



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> Modern Band Level 2 <b>Grade Level(s):</b> 9-12 <b>Units of Credit:</b> .5 <b>Classification:</b> Elective	<b>Length of Course:</b> 30 cycles <b>Periods Per Cycle:</b> 3 <b>Length of Period:</b> 43 minutes <b>Total Instructional Time:</b> 64.5 hours
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***Course Description***

Modern Band Level 2 is designed for students who have individual experience playing guitar, bass, drums, and keyboard and relevant music technology and virtual instruments as introduced in Modern Band 1. This course builds on the individual foundation established in Modern Band Level 1 with emphasis placed on whole group performance and how each individual functions within a contemporary music ensemble. Modern Band Level 2 examines a variety of contemporary musical styles including, but not limited to, pop, rock, reggae, hip hop, and blues. Students in Modern Band 2 will also be introduced to the art of songwriting and composition as a means to further develop the individual musician as it relates to a full contemporary ensemble.

Prerequisite: Successful completion of Modern Band 1 and/or successful audition.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Critical Thinking Guided Practice Bell Ringers	Class Discussion Flexible Groups Best Practices Strategies	Posted Objectives and Agenda Teacher Demonstration Listening Examples
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***Assessments***

Playing Tests	Formal Performances	Informal Performance
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***Materials/Resources***

Little Kids Rock Song Charts Student Generated Compositions	Standard Sheet Music	Teacher Generated Materials
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**Adopted:** 5/24/21

