

Curriculum Map: 1st Grade Music 2020

Course: Music1 Sub-topic: General

Grade(s): 1

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 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 quarter rests
Perform rhythms in duple and triple meter
Perform and create rhythms using notation
Perform level 1 and level 2 solfege rhythms
Create using level 1-2 rhythms

Melody

Sing MRD melodic patterns
Sing resting note
Identify high/low sounds
Perform using different types of voices: whisper, sing, shout, speak

Tools

Perform music using unpitched percussion instruments
Perform music using a Xylophone

Create

Recognize and use patterns 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 how sound can be represented through symbols (notation), it is organized into 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: Same/Different
Drill Solfege
-Steady Pulse to micro/macro rhythms
-Level 1.1) du, du-de
-SM
-Duple meter
-Quarter rest

Unit Essential Questions:

- How is music arranged?
- How can musical notation show sounds that are short, long, high or low?

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:

- - Youtube for Music selections
 - Unit Assignments:
1. Steady Pulse
 2. Rest Check (Muffin Man)

Unit Key Terminology & Definitions:

- Micro/Macro Pulse
- Rhythm vs. Pulse
- High vs. Low
- Types of Voices
- Rest
- Quarter Note
- Eighth Note

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.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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.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).
9.2.3.L (Advanced)	Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

(* standards consolidated from Topic level)

Topic: Conversational Solfege

Minutes for Topic: 135

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 **perform** melody and rhythm.

- Steady Pulse to micro/macro rhythms
- Level 1.1) du, du-de
- SM
- Duple meter
- Quarter rest
- Singing: Breath/Vocal Development
- Read level 1.1. Rhythms

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.G \(Advanced\)](#)

Recognize the function of rehearsals and practice sessions.

Topic: Welcome: Routines/Procedures

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.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: Hickory Dickory Dock

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

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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.

Topic: Muffin Man

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.

[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: Big Black Cats

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.

[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: Dem 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.

- 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.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.

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

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

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

Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

Topic: Skin and Bones

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.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).

[9.2.3.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.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).

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

Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

Unit: Unit 2: Christmas Kaleidoscope

Timeline: 10 Weeks

Unit Description: 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

- 4 Levels of Body Percussion
- Form: Introduction, repeat sign, Patterns: AABA
- Connect music to reading/events/traditions: Piggie Pie, Mr. Willowby
- Responding to and Analyzing Music
- XYL, unpitched percussion technique
- Levels of movement: clap, pat, stomp, tip-toe, walk, jog, etc.

Drills/Solfege

- Steady Pulse
- Level 1.1) du, du-de
- DRM
- Duple meter
- Quarter rest
- Singing: Breath/Vocal Development
- Experience up/down in melody
- Read level 1.1. Rhythms

Unit Essential Questions:

- How are patterns arranged to make music?
- What do people use to perform music?
- How can musical notation show sounds that are short, long, high or low?
- How is music used to pass on tradition?
- How do people decide if a musical work is good?

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.

Unit Materials:

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- Youtube for Music selections
- Piggie Pie by Margie Palatini
- Mr. Willowby by Robert Barry

Unit Assignments:

1. Performance Reflection
2. Dynamic Check: Piano/Forte

Unit Key Terminology & Definitions:

- Body Percussion
- Form - Same/Different
- Xylophone, Mallet
- Quarter Note
- Eighth Note
- Rest
- Duple Meter

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.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.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.L \(Advanced\)](#) Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).
- [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.B \(Advanced\)](#) Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).
- [9.3.3.C \(Advanced\)](#) Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).
- [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: Stirring My Brew

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.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.L \(Advanced\)](#)

Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

Topic: Conversational Solfege

Minutes for Topic: 135

Core Lesson

Description:

At the beginning of each lesson in Unit 2 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 **perform** melody and rhythm.

Core Lesson

Student Learning

Objectives:

- Steady Pulse
- Level 1.1) du, du-de
- DRM
- Duple meter
- Quarter rest
- Singing: Breath/Vocal Development
- Experience up/down in melody
- Read level 1.1. Rhythms

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.G \(Advanced\)](#)

Recognize the function of rehearsals and practice sessions.

[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: Fall Festival

Minutes for Topic: 45

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.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: Winter Performance Repertoire

Minutes for Topic: 180

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.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.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.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.L \(Advanced\)](#)

Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

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.B \(Advanced\)](#)

Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie Woogie; use of dynamics, tempo, texture in Ravel's Bolero).

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

Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).

[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: Engine Engine #9 Part 1

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.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: Winter 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.

