**PA Curriculum Framework: Music**

**Big Idea Categorization**

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| **Big Idea** | **Grade** | **Essential Question** | **Concept** | **Competency** | **Standards** |
| [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | 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" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.) |
| 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" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.) |
| 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" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.), [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22247" \t "_blank" \o "Identify works of others through a  performance or exhibition         (e.g., exhibition of student paintings         based on the study of Picasso).), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/) |
| 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" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22248" \t "_blank" \o "Recognize the function of rehearsals  and practice sessions.) |
| 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" \l "22255" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22256" \t "_blank" \o "Know and use fundamental vocabulary  within each of the arts forms.), [9.1.5.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22260" \t "_blank" \o "Identify the function and benefits of  rehearsal and practice sessions.) |
| 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" \l "22254" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.5.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22255" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22256" \t "_blank" \o "Know and use fundamental vocabulary  within each of the arts forms.), [9.1.5.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22260" \t "_blank" \o "Identify the function and benefits of  rehearsal and practice sessions.) |
| 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" \l "22266" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22267" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22268" \t "_blank" \o "Identify and use comprehensive  vocabulary within each of the arts  forms.), [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22270" \t "_blank" \o "Communicate a unifying theme or  point of view through the production  of works in the arts.) |
| 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" \l "22266" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22267" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22268" \t "_blank" \o "Identify and use comprehensive  vocabulary within each of the arts  forms.) |
| 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" \l "22266" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22267" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22268" \t "_blank" \o "Identify and use comprehensive  vocabulary within each of the arts  forms.), [9.2.8.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22321" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)) |
| 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" \l "22278" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.12.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22279" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22280" \t "_blank" \o "Integrate and apply advanced  vocabulary to the arts forms.), [9.1.12.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22284" \t "_blank" \o "Analyze the effect of rehearsal and  practice sessions.), [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22285" \t "_blank" \o "Incorporate the effective and safe use  of materials, equipment and tools into  the production of works in the arts at  work and performance spaces.  Evaluate the use and applications  of materials.  Evaluate issues of cleanliness  related to the arts.  Evalua) |

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| **Big Idea** | **Grade** | **Essential Question** | **Concept** | **Competency** | **Standards** |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | 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" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22246" \t "_blank" \o "Demonstrate the ability to define  objects, express emotions, illustrate an  action or relate an experience through  creation of works in the arts.), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22251" \t "_blank" \o "Know and use traditional and  contemporary technologies for  producing, performing and exhibiting  works in the arts or the works of  others.  Know and use traditional  technologies (e.g., charcoal,  pigments, clay, needle/thread, quill  pens, stencils, tools ) |
| 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" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22245" \t "_blank" \o "Use knowledge of varied styles within  each art form through a performance  or exhibition of unique work.), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22246" \t "_blank" \o "Demonstrate the ability to define  objects, express emotions, illustrate an  action or relate an experience through  creation of works in the arts.), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22251" \t "_blank" \o "Know and use traditional and  contemporary technologies for  producing, performing and exhibiting  works in the arts or the works of  others.  Know and use traditional  technologies (e.g., charcoal,  pigments, clay, needle/thread, quill  pens, stencils, tools ) |
| 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" \l "22245" \t "_blank" \o "Use knowledge of varied styles within  each art form through a performance  or exhibition of unique work.), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22251" \t "_blank" \o "Know and use traditional and  contemporary technologies for  producing, performing and exhibiting  works in the arts or the works of  others.  Know and use traditional  technologies (e.g., charcoal,  pigments, clay, needle/thread, quill  pens, stencils, tools ) |
| 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" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.), [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22247" \t "_blank" \o "Identify works of others through a  performance or exhibition         (e.g., exhibition of student paintings         based on the study of Picasso).) |
| 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" \l "22254" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.5.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22257" \t "_blank" \o "Describe and use knowledge of a  specific style within each art form  through a performance or exhibition  of a unique work.), [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22261" \t "_blank" \o "Use and maintain materials, equipment  and tools safely at work and  performance spaces.  Describe some materials used.  Describe issues of cleanliness  related to the arts.  Describe types of  mechanical/electrical equipment  usage.  Know how to work in selec), [9.1.5.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22263" \t "_blank" \o "Apply traditional and contemporary  technologies for producing, performing  and exhibiting works in the arts or the  works of others.  Experiment with traditional  technologies (e.g., ceramic/wooden  tools, earthen clays, masks,  instruments, folk shoes, etchi), [9.1.5.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22264" \t "_blank" \o "Apply traditional and contemporary    technology in furthering knowledge  and understanding in the humanities.) |
| 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" \l "22255" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22256" \t "_blank" \o "Know and use fundamental vocabulary  within each of the arts forms.), [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22258" \t "_blank" \o "Know and demonstrate how arts can  communicate experiences, stories or  emotions through the production of  works in the arts.) |
