

**Course Title:** Music History  
**Board Approval Date:** 10/21/13  
**Credit / Hours:** .5 credit

**Course Description:**

This course focuses on mastery of the PA Academic Standards for Arts and Humanities as well as the National Association for Music Education. The course is an overview of the main periods in Music History. Students will also be spending time listening to standard repertoire. Basic musical terms as well as music history will be covered. A general understanding of music is needed. This course is considered writing intensive and reading intensive.

**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

**Instructional Resources:**

*Grout and Palisca: The History of Western Music*  
*Culture Grans*  
*Oxford Music Online*  
*Galenet Biography*  
*AP Images*

## Course Pacing Guide

Course: **Music History**

**Course Unit (Topic)**

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

1. Elements

20 days

2. Ancient and Medieval Music

20 days

3. Music of the Renaissance Period

10 days

4. Music of the Baroque Period

10 days

5. Music of the Classical Period

15 days

6. Music of the Romantic Period

10 days

DAYS TOTAL

85 Days

Topic: 1 Elements

Days: 20

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.A – Essential**

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

- Elements  
 Music:  
 duration,  
 intensity,  
 pitch,  
 timbre
- Principles  
 Music:  
 composition,  
 form,  
 genre,  
 harmony,  
 rhythm,  
 texture

**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.

- Music: sing, play an instrument, read and notate music, compose and arrange, improvise

Music has many elements that work together to create musical sound.

**9.4.12.A – Important**

Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

**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.D – Unranked**

Analyze and interpret a philosophical position identified in works in the arts and humanities.

**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  
 Music: duration, intensity, pitch, timbre
- Principles  
 Music: composition, form, genre, harmony, rhythm, texture

**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.

- Music: sing, play an instrument, read and notate music, compose and arrange, improvise

**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.

Topic: 1 Elements  
 Subject(s):

Days: 20  
 Grade(s):

Know:

Understand:

Do:

**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.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).

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

Topic: 1 Elements

Days: 20

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).

**9.2.12.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).

Topic: 1 Elements

Days: 20

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.F – Important**

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

**9.2.12.G – Essential**

Relate works in the arts to geographic regions:

- Africa
- Asia
- Australia
- Central America
- Europe
- North America
- South America

**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).

Topic: 1 Elements

Days: 20

Subject(s):

Grade(s):

Know:

Understand:

Do:

**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.L – Important**

Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

Topic: 2 Ancient and Medieval Music  
 Subject(s):

Days: 20  
 Grade(s):

Know:

Understand:

Do:

**9.3.12.A – Essential**

Explain and apply the critical examination processes of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgments

**9.3.12.B – Compact**

Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in Woman Combing Her Hair).

**9.3.12.C – Compact**

Apply systems of classification for interpreting works in the arts and forming a critical response.

**9.3.12.D – Compact**

Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

Ancient life influenced music.

**9.3.12.A – Essential**

Explain and apply the critical examination processes of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgments

**9.3.12.B – Compact**

Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in Woman Combing Her Hair).

**9.3.12.C – Compact**

Apply systems of classification for interpreting works in the arts and forming a critical response.

**9.3.12.D – Compact**

Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

**9.3.12.E – Compact**

Examine and evaluate various types of critical analysis of works in the arts and humanities.

- Contextual criticism
- Formal criticism
- Intuitive criticism

**9.3.12.F – Compact**

Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time

**9.3.12.G – Compact**

Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.



Topic: 2 Ancient and Medieval Music  
 Subject(s):

Days: 20  
 Grade(s):

Know:

Understand:

Do:

**9.3.12.E – Compact**

Examine and evaluate various types of critical analysis of works in the arts and humanities.

