

**WEST JEFFERSON HILLS SCHOOL DISTRICT
ELEMENTARY INSTRUMENT CURRICULUM**

GRADE 4

<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>
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts						
<p>A. Know and use the elements and principles of each art form to create works in the arts and humanities. Elements ➤ Music: • duration • intensity • pitch • timbre Principles ➤ Music: • composition • form • genre • harmony • rhythm • texture</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Maintain a steady beat while interpreting rhythms in 4/4, 2/4, 3/4, 6/8 time signatures in isolation and application. • Count and perform staccato and tenuto marks, different temps, ritardando, rallentando-syncoated rhythms, accelerando. • Define and interpret through performance dynamics and accents crescendo, decrescendo, marcato accents. 	<ul style="list-style-type: none"> • Perform in context • Cooperative learning • Teacher demonstration • Student performance in method exercises • Performance in concert • Oral questioning • Guided practice 	<ul style="list-style-type: none"> • Musical instrument and needed supplies • Method books • Tapes/charts • White board • Sheet music • Stereo • Compact discs • Cassette tapes • Records 	<ul style="list-style-type: none"> • Teacher observation • Individual sectional test • Ensemble performance • Verbal responses to teacher directed questions • Review of student work/performance • Individual playing during independence practice • Oral questioning 	<ul style="list-style-type: none"> • Additional drill and practice within class • Student/parent/ teacher conference • Play-a-long CDs and tapes • Individual practice • Guided sheets • Guided practice 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assigning differing listening/ performance materials • Additional research • Advance exercises

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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"> • Identify and perform sharps, flats, natural signs, Bb, Eb, F, C, Ab, G, minor key signatures, key changes in one song, modulations, pitches from concert using a developing sense of intonation. • Develop proper posture, articulations, interpretation, breathing techniques, embouchure, legate and staccato styles, acceptable understanding of characteristic tone quality. • Improvise simple melodies from given cues, finishing already written phrases. 	<ul style="list-style-type: none"> • Perform in context • Cooperative learning • Teacher demonstration • Student performance in method exercises • Performance in concert • Oral questioning • Guided practice 	<ul style="list-style-type: none"> • Musical instrument and needed supplies • Method books • Tapes/charts • White board • Sheet music • Stereo • Compact discs • Cassette tapes • Records 	<ul style="list-style-type: none"> • Teacher observation • Individual sectional test • Ensemble performance • Verbal responses to teacher directed questions • Review of student work/performance • Individual playing during independence practice • Oral questioning 	<ul style="list-style-type: none"> • Additional drill and practice within class • Student/parent/ teacher conference • Play-a-long CDs and tapes • Individual practice • Guided sheets • Guided practice 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assigning differing listening/ performance materials • Additional research • Advance exercises

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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"> • Identify and perform theme and variations, ABA, Round (Canon), introduction, 12-bar blues • Identify overall structure of the music • Recognize changes of tempo within the structure of a piece • Identify and discern different styles and periods of music (folk songs, popular songs, hymns, marches, overtures) • Identify intervals from minor through octave and recognize 2 and 3 part harmony (e.g., solo, duet, trio) • Discriminate variances in tone and adjust to improve intonation • Distinguish aspects of playing in tune with each other • Maintain a steady beat while interpreting rhythms in 4/4, 2/4, ¾, 6/8, time signatures in isolation and application • Count & perform staccato and tenuto marks, different tempi, ritardando, rallentando, syncopated rhythms, accelerando 					

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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"> • Be able to maintain cohesive ensemble tempo • Comprehend and recognize conductors • Beat patters • Be able to sight read simply rhythms • Identify time signatures • Be able to accurately count beats • Recognize the shape of a melody and perform with proper contour • Hear and play intervals encountered in music • Demonstrate correct bowing and phrasing in the music • Differentiate characteristic of different instrument sounds • Demonstrate correct bow hold right executive skills • Demonstrate correct posture for playing • Demonstrate correct playing position for instrument • Demonstrate correct bow stroke • Be able to listen to peers playing in rehearsal and blend with each other 					

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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"> • Discern and perform different textures (ensemble sizes, period styles, compositional forms) • Identify and execute different dynamic levels • Identify and perform articulation markings in the music • Identify and perform correct phrasing • Integrate historical • Integrate cultural perspective into repertoire 					

