

PDE SAS Curriculum Framework

Music, by Standard

Big Idea	Grade	EQ	Concept	Competency	Standards
The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	K	What is music?	Music is comprised of sound and silence.	Distinguish between sound and silence in simple melodies and rhythms.	9.1.3.A , 9.1.3.C
	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 , 9.1.3.C
	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 , 9.1.3.B , 9.1.3.C , 9.1.3.F , 9.1.3.H
	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 , 9.1.3.B , 9.1.3.G
	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 , 9.1.5.C , 9.1.5.G
	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 , 9.1.5.B , 9.1.5.C , 9.1.5.G
	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 , 9.1.8.B , 9.1.8.C , 9.1.8.E
	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 , 9.1.8.B , 9.1.8.C
	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 , 9.1.8.B , 9.1.8.C , 9.2.8.E
9 10 11 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 , 9.1.12.B , 9.1.12.C , 9.1.12.G , 9.1.12.H	

Artists use tools and resources as well as their own experiences and skills to create art.	K	What do people use to perform music?	People can use voices and instruments to perform music.	Perform simple melodies and rhythms using voices and classroom instruments.	9.1.3.B , 9.1.3.E , 9.1.3.H , 9.1.3.J
	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 , 9.1.3.D , 9.1.3.E , 9.1.3.H , 9.1.3.J
	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 , 9.1.3.H , 9.1.3.J
	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 , 9.1.3.F
	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 , 9.1.5.D , 9.1.5.H , 9.1.5.J , 9.1.5.K
	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 , 9.1.5.C , 9.1.5.E
	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
	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 , 9.1.8.K
	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 , 9.1.8.J , 9.1.8.K
9 10 11 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	

The arts provide a medium to understand and exchange ideas.	K	How can pictures show sound and silence?	Pictures can represent sound and silence.	Read iconic notation representing sound and silence.	9.1.3.B , 9.1.3.C , 9.1.3.E
	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 , 9.1.3.C , 9.1.3.E
	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 , 9.1.3.K
	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 , 9.1.3.K
	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
	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 , 9.1.5.F , 9.4.5.A
	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 , 9.2.8.F , 9.2.8.I
	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 , 9.4.8.D
	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 , 9.1.8.F , 9.2.8.I , 9.3.8.C
	9 10 11 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 , 9.1.12.K

People have expressed experiences and ideas through the arts throughout time and across cultures.	K	How is music used to celebrate events in people's lives?	Music is used as a means to celebrate events in people's lives.	Identify, perform and move to music that celebrates events.	9.1.3.I , 9.2.3.A , 9.2.3.K
	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 , 9.2.3.A , 9.2.3.K
	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 , 9.2.3.D , 9.2.3.G , 9.2.3.K
	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 , 9.2.3.E , 9.2.3.F , 9.2.3.G , 9.2.3.K
	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 , 9.2.5.L
	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 , 9.2.5.D , 9.2.5.H , 9.2.5.J
	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 , 9.2.8.L
	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 , 9.2.8.C , 9.2.8.F , 9.2.8.J
	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 , 9.2.8.F , 9.2.8.G , 9.2.8.L
9 10 11 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 , 9.2.12.L	

There are formal and informal processes used to assess the quality of works in the arts.	K	How do people decide if a musical work is good?	People make judgments about the quality of musical works.	Recognize that people make judgments about the quality of musical works.	9.3.3.A
	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 , 9.3.3.C , 9.3.3.F
	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 , 9.3.3.B , 9.3.3.D , 9.3.3.F
	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 , 9.3.3.B , 9.3.3.E
	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 , 9.3.3.E , 9.3.3.G , 9.3.5.A , 9.3.5.E , 9.3.5.F , 9.3.5.G
	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 , 9.3.5.E , 9.3.5.G
	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 , 9.3.8.A , 9.3.8.D , 9.3.8.E
	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 , 9.3.8.D , 9.3.8.E , 9.3.8.F
	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 , 9.3.8.D
	9 10 11 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 , 9.3.12.B , 9.3.12.G

