
Fourth Grade General Music

Curriculum Guide

Dunmore School District

Dunmore, PA



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Curriculum Guide**

Fourth Grade General Music

Prerequisite:

- Must be a Fourth Grade student

This class meets one day a week. Fourth Grade General Music students will continue to explore the basic elements and vocabulary of music. As a result of their studies, students will be able to perform on pitch and in rhythm, while using their voices and various classroom instruments.

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Year-at-a-glance

Subject: General Music	Grade Level: Fourth Grade	Date Completed: 2/19/2019
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1st Quarter

Topic	Resources	Standards
<p>Students sing independently, on pitch and in rhythm, with appropriate diction, and posture while maintaining a steady tempo.</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p><i>I Sing, You Sing</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p> <p><i>I Sing, You Sing; Learning Songs</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p> <p><i>Singing Tongue Twisters A-Z</i> Brian Kane Jazz Path Publishing</p>	<p>State Standards: 9.1.3.A 9.1.3.B 9.1.3.G 9.1.3.J 9.2.3.G 9.2.3.K</p> <p>National Music Standards: MU: Pr4.1.4a MU: Pr4.3.4a MU: Pr5.1.4a MU: Pr6.1.4a MU: Re8.1.4a</p>

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<p>Identify, perform and move to music that celebrates events.</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p><i>I Sing, You Sing</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p> <p><i>I Sing, You Sing; Learning Songs</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p> <p><i>Singing Tongue Twisters A-Z</i> Brian Kane</p> <p>Jazz Path Publishing</p>	<p>State Standards: 9.1.3. I 9.2.3.A 9.2.3.K</p> <p>National Standards: MU: Pr4.2.2a MU: Pr4.2.4b MU: Pr6.1.4a MU: Re7.2.4a</p>
<p>Students sing ostinatos, partner songs and rounds.</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p>Classroom Instruments</p>	<p>State Standards: 9.1.3.A 9.1.3.G 9.1.3.J</p> <p>National Standards: MU: Pr4.2.4a MU: Pr5.1.4b</p>

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Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.3.A 9.1.3.B 9.1.3.D 9.1.3.G National Standards: MU: Pr6.1.4a
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2nd Quarter

Topic	Resources	Standards
Students identify by genre or style aural examples of music from various historical periods and cultures.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.3.C 9.1.3.D 9.2.3.A 9.2.3.C 9.2.3.D 9.2.3.E 9.2.3.G National Standards: MU: Re7.2.4a MU: Re8.1.4a
Students demonstrate audience behavior appropriate for the context and style of music performed.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.3.C National Standards: MU: Pr6.1.4b

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Students read whole, half, quarter, dotted quarter, and eighth notes and rests in common meter signatures.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.3.A 9.1.3.B National Standards: MU: Cr1.1.4b MU: Pr4.2.4a MU: Pr4.2.4b
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3rd Quarter

Topic	Resources	Standards
While reading standard symbols of meter, rhythm, pitch, tempo, dynamics, and articulation, students will identify those symbols and traditional terms and interpret them correctly when performing.	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>State Standards: 9.1.3.A 9.1.3.B 9.1.3.C</p> <p>National Standards: MU: Pr4.2.4a MU: Pr4.2.4b MU: Pr4.3.4a MU: Pr5.1.4b MU: Pr6.1.4a MU: Re8.1.4a</p>
Students respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music and singing.	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p><i>I Sing, You Sing</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p> <p><i>I Sing, You Sing; Learning Songs</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p> <p><i>Singing Tongue Twisters A-Z</i> Brian Kane</p>	<p>State Standards: 9.1.3.A 9.1.3.B</p> <p>National Standards: MU: Pr4.3.4a MU: Re8.1.4a</p>

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4th Quarter

Topic	Resources	Standards
<p>Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p><i>I Sing, You Sing</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p>	<p>State Standards: 9.1.3.D 9.1.3.J 9.2.3.A 9.2.3.J 9.3.3.A 9.3.3.D</p> <p>National Standards: MU: Cr1.1.4a MU: Pr4.2.4c MU: Re7.1.4a MU: Re7.2.4a</p>
<p>Students use appropriate terminology in explaining music, music notation, music instruments and voices and music performances</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>State Standards: 9.1.3.C</p> <p>National Standards: MU: Pr4.3.4a MU: Re7.2.4a MU: Re8.1.4a MU: Re9.1.4a</p>

