

**Course Title:** Guitar

**Board Approval Date:** 2/19/13

**Credit / Hours:** .50 credit

**Course Description:**

This course focuses on mastery of the PA Academic Standards for Arts and Humanities as well as the National Standards for Music Education. This class is a hands on performance class. Students will learn the basics of guitar construction and maintenance, basic reading of notes, tablatures and chords, as well as strumming patterns. Students will perform both solo and ensemble work in varying styles from 12 bar blues to popular songs of today. This course is a semester long, culminating with a guitar factory tour.

**Learning Activities / Modes of Assessment:**

Large group instruction	Tests and Quizzes
One on one work	Checklists / Teacher Observation
Small group work	Projects with Rubrics
Cooperative learning	Student writings
	Public performances
	Individual student recordings

**Instructional Resources:**

*Various repertoires suitable for the ensemble.  
Public Domain Library*

## Course Pacing Guide

Course: **Guitar**

**Course Unit (Topic)**

**Length of Instruction (Days/Periods)**

1. Basics of Guitar 10 days

2. Reading Chord Diagrams 10 days

3. Strumming Patterns 10 days

4. Chord Progressions 10 days

5. Popular Songs 10 days

6. Twelve Bar Blues 10 days

7. Ensemble Work 10 days

8. Guitar Production and Factory 10 days

**DAYS TOTAL**

**80 Days**

Topic: 1 basics of guitar

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

**9.1.12.A – Essential**

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements
  - Dance: energy/force, space, time
  - Music: duration, intensity, pitch, timbre
  - Theatre: scenario, script/text, set design
  - Visual Arts: color, form/shape, line, space, texture, value
- Principles
  - Dance: choreography, form, genre, improvisation, style, technique
  - Music: composition, form, genre, harmony, rhythm, texture
  - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice

**9.1.12.A – Essential**

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  - Dance: choreography, form, genre, improvisation, style, technique
  - Music: composition, form, genre, harmony, rhythm, texture
  - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice
  - Visual Arts: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony

**9.1.12.B – Important**

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Dance: move, perform, read and notate dance, create and choreograph, improvise
- Music: sing, play an instrument, read and notate music, compose and arrange, improvise
- Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
- Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

**9.1.12.C – Essential**

Integrate and apply advanced vocabulary to the arts forms.

**9.1.12.G – Unranked**

Analyze the effect of rehearsal and practice sessions.

Topic: 1 basics of guitar

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

Visual Arts:  
balance,  
contrast,  
emphasis/  
focal point,  
movement/  
rhythm,  
proportion/  
scale,  
repetition,  
unity/  
harmony

**9.1.12.B – Important**

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Dance: move, perform, read and notate dance, create and choreograph, improvise
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- Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

**9.1.12.C – Essential**

Integrate and apply advanced vocabulary to the arts forms.

9.1.12.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.12.C - Integrate and apply advanced vocabulary to the arts forms.

9.1.12.G - Analyze the effect of rehearsal and practice sessions.

- Dance: move, perform, read and notate dance, create and choreograph, improvise
- Music: sing, play an instrument, read and notate music, compose and arrange, improvise
- Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
- Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

Topic: 1 basics of guitar

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p>9.1.12.A - Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.12.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>9.1.12.C - Integrate and apply advanced vocabulary to the arts forms.</p> <ul style="list-style-type: none"> <li>• Elements                     <ul style="list-style-type: none"> <li>Dance: energy/force, space, time</li> <li>Music: duration, intensity, pitch, timbre</li> <li>Theatre: scenario, script/text, set design</li> <li>Visual Arts: color, form/shape, line, space, texture, value</li> </ul> </li> <li>• Principles                     <ul style="list-style-type: none"> <li>Dance: choreography, form, genre, improvisation, style, technique</li> <li>Music: composition, form, genre, harmony,</li> </ul> </li> </ul>		
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Topic: 1 basics of guitar

