**PA Curriculum Framework: Music**

**Big Idea Categorization**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Grade** | **Essential Question** | **Concept** | **Competency** | **Standards** |
| The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. | K | What is music? | Music is comprised of sound and silence. | Distinguish between sound and silence in simple melodies and rhythms. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222242%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222244%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20use%20fundamental%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.) |
| 1 | How is music arranged? | Music is comprised of sound and silence arranged in melodies and rhythms. | Distinguish between sound and silence in more complex melodies and rhythms. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222242%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222244%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20use%20fundamental%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.) |
| 2 | How are patterns arranged to make music? | Music is comprised of patterns of notes that can be arranged in various forms. | Move to and perform melodies in various forms. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222242%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222244%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20use%20fundamental%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.), [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222247%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20works%20of%20others%20through%20a%20%20performance%20or%20exhibition%20%20%20%20%20%20%20%20%20%28e.g.%2C%20exhibition%20of%20student%20paintings%20%20%20%20%20%20%20%20%20based%20on%20the%20study%20of%20Picasso%29.), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222249%22%20%5Ct%20%22_blank%22%20%5Co%20%22Handle%20materials%2C%20equipment%20and%20tools%20%20safely%20at%20work%20and%20performance%20%20spaces.%20%20Identify%20materials%20used.%20%20Identify%20issues%20of%20cleanliness%20%20related%20to%20the%20arts.%20%20Recognize%20some%20%20mechanical/electrical%20equipment.%20%20Recognize%20differences%20in%20selected%20%20physical%20space/) |
| 3 | How do musicians improve their skills? | Musicians use the process of creating/recreating, rehearsing, reflecting and revising to improve their skills. | Perform and create music, focusing on the process of creating/recreating, rehearsing, reflecting and revising. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222242%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222248%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20the%20function%20of%20rehearsals%20%20and%20practice%20sessions.) |
| 4 | How does rehearsal affect a musician’s skills? | Musicians rehearse to improve their skills. | Document the rehearsal process and explain how it affects performance. | [9.1.5.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222255%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222256%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20fundamental%20vocabulary%20%20within%20each%20of%20the%20arts%20forms.), [9.1.5.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222260%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20the%20function%20and%20benefits%20of%20%20rehearsal%20and%20practice%20sessions.) |
| 5 | How do musicians use rehearsal to improve their skills? | A personalized rehearsal schedule can help a musician improve his or her skills. | Create a personalized rehearsal schedule and predict how each element of the schedule will affect their skills. | [9.1.5.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222254%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.5.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222255%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222256%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20fundamental%20vocabulary%20%20within%20each%20of%20the%20arts%20forms.), [9.1.5.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222260%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20the%20function%20and%20benefits%20of%20%20rehearsal%20and%20practice%20sessions.) |
| 6 | How do people use music? | People use the elements and principles of music as tools for artistic expression. | Manipulate rhythm, melody, form, etc. to create, notate and perform pieces of music that express multiple ideas or a range of emotions. | [9.1.8.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222266%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222267%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222268%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20and%20use%20comprehensive%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.), [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222270%22%20%5Ct%20%22_blank%22%20%5Co%20%22Communicate%20a%20unifying%20theme%20or%20%20point%20of%20view%20through%20the%20production%20%20of%20works%20in%20the%20arts.) |
| 7 | How can music be combined with other art forms? | Music may be performed as a singular art form or in combination with the elements and principles of dance, theatre or visual arts. | Create, notate and perform music that incorporates elements and principles from different arts disciplines. | [9.1.8.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222266%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222267%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222268%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20and%20use%20comprehensive%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.) |
| 8 | How are the elements of music shared through notation? | The elements of music are shared through a universal system of musical notation that has changed through time. | Identify how notation has changed through time and perform and notate music using modern musical notation. | [9.1.8.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222266%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222267%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222268%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20and%20use%20comprehensive%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.), [9.2.8.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222321%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20how%20historical%20events%20and%20culture%20impact%20forms%2C%20techniques%20and%20purposes%20of%20works%20in%20the%20arts%20%28e.g.%2C%20Gilbert%20and%20Sullivan%20operettas%29) |
| 9-12 | Why it is important to be able to create, recreate and perform music independently? | While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently. | Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. | [9.1.12.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222278%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.12.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222279%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222280%22%20%5Ct%20%22_blank%22%20%5Co%20%22Integrate%20and%20apply%20advanced%20%20vocabulary%20to%20the%20arts%20forms.), [9.1.12.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222284%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20the%20effect%20of%20rehearsal%20and%20%20practice%20sessions.), [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222285%22%20%5Ct%20%22_blank%22%20%5Co%20%22Incorporate%20the%20effective%20and%20safe%20use%20%20of%20materials%2C%20equipment%20and%20tools%20into%20%20the%20production%20of%20works%20in%20the%20arts%20at%20%20work%20and%20performance%20spaces.%20%20Evaluate%20the%20use%20and%20applications%20%20of%20materials.%20%20Evaluate%20issues%20of%20cleanliness%20%20related%20to%20the%20arts.%20%20Evalua) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Grade** | **Essential Question** | **Concept** | **Competency** | **Standards** |
| Artists use tools and resources as well as their own experiences and skills to create art. | K | What do people use to perform music? | People can use voices and instruments to perform music. | Perform simple melodies and rhythms using voices and classroom instruments. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222246%22%20%5Ct%20%22_blank%22%20%5Co%20%22Demonstrate%20the%20ability%20to%20define%20%20objects%2C%20express%20emotions%2C%20illustrate%20an%20%20action%20or%20relate%20an%20experience%20through%20%20creation%20of%20works%20in%20the%20arts.), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222249%22%20%5Ct%20%22_blank%22%20%5Co%20%22Handle%20materials%2C%20equipment%20and%20tools%20%20safely%20at%20work%20and%20performance%20%20spaces.%20%20Identify%20materials%20used.%20%20Identify%20issues%20of%20cleanliness%20%20related%20to%20the%20arts.%20%20Recognize%20some%20%20mechanical/electrical%20equipment.%20%20Recognize%20differences%20in%20selected%20%20physical%20space/), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222251%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20traditional%20and%20%20contemporary%20technologies%20for%20%20producing%2C%20performing%20and%20exhibiting%20%20works%20in%20the%20arts%20or%20the%20works%20of%20%20others.%20%20Know%20and%20use%20traditional%20%20technologies%20%28e.g.%2C%20charcoal%2C%20%20pigments%2C%20clay%2C%20needle/thread%2C%20quill%20%20pens%2C%20stencils%2C%20tools%20) |
| 1 | What do people use to improvise music? | People can use voices and instruments to improvise music. | Improvise simple melodies and rhythms using voices and classroom instruments. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222245%22%20%5Ct%20%22_blank%22%20%5Co%20%22Use%20knowledge%20of%20varied%20styles%20within%20%20each%20art%20form%20through%20a%20performance%20%20or%20exhibition%20of%20unique%20work.), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222246%22%20%5Ct%20%22_blank%22%20%5Co%20%22Demonstrate%20the%20ability%20to%20define%20%20objects%2C%20express%20emotions%2C%20illustrate%20an%20%20action%20or%20relate%20an%20experience%20through%20%20creation%20of%20works%20in%20the%20arts.), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222249%22%20%5Ct%20%22_blank%22%20%5Co%20%22Handle%20materials%2C%20equipment%20and%20tools%20%20safely%20at%20work%20and%20performance%20%20spaces.%20%20Identify%20materials%20used.%20%20Identify%20issues%20of%20cleanliness%20%20related%20to%20the%20arts.%20%20Recognize%20some%20%20mechanical/electrical%20equipment.%20%20Recognize%20differences%20in%20selected%20%20physical%20space/), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222251%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20traditional%20and%20%20contemporary%20technologies%20for%20%20producing%2C%20performing%20and%20exhibiting%20%20works%20in%20the%20arts%20or%20the%20works%20of%20%20others.%20%20Know%20and%20use%20traditional%20%20technologies%20%28e.g.%2C%20charcoal%2C%20%20pigments%2C%20clay%2C%20needle/thread%2C%20quill%20%20pens%2C%20stencils%2C%20tools%20) |
| 2 | How can people use found objects to make music? | People can use voices, instruments and found objects to make music. | Perform and improvise melodies and rhythms using voices, instruments and found objects. | [9.1.3.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222245%22%20%5Ct%20%22_blank%22%20%5Co%20%22Use%20knowledge%20of%20varied%20styles%20within%20%20each%20art%20form%20through%20a%20performance%20%20or%20exhibition%20of%20unique%20work.), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222249%22%20%5Ct%20%22_blank%22%20%5Co%20%22Handle%20materials%2C%20equipment%20and%20tools%20%20safely%20at%20work%20and%20performance%20%20spaces.%20%20Identify%20materials%20used.%20%20Identify%20issues%20of%20cleanliness%20%20related%20to%20the%20arts.%20%20Recognize%20some%20%20mechanical/electrical%20equipment.%20%20Recognize%20differences%20in%20selected%20%20physical%20space/), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222251%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20traditional%20and%20%20contemporary%20technologies%20for%20%20producing%2C%20performing%20and%20exhibiting%20%20works%20in%20the%20arts%20or%20the%20works%20of%20%20others.%20%20Know%20and%20use%20traditional%20%20technologies%20%28e.g.%2C%20charcoal%2C%20%20pigments%2C%20clay%2C%20needle/thread%2C%20quill%20%20pens%2C%20stencils%2C%20tools%20) |
| 3 | Who can create music? | Many different groups of voices and/or instruments can create music. | Identify different types of performing groups by sight and sound. | [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222244%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20use%20fundamental%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.), [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222247%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20works%20of%20others%20through%20a%20%20performance%20or%20exhibition%20%20%20%20%20%20%20%20%20%28e.g.%2C%20exhibition%20of%20student%20paintings%20%20%20%20%20%20%20%20%20based%20on%20the%20study%20of%20Picasso%29.) |
| 4 | How does music sound when it is performed by different groups? | Different groups of voices and/or instruments have different sounds. | Experiment with different instrument/voice groupings and explain how those choices affect the music. | [9.1.5.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222254%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.5.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222257%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20and%20use%20knowledge%20of%20a%20%20specific%20style%20within%20each%20art%20form%20%20through%20a%20performance%20or%20exhibition%20%20of%20a%20unique%20work.), [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222261%22%20%5Ct%20%22_blank%22%20%5Co%20%22Use%20and%20maintain%20materials%2C%20equipment%20%20and%20tools%20safely%20at%20work%20and%20%20performance%20spaces.%20%20Describe%20some%20materials%20used.%20%20Describe%20issues%20of%20cleanliness%20%20related%20to%20the%20arts.%20%20Describe%20types%20of%20%20mechanical/electrical%20equipment%20%20usage.%20%20Know%20how%20to%20work%20in%20selec), [9.1.5.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222263%22%20%5Ct%20%22_blank%22%20%5Co%20%22Apply%20traditional%20and%20contemporary%20%20technologies%20for%20producing%2C%20performing%20%20and%20exhibiting%20works%20in%20the%20arts%20or%20the%20%20works%20of%20others.%20%20Experiment%20with%20traditional%20%20technologies%20%28e.g.%2C%20ceramic/wooden%20%20tools%2C%20earthen%20clays%2C%20masks%2C%20%20instruments%2C%20folk%20shoes%2C%20etchi), [9.1.5.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222264%22%20%5Ct%20%22_blank%22%20%5Co%20%22Apply%20traditional%20and%20contemporary%20%20%20%20technology%20in%20furthering%20knowledge%20%20and%20understanding%20in%20the%20humanities.) |
| 5 | Why do people create music based on their personal experiences? | People can create music that reflects personal experiences. | Create a musical work that tells a story about personal experiences. | [9.1.5.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222255%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222256%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20fundamental%20vocabulary%20%20within%20each%20of%20the%20arts%20forms.), [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222258%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20demonstrate%20how%20arts%20can%20%20communicate%20experiences%2C%20stories%20or%20%20emotions%20through%20the%20production%20of%20%20works%20in%20the%20arts.) |
| 6 | Why do people create music to illustrate different aspects of their lives? | People can create music that illustrates different aspects of their lives. | Create a work that integrates knowledge and ideas from different aspects of their lives. | [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222270%22%20%5Ct%20%22_blank%22%20%5Co%20%22Communicate%20a%20unifying%20theme%20or%20%20point%20of%20view%20through%20the%20production%20%20of%20works%20in%20the%20arts.) |
