

# MIDDLE SCHOOL INSTRUMENTAL MUSIC

## PLANNED COURSE CURRICULUM GUIDE

### I. COURSE DESCRIPTION AND INTENT:

The instrumental music program at the Middle School is divided into two major areas: instrumental lessons and performing ensembles. Instrumental lessons are taught on all band instruments on a rotating basis for 20 minutes during each cycle. The major performing groups are the Concert Band, Wind Ensemble and Jazz Band. These groups rehearse on various days during the cycle.

### II. INSTRUCTIONAL TIME:

**Class Periods:**

**Length of Class Periods (minutes):** 20 min – Lessons  
35 min - Rehearsal

**Length of Course:**

**Unit of Credit:**

**Course Weight:**



***PINE GROVE AREA SCHOOL DISTRICT***  
PINE GROVE, PENNSYLVANIA

**PINE GROVE AREA SCHOOL DISTRICT**  
Pine Grove, Pennsylvania 17963

**PLANNED COURSE ADAPTATIONS/MODIFICATIONS**  
**Introduction**

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

## PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

**Lawrence J. Mussoline, Jr., Ph.D.**  
**Superintendent of Schools**

## **PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT**

**The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:**

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

## PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

# Proposed Academic Standards for the Arts and Humanities

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- E. Themes in Art Forms
- F. Historical and Cultural Production, Performance and Exhibition
- G. Function and Analysis of Rehearsals and Practice Sessions
- H. Safety Issues in the Arts
- I. Community Performances and Exhibitions
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## **Comparing the National and Pennsylvania Standards**

Pennsylvania Music Educators Association  
and Affiliate of  
Music Educators National Conference

### **National Standards for music Education**

**(Established for Grades K-4, 5-8, 9-12 proficient, 9-12 advanced)**

- 1. Singing, alone and with others, a varied repertoire of music.**
- 2. Performing of Instruments, alone and with others, a varied repertoire of music.**
- 3. Improvising melodies, variations, and accompaniments.**
- 4. Composing and arranging music with in specified guidelines.**
- 5. Reading and notating music.**
- 6. Listening to m analyzing, and describing music.**
- 7. Evaluating music and music performances.**
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts.**
- 9. Understanding music in relation to history and culture.**

### **Pennsylvania's Standards**

**(Established for grades 3, 5, 8, and 12)**

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- 9.1**
- 9.1**
- 9.1**
- 9.1**
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- 9.2**

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 9.1.5: Production, Performance and Exhibition of Music

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
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**STANDARD E** Know and demonstrate how music can communicate experiences, stories or emotions through the production of works in music.

**STANDARD F** Describe works of others through a performance or exhibition of two art forms.

**STANDARD G** Identify the function and benefits of rehearsals and practice sessions.

**STANDARD H** Use and maintain materials, equipment and tools safely at work and performance spaces.

**STANDARD I** Describe arts events that take place in schools and in communities.

**STANDARD J** Apply traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or other works of others.

**STANDARD K** Apply traditional and contemporary technologies for furthering knowledge and understanding in the humanities

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 9.2.5: Historical and Cultural Contexts

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**STANDARD F** Know and apply appropriate vocabulary used between social studies and the arts and humanities.

**STANDARD G** Relate works in the arts to geographic regions of the world.

**STANDARD H** Identify, describe, and analyze the work of Pennsylvania artists in Music.

**STANDARD I** Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.

**STANDARD J** Identify, explain and analyze historical and cultural differences as they relate to works in the arts.

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## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 9.3.5: Critical Response

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD A</b> Identify critical processes in the examination of works in the arts and humanities.</p> <p><b>STANDARD B</b> Describe works in the arts comparing similar and contrasting characteristics.</p> <p><b>STANDARD C</b> Classify works in the arts by forms in which they are found.</p> <p><b>STANDARD D</b> 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 responses.</p> <p><b>STANDARD E</b> Describe and use types of critical analysis in the arts and humanities.</p>	<p>Students will observe balance, blend, intonation and style through individual and small group practice, rehearsal and performance.</p> <p>Students will compare and analyze music entities within a performance.</p>	<p>Teacher critiques</p> <p>Playing tests/auditions</p> <p>Student self-reflection on their playing alone and within an ensemble.</p> <p>Peer critiques</p>	<p>Individual and ensemble method books</p> <p>Large ensemble music</p> <p>Teacher prepared enrichment material.</p>

**STANDARD F** Know how to recognize the process of criticism in identifying the analyzing characteristics among works of the arts.

