SWEETWATER COUNTY
SCHOOL DISTRICT #1

PERFORMING ARTS

K-12 CURRICULUM MAP

JUNE 2022

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Acknowledgements

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Sweetwater County School District #1 Vision Statement

As an innovative district, united with our community, we empower and inspire ALL students to academic excellence in pursuit of their interests and passions.

Sweetwater County School District #1 Mission Statement

To provide a quality education for ALL students. The district will accomplish this by:
- making students our first priority
- utilizing community partnerships
- promoting professional excellence
- being committed to excellence in education
- providing a safe, orderly and efficient environment for learning

Performing Arts Mission Statement

Students completing the Sweetwater County School District #1 performing arts curriculum will create, appreciate, experience, and perform in a variety of styles and settings representing diverse cultures. Through their experiences, students will create connections with people, discover and develop unique skills, and express themselves through performance. They will understand appropriate behavior, strong work ethic, determination, self-confidence, responsibility, and professionalism. Students will ultimately be able to promote artistic activities within their community.

Sweetwater County School District No. 1 Curriculum Terms	
Curriculum Term	**Definition**
Community Curriculum Council (CCC)	advisory council responsible for evaluating current systems and making recommendations regarding curriculum, instruction, and assessment practices
Subject Area Committee (SAC)	team of representatives from a specific subject area who will write the curriculum and common assessments
Curriculum map	what SCSD1 values and guarantees that students will learn
Purpose statement	identifies the purpose of a class
Benchmark	overall outcome for a unit
Learning target	individual skills that lead up to achieving the benchmark
Resource, textbook, program, etc.	resource adopted by the district to help teach the local curriculum
Pacing Guide	identifies when a benchmark will be taught and when it will be assessed
Proficiency Scale	a tool to show learning goals and the progression of learning for students.
Instructional Planning Resources (IPR)	organizational tool for planning lessons based on learning targets rather than days
Formative assessment	informal assessment used to direct instruction
Common Assessment	common assessment given within a benchmark by all teachers who teach the same class

How to Read the Performing Arts Curriculum Map

Purpose Statement *identifies the purpose of a class and what is new or different at this level.*

Purpose Statement:	Students will analyze the historical aspects of Baroque, Classical, Romantic and Modern music, including the outstanding composers within the various periods. Students will distinguish virtually every type, style and history of that era in an attempt to develop music discrimination, taste, appreciation and a historical perspective.

Bolded items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmark *overall outcome for a unit*

Benchmarks:

PA.MH.1	**Students will respond to, analyze, make informed judgements and describe distinguishing characteristics of music genres, styles and composers from the Baroque historical period.**	Standard Reference
PA.MH.1.1	**Identify famous composers of the Baroque era. (Antonio Vivaldi, Johann Sebastian Bach & George Frideric Handel)**	FPA8.2.M.1
PA.MH.1.2	**Describe and evaluate the Baroque era using music terminology.**	FPA8.3.M.1
PA.MH.1.3	Compare musical works between composers covered in the Baroque era unit.	FPA8.3.M.3

Learning Target Code
PA.2.1.2 = Subject area (Performing Arts)
PA.**2**.1.2 = Grade/course level
PA.2.**1**.2 = Benchmark
PA.2.1.**2** = Learning target

Learning Targets *are individual skills that lead up to achieving the*

State Standard Reference
FPA.8.3.M.1 = Subject
FPA.**8**.3.M.1 = Grade
FPA.8.**3**.M.1 = Standard
FPA.8.3.**M**.1 = Discipline
FPA.8.3.M.**1** = Standard benchmark

Performing Arts Curriculum at a Glance

Grade Level or Course	Purpose Statement
Kindergarten Music	Students will demonstrate safe and appropriate behavior in the music classroom. Students will perform steady beat as they sing, play instruments, and create movement or compositions.
1st Grade Music	Students will perform steady beat and rhythm to music as they sing, play instruments, and create movement or compositions. Students will evaluate music and apply beat notation. Students will listen and respond to music through movement.
2nd Grade Music	Students will notate rhythm and melody using standard music notation. Students will sing, play instruments, move to music, and identify simple forms.
3rd Grade Music	Students will analyze music and apply pitch notation, and will interpret music through movement. Students will recognize tonality in music by singing or playing instruments and will perform with an ensemble as they sing, play instruments, or move responding to music.
4th Grade Music	Students will refine musical independence through the performance of the recorder. Students will analyze music from various historical periods and cultures and make personal connections.
5th Grade Music	Students will apply musical literacy skills, musical independence, and vocal and instrumental techniques to a varied repertoire of music in preparation for future musical endeavors. Students will compare and contrast music with other discipline areas.
6th Grade Music	Students apply music literacy to independent instrumental music skills, aurally distinguish and analyze various elements and genres of music and determine and defend their musical preferences.
Introduction to Music History (Grades 7-8)	Students will analyze the historical aspects of Baroque, Classical, Romantic and Modern music, including the outstanding composers within the various periods. Students will distinguish virtually every type, style and history of that era in an attempt to develop music discrimination, taste, appreciation and a historical perspective.
Video Music Production (Grades 7-8)	Students will create a variety of audio/visual products, utilizing video and audio production resources such as iTunes, iMovie, and Garageband.

Music Appreciation (Grades 9-12)	Students will apply musical concepts through singing, composition, and historical and cultural exploration.
Concert Choir Advanced Swing Choir (Grades 7-8)	Students will apply well developed note reading skills and vocal techniques as they perform two and three part music with the ensemble. Students will use music terminology to analyze and evaluate their performances as well as the performances of others.
Women's Modern Choir Men's Modern Choir Women's Elite Choir Mixed Elite Choir Grades (9-12)	Students use proper vocal technique and sing in tune to technical 3 and 4 part music. Students will interpret, analyze, and evaluate a variety of performances with musical terminology. Students will demonstrate independent musicianship.
6th Grade Band	Students will perform a variety of music styles using foundational skills including good tone, correct notes and rhythms, and good posture and hand position. Students will describe dynamics and articulations and apply their knowledge of these music concepts as they perform.
Concert Band Symphonic Band (Grades 7-8)	Students will perform a variety of music styles and refine their music skills to demonstrate advancing levels of musicianship as they perform increasingly difficult music.
Symphonic Band (Grades 9-12)	Students will perform a variety of music, up to and including grade 5 literature, refining individual and group abilities. Students will also focus on musical analysis, creation, and respond to musical examples presented in class.
Jazz Ensemble (Grades 7-8)	Students will perform a variety of jazz styles while focusing on the blues scale. Students will improvise melodies within set parameters and use jazz terminology when describing their playing.
Tiger Jazz Orchestra (Jazz Band) (Grades 9-12)	Students will perform in a broad variety of jazz styles and settings, develop their improvisational skills, and apply jazz concepts to their playing. Students will use jazz terminology when discussing music.
Guitar I (Grades 7-12)	Students will develop basic techniques on guitar including strum patterns, basic chords, melodies in first position, and major scales. Students will apply these fundamental techniques and musicianship to ensemble playing.

Guitar II (Grades 7-12)	Students will apply advancing techniques (such as barre chords, moveable chords, notes beyond first position, major/minor/blues scales, etc.) into individual and ensemble playing.
Drama (Grades 7-8)	Students will apply concepts of theater terminology, investigate basic acting skills, analyze playscript, construct characterization, identify theatrical elements, create and perform a play, rehearse play through repetition, evaluate the role of an artist in the community, and examine the different types of theater.
Drama II (Grades 7-8)	Students will create a play performance, utilize technical resources, construct set pieces and props for production, develop acting skills through rehearsal, audition preparation, self-evaluate their social responsibility to the arts, demonstrate theater etiquette, develop intermediate acting skills, and model respect and pride for the theater. Students will continue to develop social skills that were created in Drama I, and continue social/emotional growth.
Introduction to Theatre (Grades 9-12)	Students will apply all of the elements of theater into the design process, create theatrical designs for a performance, identify patterns in design, critique design templates, assess artistic choices in congruence to theme, investigate historical relevance, construct props and set pieces, engage in basic acting skills, develop social skills in groups and apply theatrical concepts while engaging in project-based learning.
Drama (Grades 9-12)	*Under construction*
Theatre Arts I (Grades 9-12)	Students will create theatre art by researching playscript for historical relevance, interpret character, while reinforcing author intent, and formulate individual artistic choices. Students will develop a design in technical theater, such as: makeup, costume, set, prop, or original script. Students will evaluate personal performance and self-assess personal growth. Students will construct individual appreciation and pride for theatre arts and continue to develop group social skills in project-based learning.
Theatre Arts II (Grades 9-12)	Students will develop advanced acting techniques, create personal performance in the arts, apply concepts of acting, perform in a public setting while maintaining personal artistic choices, construct a play script that identifies storyline, produce a marketing plan for theater event, create a chosen technical theater design category, self-evaluate personal needs for growth, organize theatrical events throughout the community, and develop appreciation and pride for theater arts.

Stagecraft (Grades 9-12)	Students will construct a set for a theatrical setting, utilize teamwork to develop strong work ethic, demonstrate pride in their physical creations, contribute to a theatrical performance, demonstrate safe practices, model proper tool procedure, create set pieces and props for a theater production, and examine theater advocacy.
Advanced Stagecraft (Grades 9-12)	Students will develop personal aesthetic for the various genres within technical theatre, produce technical theatre through student-led design and construction, as well as formulate and execute plans for auditorium events and performances as a stage crew. Students will construct set pieces for a realized theater production and specialize in a technical theater category.

Kindergarten Music

Purpose Statement:	Students will demonstrate safe and appropriate behavior in the music classroom. Students will perform steady beat as they sing, play instruments, and create movement or compositions.

Note: All benchmarks and learning targets are considered a priority and should be taught and assessed to at least proficiency.

Benchmarks:

PA.K.1		Students will demonstrate safe and appropriate behavior while being introduced to basic musicianship (listening, matching pitch, keeping steady beat, and creating).	Standard Reference
	PA.K.1.1	Demonstrate safe and appropriate behavior in the music classroom.	FPA4.4
	PA.K.1.2	Show steady beat using body percussion.	FPA4.1.M.2
	PA.K.1.3	Identify whisper, speaking, outside, and singing voice.	FPA4.1.M.1
	PA.K.1.4	Differentiate between speaking and singing voice.	FPA4.1.M.1
Vocabulary		beat, pulse, fast, slow, tempo, speaking voice, singing voice, whisper voice, outside voice, body percussion, behavior	

PA.K.2		Students will demonstrate rhythmic accuracy.	Standard Reference
	PA.K.2.1	Identify and perform long and short sounds represented by iconic notation using body percussion.	FPA4.1.M.2 FPA4.1.M.4 FPA4.1.M.5
	PA.K.2.2	Distinguish between beat and rhythm.	FPA4.1.M.2
Vocabulary		rhythm, notation, body percussion	

PA.K.3		Students will explore pitch using their singing voice.	Standard Reference
	PA.K.3.1	Identify and differentiate between high and low pitches.	FPA4.2.M.1
	PA.K.3.2	Distinguish melodic direction as upwards or downwards.	FPA4.1.M.1
	PA.K.3.3	Echo melodies using singing voice.	FPA4.1.M.2
Vocabulary		pitch, melody, melodic direction, upward, downward, echo, high, low	

PA.K.4	Students will make personal connections to perform holiday music.	Standard Reference
PA.K.4.1	Perform music used to celebrate the winter holidays developing pitch accuracy.	FPA4.1.M.2 FPA4.3.M.2
PA.K.4.2	Identify the historical and cultural significance of holiday music.	FPA4.3.M.1 FPA4.3.M.2
PA.K.4.3	Make personal connections to holiday music used for celebrations.	FPA4.3.M.3 FPA4.4.M.4
Vocabulary	holiday, celebration, culture, perform	

PA.K.5	Students will demonstrate an understanding of the expressive qualities of music.	Standard Reference
PA.K.5.1	Perform soft and loud dynamics while singing or playing instruments.	FPA4.1.M.2 FPA4.1.M.3
PA.K.5.2	Describe music of various styles.	FPA4.2.M.1 FPA4.2.M.2
Vocabulary	sound effects, soft, loud, dynamics, instruments	

PA.K.6	Students will identify and perform patterns in music.	Standard Reference
PA.K.6.1	Identify similarities and differences in aural examples of music (i.e. form, genre).	FPA4.2.M.1 FPA4.3.M.1
PA.K.6.2	Demonstrate aural recognition of same and different sections through movement.	FPA4.2.M.2
Vocabulary	similar, different, patterns, sections	

PA.K.7	Students will perform with increasing accuracy and will evaluate their performance.	Standard Reference
PA.K.7.1	Demonstrate appropriate behavior in a concert setting.	FPA4.4M.1
PA.K.7.2	Discuss the quality of their own performance.	FPA4.2.M.3
Vocabulary	concert, performance	

1ˢᵗ Grade Music

Purpose Statement:	Students will perform steady beat and rhythm to music as they sing, play instruments, and create movement or compositions. Students will evaluate music and apply beat notation. Students will listen and respond to music through movement.

Note: All benchmarks and learning targets are considered a priority and should be taught and assessed to at least proficiency.

Benchmarks:

PA.1.1		Students will demonstrate safe and appropriate behavior and proper instrument care while practicing basic musicianship (listening, matching pitch, keeping steady beat, and creating).	Standard Reference
	PA.1.1.1	Demonstrate safe and appropriate behavior in the music classroom and proper instrument care.	FPA4.4.M.1
	PA.1.1.2	Perform sounds, body percussion, and movement to show the difference between steady beat and rhythm.	FPA4.1.M.2
	PA.1.1.3	Demonstrate whisper, speaking, outside, and singing voice.	
Vocabulary		beat, instrument, tempo, body percussion, whisper, speaking, outside voice, singing voice, mallets, ostinato, movement	

PA.1.2		Students will identify and read notation for rhythm.	Standard Reference
	PA.1.2.1	Read iconic notation for long and short sounds.	FPA4.1.M.5
	PA.1.2.2	Perform rhythms to show one or two sounds per beat.	FPA4.1.M.2
	PA.1.2.3	Read simple rhythmic symbols (i.e. iconic or standard notation).	FPA4.1.M.5
	PA.1.2.4	Differentiate between beat and rhythm.	FPA4.1.M.2
	PA.1.2.5	Create and perform rhythms with quarter notes, eighth notes, and quarter rests.	FPA4.1.M.2 FPA4.1.M.5
Vocabulary		rhythm, notation, quarter note, eighth notes, quarter rest, symbol, non-pitched instruments	

PA.1.3		Students will read and perform notation for pitch.	Standard Reference
	PA.1.3.1	Create upward and downward melodic patterns.	FPA4.1.M.4 FPA4.1.M.3
	PA.1.3.2	Move to show higher and lower sounds.	FPA4.2.M.2
	PA.1.3.3	Echo, read, sing, and play so-mi melodies using hand signals.	FPA4.1.M.2 FPA4.1.M.5
	PA.1.3.4	Read and play so-mi melodies on pitched instruments.	FPA4.1.M.2 FPA4.1.M.5
Vocabulary		melodic patterns, solfege, so, mi, hand signals, pitched instruments	

PA.1.4		Students will perform holiday music, make personal connects, and develop musical accuracy.	Standard Reference
	PA.1.4.1	Perform music used to celebrate the winter holidays developing pitch accuracy.	FPA4.1.M.2 FPA4.3.M.2
	PA.1.4.2	Identify the historical and cultural significance of holiday music.	FPA4.3.M.1 FPA4.3.M.2
	PA.1.4.3	Make personal connections to holiday music used for celebrations.	FPA4.3.M.3 FPA4.4.M.4
	PA.1.4.4	Perform with others developing pitch accuracy.	FPA4.1.M.2
Vocabulary		celebrations, holiday, culture, pitch, accuracy	

PA.1.5		Students will read and perform expressive elements of music.	Standard Reference
	PA.1.5.1	Differentiate and perform loud/soft.	FPA4.1.M.2 FPA4.1.M.1
	PA.1.5.2	Describe music of various styles.	FPA4.1.M.2
	PA.1.5.3	Move to show fast and slow tempos.	FPA4.2.M.2
	PA.1.5.4	Create and perform expressive qualities on instruments.	FPA4.1.M.2 FPA4.1.M.3 FPA4.1.M.4
	PA.1.5.5	Identify and classify unpitched instruments by families (woods, skin, metal).	FPA4.2.M.1
Vocabulary		expressive, wood, skin, metal, timbre, unpitched, dynamics	

PA.1.6		Students will identify and perform sections in musical forms.	Standard Reference
	PA.1.6.1	Perform to show understanding of a repeat sign	FPA4.1.M.5
	PA.1.6.2	Play instruments to show aural recognition of AB form	FPA4.2.M.1
	PA.1.6.3	Identify ABA form	FPA4.2.M.1
Vocabulary		form, repeat, repeat sign	

PA.1.7		Students will perform with increasing accuracy and evaluate performances of their own and others.	Standard Reference
	PA.1.7.1	Demonstrate appropriate behavior in a concert setting.	FPA4.2.M.1
	PA.1.7.2	Discuss the quality of their own and other's performances.	FPA4.2.M.1
Vocabulary		concert, performance, quality	

2ⁿᵈ Grade Music

Purpose Statement:	Students will notate rhythm and melody using standard music notation. Students will sing, play instruments, move to music, and identify simple forms.