| 7 | How do people use contemporary technologies to create music? | Music can be created, notated, recorded and performed using contemporary technologies. | Compare and contrast music created with traditional and contemporary technologies and discuss the similarities and differences. | [9.1.8.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222275%22%20%5Ct%20%22_blank%22%20%5Co%20%22Incorporate%20specific%20uses%20of%20%20traditional%20and%20contemporary%20%20technologies%20within%20the%20design%20for%20%20producing%2C%20performing%20and%20exhibiting%20%20works%20in%20the%20arts%20or%20the%20works%20of%20%20others.%20%20Explain%20and%20demonstrate%20%20traditional%20technologies%20%20%20%28e.g.%2C%20paint%2C%20tools%2C%20sponges%2C%20), [9.1.8.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222276%22%20%5Ct%20%22_blank%22%20%5Co%20%22Incorporate%20specific%20uses%20of%20%20%20%20traditional%20and%20contemporary%20%20%20%20technologies%20in%20furthering%20%20%20knowledge%20and%20understanding%20in%20the%20%20%20%20humanities.) |
| 8 | How do people use both traditional and contemporary technologies to create and perform music? | Musicians use both traditional and contemporary technologies to create and perform music. | Create and perform music that incorporates innovative techniques using both traditional and contemporary technologies. | [9.1.8.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222273%22%20%5Ct%20%22_blank%22%20%5Co%20%22Demonstrate%20and%20maintain%20materials%2C%20%20equipment%20and%20tools%20safely%20at%20work%20%20and%20performance%20spaces.%20%20Analyze%20the%20use%20of%20materials.%20%20Explain%20issues%20of%20cleanliness%20%20related%20to%20the%20arts.%20%20Explain%20the%20use%20of%20%20mechanical/electrical%20equipment.%20%20Demonstrate%20how%20to%20work%20), [9.1.8.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222275%22%20%5Ct%20%22_blank%22%20%5Co%20%22Incorporate%20specific%20uses%20of%20%20traditional%20and%20contemporary%20%20technologies%20within%20the%20design%20for%20%20producing%2C%20performing%20and%20exhibiting%20%20works%20in%20the%20arts%20or%20the%20works%20of%20%20others.%20%20Explain%20and%20demonstrate%20%20traditional%20technologies%20%20%20%28e.g.%2C%20paint%2C%20tools%2C%20sponges%2C%20), [9.1.8.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222276%22%20%5Ct%20%22_blank%22%20%5Co%20%22Incorporate%20specific%20uses%20of%20%20%20%20traditional%20and%20contemporary%20%20%20%20technologies%20in%20furthering%20%20%20knowledge%20and%20understanding%20in%20the%20%20%20%20humanities.) |
| 9-12 | How and why do people continue to engage in music after graduation? | People use resources available in their communities to make music throughout their lives. | Identify post-graduation opportunities to be part of the musical community as audience members, amateur musicians or professional musicians. | [9.1.12.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222286%22%20%5Ct%20%22_blank%22%20%5Co%20%22Distinguish%20among%20a%20variety%20of%20%20regional%20arts%20events%20and%20resources%20and%20%20analyze%20methods%20of%20selection%20and%20%20admission.) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Grade** | **Essential Question** | **Concept** | **Competency** | **Standards** |
| The arts provide a medium to under-stand and exchange ideas. | K | How can pictures show sound and silence? | Pictures can represent sound and silence. | Read iconic notation representing sound and silence. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222244%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20use%20fundamental%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222246%22%20%5Ct%20%22_blank%22%20%5Co%20%22Demonstrate%20the%20ability%20to%20define%20%20objects%2C%20express%20emotions%2C%20illustrate%20an%20%20action%20or%20relate%20an%20experience%20through%20%20creation%20of%20works%20in%20the%20arts.) |
| 1 | How can musical notation show sounds that are short, long, high or low? | Musical notation can represent short, long, high and low sounds. | Read musical notation representing short/long and high/low sounds. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222244%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20use%20fundamental%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222246%22%20%5Ct%20%22_blank%22%20%5Co%20%22Demonstrate%20the%20ability%20to%20define%20%20objects%2C%20express%20emotions%2C%20illustrate%20an%20%20action%20or%20relate%20an%20experience%20through%20%20creation%20of%20works%20in%20the%20arts.) |
| 2 | How can music notation be used to share rhythms and melodies? | Music notation can be used to share rhythms and melodies. | Notate simple rhythms and melodies. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222252%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20traditional%20and%20%20contemporary%20technologies%20for%20%20furthering%20knowledge%20and%20%20understanding%20in%20the%20humanities.) |
| 3 | How can music notation allow people to share ideas? | Music notation is a written language that allows people to share ideas. | Read and notate more complex rhythms and melodies. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222252%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20traditional%20and%20%20contemporary%20technologies%20for%20%20furthering%20knowledge%20and%20%20understanding%20in%20the%20humanities.) |
| 4 | How can music tell a story? | There are styles of music that are written to tell stories. | Perform and describe music that tells a story. | [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222258%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20demonstrate%20how%20arts%20can%20%20communicate%20experiences%2C%20stories%20or%20%20emotions%20through%20the%20production%20of%20%20works%20in%20the%20arts.) |
| 5 | How can music communicate themes and ideas? | There are styles of music that are specifically written to communicate themes and ideas. | Describe themes and ideas through listening and performance of a variety of musical styles, e.g. program music, theatrical music. | [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222258%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20demonstrate%20how%20arts%20can%20%20communicate%20experiences%2C%20stories%20or%20%20emotions%20through%20the%20production%20of%20%20works%20in%20the%20arts.), [9.1.5.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222259%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20works%20of%20others%20through%20%20%20%20%20performance%20or%20exhibition%20in%20two%20art%20%20forms.), [9.4.5.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222382%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20uses%20of%20expressive%20symbols%20%20that%20show%20philosophical%20meanings%20in%20%20works%20in%20the%20arts%20and%20humanities%20%20%20%20%20%28e.g.%2C%20American%20TV%20ads%20versus%20Asian%20%20TV%20ads%29.) |
| 6 | How can musicians influence the way people view the world? | Musicians can use music to influence the way people view the world. | Identify a contemporary issue and create a work that attempts to influence the way their classmates think about the issue. | [9.2.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222318%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20chronologically%20to%20historical%20events%20%28e.g.%2C%2010%2C000%20B.C.%20to%20present%29.), [9.2.8.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222322%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20apply%20appropriate%20vocabulary%20used%20between%20social%20studies%20and%20the%20arts%20and%20humanities.), [9.2.8.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222325%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20philosophical%20beliefs%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20classical%20architecture%2C%20rock%20music%2C%20Native%20American%20dance%2C%20contemporary%20American%20%20%20musical%20theatre%29.) |
| 7 | How can music help us understand values and beliefs? | Music can reflect and help us understand different values and beliefs. | Analyze music and lyrics to identify different values and beliefs that are represented in the music. | [9.2.8.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222325%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20philosophical%20beliefs%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20classical%20architecture%2C%20rock%20music%2C%20Native%20American%20dance%2C%20contemporary%20American%20%20%20musical%20theatre%29.), [9.4.8.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222390%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20to%20what%20purpose%20philosophical%20%20ideas%20generated%20by%20artists%20can%20be%20%20conveyed%20through%20works%20in%20the%20arts%20and%20%20humanities%20%28e.g.%2C%20T.%20Ganson%E2%80%99s%20%20Destructive%20Periods%20in%20Russia%20During%20%20Stalin%E2%80%99s%20and%20Deniken%E2%80%99s%20Leadership%20%20conveys%20her%20memories%20and%20emotions%20of%20%20a%20s) |
| 8 | How can music be used to persuade people to buy something? | Music can be used to influence consumers to buy something. | Listen to, analyze, and create music and lyrics that are intended to persuade a consumer to buy something. | [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222270%22%20%5Ct%20%22_blank%22%20%5Co%20%22Communicate%20a%20unifying%20theme%20or%20%20point%20of%20view%20through%20the%20production%20%20of%20works%20in%20the%20arts.), [9.1.8.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222271%22%20%5Ct%20%22_blank%22%20%5Co%20%22Explain%20works%20of%20others%20within%20each%20%20art%20form%20through%20performance%20or%20%20exhibition.), [9.2.8.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222325%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20philosophical%20beliefs%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20classical%20architecture%2C%20rock%20music%2C%20Native%20American%20dance%2C%20contemporary%20American%20%20%20musical%20theatre%29.), [9.3.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222362%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20and%20classify%20styles%2C%20forms%2C%20%20types%20and%20genre%20within%20art%20forms%20%20%20%20%20%28e.g.%2C%20modern%20dance%20and%20the%20ethnic%20%20dance%2C%20a%20ballad%20and%20a%20patriotic%20song%29.) |
| 9-12 | As technology has changed, how has it changed the way we make music? | Contemporary technology allows people to share and collaborate on musical ideas. | Collaborate with others to create a musical work using contemporary technologies. | [9.1.12.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222287%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20and%20evaluate%20the%20use%20of%20%20traditional%20and%20contemporary%20%20technologies%20for%20producing%2C%20%20performing%20and%20exhibiting%20works%20in%20%20the%20arts%20or%20the%20works%20of%20others.%20%20Analyze%20traditional%20technologies%20%20%28e.g.%2C%20acid%20printing%2C%20etching%20%20methods%2C%20musical%20instruments%2C%20%20co), [9.1.12.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222288%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20and%20evaluate%20the%20use%20of%20%20traditional%20and%20contemporary%20%20technologies%20in%20furthering%20knowledge%20%20and%20understanding%20in%20the%20humanities.) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Grade** | **Essential Question** | **Concept** | **Competency** | **Standards** |
| People have expressed experien-ces and ideas through the arts through-out time and across cultures. | K | How is music used to celebrate events in people’s lives? | Music is used as a means to celebrate events in people’s lives. | Identify, perform and move to music that celebrates events. | [9.1.3.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222250%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20arts%20events%20that%20take%20place%20in%20%20schools%20and%20in%20communities.), [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222291%22%20%5Ct%20%22_blank%22%20%5Co%20%22Explain%20the%20historical%2C%20cultural%20and%20social%20context%20of%20an%20individual%20work%20in%20the%20arts.), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222301%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20traditions%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20story%20telling%20%E2%80%93%20plays%2C%20oral%20histories-%20poetry%2C%20work%20songs-%20blue%20grass%29.) |
| 1 | How is music used to pass on traditions? | Music is used by various cultures as a means to pass on traditions. | Identify, perform and move to music that is used to pass on traditions. | [9.1.3.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222250%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20arts%20events%20that%20take%20place%20in%20%20schools%20and%20in%20communities.), [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222291%22%20%5Ct%20%22_blank%22%20%5Co%20%22Explain%20the%20historical%2C%20cultural%20and%20social%20context%20of%20an%20individual%20work%20in%20the%20arts.), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222301%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20traditions%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20story%20telling%20%E2%80%93%20plays%2C%20oral%20histories-%20poetry%2C%20work%20songs-%20blue%20grass%29.) |
| 2 | How are musical traditions a part of American culture? | The American culture has musical traditions. | Identify musical traditions in American culture. | [9.1.3.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222250%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20arts%20events%20that%20take%20place%20in%20%20schools%20and%20in%20communities.), [9.2.3.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222294%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20a%20work%20of%20art%20from%20its%20historical%20and%20cultural%20perspective.), [9.2.3.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222297%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20geographic%20regions%3A%20%20Africa%20%20Asia%20%20Australia%20%20Central%20America%20%20Europe%20%20North%20America%20%20South%20America%20), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222301%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20traditions%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20story%20telling%20%E2%80%93%20plays%2C%20oral%20histories-%20poetry%2C%20work%20songs-%20blue%20grass%29.) |
| 3 | How are musical traditions a part of culture? | Different cultures have different musical traditions. | Compare and contrast the characteristics of musical traditions from different cultures. | [9.2.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222293%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20varying%20styles%20and%20genre%20and%20to%20the%20periods%20in%20which%20they%20were%20created%20%28e.g.%2C%20Bronze%20Age%2C%20Ming%20Dynasty%2C%20Renaissance%2C%20Classical%2C%20Modern%2C%20Post-Modern%2C%20%20Contemporary%2C%20Futuristic%2C%20others%29.), [9.2.3.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222295%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20how%20historical%20events%20and%20culture%20impact%20forms%2C%20techniques%20and%20purposes%20of%20works%20in%20the%20arts%20%28e.g.%2C%20Gilbert%20and%20Sullivan%20operettas%29), [9.2.3.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222296%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20apply%20appropriate%20vocabulary%20used%20between%20social%20studies%20and%20the%20arts%20and%20humanities.), [9.2.3.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222297%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20geographic%20regions%3A%20%20Africa%20%20Asia%20%20Australia%20%20Central%20America%20%20Europe%20%20North%20America%20%20South%20America%20), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222301%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20traditions%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20story%20telling%20%E2%80%93%20plays%2C%20oral%20histories-%20poetry%2C%20work%20songs-%20blue%20grass%29.) |
