

## Curriculum Map: 2nd Grade Music 2020

Course: Music2 Sub-topic: General

Grade(s): 2

**Course Description:** Students study music fundamentals in such a way that a solid musical foundation is being built and the student is exposed to many different ways of experiencing and making music. By the end of the course students will be able to:

### Rhythm/Movement:

- Show levels of movement and body percussion: tip-toe, walk, jog, sway, tap, pat, clap etc.
- Perform ostinatos and borduns
- Perform half notes and rests
- perform rhythms in duple and triple meter
- perform and create rhythms using notation
- Perform syncopated rhythms
- perform level 1 -3 solfege rhythms
- Create using level 1-2 rhythms

### Melody:

- Sing and identify SML, and MRD melodic patterns
- Sing LSMRD patterns
- perform using different types of voices: whisper, sing, shout, speak
- Perform and identify piano/forte dynamics

### Tools:

- perform music using unpitched percussion instruments
- perform music using a Xylophone
- Use technology in creation/production of music (centers)

### Create:

- Recognize and use form in music: AABA, Same/Different, ABA
- Create a composition using duple notation
- Improvise movement in a song

### Connections:

- Relate music to stories and other art forms
- Recognize music can celebrate events, holidays, traditions
- Connect music to different regions/cultures worldwide
- Connect music to American traditions/regions/time periods
- Express opinions about music

## Unit: Unit 1: Bravo Beginnings

Timeline: 9 Weeks

**Unit Description:** Students will review the routines of the music classroom, handling of instruments, etc. They will also explore who sound can be represented through symbols (notation), it is organized into meters and patterns (form), and uses a variety of timbres and dynamics.

### Song Work

- Routines
- XYL technique
- Types of Voices: high/low, loud/quiet, whisper, speak, shout, sing etc.
- Creative Movement
- Form: Review Same/Different; phrase
- Patriotic Music

### Drill Solfege

- Steady Pulse to micro/macro rhythms
- Review Level 1.1-1.2) 2/4 4/4 6/8 Perform, read, create
- SML, MRD
- Duple/triple meter
- Singing: Breath/Vocal Development
- Half note

## Music Minute

- Country
- Patriotic: Grand Old Flag

### Unit Essential Questions:

- What do people use to perform music?
- How can music notation be used to share rhythms and melodies?
- How are patterns arranged to make music?

### Unit Big Ideas:

- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
- Artists use tools and resources as well as their own experiences and skills to create art.
- The arts provide a medium to understand and exchange ideas.

### Unit Materials:

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GAMEPLAN 2nd Grade; KiD-sounds publications

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Conversational Solfege - Level 1; GIA Publications

- 

Youtube for Music selections

- 

Kahoot!

- 

Teaching with Orff; <https://teachingwithorff.com/diwali-dance/>

### Unit Assignments:

1. Dynamic check-use quiet/loud voices
2. Read and Dictate 1.1 Rhythms

### Unit Key Terminology & Definitions:

- Micro/Macro Pulse
- Duple vs. Triple
- Rhythm vs. Pulse
- Types of Voices
- Rest
- Half Note
- Quarter Note
- Eighth Note
- Genre

### STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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

[9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review

and revise original works in the arts.

• 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

[9.1.3.C \(Advanced\)](#) Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.D \(Advanced\)](#) Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

[9.1.3.E \(Advanced\)](#) Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

[9.1.3.G \(Advanced\)](#) Recognize the function of rehearsals and practice sessions.

[9.1.3.H \(Advanced\)](#) Handle materials, equipment and tools safely at work and performance spaces.

• Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

(\* standards consolidated from Topic level)

## Topic: Conversational Solfege

Minutes for Topic: 135

### STANDARDS

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[9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• 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

[9.1.3.C \(Advanced\)](#) Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.E \(Advanced\)](#) Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

[9.1.3.G \(Advanced\)](#) Recognize the function of rehearsals and practice sessions.

## Topic: Welcome Back! First Day Routines

Minutes for Topic: 45

### STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.E \(Advanced\)](#)

Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

[9.1.3.H \(Advanced\)](#)

Handle materials, equipment and tools safely at work and performance spaces.

• Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

**Topic: Go! Go! Go!**

Minutes for Topic: 45

**STANDARDS**

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[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.D \(Advanced\)](#)

Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

[9.1.3.E \(Advanced\)](#)

Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

**Topic: Charlie over the Ocean**

Minutes for Topic: 90

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

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[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.D \(Advanced\)](#)

Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

**Topic: Traffic Lights**

Minutes for Topic: 90

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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

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[9.1.3.H \(Advanced\)](#)

Handle materials, equipment and tools safely at work and performance spaces.