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### Academic Content Standard # 9.4.5: Aesthetic Response

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### Academic Content Standard # 9.1.6: Production, Performance and Exhibition of Music

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### Academic Content Standard # 9.2.6: Historical and Cultural Contexts

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## LEARNING STANDARDS AND CONTENT ACTIVITIES

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### Academic Content Standard # 9.3.6: Critical Response

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### Academic Content Standard # 9.1.7: Production, Performance and Exhibition of Music

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### Academic Content Standard # 9.2.7: Historical and Cultural Contexts

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### Academic Content Standard # 9.3.7: Critical Response

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD A</b> Identify critical processes in the examination of works in the arts and humanities.</p> <p><b>STANDARD B</b> Describe works in the arts comparing similar and contrasting characteristics.</p> <p><b>STANDARD C</b> Classify works in the arts by forms in which they are found.</p> <p><b>STANDARD D</b> 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 responses.</p> <p><b>STANDARD E</b> Describe and use types of critical analysis in the arts and humanities.</p>	<p>Students will observe balance, blend, intonation and style through individual and small group practice, rehearsal and performance.</p> <p>Students will compare and analyze music entities within a performance.</p>	<p>Teacher critiques</p> <p>Playing tests/auditions</p> <p>Student self-reflection on their playing alone and within an ensemble.</p> <p>Peer critiques</p>	<p>Individual and ensemble method books</p> <p>Large ensemble music</p> <p>Teacher prepared enrichment material.</p>

**STANDARD F** Know how to recognize the process of criticism in identifying the analyzing characteristics among works of the arts.

**STANDARD G** Describe a critic's position or opinion about selected works of the arts and humanities.

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 9.4.7: Aesthetic Response

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD A</b> Identify uses of expressive symbols that show philosophical meanings about works in the arts and humanities.</p> <p><b>STANDARD B</b> Investigate and communicate multiple philosophical views about works in the arts.</p> <p><b>STANDARD C</b> Identify the attributes of various audiences' environments as they influence individual aesthetic responses.</p> <p><b>STANDARD D</b> Explain choices made regarding media, techniques, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities.</p>	<p>Students will observe balance, blend, intonation and style through individual and small group practice, rehearsal and performance.</p> <p>Students will compare and analyze music entities within a performance. Additional activities may include listening examples, student reflections, discussions and critiques</p>	<p>Teacher critiques</p> <p>Playing tests/auditions</p> <p>Student self-reflection on their playing alone and within an ensemble.</p> <p>Peer critiques</p>	<p>Individual and ensemble method books</p> <p>Large ensemble music</p> <p>Teacher prepared enrichment material.</p>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 9.1.8: Production, Performance and Exhibition of Music

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD A</b> Know and use the elements and principles of Music to create works in the arts and humanities</p> <p><b>STANDARD B</b> Recognize, know use and demonstrate a variety of appropriate music elements and principles to produce, review and revise original works in music</p> <p><b>STANDARD C</b> Identify and use comprehensive vocabulary in music.</p> <p><b>STANDARD D</b> Demonstrate knowledge of at least two styles in music through a performance or exhibition of unique work.</p>	<p>Students will develop technique, expression and music reading through individual and small group practice, rehearsal and performance.</p> <p>Students will improve their skills through lessons, sectional rehearsals and PMEA and county festivals.</p>	<p>Teacher critiques</p> <p>Playing tests/auditions</p> <p>Video/audio tapes</p> <p>Students self-reflection on their playing alone and within an ensemble.</p> <p>Peer critiques</p>	<p>Individual and ensemble method books.</p> <p>Large ensemble music</p> <p>Teacher prepared enrichment material.</p>

