

WEST JEFFERSON HILLS SCHOOL DISTRICT
BAND CURRICULUM
GUITAR ENSEMBLE
GRADES 6, 7, 8

PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
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.</p> <p>Elements</p> <ul style="list-style-type: none"> ➤ 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 <p>Principles</p> <ul style="list-style-type: none"> ➤ Dance: • choreography • form • genre • improvisation • style • technique ➤ Music: • composition • form • genre • harmony • rhythm • texture 	<p>Music Duration:</p> <ul style="list-style-type: none"> • Sustain notes their full value with appropriate articulation without allowing the sound to decay <p>Music Intensity:</p> <ul style="list-style-type: none"> • Perform selected repertoire observing written and stylistically appropriate dynamics <p>Music Pitch:</p> <ul style="list-style-type: none"> • Sing in tune alone or with a group at a designated pitch • Adjust tuning to match other players within sections and across the ensemble <p>Music Timbre:</p> <ul style="list-style-type: none"> • Recognize characteristic sounds of guitar instruments; produce characteristic sound on students' wind band instrument 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts						
<ul style="list-style-type: none"> ➤ Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ➤ Visual Arts: • balance • contrast • emphasis/ focal point • movement/rhythm • proportion/scale • repetition • unity/harmony 	Principles of Music Composition: <ul style="list-style-type: none"> • Recognize compositional devices such as repetition, theme, variation, tonality Music Form: <ul style="list-style-type: none"> • Recognize various musical forms including canon, duet, theme, and variation Music Genre: <ul style="list-style-type: none"> • Recognize various musical genre such as suite, concerto, overture, and march Music Harmony: <ul style="list-style-type: none"> • Recognize the structure of various chords • Play unison 2, and 3 part harmony musical passages with appropriate intonation • Identify a steady beat while interpreting varied rhythmic patterns • Distinguish the aural qualities of various chords within a tonality 					

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	<ul style="list-style-type: none"> • Perform repertoire with varied chords • Discriminate variances in tone and adjust to improve intonation Rhythm Music: <ul style="list-style-type: none"> • Maintain a steady beat while interpreting varied rhythmic patterns • Accurately perform selected excerpts that include: 2/4, 3/4, cut time, and common time, duple and triple meters, whole notes and rests half notes, dotted quarter notes, dotted half notes, sixteenth notes and rests • Distinguish note and rest value • Demonstrate counting beats • Maintain cohesive ensemble tempo • Identify time signatures • Perform time signatures in music • Comprehend conductors beat patterns • Demonstrate sight reading rhythms 					

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	<ul style="list-style-type: none"> • Refine difficult rhythms • Distinguish rhythms Music Texture: <ul style="list-style-type: none"> • Recognize varying textures, from sparsely to densely scored orchestrations, including solo, soli, and tutti writing Expressive Quality/Style <ul style="list-style-type: none"> • Perform correct articulation • Interpret articulation cues of conductor • Identify dynamic marks • Interpret dynamic cues of conductor • Perform correct dynamics • Identify phrasing marks • Interpret phrasing cues of conductor Expressive Music Melody: <ul style="list-style-type: none"> • Integrate historical perspective into repertoire • Integrate cultural perspective into repertoire • Perform melodies with proper musical contour/phrasing 					

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	<ul style="list-style-type: none"> • Discriminate intervals in repertoire • Perform correct intervals in repertoire • Identify melodic patterns in repertoire • Demonstrate proper phrasing in performance • Perform scales within tonality of repertoire • Demonstrate tonality recognition • Perform in appropriate register Music Tone: <ul style="list-style-type: none"> • Develop proper tone on his/her instruments • Demonstrate correct instrument position • Demonstrate correct posture • Demonstrate proper balance • Recognize proper blend • Differentiate characteristics of instrument sounds 					

