

# APPENDIX

**PLANNED INSTRUCTION FOR: ELEMENTARY (First Grade)**

CONTENT STANDARDS	GOALS	ACTIVITIES	MATERIALS	REMEDIATION/ ENHANCEMENT /ADAPTATION	ASSESSMENT	STANDARDS
<p><b><i>PERFORMING</i></b></p> <p>All students sing independently and with others in relation to various personal and/or community experiences.</p> <p>All students demonstrate use of the singing voice by performing alone and with others.</p>	<p>*Sing in a variety of modes and meters</p>	<p>*Echo singing</p> <p>*Small group singing</p> <p>*Individual singing games</p> <p>*Develop a repertoire of familiar songs</p>	<p>*Songs using a range of approximately D-B</p> <p>*Songs from different cultures</p> <p>*Seasonal songs</p> <p>*Many short songs</p> <p>*Repertoire of familiar songs</p>	<p>Remediation:</p> <p>*Sing with hands over ears</p> <p>*Sing songs with narrow ranges</p> <p>*Extensive echo singing</p> <p>Enrichment:</p> <p>*Sing with varying accompaniment styles</p> <p>*Sing songs with wider ranges</p> <p>*Provide vocal model for other students</p> <p>Adaptation:</p> <p>*Encourage exploratory vocal explanation</p> <p>*Incorporate signing with singing</p>	<p>*Student records and listens/critiques own voice</p> <p>*Teacher and/or peer critiques of student performances during games and activities</p>	<p><i>Pennsylvania Standards: 9.1, 9.2</i></p> <p><i>National Standards: 1, 5, 9</i></p>

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CONTENT STANDARDS	GOALS	ACTIVITIES	MATERIALS	REMEDIATION/ ENHANCEMENT /ADAPTATION	ASSESSMENT	STANDARDS
<p><b><i>PERFORMING:</i></b></p> <p>All students interpret music through kinesthetic response.</p> <p>All students will kinesthetically respond to pulse and rhythmic pattern in music.</p>	<p>*Respond kinesthetically to music in a variety of meters.</p>	<p>*Imitative movement</p> <p>*Rhythm instruments</p> <p>*Small group movement</p> <p>*Individual movement</p> <p>*Movement while singing</p> <p>*Movement while listening.</p>	<p>*A wide variety of songs and recordings that demonstrate consistent tempo</p> <p>*Familiar songs</p> <p>*Recorded examples using various instrumental families</p> <p>*Variety of musical styles is encouraged</p>	<p>Remediation:</p> <p>*Employ gross motor skills</p> <p>*Extensive use of repetition and imitation</p> <p>*Limit scope of content</p> <p>Enrichment:</p> <p>*Employ more challenging motor skills</p> <p>*Student-directed activities</p> <p>*Combine content entities</p> <p>*Employ more unfamiliar examples</p> <p>Adaptation:</p> <p>*Assisted movement</p> <p>*Use of appropriate rhythm instruments</p>	<p>*Student video tapes and observes/critiques own performance</p> <p>*Teacher and/or peer critique of student performance during games and activities.</p>	<p><i>Pennsylvania Standards: 9.3, 9.4</i></p> <p><i>National Standards: 6, 8</i></p>