| 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" \l "22270" \t "_blank" \o "Communicate a unifying theme or  point of view through the production  of works in the arts.) |
| 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" \l "22275" \t "_blank" \o "Incorporate specific uses of  traditional and contemporary  technologies within the design for  producing, performing and exhibiting  works in the arts or the works of  others.  Explain and demonstrate  traditional technologies   (e.g., paint, tools, sponges, ), [9.1.8.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22276" \t "_blank" \o "Incorporate specific uses of    traditional and contemporary    technologies in furthering   knowledge and understanding in the    humanities.) |
| 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" \l "22273" \t "_blank" \o "Demonstrate and maintain materials,  equipment and tools safely at work  and performance spaces.  Analyze the use of materials.  Explain issues of cleanliness  related to the arts.  Explain the use of  mechanical/electrical equipment.  Demonstrate how to work ), [9.1.8.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22275" \t "_blank" \o "Incorporate specific uses of  traditional and contemporary  technologies within the design for  producing, performing and exhibiting  works in the arts or the works of  others.  Explain and demonstrate  traditional technologies   (e.g., paint, tools, sponges, ), [9.1.8.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22276" \t "_blank" \o "Incorporate specific uses of    traditional and contemporary    technologies in furthering   knowledge and understanding in the    humanities.) |
| 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" \l "22286" \t "_blank" \o "Distinguish among a variety of  regional arts events and resources and  analyze methods of selection and  admission.) |

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| **Big Idea** | **Grade** | **Essential Question** | **Concept** | **Competency** | **Standards** |
| [The arts provide a medium to under-stand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | 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" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22246" \t "_blank" \o "Demonstrate the ability to define  objects, express emotions, illustrate an  action or relate an experience through  creation of works in the arts.) |
| 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" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22246" \t "_blank" \o "Demonstrate the ability to define  objects, express emotions, illustrate an  action or relate an experience through  creation of works in the arts.) |
| 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" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22252" \t "_blank" \o "Know and use traditional and  contemporary technologies for  furthering knowledge and  understanding in the humanities.) |
| 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" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22252" \t "_blank" \o "Know and use traditional and  contemporary technologies for  furthering knowledge and  understanding in the humanities.) |
| 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" \l "22258" \t "_blank" \o "Know and demonstrate how arts can  communicate experiences, stories or  emotions through the production of  works in the arts.) |
| 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" \l "22258" \t "_blank" \o "Know and demonstrate how arts can  communicate experiences, stories or  emotions through the production of  works in the arts.), [9.1.5.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22259" \t "_blank" \o "Describe works of others through     performance or exhibition in two art  forms.), [9.4.5.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22382" \t "_blank" \o "Identify uses of expressive symbols  that show philosophical meanings in  works in the arts and humanities     (e.g., American TV ads versus Asian  TV ads).) |
| 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" \l "22318" \t "_blank" \o "Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).), [9.2.8.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22322" \t "_blank" \o "Know and apply appropriate vocabulary used between social studies and the arts and humanities.), [9.2.8.I](http://www.pdesas.org/Standard/StandardsBrowser" \l "22325" \t "_blank" \o "Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American   musical theatre).) |
| 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" \l "22325" \t "_blank" \o "Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American   musical theatre).), [9.4.8.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22390" \t "_blank" \o "Describe to what purpose philosophical  ideas generated by artists can be  conveyed through works in the arts and  humanities (e.g., T. Ganson’s  Destructive Periods in Russia During  Stalin’s and Deniken’s Leadership  conveys her memories and emotions of  a s) |
| 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" \l "22270" \t "_blank" \o "Communicate a unifying theme or  point of view through the production  of works in the arts.), [9.1.8.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22271" \t "_blank" \o "Explain works of others within each  art form through performance or  exhibition.), [9.2.8.I](http://www.pdesas.org/Standard/StandardsBrowser" \l "22325" \t "_blank" \o "Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American   musical theatre).), [9.3.8.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22362" \t "_blank" \o "Identify and classify styles, forms,  types and genre within art forms     (e.g., modern dance and the ethnic  dance, a ballad and a patriotic song).) |
| 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" \l "22287" \t "_blank" \o "Analyze and evaluate the use of  traditional and contemporary  technologies for producing,  performing and exhibiting works in  the arts or the works of others.  Analyze traditional technologies  (e.g., acid printing, etching  methods, musical instruments,  co), [9.1.12.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22288" \t "_blank" \o "Analyze and evaluate the use of  traditional and contemporary  technologies in furthering knowledge  and understanding in the humanities.) |

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| **Big Idea** | **Grade** | **Essential Question** | **Concept** | **Competency** | **Standards** |
| [People have expressed experien-ces and ideas through the arts through-out time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | 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" \l "22250" \t "_blank" \o "Identify arts events that take place in  schools and in communities.), [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22291" \t "_blank" \o "Explain the historical, cultural and social context of an individual work in the arts.), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22301" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| 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" \l "22250" \t "_blank" \o "Identify arts events that take place in  schools and in communities.), [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22291" \t "_blank" \o "Explain the historical, cultural and social context of an individual work in the arts.), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22301" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| 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" \l "22250" \t "_blank" \o "Identify arts events that take place in  schools and in communities.), [9.2.3.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22294" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.3.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22297" \t "_blank" \o "Relate works in the arts to geographic regions:  Africa  Asia  Australia  Central America  Europe  North America  South America ), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22301" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| 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" \l "22293" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.2.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22295" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22296" \t "_blank" \o "Know and apply appropriate vocabulary used between social studies and the arts and humanities.), [9.2.3.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22297" \t "_blank" \o "Relate works in the arts to geographic regions:  Africa  Asia  Australia  Central America  Europe  North America  South America ), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22301" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| 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" \l "22306" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.2.5.L](http://www.pdesas.org/Standard/StandardsBrowser" \l "22315" \t "_blank" \o "Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).) |