Note: All benchmarks and learning targets are considered a priority and should be taught and assessed to at least proficiency.

Benchmarks:

PA.2.1		Demonstrate safe and appropriate behavior and proper instrument care while practicing musicianship.	Standard Reference
	PA.2.1.1	Demonstrate safe and appropriate behavior in the music classroom and proper instrument care.	FPA4.4.M.1
	PA.2.1.2	Play instruments using hands simultaneously.	FPA4.1.M.2
Vocabulary		beat, instrument, tempo, body percussion, whisper, speaking, outside voice, singing voice, ostinato	

PA.2.2		Students will read and perform using rhythmic notation.	Standard Reference
	PA.2.2.1	Read and perform rhythms with quarter notes, eighth note pairs and quarter rests.	FPA4.1.M.2
	PA.2.2.2	Create and perform rhythms with quarter notes, eighth notes, and quarter rests.	FPA4.1.M.2 FPA4.1.M.4 FPA4.1.M.5
	PA.2.2.3	Identify and perform half notes and half rests.	FPA4.1.M.2
	PA.2.2.4	Identify and perform dotted half notes.	FPA4.1.M.2
Vocabulary		rhythmic notation, quarter notes, eighth note pairs, quarter rest, half note, half rest, dotted half notes, simultaneous	

PA.2.3		Students will read and perform melodies using mi, so and la.	Standard Reference
	PA.2.3.1	Understand the relationship between pitches and notate on a staff.	FPA4.1.M.5
	PA.2.3.2	Echo, read, create, and perform melodies using mi, so, and la with pitch syllables and hand signals.	FPA4.1.M.2 FPA4.1.M.3 FPA4.1.M.4
	PA.2.3.3	Perform so, mi, and la melodies using hand signals.	FPA4.1.M.2

	PA.2.3.4	Identify la with iconic notation.	FPA4.1.M.5
	PA.2.3.5	Sing independently, developing pitch accuracy.	FPA4.1.M.1 FPA4.1.M.2
Vocabulary		solfege, so, mi, la, hand signals, pitch syllables, relationship, staff, notation, note head, pitch accuracy, independently	

PA.2.4		Students will perform and make personal connections to holiday music developing pitch accuracy.	Standard Reference
	PA.2.4.1	Perform music used to celebrate the winter holidays developing pitch accuracy.	FPA4.1.M.2 FPA4.3.M.2
	PA.2.4.2	Identify the historical and cultural significance of holiday music.	FPA4.3.M.1 FPA4.3.M.2
	PA.2.4.3	Make personal connections to holiday music used for celebrations.	FPA4.3.M.3 FPA4.4.M.4
	PA.2.4.4	Perform independently developing pitch accuracy.	FPA4.1.M.1 FPA4.1.M.2
Vocabulary		culture, significance, perform, holiday, celebration	

PA.2.5		Students will read, and perform expressive qualities in music and explain how it impacts their preference for the music.	Standard Reference
	PA.2.5.1	Identify and respond to dynamic changes.	FPA4.1.M.2
	PA.2.5.2	Analyze expressive qualities used in music, and explain how these qualities impact their preference for the music.	FPA4.2.M.4
	PA.2.5.3	Sing a variety of music (i.e. folk, patriotic, nursery rhymes).	FPA4.1.M.2 FPA4.3.M.2
	PA.2.5.4	Identify music from different genres and cultures.	FPA4.3.M.1
	PA.2.5.5	Identify various timbres of voices.	FPA4.2.M.1
Vocabulary		genre, dynamics, expressive qualities	

PA.2.6		Students will identify, perform, and create musical compositions with contrasting sections.	Standard Reference
	PA.2.6.1	Identify contrasting sections in musical examples.	FPA4.2.M.1
	PA.2.6.2	Create and perform musical examples with contrasting sections.	FPA4.1.M.5 FPA4.2.M.2

			Standard Reference
			FPA4.2.M.3
			FPA4.1.M.4
	PA.2.6.3	Identify and create using various forms (i.e. call and response, binary, ternary, and rondo).	FPA4.1.M.5
			FPA4.2.M.2
			FPA4.2.M.3
			FPA4.1.M.4
Vocabulary		contrasting, form, call and response, binary, ternary, rondo	

PA.2.7		Students will perform with increasing accuracy and evaluate performances explaining similarities and differences between music and other disciplines.	Standard Reference
	PA.2.7.1	Demonstrate appropriate behavior in the concert setting.	FPA4.4.M.1
	PA.2.7.2	Discuss the quality of their own and others' performances.	FPA4.2.M.3
	PA.2.7.3	Identify similarities and differences between music and other disciplines in a performance setting.	FPA4.4.M.2
Vocabulary		concert, appropriate, disciplines, performance	

3rd Grade Music

Purpose Statement:	Students will analyze music and apply pitch notation, and will interpret music through movement. Students will recognize tonality in music by singing or playing instruments and will perform with an ensemble as they sing, play instruments, or move responding to music.

Note: All benchmarks and learning targets are considered a priority and should be taught and assessed to at least proficiency.

Benchmarks:

PA.3.1		Students will demonstrate safe and appropriate behavior and proper instrument care while practicing musicianship of increasing complexity.	Standard Reference
	PA.3.1.1	Demonstrate safe and appropriate behavior and instrument care while practicing musicianship of increasing complexity.	FPA4.1.M.1
	PA.3.1.2	Demonstrate understanding and use of musical terminology (i.e. beat, instrument, tempo, body percussion, ostinato).	FPA4.2.M.1
	PA.3.1.3	Demonstrate appropriate playing technique on a variety of musical instruments.	FPA4.1.M.1 FPA4.1.M.1
Vocabulary		etiquette, playing technique, complexity	

PA.3.2		Students will read and perform using rhythmic notation for music of increasing complexity.	Standard Reference
	PA.3.2.1	Read, create, and perform rhythmic patterns consisting of half notes, half rests, dotted half notes, quarter notes, eighth note pairs.	FPA4.1.M.2 FPA4.1.M.4 FPA4.1.M.5
	PA.3.2.2	Identify and perform whole notes and whole rests.	FPA4.1.M.5
	PA.3.2.3	Move to show duple and triple meter.	FPA4.2.M.2
	PA.3.2.4	Read and perform rhythm patterns that include duple and triple beat divisions.	FPA4.1.M.2 FPA4.1.M.5
	PA.3.2.5	Identify sixteenth notes.	FPA4.1.M.5
	PA.3.2.6	Notate music, utilizing bar lines and measures.	FPA4.1.M.2 FPA4.1.M.5

Vocabulary	rhythmic patterns, half notes, half rests, dotted half notes, quarter notes, quarter rests, eighth note pairs, whole note, whole rest, sixteenth notes, duple meter, triple meter.

PA.3.3	Students will read, notate, and perform melodies on a pentatonic scale (do-re-mi, and mi-so-la).	Standard Reference
PA.3.3.1	Read melodies on a five-line staff.	FPA4.1.M.5
PA.3.3.2	Sing and notate melodies using pitch syllables and hand signals.	FPA4.1.M.2
PA.3.3.3	Sing and notate do, re, mi, melodies using pitch syllables and hand signals.	FPA4.1.M.3 FPA4.1.M.4
PA.3.3.4	Sing and notate phrases with low la and low so.	FPA4.1.M.2.
Vocabulary	pentatonic, pitch syllables, hand syllables, low la, low so, notation	

PA.3.4	Students will perform holiday music, make personal connections, and discuss the historical and cultural significance.	Standard Reference
PA.3.4.1	Perform music used to celebrate the winter holidays developing pitch accuracy.	FPA4.1.M.2 FPA4.3.M.2
PA.3.4.2	Identify by genre or style, examples of music from various historical periods and cultures.	FPA4.3.M.1 FPA4.3.M.2
PA.3.4.3	Listen to a varied repertoire of music and explore the historical and cultural significance.	FPA4.3.M.1 FPA4.3.M.2
PA.3.4.4	Make personal connections to holiday music used for celebrations.	FPA4.3.M.3 FPA4.4.M.4
PA.3.4.5	Perform independently developing pitch accuracy.	FPA4.1.M.1 FPA4.1.M.2
Vocabulary	performance, cultural significance, celebration, genre, historical periods, repertoire	

PA.3.5	Students will read, and perform expressive qualities in music of increasing complexity and will explain how it impacts their preference for specific musical works and genres.	Standard Reference
PA.3.5.1	Identify and perform basic dynamics on a variety of instruments.	FPA4.1.M.5
PA.3.5.2	Identify and perform a crescendo and decrescendo.	FPA4.1.M.2 FPA4.1.M.5

	PA.3.5.3	Define timbre.	FPA4.2.M.1
	PA.3.5.4	Classify instruments and voices based on timbre.	FPA4.2.M.1
	PA.3.5.5	Explain how expressive qualities impact preference for specific musical works and genres, and describe various styles.	FPA4.2.M.1 FPA4.2.M.2 FPA4.2.M.4
Vocabulary		expressive qualities, crescendo, decrescendo, timbre	

PA.3.6		Students will identify, perform, and create compositions with a variety of musical forms.	Standard Reference
	PA.3.6.1	Use appropriate terminology to identify and explain a variety of musical forms.	FPA4.2.M.1
	PA.3.6.2	Identity, create and perform musical selections of various forms (i.e. introduction, interlude, and coda, canon, and question/answer).	FPA4.1.M.4 FPA4.1.M.5
	PA.3.6.3	Improvise an answer within question/answer form.	FPA4.1.M.3
Vocabulary		form, introduction, interlude, coda, canon, call and response, question/answer, improvise	

PA.3.7		Students will perform music of increasing complexity, with accuracy, and evaluate performances explaining similarities and differences between music and other disciplines.	Standard Reference
	PA.3.7.1	Demonstrate appropriate behavior in the concert setting.	FPA4.4.M.1
	PA.3.7.2	Explore criteria and discuss the quality of their own and others' performance.	FPA4.2.M.3
	PA.3.7.3	Explain the similarities and differences between music and other disciplines in a performance setting.	FPA4.4.M.2
	PA.3.7.4	Identify career opportunities in music.	FPA4.4.M.3
	PA.3.7.5	Explore and discuss how musical opportunities are supported in the community.	FPA4.4.M.4
	PA.3.7.6	Identify the purpose of music, roles of musicians, and environments in which music is performed in their daily lives, and other world cultures.	FPA4.3.M.3
Vocabulary		appropriate behavior, quality, concert, performance, career, disciplines, criteria	

4th Grade Music

Purpose Statement:	Students will refine musical independence through the performance of the recorder. Students will analyze music from various historical periods and cultures and make personal connections.

Note: All benchmarks and learning targets are considered a priority and should be taught and assessed to at least proficiency.

Benchmarks:

PA.4.1		Students will demonstrate safe and appropriate behavior and proper instrument care while practicing musicianship of increasing complexity.	Standard Reference
	PA.4.1.1	Demonstrate safe and appropriate behavior and instrument care while practicing musicianship of increasing complexity.	FPA4.1.M.1
	PA.4.1.2	Demonstrate appropriate playing technique on a variety of musical instruments.	FPA4.1.M.1
Vocabulary		playing technique, complexity	

PA.4.2		Students will read and perform using rhythmic notation for music of increasing complexity.	Standard Reference
	PA.4.2.1	Identify, read, and perform sixteenth note groups.	FPA4.1.M.5
	PA.4.2.2	Identify, read and perform rhythmic patterns.	FPA4.1.M.5
	PA.4.2.3	Compose rhythms within a measure.	FPA4.1.M.4 FPA4.1.M.5
	PA.4.2.4	Improvise rhythmic patterns in a variety of settings (i.e. question/answer, call & response, introduction, interlude, & coda, rondo, etc.).	FPA4.1.M.3
Vocabulary		sixteenth note groups, syncopated, improvise, meter, barline, measure, rondo	

PA.4.3		Students will read, notate, and perform melodies on a major diatonic scale.	Standard Reference
	PA.4.3.1	Read and sing a major diatonic melody using pitch syllables and hand signals.	FPA4.1.M.2 FPA4.1.M.5
	PA.4.3.2	Read, create, and perform a major scale using pitch syllables and hand signals.	FPA4.1.M.3 FPA4.1.M.4

	PA.4.3.3	Read, identify, and notate steps, skips, and repeated notes on a treble clef staff.	FPA4.1.M.1 FPA4.1.M.5
	PA.4.3.4	Label note names on a treble clef staff.	FPA4.2.M.1
Vocabulary		pitch syllables, hand signals, solfege, diatonic melody, steps, skips, repeated notes, treble clef staff	

PA.4.4		Students will perform holiday music of increasing complexity, and identify cultural and historical significance while making personal connections to celebrations and developing pitch accuracy.	Standard Reference
	PA.4.4.1	Perform music used to celebrate the holidays developing pitch accuracy.	FPA4.1.M.2 FPA4.3.M.2
	PA.4.4.2	Identify by genre or style, examples of music from various historical periods and cultures.	FPA4.3.M.1 FPA4.3.M.2
	PA.4.4.3	Listen to a varied repertoire of music and explore the historical and cultural significance.	FPA4.3.M.2
	PA.4.4.4	Make personal connections to holiday music used for celebrations.	FPA4.3.M.3 FPA4.4.M.4
	PA.4.4.5	Discuss characteristics of music that has held its longevity.	FPA4.3.M.2
	PA.4.4.6	Explain how expressive qualities impact preference for specific musical works and genres.	FPA4.2.M.4
Vocabulary		repertoire, longevity, characteristics, preferences, genre, cultural significance, historical periods	

PA.4.5		Students will read, and perform expressive qualities in music of increasing complexity, and will explain how it impacts their preference for specific musical works and genres.	Standard Reference
	PA.4.5.1	Identify and perform extended dynamics on a variety of instruments.	FPA4.1.M.5
	PA.4.5.2	Sing harmony with partner songs, 2 and 3 part rounds, or 2-part music and perform harmony on an instrument.	FPA4.1.M.2 FPA4.1.M.5
	PA.4.5.3	Sing and play a musical phrase.	FPA4.1.M.4
	PA.4.5.4	Read and perform the following notes (b, a, g, e, and d) on a recorder using appropriate expressive qualities.	FPA4.1.M.2 FPA4.1.M.4 FPA4.1.M.5

	PA.4.5.5	Review timbre, tone color, and pitch for different orchestral instruments.	FPA4.2.M.1
	PA.4.5.6	Identify and classify instruments, based on timbre, into the four families of instruments.	FPA4.2.M.1
	PA.4.5.7	Explain how expressive qualities impact preferences for specific musical works and genres and describe various styles of music.	FPA4.2.M.1 FPA4.2.M.4
Vocabulary		extended dynamics, harmony, classify, musical phrase, recorder, musical families, tone color, orchestra, timbre	

PA.4.6		Students will identify, perform, and create compositions with a variety of musical forms.	Standard Reference
	PA.4.6.1	Identify and move to musical forms.	FPA4.2.M.1
	PA.4.6.2	Move to folk music and identify form in the movement.	FPA4.2.M.2 FPA4.3.M.2
	PA.4.6.3	Identify symbols (D.S., D.C., Coda, 1st and 2nd endings, Repeat Signs, and Fermata) and perform using them.	FPA4.1.M5
	PA.4.6.4	Identify and perform melodic patterns from a variety of forms using the recorder.	FPA4.1.M.2 FPA4.1.M.4 FPA4.1.M.5
	PA.4.6.5	Identify, create, and perform musical selections of various forms.	FPA4.1.M.3 FPA4.1.M.4
Vocabulary		D.S., D.C., Coda, 1st and 2nd endings, Repeat Signs, Fermata, form	

PA.4.7		Students will perform music of increasing complexity with accuracy, and evaluate performances, explaining similarities and differences between music and other disciplines.	Standard Reference
	PA.4.7.1	Sing a variety of traditional folk songs.	FPA4.1.M.1 FPA4.1.M.2 FPA4.3.M.2
	PA.4.7.2	Explore cultural opportunities in music.	FPA4.4.M.3
	PA.4.7.3	Recognize how musical opportunities are supported in the community.	FPA4.4.M.4
	PA.4.7.4	Explore criteria and discuss the quality of their own and others' performance.	FPA4.2.M.3

	PA.4.7.5	Explain the similarities and differences between music and other disciplines in a performance setting.	FPA4.4.M.2
	PA.4.7.6	Explore and discuss how musical opportunities are supported in the community.	FPA4.4.M.4
	PA.4.7.7	Identify the purposes of music, roles of musicians, and environments in which music is performed in their daily lives and other world cultures.	FPA4.3.M.3
Vocabulary		history, culture, community, criteria, disciplines	

5ᵗʰ Grade Music

Purpose Statement:	Students will apply musical literacy skills, musical independence, and vocal and instrumental techniques to a varied repertoire of music in preparation for future musical endeavors. Students will compare and contrast music with other discipline areas.

Note: All benchmarks and learning targets are considered a priority and should be taught and assessed to at least proficiency.