**PLANNED COURSE TITLE: ELEMENTARY (First Grade)**

CONTENT STANDARDS	GOALS	ACTIVITIES	MATERIALS	REMEDIATION/ ENHANCEMENT /ADAPTATION	ASSESSMENT	STANDARDS
<p><b><i>LISTENING/ RESPONDING</i></b></p> <p>All students identify music entities by performing (singing, playing instruments and moving) and comparing.</p>	<p>*Use mode discrimination</p> <p>*Use meter discrimination</p> <p>*Use Dynamics discrimination (piano/forte)</p> <p>*Use articulation (staccato/legato)</p> <p>*Use timbre (instrumental families)</p>	<p>*Sing familiar songs in various modes and meters</p> <p>*Imitate teacher performance</p> <p>*Dynamics/Articulation</p> <p>*Listen to familiar songs performed by various instrumental families</p> <p>*Compare non-verbally two performances</p> <p>*Listen to songs in various modes, meters, dynamic levels (piano, forte), articulations (staccato, legato)</p>	<p>*Familiar songs</p> <p>*Recorded examples using various instrumental families</p> <p>*Recorded examples in various modes, meters, dynamic levels and articulations</p> <p>*Variety of musical styles is encouraged</p>	<p>Remediation:</p> <p>*Extensive use of repetition and imitation</p> <p>*Limit scope of content</p> <p>Enhancement:</p> <p>*Combine content entities</p> <p>*Employ more unfamiliar examples</p> <p>Adaptation:</p> <p>*Preferential seating</p> <p>*Headphones</p>	<p>*Teacher and/or peer critique of student performance during games and activities</p>	<p><i>Pennsylvania Standards: 9.1, 9.2, 9.3, 9.4</i></p> <p><i>National Standards: 1, 2, 6, 9</i></p>

**PLANNED INSTRUCTION FOR: ELEMENTARY (First Grade)**

C O N T E N T STANDARDS	GOALS	ACTIVITIES	MATERIALS	REMEDIATION/ ENHANCEMENT /ADAPTATION	ASSESSMENT	STANDARDS
<p><b><i>CREATING</i></b></p> <p>All students explore choices when making music.</p>	<ul style="list-style-type: none"> <li>*Use mode discrimination</li> <li>*Use meter discrimination</li> <li>*Use dynamics discrimination (piano, forte)</li> <li>*Use articulation (staccato, legato)</li> <li>*Use timbre (instrumental families)</li> </ul>	<ul style="list-style-type: none"> <li>*Student selects 1 of 2 responses</li> <li>*Student selects from among several choices</li> <li>*Student improvises own response</li> </ul>	<ul style="list-style-type: none"> <li>*Songs using a range of approximately D-B</li> <li>*Songs from different cultures</li> <li>*Seasonal songs</li> <li>*Many short songs</li> <li>*Repertoire of familiar songs</li> <li>*A wide variety of songs and recordings that demonstrate consistent tempo</li> <li>*Familiar songs</li> <li>*Recorded examples using various instrumental families</li> <li>*Variety of musical styles is encouraged</li> <li>*Familiar songs</li> <li>*Recorded examples using various instrumental families</li> <li>*Recorded examples in various modes, meters, dynamic levels and articulations</li> <li>*Variety of musical styles is encouraged</li> </ul>	<p>Remediation:</p> <ul style="list-style-type: none"> <li>*Limit choices to 1 of 2</li> </ul> <p>Enhancement:</p> <ul style="list-style-type: none"> <li>*Student improvises own responses</li> <li>*Student-directed activities</li> </ul> <p>Adaptation:</p> <ul style="list-style-type: none"> <li>*Limit choices</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher and/or peer critique student-initiated choices during games and activities</li> </ul>	<p><i>Pennsylvania Standards: 9.1, 9.3, 9.4</i></p> <p><i>National Standards: 3, 4, 5, 6</i></p>

**PLANNED INSTRUCTION FOR: H.S. GENERAL MUSIC (MUSIC AND TECHNOLOGY)**

<b>C O N T E N T STANDARDS</b>	<b>GOALS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>REMEDICATION/ ENHANCEMENT /ADAPTATION</b>	<b>ASSESSMENT</b>	<b>STANDARDS</b>
<p><b><i>PERFORMING</i></b></p> <p>All students sing independently and with others in relation to various personal and/or community experiences</p>	<p>*Employ a variety of textures, modes, meters</p>	<p>*Large and small group singing *Individual singing</p>	<p>*Student compositions *Effects processors *Familiar</p>	<p>Remediation: *Echo singing *Teacher directed large and small group singing</p> <p>Enhancement: *Student initiated performances *Student directed performances *Governor's school</p>	<p>*Teacher and peer critique of audio/video tapes *Teacher and peer critique of student performances during classroom activities *Individual and/or group reflections (verbal and/or written)</p>	<p><i>Pennsylvania Standards: 9.1, 9.2</i></p> <p><i>National Standards: 1, 5, 9</i></p>