| 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" \l "22262" \t "_blank" \o "Describe arts events that take place in  schools and in communities.), [9.2.5.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22307" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.5.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22311" \t "_blank" \o "Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.), [9.2.5.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22313" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).) |
| 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" \l "22321" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.8.L](http://www.pdesas.org/Standard/StandardsBrowser" \l "22328" \t "_blank" \o "Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).) |
| 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" \l "22318" \t "_blank" \o "Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).), [9.2.8.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22319" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.2.8.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22322" \t "_blank" \o "Know and apply appropriate vocabulary used between social studies and the arts and humanities.), [9.2.8.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22326" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).) |
| 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" \l "22319" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.2.8.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22322" \t "_blank" \o "Know and apply appropriate vocabulary used between social studies and the arts and humanities.), [9.2.8.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22323" \t "_blank" \o "Relate works in the arts to geographic regions:  Africa  Asia  Australia  Central America  Europe  North America  South America ), [9.2.8.L](http://www.pdesas.org/Standard/StandardsBrowser" \l "22328" \t "_blank" \o "Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).) |
| 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" \l "22334" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.12.L](http://www.pdesas.org/Standard/StandardsBrowser" \l "22341" \t "_blank" \o "Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).) |

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| **Big Idea** | **Grade** | **Essential Question** | **Concept** | **Competency** | **Standards** |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | 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" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ) |
| 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" \l "22345" \t "_blank" \o "Know that works in the arts can be  described by using the arts elements,  principles and concepts (e.g., use of     color, shape and pattern in Mondrian’s   Broadway Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22346" \t "_blank" \o "Know classification skills with  materials and processes used to create  works in the arts (e.g., sorting and  matching textiles, musical chants,  television comedies).), [9.3.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22349" \t "_blank" \o "Know how to recognize and identify  similar and different characteristics  among works in the arts (e.g., Amish  and Hawaiian quilts, Navaho weavings  and Kente cloth from West Africa).) |
| 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" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22345" \t "_blank" \o "Know that works in the arts can be  described by using the arts elements,  principles and concepts (e.g., use of     color, shape and pattern in Mondrian’s   Broadway Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22347" \t "_blank" \o "Explain meanings in the arts and  humanities through individual works  and the works of others using a  fundamental vocabulary of critical  response.), [9.3.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22349" \t "_blank" \o "Know how to recognize and identify  similar and different characteristics  among works in the arts (e.g., Amish  and Hawaiian quilts, Navaho weavings  and Kente cloth from West Africa).) |
| 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" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22345" \t "_blank" \o "Know that works in the arts can be  described by using the arts elements,  principles and concepts (e.g., use of     color, shape and pattern in Mondrian’s   Broadway Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22348" \t "_blank" \o "Recognize and identify types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ) |
| 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" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22348" \t "_blank" \o "Recognize and identify types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.3.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22350" \t "_blank" \o "Know and demonstrate what a critic), [9.3.5.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22352" \t "_blank" \o "Identify critical processes in the  examination of works in the arts and  humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.5.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22356" \t "_blank" \o "Describe and use types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.5.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22357" \t "_blank" \o "Know how to recognize the process of  criticism in identifying and analyzing  characteristics among works in the  arts.), [9.3.5.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22358" \t "_blank" \o "Describe a critic) |
| 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" \l "22353" \t "_blank" \o "Describe works in the arts comparing  similar and contrasting characteristics  (e.g., staccato in Grieg’s In the Hall of  the Mountain King and in tap dance).), [9.3.5.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22356" \t "_blank" \o "Describe and use types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.5.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22358" \t "_blank" \o "Describe a critic) |
| 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" \l "22319" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.3.8.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22360" \t "_blank" \o "Know and use the critical process of  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22363" \t "_blank" \o "Evaluate works in the arts and  humanities using a complex vocabulary  of critical response.), [9.3.8.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22364" \t "_blank" \o "Interpret and use various types of  critical analysis in the arts and  humanities.  Contextual criticism  Formal criticism  Intuitive criticism ) |