| 4 | Why does music from one culture or time period often exhibit similar characteristics? | Pieces of music from one culture or time period often exhibit similar characteristics. | Categorize musical works based on elements that are common to the works’ historical and cultural context. | [9.2.5.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222306%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20varying%20styles%20and%20genre%20and%20to%20the%20periods%20in%20which%20they%20were%20created%20%28e.g.%2C%20Bronze%20Age%2C%20Ming%20Dynasty%2C%20Renaissance%2C%20Classical%2C%20Modern%2C%20Post-Modern%2C%20%20Contemporary%2C%20Futuristic%2C%20others%29.), [9.2.5.L](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222315%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20common%20themes%2C%20forms%20and%20techniques%20from%20works%20in%20the%20arts%20%28e.g.%2C%20Copland%20and%20Graham%E2%80%99s%20Appalachian%20Spring%20and%20Millet%E2%80%99s%20The%20Gleaners%29.) |
| 5 | What role does music play in culture? | Music plays an important role in culture. | Analyze the role of music in their own culture, including musical works created by Pennsylvania artists. | [9.1.5.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222262%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20arts%20events%20that%20take%20place%20in%20%20schools%20and%20in%20communities.), [9.2.5.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222307%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20a%20work%20of%20art%20from%20its%20historical%20and%20cultural%20perspective.), [9.2.5.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222311%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20describe%20and%20analyze%20the%20work%20of%20Pennsylvania%20Artists%20in%20dance%2C%20music%2C%20theatre%20and%20visual%20arts.), [9.2.5.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222313%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20historical%20and%20cultural%20differences%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20PLAYS%20BY%20Shakespeare%2C%20works%20by%20Michelangelo%2C%20ethnic%20dance%20and%20music%29.) |
| 6 | What role does music play in many different cultures? | While each culture has unique music, there are similarities in the role of music in all cultures. | Identify the role of music in different cultures and time periods and explain the similarities in the role music plays in those cultures. | [9.2.8.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222321%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20how%20historical%20events%20and%20culture%20impact%20forms%2C%20techniques%20and%20purposes%20of%20works%20in%20the%20arts%20%28e.g.%2C%20Gilbert%20and%20Sullivan%20operettas%29), [9.2.8.L](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222328%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20common%20themes%2C%20forms%20and%20techniques%20from%20works%20in%20the%20arts%20%28e.g.%2C%20Copland%20and%20Graham%E2%80%99s%20Appalachian%20Spring%20and%20Millet%E2%80%99s%20The%20Gleaners%29.) |
| 7 | Why is music created at different times and in different cultures both the same and different? | There are similarities as well as differences in music created at different times and in different cultures. | Identify similarities and differences between varying musical styles, time periods, and cultures. | [9.2.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222318%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20chronologically%20to%20historical%20events%20%28e.g.%2C%2010%2C000%20B.C.%20to%20present%29.), [9.2.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222319%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20varying%20styles%20and%20genre%20and%20to%20the%20periods%20in%20which%20they%20were%20created%20%28e.g.%2C%20Bronze%20Age%2C%20Ming%20Dynasty%2C%20Renaissance%2C%20Classical%2C%20Modern%2C%20Post-Modern%2C%20%20Contemporary%2C%20Futuristic%2C%20others%29.), [9.2.8.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222322%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20apply%20appropriate%20vocabulary%20used%20between%20social%20studies%20and%20the%20arts%20and%20humanities.), [9.2.8.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222326%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20historical%20and%20cultural%20differences%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20PLAYS%20BY%20Shakespeare%2C%20works%20by%20Michelangelo%2C%20ethnic%20dance%20and%20music%29.) |
| 8 | Why are there similarities in works in dance, music, theatre and visual arts from the same culture and time period? | There are similarities between works in different arts disciplines from the same culture and time period. | Explain similarities between a musical work and a work in dance, theatre or visual arts from the same culture and time period. | [9.2.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222319%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20varying%20styles%20and%20genre%20and%20to%20the%20periods%20in%20which%20they%20were%20created%20%28e.g.%2C%20Bronze%20Age%2C%20Ming%20Dynasty%2C%20Renaissance%2C%20Classical%2C%20Modern%2C%20Post-Modern%2C%20%20Contemporary%2C%20Futuristic%2C%20others%29.), [9.2.8.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222322%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20apply%20appropriate%20vocabulary%20used%20between%20social%20studies%20and%20the%20arts%20and%20humanities.), [9.2.8.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222323%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20geographic%20regions%3A%20%20Africa%20%20Asia%20%20Australia%20%20Central%20America%20%20Europe%20%20North%20America%20%20South%20America%20), [9.2.8.L](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222328%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20common%20themes%2C%20forms%20and%20techniques%20from%20works%20in%20the%20arts%20%28e.g.%2C%20Copland%20and%20Graham%E2%80%99s%20Appalachian%20Spring%20and%20Millet%E2%80%99s%20The%20Gleaners%29.) |
| 9-12 | How and why do works in the different arts disciplines share characteristics? | There are similarities between works in different arts disciplines from different time periods and different cultures. | Explain similarities between works in dance, music, theatre and visual arts in various cultural and historical contexts. | [9.2.12.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222334%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20how%20historical%20events%20and%20culture%20impact%20forms%2C%20techniques%20and%20purposes%20of%20works%20in%20the%20arts%20%28e.g.%2C%20Gilbert%20and%20Sullivan%20operettas%29), [9.2.12.L](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222341%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20common%20themes%2C%20forms%20and%20techniques%20from%20works%20in%20the%20arts%20%28e.g.%2C%20Copland%20and%20Graham%E2%80%99s%20Appalachian%20Spring%20and%20Millet%E2%80%99s%20The%20Gleaners%29.) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Grade** | **Essential Question** | **Concept** | **Competency** | **Standards** |
| There are formal and informal processes used to assess the quality of works in the arts. | K | How do people decide if a musical work is good? | People make judgments about the quality of musical works. | Recognize that people make judgments about the quality of musical works. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222344%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20critical%20processes%20used%20in%20%20the%20examination%20of%20works%20in%20the%20arts%20%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20) |
| 1 | How do people decide if a musical work is good? | People use criteria to describe the quality of musical works and/or performances. | Identify the criteria that describe the quality of musical works and/or performances. | [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222345%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20that%20works%20in%20the%20arts%20can%20be%20%20described%20by%20using%20the%20arts%20elements%2C%20%20principles%20and%20concepts%20%28e.g.%2C%20use%20of%20%20%20%20%20color%2C%20shape%20and%20pattern%20in%20Mondrian%E2%80%99s%20%20%20Broadway%20Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222346%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20classification%20skills%20with%20%20materials%20and%20processes%20used%20to%20create%20%20works%20in%20the%20arts%20%28e.g.%2C%20sorting%20and%20%20matching%20textiles%2C%20musical%20chants%2C%20%20television%20comedies%29.), [9.3.3.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222349%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20how%20to%20recognize%20and%20identify%20%20similar%20and%20different%20characteristics%20%20among%20works%20in%20the%20arts%20%28e.g.%2C%20Amish%20%20and%20Hawaiian%20quilts%2C%20Navaho%20weavings%20%20and%20Kente%20cloth%20from%20West%20Africa%29.) |
| 2 | How do people talk about the quality of musical works? | There is a language of criticism that people use to determine the quality of musical works. | Use a basic vocabulary of artistic criticism to discuss the quality of musical works. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222344%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20critical%20processes%20used%20in%20%20the%20examination%20of%20works%20in%20the%20arts%20%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20), [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222345%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20that%20works%20in%20the%20arts%20can%20be%20%20described%20by%20using%20the%20arts%20elements%2C%20%20principles%20and%20concepts%20%28e.g.%2C%20use%20of%20%20%20%20%20color%2C%20shape%20and%20pattern%20in%20Mondrian%E2%80%99s%20%20%20Broadway%20Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222347%22%20%5Ct%20%22_blank%22%20%5Co%20%22Explain%20meanings%20in%20the%20arts%20and%20%20humanities%20through%20individual%20works%20%20and%20the%20works%20of%20others%20using%20a%20%20fundamental%20vocabulary%20of%20critical%20%20response.), [9.3.3.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222349%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20how%20to%20recognize%20and%20identify%20%20similar%20and%20different%20characteristics%20%20among%20works%20in%20the%20arts%20%28e.g.%2C%20Amish%20%20and%20Hawaiian%20quilts%2C%20Navaho%20weavings%20%20and%20Kente%20cloth%20from%20West%20Africa%29.) |
| 3 | How do people determine the quality of musical works? | There are specific models of criticism that people use to determine the quality of musical works. | Identify characteristics of different types of artistic criticism: contextual, formal and intuitive. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222344%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20critical%20processes%20used%20in%20%20the%20examination%20of%20works%20in%20the%20arts%20%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20), [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222345%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20that%20works%20in%20the%20arts%20can%20be%20%20described%20by%20using%20the%20arts%20elements%2C%20%20principles%20and%20concepts%20%28e.g.%2C%20use%20of%20%20%20%20%20color%2C%20shape%20and%20pattern%20in%20Mondrian%E2%80%99s%20%20%20Broadway%20Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222348%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20identify%20types%20of%20critical%20%20analysis%20in%20the%20arts%20and%20humanities.%20%20Contextual%20criticism%20%20Formal%20criticism%20%20Intuitive%20criticism%20) |
| 4 | How do people use different models of artistic criticism to determine the quality of musical works? | People use different models to determine the quality of musical works. | Read, discuss and respond to different examples of artistic criticism. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222344%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20critical%20processes%20used%20in%20%20the%20examination%20of%20works%20in%20the%20arts%20%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20), [9.3.3.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222348%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20identify%20types%20of%20critical%20%20analysis%20in%20the%20arts%20and%20humanities.%20%20Contextual%20criticism%20%20Formal%20criticism%20%20Intuitive%20criticism%20), [9.3.3.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222350%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20demonstrate%20what%20a%20critic), [9.3.5.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222352%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20critical%20processes%20in%20the%20%20examination%20of%20works%20in%20the%20arts%20and%20%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20), [9.3.5.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222356%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20and%20use%20types%20of%20critical%20%20analysis%20in%20the%20arts%20and%20humanities.%20%20Contextual%20criticism%20%20Formal%20criticism%20%20Intuitive%20criticism%20), [9.3.5.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222357%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20how%20to%20recognize%20the%20process%20of%20%20criticism%20in%20identifying%20and%20analyzing%20%20characteristics%20among%20works%20in%20the%20%20arts.), [9.3.5.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222358%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20a%20critic) |
| 5 | Why must people be able to talk about music and have clear opinions to judge the quality of musical works? | People must be able to articulate their thoughts and defend their position in order to engage in critical analysis. | Critique their own performances using the different types of artistic criticism. | [9.3.5.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222353%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20works%20in%20the%20arts%20comparing%20%20similar%20and%20contrasting%20characteristics%20%20%28e.g.%2C%20staccato%20in%20Grieg%E2%80%99s%20In%20the%20Hall%20of%20%20the%20Mountain%20King%20and%20in%20tap%20dance%29.), [9.3.5.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222356%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20and%20use%20types%20of%20critical%20%20analysis%20in%20the%20arts%20and%20humanities.%20%20Contextual%20criticism%20%20Formal%20criticism%20%20Intuitive%20criticism%20), [9.3.5.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222358%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20a%20critic) |
| 6 | How do people compare very different musical works? | A vocabulary of critical analysis allows people to compare musical works and make judgments about quality even if the works are very different. | Analyze and compare musical works from different genres using a vocabulary of critical analysis. | [9.2.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222319%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20varying%20styles%20and%20genre%20and%20to%20the%20periods%20in%20which%20they%20were%20created%20%28e.g.%2C%20Bronze%20Age%2C%20Ming%20Dynasty%2C%20Renaissance%2C%20Classical%2C%20Modern%2C%20Post-Modern%2C%20%20Contemporary%2C%20Futuristic%2C%20others%29.), [9.3.8.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222360%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20critical%20process%20of%20%20the%20examination%20of%20works%20in%20the%20arts%20%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222363%22%20%5Ct%20%22_blank%22%20%5Co%20%22Evaluate%20works%20in%20the%20arts%20and%20%20humanities%20using%20a%20complex%20vocabulary%20%20of%20critical%20response.), [9.3.8.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222364%22%20%5Ct%20%22_blank%22%20%5Co%20%22Interpret%20and%20use%20various%20types%20of%20%20critical%20analysis%20in%20the%20arts%20and%20%20humanities.%20%20Contextual%20criticism%20%20Formal%20criticism%20%20Intuitive%20criticism%20) |