**PLANNED INSTRUCTION FOR: H.S. GENERAL MUSIC (MUSIC AND TECHNOLOGY)**

<b>C O N T E N T STANDARDS</b>	<b>GOALS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>REMEDIATION/ ENHANCEMENT /ADAPTATION</b>	<b>ASSESSMENT</b>	<b>STANDARDS</b>
All students interpret music through kinesthetic response	<ul style="list-style-type: none"> <li>*Use meter</li> <li>*Use texture</li> <li>*Use dynamics</li> <li>*Use tempo</li> </ul>	<ul style="list-style-type: none"> <li>*Large and small group interpretation of content through movement</li> <li>*Individual interpretation of content through movement</li> </ul>	<ul style="list-style-type: none"> <li>*Recordings</li> <li>*Videos</li> <li>*Student compositions</li> </ul>	<p>Remediation:</p> <ul style="list-style-type: none"> <li>*Teacher directed performances</li> </ul> <p>Enhancement:</p> <ul style="list-style-type: none"> <li>*Student initiated performances</li> <li>*Student directed performances</li> </ul> <p>Adaptation:</p> <ul style="list-style-type: none"> <li>*Verbal description of appropriate movement</li> <li>*Use of video</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher and/or peer critique of videotapes of student performances</li> <li>*Teacher and/or peer critique of student performance during class activities</li> <li>*Individual and/or group reflections (verbal or written)</li> </ul>	<p><i>Pennsylvania Standards: 9.2, 9.3, 9.4</i></p> <p><i>National Standards: 6, 8</i></p>

**PLANNED INSTRUCTION FOR: H.S. GENERAL MUSIC (MUSIC AND TECHNOLOGY)**

<b>C O N T E N T STANDARDS</b>	<b>GOALS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>REMEDIATION/ ENHANCEMENT /ADAPTATION</b>	<b>ASSESSMENT</b>	<b>STANDARDS</b>
<p><b><i>LISTENING/ RESPONDING</i></b></p> <p>All students respond aesthetically to music</p>	<ul style="list-style-type: none"> <li>*Respond to meter</li> <li>*Respond to tonality</li> <li>*Respond to timbre</li> <li>*Respond to texture</li> <li>*Respond to dynamics</li> <li>*Respond to tempo</li> </ul>	<ul style="list-style-type: none"> <li>*Guided listening</li> <li>*Cooperative learning for describing and analyzing music</li> <li>*Written analytical reports of aesthetic choices</li> <li>*Critiques of peer compositions</li> </ul>	<ul style="list-style-type: none"> <li>*Recordings</li> <li>*Videos</li> <li>*CD Rom</li> <li>*Live performances</li> </ul>	<p>Remediation:</p> <ul style="list-style-type: none"> <li>*Teacher provided music examples</li> </ul> <p>Enhancement:</p> <ul style="list-style-type: none"> <li>*Student provided music examples</li> </ul> <p>Adaptation:</p> <ul style="list-style-type: none"> <li>*Computer assistance</li> <li>*Record personal reflections</li> </ul>	<ul style="list-style-type: none"> <li>*Written reports</li> <li>*Teacher generated tests</li> <li>*Student generated tests</li> <li>*Individual and/or group reflections (verbal and/or written)</li> </ul>	<p><i>Pennsylvania Standards: 9.1, 9.2, 9.3, 9.4</i></p> <p><i>National Standards: 1, 2, 6, 9</i></p>