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p>rhythm, texture Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice Visual Arts: balance, contrast, emphasis/ focal point, movement/ rhythm, proportion/ scale, repetition, unity/ harmony</p> <ul style="list-style-type: none"> <li>• Dance: move, perform, read and notate dance, create and choreograph, improvise</li> <li>• Music: sing, play an instrument, read and notate music, compose and arrange, improvise</li> <li>• Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct</li> <li>• Visual Arts: paint, draw, craft, sculpt, print, design for environment,</li> </ul>		
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Topic: 1 basics of guitar

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

communication, multi-media		
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Topic: 2 Reading chord diagrams

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

**9.1.12.A – Essential**

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements
  - Dance: energy/force, space, time
  - Music: duration, intensity, pitch, timbre
  - Theatre: scenario, script/text, set design
  - Visual Arts: color, form/shape, line, space, texture, value
- Principles
  - Dance: choreography, form, genre, improvisation, style, technique
  - Music: composition, form, genre, harmony, rhythm, texture
  - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice

**9.1.12.A – Essential**

Know and use the elements and principles of each art form to create works in the arts and humanities.

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  - Dance: energy/force, space, time
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  - Dance: choreography, form, genre, improvisation, style, technique
  - Music: composition, form, genre, harmony, rhythm, texture
  - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice
  - Visual Arts: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony

**9.1.12.B – Important**

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Dance: move, perform, read and notate dance, create and choreograph, improvise
- Music: sing, play an instrument, read and notate music, compose and arrange, improvise
- Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
- Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

**9.1.12.C – Essential**

Integrate and apply advanced vocabulary to the arts forms.

**9.1.12.D – Essential**

Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).



Topic: 2 Reading chord diagrams

Days: 10

Subject(s):

Grade(s):

Know:

Visual Arts:  
balance,  
contrast,  
emphasis/  
focal point,  
movement/  
rhythm,  
proportion/  
scale,  
repetition,  
unity/  
harmony

**9.1.12.B – Important**

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Dance: move, perform, read and notate dance, create and choreograph, improvise
- Music: sing, play an instrument, read and notate music, compose and arrange, improvise
- Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
- Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

**9.1.12.C – Essential**

Integrate and apply advanced vocabulary to the arts forms.

Understand:

Do:

**9.1.12.H – Important**

Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

- Evaluate the use and applications of materials.
- Evaluate issues of cleanliness related to the arts.
- Evaluate the use and applications of mechanical/electrical equipment.
- Evaluate differences among selected physical space/environment.
- Evaluate the use and applications of safe props/ stage equipment.
- Evaluate the use and apply safe methods for storing materials in the arts.

**9.1.12.J – Compact**

Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies).
- Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs).

**9.2.12.E – Important**

Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

**9.2.12.F – Important**

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

**9.2.12.H – Essential**

Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

Topic: 2 Reading chord diagrams

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

**9.1.12.J – Compact**

Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies).
- Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs).

**9.1.12.K – Compact**

Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.1.12.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.12.C - Integrate and apply advanced vocabulary to the arts forms.

9.1.12.K - Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.2.12.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).

9.2.12.E - Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

9.2.12.F - Know and apply appropriate vocabulary used between social studies and the arts and humanities.

9.2.12.H - Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

9.2.12.I - I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).

- Dance: move, perform, read and notate dance, create and choreograph, improvise
- Music: sing, play an instrument, read and notate music, compose and arrange, improvise
- Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
- Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

Topic: 2 Reading chord diagrams

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

**9.2.12.C – Compact**

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).

**9.2.12.E – Important**

Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

**9.2.12.F – Important**

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

**9.2.12.H – Essential**

Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

**9.2.12.I – Important**

I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).

9.1.12.A - Know and use the elements and principles of each art form to create works in the arts and humanities.

Topic: 2 Reading chord diagrams

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

9.1.12.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.12.C - Integrate and apply advanced vocabulary to the arts forms.