[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 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 patriotism and heritage through the study of American Folk Song. The following concepts are covered:

Song Work

- Patriotic Music
- American Folk Repertoire
- Improvise movement
- Think/audiate music

Drills/Solfege

- Steady Pulse
- Level 1.2) 6/8 du, du-da-de
- SML
- Duple and triple meter
- Quarter rest
- Singing: Breath/Vocal Development
- Read level 1.2. Rhythms

Unit Essential Questions:

- How can musical notation show sounds that are short, long, high or low?
- How are musical traditions a part of American culture?

- Unit Big Ideas:**
- People have expressed experiences and ideas through the arts throughout time and across cultures.
 - The arts provide a medium to understand and exchange ideas.

Unit Materials:

-
- Youtube for Music selections
- Unit Assignments:

1. Dictated 1.1 Duple Rhythm
2. Read and Perform 1.1 Duple Rhythms

Unit Key Terminology & Definitions:

- American Folk
- Patriotic Music
- Improvise
- Audiate
- Duple and Triple Meter

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.G \(Advanced\)](#)

Recognize the function of rehearsals and practice sessions.

[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).

(* standards consolidated from Topic level)

Topic: Conversational Solfege

Minutes for Topic: 135

Core Lesson

Description:

At the beginning of each lesson in Unit 3 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 **perform** and **read** melody and rhythm.

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.G \(Advanced\)](#)

Recognize the function of rehearsals and practice sessions.

[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: Engine Engine #9 Part 2

Minutes for Topic: 90

Topic: Chase the Squirrel

Minutes for Topic: 45

Topic: The Old Gray Cats are Sleeping

Minutes for Topic: 90

Topic: She'll Be Comin' Round the Mountain

Minutes for Topic: 90

Topic: Sarasponda Part 1

Minutes for Topic: 45

Topic: Spring Festival

Minutes for Topic: 45

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:

Song Work

- Centers: Creating Music
- Improvising Movement to Music

Drills/Solfege

- Steady Pulse
- Level 1.2) du, du-da-de
- SML
- Duple and triple meter
- Quarter rest
- Singing: Breath/Vocal Development
- Read level 1.2. Rhythms
- Create using 1.1 and 1.2 Rhythms

Unit Essential Questions:

- What do people use to improvise music?
- How can music notation be used to share rhythms and melodies?
- 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 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
- Unit Assignments:

1. AABA Composition
2. Read 1.2 Rhythms

Unit Key Terminology & Definitions:

- Create
- Improvise
- Duple and Triple Rhythm
- Composition

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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](#)
[\(Practiced\)](#)

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

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

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

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

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](#)
[\(Practiced\)](#)

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

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

Recognize the function of rehearsals and practice sessions.

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

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](#)
[\(Practiced\)](#)

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](#)
(Practiced)

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

[9.2.3.A](#)
(Practiced)

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

[9.2.3.B](#)
(Practiced)

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

[9.2.3.D](#)
(Practiced)

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

[9.2.3.G](#)
(Practiced)

Relate works in the arts to geographic regions:

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

[9.3.3.A](#)
(Practiced)

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

(* standards consolidated from Topic level)

Topic: Conversational Solfege

Minutes for Topic: 135

Core Lesson

Description:

At the beginning of each lesson in Unit 4 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 **perform** and **create** melody and rhythm

Core Lesson

Student Learning Objectives:

- Steady Pulse
- Level 1.2) du, du-da-de
- SML
- Duple and triple meter
- Quarter rest
- Singing: Breath/Vocal Development
- Read level 1.2. Rhythms
- Create using 1.1 and 1.2 Rhythms

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

Recognize the function of rehearsals and practice sessions.

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

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: Sarasponda Part 2

Minutes for Topic: 45

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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 \(Practiced\)](#)

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 \(Practiced\)](#)

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

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

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

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

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 \(Practiced\)](#)

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: There's Music in a Hammer

Minutes for Topic: 90

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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 \(Practiced\)](#)

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 \(Practiced\)](#)

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

Topic: E Papa Wairai Level 2

Minutes for Topic: 45

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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 \(Practiced\)](#)

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 \(Practiced\)](#)

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

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

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 \(Practiced\)](#)

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

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

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

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

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

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

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

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

Relate works in the arts to geographic regions:

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

Topic: Tres Pajaritos

Minutes for Topic: 90

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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 \(Practiced\)](#)

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 \(Practiced\)](#)

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

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

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

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

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

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

Relate works in the arts to geographic regions:

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

Topic: Little Red Caboose

Minutes for Topic: 90

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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 \(Practiced\)](#)

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 \(Practiced\)](#)

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

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

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

Topic: The Gallant Ship

Minutes for Topic: 90

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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 \(Practiced\)](#)

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 \(Practiced\)](#)

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

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

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

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

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 \(Practiced\)](#)

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

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

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: Summer Festival

Minutes for Topic: 45

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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 \(Practiced\)](#)

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 \(Practiced\)](#)

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

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

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 \(Practiced\)](#)

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 \(Practiced\)](#)

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).