**PLANNED INSTRUCTION FOR: H.S. GENERAL MUSIC (MUSIC AND TECHNOLOGY)**

<b>C O N T E N T STANDARDS</b>	<b>GOALS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>REMEDICATION/ ENHANCEMENT/ ADAPTATION</b>	<b>ASSESSMENT</b>	<b>STANDARDS</b>
<p><b><i>CREATING</i></b></p> <p>All students improvise and compose music</p>	<ul style="list-style-type: none"> <li>*Use meter</li> <li>*Use tonality</li> <li>*Use timbre</li> <li>*Use texture</li> <li>*Use dynamics</li> <li>*Use tempo</li> </ul>	<ul style="list-style-type: none"> <li>*Small group and individual compositions illustrating specific content</li> <li>*Multi-media compositions illustrating specific content</li> </ul>	<ul style="list-style-type: none"> <li>*Keyboards</li> <li>*Computers</li> <li>*Tape decks</li> <li>*Video camera</li> </ul>	<p>Remediation:</p> <ul style="list-style-type: none"> <li>*Teacher specified content and/or materials for student compositions</li> </ul> <p>Enhancement:</p> <ul style="list-style-type: none"> <li>*Student selected content and materials for student compositions</li> <li>* Governor's School</li> </ul> <p>Adaptation:</p> <ul style="list-style-type: none"> <li>*Computer assistance</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher and/or peer critique of compositions:</li> <li>Portfolio of Compositions: <ul style="list-style-type: none"> <li>-Tapes</li> <li>-Written scores in standard or created notation</li> </ul> </li> <li>*teacher and/or peer critique of student performances during classroom activities</li> <li>*Individual and/or group reflections (verbal and/or written)</li> </ul>	<p><i>Pennsylvania Standards: 9.1</i></p> <p><i>National Standards: 3, 4, 5</i></p>

**PLANNED INSTRUCTION FOR: MIDDLE LEVEL INSTRUMENTAL**

C O N T E N T STANDARDS	GOALS	ACTIVITIES	MATERIALS	REMEDICATION/ ENHANCEMENT /ADAPTATION	ASSESSMENT	STANDARDS
<p><b><i>PERFORMING</i></b></p> <p>All students combine music skills and competencies in their performance medium, alone and within an ensemble(s)</p>	<ul style="list-style-type: none"> <li>*Develop technique</li> <li>*Develop artistic expression</li> <li>*Develop music reading including sight-reading/singing</li> </ul>	<ul style="list-style-type: none"> <li>*Individual and small group practice</li> <li>*Rehearsal and performance</li> <li>*Solo and small group performance</li> <li>*Public performance</li> <li>*In class recitals</li> <li>*Sight reading/singing</li> <li>*Journal entries</li> <li>*Involve instrumental performances in the total school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>*Individual and ensemble method books</li> <li>*Solo and chamber music</li> <li>*Large ensemble music</li> <li>*Materials of a variety of styles and cultures</li> </ul>	<p>Remediation:</p> <ul style="list-style-type: none"> <li>*Adjudication</li> <li>*Mentoring/apprenticeships with professional musicians</li> <li>*Peer coaching</li> <li>*Private lessons</li> <li>*Sectional rehearsals</li> <li>*Student directed rehearsals</li> </ul> <p>Enhancement:</p> <ul style="list-style-type: none"> <li>*PMEA Festivals</li> <li>*County Festivals</li> <li>*District/Regional Festivals</li> <li>*Adjudication</li> <li>*Community Service performances</li> <li>*Exchange concerts</li> <li>*Private lessons</li> <li>*Student directed rehearsals</li> </ul> <p>Adaptation:</p> <ul style="list-style-type: none"> <li>*Appropriate selection of instruments</li> </ul>	<ul style="list-style-type: none"> <li>*Portfolio Assessment</li> <li>*Student self-reflection on their playing alone and within an ensemble</li> <li>*Video/audio tapes</li> <li>*Peer critiques</li> <li>*Check lists</li> <li>*Teacher critiques</li> <li>*Playing tests/juries</li> </ul>	<p><i>Pennsylvania Standards: 9.1</i></p> <p><i>National Standards: 1, 2, 5</i></p>