People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	K	How do people think about music?	People have opinions about musical works.	Make statements about their preferences for different types of music.	9.4.3.B
	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
	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 , 9.4.3.B
	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
	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 , 9.4.5.D
	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 , 9.4.5.C
	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 , 9.4.8.C , 9.4.8.D
	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 , 9.4.8.B
	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 , 9.4.8.B
	9 10 11 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 , 9.4.12.C

Music, by Grade

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K Music	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	What is music?	Music is comprised of sound and silence.	Distinguish between sound and silence in simple melodies and rhythms.	9.1.3.A , 9.1.3.C
	Artists use tools and resources as well as their own experiences and skills to create art.	What do people use to perform music?	People can use voices and instruments to perform music.	Perform simple melodies and rhythms using voices and classroom instruments.	9.1.3.B , 9.1.3.E , 9.1.3.H , 9.1.3.J
	The arts provide a medium to understand and exchange ideas.	How can pictures show sound and silence?	Pictures can represent sound and silence.	Read iconic notation representing sound and silence.	9.1.3.B , 9.1.3.C , 9.1.3.E
	People have expressed experiences and ideas through the arts throughout time and across cultures.	How is music used to celebrate events in people's lives?	Music is used as a means to celebrate events in people's lives.	Identify, perform and move to music that celebrates events.	9.1.3.I , 9.2.3.A , 9.2.3.K
	There are formal and informal processes used to assess the quality of works in the arts.	How do people decide if a musical work is good?	People make judgments about the quality of musical works.	Recognize that people make judgments about the quality of musical works.	9.3.3.A
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How do people think about music?	People have opinions about musical works.	Make statements about their preferences for different types of music.	9.4.3.B

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1 Music	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How is music arranged?	Music is comprised of sound and silence arranged in melodies and rhythms.	Distinguish between sound and silence in more complex melodies and rhythms.	9.1.3.A , 9.1.3.C
	Artists use tools and resources as well as their own experiences and skills to create art.	What do people use to improvise music?	People can use voices and instruments to improvise music.	Improvise simple melodies and rhythms using voices and classroom instruments.	9.1.3.B , 9.1.3.D , 9.1.3.E , 9.1.3.H , 9.1.3.J
	The arts provide a medium to understand and exchange ideas.	How can musical notation show sounds that are short, long, high or low?	Musical notation can represent short, long, high and low sounds.	Read musical notation representing short/long and high/low sounds.	9.1.3.B , 9.1.3.C , 9.1.3.E
	People have expressed experiences and ideas through the arts throughout time and across cultures.	How is music used to pass on traditions?	Music is used by various cultures as a means to pass on traditions.	Identify, perform and move to music that is used to pass on traditions.	9.1.3.I , 9.2.3.A , 9.2.3.K
	There are formal and informal processes used to assess the quality of works in the arts.	How do people decide if a musical work is good?	People use criteria to describe the quality of musical works and/or performances.	Identify the criteria that describe the quality of musical works and/or performances.	9.3.3.B , 9.3.3.C , 9.3.3.F
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How do people decide if a musical work is good?	People use criteria to describe the quality of musical works and/or performances.	Identify the criteria that describe the quality of musical works and/or performances.	9.3.3.B , 9.3.3.C , 9.3.3.F

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2 Music	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How are patterns arranged to make music?	Music is comprised of patterns of notes that can be arranged in various forms.	Move to and perform melodies in various forms.	9.1.3.A , 9.1.3.B , 9.1.3.C , 9.1.3.F , 9.1.3.H
	Artists use tools and resources as well as their own experiences and skills to create art.	How can people use found objects to make music?	People can use voices, instruments and found objects to make music.	Perform and improvise melodies and rhythms using voices, instruments and found objects.	9.1.3.D , 9.1.3.H , 9.1.3.J
	The arts provide a medium to understand and exchange ideas.	How can music notation be used to share rhythms and melodies?	Music notation can be used to share rhythms and melodies.	Notate simple rhythms and melodies.	9.1.3.B , 9.1.3.K
	People have expressed experiences and ideas through the arts throughout time and across cultures.	How are musical traditions a part of American culture?	The American culture has musical traditions.	Identify musical traditions in American culture.	9.1.3.I , 9.2.3.D , 9.2.3.G , 9.2.3.K
	There are formal and informal processes used to assess the quality of works in the arts.	How do people talk about the quality of musical works?	There is a language of criticism that people use to determine the quality of musical works.	Use a basic vocabulary of artistic criticism to discuss the quality of musical works.	9.3.3.A , 9.3.3.B , 9.3.3.D , 9.3.3.F
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How do people talk about music?	People have different opinions about musical works and talk about their opinions using music vocabulary.	Articulate personal opinions of musical works using appropriate music vocabulary.	9.3.3.G , 9.4.3.B