**STANDARD E** Communicate a unifying theme or point of view through the production of works in music.

**STANDARD F** Explain works of others through performance or exhibition.

**STANDARD G** Explain the function and benefits of rehearsals and practice sessions.

**STANDARD H** Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

**STANDARD I** Know where music events, performances and exhibitions occur and how to gain admission.

**STANDARD J** Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or other works of others.

**STANDARD K** Incorporate specific uses of traditional and contemporary technologies for furthering knowledge and understanding in the humanities

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 9.2.8: Historical and Cultural Contexts

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD A</b> Explain the historical, cultural and social context of an individual work in the arts.</p> <p><b>STANDARD B</b> Relate works in the arts chronologically to historical events.</p> <p><b>STANDARD C</b> Relate works in the arts to varying styles and genre and to the periods in which they were created.</p> <p><b>STANDARD D</b> Analyze a work of art from its historical and cultural perspective.</p> <p><b>STANDARD E</b> Analyze how historical events and culture impact forms, techniques, and purpose of works in the arts.</p>	<p>Students will perform music representing a variety of cultures, geographic areas, historical periods and genres.</p> <p>Students will relate music representing a variety of cultures, geographic areas, historical periods and genres to historical events.</p> <p>Students will discuss the relationship of music representing a variety of cultures, geographic areas, historical periods and genres to other art forms.</p>	<p>Student reflection</p> <p>Peer discussion</p> <p>Teacher initiated critiques</p>	<p>Individual and ensemble method books</p> <p>Teacher prepared enrichment material</p> <p>Large ensemble music</p> <p>Recordings of musical examples</p>

**STANDARD F** Know and apply appropriate vocabulary used between social studies and the arts and humanities.

**STANDARD G** Relate works in the arts to geographic regions of the world.

**STANDARD H** Identify, describe, and analyze the work of Pennsylvania artists in Music.

**STANDARD I** Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.

**STANDARD J** Identify, explain and analyze historical and cultural differences as they relate to works in the arts.

**STANDARD K** Identify, explain and analyze traditions as they relate to works in the arts.

**STANDARD L** Identify, explain and analyze common themes, forms and techniques form works in the arts

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 9.3.8: Critical Response

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD A</b> Know and use critical processes of the examination of works in the arts and humanities.</p> <p><b>STANDARD B</b> Analyze and interpret specific characteristics of works of the arts within each art form.</p> <p><b>STANDARD C</b> Identify and classify styles, forms, types and genre within art forms.</p> <p><b>STANDARD D</b> Evaluate works of the arts and humanities using complex vocabulary of critical response.</p> <p><b>STANDARD E</b> Interpret and use various types of critical analysis of the arts and humanities.</p>	<p>Students will observe balance, blend, intonation and style through individual and small group practice, rehearsal and performance.</p> <p>Students will compare and analyze music entities within a performance.</p>	<p>Teacher critiques</p> <p>Playing tests/auditions</p> <p>Student self-reflection on their playing alone and within an ensemble.</p> <p>Peer critiques</p> <p>Student self-reflection on their playing alone and within an ensemble.</p>	<p>Individual and ensemble method books</p> <p>Large ensemble music</p> <p>Teacher prepared enrichment material.</p>

**STANDARD F** Apply the process of criticism to identify characteristics among works of the arts and humanities.

**STANDARD G** Compare and contrast critical positions or opinions about selected works of the arts and humanities.

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 9.4.8: Aesthetic Response

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD A</b> compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities.</p> <p><b>STANDARD B</b> Compare and contrast informed individual opinions about the meaning of works in the arts to others.</p> <p><b>STANDARD C</b> Describe how the attributes of the audiences' environment influence aesthetic responses.</p> <p><b>STANDARD D</b> Describe to what purpose philosophical ideas generated by the artists can be conveyed through works in the arts and humanities.</p>	<p>Students will observe balance, blend, intonation and style through individual and small group practice, rehearsal and performance.</p> <p>Students will compare and analyze music entities within a performance.</p>	<p>Teacher critiques</p> <p>Playing tests/auditions</p> <p>Student self-reflection on their playing alone and within an ensemble.</p> <p>Peer critiques</p>	<p>Individual and ensemble method books</p> <p>Large ensemble music</p> <p>Teacher prepared enrichment material.</p>