Benchmarks:

PA.5.1		Students will demonstrate safe and appropriate behavior, instrument care, and vocal technique while practicing musicianship of increasing complexity.	Standard Reference
	PA.5.1.1	Demonstrate safe and appropriate behavior and care of instruments and materials while practicing music of increasing complexity.	FPA8.4.M.1
	PA.5.1.2	Demonstrate appropriate playing technique on a variety of instruments.	FPA8.4.M.1
	PA.5.1.3	Apply appropriate techniques for vocal production.	FPA8.1.M.1 FPA8.1.M.2
Vocabulary		appropriate behavior, instrument care, music terminology, percussion, phrasing, tone production, posture, vocal technique	

PA.5.2		Students will read and perform using rhythmic notation for music of increasing complexity.	Standard Reference
	PA.5.2.1	Compose an ostinato within specified guidelines.	FPA8.1.M.4
	PA.5.2.2	Perform an ostinato as part of an ensemble.	FPA8.1.M.2
	PA.5.2.3	Identify, read, and notate rhythms including eighth-sixteenth note rhythms.	FPA8.1.M.5
	PA.5.2.4	Add barlines to create measures of music.	FPA8.1.M.5
	PA.5.2.5	Perform music in a variety of time signatures.	FPA8.1.M.2 FPA8.1.M.5
Vocabulary		compose, ostinato, independent, ensemble, rhythm, eighth-sixteenth note rhythms, barline, measure, time signature, 5/4 time	

PA.5.3		Students will read, notate, create, and perform melodies using a major diatonic scale on either staff.	Standard Reference
	PA.5.3.1	Read, create, and sing melodic patterns using solfege and hand signs.	FPA8.1.M.3 FPA8.1.M.4 FPA8.1.M.5
	PA.5.3.2	Demonstrate musical independence when singing two-part canons and partner songs.	FPA8.1.M.2
	PA.5.3.3	Identify notes on the grand staff, including notes with ledger lines.	FPA8.1.M.5
Vocabulary		melodic pattern, solfege, musical independence, canon, partner song, treble clef, ledger line	

PA.5.4		Students will discuss historical and cultural significance, and make personal connections to holiday music they are performing.	Standard Reference
	PA.5.4.1	Demonstrate rhythmic and pitch accuracy while performing music from various cultures.	FPA8.1.M.2 FPA8.1.M.5 FPA8.3.M.2 FPA8.3.M.3
	PA.5.4.2	Identify the historical and cultural significance of holiday music.	FPA8.3.M.1 FPA8.3.M.2
	PA.5.4.3	Describe personal connections through discussion to holiday music used for celebrations.	FPA8.3.M.3 FPA8.4.M.4
Vocabulary		pitch, accuracy, culture, historical significance, cultural significance, personal connection	

PA.5.5		Students will read and perform, with expressive qualities, music of increasing complexity and explain how it impacts their preference for specific musical works and genres.	Standard Reference
	PA.5.5.1	Identify and perform a variety of dynamic markings and articulations on various instruments including slur, tie, accent, and staccato.	FPA8.1.M.5
	PA.5.5.2	Read and play notes on the recorder including B, A, G, E, D, C$^!$, and D$^!$.	FPA8.1.M.1 FPA8.1.M.5
	PA.5.5.3	Respond through movement to style, tempo, and timbre changes.	FPA8.2.M.2

		Demonstrate musical expression through speaking, singing, and moving.	FPA8.1.M.1 FPA8.2.M.2
	PA.5.5.4		
Vocabulary		improvise, question and answer, call and response, dynamic, articulation, slur, tie, accent, staccato, timbre, tempo, style, musical expression	

PA.5.6		Students will identify, perform, and create compositions with a variety of musical forms.	Standard Reference
	PA.5.6.1	Identify and perform various types of form.	FPA8.1.M.2 FPA8.2.M.2
	PA.5.6.2	Compose music within specified guidelines.	FPA8.1.M.4 FPA8.2.M.1
	PA.5.6.3	Perform two-part pieces including canons and duets with independent parts.	FPA8.1.M.1 FPA8.1.M.5
Vocabulary		form, compose, canon, duet, independent	

PA.5.7		Students will evaluate performances including the roles of music and musicians in a variety of world cultures.	Standard Reference
	PA.5.7.1	Perform and discuss music from a variety of world cultures, and the roles of the performers in each specific culture.	FPA8.3.M.1 FPA8.3.M.2 FPA8.3.M.3
	PA.5.7.2	Evaluate performances using specified criteria.	FPA8.2.M.3
	PA.5.7.3	Express and defend preferences for specific musical works and genres.	FPA8.2.M.4
	PA.5.7.4	Develop an awareness of careers, cultural and recreational opportunities in music.	FPA8.4.M.3
	PA.5.7.5	Compare and contrast music to other disciplines and subject areas.	FPA8.4.M.2
Vocabulary		culture, role, evaluate, criteria, genre, career, culture, recreation, compare, contrast, discipline	

6th Grade Music

Purpose Statement:	Students apply music literacy to independent instrumental music skills, aurally distinguish and analyze various elements and genres of music and determine and defend their musical preferences.

Note: All benchmarks and learning targets are considered a priority and should be taught and assessed to at least proficiency.

Benchmarks:

PA.6.1		Students will demonstrate appropriate behavior, instrument care, and instrument and vocal technique while practicing musicianship of increasing complexity.	Standard Reference
	PA.6.1.1	Demonstrate appropriate behavior and care of instruments and materials.	FPA8.4.M.1
	PA.6.1.2	Review and identify music terminology, symbols, meters, and rhythms.	FPA8.1.M.5
	PA.6.1.3	Demonstrate correct instrument technique on a variety of percussion instruments.	FPA8.4.M.1
	PA.6.1.4	Perform songs using proper vocal technique.	FPA8.4.M.1
Vocabulary		terminology, music symbol, meter, rhythm, technique, percussion, vocal technique	

PA.6.2		Students will read and perform using rhythmic notation for music of increasing complexity.	Standard Reference
	PA.6.2.1	Identify, read, and notate a variety of rhythms including eighth-sixteenth note rhythms.	FPA8.1.M.5
	PA.6.2.2	Perform music with three to four independent parts.	FPA8.1.M.2 FPA8.1.M.5
	PA.6.2.3	Read, create, and perform music in a variety of meters.	FPA8.1.M.4 FPA8.1.M.5
Vocabulary		notate, quarter note triplets, independent, meter, changing meter	

PA.6.3		Students will read, notate, and perform melodies using a major diatonic scale, and identify and play chords.	Standard Reference
	PA.6.3.1	Sing pitches outside of a single octave with solfege using hand signs and discuss interval relationships.	FPA8.1.M.2
	PA.6.3.2	Demonstrate musical independence while performing with harmony.	FPA8.1.M.2 FPA8.1.M.5
	PA.6.3.3	Identify notes within the bass clef staff.	FPA8.1.M.5
	PA.6.3.4	Identify chord symbols, and play chords within music.	FPA8.1.M.5
Vocabulary		pitch, octave, solfege, interval, canon, partner song, bass clef, chord symbol, chord	

PA.6.4		Students will discuss historical and cultural significance, and make personal connections to holiday music they are performing.	Standard Reference
	PA.6.4.1	Perform and describe musical works that are significant to celebrations in various cultures.	FPA8.3.M.2 FPA8.3.M.3
	PA.6.4.2	Identify the historical and cultural significance of holiday music.	FPA8.3.M.1 FPA8.3.M.2
Vocabulary		culture, cultural significance, historical significance	

PA.6.5		Students will read and perform with expressive qualities, in music of increasing complexity and explain how it impacts their preference for specific musical works and genres.	Standard Reference
	PA.6.5.1	Compare and contrast elements of music within a variety of genres.	FPA8.3.M.1
	PA.6.5.2	Identify textures, voices, and instruments in aural examples.	FPA8.2.M.2
	PA.6.5.3	Discuss the characteristics of and perform music of different genres from various cultures, while comparing the roles of musicians within various cultures.	FPA8.3.M.1 FPA8.3.M.3
Vocabulary		compare, contrast, musical elements, genre, texture, aural, culture, role, historical significance, cultural significance	

PA.6.6		Students will identify, perform, and create compositions with a variety of musical forms.	Standard Reference
	PA.6.6.1	Identify and perform music with a variety of forms on instruments.	FPA8.1.M.2 FPA8.2.M.2
	PA.6.6.2	Identify and move to a variety of musical forms.	FPA8.2.M.1
Vocabulary		form, aural	

PA.6.7		Students will perform with increasing complexity with accuracy and evaluate performances including the promotion of recreational and cultural opportunities in music.	Standard Reference
	PA.6.7.1	Form and defend opinions on a variety of musical pieces and genres.	FPA8.2.M.4
Vocabulary		form, genre, evaluate, effective, criteria, career, cultural opportunity, recreational opportunity, economics, promotion, disciplines	

Introduction to Music History

(Grades 7-8)

Purpose Statement:	Students will analyze the historical aspects of Baroque, Classical, Romantic and Modern music, including the outstanding composers within the various periods. Students will distinguish virtually every type, style and history of that era in an attempt to develop music discrimination, taste, appreciation and a historical perspective.

Bolded items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PA.MH.1		**Students will respond to, analyze, make informed judgements and describe distinguishing characteristics of music genres, styles and composers from the Baroque historical period.**	Standard Reference
	PA.MH.1.1	**Identify famous composers of the Baroque era. (Antonio Vivaldi, Johann Sebastian Bach & George Frideric Handel)**	FPA8.2.M.1
	PA.MH.1.2	**Describe and evaluate the Baroque era using music terminology.**	FPA8.3.M.1
	PA.MH.1.3	Compare musical works between composers covered in the Baroque era unit.	FPA8.3.M.3

PA.MH.2		**Students will respond to, analyze, make informed judgements and describe distinguishing characteristics of music genres, styles and composers from the Classical historical period.**	Standard Reference
	PA.MH.2.1	**Identify famous composers of the Classical era. (Franz Joseph Hadyn, Wolfgang Amadeus Mozart & Ludwig Van Beethoven)**	FPA8.2.M.1
	PA.MH.2.2	**Describe and evaluate the Classical era using music terminology.**	FPA8.3.M.1
	PA.MH.2.3	Compare musical works between composers covered in the Classical era unit.	FPA8.3.M.3

PA.MH.3		Students will respond to, analyze, make informed judgements and describe distinguishing characteristics of music genres, styles and composers from the Romantic historical period.	Standard Reference
	PA.MH.3.1	**Identify famous composers of the Romantic era. (Franz Shubert, Frederic Chopin, Hector Berlioz & Georges Bizet)**	FPA8.2.M.1
	PA.MH.3.2	**Describe and evaluate the Romantic era using music terminology.**	FPA8.3.M.1
	PA.MH.3.3	Compare musical works between composers covered in the Romantic era unit.	FPA8.3.M.3

PA.MH.4		Students will respond to, analyze, make informed judgements and describe distinguishing characteristics of music genres, styles and composers from the Modern historical period.	Standard Reference
	PA.MH.4.1	**Identify famous composers of the Modern era (Claude Debussy, Igor Stravinsky, Leonard Bernstein, Alexina Louie & John Adams).**	FPA8.2.M.1
	PA.MH.4.2	**Describe and evaluate the Modern era using music terminology.**	FPA8.3.M.1
	PA.MH.4.3	Compare musical works between composers covered in the Modern era unit.	FPA8.3.M.3

PA.MH.5		Students will compare the purposes of music, roles of musicians, and environments in which music is typically performed in a variety of historical periods.	Standard Reference
	PA.MH.5.1	Identify the history and evolution of all musical genres covered in the previous units.	FPA8.3.M.1
	PA.MH.5.2	**Identify a variety of musical elements in music from multiple genres and regions.**	FPA8.3.M.2
	PA.MH.5.3	**Compare and contrast various world music and genres during the student composer project presentations.**	FPA8.3M.3

Video Music Production

(Grades 7-8)

Purpose Statement:	Students will create a variety of audio/visual products, utilizing video and audio production resources such as iTunes, iMovie, and Garageband.

Bolded items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PA.VMP.1		**Students will create a song using editing software such as iTunes and Garageband.**	Standard Reference
	PA.VMP.1.1	**Demonstrate basic functions of music editing software such as the Garageband application.**	
	PA.VMP.1.2	**Demonstrate basic functions and controls in digital music downloading software such as the iTunes application.**	
	PA.VMP.1.3	Demonstrate appropriate classroom behavior.	FPA8.4.M.1
	PA.VMP.1.4	Discuss how technology and music are interrelated.	FPA8.4.M.2
	PA.VMP.1.5	Describe the characteristics of a varied repertoire of genres and styles, explaining the significance of the selected pieces.	FPA8.3.M.1 FPA8.3.M.2
	PA.VMP.1.6	**Create and edit a song using music editing software such as the Garageband application.**	FPA8.1.M.1 FPA8.1.M.4
	PA.VMP.1.7	Define music terminology and evaluate student Garageband performances using correct music terminology.	FPA8.1.M.1 FPA8.1.M.3

PA.VMP.2		**Students will operate a video camera and import the videos into movie editing software such as the iMovie application and then edit and revise the movies.**	Standard Reference
	PA.VMP.2.1	**Demonstrate basic video camera control techniques.**	
	PA.VMP.2.2	Demonstrate safe, responsible behavior when using video cameras.	FPA8.4.M.1

		Demonstrate basic functions and controls of movie editing software such as the iMovie application.	
PA.VMP.2.3		Demonstrate basic functions and controls of movie editing software such as the iMovie application.	
PA.VMP.2.4		Edit and revise videos in movie editing software such as the iMovie application.	

PA.VMP.3		Students will create a final project incorporating student-edited songs into their videos to create a final polished video.	Standard Reference
	PA.VMP.3.1	Incorporate student-edited songs into the background of student-created videos.	
	PA.VMP.3.2	Revise and edit final videos to create a polished video.	
	PA.VMP.3.3	Evaluate the aural and visual aspects of student video productions using music terminology.	FPA8.2.M.3
	PA.VMP.3.4	Explore careers in music including producers and composers and the economics involved in those careers (including education/training requirements, equipment, salary, etc.).	FPA8.4.M.3 FPA8.4.M.4
	PA.VMP.3.5	Discuss the purposes of music and roles of various types of musicians including producers and composers.	FPA8.3.M.3

Music Appreciation

(Grades 9-12)

Purpose Statement:	Students will apply musical concepts through singing, composition, and historical and cultural exploration.

Bolded items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PA.MA.1		**Students will demonstrate creative expression through production.**	Standard Reference
	PA.MA.1.1	**Develop vocal technique through singing.**	FPA11.1.M.1 FPA11.1.M.2
	PA.MA.1.2	Demonstrate safe, responsible and appropriate behavior in a variety of musical settings.	FPA11.4.M.1
	PA.MA.1.3	**Explore a variety of traditional and non-traditional notational styles.**	FPA11.1.M.5
	PA.MA.1.4	Create original compositions in a variety of styles.	FPA11.1.M.4
	PA.MA.1.5	**Improvise using pitch and rhythm within a specified framework.**	FPA11.1.M.3

PA.MA.2		**Students will respond to, analyze, and make informed judgments about the arts.**	Standard Reference
	PA.MA.2.1	**Form an opinion on a specific piece of music using music terminology to defend their opinion.**	FPA11.2.M.3
	PA.MA.2.2	**Describe and evaluate various styles using music terminology.**	FPA11.2.M.2 FPA11.2.M.4
	PA.MA.2.3	Make and defend musical choices and preferences using music terminology.	FPA11.2.M.4
	PA.MA.2.4	**Compare musical works from similar musical styles and genres by identifying key musical elements.**	FPA11.2.M.1

PA.MA.3		Students will demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.	Standard Reference
	PA.MA.3.1	Research the history and evolution of musical genres.	FPA11.3.M.1
	PA.MA.3.2	Identify a variety of musical elements in music from multiple genres and regions.	FPA11.3.M.2
	PA.MA.3.3	Compare and contrast various world music and genres.	FPA11.3.M.2 FPA11.3.M.3

PA.MA.4		Students will relate the arts to other disciplines, careers, and everyday life.	Standard Reference
	PA.MA.4.1	Analyze the science of hearing and acoustics.	FPA11.4.M.1 FLA11.4.M.2
	PA.MA.4.2	Evaluate college/career opportunities in music.	FPA11.4.M.3 FPA11.4.M.4
	PA.MA.4.3	Examine and describe the relationship between music and another chosen discipline, looking specifically for areas of similarity and combination (i.e. Physics + Music = Acoustics).	FPA11.4.M.2

Music Appreciation 1 & 2

(Farson)

Purpose Statement:	Students will apply musical concepts through singing, composition, and historical and cultural exploration. Students will apply well developed note reading skills and vocal techniques as they perform with an ensemble. Students will use music terminology to analyze and evaluate their performances as well as the performances of others.

Note: All benchmarks and learning targets are considered a priority and should be taught and assessed to at least proficiency.