| 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" \l "22360" \t "_blank" \o "Know and use the critical process of  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22363" \t "_blank" \o "Evaluate works in the arts and  humanities using a complex vocabulary  of critical response.), [9.3.8.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22364" \t "_blank" \o "Interpret and use various types of  critical analysis in the arts and  humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.8.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22365" \t "_blank" \o "Apply the process of criticism to  identify characteristics among works in  the arts.) |
| 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" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22363" \t "_blank" \o "Evaluate works in the arts and  humanities using a complex vocabulary  of critical response.) |
| 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" \l "22368" \t "_blank" \o "Explain and apply the critical  examination processes of works in  the arts and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments )[9.3.12.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22369" \t "_blank" \o "Determine and apply criteria to a  person’s work and works of others in  the arts (e.g., use visual scanning  techniques to critique the student’s  own use of sculptural space in  comparison to Julio Gonzales’ use of  space in Woman Combing Her Hair).), [9.3.12.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22374" \t "_blank" \o "Analyze works in the arts by  referencing the judgments advanced by  arts critics as well as one’s own  analysis and critique.) |

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| **Big Idea** | **Grade** | **Essential Question** | **Concept** | **Competency** | **Standards** |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | 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" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |
| 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" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |
| 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" \l "22350" \t "_blank" \o "Know and demonstrate what a critic), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |
| 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" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |
| 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" \l "22384" \t "_blank" \o "Identify the attributes of various  audiences’ environments as they  influence individual aesthetic response  (e.g., Beatles’ music played by the  Boston Pops versus video taped  concerts from the 1970s).), [9.4.5.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22385" \t "_blank" \o "Explain choices made regarding  media, technique, form, subject matter  and themes that communicate the  artist’s philosophy within a work in  the arts and humanities (e.g., selection  of stage lighting in Leonard  Bernstein) |
| 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" \l "22355" \t "_blank" \o "Compare similar and contrasting  important aspects of works in the arts  and humanities based on a set of  guidelines using a comprehensive  vocabulary of critical response.), [9.4.5.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22384" \t "_blank" \o "Identify the attributes of various  audiences’ environments as they  influence individual aesthetic response  (e.g., Beatles’ music played by the  Boston Pops versus video taped  concerts from the 1970s).) |
| 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" \l "22361" \t "_blank" \o "Analyze and interpret specific  characteristics of works in the arts  within each art form (e.g., pentatonic  scales in Korean and Indonesian  music).), [9.4.8.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22389" \t "_blank" \o "Describe how the attributes of the  audience’s environment influence  aesthetic responses (e.g., the ambiance  of the theatre in a performance of  Andrew Lloyd Weber’s Cats).), [9.4.8.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22390" \t "_blank" \o "Describe to what purpose philosophical  ideas generated by artists can be  conveyed through works in the arts and  humanities (e.g., T. Ganson’s  Destructive Periods in Russia During  Stalin’s and Deniken’s Leadership  conveys her memories and emotions of  a s) |
| 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" \l "22366" \t "_blank" \o "Compare and contrast critical positions  or opinions about selected works in the  arts and humanities (e.g., critic’s  review and comparison of Alvin  Ailey’s Revelations to Tchaikovsky’s  Swan Lake).), [9.4.8.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22388" \t "_blank" \o "Compare and contrast informed  individual opinions about the meaning  of works in the arts to others (e.g.,  debate philosophical opinions within a  listserve or at an artist’s website).) |
| 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" \l "22365" \t "_blank" \o "Apply the process of criticism to  identify characteristics among works in  the arts.), [9.4.8.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22388" \t "_blank" \o "Compare and contrast informed  individual opinions about the meaning  of works in the arts to others (e.g.,  debate philosophical opinions within a  listserve or at an artist’s website).) |
| 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" \l "22370" \t "_blank" \o "Apply systems of classification for  interpreting works in the arts and  forming a critical response.), [9.4.12.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22394" \t "_blank" \o "Compare and contrast the attributes of  various audiences’ environments as  they influence individual aesthetic  response (e.g., viewing traditional Irish dance at county fair versus the  performance of River Dance in a  concert hall).) |

**PA Curriculum Framework for Music**

**Grade Level Categorization**

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| K  Music | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | 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" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | 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" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22246" \t "_blank" \o "Demonstrate the ability to define  objects, express emotions, illustrate an  action or relate an experience through  creation of works in the arts.), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22251" \t "_blank" \o "Know and use traditional and  contemporary technologies for  producing, performing and exhibiting  works in the arts or the works of  others.  Know and use traditional  technologies (e.g., charcoal,  pigments, clay, needle/thread, quill  pens, stencils, tools ) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | 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" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22246" \t "_blank" \o "Demonstrate the ability to define  objects, express emotions, illustrate an  action or relate an experience through  creation of works in the arts.) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | 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" \l "22250" \t "_blank" \o "Identify arts events that take place in  schools and in communities.), [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22291" \t "_blank" \o "Explain the historical, cultural and social context of an individual work in the arts.), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22301" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | 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" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | 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" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 1  Music | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | 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" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | 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" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22245" \t "_blank" \o "Use knowledge of varied styles within  each art form through a performance  or exhibition of unique work.), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22246" \t "_blank" \o "Demonstrate the ability to define  objects, express emotions, illustrate an  action or relate an experience through  creation of works in the arts.), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22251" \t "_blank" \o "Know and use traditional and  contemporary technologies for  producing, performing and exhibiting  works in the arts or the works of  others.  