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**Topic: Three Little Muffins**

Minutes for Topic: 45

**STANDARDS**

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[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.E \(Advanced\)](#)

Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

**Topic: Poor Little Kitty Cat**

Minutes for Topic: 45

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

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[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

**Topic: Hungarian Dance**

Minutes for Topic: 45

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

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[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.D \(Advanced\)](#)

Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

**Unit: Unit 2: Christmas Kaleidoscope**

Timeline: 9 Weeks

**Unit**

The routines and fundamentals of music will continue to be taught while students are exposed to the ideas that music can be used in community to build traditions and celebrate holidays, traditions and events. The following concepts will be taught:

## Song Work

- XYL technique
- Dynamics: piano/forte
- Form: ABC
- Holiday Music

### Drill Solfege

- Review Level 1.1-1.2) 2/4 4/4 6/8 Perform, read, create
- SML, MRD
- Duple/triple meter
- Singing: Breath/Vocal Development
- Half note

### Music Minute

- Instruments of the Orchestra

### Connections

- Recognize music can celebrate events, holidays, traditions
- Express Opinions about music
- Critique performances

### Unit Essential Questions:

- What do people use to perform music?
- How is music used to pass on tradition?
- How is music used to pass on Culture?
- How do people talk about the quality of musical works?
- How do people talk about music?

### Unit Big Ideas:

- Artists use tools and resources as well as their own experiences and skills to create art.
- People have expressed experiences and ideas through the arts throughout time and across cultures.
- There are formal and informal processes used to assess the quality of works in the arts.
- People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

### Unit Materials:

- GAMEPLAN 2nd Grade; KiD-sounds publications
- Conversational Solfege - Level 1; GIA Publications
- Youtube for Music selections
- Teaching with Orff; <https://teachingwithorff.com/diwali-dance/>

### Unit Assignments:

1. Performance Reflection
2. Performance

### Unit Key Terminology & Definitions:

- Opinion
- Tradition
- Culture
- Holidays
- Form
- Instruments of the Orchestra
- Dynamics

### STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.

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rhythm • style • voice Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

- [9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
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- [9.1.3.C \(Advanced\)](#) Recognize and use fundamental vocabulary within each of the arts forms.
- [9.1.3.E \(Advanced\)](#) Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
- [9.1.3.G \(Advanced\)](#) Recognize the function of rehearsals and practice sessions.
- [9.1.3.H \(Advanced\)](#) Handle materials, equipment and tools safely at work and performance spaces.
- Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.
- [9.1.3.I \(Advanced\)](#) Identify arts events that take place in schools and in communities.
- [9.1.3.J \(Advanced\)](#) Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). • Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).
- [9.1.3.K \(Advanced\)](#) Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.
- [9.2.3.A \(Advanced\)](#) Explain the historical, cultural and social context of an individual work in the arts.
- [9.2.3.D \(Advanced\)](#) Analyze a work of art from its historical and cultural perspective.
- [9.3.3.A \(Advanced\)](#) Recognize critical processes used in the examination of works in the arts and humanities.
- Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
- [9.3.3.G \(Advanced\)](#) Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).
- [9.4.3.B \(Advanced\)](#) Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).

(\* standards consolidated from Topic level)

## Topic: Skin and Bones

Minutes for Topic: 45

### STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.



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[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- 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

[9.1.3.J \(Advanced\)](#)

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).
- Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

[9.1.3.K \(Advanced\)](#)

Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

[9.2.3.A \(Advanced\)](#)

Explain the historical, cultural and social context of an individual work in the arts.

**Topic: Fall Festival**

Minutes for Topic: 45

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

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[9.1.3.B \(Advanced\)](#)

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[9.1.3.J \(Advanced\)](#)

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).
- Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

**Topic: Run From the Farmer**

Minutes for Topic: 45

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

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**Topic: Christmas Performance**

Minutes for Topic: 270

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

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[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• 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

[9.1.3.G \(Advanced\)](#)

Recognize the function of rehearsals and practice sessions.

[9.1.3.H \(Advanced\)](#)

Handle materials, equipment and tools safely at work and performance spaces.

• Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

[9.1.3.I \(Advanced\)](#)

Identify arts events that take place in schools and in communities.

[9.2.3.A \(Advanced\)](#)

Explain the historical, cultural and social context of an individual work in the arts.

[9.2.3.D \(Advanced\)](#)

Analyze a work of art from its historical and cultural perspective.

**Topic: Performance Reflection**

Minutes for Topic: 45

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.3.3.A \(Advanced\)](#)

Recognize critical processes used in the examination of works in the arts and humanities.

• Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

[9.3.3.G \(Advanced\)](#)

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

[9.4.3.B \(Advanced\)](#)

Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).