Benchmarks:

PA.MAF.1		Students will demonstrate creative expression through production.	Standard Reference
	PA.MAF.1.1	Develop vocal technique through singing.	FPA11.1.M.1 FPA11.1.M.2
	PA.MAF.1.2	Demonstrate safe, responsible and appropriate behavior in a variety of musical settings.	FPA11.4.M.1
	PA.MAF.1.3	Explore a variety of traditional and non-traditional notational styles.	FPA11.1.M.5
	PA.MAF.1.4	Improvise using pitch and rhythm within a specified framework.	FPA11.1.M.3

PA.MAF.2		Students will respond to, analyze, and make informed judgments about the arts.	Standard Reference
	PA.MAF.2.1	Form an opinion on a specific piece of music using music terminology to defend their opinion.	FPA11.2.M.3
	PA.MAF.2.2	Describe and evaluate various styles using music terminology.	FPA11.2.M.2 FPA11.2.M.4
	PA.MAF.2.3	Make and defend musical choices and preferences using music terminology.	FPA11.2.M.4
	PA.MAF.2.4	Compare musical works from similar musical styles and genres by identifying key musical elements.	FPA11.2.M.1

PA.MAF.3		Students will demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.	Standard Reference
	PA.MAF.3.1	Research the history and evolution of musical genres.	FPA11.3.M.1
	PA.MAF.3.2	Identify a variety of musical elements in music from multiple genres and regions.	FPA11.3.M.2
	PA.MAF.3.3	Compare and contrast various world music and genres.	FPA11.3.M.2 FPA11.3.M.3

PA.MAF.4		Students will relate the arts to other disciplines, careers, and everyday life.	Standard Reference
	PA.MAF.4.1	Analyze the science of hearing and acoustics.	FPA11.4.M.1 FLA11.4.M.2
	PA.MAF.4.2	Evaluate college/career opportunities in music.	FPA11.4.M.3 FPA11.4.M.4
	PA.MAF.4.3	Examine and describe the relationship between music and another chosen discipline, looking specifically for areas of similarity and combination (i.e. Physics + Music = Acoustics).	FPA11.4.M.2

PA.MAF.5		Students will review, explain, and discuss terminology for performing music, demonstrate reading music through vocal production, and show appropriate classroom behavior.	Standard Reference
	PA.MAF.5.1	Read and review rhythms including notes and rests	FPA8.1.M.1 FPA8.1.M.5
	PA.MAF.5.2	Demonstrate good vocal technique, breath production, and intonation.	FPA8.1.M.1
	PA.MAF.5.3	Develop music reading skills and sight reading skills.	FPA8.1.M.5

PA.MAF.6		Students will listen to musical examples, describe the elements, compare and contrast the differences, and discuss preferences.	Standard Reference
	PA.MAF.6.1	Compare and contrast the differences between musical examples and discuss preferences for each.	FPA8.1.M.2 FPA8.3.M.1
	PA.MAF.6.2	Respond to music examples by describing musical elements.	FPA8.2.M.2

PA.MAF.7	Students will listen to and discuss characteristics of pieces of music from different countries, genres, and time periods.	Standard Reference
PA.MAF.7.1	Describe what characteristics make a musical piece storically significant.	FPA8.3.M.2
PA.MAF.7.2	Describe distinguishing characteristics of varied styles of music *(i.e. folk, holiday, pop, jazz, classical,and world music).*	FPA8.3.M.1

PA.MAF.8	Students will perform in a final concert. Students will discuss and describe musical opportunities in other areas of study and in careers, And the economics of music.	Standard Reference
PA.MAF.8.1	Compare the purposes of music and roles of Musicians in a variety of cultures.	FPA8.3.M.3
PA.MAF.8.2	Discuss careers and opportunities in music within the United States as well as in other cultures.	FPA8.4.M.3
PA.MAF.8.3	Describe how music can be used in other areas of study.	FPA8.4.M.2

PA.MAF.9	Students will demonstrate rehearsal techniques, musicianship, and technical skills.	Standard Reference
PA.MAF.9.1	Demonstrate proper posture and hand position.	FPA8.4.M.1
PA.MAF.9.2	Perform music with correct notes and rhythms.	FPA8.1.M.2
PA.MAF.9.3	Define additional music vocabulary terms.	FPA8.2.M.1
PA.MAF.9.4	Perform music with an increasing range of dynamics.	FPA8.1.M.2 FPA8.1.M.5
PA.MAF.9.5	Demonstrate appropriate rehearsal strategies and behavior.	FPA8.4.M.1
PA.MAF.9.6	Play a melody	FPA11.1.M.2 FPA11.1.M.5
PA.MAF.9.7	Demonstrate appropriate instrument care and maintenance.	FPA11.4.M.1
PA.MAF.9.8	Identify the parts of the instrument and their functions.	FPA11.4.M.5

PA.MAF.10	Students will develop musicianship, good technique, and performance skills as they prepare for and then perform the first concert.	Standard Reference
PA.MAF.10.1	Perform music with a variety of articulations and dynamics.	FPA8.4.M.1
PA.MAF.10.2	Demonstrate appropriate concert etiquette.	FPA8.4.M.1
PA.MAF.10.3	Perform music with at least a one octave range.	FPA8.1.M.2
PA.MAF.10.4	Evaluate their own and others' playing.	FPA8.2.M.3

Concert Choir
Advanced Swing Choir
(Grades 7-8)

Purpose Statement:	Students will apply well developed note reading skills and vocal techniques as they perform two and three part music with the ensemble. Students will use music terminology to analyze and evaluate their performances as well as the performances of others.

Bolded items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PA.CH8.1		**Students will review, explain, and discuss terminology for performing music, demonstrate reading music through vocal production, and show appropriate classroom behavior.**	Standard Reference
	PA.CH8.1.1	**Read and review rhythms including notes and rests.**	FPA8.1.M.1 FPA8.1.M.5
	PA.CH8.1.2	**Demonstrate good vocal technique, breath production, and intonation.**	FPA8.1.M.1
	PA.CH8.1.3	**Develop music reading skills with solfege, hand signs, and sight reading skills.**	FPA8.1.M.5
	PA.CH8.1.4	**Read and apply knowledge of key signatures and scales during vocal production.**	FPA8.1.M.2 FPA8.1.M.5
	PA.CH8.1.5	Demonstrate appropriate classroom behavior in both classroom and performance settings.	FPA8.4.M.1

PA.CH8.2		**Students will sing a song in another language, sing a two or three part arrangement of the Star Spangled Banner, and evaluate a performance. Students will listen to musical examples, describe the elements, compare and contrast the differences, and discuss preferences.**	Standard Reference
	PA.CH8.2.1	**Sing in other languages (i.e. French, German, Latin, Spanish).**	FPA8.1.M.2 FPA8.3.M.1
	PA.CH8.2.2	**Compare and contrast the differences between musical examples and discuss preferences for each.**	FPA8.2.M.3 FPA8.2.M.4

	PA.CH8.2.3	Respond to music examples by describing musical elements.	FPA8.2.M.2
	PA.CH8.2.4	Using appropriate music technology, notate and arrange simple melodies.	FPA8.1.M.4
	PA.CH8.2.5	Evaluate a musical performance using festival performance rubrics.	FPA8.2.M.3
	PA.CH8.2.6	Sing a two or three part arrangement of the Star Spangled Banner.	FPA8.1.M.1

PA.CH8.3		**Students will identify intervals, define terminology, and use scales to develop improvisational skills. Students will perform, listen to and discuss characteristics of pieces of music from different countries, genres, and time periods.**	Standard Reference
	PA.CH8.3.1	Develop improvisation using scat syllables and scales.	FPA8.1.M.3
	PA.CH8.3.2	Identify and sing intervals.	FPA8.1.M.1 FPA8.1.M.5
	PA.CH8.3.3	**Define and apply musical terminology.**	FPA8.2.M.1
	PA.CH8.3.4	Describe what characteristics make a musical piece historically significant.	FPA8.3.M.2
	PA.CH8.3.5	**Describe distinguishing characteristics of varied styles of music (i.e. folk, holiday, pop, jazz, classical, and world music).**	FPA8.3.M.1
	PA.CH8.3.6	**Rehearse and refine solo and ensemble pieces.**	FPA8.1.M.1

PA.CH8.4		**Students will perform in a final concert with a historically significant art song. Students will discuss and describe musical opportunities in other areas of study and in careers, and the economics of music.**	Standard Reference
	PA.CH8.4.1	Compare the purposes of music and roles of musicians in a variety of cultures.	FPA8.3.M.3
	PA.CH8.4.2	Discuss careers and opportunities in music within the United States, as well as in other cultures.	FPA8.4.M.3
	PA.CH8.4.3	**Describe how music can be used in other areas of study.**	FPA8.4.M.2

	PA.CH8.4.4	**Perform artistically relevant songs in a performance.**	FPA8.1.M.2
	PA.CH8.4.5	Discuss the economics of music, including the role of advocacy.	FPA8.4.M.4

Women's Modern Choir
Men's Modern Choir
Women's Elite Choir
Mixed Elite Choir
(Grades 9-12)

Purpose Statement:	Students will use proper vocal technique and sing in tune to technical 3 and 4 part music. Students will interpret, analyze, and evaluate a variety of performances with musical terminology. Students will demonstrate independent musicianship.

Bolded items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PA.CH12.1		**Students will develop their musicianship through technical accuracy, rehearsals, improvisation, and sight reading skills, while demonstrating appropriate behavior.**	Standard Reference
	PA.CH12.1.1	**Develop musicianship through focus on technical accuracy, intonation, and articulation.**	FPA11.1.M.1 FPA11.1.M.2
	PA.CH12.1.2	**Demonstrate sight reading skills using solfege.**	FPA11.1.M.5
	PA.CH12.1.3	**Improvise rhythms, melodies, and accompaniments within a given set of parameters.**	FPA11.1.M.3
	PA.CH12.1.4	**Refine musicianship skills through practice, revision, and performance.**	FPA11.1.M.1
	PA.CH12.1.5	Demonstrate safe, responsible and appropriate behavior in a variety of musical settings.	FPA11.4.M.1

PA.CH12.2		**Students will investigate, discuss, compare, and perform music from other cultures and time periods, create their own song, and demonstrate increasing music skills through rehearsal and performance.**	Standard Reference
	PA.CH12.2.1	**Sing in a variety of other languages (i.e. French, German, and Italian).**	FPA11.1.M.2 FPA11.3.M.1
	PA.CH12.2.2	**Develop note reading skills through advanced rhythms in multiple meters.**	FPA11.1.M.2 FPA11.1.M.5

PA.CH12.2.3	**Perform a varied repertoire of music including Jazz, Holiday, Pop, Classical, and World music.**	FPA11.1.M.2	
PA.CH12.2.4	Classify and compare music from other genres and cultures.	FPA11.3.M.1 FPA11.3.M.2	
PA.CH12.2.5	**Using appropriate music technology, notate and arrange simple melodies.**	FPA11.1.M.4	

PA.CH12.3	**Students will evaluate musical examples and compare their musical styles and elements, develop connections between songs and their texts, and explore the role of musicians in a variety of cultures.**	Standard Reference
PA.CH12.3.1	Evaluate music examples and describe the musical elements involved.	FPA11.2.M.2
PA.CH12.3.2	**Evaluate music examples, and compare and contrast preferences of musical styles.**	FPA11.2.M.1
PA.CH12.3.3	**Identify and develop connections between text of a song and its musical setting.**	FPA11.4.M.2
PA.CH12.3.4	Describe the role of musicians in various cultures.	FPA11.3.M.3

PA.CH12.4	**Students perform for a festival, evaluate their performance, and discuss feedback from clinicians. Students will explore careers in music, how music influences other cultures, and choose a song for a specific purpose, defending their selection.**	Standard Reference
PA.CH12.4.1	**Perform for a festival, and discuss feedback from a clinician.**	FPA11.1.M.2 FPA11.2.M.3
PA.CH12.4.2	**Evaluate your own performance and defend or justify your opinions.**	FPA11.2.M.3 FPA11.2.M.4
PA.CH12.4.3	Discuss career, cultural, and recreational opportunities in music.	FPA11.4.M.3
PA.CH12.4.4	Describe how music can be used in other subject areas or career fields.	FPA11.4.M.4
PA.CH12.4.5	**Articulate and express emotions in relation to music performed.**	FPA11.2.M.3
PA.CH12.4.6	**Select music for a specific purpose and defend their choice.**	FPA11.3.M.3

6th Grade Band

Purpose Statement:	Students will perform a variety of music styles on band instruments using foundational skills including good tone, correct notes and rhythms, and good posture and hand position. Students will describe dynamics and articulations and apply their knowledge of these music concepts as they perform.

Bolded items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PA.B6.1		**Students will demonstrate the fundamentals of instrument care and performance techniques.**	Standard Reference
	PA.B6.1.1	Assemble instruments.	FPA8.4.M.1
	PA.B6.1.2	**Demonstrate proper posture and hand position.**	FPA8.1.M.1
	PA.B6.1.3	**Demonstrate correct embouchure and produce a characteristic tone.**	FPA8.1.M.1
	PA.B6.1.4	**Care for, clean, and maintain their instruments.**	FPA8.4.M.1
	PA.B6.1.5	**Perform the first five notes.**	FPA8.1.M.1
	PA.B6.1.6	Clap-count and **correctly perform basic rhythms.**	FPA8.1.M.2 FPA8.1.M.5

PA.B6.2		**Students will develop musicianship, good technique, and performance skills as they prepare for and then perform the first concert.**	Standard Reference
	PA.B6.2.1	Describe and execute the steps of sight reading.	FPA8.1.M.1 FPA8.1.M.5
	PA.B6.2.2	Discuss and execute effective practice strategies.	FPA8.1.M.1
	PA.B6.2.3	Define various articulation and dynamic terms.	FPA8.2.M.1
	PA.B6.2.4	**Perform music with a variety of articulations and dynamics.**	FPA8.1.M.2 FPA8.1.M.5
	PA.B6.2.5	**Demonstrate appropriate rehearsal strategies and behavior.**	FPA8.4.M.1
	PA.B6.2.6	**Perform using correct notes and rhythms.**	FPA8.1.M.1 FPA8.1.M.5
	PA.B6.2.7	Demonstrate appropriate concert etiquette.	FPA8.4.M.1

PA.B6.2.8	Describe and define music terminology used in the grading rubric.	FPA8.2.M.1

PA.B6.3	Students will apply advancing musicianship and technical skills to perform solo and ensemble music.	Standard Reference
PA.B6.3.1	Perform solo and ensemble music.	FPA8.1.M.2 FPA8.1.M.5
PA.B6.3.2	Describe and perform music in a variety of musical styles and historical periods.	FPA8.2.M.2 FPA8.3.M.1
PA.B6.3.3	Discuss the history and significance of the pieces being performed.	FPA8.3.M.2
PA.B6.3.4	Discover the interdisciplinary connections between band and other subject areas.	FPA8.4.M.2
PA.B6.3.5	Perform music with a variety of dynamics and articulations.	FPA8.1.M.2 FPA8.1.M.5

PA.B6.4	Students will perform with advancing musicianship and technical skills to refine and polish pieces for the final concert.	Standard Reference
PA.B6.4.1	Perform music with at least a one octave range.	FPA8.1.M.2
PA.B6.4.2	Perform pieces up to and including a Grade 1.5 level.	FPA8.1.M.2 FPA8.1.M.5
PA.B6.4.3	Perform with characteristic tone and improving intonation.	FPA8.1.M.2
PA.B6.4.4	Perform the Bb and chromatic scales.	FPA8.1.M.2
PA.B6.4.5	Clarinet players will cross the break.	FPA8.1.M.1 FPA8.1.M.5
PA.B6.4.6	Percussionists will perform the 5 and 9 stroke rolls and other basic rudiments.	FPA8.1.M.2 FPA8.1.M.5
PA.B6.4.7	Evaluate their own and others' playing.	FPA8.2.M.3

Concert Band
Symphonic Band
(Grades 7-8)

Purpose Statement:	Students will perform a variety of music styles and refine their music skills to demonstrate advancing levels of musicianship as they perform increasingly difficult music.