Know and use traditional  technologies (e.g., charcoal,  pigments, clay, needle/thread, quill  pens, stencils, tools ) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | 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" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.), [9.1.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22246" \t "_blank" \o "Demonstrate the ability to define  objects, express emotions, illustrate an  action or relate an experience through  creation of works in the arts.) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | 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" \l "22250" \t "_blank" \o "Identify arts events that take place in  schools and in communities.), [9.2.3.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22291" \t "_blank" \o "Explain the historical, cultural and social context of an individual work in the arts.), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22301" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | 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" \l "22345" \t "_blank" \o "Know that works in the arts can be  described by using the arts elements,  principles and concepts (e.g., use of     color, shape and pattern in Mondrian’s   Broadway Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22346" \t "_blank" \o "Know classification skills with  materials and processes used to create  works in the arts (e.g., sorting and  matching textiles, musical chants,  television comedies).), [9.3.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22349" \t "_blank" \o "Know how to recognize and identify  similar and different characteristics  among works in the arts (e.g., Amish  and Hawaiian quilts, Navaho weavings  and Kente cloth from West Africa).) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | 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" \l "22345" \t "_blank" \o "Know that works in the arts can be  described by using the arts elements,  principles and concepts (e.g., use of     color, shape and pattern in Mondrian’s   Broadway Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22346" \t "_blank" \o "Know classification skills with  materials and processes used to create  works in the arts (e.g., sorting and  matching textiles, musical chants,  television comedies).), [9.3.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22349" \t "_blank" \o "Know how to recognize and identify  similar and different characteristics  among works in the arts (e.g., Amish  and Hawaiian quilts, Navaho weavings  and Kente cloth from West Africa).) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 2  Music | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | 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" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.), [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22247" \t "_blank" \o "Identify works of others through a  performance or exhibition         (e.g., exhibition of student paintings         based on the study of Picasso).), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | 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" \l "22245" \t "_blank" \o "Use knowledge of varied styles within  each art form through a performance  or exhibition of unique work.), [9.1.3.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22249" \t "_blank" \o "Handle materials, equipment and tools  safely at work and performance  spaces.  Identify materials used.  Identify issues of cleanliness  related to the arts.  Recognize some  mechanical/electrical equipment.  Recognize differences in selected  physical space/), [9.1.3.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22251" \t "_blank" \o "Know and use traditional and  contemporary technologies for  producing, performing and exhibiting  works in the arts or the works of  others.  Know and use traditional  technologies (e.g., charcoal,  pigments, clay, needle/thread, quill  pens, stencils, tools ) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | 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" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22252" \t "_blank" \o "Know and use traditional and  contemporary technologies for  furthering knowledge and  understanding in the humanities.) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | 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" \l "22250" \t "_blank" \o "Identify arts events that take place in  schools and in communities.), [9.2.3.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22294" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.3.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22297" \t "_blank" \o "Relate works in the arts to geographic regions:  Africa  Asia  Australia  Central America  Europe  North America  South America ), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22301" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | 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" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22345" \t "_blank" \o "Know that works in the arts can be  described by using the arts elements,  principles and concepts (e.g., use of     color, shape and pattern in Mondrian’s   Broadway Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22347" \t "_blank" \o "Explain meanings in the arts and  humanities through individual works  and the works of others using a  fundamental vocabulary of critical  response.), [9.3.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22349" \t "_blank" \o "Know how to recognize and identify  similar and different characteristics  among works in the arts (e.g., Amish  and Hawaiian quilts, Navaho weavings  and Kente cloth from West Africa).) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | 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" \l "22350" \t "_blank" \o "Know and demonstrate what a critic), [9.4.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 3  Music | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | 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" \l "22242" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22248" \t "_blank" \o "Recognize the function of rehearsals  and practice sessions.) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | 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" \l "22244" \t "_blank" \o "Recognize and use fundamental  vocabulary within each of the arts  forms.), [9.1.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22247" \t "_blank" \o "Identify works of others through a  performance or exhibition         (e.g., exhibition of student paintings         based on the study of Picasso).) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | 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" \l "22243" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22252" \t "_blank" \o "Know and use traditional and  contemporary technologies for  furthering knowledge and  understanding in the humanities.) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | 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" \l "22293" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.2.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22295" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.3.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22296" \t "_blank" \o "Know and apply appropriate vocabulary used between social studies and the arts and humanities.), [9.2.3.