**Topic: All Around the Brickyard**

Minutes for Topic: 45

## STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

### [9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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

### [9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• 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

## Topic: Winter Festival

Minutes for Topic: 45

## STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

### [9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• 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

### [9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

### [9.1.3.E \(Advanced\)](#)

Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

### [9.1.3.H \(Advanced\)](#)

Handle materials, equipment and tools safely at work and performance spaces.

• Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

### [9.1.3.J \(Advanced\)](#)

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

• Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). • Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

### [9.1.3.K \(Advanced\)](#)

Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

## Topic: Conversational Solfege

Minutes for Topic: 135

## STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

### [9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale •

### 9.1.3.B (Advanced)

repetition • unity/harmony

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- 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

## **Unit: Unit 3: Winter Works**

Timeline: 9 Weeks

### **Unit**

#### **Description:**

Students continue learning music fundamentals; how rhythms can be in duple or triple, that movement can be improvised, music can be thought or audiated, and that music can celebrate culture and tradition through the study of World Music. The following concepts are covered:

#### Song Work

- XYL technique
- Dynamics: piano/forte
- Form: ABC
- World Music

#### Drill Solfege

- Review Level 1.1-1.2) 2/4 4/4 6/8 Perform, read, create
- Intro 1.3
- SML, MRD
- Duple/triple meter
- Singing: Breath/Vocal Development
- Half note

#### Music Minute

- Instruments of the Orchestra
- Music Around the World

#### Connections

- Recognize music can celebrate culture and tradition
- Express Opinions about music
- Critique performances

#### **Unit Essential Questions:**

- What do people use to perform music?
- How can music notation be used to share rhythms and melodies?
- How is music used to pass on tradition? How is music used to pass on culture?
- How do people talk about the quality of musical works?
- How do people talk about music?

#### **Unit Big Ideas:**

- People have expressed experiences and ideas through the arts throughout time and across cultures.
- There are formal and informal processes used to assess the quality of works in the arts.
- People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.
- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
- The arts provide a medium to understand and exchange ideas.
- The arts provide a medium to understand and exchange ideas.

#### **Unit Materials:**

- Youtube for Music selections
- <https://teachingwithorff.com/diwali-dance/>

#### **Unit**

#### **Assignments:**

1. Read and Dictated 1.2 Duple Rhythm
2. Performance Reflection

#### **Unit Key**

#### **Terminology &**

- Opinion
- Tradition

- Definitions:**
- Culture
  - Form
  - Instruments of the Orchestra
  - Dynamics
  - World Music

**STANDARDS: STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.
- Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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
- [9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 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
- [9.1.3.C \(Advanced\)](#) Recognize and use fundamental vocabulary within each of the arts forms.
- [9.1.3.D \(Advanced\)](#) Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
- [9.1.3.E \(Advanced\)](#) Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
- [9.1.3.H \(Advanced\)](#) Handle materials, equipment and tools safely at work and performance spaces.
- Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.
- [9.1.3.J \(Advanced\)](#) Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). • Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).
- [9.1.3.K \(Advanced\)](#) Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.
- [9.2.3.A \(Advanced\)](#) Explain the historical, cultural and social context of an individual work in the arts.
- [9.2.3.B \(Advanced\)](#) Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- [9.2.3.D \(Advanced\)](#) Analyze a work of art from its historical and cultural perspective.
- [9.2.3.E \(Advanced\)](#) Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- [9.2.3.F \(Advanced\)](#) Know and apply appropriate vocabulary used between social studies and the arts and humanities.

[9.2.3.G \(Advanced\)](#) Relate works in the arts to geographic regions:

- Africa • Asia • Australia • Central America • Europe • North America • South America

(\* standards consolidated from Topic level)

**Topic: All Around the Brickyard**

Minutes for Topic: 45

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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

[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- 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

**Topic: Grandma Grunts**

Minutes for Topic: 45

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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

[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- 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

**Topic: The Noble Duke of York**

Minutes for Topic: 90

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form •

genre • harmony • rhythm • texture 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

[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• 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

**Topic: Music Around the World: Performance**

Minutes for Topic: 180

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• 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

[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.D \(Advanced\)](#)

Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

[9.1.3.J \(Advanced\)](#)

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

• Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).  
• Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

[9.1.3.K \(Advanced\)](#)

Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

[9.2.3.A \(Advanced\)](#)

Explain the historical, cultural and social context of an individual work in the arts.

[9.2.3.B \(Advanced\)](#)

Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

[9.2.3.D \(Advanced\)](#)

Analyze a work of art from its historical and cultural perspective.

[9.2.3.E \(Advanced\)](#)

Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

[9.2.3.F \(Advanced\)](#)

Know and apply appropriate vocabulary used between social studies and the arts and humanities.