**Revised:**

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><b>The Importance of Health and General Safety in Modern Music</b></p> <ul style="list-style-type: none"> <li>○ Hearing Health</li> <li>○ Neuromusculoskeletal Health</li> <li>○ Vocal Health</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be able to understand the cause and effect of the decibel levels of modern band performance and its impact on health and well-being.</li> <li>2. Students will be able to understand the cause and effect of proper warm up on modern band instruments in relation to performance and its impact on health and well-being.</li> </ol> <p><b>Safety in the Arts/Modern Band Ensemble</b></p> <p><b>9.1.12. H</b> Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts at work and performance spaces.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><b>Elements of Established Guitar Performance</b></p> <ul style="list-style-type: none"> <li>○ Tuning (Standard and Altered)</li> <li>○ Technique               <ul style="list-style-type: none"> <li>▪ Pick</li> <li>▪ Strumming</li> <li>▪ Finger Style</li> </ul> </li> <li>○ Simple 3 String Chords               <ul style="list-style-type: none"> <li>▪ Major</li> <li>▪ Minor</li> </ul> </li> <li>○ Open Chords               <ul style="list-style-type: none"> <li>▪ Major</li> <li>▪ Minor</li> </ul> </li> <li>○ Pentatonic Scales</li> <li>○ Power Chords</li> <li>○ Barre Chords               <ul style="list-style-type: none"> <li>▪ Major</li> <li>▪ Minor</li> </ul> </li> <li>○ Advanced Chords               <ul style="list-style-type: none"> <li>▪ Chord Extensions (7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 13<sup>th</sup> etc.)</li> </ul> </li> <li>○ Comping               <ul style="list-style-type: none"> <li>▪ Arpeggios</li> <li>▪ Finger Picking</li> </ul> </li> <li>○ Effects (Distortion/Delay, etc.)</li> <li>○ Amplifier Set-Up               <ul style="list-style-type: none"> <li>▪ Volume</li> <li>▪ Equalizer</li> <li>▪ Built In Effects</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be able to connect their foundational knowledge of successful guitar performance to create and apply new concepts to extended guitar performance.</li> <li>2. Students will be able to apply the concepts of picking, strumming, and varied finger styles to a variety of performance situations.</li> <li>3. Students will be able to apply concepts, synthesize, connect, and perform three string chords.</li> <li>4. Students will be able to apply concepts, synthesize, connect, and perform power chords.</li> <li>5. Students will be able to apply concepts, synthesize, connect, and perform using barre chords.</li> <li>6. Students will be able to analyze and apply advanced chord structures in performance settings.</li> <li>7. Students will be able to understand, create, analyze, and perform using the pentatonic scale.</li> <li>8. Students will be able to create appropriate comping patterns in performance situations.</li> <li>9. Students will design, create, and apply concepts of effects and amplifier set up to the performance practices of the guitar.</li> </ol> <p><b>Intermediate Guitar Performance</b></p> <p><b>9.1.12. A.</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>9.1.12. B.</b> Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p><b>9.1.12. C.</b> Integrate and apply advanced vocabulary to the arts forms.</p> <p><b>9.1.12. D.</b> Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).</p> <p><b>9.1.12. E.</b> Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p><b>9.1.12. F.</b> Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition.</p> <p><b>Analyzing and Responding to Guitar Performance</b></p> <p><b>9.3.12. A.</b> Explain and apply the critical examination processes of works in the arts and humanities including: compare and contrast, analyze, interpret, form and test hypotheses, and evaluate/form judgments.</p> <p><b>9.3.12. G.</b> Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p><b>9.1.12. C.</b> Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><b>Elements of Established Drum Set Performance</b></p> <ul style="list-style-type: none"> <li>○ Technique                             <ul style="list-style-type: none"> <li>▪ Sticks/Hands</li> <li>▪ Drum Placement</li> <li>▪ Functions of the Kit</li> </ul> </li> <li>○ Basic Drum Grooves</li> <li>○ Advanced Drum Grooves</li> <li>○ Drum Fills</li> <li>○ Advanced Drum Fills</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be able to connect their foundational knowledge of successful drum set performance to create and apply new concepts to extended drum set performance.</li> <li>2. Students will be able to apply the concepts of proper grip and stick stroke to a variety of performance situations.</li> <li>3. Students will be able to analyze, design, and perform as it pertains to placement of drums and cymbals in a drum set.</li> <li>4. Students will be able to use their working knowledge of the functions of each piece of the drum set to apply concepts to proper drum set assembly.</li> <li>5. Students will be able to apply concepts, synthesize, connect, and create basic and advanced drum grooves.</li> <li>6. Students will be able to create basic and advanced drum fill patterns in performance situations.</li> </ol> <p><b>Intermediate Drum Set Performance</b></p> <p><b>9.1.12. A.</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>9.1.12. B.</b> Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p><b>9.1.12. C.</b> Integrate and apply advanced vocabulary to the arts forms.</p> <p><b>9.1.12. D.</b> Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).</p> <p><b>9.1.12. E.</b> Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p><b>9.1.12. F.</b> Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition.</p> <p><b>Analyzing and Responding to Drum Set Performance</b></p> <p><b>9.3.12. A.</b> Explain and apply the critical examination processes of works in the arts and humanities including: compare and contrast, analyze, interpret, form and test hypotheses, and evaluate/form judgments.</p> <p><b>9.3.12. G.</b> Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p><b>9.4.12. C.</b> Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><b>Elements of Established Keyboard Performance</b></p> <ul style="list-style-type: none"> <li>○ Technique                             <ul style="list-style-type: none"> <li>▪ Hand Placement</li> <li>▪ Pedaling</li> </ul> </li> <li>○ Block Chords                             <ul style="list-style-type: none"> <li>▪ Major</li> <li>▪ Minor</li> <li>▪ Chord Extensions</li> </ul> </li> <li>○ Pentatonic Scales</li> <li>○ Comping Patterns                             <ul style="list-style-type: none"> <li>▪ Arpeggios</li> </ul> </li> <li>○ Inversions</li> <li>○ Keyboard Sounds                             <ul style="list-style-type: none"> <li>▪ Traditional Sounds</li> <li>▪ Leads</li> <li>▪ Pads</li> <li>▪ Soundscapes</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be able to connect their foundational knowledge of successful keyboard performance to create and apply new concepts to extended keyboard performance.</li> <li>2. Students will be able to apply the concepts of and evaluate proper keyboard hand placement in a variety of performance situations.</li> <li>3. Students will be able to apply the concepts of and evaluate proper pedaling placement in a variety of performance situations.</li> <li>4. Students will be able to apply concepts, synthesize, connect, and create using a variety of chord structures.</li> <li>5. Students will be able to differentiate between major and minor tonalities.</li> <li>6. Students will be able to understand, create, and analyze by using the pentatonic scale.</li> <li>7. Students will be able to create appropriate comping patterns in performance situations.</li> <li>8. Students will be able to understand, create, and analyze the use of chord inversions as they relate to a variety of performance situations.</li> <li>7. Students will be able to apply concepts, synthesize, connect and keyboard sounds, leads, pads, and soundscapes to a variety of performance situations.</li> </ol> <p><b>Intermediate Keyboard Performance</b></p> <p><b>9.1.12. A.