

<b>Planned Course: Middle School Chorus</b>	<b>Course Number:</b>	<b>Department: Music</b>
<b>Unit: Cultural/Historical Significance</b>	<b>Grade Level: 7/8</b>	
<b>Estimated Time: 4 to 6 days</b>	<b>Level/Track: All</b>	<b>Date Approved: 8/1/2013</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.C. Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8.D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>9.1.8.E. Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>9.1.8.F. Explain works of others within each art form through performance or exhibition.</p> <p>9.1.8.J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <p>9.2.8.A . Explain the historical, cultural and social context of an individual work in the arts.</p> <p>9.2.8.B. Relate works in the arts chronologically to historical events</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>▶ What are the origins of a piece of music?</p> <p>▶ Why does music from different locations or time periods sound different?</p> <p>▶ Why is this music important?</p>	<ul style="list-style-type: none"> <li>• Students will discuss the historical/cultural background of at least two pieces of chorus music.</li> <li>• Students will include a paragraph about their solo’s origin in their digital portfolio.</li> <li>• Discussion of a song’s lyrics or adaptation from poetry and performance.</li> <li>• Students will identify areas of tone painting within the song.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Classroom Observation</li> <li>➤ Digital Portfolio</li> <li>➤ Quizzes/Tests</li> <li>➤ Highlighting of music/worksheets</li> </ul>
---	--	---	---

<b>Planned Course: Middle School Chorus</b>	<b>Course Number:</b>	<b>Department: Music</b>
<b>Unit: Cultural/Historical Significance</b>	<b>Grade Level: 7/8</b>	
<b>Estimated Time: 4 to 6 days</b>	<b>Level/Track: All</b>	<b>Date Approved: 8/1/2013</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>9.2.8.D. Analyze a work of art from its historical and cultural perspective.</p> <p>9.2.8.E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts</p> <p>9.2.8.G. Relate works in the arts to geographic regions.</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.K. Identify, explain and analyze traditions as they relate to works in the arts.</p>			
---	--	--	--