## Crosswalks/Curriculum Guide for Music

### Planned Instruction for Instrumental

<b>Content Standards</b>	<b>Goals</b>	<b>Activities</b>	<b>Materials</b>	<b>Remediation/ Enhancement/ Adaptation</b>	<b>Assessment</b>	<b>National Standards (NS) State Standards (PA)</b>
<p>Listening/ Responding</p> <p>All students compare and analyze music entities within performances</p>	<p>Observe balance</p> <p>Observe blend</p> <p>Observe articulation</p> <p>Observe intonation</p> <p>Observe style  (including, but not limited to the above)</p>	<p>Guided listening (rehearsals and performances)</p> <p>Student reflection (forms and journals)</p>	<p>Recordings, Videos, CD Rom</p> <p>Journals</p> <p>Printed music</p> <p>Recordings/playback sound system</p>	<p><u>Remediation:</u> Additional teacher provided music examples with listening guides</p> <p><u>Enhancement:</u> Student provided examples</p> <p>Student generated listening guides</p> <p><u>Adaptation:</u> Limit choices</p> <p>Record responses</p>	<p>Portfolio Assessment</p> <p>Teacher generated critiques/tests</p> <p>Student generated tests</p> <p>Journal entries</p> <p>Peer interviews</p> <p>Teacher/student interviews</p>	<p>PA 9.2, 9.3, 9.4, NS 7,8,9</p>

## Crosswalks/Curriculum Guide for Music

### Planned Instruction for Instrumental

<b>Content Standards</b>	<b>Goals</b>	<b>Activities</b>	<b>Materials</b>	<b>Remediation/ Enhancement/ Adaptation</b>	<b>Assessment</b>	<b>National Standards (NS) State Standards (PA)</b>
<p>CREATING</p> <p>All students select music entities to perform</p>	<p>Consider:</p> <p>Style</p> <p>Medium</p> <p>Texture</p> <p>Meter</p> <p>Tempo</p> <p>Dynamics</p> <p>Tonality</p> <p>Notation</p>	<p>Small group and individual compositions illustrating specific content</p> <p>Improvise</p> <p>Choose music entities to alter performance</p> <p>Journal entries</p>	<p>Various instruments including keyboards</p> <p>Audio/Video recording equipment</p> <p>Playback system</p> <p>Printed music</p> <p>Recorded music</p>	<p><u>Remediation:</u> Teacher adapted materials</p> <p>Cooperative learning/peer tutoring</p> <p><u>Enhancement:</u> Student selected parameters</p> <p>Composition contests</p> <p>Performance of student works</p> <p>Creation/performance of student arrangements</p> <p><u>Adaptation:</u> Provide choices</p>	<p>Portfolio Assessment</p> <p>Student compositions</p> <p>Comparison of students' works over a period of time</p> <p>Teacher/peer critiques</p> <p>Reflective writing on the creative process</p> <p>Audio/video tapes</p> <p>Written score in standard or created notation</p> <p>Student performances</p>	<p>PA 9.1 NS 1,2,3,5</p>