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22297" \t "_blank" \o "Relate works in the arts to geographic regions:  Africa  Asia  Australia  Central America  Europe  North America  South America ), [9.2.3.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22301" \t "_blank" \o "Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | 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" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.3.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22345" \t "_blank" \o "Know that works in the arts can be  described by using the arts elements,  principles and concepts (e.g., use of     color, shape and pattern in Mondrian’s   Broadway Boogie-Woogie; use of  dynamics, tempo, texture in Ravel’s  Bolero).), [9.3.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22348" \t "_blank" \o "Recognize and identify types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | 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" \l "22378" \t "_blank" \o "Know how to communicate an informed  individual opinion about the meaning of  works in the arts (e.g., works of an  artist of the month).) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 4  Music | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | 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" \l "22255" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22256" \t "_blank" \o "Know and use fundamental vocabulary  within each of the arts forms.), [9.1.5.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22260" \t "_blank" \o "Identify the function and benefits of  rehearsal and practice sessions.) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | 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" \l "22254" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.5.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22257" \t "_blank" \o "Describe and use knowledge of a  specific style within each art form  through a performance or exhibition  of a unique work.), [9.1.5.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22261" \t "_blank" \o "Use and maintain materials, equipment  and tools safely at work and  performance spaces.  Describe some materials used.  Describe issues of cleanliness  related to the arts.  Describe types of  mechanical/electrical equipment  usage.  Know how to work in selec), [9.1.5.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22263" \t "_blank" \o "Apply traditional and contemporary  technologies for producing, performing  and exhibiting works in the arts or the  works of others.  Experiment with traditional  technologies (e.g., ceramic/wooden  tools, earthen clays, masks,  instruments, folk shoes, etchi), [9.1.5.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22264" \t "_blank" \o "Apply traditional and contemporary    technology in furthering knowledge  and understanding in the humanities.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | 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" \l "22258" \t "_blank" \o "Know and demonstrate how arts can  communicate experiences, stories or  emotions through the production of  works in the arts.) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | 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" \l "22306" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.2.5.L](http://www.pdesas.org/Standard/StandardsBrowser" \l "22315" \t "_blank" \o "Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | 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" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.3.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22348" \t "_blank" \o "Recognize and identify types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.3.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22350" \t "_blank" \o "Know and demonstrate what a critic), [9.3.5.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22352" \t "_blank" \o "Identify critical processes in the  examination of works in the arts and  humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.5.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22356" \t "_blank" \o "Describe and use types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.5.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22357" \t "_blank" \o "Know how to recognize the process of  criticism in identifying and analyzing  characteristics among works in the  arts.), [9.3.5.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22358" \t "_blank" \o "Describe a critic) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | 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" \l "22384" \t "_blank" \o "Identify the attributes of various  audiences’ environments as they  influence individual aesthetic response  (e.g., Beatles’ music played by the  Boston Pops versus video taped  concerts from the 1970s).), [9.4.5.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22385" \t "_blank" \o "Explain choices made regarding  media, technique, form, subject matter  and themes that communicate the  artist’s philosophy within a work in  the arts and humanities (e.g., selection  of stage lighting in Leonard  Bernstein) |

| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
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| 5  Music | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | 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" \l "22254" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.5.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22255" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22256" \t "_blank" \o "Know and use fundamental vocabulary  within each of the arts forms.), [9.1.5.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22260" \t "_blank" \o "Identify the function and benefits of  rehearsal and practice sessions.) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | 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" \l "22255" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.5.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22256" \t "_blank" \o "Know and use fundamental vocabulary  within each of the arts forms.), [9.1.5.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22258" \t "_blank" \o "Know and demonstrate how arts can  communicate experiences, stories or  emotions through the production of  works in the arts.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | 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" \l "22258" \t "_blank" \o "Know and demonstrate how arts can  communicate experiences, stories or  emotions through the production of  works in the arts.), [9.1.5.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22259" \t "_blank" \o "Describe works of others through     performance or exhibition in two art  forms.), [9.4.5.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22382" \t "_blank" \o "Identify uses of expressive symbols  that show philosophical meanings in  works in the arts and humanities     (e.g., American TV ads versus Asian  TV ads).) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | 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" \l "22262" \t "_blank" \o "Describe arts events that take place in  schools and in communities.), [9.2.5.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22307" \t "_blank" \o "Analyze a work of art from its historical and cultural perspective.), [9.2.5.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22311" \t "_blank" \o "Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.), [9.2.5.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22313" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | 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" \l "22353" \t "_blank" \o "Describe works in the arts comparing  similar and contrasting characteristics  (e.g., staccato in Grieg’s In the Hall of  the Mountain King and in tap dance).), [9.3.5.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22356" \t "_blank" \o "Describe and use types of critical  analysis in the arts and humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.5.