Bolded items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PA.B8.1		**Students will demonstrate rehearsal techniques, musicianship, and technical skills as they prepare for their first concert.**	Standard Reference
	PA.B8.1.1	Discuss and execute the steps of sight reading.	FPA8.1.M.1 FPA8.1.M.5
	PA.B8.1.2	**Perform music with the correct notes and rhythms.**	FPA8.1.M.2 FPA8.1.M.5
	PA.B8.1.3	Demonstrate an understanding of the basics of tuning through individual and group practice.	FPA8.1.M.1 FPA8.1.M.2
	PA.B8.1.4	**Define additional music vocabulary terms.**	FPA8.2.M.1
	PA.B8.1.5	Perform music with an increasing range of dynamics and variety of articulations.	FPA8.1.M.2 FPA8.1.M.5
	PA.B8.1.6	Demonstrate good rehearsal strategies and concert behavior.	FPA8.4.M.1
	PA.B8.1.7	**Demonstrate a one octave chromatic scale.**	FPA8.1.M.2 FPA8.1.M.5

PA.B8.2		**Students will further develop musicianship and technical skills as they perform increasingly difficult music.**	Standard Reference
	PA.B8.2.1	**Perform music with increasingly difficult rhythms including 16th notes.**	FPA8.1.M.1 FPA8.1.M.5
	PA.B8.2.2	**Perform music in duple and triple meters.**	FPA8.1.M.2 FPA8.1.M.5
	PA.B8.2.3	Describe how music connects to other disciplines.	FPA8.4.M.2

	PA.B8.2.4	Perform music with a variety of dynamics and articulations.	FPA8.1.M.2 FPA8.1.M.5

PA.B8.3		**Students will apply fundamentals of musicianship through performance of increasingly difficult solo, ensemble, and full band music.**	Standard Reference
	PA.B8.3.1	Discuss the historical significance of pieces being performed.	FPA8.3.M.2
	PA.B8.3.2	**Describe various musical forms.**	FPA8.2.M.1
	PA.B8.3.3	**Perform solo and ensemble pieces.**	FPA8.1.M.2 FPA8.1.M.5
	PA.B8.3.4	Describe and perform music from different historical eras and musical styles.	FPA8.2.M.2 FPA8.3.M.1
	PA.B8.3.5	Perform music with a variety of dynamics and articulations.	FPA8.1.M.2 FPA8.1.M.5

PA.B8.4		**Students will perform with advancing musicianship and technical skills to refine and polish pieces for the final concert.**	Standard Reference
	PA.B8.4.1	**Perform 8 major scales (C, F, Bb, Eb, Ab, Db, Gb, Cb).**	FPA8.1.M.2 FPA8.1.M.5
	PA.B8.4.2	**Perform in at least a two octave range.**	FPA8.1.M.2
	PA.B8.4.3	Perform pieces up to a Grade 3 level.	FPA8.1.M.2 FPA8.1.M.5
	PA.B8.4.4	Evaluate their own and others' performances.	FPA8.2.M.3
	PA.B8.4.5	Perform music with a variety of dynamics and articulations.	FPA8.1.M.2 FPA8.1.M.5
	PA.B8.4.6	**Defend musical preferences for works played during the year.**	FPA8.2.M.4
	PA.B8.4.7	Discuss purposes of band music and the role of musicians in society.	FPA8.3.M.3
	PA.B8.4.8	Discuss careers in music and the economics involved in those careers.	FPA8.4.M.3 FPA8.4.M.4

Symphonic Band

(Grades 9-12)

Purpose Statement:	Students will perform a variety of music, up to and including grade 5 literature, refining individual and group abilities. Students will also focus on musical analysis, creation, and respond to musical examples presented in class.

Bolded items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PA.B12.1		**Students will demonstrate the fundamentals of musicianship through marching band.**	Standard Reference
	PA.B12.1.1	Demonstrate safe, responsible and appropriate behavior in a variety of musical settings.	FPA11.4.M.1
	PA.B12.1.2	**Demonstrate instrumental technique through playing correct notes and rhythms.**	FPA11.1.M.1 FPA11.1.M.5
	PA.B12.1.3	**Demonstrate fundamental marching maneuvers while playing with correct technique and good tone.**	FPA11.1.M.1
	PA.B12.1.4	**Perform music with appropriate dynamics, articulation, and intonation adjustments.**	FPA11.1.M.2 FPA11.1.M.5
	PA.B12.1.5	Apply concepts of ensemble/section blend and balance.	FPA11.1.M.2

PA.B12.2		**Students will apply fundamentals of musicianship through concert band performance, exploring folk and holiday music.**	Standard Reference
	PA.B12.2.1	Apply sightreading concepts for pieces up to grade 4.	FPA11.1.M.5
	PA.B12.2.2	**Perform and apply counting concepts in simple and mixed meters.**	FPA11.1.M.2 FPA11.1.M.5
	PA.B12.2.3	Demonstrate ability to count and play rhythms up to and including 16th notes.	FPA11.1.M.1 FPA11.1.M.5
	PA.B12.2.4	**Demonstrate instrumental technique through playing correct notes and rhythms.**	FPA11.1.M.1 FPA11.1.M.5
	PA.B12.2.5	**Perform all major scales.**	FPA11.1.M.2

PA.B12.2.6	Evaluate concert band performances, comparing their performance to others.	FPA11.2.M.2 FPA11.2.M.3

PA.B12.3		Students will apply fundamentals of musicianship through concert band performance, exploring traditional band literature and solo/small ensemble works.	Standard Reference
	PA.B12.3.1	Apply sightreading concepts for pieces up to grade 4.5.	FPA11.1.M.1 FPA11.1.M.5
	PA.B12.3.2	Perform and apply counting concepts in simple and mixed meters.	FPA11.1.M.5
	PA.B12.3.3	**Demonstrate instrumental technique through playing correct notes and rhythms.**	FPA11.1.M.1
	PA.B12.3.4	Perform all natural minor scales.	FPA11.1.M.2
	PA.B12.3.5	**Prepare and present music as a soloist or within a small ensemble.**	FPA11.1.M.2
	PA.B12.3.6	Analyze musical works to identify musical form and historical period or culture.	FPA11.2.M.1 FPA11.3.M.1
	PA.B12.3.7	Analyze composition techniques and determine/defend piece's purpose.	FPA11.2.M.1 FPA11.3.M.3
	PA.B12.3.8	Examine and discuss college/career opportunities in music.	FPA11.4.M.3 FPA11.4.M.4

PA.B12.4		Students will apply fundamentals of musicianship through concert band performance, exploring festival literature, composition, and arranging.	Standard Reference
	PA.B12.4.1	Apply sightreading concepts for pieces up to grade 5.	FPA11.1.M.5
	PA.B12.4.2	Perform and apply counting concepts in simple and mixed meters.	FPA11.1.M.5
	PA.B12.4.3	**Demonstrate ability to count and play rhythms up to and including 16th notes.**	FPA11.1.M.5
	PA.B12.4.4	**Demonstrate instrumental technique through playing correct notes and rhythms.**	FPA11.1.M.1
	PA.B12.4.5	**Evaluate and defend musical preferences after listening to varied repertoire of music.**	FPA11.2.M.4 FPA11.3.M.2

	PA.B12.4.6	Compose or arrange simple works for small instrumental ensemble.	FPA11.1.M.4
	PA.B12.4.7	Examine and describe creative/analytical process in relationship to other disciplines.	FPA11.4.M.2

Jazz Ensemble

(Grades 7-8)

Purpose Statement:	Students will perform a variety of jazz styles while focusing on the blues scale. Students will improvise melodies within set parameters and use jazz terminology when describing their playing.

Bolded items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PA.JZ8.1		**Students will develop the fundamentals of jazz musicianship, technique, and skills as they perform jazz music.**	Standard Reference
	PA.JZ8.1.1	**Perform and improvise using the blues scale.**	FPA8.1.M.2 FPA8.1.M.3
	PA.JZ8.1.2	**Perform using swing style and articulations.**	FPA8.1.M.2
	PA.JZ8.1.3	**Piano players will perform in a variety of styles using comping techniques.**	FPA8.1.M.1 FPA8.1.M.3
	PA.JZ8.1.4	**Percussionists will perform in a variety of drum set styles, developing ability to improvise fills and kicks.**	FPA8.1.M.1 FPA8.1.M.3
	PA.JZ8.1.5	**Rhythm section will perform as a unified group, demonstrating appropriate roles and behavior.**	FPA8.1.M.1 FPA8.1.M.2 FPA8.4.M.1
	PA.JZ8.1.6	Discuss and apply sight reading techniques.	FPA8.1.M.5
	PA.JZ8.1.7	Perform using a variety of dynamics and articulations while improving tone and intonation.	FPA8.1.M.2 FPA8.1.M.2
	PA.JZ8.1.8	Demonstrate instrumental technique through playing correct notes and rhythms.	FPA8.1.M.1 FPA8.1.M.5

PA.JZ8.2		**Students will apply jazz musicianship, technique, and performance skills to perform solo, ensemble, and full group jazz pieces.**	Standard Reference
	PA.JZ8.2.1	**Perform solo and ensemble pieces.**	FPA8.1.M.2 FPA8.1.M.5
	PA.JZ8.2.2	**Perform and describe a variety of jazz styles, forms, and terms.**	FPA8.1.M.5 FPA8.2.M.1

			FPA8.2.M.2
	PA.JZ8.2.3	Demonstrate appropriate concert behavior.	FPA8.4.M.1
	PA.JZ8.2.4	**Demonstrate instrumental technique through playing correct notes and rhythms.**	FPA8.1.M.1 FPA8.1.M.5
	PA.JZ8.2.5	**Perform using a variety of dynamics and articulations.**	FPA8.1.M.2 FPA8.1.M.5

PA.JZ8.3		**Students will perform using advancing jazz techniques and skills, analyze jazz forms, and identify connections between music and other disciplines.**	Standard Reference
	PA.JZ8.3.1	**Analyze and describe jazz forms.**	FPA8.2.M.1
	PA.JZ8.3.2	Listen to and discuss the history and significance of pieces being performed.	FPA8.3.M.1 FPA8.3.M.2
	PA.JZ8.3.3	Identify connections between music and other disciplines.	FPA8.4.M.2
	PA.JZ8.3.4	**Demonstrate instrumental technique through playing correct notes and rhythms.**	FPA8.1.M.1 FPA8.1.M.5
	PA.JZ8.3.5	**Perform using a variety of dynamics and articulations.**	FPA8.1.M.2 FPA8.1.M.5

PA.JZ8.4		**Students will perform with advancing jazz musicianship and technical skills to refine and polish pieces for the final concert, relating jazz music to history, culture, and possible careers.**	Standard Reference
	PA.JZ8.4.1	**Evaluate individual and group performances.**	FPA8.2.M.3
	PA.JZ8.4.2	**Perform and listen to a varied repertoire of jazz music**	FPA8.3.M.1
	PA.JZ8.4.3	**Relate jazz music to historical and cultural events.**	FPA8.3.M.2
	PA.JZ8.4.4	**Demonstrate instrumental technique through playing correct notes and rhythms.**	FPA8.1.M.1 FPA8.1.M.5
	PA.JZ8.4.5	Perform using a variety of dynamics and articulations.	FPA8.1.M.2 FPA8.1.M.5
	PA.JZ8.4.6	Defend musical preferences for musical works played during the year.	FPA8.2.M.4
	PA.JZ8.4.7	Discuss purposes of jazz music and the role of jazz musicians.	FPA8.3.M.3

	PA.JZ8.4.8	Discuss careers in jazz and the economics involved in those careers.	FPA8.4.M.3 FPA8.4.M.4

Tiger Jazz Orchestra (Jazz Band)

(Grades 9-12)

Purpose Statement:	Students will perform in a broad variety of jazz styles and settings, develop their improvisational skills, and apply jazz concepts to their playing. Students will use jazz terminology when discussing music.

Bolded items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PA.JZ12.1		**Students will develop fundamental individual and ensemble skills, including improvisation, articulation, and stylistic adjustments.**	Standard Reference
	PA.JZ12.1.1	**Demonstrate instrumental technique through playing correct notes and rhythms.**	FPA11.1.M.1 FPA11.1.M.5
	PA.JZ12.1.2	**Perform music with appropriate dynamics, articulation, and intonation adjustments.**	FPA11.1.M.2 FPA11.1.M.5
	PA.JZ12.1.3	**Develop improvisation vocabulary, focusing on dominant, dorian, and pentatonic scales.**	FPA11.1.M.3
	PA.JZ12.1.4	**Demonstrate and use jazz terminology while rehearsing.**	FPA11.1.M.1 FPA11.1.M.5
	PA.JZ12.1.5	Demonstrate safe, responsible and appropriate behavior in a variety of musical settings.	FPA11.4.M.1

PA.JZ12.2		**Students will refine individual and ensemble skills as they prepare for performance through rehearsal, listening, and analysis.**	Standard Reference
	PA.JZ12.2.1	**Demonstrate instrumental technique through playing correct notes and rhythms.**	FPA11.1.M.1 FPA11.1.M.5
	PA.JZ12.2.2	**Perform music with appropriate dynamics, articulation, and intonation adjustments.**	FPA11.1.M.2 FPA11.1.M.5
	PA.JZ12.2.3	Refine improvisation and ensemble skills.	FPA11.1.M.1 FPA11.1.M.3
	PA.JZ12.2.4	**Evaluate, classify, and analyze a variety of recordings and genres, defending their choices.**	FPA11.3.M.1 FPA11.3.M.2 FPA11.3.M.3

PA.JZ12.3		Students will refine individual and group performances through work in large and small ensembles in preparation for performance.	Standard Reference
	PA.JZ12.3.1	**Demonstrate instrumental technique through playing correct notes and rhythms.**	FPA11.1.M.1 FPA11.1.M.5
	PA.JZ12.3.2	**Perform music with appropriate dynamics, articulation, and intonation adjustments.**	FPA11.1.M.2 FPA11.1.M.5
	PA.JZ12.3.3	Perform in combos/small ensembles.	FPA11.1.M.2 FPA11.1.M.5
	PA.JZ12.3.4	**Analyze musical form and structure.**	FPA11.2.M.1
	PA.JZ12.3.5	Defend musical preferences.	FPA11.2.M.4
	PA.JZ12.3.6	Examine and discuss college and career opportunities in music.	FPA11.4.M.3 FPA11.4.M.4

PA.JZ12.4		Students will perform concert works, compose and arrange original works, and evaluating jazz pieces.	Standard Reference
	PA.JZ12.4.1	**Demonstrate instrumental technique through playing correct notes and rhythms.**	FPA11.1.M.1 FPA11.1.M.5
	PA.JZ12.4.2	**Perform music with appropriate dynamics, articulation, and intonation adjustments.**	FPA11.1.M.2 FPA11.1.M.5
	PA.JZ12.4.3	**Compose and/or arrange music within a jazz style.**	FPA11.1.M.4
	PA.JZ12.4.4	Defend musical preferences.	FPA11.2.M.4
	PA.JZ12.4.5	Evaluate jazz band performances, comparing their performance to others.	FPA11.2.M.2 FPA11.2.M.3
	PA.JZ12.4.6	Develop a commercial use for their individual composition or arrangement (i.e. commercial, movie).	FPA11.1.M.4 FPA11.4.M.2

Guitar I
Beginning Guitar
(Grades 7-12)

Purpose Statement:	Students will develop basic techniques on guitar including strum patterns, basic chords, melodies in first position, and major scales. Students will apply these fundamental techniques and musicianship to ensemble playing.

Bolded items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PA.G1.1		**Students will practice and perform the fundamental components of music.**	Standard Reference
	PA.G1.1.1	**Play single note melodies on the first string.**	FPA8.1.M.2 FPA8.1.M.5 FPA11.1.M.2 FPA11.1.M.5
	PA.G1.1.2	Demonstrate appropriate class behavior.	FPA8.4.M.1 FPA11.4.M.1
	PA.G1.1.3	**Demonstrate appropriate guitar care and maintenance.**	FPA8.4.M.1 FPA11.4.M.1
	PA.G1.1.4	**Play pieces in 3/4 and 4/4 time using Group 1 Chords (D, G, A7) and a basic down strum pattern.**	FPA8.1.M.2 FPA8.1.M.5 FPA11.1.M.2 FPA11.1.M.5
	PA.G1.1.5	Identify the parts of the guitar and their functions.	
	PA.G1.1.6	Describe the methods and steps used when tuning the guitar.	FPA8.4.M.1 FPA811.4.M.1

PA.G1.2		**Students will expand their chord and note vocabulary while exploring a variety of strumming patterns and styles.**	Standard Reference
	PA.G1.2.1	**Play single note melodies on 1st and 2nd strings.**	FPA8.1.M.2 FPA8.1.M.5 FPA11.1.M.2 FPA11.1.M.5

PA.G1.2.2	Play pieces in 3/4 and 4/4 time using Group 1 and 2 Chords (C, Em, Am, D7).	FPA8.1.M.1 FPA8.1.M.5 FPA11.1.M.1 FPA11.1.M.5
PA.G1.2.3	Demonstrate blues, Latin, and syncopated strums, and describe their uses in various pieces of music.	FPA8.2.M.1 FPA8.3.M.2 FPA11.2.M.1 FPA11.3.M.2
PA.G1.2.4	Demonstrate understanding and application of basic music terminology through written work and class discussion.	FPA8.2.M.1 FPA11.2.M.1
PA.G1.2.5	Identify and play roots with Group 1 and 2 Chords.	FPA8.1.M.2 FPA8.1.M.5 FPA11.1.M.2 FPA11.1.M.5

PA.G1.3	Students will apply music theory knowledge to play the G Major Scale, improvise in the G Blues, and play pieces using the Group 3 Chords.	Standard Reference
PA.G1.3.1	Play single note melodies on 1st, 2nd, and 3rd strings.	FPA8.1.M.2 FPA8.1.M.5 FPA11.1.M.2 FPA11.1.M.5
PA.G1.3.2	Play pieces in 3/4 and 4/4 time using Group 1, 2, and 3 Chords (A, E, E7).	FPA8.1.M.2 FPA8.1.M.5 FPA11.1.M.2 FPA11.1.M.5
PA.G1.3.3	Demonstrate understanding of the effect of sharps through written work and performing the G Major scale.	FPA8.1.M.2 FPA11.1.M.2
PA.G1.3.4	Identify and play roots with Group 1, 2, and 3 Chords.	FPA8.1.M.1 FPA8.1.M.5 FPA11.1.M.1 FPA11.1.M.5
PA.G1.3.5	Improvise melodies in the G Blues.	FPA11.1.M.3 FPA8.1.M.3

PA.G1.4		Students will apply notes and Group 4 Chords to perform, identify, and classify a variety of music.	Standard Reference
	PA.G1.4.1	**Play single note melodies on 1st, 2nd, 3rd, and 4th strings.**	FPA8.1.M.2 FPA8.1.M.5 FPA11.1.M.2 FPA11.1.M.5
	PA.G1.4.2	**Play pieces in 3/4 and 4/4 time using Group 1, 2, 3, and 4 Chords (B7, F - small bar).**	FPA8.1.M.2 FPA8.1.M.5 FPA11.1.M.2 FPA11.1.M.5
	PA.G1.4.3	Play melody and single-string accompaniment using open bass strings.	FPA8.1.M.5 FPA11.1.M.5
	PA.G1.4.4	Identify and play roots with Group 1, 2, 3, and 4 Chords.	FPA8.1.M.2 FPA8.1.M.5 FPA11.1.M.2 FPA11.1.M.5
	PA.G1.4.5	Classify unfamiliar music by genre and/or historical period and explain their reasoning.	FPA8.3.M.1 FPA11.3.M.1
	PA.G1.4.6	Plan a musical playlist for a variety of purposes and defend their choices.	FPA8.3.M.3 FPA11.3.M.3

Guitar II

(Grades 7-12)

Purpose Statement:	Students will apply advancing techniques (such as barre chords, moveable chords, notes beyond first position, major/minor/blues scales, etc.) into individual and ensemble playing.