- Contextual criticism
- Formal criticism
- Intuitive criticism

**9.3.12.F – Compact**

Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time

**9.3.12.G – Compact**

Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

**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 – Essential**

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 – Compact**

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 Ancient and Medieval Music  
 Subject(s):

Days: 20  
 Grade(s):

Know:

Understand:

Do:

<p><b>9.1.12.A – Essential</b>                  Know and use the elements and principles of each art form to create works in the arts and humanities.</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, rhythm, texture</li> </ul> </li> </ul>		<div style="background-color: #e8f5e9; padding: 10px; margin-bottom: 10px;"> <p><b>9.1.12.E – Compact</b>                      Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> </div> <div style="background-color: #fff9c4; padding: 10px; margin-bottom: 10px;"> <p><b>9.1.12.F – Important</b>                      Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.</p> </div> <div style="background-color: #fff9c4; padding: 10px; margin-bottom: 10px;"> <p><b>9.1.12.J – Important</b>                      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>• 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> </div> <div style="background-color: #e0f2f1; padding: 10px;"> <p><b>9.1.12.K – Essential</b>                      Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> </div>
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Topic: 2 Ancient and Medieval Music  
Subject(s):

Days: 20  
Grade(s):

Know:

Understand:

Do:

<p>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>		
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Topic: 2 Ancient and Medieval Music  
Subject(s):

Days: 20  
Grade(s):

Know:

Understand:

Do:

**9.1.12.B – Essential**

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 – Compact**

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 Ancient and Medieval Music  
Subject(s):

Days: 20  
Grade(s):

Know:

Understand:

Do:

<p><b>9.1.12.E – Compact</b> Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p><b>9.1.12.F – Important</b> Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.</p>		
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Topic: 2 Ancient and Medieval Music  
Subject(s):

Days: 20  
Grade(s):

Know:

Understand:

Do:

**9.1.12.J – Important**

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 – Essential**

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

Topic: 3 Music of the Renaissance Period  
 Subject(s):

Days: 10  
 Grade(s):

Know:	Understand:	Do:
<p><b>9.2.12.A – Compact</b>                      Explain the historical, cultural and social context of an individual work in the arts.</p> <p><b>9.2.12.B – Compact</b>                      Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p><b>9.2.12.C – Important</b>                      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).</p> <p><b>9.2.12.D – Essential</b>                      Analyze a work of art from its historical and cultural perspective.</p> <p><b>9.2.12.E – Unranked</b>                      Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)</p> <p><b>9.2.12.F – Unranked</b>                      Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>	<p>Music has changed from Medieval to Renaissance.</p>	<p><b>9.2.12.A – Compact</b>                      Explain the historical, cultural and social context of an individual work in the arts.</p> <p><b>9.2.12.B – Compact</b>                      Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p><b>9.2.12.C – Important</b>                      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).</p> <p><b>9.2.12.F – Unranked</b>                      Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> <p><b>9.2.12.I – Compact</b>                      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> <p><b>9.2.12.K – Unranked</b>                      Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling - plays, oral histories- poetry, work songs- blue grass).</p> <p><b>9.2.12.L – Unranked</b>                      Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).</p>

Topic: 3 Music of the Renaissance Period  
Subject(s):

Days: 10  
Grade(s):

Know:

Understand:

Do:

**9.2.12.I – Compact**

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.K – Unranked**

Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling - plays, oral histories- poetry, work songs- blue grass).



Topic: 4 Music of the Baroque Period  
 Subject(s):

Days: 10  
 Grade(s):

Know:	Understand:	Do:
<p><b>9.2.12.A – Important</b>                      Explain the historical, cultural and social context of an individual work in the arts.</p> <p><b>9.2.12.B – Important</b>                      Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p><b>9.2.12.C – Compact</b>                      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).</p> <p><b>9.2.12.D – Essential</b>                      Analyze a work of art from its historical and cultural perspective.</p> <p><b>9.2.12.E – Important</b>                      Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)</p> <p><b>9.2.12.F – Important</b>                      Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>		<p><b>9.2.12.B – Important</b>                      Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p><b>9.2.12.D – Essential</b>                      Analyze a work of art from its historical and cultural perspective.</p> <p><b>9.2.12.E – Important</b>                      Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)</p> <p><b>9.2.12.F – Important</b>                      Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> <p><b>9.2.12.H – Essential</b>                      Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.</p>