| 7 | How do people compare works in different arts disciplines? | A vocabulary of critical analysis allows people to compare works in different arts disciplines and make judgments about quality even if the works are very different. | Compare and contrast their own musical performances with works in other arts disciplines using a vocabulary of critical analysis. | [9.3.8.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222360%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20critical%20process%20of%20%20the%20examination%20of%20works%20in%20the%20arts%20%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222363%22%20%5Ct%20%22_blank%22%20%5Co%20%22Evaluate%20works%20in%20the%20arts%20and%20%20humanities%20using%20a%20complex%20vocabulary%20%20of%20critical%20response.), [9.3.8.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222364%22%20%5Ct%20%22_blank%22%20%5Co%20%22Interpret%20and%20use%20various%20types%20of%20%20critical%20analysis%20in%20the%20arts%20and%20%20humanities.%20%20Contextual%20criticism%20%20Formal%20criticism%20%20Intuitive%20criticism%20), [9.3.8.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222365%22%20%5Ct%20%22_blank%22%20%5Co%20%22Apply%20the%20process%20of%20criticism%20to%20%20identify%20characteristics%20among%20works%20in%20%20the%20arts.) |
| 8 | How do critics determine the quality of musical works? | Critics use predetermined processes and criteria to determine the quality of musical works. | Identify the processes and criteria that critics use to determine the quality of musical works. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222344%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20critical%20processes%20used%20in%20%20the%20examination%20of%20works%20in%20the%20arts%20%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222363%22%20%5Ct%20%22_blank%22%20%5Co%20%22Evaluate%20works%20in%20the%20arts%20and%20%20humanities%20using%20a%20complex%20vocabulary%20%20of%20critical%20response.) |
| 9-12 | How do musicians compare their work to the work of others? | Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others. | Analyze their own performances and compositions and make judgments about their own works as compared with those of other performers and composers. | [9.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222368%22%20%5Ct%20%22_blank%22%20%5Co%20%22Explain%20and%20apply%20the%20critical%20%20examination%20processes%20of%20works%20in%20%20the%20arts%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20)[9.3.12.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222369%22%20%5Ct%20%22_blank%22%20%5Co%20%22Determine%20and%20apply%20criteria%20to%20a%20%20person%E2%80%99s%20work%20and%20works%20of%20others%20in%20%20the%20arts%20%28e.g.%2C%20use%20visual%20scanning%20%20techniques%20to%20critique%20the%20student%E2%80%99s%20%20own%20use%20of%20sculptural%20space%20in%20%20comparison%20to%20Julio%20Gonzales%E2%80%99%20use%20of%20%20space%20in%20Woman%20Combing%20Her%20Hair%29.), [9.3.12.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222374%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20works%20in%20the%20arts%20by%20%20referencing%20the%20judgments%20advanced%20by%20%20arts%20critics%20as%20well%20as%20one%E2%80%99s%20own%20%20analysis%20and%20critique.) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Big Idea** | **Grade** | **Essential Question** | **Concept** | **Competency** | **Standards** |
| People use both aesthetic and critical processes to assess quality, interpret meaning and determine value. | K | How do people think about music? | People have opinions about musical works. | Make statements about their preferences for different types of music. | [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222378%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20how%20to%20communicate%20an%20informed%20%20individual%20opinion%20about%20the%20meaning%20of%20%20works%20in%20the%20arts%20%28e.g.%2C%20works%20of%20an%20%20artist%20of%20the%20month%29.) |
| 1 | Why do different people have different opinions about music? | People have different opinions about musical works. | Articulate their preferences for different types of music and distinguish between their preferences for musical works and the preferences of others. | [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222378%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20how%20to%20communicate%20an%20informed%20%20individual%20opinion%20about%20the%20meaning%20of%20%20works%20in%20the%20arts%20%28e.g.%2C%20works%20of%20an%20%20artist%20of%20the%20month%29.) |
| 2 | How do people talk about music? | People have different opinions about musical works and talk about their opinions using music vocabulary. | Articulate personal opinions of musical works using appropriate music vocabulary. | [9.3.3.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222350%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20demonstrate%20what%20a%20critic), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222378%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20how%20to%20communicate%20an%20informed%20%20individual%20opinion%20about%20the%20meaning%20of%20%20works%20in%20the%20arts%20%28e.g.%2C%20works%20of%20an%20%20artist%20of%20the%20month%29.) |
| 3 | How do people talk about music when they have different opinions? | People have different responses to music and are free to state their opinions and preferences. | Articulate personal opinions of musical works and respond to the opinions of others using appropriate vocabulary. | [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222378%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20how%20to%20communicate%20an%20informed%20%20individual%20opinion%20about%20the%20meaning%20of%20%20works%20in%20the%20arts%20%28e.g.%2C%20works%20of%20an%20%20artist%20of%20the%20month%29.) |
| 4 | How can composers use themes and ideas to affect the way audiences experience their work? | A composer’s use of themes and/or ideas can affect the way an audience perceives his or her work. | Experience music written to communicate different themes and ideas and explain how these themes and ideas affect an audience’s perception of the works. | [9.4.5.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222384%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20the%20attributes%20of%20various%20%20audiences%E2%80%99%20environments%20as%20they%20%20influence%20individual%20aesthetic%20response%20%20%28e.g.%2C%20Beatles%E2%80%99%20music%20played%20by%20the%20%20Boston%20Pops%20versus%20video%20taped%20%20concerts%20from%20the%201970s%29.), [9.4.5.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222385%22%20%5Ct%20%22_blank%22%20%5Co%20%22Explain%20choices%20made%20regarding%20%20media%2C%20technique%2C%20form%2C%20subject%20matter%20%20and%20themes%20that%20communicate%20the%20%20artist%E2%80%99s%20philosophy%20within%20a%20work%20in%20%20the%20arts%20and%20humanities%20%28e.g.%2C%20selection%20%20of%20stage%20lighting%20in%20Leonard%20%20Bernstein) |
| 5 | How can the setting of a musical work affect the way audiences respond to the work? | The setting of a musical work can affect an audience’s response to that work. | Experience music in different settings and explain how the setting of a musical performance affects an audience’s response to the work. | [9.3.5.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222355%22%20%5Ct%20%22_blank%22%20%5Co%20%22Compare%20similar%20and%20contrasting%20%20important%20aspects%20of%20works%20in%20the%20arts%20%20and%20humanities%20based%20on%20a%20set%20of%20%20guidelines%20using%20a%20comprehensive%20%20vocabulary%20of%20critical%20response.), [9.4.5.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222384%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20the%20attributes%20of%20various%20%20audiences%E2%80%99%20environments%20as%20they%20%20influence%20individual%20aesthetic%20response%20%20%28e.g.%2C%20Beatles%E2%80%99%20music%20played%20by%20the%20%20Boston%20Pops%20versus%20video%20taped%20%20concerts%20from%20the%201970s%29.) |
| 6 | How do composers and performers make choices that affect the way audiences perceive their work? | The choices that a composer or performer makes can affect the way an audience perceives the work. | Identify composers’ and performers’ choices and explain how those choices affect a person’s response to musical works. | [9.3.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222361%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20and%20interpret%20specific%20%20characteristics%20of%20works%20in%20the%20arts%20%20within%20each%20art%20form%20%28e.g.%2C%20pentatonic%20%20scales%20in%20Korean%20and%20Indonesian%20%20music%29.), [9.4.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222389%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20how%20the%20attributes%20of%20the%20%20audience%E2%80%99s%20environment%20influence%20%20aesthetic%20responses%20%28e.g.%2C%20the%20ambiance%20%20of%20the%20theatre%20in%20a%20performance%20of%20%20Andrew%20Lloyd%20Weber%E2%80%99s%20Cats%29.), [9.4.8.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222390%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20to%20what%20purpose%20philosophical%20%20ideas%20generated%20by%20artists%20can%20be%20%20conveyed%20through%20works%20in%20the%20arts%20and%20%20humanities%20%28e.g.%2C%20T.%20Ganson%E2%80%99s%20%20Destructive%20Periods%20in%20Russia%20During%20%20Stalin%E2%80%99s%20and%20Deniken%E2%80%99s%20Leadership%20%20conveys%20her%20memories%20and%20emotions%20of%20%20a%20s) |
| 7 | How do people respond to music differently based on their personal experiences? | Personal experiences influence a person’s response to works of art. | Articulate personal opinions of musical works and explain how and why their personal experiences have affected their opinions. | [9.3.8.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222366%22%20%5Ct%20%22_blank%22%20%5Co%20%22Compare%20and%20contrast%20critical%20positions%20%20or%20opinions%20about%20selected%20works%20in%20the%20%20arts%20and%20humanities%20%28e.g.%2C%20critic%E2%80%99s%20%20review%20and%20comparison%20of%20Alvin%20%20Ailey%E2%80%99s%20Revelations%20to%20Tchaikovsky%E2%80%99s%20%20Swan%20Lake%29.), [9.4.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222388%22%20%5Ct%20%22_blank%22%20%5Co%20%22Compare%20and%20contrast%20informed%20%20individual%20opinions%20about%20the%20meaning%20%20of%20works%20in%20the%20arts%20to%20others%20%28e.g.%2C%20%20debate%20philosophical%20opinions%20within%20a%20%20listserve%20or%20at%20an%20artist%E2%80%99s%20website%29.) |
| 8 | How are aesthetic and critical processes sometimes used for the same purposes? | Aesthetic and critical processes are different, yet sometimes used for the same purposes. | Identify the differences between aesthetic and critical processes and describe how they are both used to assess quality, interpret meaning and determine value. | [9.3.8.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222365%22%20%5Ct%20%22_blank%22%20%5Co%20%22Apply%20the%20process%20of%20criticism%20to%20%20identify%20characteristics%20among%20works%20in%20%20the%20arts.), [9.4.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222388%22%20%5Ct%20%22_blank%22%20%5Co%20%22Compare%20and%20contrast%20informed%20%20individual%20opinions%20about%20the%20meaning%20%20of%20works%20in%20the%20arts%20to%20others%20%28e.g.%2C%20%20debate%20philosophical%20opinions%20within%20a%20%20listserve%20or%20at%20an%20artist%E2%80%99s%20website%29.) |
| 9-12 | What decisions do musicians make to influence the way people experience their work? | Musicians make choices that influence the way people experience their work. | Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. | [9.3.12.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222370%22%20%5Ct%20%22_blank%22%20%5Co%20%22Apply%20systems%20of%20classification%20for%20%20interpreting%20works%20in%20the%20arts%20and%20%20forming%20a%20critical%20response.), [9.4.12.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222394%22%20%5Ct%20%22_blank%22%20%5Co%20%22Compare%20and%20contrast%20the%20attributes%20of%20%20various%20audiences%E2%80%99%20environments%20as%20%20they%20influence%20individual%20aesthetic%20%20response%20%28e.g.%2C%20viewing%20traditional%20Irish%20dance%20at%20county%20fair%20versus%20the%20%20performance%20of%20River%20Dance%20in%20a%20%20concert%20hall%29.) |

**PA Curriculum Framework for Music**

**Grade Level Categorization**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| KMusic | The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. | What is music? | Music is comprised of sound and silence. | Distinguish between sound and silence in simple melodies and rhythms. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222242%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222244%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20use%20fundamental%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.) |
| Artists use tools and resources as well as their own experiences and skills to create art. | What do people use to perform music? | People can use voices and instruments to perform music. | Perform simple melodies and rhythms using voices and classroom instruments. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222246%22%20%5Ct%20%22_blank%22%20%5Co%20%22Demonstrate%20the%20ability%20to%20define%20%20objects%2C%20express%20emotions%2C%20illustrate%20an%20%20action%20or%20relate%20an%20experience%20through%20%20creation%20of%20works%20in%20the%20arts.), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222249%22%20%5Ct%20%22_blank%22%20%5Co%20%22Handle%20materials%2C%20equipment%20and%20tools%20%20safely%20at%20work%20and%20performance%20%20spaces.%20%20Identify%20materials%20used.%20%20Identify%20issues%20of%20cleanliness%20%20related%20to%20the%20arts.%20%20Recognize%20some%20%20mechanical/electrical%20equipment.%20%20Recognize%20differences%20in%20selected%20%20physical%20space/), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222251%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20traditional%20and%20%20contemporary%20technologies%20for%20%20producing%2C%20performing%20and%20exhibiting%20%20works%20in%20the%20arts%20or%20the%20works%20of%20%20others.%20%20Know%20and%20use%20traditional%20%20technologies%20%28e.g.%2C%20charcoal%2C%20%20pigments%2C%20clay%2C%20needle/thread%2C%20quill%20%20pens%2C%20stencils%2C%20tools%20) |
| The arts provide a medium to understand and exchange ideas. | How can pictures show sound and silence? | Pictures can represent sound and silence. | Read iconic notation representing sound and silence. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222244%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20use%20fundamental%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222246%22%20%5Ct%20%22_blank%22%20%5Co%20%22Demonstrate%20the%20ability%20to%20define%20%20objects%2C%20express%20emotions%2C%20illustrate%20an%20%20action%20or%20relate%20an%20experience%20through%20%20creation%20of%20works%20in%20the%20arts.) |