9.1.12.D - Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).

9.1.12.H - Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

9.1.12.J - Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

9.1.12.K - Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.2.12.C - Relate works in the arts to varying styles and genre and to the

Topic: 2 Reading chord diagrams

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

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9.2.12.E - Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

9.2.12.F - Know and apply appropriate vocabulary used between social studies and the arts and humanities.

9.2.12.H - Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

9.2.12.I - I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).

- Elements

Dance:  
energy/force,  
space, time

Music:  
duration,  
intensity,  
pitch, timbre

Theatre:  
scenario,

Topic: 2 Reading chord diagrams

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p>script/text, set design                  Visual Arts:                  color, form/                  shape, line,                  space, texture,                  value</p> <ul style="list-style-type: none"> <li>• Principles</li> </ul> <p>Dance:                  choreography,                  form, genre,                  improvisation,                  style,                  technique</p> <p>Music:                  composition,                  form, genre,                  harmony,                  rhythm,                  texture</p> <p>Theatre:                  balance,                  collaboration,                  discipline,                  emphasis,                  focus,                  intention,                  movement,                  rhythm, style,                  voice</p> <p>Visual Arts:                  balance,                  contrast,                  emphasis/                  focal point,                  movement/                  rhythm,                  proportion/                  scale,                  repetition,                  unity/                  harmony</p> <ul style="list-style-type: none"> <li>• Dance: move,                      perform, read and</li> </ul>		
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Topic: 2 Reading chord diagrams

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p>notate dance, create and choreograph, improvise</p> <ul style="list-style-type: none"> <li>• Music: sing, play an instrument, read and notate music, compose and arrange, improvise</li> <li>• Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct</li> <li>• Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media</li> <li>• Evaluate the use and applications of materials.</li> <li>• Evaluate issues of cleanliness related to the arts.</li> <li>• Evaluate the use and applications of mechanical/ electrical equipment.</li> <li>• Evaluate differences among selected physical space/ environment.</li> <li>• Evaluate the use and applications of safe props/stage equipment.</li> </ul>		
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Topic: 2 Reading chord diagrams

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

- Evaluate the use and apply safe methods for storing materials in the arts.
- Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies).
- Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs).



Topic: 3 Strumming patterns

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

**9.1.12.A – Essential**

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements
  - Dance: energy/force, space, time
  - Music: duration, intensity, pitch, timbre
  - Theatre: scenario, script/text, set design
  - Visual Arts: color, form/shape, line, space, texture, value
- Principles
  - Dance: choreography, form, genre, improvisation, style, technique
  - Music: composition, form, genre, harmony, rhythm, texture
  - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice

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  - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice
  - Visual Arts: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony

**9.1.12.B – Important**

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Dance: move, perform, read and notate dance, create and choreograph, improvise
- Music: sing, play an instrument, read and notate music, compose and arrange, improvise
- Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
- Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

**9.1.12.C – Essential**

Integrate and apply advanced vocabulary to the arts forms.

**9.1.12.G – Unranked**

Analyze the effect of rehearsal and practice sessions.

Topic: 3 Strumming patterns

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

Visual Arts:  
balance,  
contrast,  
emphasis/  
focal point,  
movement/  
rhythm,  
proportion/  
scale,  
repetition,  
unity/  
harmony

**9.1.12.B – Important**

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Dance: move, perform, read and notate dance, create and choreograph, improvise
- Music: sing, play an instrument, read and notate music, compose and arrange, improvise
- Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
- Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

**9.1.12.C – Essential**

Integrate and apply advanced vocabulary to the arts forms.

9.1.12.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.12.C - Integrate and apply advanced vocabulary to the arts forms.

9.1.12.K - Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.1.12.G - Analyze the effect of rehearsal and practice sessions.