**PLANNED INSTRUCTION FOR: MIDDLE LEVEL INSTRUMENTAL**

<b>C O N T E N T STANDARDS</b>	<b>GOALS</b>	<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>REMEDIATION/ ENHANCEMENT/ ADAPTATION</b>	<b>ASSESSMENT</b>	<b>STANDARDS</b>
<p><b><i>LISTENING/ RESPONDING</i></b></p> <p>All students compare and analyze music entities within performances</p>	<p>*Observe balance *Observe blend *Observe articulation *Observe intonation *Observe style</p> <p>(Including, but not limited to the above)</p>	<p>*Guided listening (rehearsals and performance) *Student reflection (forms and journals)</p>	<p>*Recordings, videos, CD-Rom *Journals *Printed music *Recordings/playback sound system</p>	<p>Remediation: *Additional teacher provided music examples with listening guides</p> <p>Enhancement: *Student provided music examples *Student generated listening guides</p> <p>Adaptation: *Limit choices *Recorded responses</p>	<p>*Portfolio assessment *Teacher generated critiques/tests *Student generated critiques *Journal entries *Peer interviews *Teacher/student interviews</p>	<p><i>Pennsylvania Standards: 9.2, 9.3, 9.4</i></p> <p><i>National Standards: 7, 8, 9</i></p>

**PLANNED INSTRUCTION FOR: MIDDLE LEVEL INSTRUMENTAL**

C O N T E N T STANDARDS	GOALS	ACTIVITIES	MATERIALS	REMEDIATION/ ENHANCEMENT/ ADAPTATION	ASSESSMENT	STANDARDS
<p><b><i>CREATING</i></b></p> <p>All students select music entities to perform</p>	<p>Consider:</p> <ul style="list-style-type: none"> <li>*Style</li> <li>*Medium</li> <li>*Form</li> <li>*Texture</li> <li>*Meter</li> <li>*Tempo</li> <li>*Dynamics</li> <li>*Tonality</li> <li>*Notation</li> </ul>	<ul style="list-style-type: none"> <li>*Small group and individual compositions illustrating selected content</li> <li>*Improvise</li> <li>*Choose music entities to alter performance</li> <li>*Journal entries</li> </ul>	<ul style="list-style-type: none"> <li>*Various instruments including keyboards</li> <li>*Audio/Video recording equipment</li> <li>*Computers</li> <li>*Playback system</li> <li>*Printed music</li> <li>*Recorded music</li> </ul>	<p>Remediation:</p> <ul style="list-style-type: none"> <li>*Teacher adapted materials</li> <li>*Cooperative learning/peer tutoring</li> </ul> <p>Enhancement:</p> <ul style="list-style-type: none"> <li>*Student selected parameters</li> <li>*Composition contests</li> <li>*Performance of student works</li> <li>*Creation/performance of student arrangements</li> </ul> <p>Adaptation:</p> <ul style="list-style-type: none"> <li>*Provide choices</li> </ul>	<ul style="list-style-type: none"> <li>*Portfolio Assessment</li> <li>*Student compositions</li> <li>*Comparison of students' works over a period of time</li> <li>*Teacher/peer critiques</li> <li>*Reflective writing on the creative process</li> <li>*Audio/video tapes</li> <li>*Written scores in standard or created notation</li> <li>*Student performances</li> </ul>	<p><i>Pennsylvania Standards: 9.1</i></p> <p><i>National Standards: 1,2, 3, 5</i></p>