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22358" \t "_blank" \o "Describe a critic) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | 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" \l "22355" \t "_blank" \o "Compare similar and contrasting  important aspects of works in the arts  and humanities based on a set of  guidelines using a comprehensive  vocabulary of critical response.), [9.4.5.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22384" \t "_blank" \o "Identify the attributes of various  audiences’ environments as they  influence individual aesthetic response  (e.g., Beatles’ music played by the  Boston Pops versus video taped  concerts from the 1970s).) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 6  Music | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | 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" \l "22266" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22267" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22268" \t "_blank" \o "Identify and use comprehensive  vocabulary within each of the arts  forms.), [9.1.8.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22270" \t "_blank" \o "Communicate a unifying theme or  point of view through the production  of works in the arts.) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | 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" \l "22270" \t "_blank" \o "Communicate a unifying theme or  point of view through the production  of works in the arts.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | 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" \l "22318" \t "_blank" \o "Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).), [9.2.8.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22322" \t "_blank" \o "Know and apply appropriate vocabulary used between social studies and the arts and humanities.), [9.2.8.I](http://www.pdesas.org/Standard/StandardsBrowser" \l "22325" \t "_blank" \o "Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American   musical theatre).) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | 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" \l "22321" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.8.L](http://www.pdesas.org/Standard/StandardsBrowser" \l "22328" \t "_blank" \o "Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | 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" \l "22319" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.3.8.A](http://www.pdesas.org/Standard/StandardsBrowser" \l "22360" \t "_blank" \o "Know and use the critical process of  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22363" \t "_blank" \o "Evaluate works in the arts and  humanities using a complex vocabulary  of critical response.), [9.3.8.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22364" \t "_blank" \o "Interpret and use various types of  critical analysis in the arts and  humanities.  Contextual criticism  Formal criticism  Intuitive criticism ) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | 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" \l "22361" \t "_blank" \o "Analyze and interpret specific  characteristics of works in the arts  within each art form (e.g., pentatonic  scales in Korean and Indonesian  music).), [9.4.8.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22389" \t "_blank" \o "Describe how the attributes of the  audience’s environment influence  aesthetic responses (e.g., the ambiance  of the theatre in a performance of  Andrew Lloyd Weber’s Cats).), [9.4.8.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22390" \t "_blank" \o "Describe to what purpose philosophical  ideas generated by artists can be  conveyed through works in the arts and  humanities (e.g., T. Ganson’s  Destructive Periods in Russia During  Stalin’s and Deniken’s Leadership  conveys her memories and emotions of  a s) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 7  Music | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | 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" \l "22266" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22267" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22268" \t "_blank" \o "Identify and use comprehensive  vocabulary within each of the arts  forms.) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | 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" \l "22275" \t "_blank" \o "Incorporate specific uses of  traditional and contemporary  technologies within the design for  producing, performing and exhibiting  works in the arts or the works of  others.  Explain and demonstrate  traditional technologies   (e.g., paint, tools, sponges, ), [9.1.8.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22276" \t "_blank" \o "Incorporate specific uses of    traditional and contemporary    technologies in furthering   knowledge and understanding in the    humanities.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | 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" \l "22325" \t "_blank" \o "Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American   musical theatre).), [9.4.8.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22390" \t "_blank" \o "Describe to what purpose philosophical  ideas generated by artists can be  conveyed through works in the arts and  humanities (e.g., T. Ganson’s  Destructive Periods in Russia During  Stalin’s and Deniken’s Leadership  conveys her memories and emotions of  a s) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | 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" \l "22318" \t "_blank" \o "Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).), [9.2.8.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22319" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.2.8.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22322" \t "_blank" \o "Know and apply appropriate vocabulary used between social studies and the arts and humanities.), [9.2.8.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22326" \t "_blank" \o "Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | 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" \l "22360" \t "_blank" \o "Know and use the critical process of  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22363" \t "_blank" \o "Evaluate works in the arts and  humanities using a complex vocabulary  of critical response.), [9.3.8.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22364" \t "_blank" \o "Interpret and use various types of  critical analysis in the arts and  humanities.  Contextual criticism  Formal criticism  Intuitive criticism ), [9.3.8.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22365" \t "_blank" \o "Apply the process of criticism to  identify characteristics among works in  the arts.) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | 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" \l "22388" \t "_blank" \o "Compare and contrast informed  individual opinions about the meaning  of works in the arts to others (e.g.,  debate philosophical opinions within a  listserve or at an artist’s website).), [9.4.8.D](http://pdesas.org/Standard/StandardsBrowser" \l "22390" \t "_blank" \o "Describe to what purpose philosophical  ideas generated by artists can be  conveyed through works in the arts and  humanities (e.g., T. Ganson’s  Destructive Periods in Russia During  Stalin’s and Deniken’s Leadership  conveys her memories and emotions of  a s) |

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| **Grade** | **Big Idea** | **EQ** | **Concept** | **Competency** | **Standards** |
