

<b>Planned Course: 6th Grade Chorus</b>	<b>Course Number:</b>	<b>Department: Music</b>	
<b>Unit: Music Analysis</b>	<b>Grade Level: 6</b>		
<b>Estimated Time: 18 Weeks</b>	<b>Level/Track: All</b>	<b>Date Approved: August 27, 2018</b>	
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

<p>9.1.8.A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>9.1.8.C. Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8.K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <p>9.2.8.C. Relate works in the arts to varying styles and genre and to the periods in which they were created</p> <p>9.2.8.J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts</p> <p>9.2.8.L. Identify, explain and analyze common themes, forms and techniques from works in the arts</p>	<p>▶What are common forms used in vocal music?</p> <p>▶What can be conveyed through the performance of a piece of music?</p> <p>▶How are the elements of music used within a piece of music?</p> <p>▶How is accompaniment used to enhance a piece of music?</p>	<ul style="list-style-type: none"> <li>● Discuss musical themes and patterns of music.</li> <li>● Listening for tone painting through expressive music.</li> <li>● Discussing the difference between expressive qualities and how that changes the meaning of music. ( i.e. legato vs. staccato)</li> <li>● Visually identifying common dynamics, key &amp; time signatures, and tempo marking.</li> <li>● Verbally describing appropriate vocal techniques for different performance styles.</li> <li>● Expressing the phrasing/ movement within melodic and harmonic lines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual, Small Group, and Large Group Observations</li> <li>➤ Teacher Observation</li> <li>➤ Class Performance</li> </ul>
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<p>9.3.8.A. Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Analyze</li> <li>• Interpret</li> <li>• Form and test hypotheses</li> <li>• Evaluate/form judgments</li> </ul> <p>9.3.8.B. Analyze and interpret specific characteristics of works in the arts within each art form</p> <p>9.3.8.C. Identify and classify styles, forms, types and genre within art forms.</p> <p>9.3.8.D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <p>9.3.8.F. Apply the process of criticism to identify characteristics among works in the arts.</p> <p>9.4.8.C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts</p>			
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