- Dance: move, perform, read and notate dance, create and choreograph, improvise
- Music: sing, play an instrument, read and notate music, compose and arrange, improvise
- Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
- Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

Topic: 3 Strumming patterns

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

**9.1.12.K – Compact**

Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.1.12.A - Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.12.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.12.C - Integrate and apply advanced vocabulary to the arts forms.

9.1.12.K - Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

- Elements

Dance:  
energy/force,  
space, time

Music:  
duration,  
intensity,  
pitch, timbre

Theatre:  
scenario,

Topic: 3 Strumming patterns

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p>script/text, set design                  Visual Arts:                  color, form/                  shape, line,                  space, texture,                  value</p> <ul style="list-style-type: none"> <li>• Principles</li> </ul> <p>Dance:                  choreography,                  form, genre,                  improvisation,                  style,                  technique</p> <p>Music:                  composition,                  form, genre,                  harmony,                  rhythm,                  texture</p> <p>Theatre:                  balance,                  collaboration,                  discipline,                  emphasis,                  focus,                  intention,                  movement,                  rhythm, style,                  voice</p> <p>Visual Arts:                  balance,                  contrast,                  emphasis/                  focal point,                  movement/                  rhythm,                  proportion/                  scale,                  repetition,                  unity/                  harmony</p> <ul style="list-style-type: none"> <li>• Dance: move,                      perform, read and</li> </ul>		
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Topic: 3 Strumming patterns

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p>notate dance, create and choreograph, improvise</p> <ul style="list-style-type: none"><li>• Music: sing, play an instrument, read and notate music, compose and arrange, improvise</li><li>• Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct</li><li>• Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media</li></ul>		
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Topic: 4 Chord progressions

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

**9.1.12.A – Essential**

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements
  - Dance: energy/force, space, time
  - Music: duration, intensity, pitch, timbre
  - Theatre: scenario, script/text, set design
  - Visual Arts: color, form/shape, line, space, texture, value
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  - Music: composition, form, genre, harmony, rhythm, texture
  - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice

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  - Dance: choreography, form, genre, improvisation, style, technique
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  - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice
  - Visual Arts: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony

**9.1.12.B – Important**

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Dance: move, perform, read and notate dance, create and choreograph, improvise
- Music: sing, play an instrument, read and notate music, compose and arrange, improvise
- Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
- Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

**9.1.12.C – Essential**

Integrate and apply advanced vocabulary to the arts forms.

**9.1.12.G – Unranked**

Analyze the effect of rehearsal and practice sessions.

Topic: 4 Chord progressions

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

Visual Arts:  
balance,  
contrast,  
emphasis/  
focal point,  
movement/  
rhythm,  
proportion/  
scale,  
repetition,  
unity/  
harmony

**9.1.12.B – Important**

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**9.1.12.C – Essential**

Integrate and apply advanced vocabulary to the arts forms.

**9.1.12.F – Important**

Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

9.1.12.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.12.C - Integrate and apply advanced vocabulary to the arts forms.

9.1.12.G - Analyze the effect of rehearsal and practice sessions.

9.1.12.F - Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

- Dance: move, perform, read and notate dance, create and choreograph, improvise
- Music: sing, play an instrument, read and notate music, compose and arrange, improvise
- Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
- Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

Topic: 4 Chord progressions

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

**9.1.12.F – Important**

Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

9.1.12.A - Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.12.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.12.C - Integrate and apply advanced vocabulary to the arts forms.