## Crosswalks/Curriculum Guide for Music

### Planned Instruction for Instrumental

<b>Content Standards</b>	<b>Goals</b>	<b>Activities</b>	<b>Materials</b>	<b>Remediation/ Enhancement/ Adaptation</b>	<b>Assessment</b>	<b>National Standards (NS) State Standards (PA)</b>
<p>PERFORMING</p> <p>All students combine music skills and competencies in their performance medium, alone and within an ensemble(s)</p>	<p>Develop technique</p> <p>Develop artistic expression</p> <p>Develop music reading including sight-reading/singing</p>	<p>Individual and small group practice</p> <p>Rehearsal and performance</p> <p>Solo and small group performance</p> <p>Public performance</p> <p>In class recitals</p> <p>Sight reading/singing</p> <p>Journal entries</p> <p>Involve instrumental performances in the total school curriculum</p>	<p>Individual and ensemble method books</p> <p>Solo and chamber music</p> <p>Large ensemble music</p> <p>Materials of a variety of styles and cultures</p>	<p><u>Remediation:</u> Adjudication</p> <p>Mentoring/ apprenticeships with professional musician</p> <p>Peer coaching Private lessons</p> <p>Sectional rehearsals</p> <p>Student directed rehearsals</p> <p><u>Enhancement:</u> PMEA Festivals County Festivals District Festivals Regional Festivals Adjudication Community Service performances Exchange concerts Private lessons Student directed rehearsals</p> <p><u>Adaptation</u> Appropriate selection of instruments</p>	<p>Portfolio Assessment</p> <p>Student self-reflection on their playing alone and within an ensemble</p> <p>Video/audio tapes</p> <p>Peer critiques</p> <p>Check lists</p> <p>Teacher critiques</p> <p>Playing tests/juries</p>	<p>PA 9.1 NS 1,2,5</p>

# GRADE 7 – MUSIC

## PLANNED COURSE CURRICULUM GUIDE

### I. COURSE DESCRIPTION AND INTENT:

### II. INSTRUCTIONAL TIME:

**Class Periods:**

**Length of Class Periods (minutes):** 42 Minutes

**Length of Course:** 23 Days

**Unit of Credit:**

**Course Weight:**

**A GREAT PLACE TO LEARN!**



***PINE GROVE AREA SCHOOL DISTRICT***  
PINE GROVE, PENNSYLVANIA

**PINE GROVE AREA SCHOOL DISTRICT**  
Pine Grove, Pennsylvania 17963

**PLANNED COURSE ADAPTATIONS/MODIFICATIONS**  
**Introduction**

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

## PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

**Lawrence J. Mussoline, Jr., Ph.D.**  
**Superintendent of Schools**

# **PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT**

## **The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:**

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

## PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

# Proposed Academic Standards for the Arts and Humanities

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## **Comparing the National and Pennsylvania Standards**

Pennsylvania Music Educators Association  
and Affiliate of  
Music Educators National Conference

### **National Standards for music Education**

**(Established for Grades K-4, 5-8, 9-12 proficient, 9-12 advanced)**

- 1. Singing, alone and with others, a varied repertoire of music.**
- 2. Performing of Instruments, alone and with others, a varied repertoire of music.**
- 3. Improvising melodies, variations, and accompaniments.**
- 4. Composing and arranging music with in specified guidelines.**
- 5. Reading and notating music.**
- 6. Listening to m analyzing, and describing music.**
- 7. Evaluating music and music performances.**
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts.**
- 9. Understanding music in relation to history and culture.**

### **Pennsylvania's Standards**

**(Established for grades 3, 5, 8, and 12)**

- 9.1**
- 9.1**
- 9.1**
- 9.1**
- 9.1**
- 9.3, 9.4**
- 9.3, 9.4**
- 9.2**
- 9.2**

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 9.1: 7 Production, Performance and Exhibition of Music

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p><b>STANDARD A</b> Know and use the element and principles of Music to create works in the arts and humanities.</p>	Identify and use musical elements in a stylistically appropriate manner while performing	Teacher evaluation Peer critique	Selected songs Selected recordings
<p><b>STANDARD B</b> Recognize, know, use and demonstrate a variety of appropriate Music elements and principles to produce, review and revise original works in Music</p>	Sing accurately and with good breath control throughout their singing range, alone and in small and large ensembles	Teacher evaluation Peer critique	Selected songs
<p><b>STANDARD C</b> Identify and use comprehensive vocabulary in music.</p>	Analyze the uses of musical elements in examples representing diverse genres and cultures while using correct terminology.	Group discussion Listening worksheets	Selected recordings Selected music
<p><b>STANDARD D</b> Demonstrate knowledge of at least two styles within each art form through performance of a unique work.</p>	Perform music from a variety of musical periods	Teacher evaluation	Selected music Selected recordings