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Students sing independently, on pitch and in rhythm, with appropriate diction, and posture while maintaining a steady tempo.</p>	<p>Essential Knowledge/Skills: It is important for students to be able to create, recreate, rehearse and perform music independently</p> <p>Vocabulary: Tempo Pitch Rhythm Pattern Melody Lyrics</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p> <p>Teacher Evaluated Observation of Movement</p>	<p>3 Days</p>
<p>PA Academic Standards: Music 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre. 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, play an instrument, read and notate music, compose and arrange, improvise. 9.1.3.G Recognize the function of rehearsals and practice sessions. 9.1.3.J Know and use traditional and contemporary technologies for producing and exhibiting works in the arts or the works of others. 9.2.3.G Relate works in the arts to geographic regions. 9.2.3.K Identify, explain and analyze traditions as they relate to works in the arts.</p> <p>National Core Arts Standards: Music MU: Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. MU: Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). MU: Pr5.1.4a Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. MU: Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.</p>				

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MU: Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Identify, perform and move to music that celebrates events.</p>	<p>Essential Knowledge/Skills: Music is used as a means to celebrate events in people’s lives.</p> <p>Vocabulary: Beat Strong Beat Weak Beat</p>	<p><i>Silver-Burdett Making Music Teacher’s Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p><i>I Sing, You Sing</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p> <p><i>I Sing, You Sing: Holiday Songs</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p> <p>Teacher Evaluated Observation of Movement</p>	<p>3 Days</p>
<p>PA Academic Standards: Music 9.1.3.I Identify arts events that take place in schools and in communities 9.2.3.A Explain the historical, cultural and social context of an individual work in the arts. 9.2.3.K Identify, explain and analyze traditions as they relate to works in the arts.</p> <p>National Core Arts Standards: Music MU: Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. MU: Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation. MU: Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation. MU: Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).</p>				

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<p>Students sing ostinatos, partner songs and rounds.</p>	<p>Essential Knowledge/Skills: Songs can be composed of repeated patterns, paired with another song, and/or be sung with the same melody but at different times.</p> <p>Vocabulary: Ostinato Round Partner Song</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p>Classroom Instruments</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Observation</p>	<p>3 Days</p>
<p>PA Academic Standards: Music 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre. 9.1.3.G Recognize the function of rehearsals and practice sessions. 9.1.3.J Know and use traditional and contemporary technologies for producing and exhibiting works in the arts or the works of others.</p> <p>National Core Arts Standards: Music MU: Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. MU: Pr5.1.4b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</p>	<p>Essential Knowledge/Skills: In an ensemble, (whether in a performance group or classroom setting) students must follow conductor’s cues for dynamics and articulation and learn to blend within the group.</p> <p>Vocabulary: Timbre Dynamics Conductor Ensemble Phrase Mood</p>	<p><i>Silver-Burdett Making Music Teacher’s Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance Teacher Evaluated Observation</p>	<p>3 Days</p>
<p>PA Academic Standards: Music 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre. 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, play an instrument, read and notate music, compose and arrange, improvise. 9.1.3.D Use knowledge of varied styles within each art form through a performance or exhibition of unique work. 9.1.3.G Recognize the function of rehearsals and practice sessions.</p> <p>National Core Arts Standards: Music MU: Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Students identify by genre or style aural examples of music from various historical periods and cultures.</p>	<p>Essential Knowledge/Skills: Music possesses characteristics that help the listener identify its style and/or the time period in which it was created and/or the cultural region from which it originated.</p> <p>Vocabulary: Style Genre Ballad Call and Response Jazz Reggae</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Auditory Questioning</p>	<p>3 Days</p>
<p>PA Academic Standards: Music 9.1.3.C Recognize and use fundamental vocabulary within each of the arts forms. 9.1.3.D Use knowledge of varied styles within each art form through a performance or exhibition of unique work. 9.2.3.A Explain the historical, cultural and social context of an individual work in the arts. 9.2.3.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). 9.2.3.D Analyze a work of art from its historical and cultural perspective. 9.2.3.E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas) 9.2.3.G Relate works in the arts to geographic regions.</p> <p>National Core Arts Standards: Music MU: Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). MU: Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.</p>				