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

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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"> •Compose or arrange simple melodies from given cues, finishing already written phrases •Improvise simple melodies from given cues, finishing already written phrases 					

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

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>C. Describe and use knowledge of a specific style within music through a performance or exhibition of a unique work.</p>	<ul style="list-style-type: none"> • Perform pieces of different genre (marches, folk songs, popular songs, hymns, classical, jazz, etc) in a large group 	<ul style="list-style-type: none"> • Perform in context • Cooperative learning • Teacher demonstration • Student performance in method exercises • Performance in concert • Oral questioning • Guided practice 	<ul style="list-style-type: none"> • Musical instrument and needed supplies • Method books • Tapes/charts • White board • Sheet music • Stereo • Compact discs • Cassette tapes • Records 	<ul style="list-style-type: none"> • Teacher observation • Individual sectional test • Ensemble performance • Verbal responses to teacher directed questions • Review of student work/performance • Individual playing during independence practice • Oral questioning 	<ul style="list-style-type: none"> • Additional drill and practice within class • Student/parent/ teacher conference • Play-a-long CDs and tapes • Individual practice • Guided sheets • Guided practice 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assigning differing listening/ performance materials • Additional research • Advance exercises

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

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

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>F. Identify the function and benefits of rehearsal and practice sessions.</p>	<ul style="list-style-type: none"> • Communicate the tangible improvements generated through individual and group rehearsal sessions 	<ul style="list-style-type: none"> • Perform in context • Cooperative learning • Teacher demonstration • Student performance in method exercises • Performance in concert • Oral questioning • Guided practice 	<ul style="list-style-type: none"> • Musical instrument and needed supplies • Method books • Tapes/charts • White board • Sheet music • Stereo • Compact discs • Cassette tapes • Records 	<ul style="list-style-type: none"> • Teacher observation • Individual sectional test • Ensemble performance • Verbal responses to teacher directed questions • Review of student work/performance • Individual playing during independence practice • Oral questioning 	<ul style="list-style-type: none"> • Additional drill and practice within class • Student/parent/ teacher conference • Play-a-long CDs and tapes • Individual practice • Guided sheets • Guided practice 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assigning differing listening/ performance materials • Additional research • Advance exercises

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>G. Use and maintain materials, equipment and tools safely at work and performance spaces</p> <ul style="list-style-type: none"> • Describe some materials used. • Describe issues of cleanliness related to music. • Know how to work in selected physical space/environments • Describe methods for storing materials in music. 	<ul style="list-style-type: none"> • Utilize and maintain the selected instrument, music, etc. using prescribed methods 	<ul style="list-style-type: none"> • Perform in context • Cooperative learning • Teacher demonstration • Student performance in method exercises • Performance in concert • Oral questioning • Guided practice 	<ul style="list-style-type: none"> • Musical instrument and needed supplies • Method books • Tapes/charts • White board • Sheet music • Stereo • Compact discs • Cassette tapes • Records 	<ul style="list-style-type: none"> • Teacher observation • Individual sectional test • Ensemble performance • Verbal responses to teacher directed questions • Review of student work/performance • Individual playing during independence practice • Oral questioning 	<ul style="list-style-type: none"> • Additional drill and practice within class • Student/parent/ teacher conference • Play-a-long CDs and tapes • Individual practice • Guided sheets • Guided practice 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assigning differing listening/ performance materials • Additional research • Advance exercises

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

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>I. Apply traditional and contemporary technologies for producing, performing, and exhibiting works in music or the works of others. • Experiment with traditional technologies (e.g., instruments)</p>	<p>• Utilize traditional and contemporary technologies designed for demonstration and aided instruction</p>	<ul style="list-style-type: none"> • Perform in context • Cooperative learning • Teacher demonstration • Student performance in method exercises • Performance in concert • Oral questioning • Guided practice 	<ul style="list-style-type: none"> • Musical instrument and needed supplies • Method books • Tapes/charts • White board • Sheet music • Stereo • Compact discs • Cassette tapes • Records 	<ul style="list-style-type: none"> • Teacher observation • Individual sectional test • Ensemble performance • Verbal responses to teacher directed questions • Review of student work/performance • Individual playing during independence practice • Oral questioning 	<ul style="list-style-type: none"> • Additional drill and practice within class • Student/parent/teacher conference • Play-a-long CDs and tapes • Individual practice • Guided sheets • Guided practice 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assigning differing listening/performance materials • Additional research • Advance exercises