| People have expressed experiences and ideas through the arts throughout time and across cultures. | How is music used to celebrate events in people’s lives? | Music is used as a means to celebrate events in people’s lives. | Identify, perform and move to music that celebrates events. | [9.1.3.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222250%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20arts%20events%20that%20take%20place%20in%20%20schools%20and%20in%20communities.), [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222291%22%20%5Ct%20%22_blank%22%20%5Co%20%22Explain%20the%20historical%2C%20cultural%20and%20social%20context%20of%20an%20individual%20work%20in%20the%20arts.), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222301%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20traditions%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20story%20telling%20%E2%80%93%20plays%2C%20oral%20histories-%20poetry%2C%20work%20songs-%20blue%20grass%29.) |
| There are formal and informal processes used to assess the quality of works in the arts. | How do people decide if a musical work is good? | People make judgments about the quality of musical works. | Recognize that people make judgments about the quality of musical works. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222344%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20critical%20processes%20used%20in%20%20the%20examination%20of%20works%20in%20the%20arts%20%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20) |
| People use both aesthetic and critical processes to assess quality, interpret meaning and determine value. | How do people think about music? | People have opinions about musical works. | Make statements about their preferences for different types of music. | [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222378%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20how%20to%20communicate%20an%20informed%20%20individual%20opinion%20about%20the%20meaning%20of%20%20works%20in%20the%20arts%20%28e.g.%2C%20works%20of%20an%20%20artist%20of%20the%20month%29.) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 1Music | The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. | How is music arranged? | Music is comprised of sound and silence arranged in melodies and rhythms. | Distinguish between sound and silence in more complex melodies and rhythms. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222242%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222244%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20use%20fundamental%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.) |
| Artists use tools and resources as well as their own experiences and skills to create art. | What do people use to improvise music? | People can use voices and instruments to improvise music. | Improvise simple melodies and rhythms using voices and classroom instruments. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222245%22%20%5Ct%20%22_blank%22%20%5Co%20%22Use%20knowledge%20of%20varied%20styles%20within%20%20each%20art%20form%20through%20a%20performance%20%20or%20exhibition%20of%20unique%20work.), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222246%22%20%5Ct%20%22_blank%22%20%5Co%20%22Demonstrate%20the%20ability%20to%20define%20%20objects%2C%20express%20emotions%2C%20illustrate%20an%20%20action%20or%20relate%20an%20experience%20through%20%20creation%20of%20works%20in%20the%20arts.), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222249%22%20%5Ct%20%22_blank%22%20%5Co%20%22Handle%20materials%2C%20equipment%20and%20tools%20%20safely%20at%20work%20and%20performance%20%20spaces.%20%20Identify%20materials%20used.%20%20Identify%20issues%20of%20cleanliness%20%20related%20to%20the%20arts.%20%20Recognize%20some%20%20mechanical/electrical%20equipment.%20%20Recognize%20differences%20in%20selected%20%20physical%20space/), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222251%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20traditional%20and%20%20contemporary%20technologies%20for%20%20producing%2C%20performing%20and%20exhibiting%20%20works%20in%20the%20arts%20or%20the%20works%20of%20%20others.%20%20Know%20and%20use%20traditional%20%20technologies%20%28e.g.%2C%20charcoal%2C%20%20pigments%2C%20clay%2C%20needle/thread%2C%20quill%20%20pens%2C%20stencils%2C%20tools%20) |
| The arts provide a medium to understand and exchange ideas. | How can musical notation show sounds that are short, long, high or low? | Musical notation can represent short, long, high and low sounds. | Read musical notation representing short/long and high/low sounds. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222244%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20use%20fundamental%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222246%22%20%5Ct%20%22_blank%22%20%5Co%20%22Demonstrate%20the%20ability%20to%20define%20%20objects%2C%20express%20emotions%2C%20illustrate%20an%20%20action%20or%20relate%20an%20experience%20through%20%20creation%20of%20works%20in%20the%20arts.) |
| People have expressed experiences and ideas through the arts throughout time and across cultures. | How is music used to pass on traditions? | Music is used by various cultures as a means to pass on traditions. | Identify, perform and move to music that is used to pass on traditions. | [9.1.3.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222250%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20arts%20events%20that%20take%20place%20in%20%20schools%20and%20in%20communities.), [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222291%22%20%5Ct%20%22_blank%22%20%5Co%20%22Explain%20the%20historical%2C%20cultural%20and%20social%20context%20of%20an%20individual%20work%20in%20the%20arts.), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222301%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20traditions%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20story%20telling%20%E2%80%93%20plays%2C%20oral%20histories-%20poetry%2C%20work%20songs-%20blue%20grass%29.) |
| There are formal and informal processes used to assess the quality of works in the arts. | How do people decide if a musical work is good? | People use criteria to describe the quality of musical works and/or performances. | Identify the criteria that describe the quality of musical works and/or performances. | [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222345%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20that%20works%20in%20the%20arts%20can%20be%20%20described%20by%20using%20the%20arts%20elements%2C%20%20principles%20and%20concepts%20%28e.g.%2C%20use%20of%20%20%20%20%20color%2C%20shape%20and%20pattern%20in%20Mondrian%E2%80%99s%20%20%20Broadway%20Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222346%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20classification%20skills%20with%20%20materials%20and%20processes%20used%20to%20create%20%20works%20in%20the%20arts%20%28e.g.%2C%20sorting%20and%20%20matching%20textiles%2C%20musical%20chants%2C%20%20television%20comedies%29.), [9.3.3.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222349%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20how%20to%20recognize%20and%20identify%20%20similar%20and%20different%20characteristics%20%20among%20works%20in%20the%20arts%20%28e.g.%2C%20Amish%20%20and%20Hawaiian%20quilts%2C%20Navaho%20weavings%20%20and%20Kente%20cloth%20from%20West%20Africa%29.) |
| People use both aesthetic and critical processes to assess quality, interpret meaning and determine value. | How do people decide if a musical work is good? | People use criteria to describe the quality of musical works and/or performances. | Identify the criteria that describe the quality of musical works and/or performances. | [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222345%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20that%20works%20in%20the%20arts%20can%20be%20%20described%20by%20using%20the%20arts%20elements%2C%20%20principles%20and%20concepts%20%28e.g.%2C%20use%20of%20%20%20%20%20color%2C%20shape%20and%20pattern%20in%20Mondrian%E2%80%99s%20%20%20Broadway%20Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222346%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20classification%20skills%20with%20%20materials%20and%20processes%20used%20to%20create%20%20works%20in%20the%20arts%20%28e.g.%2C%20sorting%20and%20%20matching%20textiles%2C%20musical%20chants%2C%20%20television%20comedies%29.), [9.3.3.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222349%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20how%20to%20recognize%20and%20identify%20%20similar%20and%20different%20characteristics%20%20among%20works%20in%20the%20arts%20%28e.g.%2C%20Amish%20%20and%20Hawaiian%20quilts%2C%20Navaho%20weavings%20%20and%20Kente%20cloth%20from%20West%20Africa%29.) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 2Music | The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. | How are patterns arranged to make music? | Music is comprised of patterns of notes that can be arranged in various forms. | Move to and perform melodies in various forms. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222242%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222244%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20use%20fundamental%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.), [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222247%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20works%20of%20others%20through%20a%20%20performance%20or%20exhibition%20%20%20%20%20%20%20%20%20%28e.g.%2C%20exhibition%20of%20student%20paintings%20%20%20%20%20%20%20%20%20based%20on%20the%20study%20of%20Picasso%29.), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222249%22%20%5Ct%20%22_blank%22%20%5Co%20%22Handle%20materials%2C%20equipment%20and%20tools%20%20safely%20at%20work%20and%20performance%20%20spaces.%20%20Identify%20materials%20used.%20%20Identify%20issues%20of%20cleanliness%20%20related%20to%20the%20arts.%20%20Recognize%20some%20%20mechanical/electrical%20equipment.%20%20Recognize%20differences%20in%20selected%20%20physical%20space/) |
| Artists use tools and resources as well as their own experiences and skills to create art. | How can people use found objects to make music? | People can use voices, instruments and found objects to make music. | Perform and improvise melodies and rhythms using voices, instruments and found objects. | [9.1.3.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222245%22%20%5Ct%20%22_blank%22%20%5Co%20%22Use%20knowledge%20of%20varied%20styles%20within%20%20each%20art%20form%20through%20a%20performance%20%20or%20exhibition%20of%20unique%20work.), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222249%22%20%5Ct%20%22_blank%22%20%5Co%20%22Handle%20materials%2C%20equipment%20and%20tools%20%20safely%20at%20work%20and%20performance%20%20spaces.%20%20Identify%20materials%20used.%20%20Identify%20issues%20of%20cleanliness%20%20related%20to%20the%20arts.%20%20Recognize%20some%20%20mechanical/electrical%20equipment.%20%20Recognize%20differences%20in%20selected%20%20physical%20space/), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222251%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20traditional%20and%20%20contemporary%20technologies%20for%20%20producing%2C%20performing%20and%20exhibiting%20%20works%20in%20the%20arts%20or%20the%20works%20of%20%20others.%20%20Know%20and%20use%20traditional%20%20technologies%20%28e.g.%2C%20charcoal%2C%20%20pigments%2C%20clay%2C%20needle/thread%2C%20quill%20%20pens%2C%20stencils%2C%20tools%20) |
| The arts provide a medium to understand and exchange ideas. | How can music notation be used to share rhythms and melodies? | Music notation can be used to share rhythms and melodies. | Notate simple rhythms and melodies. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222252%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20traditional%20and%20%20contemporary%20technologies%20for%20%20furthering%20knowledge%20and%20%20understanding%20in%20the%20humanities.) |
| People have expressed experiences and ideas through the arts throughout time and across cultures. | How are musical traditions a part of American culture? | The American culture has musical traditions. | Identify musical traditions in American culture. | [9.1.3.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222250%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20arts%20events%20that%20take%20place%20in%20%20schools%20and%20in%20communities.), [9.2.3.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222294%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20a%20work%20of%20art%20from%20its%20historical%20and%20cultural%20perspective.), [9.2.3.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222297%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20geographic%20regions%3A%20%20Africa%20%20Asia%20%20Australia%20%20Central%20America%20%20Europe%20%20North%20America%20%20South%20America%20), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222301%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20traditions%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20story%20telling%20%E2%80%93%20plays%2C%20oral%20histories-%20poetry%2C%20work%20songs-%20blue%20grass%29.) |
| There are formal and informal processes used to assess the quality of works in the arts. | How do people talk about the quality of musical works? | There is a language of criticism that people use to determine the quality of musical works. | Use a basic vocabulary of artistic criticism to discuss the quality of musical works. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222344%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20critical%20processes%20used%20in%20%20the%20examination%20of%20works%20in%20the%20arts%20%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20), [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222345%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20that%20works%20in%20the%20arts%20can%20be%20%20described%20by%20using%20the%20arts%20elements%2C%20%20principles%20and%20concepts%20%28e.g.%2C%20use%20of%20%20%20%20%20color%2C%20shape%20and%20pattern%20in%20Mondrian%E2%80%99s%20%20%20Broadway%20Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222347%22%20%5Ct%20%22_blank%22%20%5Co%20%22Explain%20meanings%20in%20the%20arts%20and%20%20humanities%20through%20individual%20works%20%20and%20the%20works%20of%20others%20using%20a%20%20fundamental%20vocabulary%20of%20critical%20%20response.), [9.3.3.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222349%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20how%20to%20recognize%20and%20identify%20%20similar%20and%20different%20characteristics%20%20among%20works%20in%20the%20arts%20%28e.g.%2C%20Amish%20%20and%20Hawaiian%20quilts%2C%20Navaho%20weavings%20%20and%20Kente%20cloth%20from%20West%20Africa%29.) |
| People use both aesthetic and critical processes to assess quality, interpret meaning and determine value. | How do people talk about music? | People have different opinions about musical works and talk about their opinions using music vocabulary. | Articulate personal opinions of musical works using appropriate music vocabulary. | [9.3.3.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222350%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20demonstrate%20what%20a%20critic), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222378%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20how%20to%20communicate%20an%20informed%20%20individual%20opinion%20about%20the%20meaning%20of%20%20works%20in%20the%20arts%20%28e.g.%2C%20works%20of%20an%20%20artist%20of%20the%20month%29.) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 3Music | The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. | How do musicians improve their skills? | Musicians use the process of creating/recreating, rehearsing, reflecting and revising to improve their skills. | Perform and create music, focusing on the process of creating/recreating, rehearsing, reflecting and revising. | [9.1.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222242%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222248%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20the%20function%20of%20rehearsals%20%20and%20practice%20sessions.) |