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <ul style="list-style-type: none"> ➤ Dance: • move • perform • read and notate dance • create and choreograph • improvise ➤ Music: • sing • play an instrument • read and notate music • compose and arrange • improvise ➤ Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct ➤ Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media 	<p>Music Sing:</p> <ul style="list-style-type: none"> •Internalize, match pitch, and vocalize assigned pitches •Sing a concert B flat pitch •Vocalize rhythmic excerpts on single note <p>Play an Instrument:</p> <ul style="list-style-type: none"> •Perform band literature with appropriate pitch, phrasing, dynamics, articulations, and nuances •Perform with a clear resonant tone quality •Perform and demonstrate with good posture •Demonstrate an understanding of correct assembly of the student’s chosen instrument 	<ul style="list-style-type: none"> •Teacher demonstration •Student performance in method books •Performance in concert repertoire •Guided practice •Teacher guided discussions •Direct instruction 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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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"> • Demonstrate correct finger placement, attack and releases, tonguing, and other appropriate techniques Read and Notate Music: <ul style="list-style-type: none"> • Interpret, define, and perform the basic notational symbols for pitch, meter, and expression • Identify, interpret, and perform ties and slurs • Perform all major scales • Identify, define, and perform excerpts utilizing accents, accidentals, enharmonics, measure repeat signs, and extended measure rests • Identify define and perform excerpts utilizing repeat signs, first and second ending D.C. al Fine, D.S. al Coda, D.S. al Fine • Perform sight-reading exercises and literature • Identify, define, literature in duple, triple, and changing meters between 2/4 and ¾ time signatures • Identify and perform staccato and legato articulations • Identify, define and perform band literature in major, minor, modal and changing tonalities 					

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C. Identify and use comprehensive vocabulary within each of the arts forms.	<ul style="list-style-type: none"> • Student will identify, interpret, and apply vocabulary to perform selected band literature 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.	<ul style="list-style-type: none"> • Student will perform a concert that demonstrates contrast in varied musical styles 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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E. Communicate a unifying theme or point of view through the production of works in the arts.	Students will recognize themes in repertoire	<ul style="list-style-type: none"> • Teacher guided discussion 	<ul style="list-style-type: none"> • Music repertoire 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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<p>F. Explain works of others within each art form through performance or exhibition.</p>	<ul style="list-style-type: none"> • Student will identify the contributing factors that lead to the composition of selected wind band literature; perform selected wind band literature employing appropriate style 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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<p>G. Explain the function and benefits of rehearsal and practice sessions.</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Identify the goals of a given rehearsal • Identify the outcome of a given rehearsal • Assist in planning home practice sessions and additional rehearsals 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method Book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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H. Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces. <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts. 	<ul style="list-style-type: none"> • Student will use and maintain instruments carefully 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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I. Know where arts events, performances, and exhibitions occur and how to gain admission.	<ul style="list-style-type: none"> •Students will examine performance calendars of local performance (e.g., Pittsburgh Symphony, River City Brass Band, Mellon Jazz Festival) and make evaluative decisions 	<ul style="list-style-type: none"> •Teacher demonstration •Student performance in method books •Performance in concert repertoire •Guided practice •Teacher guided discussions •Direct instruction •Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> • Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). 	<ul style="list-style-type: none"> • Student will perform new music techniques required to play selected band literature; play non-traditional instruments required by wind literature 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts						
<ul style="list-style-type: none"> •Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design). 						

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9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts						
K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	<ul style="list-style-type: none"> • Student will evaluate the use of technology in their performance of selected band literature 					