| 8  Music | [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | 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" \l "22266" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.8.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22267" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.8.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22268" \t "_blank" \o "Identify and use comprehensive  vocabulary within each of the arts  forms.), [9.2.8.E](http://www.pdesas.org/Standard/StandardsBrowser" \l "22321" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | 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" \l "22273" \t "_blank" \o "Demonstrate and maintain materials,  equipment and tools safely at work  and performance spaces.  Analyze the use of materials.  Explain issues of cleanliness  related to the arts.  Explain the use of  mechanical/electrical equipment.  Demonstrate how to work ), [9.1.8.J](http://www.pdesas.org/Standard/StandardsBrowser" \l "22275" \t "_blank" \o "Incorporate specific uses of  traditional and contemporary  technologies within the design for  producing, performing and exhibiting  works in the arts or the works of  others.  Explain and demonstrate  traditional technologies   (e.g., paint, tools, sponges, ), [9.1.8.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22276" \t "_blank" \o "Incorporate specific uses of    traditional and contemporary    technologies in furthering   knowledge and understanding in the    humanities.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | 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" \l "22270" \t "_blank" \o "Communicate a unifying theme or  point of view through the production  of works in the arts.), [9.1.8.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22271" \t "_blank" \o "Explain works of others within each  art form through performance or  exhibition.), [9.2.8.I](http://www.pdesas.org/Standard/StandardsBrowser" \l "22325" \t "_blank" \o "Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American   musical theatre).), [9.3.8.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22362" \t "_blank" \o "Identify and classify styles, forms,  types and genre within art forms     (e.g., modern dance and the ethnic  dance, a ballad and a patriotic song).) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | 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" \l "22319" \t "_blank" \o "Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern,  Contemporary, Futuristic, others).), [9.2.8.F](http://www.pdesas.org/Standard/StandardsBrowser" \l "22322" \t "_blank" \o "Know and apply appropriate vocabulary used between social studies and the arts and humanities.), [9.2.8.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22323" \t "_blank" \o "Relate works in the arts to geographic regions:  Africa  Asia  Australia  Central America  Europe  North America  South America ), [9.2.8.L](http://www.pdesas.org/Standard/StandardsBrowser" \l "22328" \t "_blank" \o "Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | 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" \l "22344" \t "_blank" \o "Recognize critical processes used in  the examination of works in the arts  and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments ), [9.3.8.D](http://www.pdesas.org/Standard/StandardsBrowser" \l "22363" \t "_blank" \o "Evaluate works in the arts and  humanities using a complex vocabulary  of critical response.) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | 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" \l "22365" \t "_blank" \o "Apply the process of criticism to  identify characteristics among works in  the arts.), [9.4.8.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22388" \t "_blank" \o "Compare and contrast informed  individual opinions about the meaning  of works in the arts to others (e.g.,  debate philosophical opinions within a  listserve or at an artist’s website).) |

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| **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.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl01$lnkBigIdea','')) | 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" \l "22278" \t "_blank" \o "Know and use the elements and principles of each art form to create works in the arts and humanities.   Elements  Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre  Theatre: • scenario • script/text • set design  Visual Arts: ), [9.1.12.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22279" \t "_blank" \o "Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph  • improvise  Music: • sing • play an), [9.1.12.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22280" \t "_blank" \o "Integrate and apply advanced  vocabulary to the arts forms.), [9.1.12.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22284" \t "_blank" \o "Analyze the effect of rehearsal and  practice sessions.), [9.1.12.H](http://www.pdesas.org/Standard/StandardsBrowser" \l "22285" \t "_blank" \o "Incorporate the effective and safe use  of materials, equipment and tools into  the production of works in the arts at  work and performance spaces.  Evaluate the use and applications  of materials.  Evaluate issues of cleanliness  related to the arts.  Evalua) |
| [Artists use tools and resources as well as their own experiences and skills to create art.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl02$lnkBigIdea','')) | 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" \l "22286" \t "_blank" \o "Distinguish among a variety of  regional arts events and resources and  analyze methods of selection and  admission.) |
| [The arts provide a medium to understand and exchange ideas.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl03$lnkBigIdea','')) | 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" \l "22287" \t "_blank" \o "Analyze and evaluate the use of  traditional and contemporary  technologies for producing,  performing and exhibiting works in  the arts or the works of others.  Analyze traditional technologies  (e.g., acid printing, etching  methods, musical instruments,  co), [9.1.12.K](http://www.pdesas.org/Standard/StandardsBrowser" \l "22288" \t "_blank" \o "Analyze and evaluate the use of  traditional and contemporary  technologies in furthering knowledge  and understanding in the humanities.) |
| [People have expressed experiences and ideas through the arts throughout time and across cultures.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl04$lnkBigIdea','')) | 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" \l "22334" \t "_blank" \o "Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)), [9.2.12.L](http://www.pdesas.org/Standard/StandardsBrowser" \l "22341" \t "_blank" \o "Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).) |
| [There are formal and informal processes used to assess the quality of works in the arts.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl05$lnkBigIdea','')) | 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" \l "22368" \t "_blank" \o "Explain and apply the critical  examination processes of works in  the arts and humanities.  Compare and contrast  Analyze  Interpret  Form and test hypotheses  Evaluate/form judgments )  [9.3.12.B](http://www.pdesas.org/Standard/StandardsBrowser" \l "22369" \t "_blank" \o "Determine and apply criteria to a  person’s work and works of others in  the arts (e.g., use visual scanning  techniques to critique the student’s  own use of sculptural space in  comparison to Julio Gonzales’ use of  space in Woman Combing Her Hair).), [9.3.12.G](http://www.pdesas.org/Standard/StandardsBrowser" \l "22374" \t "_blank" \o "Analyze works in the arts by  referencing the judgments advanced by  arts critics as well as one’s own  analysis and critique.) |
| [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl06$lnkBigIdea','')) | 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" \l "22370" \t "_blank" \o "Apply systems of classification for  interpreting works in the arts and  forming a critical response.), [9.4.12.C](http://www.pdesas.org/Standard/StandardsBrowser" \l "22394" \t "_blank" \o "Compare and contrast the attributes of  various audiences’ environments as  they influence individual aesthetic  response (e.g., viewing traditional Irish dance at county fair versus the  performance of River Dance in a  concert hall).) |