| Artists use tools and resources as well as their own experiences and skills to create art. | Who can create music? | Many different groups of voices and/or instruments can create music. | Identify different types of performing groups by sight and sound. | [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222244%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20use%20fundamental%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.), [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222247%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20works%20of%20others%20through%20a%20%20performance%20or%20exhibition%20%20%20%20%20%20%20%20%20%28e.g.%2C%20exhibition%20of%20student%20paintings%20%20%20%20%20%20%20%20%20based%20on%20the%20study%20of%20Picasso%29.) |
| The arts provide a medium to understand and exchange ideas. | How can music notation allow people to share ideas? | Music notation is a written language that allows people to share ideas. | Read and notate more complex rhythms and melodies. | [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222243%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222252%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20traditional%20and%20%20contemporary%20technologies%20for%20%20furthering%20knowledge%20and%20%20understanding%20in%20the%20humanities.) |
| People have expressed experiences and ideas through the arts throughout time and across cultures. | How are musical traditions a part of culture? | Different cultures have different musical traditions. | Compare and contrast the characteristics of musical traditions from different cultures. | [9.2.3.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222293%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20varying%20styles%20and%20genre%20and%20to%20the%20periods%20in%20which%20they%20were%20created%20%28e.g.%2C%20Bronze%20Age%2C%20Ming%20Dynasty%2C%20Renaissance%2C%20Classical%2C%20Modern%2C%20Post-Modern%2C%20%20Contemporary%2C%20Futuristic%2C%20others%29.), [9.2.3.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222295%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20how%20historical%20events%20and%20culture%20impact%20forms%2C%20techniques%20and%20purposes%20of%20works%20in%20the%20arts%20%28e.g.%2C%20Gilbert%20and%20Sullivan%20operettas%29), [9.2.3.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222296%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20apply%20appropriate%20vocabulary%20used%20between%20social%20studies%20and%20the%20arts%20and%20humanities.), [9.2.3.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222297%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20geographic%20regions%3A%20%20Africa%20%20Asia%20%20Australia%20%20Central%20America%20%20Europe%20%20North%20America%20%20South%20America%20), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222301%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20traditions%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20story%20telling%20%E2%80%93%20plays%2C%20oral%20histories-%20poetry%2C%20work%20songs-%20blue%20grass%29.) |
| There are formal and informal processes used to assess the quality of works in the arts. | How do people determine the quality of musical works? | There are specific models of criticism that people use to determine the quality of musical works. | Identify characteristics of different types of artistic criticism: contextual, formal and intuitive. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222344%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20critical%20processes%20used%20in%20%20the%20examination%20of%20works%20in%20the%20arts%20%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20), [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222345%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20that%20works%20in%20the%20arts%20can%20be%20%20described%20by%20using%20the%20arts%20elements%2C%20%20principles%20and%20concepts%20%28e.g.%2C%20use%20of%20%20%20%20%20color%2C%20shape%20and%20pattern%20in%20Mondrian%E2%80%99s%20%20%20Broadway%20Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222348%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20identify%20types%20of%20critical%20%20analysis%20in%20the%20arts%20and%20humanities.%20%20Contextual%20criticism%20%20Formal%20criticism%20%20Intuitive%20criticism%20) |
| People use both aesthetic and critical processes to assess quality, interpret meaning and determine value. | How do people talk about music when they have different opinions? | People have different responses to music and are free to state their opinions and preferences. | Articulate personal opinions of musical works and respond to the opinions of others using appropriate vocabulary. | [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222378%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20how%20to%20communicate%20an%20informed%20%20individual%20opinion%20about%20the%20meaning%20of%20%20works%20in%20the%20arts%20%28e.g.%2C%20works%20of%20an%20%20artist%20of%20the%20month%29.) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 4Music | The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. | How does rehearsal affect a musician’s skills? | Musicians rehearse to improve their skills. | Document the rehearsal process and explain how it affects performance. | [9.1.5.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222255%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222256%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20fundamental%20vocabulary%20%20within%20each%20of%20the%20arts%20forms.), [9.1.5.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222260%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20the%20function%20and%20benefits%20of%20%20rehearsal%20and%20practice%20sessions.) |
| Artists use tools and resources as well as their own experiences and skills to create art. | How does music sound when it is performed by different groups? | Different groups of voices and/or instruments have different sounds. | Experiment with different instrument/voice groupings and explain how those choices affect the music. | [9.1.5.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222254%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.5.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222257%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20and%20use%20knowledge%20of%20a%20%20specific%20style%20within%20each%20art%20form%20%20through%20a%20performance%20or%20exhibition%20%20of%20a%20unique%20work.), [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222261%22%20%5Ct%20%22_blank%22%20%5Co%20%22Use%20and%20maintain%20materials%2C%20equipment%20%20and%20tools%20safely%20at%20work%20and%20%20performance%20spaces.%20%20Describe%20some%20materials%20used.%20%20Describe%20issues%20of%20cleanliness%20%20related%20to%20the%20arts.%20%20Describe%20types%20of%20%20mechanical/electrical%20equipment%20%20usage.%20%20Know%20how%20to%20work%20in%20selec), [9.1.5.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222263%22%20%5Ct%20%22_blank%22%20%5Co%20%22Apply%20traditional%20and%20contemporary%20%20technologies%20for%20producing%2C%20performing%20%20and%20exhibiting%20works%20in%20the%20arts%20or%20the%20%20works%20of%20others.%20%20Experiment%20with%20traditional%20%20technologies%20%28e.g.%2C%20ceramic/wooden%20%20tools%2C%20earthen%20clays%2C%20masks%2C%20%20instruments%2C%20folk%20shoes%2C%20etchi), [9.1.5.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222264%22%20%5Ct%20%22_blank%22%20%5Co%20%22Apply%20traditional%20and%20contemporary%20%20%20%20technology%20in%20furthering%20knowledge%20%20and%20understanding%20in%20the%20humanities.) |
| The arts provide a medium to understand and exchange ideas. | How can music tell a story? | There are styles of music that are written to tell stories. | Perform and describe music that tells a story. | [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222258%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20demonstrate%20how%20arts%20can%20%20communicate%20experiences%2C%20stories%20or%20%20emotions%20through%20the%20production%20of%20%20works%20in%20the%20arts.) |
| People have expressed experiences and ideas through the arts throughout time and across cultures. | Why does music from one culture or time period often exhibit similar characteristics? | Pieces of music from one culture or time period often exhibit similar characteristics. | Categorize musical works based on elements that are common to the works’ historical and cultural context. | [9.2.5.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222306%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20varying%20styles%20and%20genre%20and%20to%20the%20periods%20in%20which%20they%20were%20created%20%28e.g.%2C%20Bronze%20Age%2C%20Ming%20Dynasty%2C%20Renaissance%2C%20Classical%2C%20Modern%2C%20Post-Modern%2C%20%20Contemporary%2C%20Futuristic%2C%20others%29.), [9.2.5.L](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222315%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20common%20themes%2C%20forms%20and%20techniques%20from%20works%20in%20the%20arts%20%28e.g.%2C%20Copland%20and%20Graham%E2%80%99s%20Appalachian%20Spring%20and%20Millet%E2%80%99s%20The%20Gleaners%29.) |
| There are formal and informal processes used to assess the quality of works in the arts. | How do people use different models of artistic criticism to determine the quality of musical works? | People use different models to determine the quality of musical works. | Read, discuss and respond to different examples of artistic criticism. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222344%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20critical%20processes%20used%20in%20%20the%20examination%20of%20works%20in%20the%20arts%20%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20), [9.3.3.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222348%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20and%20identify%20types%20of%20critical%20%20analysis%20in%20the%20arts%20and%20humanities.%20%20Contextual%20criticism%20%20Formal%20criticism%20%20Intuitive%20criticism%20), [9.3.3.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222350%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20demonstrate%20what%20a%20critic), [9.3.5.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222352%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20critical%20processes%20in%20the%20%20examination%20of%20works%20in%20the%20arts%20and%20%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20), [9.3.5.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222356%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20and%20use%20types%20of%20critical%20%20analysis%20in%20the%20arts%20and%20humanities.%20%20Contextual%20criticism%20%20Formal%20criticism%20%20Intuitive%20criticism%20), [9.3.5.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222357%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20how%20to%20recognize%20the%20process%20of%20%20criticism%20in%20identifying%20and%20analyzing%20%20characteristics%20among%20works%20in%20the%20%20arts.), [9.3.5.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222358%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20a%20critic) |
| People use both aesthetic and critical processes to assess quality, interpret meaning and determine value. | How can composers use themes and ideas to affect the way audiences experience their work? | A composer’s use of themes and/or ideas can affect the way an audience perceives his or her work. | Experience music written to communicate different themes and ideas and explain how these themes and ideas affect an audience’s perception of the works. | [9.4.5.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222384%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20the%20attributes%20of%20various%20%20audiences%E2%80%99%20environments%20as%20they%20%20influence%20individual%20aesthetic%20response%20%20%28e.g.%2C%20Beatles%E2%80%99%20music%20played%20by%20the%20%20Boston%20Pops%20versus%20video%20taped%20%20concerts%20from%20the%201970s%29.), [9.4.5.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222385%22%20%5Ct%20%22_blank%22%20%5Co%20%22Explain%20choices%20made%20regarding%20%20media%2C%20technique%2C%20form%2C%20subject%20matter%20%20and%20themes%20that%20communicate%20the%20%20artist%E2%80%99s%20philosophy%20within%20a%20work%20in%20%20the%20arts%20and%20humanities%20%28e.g.%2C%20selection%20%20of%20stage%20lighting%20in%20Leonard%20%20Bernstein) |

| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| --- | --- | --- | --- | --- | --- |
| 5Music | The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. | How do musicians use rehearsal to improve their skills? | A personalized rehearsal schedule can help a musician improve his or her skills. | Create a personalized rehearsal schedule and predict how each element of the schedule will affect their skills. | [9.1.5.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222254%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.5.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222255%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222256%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20fundamental%20vocabulary%20%20within%20each%20of%20the%20arts%20forms.), [9.1.5.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222260%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20the%20function%20and%20benefits%20of%20%20rehearsal%20and%20practice%20sessions.) |
| Artists use tools and resources as well as their own experiences and skills to create art. | Why do people create music based on their personal experiences? | People can create music that reflects personal experiences. | Create a musical work that tells a story about personal experiences. | [9.1.5.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222255%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222256%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20fundamental%20vocabulary%20%20within%20each%20of%20the%20arts%20forms.), [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222258%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20demonstrate%20how%20arts%20can%20%20communicate%20experiences%2C%20stories%20or%20%20emotions%20through%20the%20production%20of%20%20works%20in%20the%20arts.) |
| The arts provide a medium to understand and exchange ideas. | How can music communicate themes and ideas? | There are styles of music that are specifically written to communicate themes and ideas. | Describe themes and ideas through listening and performance of a variety of musical styles, e.g. program music, theatrical music. | [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222258%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20demonstrate%20how%20arts%20can%20%20communicate%20experiences%2C%20stories%20or%20%20emotions%20through%20the%20production%20of%20%20works%20in%20the%20arts.), [9.1.5.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222259%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20works%20of%20others%20through%20%20%20%20%20performance%20or%20exhibition%20in%20two%20art%20%20forms.), [9.4.5.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222382%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20uses%20of%20expressive%20symbols%20%20that%20show%20philosophical%20meanings%20in%20%20works%20in%20the%20arts%20and%20humanities%20%20%20%20%20%28e.g.%2C%20American%20TV%20ads%20versus%20Asian%20%20TV%20ads%29.) |