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3 Music	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do musicians improve their skills?	Musicians use the process of creating/recreating, rehearsing, reflecting and revising to improve their skills.	Perform and create music, focusing on the process of creating/recreating, rehearsing, reflecting and revising.	9.1.3.A , 9.1.3.B , 9.1.3.G
	Artists use tools and resources as well as their own experiences and skills to create art.	Who can create music?	Many different groups of voices and/or instruments can create music.	Identify different types of performing groups by sight and sound.	9.1.3.C , 9.1.3.F
	The arts provide a medium to understand and exchange ideas.	How can music notation allow people to share ideas?	Music notation is a written language that allows people to share ideas.	Read and notate more complex rhythms and melodies.	9.1.3.B , 9.1.3.K
	People have expressed experiences and ideas through the arts throughout time and across cultures.	How are musical traditions a part of culture?	Different cultures have different musical traditions.	Compare and contrast the characteristics of musical traditions from different cultures.	9.2.3.C , 9.2.3.E , 9.2.3.F , 9.2.3.G , 9.2.3.K
	There are formal and informal processes used to assess the quality of works in the arts.	How do people determine the quality of musical works?	There are specific models of criticism that people use to determine the quality of musical works.	Identify characteristics of different types of artistic criticism: contextual, formal and intuitive.	9.3.3.A , 9.3.3.B , 9.3.3.E
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How do people talk about music when they have different opinions?	People have different responses to music and are free to state their opinions and preferences.	Articulate personal opinions of musical works and respond to the opinions of others using appropriate vocabulary.	9.4.3.B

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4 Music	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How does rehearsal affect a musician's skills?	Musicians rehearse to improve their skills.	Document the rehearsal process and explain how it affects performance.	9.1.5.B , 9.1.5.C , 9.1.5.G
	Artists use tools and resources as well as their own experiences and skills to create art.	How does music sound when it is performed by different groups?	Different groups of voices and/or instruments have different sounds.	Experiment with different instrument/voice groupings and explain how those choices affect the music.	9.1.5.A , 9.1.5.D , 9.1.5.H , 9.1.5.J , 9.1.5.K
	The arts provide a medium to understand and exchange ideas.	How can music tell a story?	There are styles of music that are written to tell stories.	Perform and describe music that tells a story.	9.1.5.E
	People have expressed experiences and ideas through the arts throughout time and across cultures.	Why does music from one culture or time period often exhibit similar characteristics?	Pieces of music from one culture or time period often exhibit similar characteristics.	Categorize musical works based on elements that are common to the works' historical and cultural context.	9.2.5.C , 9.2.5.L
	There are formal and informal processes used to assess the quality of works in the arts.	How do people use different models of artistic criticism to determine the quality of musical works?	People use different models to determine the quality of musical works.	Read, discuss and respond to different examples of artistic criticism.	9.3.3.A , 9.3.3.E , 9.3.3.G , 9.3.5.A , 9.3.5.E , 9.3.5.F , 9.3.5.G
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How can composers use themes and ideas to affect the way audiences experience their work?	A composer's use of themes and/or ideas can affect the way an audience perceives his or her work.	Experience music written to communicate different themes and ideas and explain how these themes and ideas affect an audience's perception of the works.	9.4.5.C , 9.4.5.D

