

<b>Planned Course:</b> Instrumental Music-Percussion		<b>Course Number:</b>	<b>Department:</b> Music
<b>Unit:</b> Interpretive skills, Improvising, and Performance		<b>Grade Level:</b> 4-5	
<b>Estimated Time:</b> Continuous		<b>Level/Track:</b> Year 1	<b>Date Approved:</b> 08/01/2013
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><b>9.1 Production, Performance, and exhibition of Dance, Music, and Visual Arts</b></p> <p>A. Elements and Principles in each Art Form</p> <p>B. Demonstration of Dance, Music, Theater, and Visual Arts.</p> <p>C. Vocabulary within each Art Form</p> <p>D. Styles in Production, Performance, and Exhibition</p> <p>E. Safety issues in the Arts</p> <p>F. Community Performances and Exhibition</p> <p>G. Traditional Technologies</p> <p>H. Contemporary Technologies</p> <p><b>9.2 Historical and Cultural Contexts</b></p> <p>A. Identification Chronologically and Geographically</p> <p>B Analysis for historical and cultural Perspectives</p>	<p>▶ Incorporate musical notation and terms into solo and ensemble performances, recognize and respond to musical signs and terms, control dynamics and follow a conductor using 2/4, 3/4 and 4/4 patterns.</p> <ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Articulation</li> <li>• Dynamics</li> <li>• Form</li> </ul> <p>▶ What are a musician’s musical and non-musical responsibilities as a solo performer?</p> <ul style="list-style-type: none"> <li>• Individual preparation and technique</li> <li>• Understanding the cultural and historical background of a piece and how it influences musical interpretation</li> <li>• Responsibilities to the audience</li> <li>• Stage presence</li> <li>• Performing alone and with an accompaniment</li> </ul> <p>▶ What are a musician’s musical and non-musical responsibilities as a member of an ensemble?</p> <ul style="list-style-type: none"> <li>• Individual preparation and technique</li> </ul>	<p>Play pieces and exercises with specific terms, notation symbols and forms</p> <p>Practice using dynamics by following the directions of the conductor</p> <p>Listen to professional recordings</p> <p>Listen to the proper phrasing in songs</p> <p>Teacher modeling, student imitation</p> <p>Create variations of a given song</p> <p>Improvise rhythmic patterns in different styles and meters</p> <p>Discuss cultural and historic figures and elements of the music being studied or performed</p> <p>Discuss styles and genres based on history and culture</p> <p>Perform rolls and rhythmic patterns using various dynamics</p>	<p>Evaluation of student’s solo and ensemble playing</p> <p>Worksheets</p> <p>Oral and written quizzes</p> <p>Exercises on the board</p> <p>Report cards evaluating music reading, breathing, and articulation</p> <p>Student evaluation of solo or ensemble work</p>
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<p>C. Vocabulary for Historical and Cultural contexts</p> <p>D. Relationships in Style and genre</p> <p>E. Differences and Traditions</p> <p><b>9.3 Critical Response</b></p> <p>A. Critical Processes</p> <p>B. Types of Analysis</p> <p>C. Classifications</p> <p>D. Vocabulary for Criticisms</p> <p>E. Critical Position</p> <p><b>9.4 Aesthetic Response</b></p> <p>A. Philosophical Studies</p> <p>B. Aesthetic Interpretation</p> <p>C. Environmental Influences</p> <p>D. Artistic Choices</p>	<ul style="list-style-type: none"> <li>Performing his or her part independently while others are playing in unison and/or in harmony</li> <li>Aural skills</li> <li>Understanding the cultural and historical background of a piece and how it influences individual and group performance</li> <li>Responsibilities to the ensemble</li> <li>Responsibilities to the audience</li> <li>Stage presence</li> <li>Performing as a member of an ensemble</li> <li>Following the conductor's verbal and non-verbal cues and directions</li> </ul> <p>▶ Create variations and improvisations using specified guidelines.</p> <p>▶ What are some identifying characteristics of western music styles and genres and music from other cultures?</p> <p>▶ How does music relate to other disciplines?</p>		
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