Bolded items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PA.G2.1		**Students will play single note melodies and chords using a variety of styles and techniques while exploring avenues for continued playing beyond high school.**	Standard Reference
	PA.G2.1.1	**Play single note melodies on 1st, 2nd, 3rd, 4th, and 5th strings.**	FPA8.1.M.2 FPA8.1.M.5 FPA11.1.M.2 FPA11.1.M.5
	PA.G2.1.2	**Play pieces in 3/4 and 4/4 time using croup 1, 2, 3, and 4 chords.**	FPA8.1.M.2 FPA8.1.M.5 FPA11.1.M.2 FPA11.1.M.5
	PA.G2.1.3	**Demonstrate finger picking technique.**	FPA8.1.M.1 FPA11.1.M.1
	PA.G2.1.4	Perform music with others (duets or small ensembles).	FPA8.1.M.2 FPA11.1.M.2
	PA.G2.1.5	Evaluate and defend preferences of performances using music terminology.	FPA8.2.M.2 FPA8.2.M.3 FPA11.2.M.2 FPA11.2.M.3
	PA.G2.1.6	Demonstrate appropriate concert behavior.	FPA8.4.M.1 FPA11.4.M.1
	PA.G2.1.7	Identify and play roots and fifths with group 1, 2, 3, and 4 chords.	FPA8.1.M.2 FPA8.1.M.5 FPA11.1.M.2 FPA11.1.M.5

			FPA8.4.M.3
	PA.G2.1.8	Examine college and career opportunities in music.	FPA8.4.M.4 FPA11.4.M.3 FPA11.4.M.4

PA.G2.2		**Students will review fundamental guitar skills while classifying unfamiliar music by historical period or genre.**	Standard Reference
	PA.G2.2.1	**Play basic moveable chords.**	FPA11.1.M.1
	PA.G2.2.2	Identify and play basic accompaniments learned in Guitar I (incl. Basic, Blues, Latin, Syncopated, Double Bass).	FPA11.1.M.2 FPA11.1.M.5
	PA.G2.2.3	**Play single note melodies on all six guitar strings.**	FPA11.1.M.1 FPA11.1.M.5
	PA.G2.2.4	Play basic duet and ensemble pieces.	FPA11.1.M.2 FPA11.1.M.5
	PA.G2.2.5	Demonstrate safe, responsible and appropriate behavior in a variety of musical settings.	FPA11.4.M.1
	PA.G2.2.6	Classify unfamiliar music by historical period or genre and explain their reasoning.	FPA11.3.M.1 FPA11.3.M.2

PA.G2.3		**Students will perform primary and secondary chords in the key of G, basic articulations, and an ability to evaluate pieces based on musical elements and expressive devices.**	Standard Reference
	PA.G2.3.1	**Play moveable primary and secondary chords in the key of G.**	FPA11.1.M.1
	PA.G2.3.2	**Play accompaniments with a variety of styles (incl. Carter Style, Pull Off, and Boogie Woogie).**	FPA11.1.M.2 FPA11.1.M.5
	PA.G2.3.3	Identify and play basic articulations (incl. slurs).	FPA11.1.M.2 FPA11.1.M.5
	PA.G2.3.4	Play intermediate duet and ensemble pieces.	FPA11.1.M.2 FPA11.1.M.5
	PA.G2.3.5	Evaluate a variety of pieces based on musical elements and expressive devices.	FPA11.2.M.2 FPA11.2.M.3

PA.G2.4		Students will perform moveable chords, and ability to improvise and compose using the blues scale.	Standard Reference
	PA.G2.4.1	**Identify and play the blues scale with swing eighths.**	FPA11.1.M.1 FPA11.1.M.5
	PA.G2.4.2	**Improvise using the G Blues scale.**	FPA11.1.M.3
	PA.G2.4.3	Play a variety of strumming patterns (incl. Blues, Mute, and Double Bass strum).	FPA11.1.M.1
	PA.G2.4.4	Play intermediate duet and ensemble pieces.	FPA11.1.M.2 FPA11.1.M.5
	PA.G2.4.5	Evaluate a variety of musical performances.	FPA11.2.M.3
	PA.G2.4.6	**Compose a piece that includes melody and accompaniment using the G Blues.**	FPA11.1.M.4

PA.G2.5		Students will demonstrate primary and secondary chords in the key of C, ability to transpose single note melodies to closely related keys, and defend their musical choices.	Standard Reference
	PA.G2.5.1	**Identify and play secondary chords in the key of C.**	FPA11.1.M.1 FPA11.1.M.5
	PA.G2.5.2	**Transpose single note melodies to closely related keys.**	FPA11.1.M.2 FPA11.1.M.5
	PA.G2.5.3	Play single note melodies using 16th notes.	FPA11.1.M.2 FPA11.1.M.5
	PA.G2.5.4	Play pieces using a variety of accompaniments (incl. Reggae).	FPA11.1.M.2
	PA.G2.5.5	Play advanced duet and ensemble pieces.	FPA11.1.M.2 FPA11.1.M.5
	PA.G2.5.6	Construct a playlist for a variety of purposes, defending their choices.	FPA11.2.M.4 FPA11.3.M.3

PA.G2.6		Students will identify scales based on scale shape, count and play pieces using 16th notes, and explore college and career opportunities in music.	Standard Reference
	PA.G2.6.1	**Identify and play major and minor pentatonic scales and shapes.**	FPA11.1.M.2 FPA11.1.M.5
	PA.G2.6.2	**Identify and play major 7th Chords.**	FPA11.1.M.2

		FPA11.1.M.5
PA.G2.6.3	Count and play pieces using 16th notes.	FPA11.1.M.1 FPA11.1.M.5
PA.G2.6.4	Play advanced guitar duets and ensemble pieces.	FPA11.1.M.2 FPA11.1.M.5
PA.G2.6.5	Examine college and career opportunities in music, as well as management and advocacy.	FPA11.4.M.3 FPA11.4.M.4
PA.G2.6.6	Examine the creative and analytical processes of music in relationship to other disciplines.	FPA11.4.M.2

Drama

(Grades 7-8)

Purpose Statement:	Students will apply concepts of theater terminology, investigate basic acting skills, analyze playscript, construct characterization, identify theatrical elements, create and perform a play, rehearse play through repetition, evaluate the role of an artist in the community, and examine the different types of theater.

Benchmarks:

PA.D1.1		Students will apply concepts of theater, identify areas of the theater, and investigate theater terminology.	Standard Reference
	PA.D1.1.1	Label the different areas of theater and define vocabulary.	FPA8.2.T.3
	PA.D1.1.2	Identify the different parts of a set, such as culture, time period, social status, costumes, and technical components that create a cohesive idea.	FPA8.1.T.1 FPA8.3.T.2
	PA.D1.1.3	Model appropriate theater etiquette in a variety of theatrical settings.	FPA8.4.T.1

PA.D1.2		Students will analyze a playscript, compare characters, and predict storyline.	Standard Reference
	PA.D1.2.1	Analyze the different parts of a script, (i.e. exposition, conflict, climax, and resolution).	FPA8.2.T.5
	PA.D1.2.2	List the personality traits that define the character.	FPA8.1.T.6
	PA.D1.2.3	Predict characterization, based on subtext, and identify objectives.	FPA8.1.T.5 FPA8.1.T.6
	PA.D1.2.4	Design a costume and character that is inspired by the playscript.	FPA8.1.T.2 FPA8.4.T.3
	PA.D1.2.5	Predict and discuss the impact that character development can have on the story line.	FPA8.1.T.5
	PA.D1.2.6	Identify the tension and conflict within a story or script.	FPA8.1.T.5

PA.D1.3	Students will apply concepts of characterization, timing, and blocking into improvised scenes.	Standard Reference
PA.D1.3.1	Discuss the importance of character and action in an improvised scene.	FPA8.1.T.3 FPA8.2.T.1
PA.D1.3.2	Recite and model the boundaries of improvisation.	FPA8.1.T.4
PA.D1.3.3	Create and develop a well-defined character through improvisation.	FPA8.1.T.1 FPA8.1.T.3 FPA8.1.T.5
PA.D1.3.4	Create improvised performances that show conflict and character development at an introductory level.	FPA8.1.T.1 FPA8.1.T.3
PA.D1.3.5	Justify choices in an improvisational setting and/or scripted performance.	FPA8.1.T.3 FPA8.1.T.5 FPA8.2.T.4
PA.D1.3.6	Demonstrate all of the essential dramatic elements through performance of final scene.	FPA8.1.T.1 FPA8.1.T.6

PA.D1.4	Students will build trust and acceptance of others within a group through classroom activities and exercises.	Standard Reference
PA.D1.4.1	Develop acceptance and mutual support through team building exercises (ensemble building exercises).	FPA8.2.T.2 FPA8.4.T.2
PA.D1.4.2	Demonstrate effective verbal and nonverbal communication utilizing theatre terminology.	FPA8.2.T.3
PA.D1.4.3	Model and practice proper social intelligence, respectful use of personal space, theater etiquette, and responsible behavior among peers and instructors.	FPA8.4.T.1 FPA8.4.T.2
PA.D1.4.4	Collaborate to create theatre performance while developing trust among the group.	FPA8.1.T.1

PA.D1.5	Students will analyze, rehearse, and perform a monologue(s) for an audition. Students will display proper audience etiquette.	Standard Reference
PA.D1.5.1	Analyze monologue scripts to create a meaningful audition by identifying given circumstances, character beats, and subtext.	FPA8.1.T.4
PA.D1.5.2	Analyze characters within monologue scripts to create well developed, dynamic characters.	FPA8.1.T.5 FPA8.1.T.6

	PA.D1.5.3	Identify and apply best rehearsal practices to prepare a piece for audition (i.e. utilizing memorization techniques, blocking, creating a relaxed natural performance, making artistic choices, and respecting time limits).	FPA8.1.T.3
	PA.D1.5.4	Perform monologue for an audition.	FPA8.1.T.1 FPA8.1.T.5

PA.D1.6		Students will analyze, rehearse, and perform a play for an audience. Students will display proper theater etiquette.	Standard Reference
	PA.D1.6.1	Analyze scripts to create a meaningful performance by identifying given circumstances, character beats, and subtext, defend and discuss artistic choices with peers.	FPA8.1.T.5 FPA8.1.T.6 FPA8.2.T.2 FPA8.2.T.4
	PA.D1.6.2	Analyze characters within a script to create dynamic characters. Identify objectives, super-objectives, obstacles, and conflict.	FPA8.1.T.3 FPA8.2.T.2
	PA.D1.6.3	Identify and apply best rehearsal practices to prepare and perform a piece for the public (i.e. utilize memorization techniques, blocking, and script analysis).	FPA8.1.T.1 FPA8.1.T.3

PA.D1.7		Students will analyze historical theater, critique artistic choices, predict and discuss the outcome of theater that is influenced by events and cultural norms.	Standard Reference
	PA.D1.7.1	Examine and compare historical plays, investigate societal beliefs based on time period and discuss their influence.	FPA8.3.T.1 FPA8.3.T.2
	PA.D1.7.2	List the conflicts and events that influence culture.	FPA8.3.T.2
	PA.D1.7.3	Match historical events to a play that represents the time period.	FPA8.3.T.1 FPA8.3.T.2

Drama II

(Grades 7-8)

Purpose Statement:	Students will create a play performance, utilize technical resources, construct set pieces and props for production, develop acting skills through rehearsal, audition preparation, self-evaluate their social responsibility to the arts, demonstrate theater etiquette, develop intermediate acting skills, and model respect and pride for the theater. Students will continue to develop social skills that were created in Drama I, and continue social/emotional growth.

Benchmarks:

PA.D2.1		Students will apply concepts of theater, identify areas of the theater, and investigate theater terminology.	Standard Reference
	PA.D2.1.1	Label the different areas of theater and define vocabulary.	FPA8.2.T.3
	PA.D2.1.2	Identify the different parts of a set, such as culture, time period, social status, costumes, and technical components that create a cohesive idea.	FPA8.1.T.1 FPA8.3.T.2
	PA.D2.1.3	Model appropriate theater etiquette in a variety of theatrical settings.	FPA8.4.T.1

PA.D2.2		Students will analyze a playscript, compare characters, and predict storyline.	Standard Reference
	PA.D2.2.1	Analyze the different parts of a script, (i.e. exposition, conflict, climax, and resolution).	FPA8.2.T.5
	PA.D2.2.2	List the personality traits that define the character.	FPA8.1.T.6
	PA.D2.2.3	Predict characterization, based on subtext, and identify objectives.	FPA8.1.T.5 FPA8.1.T.6
	PA.D2.2.4	Design a costume and character that is inspired by the playscript.	FPA8.1.T.2 FPA8.4.T.3
	PA.D2.2.5	Predict and discuss the impact that character development can have on the story line.	FPA8.1.T.5
	PA.D2.2.6	Identify the tension and conflict within a story or script.	FPA8.1.T.5

PA.D2.3		Students will apply concepts of characterization, timing, blocking, into improvised scenes	Standard Reference
	PA.D2.3.1	Discuss the importance of character and action in an improvised scene.	FPA8.1.T.3 FPA8.2.T.1
	PA.D2.3.2	Recite and model the boundaries of improvisation.	FPA8.1.T.4
	PA.D2.3.3	Create and develop a well-defined character through improvisation.	FPA8.1.T.1 FPA8.1.T.3 FPA8.1.T.5
	PA.D2.3.4	Create improvised performances that show conflict and character development at an introductory level.	FPA8.1.T.1 FPA8.1.T.3
	PA.D2.3.5	Justify choices in an improvisational setting and/or scripted performance.	FPA8.1.T.3 FPA8.1.T.5 FPA8.2.T.4
	PA.D2.3.6	Demonstrate all of the essential dramatic elements through performance of final scene.	FPA8.1.T.1 FPA8.1.T.6

PA.D2.4		Students will build trust and acceptance of others within a group through classroom activities and exercises.	Standard Reference
	PA.D2.4.1	Develop acceptance and mutual support through team building exercises (ensemble building exercises).	FPA8.2.T.2 FPA8.4.T.2
	PA.D2.4.2	Demonstrate effective verbal and nonverbal communication utilizing theatre terminology.	FPA8.2.T.3
	PA.D2.4.3	Model and practice proper social intelligence, respectful use of personal space, theater etiquette, and responsible behavior among peers and instructors.	FPA8.4.T.1 FPA8.4.T.2
	PA.D2.4.4	Collaborate to create theatre performance while developing trust among the group.	FPA8.1.T.1

PA.D2.5		Students will analyze, rehearse, and perform a monologue(s) for an audition. Students will display proper audience etiquette.	Standard Reference
	PA.D2.5.1	Analyze monologue scripts to create a meaningful audition by identifying given circumstances, character beats, and subtext.	FPA8.1.T.4

PA.D2.5.2	Analyze characters within monologue scripts to create well developed, dynamic characters.	FPA8.1.T.5 FPA8.1.T.6
PA.D2.5.3	Identify and apply best rehearsal practices to prepare a piece for audition (i.e. utilizing memorization techniques, blocking, creating a relaxed natural performance, making artistic choices, and respecting time limits).	FPA8.1.T.3
PA.D2.5.4	Perform monologue for an audition.	FPA8.1.T.1 FPA8.1.T.5