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>J. Apply traditional and contemporary technology in furthering knowledge and understanding music.</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 music.</p>	<ul style="list-style-type: none"> • Communicate the historical emotional and experimental contexts of musical selections 	<ul style="list-style-type: none"> • Perform in context • Cooperative learning • Teacher demonstration • Student performance in method exercises • Performance in concert • Oral questioning • Guided practice 	<ul style="list-style-type: none"> • Musical instrument and needed supplies • Method books • Tapes/charts • White board • Sheet music • Stereo • Compact discs • Cassette tapes • Records 	<ul style="list-style-type: none"> • Teacher observation • Individual sectional test • Ensemble performance • Verbal responses to teacher directed questions • Review of student work/performance • Individual playing during independence practice • Oral questioning 	<ul style="list-style-type: none"> • Additional drill and practice within class • Student/parent/teacher conference • Play-a-long CDs and tapes • Individual practice • Guided sheets • Guided practice 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assigning differing listening/performance materials • Additional research • Advance exercises

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

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

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

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<p>9.2. Historical and Cultural Contexts</p>						
<p>D. Analyze how historical events and culture impact forms, techniques and purposes of works in the music (e.g., Gilbert and Sullivan operettas)</p>	<ul style="list-style-type: none"> • Recognize that historical/cultural events effect musical style/genre 	<ul style="list-style-type: none"> • Perform in context • Cooperative learning • Teacher demonstration • Student performance in method exercises • Performance in concert • Oral questioning • Guided practice 	<ul style="list-style-type: none"> • Musical instrument and needed supplies • Method books • Tapes/charts • White board • Sheet music • Stereo • Compact discs • Cassette tapes • Records 	<ul style="list-style-type: none"> • Teacher observation • Individual sectional test • Ensemble performance • Verbal responses to teacher directed questions • Review of student work/performance • Individual playing during independence practice • Oral questioning 	<ul style="list-style-type: none"> • Additional drill and practice within class • Student/parent/ teacher conference • Play-a-long CDs and tapes • Individual practice • Guided sheets • Guided practice 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assigning differing listening/ performance materials • Additional research • Advance exercises

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

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

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

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9.2. Historical and Cultural Contexts						
<p>G. Identify, explain and analyze philosophical beliefs as they relate to works in music (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p>	<ul style="list-style-type: none"> • Identify, explain, and analyze composers' thoughts and inspirations as they relate to a specific musical work 	<ul style="list-style-type: none"> • Perform in context • Cooperative learning • Teacher demonstration • Student performance in method exercises • Performance in concert • Oral questioning • Guided practice 	<ul style="list-style-type: none"> • Musical instrument and needed supplies • Method books • Tapes/charts • White board • Sheet music • Stereo • Compact discs • Cassette tapes • Records 	<ul style="list-style-type: none"> • Teacher observation • Individual sectional test • Ensemble performance • Verbal responses to teacher directed questions • Review of student work/performance • Individual playing during independence practice • Oral questioning 	<ul style="list-style-type: none"> • Additional drill and practice within class • Student/parent/teacher conference • Play-a-long CDs and tapes • Individual practice • Guided sheets • Guided practice 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assigning differing listening/performance materials • Additional research • Advance exercises

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

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<p>9.2. Historical and Cultural Contexts</p>						
<p>I. Identify, explain and analyze traditions as they relate to works in music (e.g., story telling, work songs - blue grass)</p>	<ul style="list-style-type: none"> • Identify and explain traditions as they relate to specific music selections 	<ul style="list-style-type: none"> • Perform in context • Cooperative learning • Teacher demonstration • Student performance in method exercises • Performance in concert • Oral questioning • Guided practice 	<ul style="list-style-type: none"> • Musical instrument and needed supplies • Method books • Tapes/charts • White board • Sheet music • Stereo • Compact discs • Cassette tapes • Records 	<ul style="list-style-type: none"> • Teacher observation • Individual sectional test • Ensemble performance • Verbal responses to teacher directed questions • Review of student work/performance • Individual playing during independence practice • Oral questioning 	<ul style="list-style-type: none"> • Additional drill and practice within class • Student/parent/teacher conference • Play-a-long CDs and tapes • Individual practice • Guided sheets • Guided practice 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assigning differing listening/performance materials • Additional research • Advance exercises