| People have expressed experiences and ideas through the arts throughout time and across cultures. | What role does music play in culture? | Music plays an important role in culture. | Analyze the role of music in their own culture, including musical works created by Pennsylvania artists. | [9.1.5.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222262%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20arts%20events%20that%20take%20place%20in%20%20schools%20and%20in%20communities.), [9.2.5.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222307%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20a%20work%20of%20art%20from%20its%20historical%20and%20cultural%20perspective.), [9.2.5.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222311%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20describe%20and%20analyze%20the%20work%20of%20Pennsylvania%20Artists%20in%20dance%2C%20music%2C%20theatre%20and%20visual%20arts.), [9.2.5.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222313%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20historical%20and%20cultural%20differences%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20PLAYS%20BY%20Shakespeare%2C%20works%20by%20Michelangelo%2C%20ethnic%20dance%20and%20music%29.) |
| There are formal and informal processes used to assess the quality of works in the arts. | Why must people be able to talk about music and have clear opinions to judge the quality of musical works? | People must be able to articulate their thoughts and defend their position in order to engage in critical analysis. | Critique their own performances using the different types of artistic criticism. | [9.3.5.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222353%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20works%20in%20the%20arts%20comparing%20%20similar%20and%20contrasting%20characteristics%20%20%28e.g.%2C%20staccato%20in%20Grieg%E2%80%99s%20In%20the%20Hall%20of%20%20the%20Mountain%20King%20and%20in%20tap%20dance%29.), [9.3.5.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222356%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20and%20use%20types%20of%20critical%20%20analysis%20in%20the%20arts%20and%20humanities.%20%20Contextual%20criticism%20%20Formal%20criticism%20%20Intuitive%20criticism%20), [9.3.5.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222358%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20a%20critic) |
| People use both aesthetic and critical processes to assess quality, interpret meaning and determine value. | How can the setting of a musical work affect the way audiences respond to the work? | The setting of a musical work can affect an audience’s response to that work. | Experience music in different settings and explain how the setting of a musical performance affects an audience’s response to the work. | [9.3.5.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222355%22%20%5Ct%20%22_blank%22%20%5Co%20%22Compare%20similar%20and%20contrasting%20%20important%20aspects%20of%20works%20in%20the%20arts%20%20and%20humanities%20based%20on%20a%20set%20of%20%20guidelines%20using%20a%20comprehensive%20%20vocabulary%20of%20critical%20response.), [9.4.5.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222384%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20the%20attributes%20of%20various%20%20audiences%E2%80%99%20environments%20as%20they%20%20influence%20individual%20aesthetic%20response%20%20%28e.g.%2C%20Beatles%E2%80%99%20music%20played%20by%20the%20%20Boston%20Pops%20versus%20video%20taped%20%20concerts%20from%20the%201970s%29.) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 6Music | The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. | How do people use music? | People use the elements and principles of music as tools for artistic expression. | Manipulate rhythm, melody, form, etc. to create, notate and perform pieces of music that express multiple ideas or a range of emotions. | [9.1.8.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222266%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222267%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222268%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20and%20use%20comprehensive%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.), [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222270%22%20%5Ct%20%22_blank%22%20%5Co%20%22Communicate%20a%20unifying%20theme%20or%20%20point%20of%20view%20through%20the%20production%20%20of%20works%20in%20the%20arts.) |
| Artists use tools and resources as well as their own experiences and skills to create art. | Why do people create music to illustrate different aspects of their lives? | People can create music that illustrates different aspects of their lives. | Create a work that integrates knowledge and ideas from different aspects of their lives. | [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222270%22%20%5Ct%20%22_blank%22%20%5Co%20%22Communicate%20a%20unifying%20theme%20or%20%20point%20of%20view%20through%20the%20production%20%20of%20works%20in%20the%20arts.) |
| The arts provide a medium to understand and exchange ideas. | How can musicians influence the way people view the world? | Musicians can use music to influence the way people view the world. | Identify a contemporary issue and create a work that attempts to influence the way their classmates think about the issue. | [9.2.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222318%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20chronologically%20to%20historical%20events%20%28e.g.%2C%2010%2C000%20B.C.%20to%20present%29.), [9.2.8.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222322%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20apply%20appropriate%20vocabulary%20used%20between%20social%20studies%20and%20the%20arts%20and%20humanities.), [9.2.8.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222325%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20philosophical%20beliefs%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20classical%20architecture%2C%20rock%20music%2C%20Native%20American%20dance%2C%20contemporary%20American%20%20%20musical%20theatre%29.) |
| People have expressed experiences and ideas through the arts throughout time and across cultures. | What role does music play in many different cultures? | While each culture has unique music, there are similarities in the role of music in all cultures. | Identify the role of music in different cultures and time periods and explain the similarities in the role music plays in those cultures. | [9.2.8.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222321%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20how%20historical%20events%20and%20culture%20impact%20forms%2C%20techniques%20and%20purposes%20of%20works%20in%20the%20arts%20%28e.g.%2C%20Gilbert%20and%20Sullivan%20operettas%29), [9.2.8.L](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222328%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20common%20themes%2C%20forms%20and%20techniques%20from%20works%20in%20the%20arts%20%28e.g.%2C%20Copland%20and%20Graham%E2%80%99s%20Appalachian%20Spring%20and%20Millet%E2%80%99s%20The%20Gleaners%29.) |
| There are formal and informal processes used to assess the quality of works in the arts. | How do people compare very different musical works? | A vocabulary of critical analysis allows people to compare musical works and make judgments about quality even if the works are very different. | Analyze and compare musical works from different genres using a vocabulary of critical analysis. | [9.2.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222319%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20varying%20styles%20and%20genre%20and%20to%20the%20periods%20in%20which%20they%20were%20created%20%28e.g.%2C%20Bronze%20Age%2C%20Ming%20Dynasty%2C%20Renaissance%2C%20Classical%2C%20Modern%2C%20Post-Modern%2C%20%20Contemporary%2C%20Futuristic%2C%20others%29.), [9.3.8.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222360%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20critical%20process%20of%20%20the%20examination%20of%20works%20in%20the%20arts%20%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222363%22%20%5Ct%20%22_blank%22%20%5Co%20%22Evaluate%20works%20in%20the%20arts%20and%20%20humanities%20using%20a%20complex%20vocabulary%20%20of%20critical%20response.), [9.3.8.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222364%22%20%5Ct%20%22_blank%22%20%5Co%20%22Interpret%20and%20use%20various%20types%20of%20%20critical%20analysis%20in%20the%20arts%20and%20%20humanities.%20%20Contextual%20criticism%20%20Formal%20criticism%20%20Intuitive%20criticism%20) |
| People use both aesthetic and critical processes to assess quality, interpret meaning and determine value. | How do composers and performers make choices that affect the way audiences perceive their work? | The choices that a composer or performer makes can affect the way an audience perceives the work. | Identify composers’ and performers’ choices and explain how those choices affect a person’s response to musical works. | [9.3.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222361%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20and%20interpret%20specific%20%20characteristics%20of%20works%20in%20the%20arts%20%20within%20each%20art%20form%20%28e.g.%2C%20pentatonic%20%20scales%20in%20Korean%20and%20Indonesian%20%20music%29.), [9.4.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222389%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20how%20the%20attributes%20of%20the%20%20audience%E2%80%99s%20environment%20influence%20%20aesthetic%20responses%20%28e.g.%2C%20the%20ambiance%20%20of%20the%20theatre%20in%20a%20performance%20of%20%20Andrew%20Lloyd%20Weber%E2%80%99s%20Cats%29.), [9.4.8.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222390%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20to%20what%20purpose%20philosophical%20%20ideas%20generated%20by%20artists%20can%20be%20%20conveyed%20through%20works%20in%20the%20arts%20and%20%20humanities%20%28e.g.%2C%20T.%20Ganson%E2%80%99s%20%20Destructive%20Periods%20in%20Russia%20During%20%20Stalin%E2%80%99s%20and%20Deniken%E2%80%99s%20Leadership%20%20conveys%20her%20memories%20and%20emotions%20of%20%20a%20s) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 7Music | The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. | How can music be combined with other art forms? | Music may be performed as a singular art form or in combination with the elements and principles of dance, theatre or visual arts. | Create, notate and perform music that incorporates elements and principles from different arts disciplines. | [9.1.8.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222266%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222267%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222268%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20and%20use%20comprehensive%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.) |
| Artists use tools and resources as well as their own experiences and skills to create art. | How do people use contemporary technologies to create music? | Music can be created, notated, recorded and performed using contemporary technologies. | Compare and contrast music created with traditional and contemporary technologies and discuss the similarities and differences. | [9.1.8.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222275%22%20%5Ct%20%22_blank%22%20%5Co%20%22Incorporate%20specific%20uses%20of%20%20traditional%20and%20contemporary%20%20technologies%20within%20the%20design%20for%20%20producing%2C%20performing%20and%20exhibiting%20%20works%20in%20the%20arts%20or%20the%20works%20of%20%20others.%20%20Explain%20and%20demonstrate%20%20traditional%20technologies%20%20%20%28e.g.%2C%20paint%2C%20tools%2C%20sponges%2C%20), [9.1.8.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222276%22%20%5Ct%20%22_blank%22%20%5Co%20%22Incorporate%20specific%20uses%20of%20%20%20%20traditional%20and%20contemporary%20%20%20%20technologies%20in%20furthering%20%20%20knowledge%20and%20understanding%20in%20the%20%20%20%20humanities.) |
| The arts provide a medium to understand and exchange ideas. | How can music help us understand values and beliefs? | Music can reflect and help us understand different values and beliefs. | Analyze music and lyrics to identify different values and beliefs that are represented in the music. | [9.2.8.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222325%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20philosophical%20beliefs%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20classical%20architecture%2C%20rock%20music%2C%20Native%20American%20dance%2C%20contemporary%20American%20%20%20musical%20theatre%29.), [9.4.8.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222390%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20to%20what%20purpose%20philosophical%20%20ideas%20generated%20by%20artists%20can%20be%20%20conveyed%20through%20works%20in%20the%20arts%20and%20%20humanities%20%28e.g.%2C%20T.%20Ganson%E2%80%99s%20%20Destructive%20Periods%20in%20Russia%20During%20%20Stalin%E2%80%99s%20and%20Deniken%E2%80%99s%20Leadership%20%20conveys%20her%20memories%20and%20emotions%20of%20%20a%20s) |
| People have expressed experiences and ideas through the arts throughout time and across cultures. | Why is music created at different times and in different cultures both the same and different? | There are similarities as well as differences in music created at different times and in different cultures. | Identify similarities and differences between varying musical styles, time periods, and cultures. | [9.2.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222318%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20chronologically%20to%20historical%20events%20%28e.g.%2C%2010%2C000%20B.C.%20to%20present%29.), [9.2.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222319%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20varying%20styles%20and%20genre%20and%20to%20the%20periods%20in%20which%20they%20were%20created%20%28e.g.%2C%20Bronze%20Age%2C%20Ming%20Dynasty%2C%20Renaissance%2C%20Classical%2C%20Modern%2C%20Post-Modern%2C%20%20Contemporary%2C%20Futuristic%2C%20others%29.), [9.2.8.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222322%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20apply%20appropriate%20vocabulary%20used%20between%20social%20studies%20and%20the%20arts%20and%20humanities.), [9.2.8.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222326%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20historical%20and%20cultural%20differences%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20PLAYS%20BY%20Shakespeare%2C%20works%20by%20Michelangelo%2C%20ethnic%20dance%20and%20music%29.) |
| There are formal and informal processes used to assess the quality of works in the arts. | How do people compare works in different arts disciplines? | A vocabulary of critical analysis allows people to compare works in different arts disciplines and make judgments about quality even if the works are very different. | Compare and contrast their own musical performances with works in other arts disciplines using a vocabulary of critical analysis. | [9.3.8.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222360%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20critical%20process%20of%20%20the%20examination%20of%20works%20in%20the%20arts%20%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222363%22%20%5Ct%20%22_blank%22%20%5Co%20%22Evaluate%20works%20in%20the%20arts%20and%20%20humanities%20using%20a%20complex%20vocabulary%20%20of%20critical%20response.), [9.3.8.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222364%22%20%5Ct%20%22_blank%22%20%5Co%20%22Interpret%20and%20use%20various%20types%20of%20%20critical%20analysis%20in%20the%20arts%20and%20%20humanities.%20%20Contextual%20criticism%20%20Formal%20criticism%20%20Intuitive%20criticism%20), [9.3.8.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222365%22%20%5Ct%20%22_blank%22%20%5Co%20%22Apply%20the%20process%20of%20criticism%20to%20%20identify%20characteristics%20among%20works%20in%20%20the%20arts.) |