<p><b>STANDARD E</b> Communicate a unifying theme or point of view through the production of works in the arts.</p>	<p>Perform music from a variety of musical periods</p>	<p>Teacher evaluation</p>	<p>Selected music</p>
<p><b>STANDARD F</b> Explain works of others within each art form through performance.</p>	<p>Perform music from a variety of musical periods</p>	<p>Teacher evaluation</p>	<p>Selected music Selected recordings</p>
<p><b>STANDARD G</b> Explain the function and benefits of rehearsal and practice sessions.</p>	<p>Sing accurately and with good breath control throughout their singing range, alone and in small and large ensembles</p>	<p>Teacher evaluation Self evaluation Peer critique</p>	<p>Selected music</p>
<p><b>STANDARD H</b> Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.</p>	<p>Will use performance materials and equipment (e.g., choral risers) in a appropriate manner</p>	<p>Teacher evaluation Peer critique</p>	<p>Performance equipment</p>
<p><b>STANDARD I</b> Know where arts events, performance and exhibitions occur and how to gain admission.</p>	<p>Will be aware of musical events in the surrounding areas</p>	<p>Teacher evaluation</p>	
<p><b>STANDARD J</b> Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts, or the works of others.</p>	<p>Will explore choices in musical style when performing</p>	<p>Teacher evaluation Peer critique</p>	<p>Selected music</p>
<p><b>STANDARD K</b> Incorporate specific uses of traditional and contemporary technologies for furthering knowledge and understanding in the humanities.</p>	<p>Will use a wide variety of technologies when performing</p>	<p>Teacher evaluation Peer critique</p>	<p>Selected music</p>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 9.2.7: Historical and Cultural Contexts

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p><b>STANDARD A</b> Explain the historical, cultural and social context of an individual work in the arts.</p> <p><b>STANDARD B</b> Relate works in the arts chronologically to historical events</p> <p><b>STANDARD C</b> Relate works in the arts to varying styles and genre and to the periods in which they were created</p> <p><b>STANDARD D</b> Analyze a work of art from its historical and cultural perspective</p> <p><b>STANDARD E</b> Analyze how historical events and culture impact forms, techniques, and purpose of works in the arts.</p>	<p>Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</p> <p>Relate various musical genres to the period that they are form</p> <p>Describe distinguishing characteristics of representative music genres and styles from a variety of cultures</p> <p>Compare distinguishing characteristics of representative music genres and styles from a variety of cultures</p> <p>Will analyze the effect of historical and cultural events on the arts in a specific period</p>	<p>Class discussion Assessment worksheets Self Critique</p> <p>Class discussion Assessment worksheets Self Critique</p> <p>Class discussion Assessment worksheets Self Critique</p> <p>Class discussion Assessment worksheets Self Critique</p> <p>Class discussion Assessment worksheets Self Critique</p>	<p>Selected recordings Selected songs Other works of art</p> <p>Selected recordings Selected songs Other works of art elected recordings</p> <p>Selected recordings Selected songs Other works of art</p> <p>Selected recordings Selected songs Other works of art</p> <p>Selected recordings Selected songs Other works of art</p>