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5 Music	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do musicians use rehearsal to improve their skills?	A personalized rehearsal schedule can help a musician improve his or her skills.	Create a personalized rehearsal schedule and predict how each element of the schedule will affect their skills.	9.1.5.A , 9.1.5.B , 9.1.5.C , 9.1.5.G
	Artists use tools and resources as well as their own experiences and skills to create art.	Why do people create music based on their personal experiences?	People can create music that reflects personal experiences.	Create a musical work that tells a story about personal experiences.	9.1.5.B , 9.1.5.C , 9.1.5.E
	The arts provide a medium to understand and exchange ideas.	How can music communicate themes and ideas?	There are styles of music that are specifically written to communicate themes and ideas.	Describe themes and ideas through listening and performance of a variety of musical styles, e.g. program music, theatrical music.	9.1.5.E , 9.1.5.F , 9.4.5.A
	People have expressed experiences and ideas through the arts throughout time and across cultures.	What role does music play in culture?	Music plays an important role in culture.	Analyze the role of music in their own culture, including musical works created by Pennsylvania artists.	9.1.5.I , 9.2.5.D , 9.2.5.H , 9.2.5.J
	There are formal and informal processes used to assess the quality of works in the arts.	Why must people be able to talk about music and have clear opinions to judge the quality of musical works?	People must be able to articulate their thoughts and defend their position in order to engage in critical analysis.	Critique their own performances using the different types of artistic criticism.	9.3.5.B , 9.3.5.E , 9.3.5.G
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine	How can the setting of a musical work affect the way audiences respond to	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	9.3.5.D , 9.4.5.C

value.	the work?		affects an audience's response to the work.
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6 Music	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	How do people use music?	People use the elements and principles of music as tools for artistic expression.	Manipulate rhythm, melody, form, etc. to create, notate and perform pieces of music that express multiple ideas or a range of emotions.	9.1.8.A , 9.1.8.B , 9.1.8.C , 9.1.8.E
	Artists use tools and resources as well as their own experiences and skills to create art.	Why do people create music to illustrate different aspects of their lives?	People can create music that illustrates different aspects of their lives.	Create a work that integrates knowledge and ideas from different aspects of their lives.	9.1.8.E
	The arts provide a medium to understand and exchange ideas.	How can musicians influence the way people view the world?	Musicians can use music to influence the way people view the world.	Identify a contemporary issue and create a work that attempts to influence the way their classmates think about the issue.	9.2.8.B , 9.2.8.F , 9.2.8.I
	People have expressed experiences and ideas through the arts throughout time and across cultures.	What role does music play in many different cultures?	While each culture has unique music, there are similarities in the role of music in all cultures.	Identify the role of music in different cultures and time periods and explain the similarities in the role music plays in those cultures.	9.2.8.E , 9.2.8.L
	There are formal and informal processes used to assess the quality of works in the arts.	How do people compare very different musical works?	A vocabulary of critical analysis allows people to compare musical works and make judgments about quality even if the works are very different.	Analyze and compare musical works from different genres using a vocabulary of critical analysis.	9.2.8.C , 9.3.8.A , 9.3.8.D , 9.3.8.E
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How do composers and performers make choices that affect the way audiences perceive their work?	The choices that a composer or performer makes can affect the way an audience perceives the work.	Identify composers' and performers' choices and explain how those choices affect a person's response to musical works.	9.3.8.B , 9.4.8.C , 9.4.8.D

