


Planned Course: Instrumental Music-Winds	Course Number:	Department: Music	
Unit: Interpretive skills, Improvising, and Performance	Grade Level: 5		
Estimated Time: Continuous	Level/Track: Year 2	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</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>9.2 Historical and Cultural Contexts</p> <p>A. Identification Chronologically and Geographically</p> <p>B. Analysis for historical and cultural Perspectives</p> <p>C. Vocabulary for Historical and Cultural contexts</p>	<p>Core Concepts: How would you properly phrase these measures?</p> <p>What culture or composer did this piece of from?</p> <p>What period of history is this piece from?</p> <p>How do these symbols affect the music?</p> <p>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 	<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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<p>D. Relationships in Style and genre</p> <p>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>two-part harmony.</p> <ul style="list-style-type: none"> • Learn to follow a conductor. 		
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