- Elements

Dance:  
energy/force,  
space, time

Music:  
duration,  
intensity,  
pitch, timbre

Theatre:  
scenario,  
script/text, set  
design

Visual Arts:  
color, form/  
shape, line,  
space, texture,  
value

- Principles

Dance:  
choreography,



Topic: 4 Chord progressions

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p>form, genre, improvisation, style, technique</p> <p>Music: composition, form, genre, harmony, rhythm, texture</p> <p>Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice</p> <p>Visual Arts: balance, contrast, emphasis/ focal point, movement/ rhythm, proportion/ scale, repetition, unity/ harmony</p> <ul style="list-style-type: none"> <li>• Dance: move, perform, read and notate dance, create and choreograph, improvise</li> <li>• Music: sing, play an instrument, read and notate music, compose and arrange, improvise</li> <li>• Theatre: stage productions, read</li> </ul>		
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Topic: 4 Chord progressions

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p>and write scripts, improvise, interpret a role, design sets, direct</p> <ul style="list-style-type: none"><li>• Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media</li></ul>		
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Topic: 5 Popular songs

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

**9.4.12.B – Compact**

Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).

9.4.12.C - Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).

**9.4.12.B – Compact**

Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).

**9.4.12.C – Compact**

Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).

9.4.12.B - Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).

9.4.12.C - Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).

Topic: 6 twelve bar blues

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

**9.2.12.A – Important**

Explain the historical, cultural and social context of an individual work in the arts.

**9.2.12.B – Important**

Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

**9.2.12.C – Compact**

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).

**9.2.12.D – Essential**

Analyze a work of art from its historical and cultural perspective.

**9.2.12.E – Important**

Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

**9.2.12.F – Important**

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

**9.2.12.B – Important**

Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

**9.2.12.D – Essential**

Analyze a work of art from its historical and cultural perspective.

**9.2.12.E – Important**

Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

**9.2.12.F – Important**

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

**9.2.12.H – Essential**

Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

9.2.12.B - Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

9.2.12.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).

9.2.12.D - Analyze a work of art from its historical and cultural perspective.

9.2.12.E - Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

9.2.12.F - Know and apply appropriate vocabulary used between social studies and the arts and humanities.

9.2.12.H - Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

9.2.12.I - I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical

Topic: 6 twelve bar blues

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

**9.2.12.H – Essential**

Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

**9.2.12.I – Important**

I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).

**9.2.12.J – Compact**

Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).

9.2.12.A - Explain the historical, cultural and social context of an individual work in the arts.

9.2.12.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).

9.2.12.E - Analyze how historical events and culture impact forms, techniques and purposes

theatre).

9.2.12.J - Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).

Topic: 6 twelve bar blues

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p>of works in the arts (e.g., Gilbert and Sullivan operettas) 9.2.12.F - Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2.12.H - Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 9.2.12.I - I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p>		
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Topic: 7 Ensemble work

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

**9.1.12.A – Essential**

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements
  - Dance: energy/force, space, time
  - Music: duration, intensity, pitch, timbre
  - Theatre: scenario, script/text, set design
  - Visual Arts: color, form/shape, line, space, texture, value
- Principles
  - Dance: choreography, form, genre, improvisation, style, technique
  - Music: composition, form, genre, harmony, rhythm, texture
  - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice

**9.1.12.A – Essential**

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements
  - Dance: energy/force, space, time
  - Music: duration, intensity, pitch, timbre
  - Theatre: scenario, script/text, set design
  - Visual Arts: color, form/shape, line, space, texture, value
- Principles
  - Dance: choreography, form, genre, improvisation, style, technique
  - Music: composition, form, genre, harmony, rhythm, texture
  - Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice
  - Visual Arts: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony

**9.1.12.B – Important**

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Dance: move, perform, read and notate dance, create and choreograph, improvise
- Music: sing, play an instrument, read and notate music, compose and arrange, improvise
- Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
- Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

**9.1.12.C – Essential**

Integrate and apply advanced vocabulary to the arts forms.

**9.1.12.D – Essential**

Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).

Topic: 7 Ensemble work

Days: 10

Subject(s):

Grade(s):

Know:

Visual Arts:  
balance,  
contrast,  
emphasis/  
focal point,  
movement/  
rhythm,  
proportion/  
scale,  
repetition,  
unity/  
harmony

**9.1.12.B – Important**

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Dance: move, perform, read and notate dance, create and choreograph, improvise
- Music: sing, play an instrument, read and notate music, compose and arrange, improvise
- Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
- Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

**9.1.12.C – Essential**

Integrate and apply advanced vocabulary to the arts forms.