**PLANNED INSTRUCTION: HIGH SCHOOL CHORAL**

C O N T E N T STANDARDS	GOALS	ACTIVITIES	MATERIALS	REMEDIATION/ ENHANCEMENT/ ADAPTATION	ASSESSMENT	STANDARDS
<p><b><i>PERFORMANCE</i></b></p> <p>All students perform independently and within an ensemble using various textures and styles</p>	<p>Develop:</p> <ul style="list-style-type: none"> <li>*Artistic expression</li> <li>*Music reading</li> <li>*Technique: <ul style="list-style-type: none"> <li>Vocal</li> <li>Choral</li> </ul> </li> <li>*A capella singing</li> <li>*Accompanied singing</li> </ul>	<ul style="list-style-type: none"> <li>*Individual rehearsals</li> <li>*Sectional rehearsals</li> <li>*Ensemble rehearsals</li> <li>*Sight singing</li> <li>*Eurhythmic exercises</li> <li>*Public performances</li> <li>*Peer recitals</li> <li>*Journal entries</li> </ul>	<ul style="list-style-type: none"> <li>*Solo and ensemble literature including materials or a variety of styles and cultures</li> <li>*Pedagogical materials</li> </ul>	<p>Remediation:</p> <ul style="list-style-type: none"> <li>*Perform solo and in quartets</li> <li>*Supplementary rehearsals</li> <li>*Mentoring/apprenticeships with peers and professionals</li> <li>*Private lessons</li> <li>*Electronic tuning and pitch matching devices</li> </ul> <p>Enhancement:</p> <ul style="list-style-type: none"> <li>*Community service performances</li> <li>*Supplementary rehearsals</li> <li>*Student-directed rehearsals</li> <li>*Active participation in interdepartmental projects</li> <li>*Choralography</li> <li>*Festivals/adjudication/contests</li> <li>*Private lessons</li> <li>*membership in community</li> <li>*Governors School</li> </ul> <p>Adaptation:</p> <ul style="list-style-type: none"> <li>*Electronic tuning and pitch matching devices</li> <li>*Audio/video taping</li> <li>*Appropriate staging</li> </ul>		<p><i>Pennsylvania Standards: 9.1</i></p> <p><i>National Standards: 1,2, 3</i></p>

**PLANNED INSTRUCTION FOR: HIGH SCHOOL CHORAL**

C O N T E N T STANDARDS	GOALS	ACTIVITIES	MATERIALS	REMEDICATION/ ENHANCEMENT/ ADAPTATION	ASSESSMENT	STANDARDS
<p><b><i>LISTENING/ RESPONDING</i></b></p> <p>All students critically assess music performances which reflect a wide diversity of peoples, styles and times</p>	<p>*Analyze performance, e.g. blend, balance, diction, voice quality, choral tuning</p> <p>*Evaluate performance, e.g., musicianship, ensemble, artistic expression</p>	<p>*Guided listening: Student performances Professional performances</p> <p>*Cooperative learning *Rehearsals and performances *Journal entries</p>	<p>*Different recordings of the same composition *A diversity of music from different peoples, styles and times *Audio/video tapes</p>	<p>Remediation: *Teacher adapted materials *Music professionals as guest speakers</p> <p>Enhancement: *Field trips *Exchange concerts with common repertoire for student critique *Student-designed tests</p> <p>Adaptation: *Assistance *Recorded responses</p>	<p>*Portfolio assessment *Reflective writing on performance analysis and evaluation *Teacher-generated tests and critiques * Documented growth of critical analysis:</p> <p>Compare critical writings over time of same repertoire</p> <p>Compare critical writings over time of diverse repertoire</p>	<p><i>Pennsylvania Standards: 9.2, 9.3, 9.4</i></p> <p><i>National Standards: 6, 7, 8, 9</i></p>