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<p>Students demonstrate audience behavior appropriate for the context and style of music performed.</p>	<p>Essential Knowledge/Skills: Depending upon the performance environment, audiences are expected to behave in a certain manner and demonstrate the proper audience etiquette.</p> <p>Vocabulary: Orchestra Broadway Opera Rock and Roll Concert Etiquette</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Observation</p> <p>Teacher Evaluated Auditory Questioning</p>	<p>3 Days</p>
<p>PA Academic Standards: Music 9.1.3.C Recognize and use fundamental vocabulary within each of the arts forms.</p> <p>National Core Arts Standards: Music MU: Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</p>				

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<p>Students read whole, half, quarter, dotted quarter, and eighth notes and rests in common meter signatures.</p>	<p>Essential Knowledge/Skills: Music is created using specific notation that is reflective of the meter or time value of the piece.</p> <p>Vocabulary: Meter Measure Bar Line Time Signature Rests</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p>Various worksheets</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Observation</p> <p>Teacher Evaluated Auditory Questioning</p> <p>Teacher Evaluated Worksheets</p>	<p>3 Days</p>
<p>PA Academic Standards: Music 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>National Core Arts Standards: Music MU: Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. MU: 4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. MU: Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>While reading standard symbols of meter, rhythm, pitch, tempo, dynamics, and articulation, students will identify those symbols and traditional terms and interpret them correctly when performing.</p>	<p>Essential Knowledge/Skills: The elements and principles of music are used as tools for artistic expression.</p> <p>Vocabulary: Accent Coda Key Signature Legato Tie Pizzicato Verse Refrain Slur Staccato</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Observation</p> <p>Teacher Evaluated Auditory Questioning</p>	<p>3 Days</p>
<p>PA Academic Standards: Music 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.3.C Recognize and use fundamental vocabulary within each of the arts forms.</p> <p>National Core Arts Standards: Music MU: Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. MU: Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation. MU: Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). MU: Pr5.1.4b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges. MU: Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.</p>				

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<p>MU: Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.</p>				
General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Students respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music and singing.</p>	<p>Essential Knowledge/Skills: Music may be performed as a singular art form or in combination with the elements and principles of dance.</p> <p>Vocabulary: AB Form ABA Form Contrast Improvise Rondo</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Observation</p>	<p>4 Days</p>
<p>PA Academic Standards: Music 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>National Core Arts Standards: Music MU: Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). MU: Pr4.2.4c Explain how context (such as social and cultural) informs a performance. MU: Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. MU: Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.</p>	<p>Essential Knowledge/Skills: There are similarities as well as differences in music created at different times and in different cultures.</p> <p>Vocabulary: Theme Brass Woodwinds Percussion Strings Texture</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Observation</p> <p>Teacher Evaluated Auditory Questioning</p>	<p>4 Days</p>
<p>PA Academic Standards: Music 9.1.3.D Use knowledge of varied styles within each art form through a performance or exhibition of unique work. 9.1.3.J J Know and use traditional and contemporary technologies for producing and exhibiting works in the arts or the works of others. 9.2.3.A Explain the historical, cultural and social context of an individual work in the arts. 9.2.3.J Identify, explain and analyze historical and cultural differences as they relate to works in the arts. 9.3.3.A Recognize critical processes used in the examination of works in the arts and humanities. 9.3.3.D Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.</p> <p>National Core Arts Standards: Music MU: Cr1.1.4a Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). MU: Pr4.2.4c Explain how context (such as social and cultural) informs a performance. MU: Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. MU: Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Students use appropriate terminology in explaining music, music notation, music instruments and voices and music performances</p>	<p>Essential Knowledge/Skills: A good musical vocabulary base is essential to developing fluency in differentiating between various voices and instruments and when offering critical input while evaluating musical performances both live and recorded.</p> <p>Vocabulary: Male’s Voices Women’s Voices Children’s Voices Accompaniment Canon Descant Interval Quartet Score</p>	<p><i>Silver-Burdett Making Music Teacher’s Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p>	<p>4 Days</p>
<p>PA Academic Standards: Music 9.1.3.C Recognize and use fundamental vocabulary within each of the arts forms.</p> <p>National Core Arts Standards: Music MU: Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). MU: Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). MU: Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers’ and personal interpretations to reflect expressive intent. MU: Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</p>				