PA.D2.6	Students will analyze, rehearse, and perform a play for an audience. Students will display proper theater etiquette.	Standard Reference
PA.D2.6.1	Analyze scripts to create a meaningful performance by identifying given circumstances, character beats, and subtext, defend and discuss artistic choices with peers.	FPA8.1.T.5 FPA8.1.T.6 FPA8.2.T.2 FPA8.2.T.4
PA.D2.6.2	Analyze characters within a script to create dynamic characters. Identify objectives, super-objectives, obstacles, and conflict.	FPA8.1.T.3 FPA8.2.T.2
PA.D2.6.3	Identify and apply best rehearsal practices to prepare and perform a piece for the public (i.e. utilize memorization techniques, blocking, and script analysis).	FPA8.1.T.1 FPA8.1.T.3

PA.D2.7	Students will analyze historical theater, critique artistic choices, predict and discuss the outcome of theater that is influenced by events and cultural norms.	Standard Reference
PA.D2.7.1	Examine and compare historical plays, investigate societal beliefs based on time period and discuss their influence.	FPA8.3.T.1 FPA8.3.T.2 FPA8.4.T.6
PA.D2.7.2	List the conflicts and events that influence culture.	FPA8.3.T.2
PA.D2.7.3	Match historical events to a play that represents the time period.	FPA8.3.T.1 FPA8.3.T.2

PA.D2.8		Students will identify common components of scenic construction, apply measurement techniques, plan and construct standard scenery pieces, and utilize scenic design tools. These skills will be for students that have completed Drama I.	Standard Reference
	PA.D2.8.1	Identify hand tools and their uses and apply them while building scenic elements.	FPA8.4.T.1 FPA8.4.T.4
	PA.D2.8.2	Identify the common components of scenic construction and utilize the appropriate tool for the task.	FPA8.2.T.2 FPA8.4.T.4
	PA.D2.8.3	Identify and apply scenic painting materials, methods, and processes.	FPA8.1.T.4 FPA8.4.T.4
	PA.D2.8.4	Follow and enforce all safety procedures required in technical theatre work.	FPA8.4.T.2

PA.D2.9		Students will critique a live theatrical performance, and evaluate the theatrical elements and the aesthetic quality of the production.	Standard Reference
	PA.D2.9.1	List the theatrical elements within the performance.	FPA8.2.T.1
	PA.D2.9.2	Generate a verbal or written response to the emotional and intellectual effects of the performance.	FPA8.2.T.1
	PA.D2.9.3	Formulate and defend a personal opinion of a live theatrical performance through a written response.	FPA8.2.T.4
	PA.D2.9.4	Generate personal opinions and present ideas in a professional critique. Attend a public performance and discuss advocacy.	FPA8.4.T.5 FPA8.4.T.6

Introduction to Theatre

(Grades 9-12)

Purpose Statement:	Students will apply all of the elements of theater into the design process, create theatrical designs for a performance, identify patterns in design, critique design templates, assess artistic choices in congruence to theme, investigate historical relevance, construct props and set pieces, engage in basic acting skills, develop social skills in groups and apply theatrical concepts while engaging in project-based learning.

Benchmarks:

PA.IT.1		Students will analyze historical playscript and identify theme, character, setting, plot, and symbols.	Standard Reference
	PA.IT.1.1	Identify symbolism, common themes, and setting within literature.	FPA11.3.T.1
	PA.IT.1.2	Draw conclusions from playscript and predict author's intent.	FPA11.3.T.2 FPA11.2.T.5
	PA.IT.1.3	Discuss the plot of playscript and identify historical and cultural references.	FPA11.3.T.1
	PA.IT.1.4	Summarize a playscript and compare and contrast characters.	FPA11.3.T.3
	PA.IT.1.5	Demonstrate proper theatre etiquette while modelling emotional intelligence and developing responsible behavior among instructors and peers.	FPA11.4.T.1
	PA.IT.1.6	Construct a personal interpretation of the playscript.	FPA11.2.T.3 FPA11.2.T.4

PA.IT.2		Students will research the time period of a playscript, and create a presentation that demonstrates interpretation of theme, symbol, setting, character, and cultural influences.	Standard Reference
	PA.IT.2.1	Collect and display research based on theme.	FPA11.1.T.5
	PA.IT.2.2	Identify patterns in research images (i.e. makeup, costume, character, setting).	FPA11.1.T.6
	PA.IT.2.3	Explain cultural influences and societal beliefs based on time period.	FPA11.3.T.1
	PA.IT.2.4	Examine cause and effect of social, cultural, and historical contexts.	FPA11.3.T.3

	PA.IT.2.5	Organize and discuss research findings in categories (i.e. makeup, costume, character, setting).	FPA11.1.T.4 FPA11.1.T.5
	PA.IT.2.6	Create a visual presentation of research based on theatrical category (i.e. makeup, costume, setting, character).	FPA11.1.T.2
	PA.IT.2.7	Collaborate with peers to develop social responsibility.	FPA11.4.T.1

PA.IT.3		Students will construct a design concept board that illustrates costume, makeup, setting, and plot of a historical playscript.	Standard Reference
	PA.IT.3.1	Sketch designs for concept board.	FPA11.1.T.6
	PA.IT.3.2	Develop tasks for members in the group.	FPA11.1.T.4
	PA.IT.3.3	Convert research images to design concept board.	FPA11.1.T.5
	PA.IT.3.4	Label design concept board for each category (i.e. costume, makeup, setting, and character).	FPA11.1.T.5
	PA.IT.3.5	Combine research elements and relate designs to the theme.	FPA.11.1.T.5
	PA.IT.3.6	Apply concepts of playscript and research to create design concept board.	FPA11.1.T.2 FPA11.1.T.6
	PA.IT.3.7	Create a script for the action within the theatrical setting.	FPA11.1.T.6 FPA11.2.T.5 FPA11.4.T.3
	PA.IT.3.8	Justify personal artistic choices while collaborating in groups.	FPA11.1.T.4 FPA11.2.T.4

PA.IT.4		Students will critique peers and evaluate designs for historical accuracy and relevance to the elements of theater design.	Standard Reference
	PA.IT.4.1	Interpret the intentions of artistic choices and compare designs to theme.	FPA.11.2.T.3
	PA.IT.4.2	Observe and evaluate peer design concepts, identify design organization, and assess the aesthetic quality of each project.	FPA.11.2.T.2
	PA.IT.4.3	Defend their rationale of design board based on analysis of theatrical elements.	FPA11.2.T.4
	PA.IT.4.4	Critique playscript for theatrical setting and determine its effectiveness.	FPA11.1.T.6 FPA11.2.T.5

	PA.IT.4.5	Evaluate peers in a professional manner and provide effective feedback.	FPA11.2.T.2 FPA11.2.T.4

PA.IT.5		Students will construct a theatrical setting based on design concept board, historical context, time period research, and peer evaluation.	Standard Reference
	PA.IT.5.1	Construct props for a theatrical setting.	FPA11.1.T.2 FPA11.1.T.5
	PA.IT.5.2	List the available resources and determine prop and costume needs.	FPA11.1.T.1 FPA11.4.T.6
	PA.IT.5.3	Organize costumes, makeup, and props for theatrical performance.	FPA11.1.T.2
	PA.IT.5.4	Create a setting based on design concept.	FPA11.1.T.2
	PA.IT.5.5	Identify theatrical skills that can apply to a variety of careers and recreational activities.	FPA11.4.T.4
	PA.IT.5.6	Create a setting utilizing theater technology and the elements of design.	FPA11.1.T.2
	PA.IT.5.7	Construct a theatrical setting, utilizing group communication, while contributing to group efforts.	FPA11.1.T.4 FPA11.4.T.1

PA.IT.6		Students will evaluate a play script, research time period, design a concept board, and present a performance that combines all of the elements.	Standard Reference
	PA.IT.6.1	Outline an improvised performance by assigning roles and tasks.	FPA11.2.T.2
	PA.IT.6.2	Investigate the structure of a story, and formulate a personal opinion, based on research.	FPA11.2.T.4
	PA.IT.6.3	Organize arguments and defend personal opinions about character and plot.	FPA11.2.T.4
	PA.IT.6.4	Create and perform an improvised scene, making clear the given circumstance, relationship, and plot of the scene.	FPA11.1.T.1
	PA.IT.6.5	Debate personal opinions about a story and maintain professional communication among peers.	FPA11.2.T.4 FPA11.4.T.1 FPA11.4.T.2

PA.IT.7	Students will critique a live theatrical performance, and evaluate the theatrical elements and the aesthetic quality of the production.	Standard Reference
PA.IT.7.1	List the theatrical elements within the performance.	FPA11.2.T.1
PA.IT.7.2	Generate a verbal or written response to the emotional and intellectual effects of the performance.	FPA11.2.T.1
PA.IT.7.3	Formulate and defend a personal opinion of a live theatrical performance through a written response.	FPA11.2.T.4
PA.IT.7.4	Generate personal opinions and present ideas in a professional critique focusing on the contributions to society.	FPA11.4.T.5

PA.IT.8	Students will create a costume and makeup design, and construct a costume for a theatrical performance.	Standard Reference
PA.IT.8.1	Analyze playscript to determine characterization.	FPA11.2.T.5
PA.IT.8.2	List the costume elements that reinforce the script.	FPA11.2.T.2
PA.IT.8.3	Categorize design elements by character interpretation.	FPA11.1.T.5
PA.IT.8.4	Create costume and makeup design utilizing design templates.	FPA11.1.T.2
PA.IT.8.5	Construct costumes that reinforce the character within the playscript.	FPA11.1.T.6
PA.IT.8.6	Assess individual contribution to group creation process.	FPA11.1.T.4

PA.IT.9	Students will produce a multimedia project, rehearse script, develop a scene, and market a product.	Standard Reference
PA.IT.9.1	Investigate a product and research ideas.	FPA11.1.T.5
PA.IT.9.2	Outline a marketing plan for the product.	FPA11.4.T.4 FPA11.4.T.6
PA.IT.9.3	Create a slogan and motto to market the product.	FPA11.4.T.3 FPA11.4.T.4
PA.IT.9.4	Produce a script and develop a storyboard.	FPA11.1.T.2 FPA11.4.T.3
PA.IT.9.5	Rehearse the script and match the storyboard to the performance.	FPA11.1.T.3

	PA.IT.9.6	Create a multimedia project and apply theatrical elements.	FPA11.1.T.2
	PA.IT.9.7	Assess collaboration process among peer group.	FPA11.1.T.4

PA.IT.10		Students will analyze theater throughout history and create a multimedia presentation.	Standard Reference
	PA.IT.10.1	Investigate the timeline of theater history and formulate an appreciation for theater arts.	FPA11.3.T.2
	PA.IT.10.2	Explain the origin of theatre throughout time periods.	FPA11.3.T.1
	PA.IT.10.3	Analyze Greek, Roman, Medieval, Elizabethan, Neoclassical, and Modern theater.	FPA11.3.T.3
	PA.IT.10.4	Produce improvisation scenes based on time periods and cultural beliefs.	FPA11.1.T.1 FPA11.1.T.3
	PA.IT.10.5	Generate research materials that provide historical and cultural evidence.	FPA11.3.T.1
	PA.IT.10.6	Create multimedia presentation based on a historical time period.	FPA11.1.T.2
	PA.IT.10.7	Assess individual contribution to group based project.	FPA11.1.T.4

Theatre Arts I

(Grades 9-12)

Purpose Statement:	Students will create theatre art by researching playscript for historical relevance, interpret character, while reinforcing author intent, and formulate individual artistic choices. Students will develop a design in technical theater, such as: makeup, costume, set, prop, or original script. Students will evaluate personal performance and self-assess personal growth. Students will construct individual appreciation and pride for theatre arts and continue to develop group social skills in project-based learning.

Benchmarks:

PA.TA1.1		Students will generate a personal piece of poetry and perform in a theatrical setting.	Standard Reference
	PA.TA1.1.1	Develop personal opinions and viewpoints and incorporate ideas into a written response.	FPA11.2.T.4
	PA.TA1.1.2	Generate a theme based on group interests and defend artistic choices.	FPA11.1.T.4
	PA.TA1.1.3	Produce research that reinforces the chosen theme.	FPA11.1.T.5
	PA.TA1.1.4	Compose a poem and apply rhythm/ beat to the literary work.	FPA11.1.T.3
	PA.TA1.1.5	Apply concepts of poetry and perform produced theatrical poem.	FPA 11.1.T.1
	PA.TA1.1.6	Critique individual contribution to the performance and analyze the effectiveness of peer groups.	FPA11.2.T.1 FPA11.4.T.1
	PA.TA1.17	Model safe and responsible practices in theatrical spaces.	FPA11.4.T.2

PA.TA1.2		Students will analyze, rehearse, and perform a monologue or duet scene.	Standard Reference
	PA.TA1.2.1	Select a scene from a play and appraise its relevance to culture, time period, and societal beliefs.	FPA11.3.T.1
	PA.TA1.2.2	Analyze a playscript and determine character objectives, super objectives, and given circumstances.	FPA11.2.T.5
	PA.TA1.2.3	Investigate the subtext within a playscript.	FPA11.2.T.5
	PA.TA1.2.4	Identify and apply rehearsal practices to prepare for a public performance (i.e. utilizing memorization, blocking, artistic choices and honoring time limits).	FPA11.1.T.3

	PA.TA1.2.5	Apply concepts of theatrical elements to public performance.	FPA11.1.T.1

PA.TA1.3		Students will research the time period of a playscript, and create a presentation that demonstrates interpretation of theme, symbol, setting, character, and cultural influences.	Standard Reference
	PA.TA1.3.1	Collect and display research based on theme.	FPA11.1.T.5
	PA.TA1.3.2	Identify patterns in research images (i.e. makeup, costume, character, setting).	FPA11.1.T.6
	PA.TA1.3.3	Explain cultural influences and societal beliefs based on time period.	FPA11.3.T.1
	PA.TA1.3.4	Examine cause and effect of social, cultural, and historical contexts.	FPA11.3.T.3
	PA.TA1.3.5	Organize and discuss research findings in categories (i.e. makeup, costume, character, setting).	FPA11.1.T.4 FPA11.1.T.5
	PA.TA1.3.6	Create a visual presentation of research based on theatrical category (i.e. makeup, costume, setting, character).	FPA11.1.T.2
	PA.TA1.3.7	Collaborate with peers to develop social responsibility.	FPA11.4.T.1

PA.TA1.4		Students will construct a design concept board that illustrates costume, makeup, setting, and plot of a historical playscript.	Standard Reference
	PA.TA1.4.1	Sketch designs for concept board.	FPA11.1.T.6
	PA.TA1.4.2	Develop tasks for members in the group.	FPA11.1.T.4
	PA.TA1.4.3	Convert research images to design concept board.	FPA11.1.T.5
	PA.TA1.4.4	Label design concept board for each category (i.e. costume, makeup, setting, and character).	FPA11.1.T.5
	PA.TA1.4.5	Combine research elements and relate designs to the theme.	FPA.11.1.T.5
	PA.TA1.4.6	Apply concepts of playscript and research to create design concept board.	FPA11.1.T.2 FPA11.1.T.6
	PA.TA1.4.7	Create a script for the action within the theatrical setting.	FPA11.1.T.6 FPA11.2.T.5 FPA11.4.T.3

	PA.TA1.4.8	Justify personal artistic choices while collaborating in groups.	FPA11.1.T.4 FPA11.2.T.4

PA.TA1.5		Students will critique peers and evaluate designs for historical accuracy and relevance to the elements of theater design.	Standard Reference
	PA.TA1.5.1	Interpret the intentions of artistic choices and compare designs to theme.	FPA.11.2.T.3
	PA.TA1.5.2	Observe and evaluate peer design concepts, identify design organization, and assess the aesthetic quality of each project.	FPA.11.2.T.2
	PA.TA1.5.3	Defend their rationale of design board based on analysis of theatrical elements.	FPA11.2.T.4
	PA.TA1.5.4	Critique playscript for theatrical setting and determine its effectiveness.	FPA11.1.T.6 FPA11.2.T.5
	PA.TA1.5.5	Evaluate peers in a professional manner and provide effective feedback.	FPA11.2.T.2 FPA11.2.T.4

PA.TA1.6		Students will construct a theatrical setting based on design concept board, historical text, time period research, and peer evaluation.	Standard Reference
	PA.TA1.6.1	Construct props for a theatrical setting.	FPA11.1.T.2 FPA11.1.T.5
	PA.TA1.6.2	List the available resources and determine prop and costume needs.	FPA11.1.T.1 FPA11.4.T.6
	PA.TA1.6.3	Organize costumes, makeup, and props for theatrical performance.	FPA11.1.T.2
	PA.TA1.6.4	Create a setting based on design concept.	FPA11.1.T.2
	PA.TA1.6.5	Identify theatrical skills that can apply to a variety of careers and recreational activities.	FPA11.4.T.4
	PA.TA1.6.6	Create a setting utilizing theater technology and the elements of design.	FPA11.1.T.2
	PA.TA1.6.7	Construct a theatrical setting, utilizing group communication, while contributing to group efforts.	FPA11.1.T.4 FPA11.4.T.1

PA.TA1.7		Students will apply concepts from playscript, time period research, and design concept board. Students will create a period performance.	Standard Reference
	PA.TA1.7.1	Outline an improvised performance by assigning roles and tasks.	FPA11.2.T.2
	PA.TA1.7.2	Investigate the structure of a story, and formulate a personal opinion, based on research.	FPA11.2.T.4
	PA.TA1.7.3	Organize arguments and defend personal opinions about character and plot.	FPA11.2.T.4
	PA.TA1.7.4	Create and perform an improvised scene, making clear the given circumstance, relationship, and plot of the scene.	FPA11.1.T.1
	PA.TA1.7.5	Debate personal opinions about a story and maintain professional communication among peers.	FPA11.2.T.4 FPA11.4.T.1 FPA11.4.T.2

PA.TA1.8		Students will critique a live theatrical performance, and evaluate the theatrical elements and the aesthetic quality of the production.	Standard Reference
	PA.TA1.8.1	List the theatrical elements within the performance.	FPA11.2.T.1
	PA.TA1.8.2	Generate a verbal or written response to the emotional and intellectual effects of the performance.	FPA11.2.T.1
	PA.TA1.8.3	Formulate and defend a personal opinion of a live theatrical performance through a written response.	FPA11.2.T.4
	PA.TA1.8.4	Generate personal opinions and present ideas in a professional critique focusing on the contributions to society.	FPA11.4.T.5

PA.TA1.9		Students will create trust and acceptance of others within a group through classroom activities and exercises.	Standard Reference
	PA.TA1.9.1	Develop acceptance and mutual support through team building exercises (ensemble building exercises).	FPA11.2.T.2 FPA11.4.T.2
	PA.TA1.9.2	Demonstrate effective verbal and nonverbal communication utilizing theatre terminology.	FPA11.2.T.3
	PA.TA1.9.3	Model and practice proper social intelligence, respectful use of personal space, theater etiquette,	FPA11.4.T.1 FPA11.4.T.2

		and responsible behavior among peers and instructors.	
	PA.TA1.9.4	Collaborate to create theatre performance while developing trust among the group.	FPA11.1.T.1

Theatre Arts II

(Grades 9-12)

Purpose Statement:	Students will develop advanced acting techniques, create personal performance in the arts, apply concepts of acting, perform in a public setting while maintaining personal artistic choices, construct a play script that identifies storyline, produce a marketing plan for theater event, create a chosen technical theater design category, self-evaluate personal needs for growth, organize theatrical events throughout the community, and develop appreciation and pride for theater arts.