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9.2. Historical and Cultural Contexts						
A. Explain the historical, cultural, and social context of an individual work in the arts.	<ul style="list-style-type: none"> •Students will identify the historical, cultural, and social context of a selected band literature 	<ul style="list-style-type: none"> •Teacher demonstration •Student performance in method books •Performance in concert repertoire •Guided practice •Teacher guided discussions •Direct instruction •Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars • Plea forms 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.2. Historical and Cultural Contexts						
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present)	<ul style="list-style-type: none"> • Student will identify historical events that took place as selected literature was created 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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<p>9.2. Historical and Cultural Contexts</p>						
<p>C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p>	<ul style="list-style-type: none"> • Student will identify the period in which selected literature was written; identify the genre of selected literature and any historical implications 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.2. Historical and Cultural Contexts						
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> •Students will identify the cultural and social context of selected band literature (i.e., folk songs) 	<ul style="list-style-type: none"> •Teacher demonstration •Student performance in method books •Performance in concert repertoire •Guided practice •Teacher guided discussions •Direct instruction •Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.2. Historical and Cultural Contexts						
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)	<ul style="list-style-type: none"> •Students will identify the impact of historical and cultural events of selected literature 	<ul style="list-style-type: none"> •Teacher demonstration •Student performance in method books •Performance in concert repertoire •Guided practice •Teacher guided discussions •Direct instruction •Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.2. Historical and Cultural Contexts						
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	<ul style="list-style-type: none"> • Students will understand and use culturally and historically appropriate vocabulary as it applies to selected literature 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.2. Historical and Cultural Contexts						
<p>G Relate works in the arts to geographic regions:</p> <ul style="list-style-type: none"> • Africa • Asia • Australia • Central America • Europe • North America • South America 	<ul style="list-style-type: none"> • Student will perform selected wind band literature from various countries around the world with appropriate stylistic consideration 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.2. Historical and Cultural Contexts						
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	<ul style="list-style-type: none"> • Students will identify composers that have a Pennsylvania connection and perform music of selected composer (e.g., Jack Stamp, Anne McGinty) 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitar 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.2. Historical and Cultural Contexts						
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).	<ul style="list-style-type: none"> • Student will perform selected wind band literature of significant composers of varying background and perspectives, observing appropriate stylistic consideration 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.2. Historical and Cultural Contexts						
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)	<ul style="list-style-type: none"> •Students will recognize the stylistic implication associated with the nationality of composers and their compositions; recognize the stylistic implications associated with the historical period, and their compositions 	<ul style="list-style-type: none"> •Teacher demonstration •Student performance in method books •Performance in concert repertoire •Guided practice •Teacher guided discussions •Direct instruction •Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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<p>9.2. Historical and Cultural Contexts</p>						
<p>K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).</p>	<ul style="list-style-type: none"> •Students will perform selected band literature that is based on the folk music traditions of various cultures around the world, observing appropriate stylistic considerations 	<ul style="list-style-type: none"> •Teacher demonstration •Student performance in method books •Performance in concert repertoire •Guided practice •Teacher guided discussions •Direct instruction •Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.2. Historical and Cultural Contexts						
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>).	<ul style="list-style-type: none"> •Students will perform selected literature of significant composers of varying backgrounds and perspectives, observing appropriate stylistic considerations 	<ul style="list-style-type: none"> •Teacher demonstration •Student performance in method books •Performance in concert repertoire •Guided practice •Teacher guided discussions •Direct instruction •Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.3. Critical Response						
A. Know and use the critical process of the examination of works in the arts and humanities. <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments 	Students will: <ul style="list-style-type: none"> • Recognize similarities and differences in various performances of selected pieces • Analyze and discuss the significances of various compositional techniques • Interpret and discuss stylistically appropriate and inappropriate interpretation in the performance of selected literature • Evaluate various performances of selected literature using exemplary recordings. • Compare the performance of the intermediate band to exemplary recordings of selected literature 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.3. Critical Response						
B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).	<ul style="list-style-type: none"> • Student will discuss the characteristic qualities of works within the style it was composed (i.e., Latin rhythms, pentatonic scale) 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.3. Critical Response						
C. Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).						

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9.3. Critical Response						
D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.						

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<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>
9.3. Critical Response						
<p>E. Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism 	<p>Students will</p> <ul style="list-style-type: none"> • Contextual: evaluate selected repertoire within the time and culture it was created • Intuitive criticism: evaluate selected literature from a personal perspective 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.3. Critical Response						
F. Apply the process of criticism to identify characteristics among works in the arts.						

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9.3. Critical Response						
G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's <i>Revelations</i> to Tchaikovsky's <i>Swan Lake</i>).						

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9.4. Aesthetic Response						
A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).						

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9.4. Aesthetic Response						
B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a list serve or at an artist’s website).						

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9.4. Aesthetic Response						
C. Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's <i>Cats</i>).	<ul style="list-style-type: none"> • Student will discuss the significance of performance venues from acoustic and social perspectives 	<ul style="list-style-type: none"> • Teacher demonstration • Student performance in method books • Performance in concert repertoire • Guided practice • Teacher guided discussions • Direct instruction • Echo melodic and rhythmic patterns 	<ul style="list-style-type: none"> • Method book • Musical instrument and needed supplies • Concert repertoire • Sheet music • Music workbooks • Stereo • Music stands • White board • Cassette tapes • Records • Compact discs • Selected recordings • Guitars 	<ul style="list-style-type: none"> • Teacher observations • Individual sectional playing tests • Ensemble performance • Verbal responses to teacher directed questions • Oral questioning • Individual playing during lessons 	<ul style="list-style-type: none"> • Adaptive materials • Individualized projects • Additional drill and practice within class • Parent/teacher conference • Individual arrangements • Private lessons • Play-a-long CDs and tapes • Individual instruction • Cooperative learning • Guided sheets • Modifications 	<ul style="list-style-type: none"> • Solo opportunities • Small ensemble experiences • Class demonstration in front of peers • Assign differing listening materials • Peer tutor • Advanced exercises with various notation • Research of historical connections with artwork/form

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9.4. Aesthetic Response						
D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's <i>Destructive Periods in Russia During Stalin's and Deniken's Leadership</i> conveys her memories and emotions of a specific incident).						