Understand:

Do:

**9.1.12.F – Important**

Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

**9.1.12.G – Unranked**

Analyze the effect of rehearsal and practice sessions.

**9.1.12.H – Important**

Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

- Evaluate the use and applications of materials.
- Evaluate issues of cleanliness related to the arts.
- Evaluate the use and applications of mechanical/electrical equipment.
- Evaluate differences among selected physical space/environment.
- Evaluate the use and applications of safe props/ stage equipment.
- Evaluate the use and apply safe methods for storing materials in the arts.

**9.1.12.J – Compact**

Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies).
- Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs).

9.1.12.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.12.C - Integrate and apply advanced vocabulary



Topic: 7 Ensemble work

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

**9.1.12.F – Important**

Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

**9.1.12.I – Unranked**

Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.

**9.1.12.J – Compact**

Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies).
- Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs).

to the arts forms.

9.1.12.F - Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

9.1.12.G - Analyze the effect of rehearsal and practice sessions.

9.1.12.I - Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.

- Dance: move, perform, read and notate dance, create and choreograph, improvise
- Music: sing, play an instrument, read and notate music, compose and arrange, improvise
- Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct
- Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

Topic: 7 Ensemble work

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p>9.1.12.A - Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.12.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>9.1.12.C - Integrate and apply advanced vocabulary to the arts forms.</p> <p>9.1.12.D - Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).</p> <p>9.1.12.H - Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.</p> <p>9.1.12.J - Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> <li>• Elements Dance: energy/force, space, time</li> </ul>		
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Topic: 7 Ensemble work

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p>Music: duration, intensity, pitch, timbre Theatre: scenario, script/text, set design Visual Arts: color, form/ shape, line, space, texture, value</p> <ul style="list-style-type: none"> <li>• Principles</li> </ul> <p>Dance: choreography, form, genre, improvisation, style, technique Music: composition, form, genre, harmony, rhythm, texture Theatre: balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice Visual Arts: balance, contrast, emphasis/ focal point, movement/ rhythm, proportion/</p>		
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Topic: 7 Ensemble work

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p style="text-align: center;">scale, repetition, unity/ harmony</p> <ul style="list-style-type: none"> <li>• Dance: move, perform, read and notate dance, create and choreograph, improvise</li> <li>• Music: sing, play an instrument, read and notate music, compose and arrange, improvise</li> <li>• Theatre: stage productions, read and write scripts, improvise, interpret a role, design sets, direct</li> <li>• Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media</li> <li>• Evaluate the use and applications of materials.</li> <li>• Evaluate issues of cleanliness related to the arts.</li> <li>• Evaluate the use and applications of mechanical/ electrical equipment.</li> <li>• Evaluate differences among selected physical space/ environment.</li> <li>• Evaluate the use and applications of safe</li> </ul>		
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Topic: 7 Ensemble work

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p>props/stage equipment.</p> <ul style="list-style-type: none"> <li>• Evaluate the use and apply safe methods for storing materials in the arts.</li> <li>• Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies).</li> <li>• Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs).</li> </ul>		
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Topic: 8 Guitar production and factory

Days: 10

Subject(s):

Grade(s):

Know:

Understand:

Do:

**9.4.12.B – Compact**

Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).

**9.1.12.C – Essential**

Integrate and apply advanced vocabulary to the arts forms.

9.4.12.C - Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).  
 9.1.12.C - Integrate and apply advanced vocabulary to the arts forms.

**9.4.12.B – Compact**

Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).

**9.4.12.C – Compact**

Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).

**9.1.12.C – Essential**

Integrate and apply advanced vocabulary to the arts forms.

9.4.12.B - Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).  
 9.4.12.C - Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).  
 9.1.12.C - Integrate and apply advanced vocabulary to the arts forms.