Benchmarks:

PA.TA2.1		Students will generate a personal piece of poetry and perform in a theatrical setting.	Standard Reference
	PA.TA2.1.1	List personal opinions and viewpoints and incorporate ideas into the written response.	FPA11.2.T.4
	PA.TA2.1.2	Generate a theme based on group interests and defend artistic choices.	FPA11.1.T.4
	PA.TA2.1.3	Produce research that reinforces the chosen theme.	FPA11.1.T.5
	PA.TA2.1.4	Compose a poem and apply rhythm/ beat to the literary work.	FPA11.1.T.3
	PA.TA2.1.5	Apply concepts of poetry and perform produced theatrical poem.	FPA 11.2.T.3
	PA.TA2.1.6	Critique individual contribution to the performance and analyze the effectiveness of peer groups.	FPA11.1.T.5
	PA.TA2.1.7	Model safe and responsible practices in theatrical spaces.	FPA11.4.T.2

PA.TA2.2		Students will analyze, rehearse, and perform, a monologue or duet scene.	Standard Reference
	PA.TA2.2.1	Select a scene from a play, and appraise its relevance to culture, time period, and societal beliefs.	FPA11.3.T.1
	PA.TA2.2.2	Analyze a playscript and determine character objectives, super objectives, and given circumstances.	FPA11.2.T.5
	PA.TA2.2.3	Investigate the subtext within a playscript.	FPA11.2.T.5
	PA.TA2.2.4	Identify and apply rehearsal practices to prepare for a public performance; utilizing memorization, blocking, artistic choices, and honoring time limits	FPA11.1.T.3

PA.TA2.2.5	Apply concepts of theatrical elements to public performance.	FPA11.1.T.1

PA.TA2.3	Students will create a playscript, utilizing character, costume, setting, theme, symbols, and plot.	Standard Reference
PA.TA2.3.1	Devise a research presentation that illustrates historical time period, societal beliefs, and cultural influences.	FPA11.3.T.3
PA.TA2.3.2	Outline storyline events into a cohesive playscript, based on theme.	FPA11.2.T.5
PA.TA2.3.3	Defend artistic choices and analyze personal contribution to story.	FPA11.2.T.4
PA.TA2.3.4	Combine theatrical designs to create a story that reinforces theme.	FPA11.2.T.3
PA.TA2.3.5	Revise artistic choices and evaluate the effectiveness of the plot within the story.	FPA11.2.T.3

PA.TA2.4	Students will construct a marketing plan for a theatrical performance.	Standard Reference
PA.TA2.4.1	List marketing elements needed for advertising (i.e. brochure, flyer, radio, newspaper, social media, online trailer, etc.).	FPA11.4.T.4 FPA11.4.T.6
PA.TA2.4.2	Generate available resources for advertising.	FPA11.4.T.6
PA.TA2.4.3	Devise a marketing plan to promote theatrical event.	FPA11.4.T.3 FPA11.4.T.4 FPA11.4.T.6
PA.TA2.4.4	Construct multiple marketing materials for advertisement.	FPA11.4.T.3
PA.TA2.4.5	Produce marketing plan for presentation.	FPA11.1.T.2 FPA11.4.T.1
PA.TA2.4.6	Assess and critique peer presentations, and demonstrate professional communication.	FPA11.2.T.3
PA.TA2.4.7	Evaluate personal contribution to the project.	FPA11.1.T.4 FPA11.4.T.2

PA.TA2.5	Students will investigate a category in technical theater through historical research, and create designs based on chosen category.	Standard Reference
	PA.TA2.5.1	Investigate the different specialties in technical theater and provide research.	FPA11.1.T.5 FPA11.4.T.3
	PA.TA2.5.2	Combine research to outline a design portfolio based on time period.	FPA11.1.T.5
	PA.TA2.5.3	Sketch designs on a technical theater template.	FPA11.2.T.4
	PA.TA2.5.4	Determine a technical area in which to specialize (including, but not limited to: sound design, lighting design, costume design, makeup design, prop design, or set design).	FPA11.1.T.6 FPA11.2.T.2
	PA.TA2.5.5	Read and analyze a script and assess technical theater specialty.	FPA11.1.T.6
	PA.TA2.5.6	Create a theater design that reinforces the script and reflects research.	FPA11.1.T.6
	PA.TA2.5.7	Revise technical theater designs to align with festival standards.	FPA11.2.T.3

PA.TA2.6	Students will create or analyze a script (i.e. monologue, duet, or one act play) by exploring author intent, characterization, dialogue, given circumstances, and elements of theatre.	Standard Reference
	PA.TA2.6.1	Investigate playwriting techniques to build a character, outline a plot, identify and create a conflict scheme in preparation for a first draft.	FPA11.2.T.3
	PA.TA2.6.2	Dramatize an event through monologues and dialogue in a scene.	FPA11.1.T.2
	PA.TA2.6.3	Identify and apply appropriate use of the elements of theatre (i.e., plot, character, dialogue, theme, music, and spectacle).	FPA11.2.T.4
	PA.TA2.6.4	Complete a final performance of a monologue, duet scene, or one-act play.	FPA11.1.T.1
	PA.TA2.6.5	Evaluate/critique peer and personal performance.	FPA11.2.T.3

PA.TA2.7	Students will analyze modern theater, critique artistic choices, and predict the outcome of theater that challenges cultural and social norms.	Standard Reference
PA.TA2.7.1	Examine a current events, and investigate societal beliefs, based on cultural climate.	FPA11.3.T.1
PA.TA2.7.2	List the conflicts and events that influence modern culture.	FPA11.3.T.2
PA.TA2.7.3	Match historical events to a play that influences the development of modern theater.	FPA11.3.T.3
PA.TA2.7.4	Compare historical plays to modern plays and investigate the events that formulate changes in theater styles.	FPA11.3.T.3

PA.TA2.8	Students will create and organize a theatrical performance throughout the community. Students will develop trust and acceptance of others within a group through classroom activities and exercises.	Standard Reference
PA.TA2.8.1	Develop acceptance and mutual support through team building exercises (ensemble building exercises).	FPA11.2.T.2 FPA11.4.T.2
PA.TA2.8.2	Demonstrate effective verbal and nonverbal communication utilizing theatre terminology.	FPA11.2.T.3
PA.TA2.8.3	Model and practice proper social intelligence, respectful use of personal space, theater etiquette, and responsible behavior among peers and instructors.	FPA11.4.T.1 FPA11.4.T.2
PA.TA2.8.4	Collaborate to create theatre performance while developing trust among the group.	FPA11.1.T.1

Stagecraft
(Grades 9-12)

Purpose Statement:	Students will construct a set for a theatrical setting, utilize teamwork to develop strong work ethic, demonstrate pride in their physical creations, contribute to a theatrical performance, demonstrate safe practices, model proper tool procedure, create set pieces and props for a theater production, and examine theater advocacy.

Benchmarks:

PA.S1.1		Students will demosntrate technical theater terms, explain theater safety, and apply shop rules in daily practice.	Standard Reference
	PA.S1.1.1	Identify the jobs in the theatre and formulate a progression of the sequence and duties of artists in a stage production.	FPA11.2.T.2
	PA.S1.1.2	Observe all safety procedures required in technical theatre.	FPA11.4.T.2
	PA.S1.1.3	Examine technical theater terms and demonstrate safe operation of technical theater equipment.	FPA11.4.T.4

PA.S1.2		Students will identify common components of scenic construction, apply measurement techniques, plan and construct standard scenery pieces, and utilize scenic design tools.	Standard Reference
	PA.S1.2.1	Identify hand/power tools, their uses and apply while building scenic elements.	FPA11.4.T.1 FPA11.4.T.2
	PA.S1.2.2	Identify the common components of scenic construction and utilize the appropriate tool for the task.	FPA11.2.T.2
	PA.S1.2.3	Identify and apply scenic painting materials, methods, and processes.	FPA11.1.T.2
	PA.S1.2.4	Follow and enforce all safety procedures required in technical theatre work.	FPA11.4.T.2

PA.S1.3		Students will develop social responsibility and appreciation for theatrical events.	Standard Reference
	PA.S1.3.1	Demonstrate an appreciation for performance and assist in theater productions.	FPA11.4.T.6
	PA.S1.3.2	Demonstrate a strong work ethic and utilization of teamwork.	FPA11.1.T.4
	PA.S1.3.3	Advocate and advertise for theatrical performances while modeling professional behavior.	FPA11.4.T.3 FPA11.4.T.6

PA.S1.4		Students will develop work related skills as stage crew for various auditorium and school events.	Standard Reference
	PA.S1.4.1	Apply collaborative skills to support performance events.	FPA11.1.T.4
	PA.S1.4.2	Refine theatrical skills and self-discipline though rehearsal.	FPA11.1.T.3
	PA.S1.4.3	Model and practice safe and responsible behavior in event spaces.	FPA11.4.T.2
	PA.S1.4.4	Identify and apply theatrical skills to a variety of co-curricular and community events.	FPA11.4.T.4

PA.S1.5		Students will investigate a category in technical theater through historical research and create designs based on chosen category.	Standard Reference
	PA.S1.5.1	Investigate the different specialties in technical theater and provide research.	FPA11.1.T.2
	PA.S1.5.2	Combine research to outline a design portfolio based on a time period.	FPA11.1.T.5
	PA.S1.5.3	Sketch designs on a technical theater template.	FPA11.2.T.4
	PA.S1.5.4	Defend a technical area in which to specialize (including, but not limited to: sound design, lighting design, costume design, makeup design, prop design, or set design).	FPA11.1.T.6 FPA11.2.T.2
	PA.S1.5.5	Read and analyze a script and assess technical theater specialty.	FPA11.1.T.6 FPA11.2.T.1 FPA11.2.T.5
	PA.S1.5.6	Create a theater design that reinforces the script and reflects research and historical time period	FPA11.1.T.2 FPA11.1.T.6 FPA11.3.T.2

			FPA11.3.T.3
	PA.S1.5.7	Revise technical theater designs to align with festival standards.	FPA11.2.T.3

Advanced Stagecraft

(Grades 9-12)

Purpose Statement:	Students will develop personal aesthetic for the various genres within technical theatre, produce technical theatre through student-led design and construction, as well as formulate and execute plans for auditorium events and performances as a stage crew. Students will construct set pieces for a realized theater production and specialize in a technical theater category.

Benchmarks:

PA.AS.1		Students will demonstrate technical theater terms, explain theater safety, and apply shop rules in daily practice.	Standard Reference
	PA.AS.1.1	Identify the jobs in the theatre and formulate a progression of the sequence and duties of artists in a stage production.	FPA11.2.T.2
	PA.AS.1.2	Observe all safety procedures required in technical theatre.	FPA11.4.T.2
	PA.AS.1.3	Examine technical theater terms and safely operate technical theater equipment.	FPA11.4.T.4

PA.AS.2		Students will identify common components of scenic construction, apply measurement techniques, plan and construct standard scenery pieces, and utilize scenic design tools.	Standard Reference
	PA.AS.2.1	Identify hand/power tools, their uses and apply while building scenic elements.	FPA11.4.T.1 FPA11.4.T.2
	PA.AS.2.2	Identify the common components of scenic construction and utilize the appropriate tool for the task.	FPA11.2.T.2
	PA.AS.2.3	Identify and apply scenic painting materials, methods, and processes.	FPA11.1.T.2
	PA.AS.2.4	Follow and enforce all safety procedures required in technical theatre work.	FPA11.4.T.2

PA.AS.3	Students will develop social responsibility and develop appreciation for theatrical events.	Standard Reference
PA.AS.3.1	Develop an internal motivation to assist in theater productions.	FPA11.4.T.6
PA.AS.3.2	Demonstrate a strong work ethic and utilization of teamwork.	FPA11.1.T.4
PA.AS.3.3	Advocate and advertise for theatrical performances while modeling professional behavior.	FPA11.4.T.3 FPA11.4.T.6

PA.AS.4	Students will develop work related skills as stage crew for various auditorium and school events.	Standard Reference
PA.AS.4.1	Apply collaborative skills to support performance events.	FPA11.1.T.4
PA.AS.4.2	Refine theatrical skills and self-discipline though rehearsal.	FPA11.1.T.4
PA.AS.4.3	Model and practice safe and responsible behavior in event spaces.	FPA11.4.T.2
PA.AS.4.4	Identify and apply theatrical skills to a variety of co-curricular and community events.	FPA11.4.T.4

PA.AS.5	Students will apply concepts of technical theater to a fully-realized theater performance and will contribute to a theater production team.	Standard Reference
PA.AS.5.1	Apply safety procedures during a theater production.	FPA11.4.T.2
PA.AS.5.2	Combine technical theater construction skills to a theater production.	FPA11.4.T.3 FPA11.4.T.4
PA.AS.5.3	Investigate the role of stage manager, technical director, director and respect the artistic choices of instructors and peers.	FPA11.4.T.4 FPA11.4.T.6
PA.AS.5.4	Differentiate the specialized roles in technical theater, and contribute in a category such as: sound, lighting, flyman, stage manager, costume assistant, etc.	FPA11.1.T.4 FPA11.4.T.4

PA.AS.6		Students will investigate a category in technical theater through historical research and create designs based on chosen category.	Standard Reference
	PA.AS.6.1	Investigate the different specialties in technical theater and provide research.	FPA11.1.T.2
	PA.AS.6.2	Combine research to outline a design portfolio based on a time period.	FPA11.1.T.5
	PA.AS.6.3	Sketch designs on a technical theater template.	FPA11.2.T.4
	PA.AS.6.4	Defend a technical area in which to specialize (including, but not limited to: sound design, lighting design, costume design, makeup design, prop design, or set design).	FPA11.1.T.6 FPA11.2.T.2
	PA.AS.6.5	Read and analyze a script and assess technical theater specialty.	FPA11.1.T.6 FPA11.2.T.1 FPA11.2.T.5
	PA.AS.6.6	Create a theater design that reinforces the script and reflects research and historical time period	FPA11.1.T.2 FPA11.1.T.6 FPA11.3.T.2 FPA11.3.T.3

Appendix A
Sweetwater County School District #1
Pacing Guide

Grade/Course:		Teacher:	

Code	Benchmark	Time Frame	Assessment Period			
			1	**2**	**3**	**4**

Instructional Planning Resource

School:		Teacher:	
Subject/Course:		Time required:	

Benchmark:		
Learning Target:		Standard Reference:
		Tech Standard Reference:
		Cross-Curricular Standard Reference:
Formative Assessment: ☐ Oral ☐ Written ☐ Product ☐ Performance		
Criterion:		

Context (Relevancy) :		
Teacher Methods	**Student Activities**	**Resources**
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

Intervention	Enrichment