

Curriculum Map: Kindergarten Music 2020

Course: Music0 Sub-topic: General

Grade(s): Kindergarten

Course Description: Students are introduced to the fundamentals of music. By the end of the course students will be able to:

Rhythm/Movement:

- show a steady pulse using both micro and macro beats
- Show levels of movement in fast and slow: tip-toe, walk, jog, sway, tap, pat, clap etc.
- perform rhythms in duple and triple meter
- perform and create rhythms using iconic notation
- echo level 1 solfege rhythms

Melody:

- echo melodic patterns
- sing resting note
- identify high/low sounds
- perform using different types of voices: whisper, sing, shout, speak

Tools:

- perform music using unpatched percussion instruments
- perform music using a Xylophone

Create:

- Recognize and use patterns in music: AABA, Same/Different
- Create a composition using iconic 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
- Express opinions about music

Unit: Unit 1: Bravo Beginnings

Timeline: 8 Weeks

Unit Description: Students will be introduced to the routines of the music classroom, the fundamentals of music, and the discovery of what music is and how we can create and respond to it. The following concepts will be introduced:

- Classroom routines
- Farm Songs repertoire
- Percussion instrument introduction: sticks, maracas/shakers, bells, boomwhackers, tambourines, wood block, etc.
- Levels of movement: clap, pat, stomp, tip-toe, walk, jog, etc.
- Reaction activities
- Drill/Solfege
- Micro/macro pulse
- Pulse vs. rhythm
- Echo** neutral syllable rhythms, word rhythms and intro rhythm syllables.
- Echo** sing on neutral syllables
- Develop breath control and parts of voice (high/low)
- Identify different types of voices: whisper, speak, shout, sing

Unit Essential Questions:

- What is music?
- What do people use to perform 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.

- Unit Materials:**
- GAMEPLAN Kindergarten; KiD-sounds publications
 - Conversational Solfege - Level 1; GIA Publications
 - Youtube for Music selections
 - Teaching with Orff; <https://teachingwithorff.com/>
 - Barnyard Dance; by Jennifer Wentworth

- Unit Assignments:**
1. Types of Voices Observation Check
 2. Instrument identification (timbre): Wood/Metal

- Unit Key Terminology & Definitions:**
- Music
 - Instruments
 - Wood vs. Metal
 - Clap, pat, stomp, tip-toe, walk, jog, etc.
 - Micro/macro pulse
 - Pulse vs. rhythm
 - Echo
 - Breath control: Diaphragm and Lungs
 - Different types of voices: whisper, speak, shout, sing

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.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.

Topic: Conversational Solfege

Core Lesson Description: At the beginning of each lesson in Unit 1 students will be exposed and participate in short exercises in drills that will develop their sense of pulse and rhythm, develop their voices, breath and ability to **echo** melody and rhythm.

Core Lesson Student Learning Objectives: Student will explore micro/macro pulses
Student will explore and perform pulse vs. rhythm
Student will echo neutral syllable rhythms, word rhythms and rhythm syllables.
Student will echo echo sing on neutral syllables
Student will develop breath control and parts of voice (high/low)
Student will identify different types of voices: whisper, speak, shout, sing

Core Lesson 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.

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

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

[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: Duck Farm Songs

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[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: Chicken Farm Songs

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Topic: Lamb Farm Songs

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Topic: Cow Farm Songs

Core Lesson

Student Learning Objectives: Student will identify and perform using different types of voices: whisper, speak, shout, sing, high, low

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Topic: Pig Farm Songs

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Topic: Horse Farm Songs

Core Lesson

Student Learning Student will identify wood/metal instruments.

Objectives:

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Topic: Farmer Songs

Core Lesson

Materials:

Barnyard Dance by Jennifer Wentworth

STANDARDS

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

Relate works in the arts to geographic regions:

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

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

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).

Unit: Unit 2: Holiday Hoedown

Timeline: 8 Weeks

Unit Description: The routines and fundamentals of music will continue to be reinforced 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:

- Holiday repertoire: Halloween, Thanksgiving, Christmas
- Connect music to reading/events/traditions: Piggie pie, Mr. Willowby Drill/Solfege
- Micro/macro pulse
- Pulse vs. rhythm
- Echo word rhythms and solfege: apple pear, seasonal etc.
- Echo rhythms on instruments
- Create word seasonal word rhythms
- Echo singing: Breath/Vocal Development

Unit Essential Questions:

- How is music used to celebrate events in people's lives?
- How do people decide if a musical work is good?
- How do people think 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.

Unit Materials:

- GAMEPLAN Kindergarten; KiD-sounds publications
- Conversational Solfege - Level 1; GIA Publications
- Youtube for Music selections
- Teaching with Orff; <https://teachingwithorff.com/>
- Piggie Pie by Margie Palatini
- Mr. Willowby by Robert Barry

Unit Assignments:

1. Respond/Analyze Christmas Performance
2. Favorite holiday song - why?

Unit Key Terminology & Definitions:

- Traditions
- Holidays
- micro/macro pulse
- pulse vs. rhythm
- rhythms and solfege
- I like because....
- It was good because....