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.	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 , 9.1.8.B , 9.1.8.C
	Artists use tools and resources as well as their own experiences and skills to create art.	How do people use contemporary technologies to create music?	Music can be created, notated, recorded and performed using contemporary technologies.	Compare and contrast music created with traditional and contemporary technologies and discuss the similarities and differences.	9.1.8.J , 9.1.8.K
	The arts provide a medium to understand and exchange ideas.	How can music help us understand values and beliefs?	Music can reflect and help us understand different values and beliefs.	Analyze music and lyrics to identify different values and beliefs that are represented in the music.	9.2.8.I , 9.4.8.D
	People have expressed experiences and ideas through the arts throughout time and across cultures.	Why is music created at different times and in different cultures both the same and different?	There are similarities as well as differences in music created at different times and in different cultures.	Identify similarities and differences between varying musical styles, time periods, and cultures.	9.2.8.B , 9.2.8.C , 9.2.8.F , 9.2.8.J
	There are formal and informal processes used to assess the quality of works in the arts.	How do people compare works in different arts disciplines?	A vocabulary of critical analysis allows people to compare works in different arts disciplines and make judgments about quality even if the works are very different.	Compare and contrast their own musical performances with works in other arts disciplines using a vocabulary of critical analysis.	9.3.8.A , 9.3.8.D , 9.3.8.E , 9.3.8.F
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How can choreographers and dancers use multiple themes and ideas to convey meaning?	Choreographers and dancers can use multiple themes and ideas to convey meaning.	Choreograph, notate and perform dances that use multiple themes and ideas to convey meaning.	9.4.8.B , 9.4.8.D

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.	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 , 9.1.8.B , 9.1.8.C , 9.2.8.E
	Artists use tools and resources as well as their own experiences and skills to create art.	How do people use both traditional and contemporary technologies to create and perform music?	Musicians use both traditional and contemporary technologies to create and perform music.	Create and perform music that incorporates innovative techniques using both traditional and contemporary technologies.	9.1.8.H , 9.1.8.J , 9.1.8.K
	The arts provide a medium to understand and exchange ideas.	How can music be used to persuade people to buy something?	Music can be used to influence consumers to buy something.	Listen to, analyze, and create music and lyrics that are intended to persuade a consumer to buy something.	9.1.8.E , 9.1.8.F , 9.2.8.I , 9.3.8.C
	People have expressed experiences and ideas through the arts throughout time and across cultures.	Why are there similarities in works in dance, music, theatre and visual arts from the same culture and time period?	There are similarities between works in different arts disciplines from the same culture and time period.	Explain similarities between a musical work and a work in dance, theatre or visual arts from the same culture and time period.	9.2.8.C , 9.2.8.F , 9.2.8.G , 9.2.8.L
	There are formal and informal processes used to assess the quality of works in the arts.	How do critics determine the quality of musical works?	Critics use predetermined processes and criteria to determine the quality of musical works.	Identify the processes and criteria that critics use to determine the quality of musical works.	9.3.3.A , 9.3.8.D
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	How are aesthetic and critical processes sometimes used for the same purposes?	Aesthetic and critical processes are different, yet sometimes used for the same purposes.	Identify the differences between aesthetic and critical processes and describe how they are both used to assess quality, interpret meaning and determine value.	9.3.8.F , 9.4.8.B

Grade	Big Idea	EQ	Concept	Competency	Standards
9 10 11 12 Music	The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.	Why is it 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 , 9.1.12.B , 9.1.12.C , 9.1.12.G , 9.1.12.H
	Artists use tools and resources as well as their own experiences and skills to create art.	How and why do people continue to engage in music after graduation?	People use resources available in their communities to make music throughout their lives.	Identify post-graduation opportunities to be part of the musical community as audience members, amateur musicians or professional musicians.	9.1.12.I
	The arts provide a medium to understand and exchange ideas.	As technology has changed, how has it changed the way we make music?	Contemporary technology allows people to share and collaborate on musical ideas.	Collaborate with others to create a musical work using contemporary technologies.	9.1.12.J , 9.1.12.K
	People have expressed experiences and ideas through the arts throughout time and across cultures.	How and why do works in the different arts disciplines share characteristics?	There are similarities between works in different arts disciplines from different time periods and different cultures.	Explain similarities between works in dance, music, theatre and visual arts in various cultural and historical contexts.	9.2.12.E , 9.2.12.L
	There are formal and informal processes used to assess the quality of works in the arts.	How do musicians compare their work to the work of others?	Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others.	Analyze their own performances and compositions and make judgments about their own works as compared with those of other performers and composers.	9.3.12.A , 9.3.12.B , 9.3.12.G
	People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.	What decisions do musicians make to influence the way people experience their work?	Musicians make choices that influence the way people experience their work.	Analyze the ways in which a musician's use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience's response to the music.	9.3.12.C , 9.4.12.C