**PLANNED INSTRUCTION FOR: HIGH SCHOOL CHORAL**

C O N T E N T STANDARDS	GOALS	ACTIVITIES	MATERIALS	REMEDICATION/ ENHANCEMENT/ ADAPTATION	ASSESSMENT	STANDARDS
<p><b><i>CREATING</i></b></p> <p>Students manipulate music entities to realize original music ideas by performing</p>	<ul style="list-style-type: none"> <li>*Compose</li> <li>*Arrange</li> <li>*Improvise</li> </ul> <p>e.g. melody harmony Rhythm Voice quality Tempo Form Accompaniment Style Text</p>	<ul style="list-style-type: none"> <li>*Students (individually or in groups) compose, arrange and improvise to a given text</li> <li>*Students (individually or in groups) create a text to a pre-existing composition</li> <li>*Student generated: accompaniments improvisations</li> <li>*Journal entries</li> </ul>	<ul style="list-style-type: none"> <li>*Audio/video recording equipment</li> <li>*Electronic/acoustic instruments</li> <li>*Computers and software</li> </ul>	<p>Remediation:</p> <ul style="list-style-type: none"> <li>*Cooperative learning</li> <li>*Teacher adapted materials</li> <li>*Self-reflections and revisions</li> </ul> <p>Enhancement:</p> <ul style="list-style-type: none"> <li>*Active participation in:</li> <li>*Student performed works</li> <li>*Interdepartmental projects</li> <li>*Composer in residence</li> <li>*Composition contests</li> <li>*Outside recognitions, e.g. scholarships, Governor's school, publication of student's work</li> <li>*Choralography</li> </ul> <p>Adaptation:</p> <ul style="list-style-type: none"> <li>*Alternative performance media, i.e. computer, video, CD-Rom</li> </ul>	<ul style="list-style-type: none"> <li>*Portfolio assessment</li> <li>*Teacher and peer critiques</li> <li>*Audio tapes of composition</li> <li>*Comparisons of student works over a period of time</li> <li>*Reflective writing on the creative process</li> </ul>	<p><i>Pennsylvania Standards: 9.1</i></p> <p><i>National Standards: 1, 2, 3, 4, 5</i></p>

## SUMMARY OF CONTENT STANDARDS

NOVICE	PROFICIENT	ADVANCED	CONTENT STANDARD
<p><b><i>GENERAL MUSIC</i></b></p> <p><b>PERFORMING</b></p> <p>Students demonstrate use of the singing voice by performing alone and with others</p> <p>Students respond kinesthetically to pulse and rhythm patterns in music</p> <p><b>LISTENING/RESPONDING</b></p> <p>Students identify music entities by performing (singing, playing instruments and moving and comparing</p> <p><b>CREATING</b></p> <p>Students explore choices when making music</p>	<p>Students sing in tune alone and with others</p> <p>Students respond kinesthetically to additional music entities</p> <p>Students identify music entities by comparing and describing</p> <p>Students select music entities to make music</p>	<p>Students sing in harmony</p> <p>Students respond kinesthetically to additional music entities</p> <p>Students identify music entities by describing and analyzing</p> <p>Students manipulate music entities to compose original music</p>	<p>Students sing independently and with others in relation to various personal and/or experiences</p> <p>Students interpret expressive aspects of music through kinesthetic response</p> <p>Students respond aesthetically to music</p> <p>Students improvise and compose music</p>



## SUMMARY OF CONTENT STANDARDS

NOVICE	PROFICIENT	ADVANCED	CONTENT STANDARD
<p><b><i>CHORAL/INSTRUMENTAL</i></b></p> <p>PERFORMING</p> <p>Students demonstrate basic skills in their performance medium</p> <p>LISTENING/RESPONDING</p> <p>Students identify, describe, and apply different music entities within performances</p> <p>CREATING</p> <p>Students explore choices by performing</p>	<p>Students combine music skills and competencies in their performance medium, alone and within an ensemble</p> <p>Students compare and analyze music entities within performances</p> <p>Students select music entities to perform</p>	<p>Students perform independently and within an ensemble(s) using various textures and styles</p> <p>Students critically assess music performances which reflect a wide diversity of people, styles, and times</p> <p>Students manipulate music entities to realize original music ideas by performing</p>	<p>Students independently choose and prepare unfamiliar music and perform it artistically</p> <p>Students justify personal ideas and responses about the intrinsic aesthetic qualities of music</p> <p>Students express original music ideas by performing</p>