STANDARDS: 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.

[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.

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[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

[9.4.3.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: Conversational Solfege

Core Lesson Students will perform micro/macro pulses
Student Learning Objectives: Students will identify pulse vs. rhythm
 Students will echo word rhythms and solfege: apple pear, seasonal etc.
 Students will echo rhythms on instruments
 Students will create word seasonal word rhythms
 Students will echo sing, and develop their breath and voice

STANDARDS

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Topic: Halloween Songs/Poems

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[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.

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

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).

Topic: Fall Festival

Core Lesson Description:

Behavior reward and review day.

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• 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.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: Thanksgiving/Harvest Songs: Run from the Farmer Level 1

Topic: Winter Performance Repertoire

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.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.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).

[9.2.3.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).

[9.3.3.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

Topic: Respond/Analyze Winter Performance

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

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).

[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

[9.4.3.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: Winter Fest

Core Lesson Description:

Behavior reward and review day.

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.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.

Unit: Unit 3: Winter Works

Timeline: 9 Weeks

Unit Description: Students learn about music fundamentals how that music can be represented by symbols called notation, that sounds can be high or low, rhythms can be in duple or triple and music can celebrate patriotism. The following concepts are covered:

- Repertoire: Patriotic
- improvise movement
- think/audiate music

Drill/Solfege

- Micro/macro pulse - triple and duple.
- Rhythms: solfege and word rhythms
- Identify specific rhythm patterns
- Iconic representation of rhythm: read, perform, create
- High or low: Birds/Bears
- Echo singing: Breath/Vocal Development
- Echo sing using rhythm solfege

Unit Essential Questions:

- How is music arranged?
- What do people use to perform music?
- How can pictures show sound and silence?
- How are musical traditions a part of American culture?

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.
- People have expressed experiences and ideas through the arts throughout time and across cultures

Unit Materials:

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

Unit Assignments:

1. High or Low?
2. Steady Pulse Observation

Unit Key Terminology & Definitions:

- Patriotic music
- Micro/macro pulse
- Triple and duple meter
- High or low: Birds/Bears
- Rhythm solfege

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.

Topic: Conversational Solfege

Core Lesson Student will perform micro/macro pulses
Student Learning Objectives: Student will perform rhythms using solfege and word rhythms
 Student will identify specific P1 rhythm patterns
 Student will read iconic representation of rhythm
 Student will echo rhythms on instruments and using body percussion
 Student will build rhythms using iconic notation
 Student will identify high or low sounds
 Student will echo sing and develop breath and voice
 Student will sing melody on rhythm solfege

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.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: Pease Porridge Hot - iconic notation/Yankee Doodle

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 \(Advanced\)](#)

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• 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.E \(Advanced\)](#)

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

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

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

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

Relate works in the arts to geographic regions:

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

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

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).

Topic: A Sailor Went to Sea

Core Lesson

Student Learning Student will identify high/low sounds.

Objectives:

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: Get on Board

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.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).

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

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

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

Relate works in the arts to geographic regions:

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

Topic: Miss Lucy

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.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.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: Spring Fest!

Core Lesson Description: Behavior reward and review day.

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.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.

Unit: Unit 4: Electric Exploration, Creation, Improvisation

Timeline: 9 Weeks

Unit Description: 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:

- Creating music
- Improvising movement to music
- Drill/Solfege
- micro/macro pulse
- duple/triple meter
- singing: Breath/Vocal Development
- rhythm: iconic notation

Unit Essential Questions:

- How can pictures show sound and silence?
- How is music arranged?
- How are patterns arranged to make music?
- How do people decide if a musical work is good?How do people think about 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:

- GAMEPLAN Kindergarten; KiD-sounds publications
- Conversational Solfege - Level 1; GIA Publications
- Youtube for Music selections

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

Unit

1. Composition: Animal

Assignments:

2. Improvise Movement Observation

Unit Key

Terminology & Definitions:

- Create
- Meaning
- Improvise

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.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.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: Conversational Solfège

Core Lesson Student will perform and identify micro/macro pulse: duple/triple meter

Student Learning Student will develop breath and vocal

Objectives: Student will sing root tone

Student will perform and create rhythms using iconic notation P1

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.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: Fiddle-dee-dee

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.

Topic: Wishy Washy Wee

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.

Topic: E Papa Waiari level 1

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.

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

Relate works in the arts to geographic regions:

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

Topic: Going over the Sea

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[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: Boom Makaleli

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.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).

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

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

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

Relate works in the arts to geographic regions:

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

Topic: Looby Loo

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.D \(Advanced\)](#)

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

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

Relate works in the arts to geographic regions:

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

Topic: Rhythm Scavenger Hunt/Composition

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.

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

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

[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: Summer Fest!

Core Lesson Description:

Behavior reward and review day.

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.

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

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

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