<p><b>STANDARD F</b> Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>	<p>Will use appropriate vocabulary and terminology when discussing the arts in relation to its historical period</p>	<p>Class discussion Assessment worksheets Self Critique</p>	<p>Selected recordings Selected songs Other works of art</p>
<p><b>STANDARD G</b> Relate works in the arts to geographic regions of the world</p>	<p>Will compare musical styles from different global cultures.</p>	<p>Class discussion Assessment worksheets Self Critique</p>	<p>Selected recordings Selected songs Other works of art</p>
<p><b>STANDARD H</b> Identify, describe, and analyze the work of Pennsylvania artists in Music</p>	<p>Will discuss the works of well known Pennsylvanian artists/musicians</p>	<p>Class discussion Assessment worksheets Self Critique</p>	<p>Selected recordings Selected songs Other works of art</p>
<p><b>STANDARD I</b> Identify, explain, and analyze philosophical beliefs as they relate to works in the arts</p>	<p>Will compare the effect of different cultural beliefs on the arts</p>	<p>Class discussion Assessment worksheets Self Critique</p>	<p>Selected recordings Selected songs Other works of art</p>
<p><b>STANDARD J</b> Identify, explain and analyze historical and cultural differences as they relate to works in the arts</p>	<p>Will discuss the arts in relation to its historical period and culture</p>	<p>Class discussion Assessment worksheets Self Critique</p>	<p>Selected recordings Selected songs Other works of art</p>
<p><b>STANDARD K</b> Identify, explain and analyze traditions as they relate to works in the arts</p>	<p>Will discuss the arts in relation to its historical period and culture</p>	<p>Class discussion Assessment worksheets Self Critique</p>	<p>Selected recordings Selected songs Other works of art</p>
<p><b>STANDARD L</b> Identify, explain and analyze common themes, forms and techniques from works in the arts.</p>	<p>Will compare common elements in the arts</p>	<p>Class discussion Assessment worksheets Self Critique</p>	<p>Selected recordings Selected songs Other works of art</p>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 9.3.7: Critical Response

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p><b>STANDARD A</b> Identify critical processes in the examination of works in the arts and humanities</p>	Develop a criteria for evaluating the quality and effectiveness of musical performances	Student evaluation Self critique	Selected recordings and other works of art
<p><b>STANDARD B</b> Describe works in the arts comparing similar and contrasting characteristics</p>	Compare different pieces of artistic work	Student evaluation Self critique	Selected recordings and other works of art
<p><b>STANDARD C</b> Classify works in the arts by forms in which they are found</p>	Describe similar pieces of artistic work	Student evaluation Self critique	Selected recordings and other works of art
<p><b>STANDARD D</b> 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</p>	Develop a criteria for evaluating the quality and effectiveness of musical performances and describe similar pieces of artistic work	Student evaluation Self critique	Selected recordings and other works of art

<p><b>STANDARD E</b> Describe and use types of critical analysis in the arts and humanities</p>	<p>Develop criteria for evaluating the quality and effectiveness of musical performances. Develop a criteria for evaluating the quality and effectiveness of musical performances</p>	<p>Student evaluation Self critique</p>	<p>Selected recordings and other works of art</p>
<p><b>STANDARD F</b> Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts</p>	<p>Develop criteria for evaluating the quality and effectiveness of musical performances</p>	<p>Student evaluation Self critique</p>	<p>Selected recordings and other works of art</p>
<p><b>STANDARD G</b> Describe a critic's position or opinion about works in the arts and humanities</p>	<p>Develop criteria for evaluating the quality and effectiveness of musical performances</p>	<p>Student evaluation Self critique</p>	<p>Selected recordings and other works of art</p>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

### Academic Content Standard # 9.4.7: Aesthetic Response

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p><b>STANDARD A</b> Compare and contrast examples of group and individual philosophical meaning of works in the arts and humanities.</p>	<p>Develop a criteria for evaluating the quality and effectiveness of musical performances</p>	<p>Student evaluation Self critique</p>	<p>Selected recordings and other works of art.</p>
<p><b>STANDARD B</b> Compare and contrast informed individual opinions about the meaning of works in the arts to others.</p>	<p>Develop a criteria for evaluating the quality and effectiveness of musical performances</p>	<p>Student evaluation Self critique</p>	<p>Selected recordings and other works of art.</p>
<p><b>STANDARD C</b> Describe how the attributes of the audience's environment influence aesthetic responses.</p>	<p>Develop a criteria for evaluating the quality and effectiveness of musical performances</p>	<p>Student evaluation Self critique</p>	<p>Selected recordings and other works of art.</p>
<p><b>STANDARD D</b> Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.</p>	<p>Develop a criteria for evaluating the quality and effectiveness of musical performances</p>	<p>Student evaluation Self critique</p>	<p>Selected recordings and other works of art.</p>