings, and repeat signs.</li> <li>• Compare and describe music from historic periods and cultures</li> <li>• Learn about electronic, folk, band, and orchestral instruments</li> <li>• Learn terms: tone, color, timbre</li> <li>• Identify groups: solo, duet, trio, chorus</li> <li>• Identify individual voicing: soprano, alto, tenor, and bass</li> <li>• Differentiate between change and unchanging voices</li> <li>• Make tone color choices with expressive purpose</li> <li>• Use heavy and light vocal registers</li> <li>• Hear signing of children’s dialects from many cultures</li> </ul>					

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<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p>						
	<ul style="list-style-type: none"> <li>• Understand that harmony is two or more parts played or sung simultaneously</li> <li>• Sing and play in two-part harmony</li> <li>• Identify texture; thick and thin</li> <li>• Identify unison and choral harmony</li> <li>• Use I-V, I-IV-V chord progression</li> <li>• Sing canons, partner songs, counter melodies, rounds and descants</li> <li>• Students will demonstrate the pulse/beat in duple and triple meter</li> <li>• Be introduced to syncopation</li> <li>• Read rhythmic patterns</li> <li>• Recognize and use tie</li> <li>• Recognize steady beat and off beat</li> <li>• Identify and sing whole, half, dotted, quarter, eighth, and sixteenth notes and rests</li> <li>• Identify meter signatures</li> <li>• Move, sing, and play in a variety of meter signatures</li> <li>• Identify syncopation</li> <li>• Describe and contrast sparse and full instrumental and vocal combinations</li> </ul>					

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	<ul style="list-style-type: none"> <li>• Demonstrate vocal tone production</li> <li>• Sing in the extended scale in small and large group with expression</li> <li>• Play unpitched and pitched instruments with proper playing positions and proper mallet technique</li> <li>• Read rhythmic notation</li> <li>• Identify line and space notes on the staff</li> <li>• Identify and define standard notation on the treble clef</li> <li>• Create melodies and two chord accompaniment</li> <li>• Improvise on tuned instruments in the pentatonic and diatonic scales</li> <li>• Identify melodic movement</li> <li>• Identify melodic patterns, rhythm, repetition, sequence, and ostinato</li> <li>• Identify melodic phrases: same, different, longer, shorter</li> <li>• Identify octave</li> <li>• Explore major and minor tonality</li> <li>• Use ledger lines</li> <li>• Identify do-do</li> <li>• Recognize tonal center</li> <li>• Explore bass clef</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></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"> <li>➤ Dance: • move • perform • read and notate dance • create and choreograph • improvise</li> <li>➤ Music: • sing • play an instrument • read and notate music • compose and arrange • improvise</li> <li>➤ Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct</li> <li>➤ Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media</li> </ul>	<ul style="list-style-type: none"> <li>• Sing pitches played on instrument major scale</li> <li>• Perform on instrument during weekly classes and at district wide concerts with other students</li> <li>• Identify and write letter names and notes of staff, sight read, and identify various staff terms (treble clef or bass clef, repeat sign, breath mark, bar lines, ledger lines, accidentals, D.C. al Fine, slur, tie, phrase, enharmonic, multiple measure rest, measure repeat sign and scale)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/ teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/ performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p>						
	<ul style="list-style-type: none"> <li>•Compose or arrange simple melodies from given cues, finishing already written phrases</li> <li>•Improvise simple melodies from given cues, and completing phrases</li> </ul>					

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<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p>						
<p>C. Know and use fundamental vocabulary within each of the arts forms.</p>	<ul style="list-style-type: none"> <li>• Students will know and use basic vocabulary including notes, note names in the treble clef, rests, solo, group, beat, pulse, rhythm, pitch, music staff, meter, melodic direction, harmony, form names: rondo, theme and variations, AB, ABA</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/ teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/ performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p>D. Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.</p>	<ul style="list-style-type: none"> <li>• Students will perform a variety of musical styles within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/ teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/ performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p>E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.</p>	<ul style="list-style-type: none"> <li>• Students will listen to and respond to works</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p>						
<p>F. Describe works of others through performance or exhibition in two art forms.</p>	<ul style="list-style-type: none"> <li>• Students will identify works performed by the Pittsburgh Symphony Orchestra</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p>G. Identify the function and benefits of rehearsal and practice sessions.</p>	<ul style="list-style-type: none"> <li>• Students will recognize improvements in performance as a result of practice and rehearsal</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p>H. Use and maintain materials, equipment and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> <li>• Describe some materials used.</li> <li>• Describe issues of cleanliness related to the arts.</li> <li>• Describe types of mechanical/electrical equipment usage.</li> <li>• Know how to work in selected physical space/environments.</li> <li>• Identify the qualities of safe props/stage equipment.</li> <li>• Describe methods for storing materials in the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn to handle the classroom instruments properly including barred instruments, mallets, and misc. percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/ teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/ performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p>						
<p>I. Describe arts events that take place in schools and in communities.</p>	<ul style="list-style-type: none"> <li>• Students will prepare for upcoming musical performances or assemblies throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/ teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/ performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p>						
<p>J. Apply 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"> <li>• Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms)</li> <li>• Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues).</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize traditional and contemporary technologies designed for demonstration and aided instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p>						
<p>K. Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.</p>						

