

Planned Course: Instrumental Music-Winds	Course Number:	Department: Music	
Unit: Interpretive skills, Improvising, and Performance	Grade Level: Middle School		
Estimated Time: Continuous	Level/Track: Grade 6	Date Approved: 8/1/2013	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>9.1 Production, Performance, and exhibition of Dance, Music, and Visual Arts</p> <p>A. Elements and Principles in each Art Form B. Demonstration of Dance, Music, Theater, and Visual Arts. C. Vocabulary within each Art Form D. Styles in Production, Performance, and Exhibition E. Safety issues in the Arts F. Community Performances and Exhibition G. Traditional Technologies H. Contemporary Technologies</p> <p>9.2 Historical and Cultural Contexts</p> <p>A. Identification Chronologically and Geographically B. Analysis for historical and cultural Perspectives C. Vocabulary for Historical and Cultural contexts D. Relationships in Style and genre E. Differences and Traditions</p> <p>9.3 Critical Response</p> <p>A. Critical Processes B. Types of Analysis C. Classifications D. Vocabulary for Criticisms E. Critical Position</p> <p>9.4 Aesthetic Response</p> <p>A. Philosophical Studies B. Aesthetic Interpretation C. Environmental Influences D. Artistic Choices</p>	<p>Core Concepts: How would you properly phrase these measures? What culture or composer did this piece of from? What period of history is this piece from? How do these symbols affect the music? What meter is this conducting pattern in?</p> <p>Skill Knowledge:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop correct habits of the musical phrasing and learn to recognize and respond to musical signs, symbols, and terms. • Recognize music from other cultures and relate it to the other disciplines. • Study the history of music as it relates to the songs they play in method books. • Control dynamics as indicated in the music. • Learn to play in a group using both unison and two-part harmony. • Learn to follow a conductor. 	<ul style="list-style-type: none"> • Perform a solo • Rehearse with band • Playing with correct phrasing and using it correctly in performance • Review definitions taught at Level I and learn more advanced signs and terms • Build on dynamics already learned and improve intonation • Work on variations • Write a composition using a specified rhythmic pattern • Improvisation using given notes and accompaniment • Discussion or worksheets of composers, techniques, and periods of music. • Use basic conducting patterns to establish and the band. 	<ul style="list-style-type: none"> • Teacher evaluation through solo and ensemble playing • Worksheets • Oral and written quizzes • Report cards evaluating music reading, breathing, and articulation • Student evaluation of solo or ensemble work
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