Topic: 4 Music of the Baroque Period  
Subject(s):

Days: 10  
Grade(s):

Know:

Understand:

Do:

**9.2.12.G – Essential**

Relate works in the arts to geographic regions:

- Africa
- Asia
- Australia
- Central America
- Europe
- North America
- South America

**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.K – Compact**

Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling - plays, oral histories- poetry, work songs- blue grass).

Topic: 4 Music of the Baroque Period  
Subject(s):

Days: 10  
Grade(s):

Know:

Understand:

Do:

**9.2.12.L – Important**  
Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

Topic: 5 Music of the Classical Period

Days: 15

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p><b>9.2.12.A – Important</b>                  Explain the historical, cultural and social context of an individual work in the arts.</p> <p><b>9.2.12.B – Important</b>                  Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p><b>9.2.12.C – Compact</b>                  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).</p> <p><b>9.2.12.D – Essential</b>                  Analyze a work of art from its historical and cultural perspective.</p> <p><b>9.2.12.E – Important</b>                  Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)</p> <p><b>9.2.12.F – Important</b>                  Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>	<p>Classical music has become refined as it has transformed from the Baroque.</p>	<p><b>9.2.12.B – Important</b>                  Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p><b>9.2.12.D – Essential</b>                  Analyze a work of art from its historical and cultural perspective.</p> <p><b>9.2.12.E – Important</b>                  Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)</p> <p><b>9.2.12.F – Important</b>                  Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> <p><b>9.2.12.H – Essential</b>                  Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.</p>
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Topic: 5 Music of the Classical Period  
Subject(s):

Days: 15  
Grade(s):

Know:

Understand:

Do:

**9.2.12.G – Essential**

Relate works in the arts to geographic regions:

- Africa
- Asia
- Australia
- Central America
- Europe
- North America
- South America

**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.K – Compact**

Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling - plays, oral histories- poetry, work songs- blue grass).

Topic: 5 Music of the Classical Period  
Subject(s):

Days: 15  
Grade(s):

Know:

Understand:

Do:

**9.2.12.L – Important**  
Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

Topic: 6 Music of the Romantic Period

Days: 10

Subject(s):

Grade(s):

Know:	Understand:	Do:
<p><b>9.2.12.A – Important</b>                      Explain the historical, cultural and social context of an individual work in the arts.</p> <p><b>9.2.12.B – Important</b>                      Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p><b>9.2.12.C – Compact</b>                      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).</p> <p><b>9.2.12.D – Essential</b>                      Analyze a work of art from its historical and cultural perspective.</p> <p><b>9.2.12.E – Important</b>                      Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)</p> <p><b>9.2.12.F – Important</b>                      Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>		<p><b>9.2.12.B – Important</b>                      Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p><b>9.2.12.D – Essential</b>                      Analyze a work of art from its historical and cultural perspective.</p> <p><b>9.2.12.E – Important</b>                      Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)</p> <p><b>9.2.12.F – Important</b>                      Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> <p><b>9.2.12.H – Essential</b>                      Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.</p>

Topic: 6 Music of the Romantic Period  
 Subject(s):

Days: 10  
 Grade(s):

Know:

Understand:

Do:

**9.2.12.G – Essential**  
 Relate works in the arts to geographic regions:

- Africa
- Asia
- Australia
- Central America
- Europe
- North America
- South America

**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.K – Compact**  
 Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling - plays, oral histories- poetry, work songs- blue grass).



Topic: 6 Music of the Romantic Period  
Subject(s):

Days: 10  
Grade(s):

Know:

Understand:

Do:

**9.2.12.L – Important**  
Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).