

Planned Course: Instrumental Strings	Course Number:	Department: Music	
Unit: Interpretive Skills, Improvising, and Performance	Grade Level: 4 - 5		
Estimated Time: Ongoing	Level/Track: Year 2 - 3	Date Approved: 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>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>How should this piece sound? How can I make this piece my own? How can I write music with meaning? Students will demonstrate their interpretation and improvisation by performing these skills:</p> <ul style="list-style-type: none"> • Respond correctly to Italian terms for tempo and expression such as, <i>sfz</i>, <i>expressivo</i>, <i>dolce</i>, <i>ppp</i>, <i>fff</i>, <i>rallantando</i>, <i>accelerando</i>, <i>presto</i>, <i>largo</i> • Demonstrate their knowledge of music by improvising a melody with the correct note and rhythmic content as specified by guidelines • Recognize music from other cultures and relate it to other disciplines such as art, poetry, drama, ballet • Demonstrate knowledge of the history of music as it relates to the songs he/she plays • Identify styles and genres • Composing a sixteen measure song within given parameters 	<ul style="list-style-type: none"> • Practice selected passages for phrasing • Rote practice of dynamic changes with the conductor • Listening for the proper phrasing in songs • Listening to others play songs and giving a general evaluation using specific guidelines • Playing scales (by rote) at various speeds to learn tempo while following the conductor • Playing his/her own variation of the scales and rote songs using rhythms and styles • Discuss cultural and historical figures and elements of the music being studied. • Listening to music on TV and in movies to see how it helps set the mood of the show • Discuss styles and genres based on history and culture. • Writing a composition that is inspired by a specific topic, idea, or thing 	<ul style="list-style-type: none"> • Teacher evaluation through solo and ensemble playing • Evaluation by fellow students of solo or ensemble work • Work sheets • Oral or written quizzes • Report card evaluating music reading and tone quality • Rote drills and rehearsal drills as echoes
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