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>A. Explain the historical, cultural, and social context of an individual work in the arts.</p>	<ul style="list-style-type: none"> <li>• Students will recognize and describe the historical and cultural background in songs and instrumental works.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present)</p>	<ul style="list-style-type: none"> <li>• Students will recognize the relationship of songs and instrumental works corresponding to historical events</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.2. Historical and Cultural Contexts</b></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"> <li>• Students will identify works of art from various periods and styles such as the Baroque, Classical, Romantic, and Contemporary periods</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>D. Analyze a work of art from its historical and cultural perspective.</p>	<ul style="list-style-type: none"> <li>• Students will develop an understanding of musical concepts using selections from diverse cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.2. Historical and Cultural Contexts</b></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"> <li>• Students will identify how cultural and historical events impacted music.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>	<ul style="list-style-type: none"> <li>• Students will apply vocabulary linking music to social studies such as: culture and style</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>G. Relate works in the arts to geographic regions:</p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Asia</li> <li>• Australia</li> <li>• Central America</li> <li>• Europe</li> <li>• North America</li> <li>• South America</li> </ul>	<ul style="list-style-type: none"> <li>• Students will sing and play in the style of that particular country</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.2. Historical and Cultural Contexts</b></p>						
<p>H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.</p>	<ul style="list-style-type: none"> <li>• Students will identify and describe the music of Pennsylvania</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.2. Historical and Cultural Contexts</b></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"> <li>• Students will identify how philosophical beliefs impact the style of music of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.2. Historical and Cultural Contexts</b></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>	<ul style="list-style-type: none"> <li>• Students will identify patriotic songs as they pertained to the history and culture of that time</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.2. Historical and Cultural Contexts</b></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"> <li>• Students will listen to and discuss program music</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/ teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/ performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<b>9.2. Historical and Cultural Contexts</b>						
<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"> <li>• Students will identify like and unlike themes and structure of well known forms</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.3. Critical Response</b></p>						
<p>A. Identify critical processes in the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Analyze</li> <li>• Interpret</li> <li>• Form and test hypotheses</li> <li>• Evaluate/form judgments</li> </ul>	<ul style="list-style-type: none"> <li>• Students will recognize the processes; compare and contrast, analyze interpretation of musical works (this includes style and musical elements)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.3. Critical Response</b></p>						
<p>B. Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg’s <i>In the Hall of the Mountain King</i> and in tap dance).</p>	<ul style="list-style-type: none"> <li>• Students will be able to describe the use of rhythm, melody, and form in selected songs</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/ teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/ performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.3. Critical Response</b></p>						
<p>C. Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).</p>	<ul style="list-style-type: none"> <li>• Students will be able to identify, song forms, rondo, AB, ABA, and canons</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/ teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/ performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.3. Critical Response</b></p>						
<p>D. Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.</p>	<ul style="list-style-type: none"> <li>• Students will be able to contrast and compare works</li> </ul>					

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<p><b>9.3. Critical Response</b></p>						
<p>E. Describe and use types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> <li>•Contextual criticism</li> <li>•Formal criticism</li> <li>•Intuitive criticism</li> </ul>						

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<p><b>9.3. Critical Response</b></p>						
<p>F. Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.</p>	<ul style="list-style-type: none"> <li>•Students will be able to recognize and identify similar and different characteristics of musical works</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/ teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/ performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<b>9.3. Critical Response</b>						
<p>G. Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's presentation of a critical position on Walt Disney's <i>Evolution of Mickey and Minnie Mouse</i>).</p>	<ul style="list-style-type: none"> <li>• The students will be able to describe someone else's opinion of a musical work</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<b>9.4. Aesthetic Response</b>						
<p>A. Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).</p>	<ul style="list-style-type: none"> <li>• Students will be able to identify symbols that express the intended meaning of a work</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.4. Aesthetic Response</b></p>						
<p>B. Investigate and communicate multiple philosophical views about works in the arts.</p>		<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.4. Aesthetic Response</b></p>						
<p>C. Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).</p>	<ul style="list-style-type: none"> <li>• Students will be able to identify and describe the different responses of audience between a live performance and a taped performance</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>

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<p><b>9.4. Aesthetic Response</b></p>						
<p>D. Explain choices made regarding media, technique, form, subject matter, and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).</p>	<ul style="list-style-type: none"> <li>• Verbalize the various ambience choices that can represent the artists interpretation of the music</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in context</li> <li>• Cooperative learning</li> <li>• Teacher demonstration</li> <li>• Student performance in method exercises</li> <li>• Performance in concert</li> <li>• Oral questioning</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instrument and needed supplies</li> <li>• Method books</li> <li>• Tapes/charts</li> <li>• White board</li> <li>• Sheet music</li> <li>• Stereo</li> <li>• Compact discs</li> <li>• Cassette tapes</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Individual sectional test</li> <li>• Ensemble performance</li> <li>• Verbal responses to teacher directed questions</li> <li>• Review of student work/performance</li> <li>• Individual playing during independence practice</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional drill and practice within class</li> <li>• Student/parent/ teacher conference</li> <li>• Play-a-long CDs and tapes</li> <li>• Individual practice</li> <li>• Guided sheets</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Solo opportunities</li> <li>• Small ensemble experiences</li> <li>• Class demonstration in front of peers</li> <li>• Assigning differing listening/ performance materials</li> <li>• Additional research</li> <li>• Advance exercises</li> </ul>