| People use both aesthetic and critical processes to assess quality, interpret meaning and determine value. | How can choreographers and dancers use multiple themes and ideas to convey meaning? | Choreographers and dancers can use multiple themes and ideas to convey meaning. | Choreograph, notate and perform dances that use multiple themes and ideas to convey meaning. | [9.4.8.B](http://pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222388%22%20%5Ct%20%22_blank%22%20%5Co%20%22Compare%20and%20contrast%20informed%20%20individual%20opinions%20about%20the%20meaning%20%20of%20works%20in%20the%20arts%20to%20others%20%28e.g.%2C%20%20debate%20philosophical%20opinions%20within%20a%20%20listserve%20or%20at%20an%20artist%E2%80%99s%20website%29.), [9.4.8.D](http://pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222390%22%20%5Ct%20%22_blank%22%20%5Co%20%22Describe%20to%20what%20purpose%20philosophical%20%20ideas%20generated%20by%20artists%20can%20be%20%20conveyed%20through%20works%20in%20the%20arts%20and%20%20humanities%20%28e.g.%2C%20T.%20Ganson%E2%80%99s%20%20Destructive%20Periods%20in%20Russia%20During%20%20Stalin%E2%80%99s%20and%20Deniken%E2%80%99s%20Leadership%20%20conveys%20her%20memories%20and%20emotions%20of%20%20a%20s) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 8Music | The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. | How are the elements of music shared through notation? | The elements of music are shared through a universal system of musical notation that has changed through time. | Identify how notation has changed through time and perform and notate music using modern musical notation. | [9.1.8.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222266%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222267%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222268%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20and%20use%20comprehensive%20%20vocabulary%20within%20each%20of%20the%20arts%20%20forms.), [9.2.8.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222321%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20how%20historical%20events%20and%20culture%20impact%20forms%2C%20techniques%20and%20purposes%20of%20works%20in%20the%20arts%20%28e.g.%2C%20Gilbert%20and%20Sullivan%20operettas%29) |
| Artists use tools and resources as well as their own experiences and skills to create art. | How do people use both traditional and contemporary technologies to create and perform music? | Musicians use both traditional and contemporary technologies to create and perform music. | Create and perform music that incorporates innovative techniques using both traditional and contemporary technologies. | [9.1.8.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222273%22%20%5Ct%20%22_blank%22%20%5Co%20%22Demonstrate%20and%20maintain%20materials%2C%20%20equipment%20and%20tools%20safely%20at%20work%20%20and%20performance%20spaces.%20%20Analyze%20the%20use%20of%20materials.%20%20Explain%20issues%20of%20cleanliness%20%20related%20to%20the%20arts.%20%20Explain%20the%20use%20of%20%20mechanical/electrical%20equipment.%20%20Demonstrate%20how%20to%20work%20), [9.1.8.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222275%22%20%5Ct%20%22_blank%22%20%5Co%20%22Incorporate%20specific%20uses%20of%20%20traditional%20and%20contemporary%20%20technologies%20within%20the%20design%20for%20%20producing%2C%20performing%20and%20exhibiting%20%20works%20in%20the%20arts%20or%20the%20works%20of%20%20others.%20%20Explain%20and%20demonstrate%20%20traditional%20technologies%20%20%20%28e.g.%2C%20paint%2C%20tools%2C%20sponges%2C%20), [9.1.8.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222276%22%20%5Ct%20%22_blank%22%20%5Co%20%22Incorporate%20specific%20uses%20of%20%20%20%20traditional%20and%20contemporary%20%20%20%20technologies%20in%20furthering%20%20%20knowledge%20and%20understanding%20in%20the%20%20%20%20humanities.) |
| The arts provide a medium to understand and exchange ideas. | How can music be used to persuade people to buy something? | Music can be used to influence consumers to buy something. | Listen to, analyze, and create music and lyrics that are intended to persuade a consumer to buy something. | [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222270%22%20%5Ct%20%22_blank%22%20%5Co%20%22Communicate%20a%20unifying%20theme%20or%20%20point%20of%20view%20through%20the%20production%20%20of%20works%20in%20the%20arts.), [9.1.8.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222271%22%20%5Ct%20%22_blank%22%20%5Co%20%22Explain%20works%20of%20others%20within%20each%20%20art%20form%20through%20performance%20or%20%20exhibition.), [9.2.8.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222325%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20philosophical%20beliefs%20as%20they%20relate%20to%20works%20in%20the%20arts%20%28e.g.%2C%20classical%20architecture%2C%20rock%20music%2C%20Native%20American%20dance%2C%20contemporary%20American%20%20%20musical%20theatre%29.), [9.3.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222362%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%20and%20classify%20styles%2C%20forms%2C%20%20types%20and%20genre%20within%20art%20forms%20%20%20%20%20%28e.g.%2C%20modern%20dance%20and%20the%20ethnic%20%20dance%2C%20a%20ballad%20and%20a%20patriotic%20song%29.) |
| People have expressed experiences and ideas through the arts throughout time and across cultures. | Why are there similarities in works in dance, music, theatre and visual arts from the same culture and time period? | There are similarities between works in different arts disciplines from the same culture and time period. | Explain similarities between a musical work and a work in dance, theatre or visual arts from the same culture and time period. | [9.2.8.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222319%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20varying%20styles%20and%20genre%20and%20to%20the%20periods%20in%20which%20they%20were%20created%20%28e.g.%2C%20Bronze%20Age%2C%20Ming%20Dynasty%2C%20Renaissance%2C%20Classical%2C%20Modern%2C%20Post-Modern%2C%20%20Contemporary%2C%20Futuristic%2C%20others%29.), [9.2.8.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222322%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20apply%20appropriate%20vocabulary%20used%20between%20social%20studies%20and%20the%20arts%20and%20humanities.), [9.2.8.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222323%22%20%5Ct%20%22_blank%22%20%5Co%20%22Relate%20works%20in%20the%20arts%20to%20geographic%20regions%3A%20%20Africa%20%20Asia%20%20Australia%20%20Central%20America%20%20Europe%20%20North%20America%20%20South%20America%20), [9.2.8.L](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222328%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20common%20themes%2C%20forms%20and%20techniques%20from%20works%20in%20the%20arts%20%28e.g.%2C%20Copland%20and%20Graham%E2%80%99s%20Appalachian%20Spring%20and%20Millet%E2%80%99s%20The%20Gleaners%29.) |
| There are formal and informal processes used to assess the quality of works in the arts. | How do critics determine the quality of musical works? | Critics use predetermined processes and criteria to determine the quality of musical works. | Identify the processes and criteria that critics use to determine the quality of musical works. | [9.3.3.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222344%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%20critical%20processes%20used%20in%20%20the%20examination%20of%20works%20in%20the%20arts%20%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222363%22%20%5Ct%20%22_blank%22%20%5Co%20%22Evaluate%20works%20in%20the%20arts%20and%20%20humanities%20using%20a%20complex%20vocabulary%20%20of%20critical%20response.) |
| People use both aesthetic and critical processes to assess quality, interpret meaning and determine value. | How are aesthetic and critical processes sometimes used for the same purposes? | Aesthetic and critical processes are different, yet sometimes used for the same purposes. | Identify the differences between aesthetic and critical processes and describe how they are both used to assess quality, interpret meaning and determine value. | [9.3.8.F](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222365%22%20%5Ct%20%22_blank%22%20%5Co%20%22Apply%20the%20process%20of%20criticism%20to%20%20identify%20characteristics%20among%20works%20in%20%20the%20arts.), [9.4.8.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222388%22%20%5Ct%20%22_blank%22%20%5Co%20%22Compare%20and%20contrast%20informed%20%20individual%20opinions%20about%20the%20meaning%20%20of%20works%20in%20the%20arts%20to%20others%20%28e.g.%2C%20%20debate%20philosophical%20opinions%20within%20a%20%20listserve%20or%20at%20an%20artist%E2%80%99s%20website%29.) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 9-12 Music | The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. | Why it is important to be able to create, recreate and perform music independently? | While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently. | Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. | [9.1.12.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222278%22%20%5Ct%20%22_blank%22%20%5Co%20%22Know%20and%20use%20the%20elements%20and%20principles%20of%20each%20art%20form%20to%20create%20works%20in%20the%20arts%20and%20humanities.%20%C2%A0%20Elements%20%20Dance%3A%20%E2%80%A2%20energy/force%20%E2%80%A2%20space%20%E2%80%A2%20time%20Music%3A%20%E2%80%A2%20duration%20%E2%80%A2%20intensity%20%E2%80%A2%20pitch%20%E2%80%A2%20timbre%C2%A0%20Theatre%3A%20%E2%80%A2%20scenario%20%E2%80%A2%20script/text%20%E2%80%A2%20set%20design%C2%A0%20Visual%20Arts%3A%20), [9.1.12.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222279%22%20%5Ct%20%22_blank%22%20%5Co%20%22Recognize%2C%20know%2C%20use%20and%20demonstrate%20a%20variety%20of%20appropriate%20arts%20elements%20and%20principles%20to%20produce%2C%20review%20and%20revise%20original%20works%20in%20the%20arts.%20%20Dance%3A%20%E2%80%A2%20move%20%E2%80%A2%20perform%20%E2%80%A2%20read%20and%20notate%20dance%20%E2%80%A2%20create%20and%20choreograph%20%20%E2%80%A2%20improvise%20%20Music%3A%20%E2%80%A2%20sing%20%E2%80%A2%20play%20an), [9.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222280%22%20%5Ct%20%22_blank%22%20%5Co%20%22Integrate%20and%20apply%20advanced%20%20vocabulary%20to%20the%20arts%20forms.), [9.1.12.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222284%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20the%20effect%20of%20rehearsal%20and%20%20practice%20sessions.), [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222285%22%20%5Ct%20%22_blank%22%20%5Co%20%22Incorporate%20the%20effective%20and%20safe%20use%20%20of%20materials%2C%20equipment%20and%20tools%20into%20%20the%20production%20of%20works%20in%20the%20arts%20at%20%20work%20and%20performance%20spaces.%20%20Evaluate%20the%20use%20and%20applications%20%20of%20materials.%20%20Evaluate%20issues%20of%20cleanliness%20%20related%20to%20the%20arts.%20%20Evalua) |
| Artists use tools and resources as well as their own experiences and skills to create art. | How and why do people continue to engage in music after graduation? | People use resources available in their communities to make music throughout their lives. | Identify post-graduation opportunities to be part of the musical community as audience members, amateur musicians or professional musicians. | [9.1.12.I](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222286%22%20%5Ct%20%22_blank%22%20%5Co%20%22Distinguish%20among%20a%20variety%20of%20%20regional%20arts%20events%20and%20resources%20and%20%20analyze%20methods%20of%20selection%20and%20%20admission.) |
| The arts provide a medium to understand and exchange ideas. | As technology has changed, how has it changed the way we make music? | Contemporary technology allows people to share and collaborate on musical ideas. | Collaborate with others to create a musical work using contemporary technologies. | [9.1.12.J](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222287%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20and%20evaluate%20the%20use%20of%20%20traditional%20and%20contemporary%20%20technologies%20for%20producing%2C%20%20performing%20and%20exhibiting%20works%20in%20%20the%20arts%20or%20the%20works%20of%20others.%20%20Analyze%20traditional%20technologies%20%20%28e.g.%2C%20acid%20printing%2C%20etching%20%20methods%2C%20musical%20instruments%2C%20%20co), [9.1.12.K](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222288%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20and%20evaluate%20the%20use%20of%20%20traditional%20and%20contemporary%20%20technologies%20in%20furthering%20knowledge%20%20and%20understanding%20in%20the%20humanities.) |
| People have expressed experiences and ideas through the arts throughout time and across cultures. | How and why do works in the different arts disciplines share characteristics? | There are similarities between works in different arts disciplines from different time periods and different cultures. | Explain similarities between works in dance, music, theatre and visual arts in various cultural and historical contexts. | [9.2.12.E](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222334%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20how%20historical%20events%20and%20culture%20impact%20forms%2C%20techniques%20and%20purposes%20of%20works%20in%20the%20arts%20%28e.g.%2C%20Gilbert%20and%20Sullivan%20operettas%29), [9.2.12.L](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222341%22%20%5Ct%20%22_blank%22%20%5Co%20%22Identify%2C%20explain%20and%20analyze%20common%20themes%2C%20forms%20and%20techniques%20from%20works%20in%20the%20arts%20%28e.g.%2C%20Copland%20and%20Graham%E2%80%99s%20Appalachian%20Spring%20and%20Millet%E2%80%99s%20The%20Gleaners%29.) |
| There are formal and informal processes used to assess the quality of works in the arts. | How do musicians compare their work to the work of others? | Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others. | Analyze their own performances and compositions and make judgments about their own works as compared with those of other performers and composers. | [9.3.12.A](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222368%22%20%5Ct%20%22_blank%22%20%5Co%20%22Explain%20and%20apply%20the%20critical%20%20examination%20processes%20of%20works%20in%20%20the%20arts%20and%20humanities.%20%20Compare%20and%20contrast%20%20Analyze%20%20Interpret%20%20Form%20and%20test%20hypotheses%20%20Evaluate/form%20judgments%20)[9.3.12.B](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222369%22%20%5Ct%20%22_blank%22%20%5Co%20%22Determine%20and%20apply%20criteria%20to%20a%20%20person%E2%80%99s%20work%20and%20works%20of%20others%20in%20%20the%20arts%20%28e.g.%2C%20use%20visual%20scanning%20%20techniques%20to%20critique%20the%20student%E2%80%99s%20%20own%20use%20of%20sculptural%20space%20in%20%20comparison%20to%20Julio%20Gonzales%E2%80%99%20use%20of%20%20space%20in%20Woman%20Combing%20Her%20Hair%29.), [9.3.12.G](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222374%22%20%5Ct%20%22_blank%22%20%5Co%20%22Analyze%20works%20in%20the%20arts%20by%20%20referencing%20the%20judgments%20advanced%20by%20%20arts%20critics%20as%20well%20as%20one%E2%80%99s%20own%20%20analysis%20and%20critique.) |
| People use both aesthetic and critical processes to assess quality, interpret meaning and determine value. | What decisions do musicians make to influence the way people experience their work? | Musicians make choices that influence the way people experience their work. | Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. | [9.3.12.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222370%22%20%5Ct%20%22_blank%22%20%5Co%20%22Apply%20systems%20of%20classification%20for%20%20interpreting%20works%20in%20the%20arts%20and%20%20forming%20a%20critical%20response.), [9.4.12.C](http://www.pdesas.org/Standard/StandardsBrowser%22%20%5Cl%20%2222394%22%20%5Ct%20%22_blank%22%20%5Co%20%22Compare%20and%20contrast%20the%20attributes%20of%20%20various%20audiences%E2%80%99%20environments%20as%20%20they%20influence%20individual%20aesthetic%20%20response%20%28e.g.%2C%20viewing%20traditional%20Irish%20dance%20at%20county%20fair%20versus%20the%20%20performance%20of%20River%20Dance%20in%20a%20%20concert%20hall%29.) |