[9.2.3.G \(Advanced\)](#)

Relate works in the arts to geographic regions:

• Africa • Asia • Australia • Central America • Europe • North America • South America

**Topic: Spring Festival**

Minutes for Topic: 45

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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

[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and



principles to produce, review and revise original works in the arts.

• 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

[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.E \(Advanced\)](#)

Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

[9.1.3.H \(Advanced\)](#)

Handle materials, equipment and tools safely at work and performance spaces.

• Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

## Topic: Conversational Solfege

Minutes for Topic: 135

### STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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

[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• 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

[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.E \(Advanced\)](#)

Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

## Unit: Unit 4: Electric Exploration, Creation, Improvisation

Timeline: 9 Weeks

### Unit

Students will continue to review and learn the fundamentals of music. They will apply their learning from the year through creation and composition. The following concepts will be covered:

### Description:

Song Work

- Centers: Creating Music
- Improvising Movement to Music
- Dynamics: piano/forte
- Form: ABC
- World Music

Drill Solfege

- Review Level 1.1-1.2) 2/4 4/4 6/8 Perform, read, create
- Perform, read 1.3
- SML, MRD
- Duple/triple meter
- Singing: Breath/Vocal Development
- Half note



## Connections

- Express Opinions about music
- Critique performances

### Unit Essential Questions:

- How can people use found objects to make music?
- How can music notation be used to share rhythms and melodies?
- How are patterns arranged to make music?
- Why do different people have different opinions about music?

### Unit Big Ideas:

- Artists use tools and resources as well as their own experiences and skills to create art.
- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
- The arts provide a medium to understand and exchange ideas.
- People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

### Unit Materials:

- Youtube for Music selections
- <https://teachingwithorff.com/diwali-dance/>

### Unit Assignments:

1. Composition
2. Read 1.3 Rhythms (Half Note?)

### Unit Key Terminology & Definitions:

- Create
- Improvise
- Duple and Triple Rhythm
- Composition

### STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time  
Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles  
Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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

[9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• 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

[9.1.3.C \(Advanced\)](#) Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.D \(Advanced\)](#) Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

[9.1.3.E \(Advanced\)](#) Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

[9.1.3.F \(Advanced\)](#) Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the

- study of Picasso)
- [9.1.3.J \(Advanced\)](#) Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).
  - Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).
- [9.1.3.K \(Advanced\)](#) Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.
- [9.2.3.A \(Advanced\)](#) Explain the historical, cultural and social context of an individual work in the arts.
- [9.2.3.D \(Advanced\)](#) Analyze a work of art from its historical and cultural perspective.
- [9.2.3.F \(Advanced\)](#) Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- [9.2.3.G \(Advanced\)](#) Relate works in the arts to geographic regions:
- Africa • Asia • Australia • Central America • Europe • North America • South America
- [9.3.3.G \(Advanced\)](#) Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).
- [9.4.3.B \(Advanced\)](#) Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).

(\* standards consolidated from Topic level)

#### Topic: Sarasponda

Minutes for Topic: 45

##### STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 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

#### Topic: The Closet Key

Minutes for Topic: 45

##### STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.
- Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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
- [9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 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

### Topic: E Papa Waiari

Minutes for Topic: 90

#### STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

##### [9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• 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

##### [9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

##### [9.1.3.D \(Advanced\)](#)

Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

##### [9.1.3.J \(Advanced\)](#)

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

• Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).  
• Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

##### [9.1.3.K \(Advanced\)](#)

Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

##### [9.2.3.A \(Advanced\)](#)

Explain the historical, cultural and social context of an individual work in the arts.

##### [9.2.3.D \(Advanced\)](#)

Analyze a work of art from its historical and cultural perspective.

##### [9.2.3.F \(Advanced\)](#)

Know and apply appropriate vocabulary used between social studies and the arts and humanities.

##### [9.2.3.G \(Advanced\)](#)

Relate works in the arts to geographic regions:

• Africa • Asia • Australia • Central America • Europe • North America • South America

### Topic: It's Mi Re Do

Minutes for Topic: 90

#### STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

##### [9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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

##### [9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• 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

##### [9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

### Topic: Go 'Round the Mountain

#### STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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

[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• 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

[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

**Topic: The Bubble Gum Machine**

Minutes for Topic: 45

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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

[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• 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

[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.E \(Advanced\)](#)

Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

[9.1.3.F \(Advanced\)](#)

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

[9.3.3.G \(Advanced\)](#)

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

[9.4.3.B \(Advanced\)](#)

Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).

**Topic: Summer Festival**

Minutes for Topic: 45

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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

[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• 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

[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

**Topic: Conversational Solfege**

Minutes for Topic: 135

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture 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

[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• 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

[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.E \(Advanced\)](#)

Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.