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9.2. Historical and Cultural Contexts						
<p>J. Identify, explain and analyze common themes, forms and techniques from works in music (e.g., Copland and Graham's <i>Appalachian Spring</i> and Millet's <i>The Gleaners</i>).</p>	<ul style="list-style-type: none"> • Identify and explain common themes and forms between specific music selections 	<ul style="list-style-type: none"> • Perform in context • Cooperative learning • Teacher demonstration • Student performance in method exercises • Performance in concert • Oral questioning • Guided practice 	<ul style="list-style-type: none"> • Musical instrument and needed supplies • Method books • Tapes/charts • White board • Sheet music • Stereo • Compact discs • Cassette tapes • Records 	<ul style="list-style-type: none"> • Teacher observation • Individual sectional test • Ensemble performance • Verbal responses to teacher directed questions • Review of student work/performance • Individual playing during independence practice • Oral questioning 	<ul style="list-style-type: none"> • Additional drill and practice within class • Student/parent/teacher conference • Play-a-long CDs and tapes • Individual practice • Guided sheets • Guided practice 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assigning differing listening/performance materials • Additional research • Advance exercises

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

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<p>9.3. Critical Response</p>						
<p>B. Describe works in music 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"> • Describe two or more music selections in terms of similarities and contrasting 	<ul style="list-style-type: none"> • Perform in context • Cooperative learning • Teacher demonstration • Student performance in method exercises • Performance in concert • Oral questioning • Guided practice 	<ul style="list-style-type: none"> • Musical instrument and needed supplies • Method books • Tapes/charts • White board • Sheet music • Stereo • Compact discs • Cassette tapes • Records 	<ul style="list-style-type: none"> • Teacher observation • Individual sectional test • Ensemble performance • Verbal responses to teacher directed questions • Review of student work/performance • Individual playing during independence practice • Oral questioning 	<ul style="list-style-type: none"> • Additional drill and practice within class • Student/parent/ teacher conference • Play-a-long CDs and tapes • Individual practice • Guided sheets • Guided practice 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assigning differing listening/ performance materials • Additional research • Advance exercises

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

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

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<p>9.3. Critical Response</p>						
<p>E. Describe a critic's position or opinion about selected works in music (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"> • Interpret a critics opinion about a musical selection 	<ul style="list-style-type: none"> • Perform in context • Cooperative learning • Teacher demonstration • Student performance in method exercises • Performance in concert • Oral questioning • Guided practice 	<ul style="list-style-type: none"> • Musical instrument and needed supplies • Method books • Tapes/charts • White board • Sheet music • Stereo • Compact discs • Cassette tapes • Records 	<ul style="list-style-type: none"> • Teacher observation • Individual sectional test • Ensemble performance • Verbal responses to teacher directed questions • Review of student work/performance • Individual playing during independence practice • Oral questioning 	<ul style="list-style-type: none"> • Additional drill and practice within class • Student/parent/ teacher conference • Play-a-long CDs and tapes • Individual practice • Guided sheets • Guided practice 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assigning differing listening/ performance materials • Additional research • Advance exercises

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<p>9.4. Aesthetic Response</p>						
<p>A. Identify uses of expressive symbols in music.</p>	<ul style="list-style-type: none"> • Recognize, interpret and perform expressive symbols in regard to their aesthetic purpose 	<ul style="list-style-type: none"> • Perform in context • Cooperative learning • Teacher demonstration • Student performance in method exercises • Performance in concert • Oral questioning • Guided practice 	<ul style="list-style-type: none"> • Musical instrument and needed supplies • Method books • Tapes/charts • White board • Sheet music • Stereo • Compact discs • Cassette tapes • Records 	<ul style="list-style-type: none"> • Teacher observation • Individual sectional test • Ensemble performance • Verbal responses to teacher directed questions • Review of student work/performance • Individual playing during independence practice • Oral questioning 	<ul style="list-style-type: none"> • Additional drill and practice within class • Student/parent/teacher conference • Play-a-long CDs and tapes • Individual practice • Guided sheets • Guided practice 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assigning differing listening/performance materials • Additional research • Advance exercises

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

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

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