</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>9.1.12. B.</b> Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p><b>9.1.12. C.</b> Integrate and apply advanced vocabulary to the arts forms.</p> <p><b>9.1.12. D.</b> Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).</p> <p><b>9.1.12. E.</b> Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p><b>9.1.12. F.</b> Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition.</p> <p><b>9.1.12. K.</b> Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <p><b>Analyzing and Responding to Keyboard Performance</b></p> <p><b>9.3.12. A.</b> Explain and apply the critical examination processes of works in the arts and humanities including: compare and contrast, analyze, interpret, form and test hypotheses, and evaluate/form judgments.</p> <p><b>9.3.12. G.</b> Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p><b>9.3.12. C.</b> Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><b>Elements of Established Bass Guitar Performance</b></p> <ul style="list-style-type: none"> <li>○ Tuning (Standard)</li> <li>○ Technique                             <ul style="list-style-type: none"> <li>▪ Fingers</li> <li>▪ Pick</li> </ul> </li> <li>○ Root Note of Chord</li> <li>○ Walking Patterns</li> <li>○ Pentatonic Scales</li> <li>○ Amplifier Set-Up                             <ul style="list-style-type: none"> <li>▪ Volume</li> <li>▪ Equalizer</li> <li>▪ Built In Effects</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be able to connect their foundational knowledge of successful bass guitar performance to create and apply new concepts to extended bass guitar performance.</li> <li>2. Students will be able to apply the concepts of picking and fingers to a variety of performance situations.</li> <li>3. Students will be able to apply concepts, synthesize, connect, and create using the root note and walking patterns consistent with extended bass guitar performance.</li> <li>4. Students will be able to analyze and apply the proper chord structures in performance settings.</li> <li>5. Students will be able to understand, create, and analyze using the pentatonic scale.</li> <li>6. Students will be able to create appropriate comping patterns in performance situations.</li> <li>7. Students will design, create, and apply concepts of effects and amplifier set up to the performance practices of the bass guitar.</li> </ol> <p><b>Intermediate Bass Guitar Performance</b></p> <p>9.1.12. A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.12. B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.1.12. C. Integrate and apply advanced vocabulary to the arts forms.</p> <p>9.1.12. D. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).</p> <p>9.1.12. E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p>9.1.12. F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition.</p> <p><b>Analyzing and Responding to Bass Guitar Performance</b></p> <p>9.3.12. A. Explain and apply the critical examination processes of works in the arts and humanities including: compare and contrast, analyze, interpret, form and test hypotheses, and evaluate/form judgments.</p> <p>9.3.12. G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p>9.4.12. C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><b>Established Elements of Modern Vocal Performance</b></p> <ul style="list-style-type: none"> <li>○ Proper Vocal Technique                             <ul style="list-style-type: none"> <li>▪ Vocal Warm-ups</li> </ul> </li> <li>○ Head Voice/Chest Voice/Falsetto</li> <li>○ Vocal Health</li> <li>○ Expanding the Vocal Range</li> <li>○ Vocal Harmony</li> <li>○ Hip Hop Techniques                             <ul style="list-style-type: none"> <li>▪ Scheming/Rhyming</li> <li>▪ Cadence/Flow</li> </ul> </li> <li>○ Working Through A Microphone</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be able to connect their foundational knowledge of successful modern vocal performance to create and apply new concepts to extended modern vocal performance.</li> <li>2. Students will be able to apply the concepts of and evaluate proper warm up techniques in a variety of performance situations.</li> <li>3. Students will be able to apply the concepts of and evaluate proper pedaling placement in a variety of performance situations.</li> <li>4. Students will be able to apply concepts, synthesize, connect, and create using a variety of voices including head voice, chest voice, and falsetto.</li> <li>5. Students will be able to formulate a plan to promote proper vocal health as it relates to modern band performance.</li> <li>6. Students will be able to apply the concepts of proper vocal technique to properly expand vocal range.</li> <li>7. Students will be able to understand, create, and analyze the use of vocal harmony in a variety of performance situations.</li> <li>8. Students will be able to understand, create, and analyze the use of various scheming/rhyming, cadence and flow techniques found in modern music.</li> <li>9. Students will be able to apply concepts, synthesize, connect and the role of a microphone to a variety of performance situations.</li> </ol> <p><b>Intermediate Modern Vocal Performance</b></p> <p><b>9.1.12. A.</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>9.1.12. B.</b> Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p><b>9.1.12. C.</b> Integrate and apply advanced vocabulary to the arts forms.</p> <p><b>9.1.12. D.</b> Demonstrate specific styles in combination through the production or performance of a unique work of art.</p> <p><b>9.1.12. E.</b> Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p><b>9.1.12. F.</b> Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition.</p> <p><b>Analyzing and Responding to Modern Vocal Performance</b></p> <p><b>9.3.12. A.</b> Explain and apply the critical examination processes of works in the arts and humanities including: compare and contrast, analyze, interpret, form and test hypotheses, and evaluate/form judgments.</p> <p><b>9.3.12. G.</b> Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p><b>9.4.12. C.</b> Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><b>Advanced Technology Integration in Modern Music Performance</b></p> <ul style="list-style-type: none"> <li>○ GarageBand and/or Other Digital Audio Workstations               <ul style="list-style-type: none"> <li>▪ Multi Track Recording</li> <li>▪ Microphone Setup/Placement</li> <li>▪ Sequencing</li> <li>▪ Samples</li> <li>▪ Virtual Instruments</li> <li>▪ Equalizer</li> <li>▪ Effects</li> <li>▪ Mixing</li> </ul> </li> <li>○ Live Recording               <ul style="list-style-type: none"> <li>▪ Microphone Setup/Placement</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be able to apply their working knowledge of how technology integration relates to modern music performance.</li> <li>2. Students will be able to connect various uses of GarageBand and/or other digital audio workstations to a variety of performance situations.</li> <li>3. Students will be able to create and analyze the use of various multi-track recording scenarios.</li> <li>4. Students will be able to construct a working knowledge of microphone placement within the modern music ensemble.</li> <li>5. Students will be able to formulate, analyze, and critique the use of sequencing, samples, virtual instruments, EQ, effects, and mixing in a variety of performance situations.</li> <li>6. Students will apply concepts of microphone placement as they relate to live performance settings.</li> </ol> <p><b>Music Technology as an Instrument and Recording Source</b></p> <p>9.1.12. A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.12. B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.1.12. C. Integrate and apply advanced vocabulary to the arts forms.</p> <p>9.1.12. J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.</p> <p>9.1.12. K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <p><b>Responding to Technology in Performance</b></p> <p>9.3.12. B. Determine and apply criteria to a person’s work and works of others in the arts.</p> <p>9.3.12. C. Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p>9.4.12. C. Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.</p>



CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><b>Song Writing Concepts and Techniques</b></p> <ul style="list-style-type: none"> <li>○ Lyrics/Text</li> <li>○ Chords</li> <li>○ Melodic Ideas</li> <li>○ Feel</li> <li>○ Form                             <ul style="list-style-type: none"> <li>▪ Verse</li> <li>▪ Chorus</li> <li>▪ Bridge</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be able to apply their working knowledge of successful song writing concepts and techniques as it relates to modern music performance.</li> <li>2. Students will be able to create and analyze the means lyrics and text are utilized in the creation of song lyrics and text.</li> <li>3. Students will be able to apply concepts, synthesize, connect, and create chords for the creation of a song in the modern music idiom.</li> <li>4. Students will be able to construct a working skill set for the creation of melodic ideas in a modern music song.</li> <li>5. Students will be able to use historical and modern context to create an authentic tone in modern music songwriting.</li> <li>6. Students will be able to construct a working knowledge of the primary parts and functions of basic modern song form.</li> </ol> <p><b>Novice Songwriting Skills</b></p> <p>9.1.12. A. Know and use the elements and principles of each art form to create works in the arts and humanities.                      9.1.12. B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p><b>Historical Contexts/Uses in Songwriting</b></p> <p>9.2.12. A. Explain the historical, cultural, and social context of an individual work in the arts.                      9.2.12. E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</p> <p><b>Analyzing and Responding to Songwriting in Modern Band</b></p> <p>9.3.12. A. Explain and apply the critical examination processes of works in the arts and humanities including: compare and contrast, analyze, interpret, form and test hypotheses, and evaluate/form judgments.                      9.3.12. E. Examine and evaluate various types of critical analysis of works in the arts and humanities including: contextual criticism, formal criticism, and intuitive criticism.                      9.3.12. F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.                      9.4.12. B. Describe and analyze the effects that works in the arts have on groups, individuals, and the culture.                      9.4.12. C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.                      9.4.12. D. Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><b>Established Relationships and Responsibilities of Modern Band Instrumentation</b></p> <ul style="list-style-type: none"> <li>○ Blend/Balance</li> <li>○ Functions of Each Member</li> <li>○ Performance Standards</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be able to apply their working knowledge of relationships and responsibilities of the modern band instrumentation to create working ensembles.</li> <li>2. Students will be able to apply the concepts of blend and balance of an instrumentation to various performance settings.</li> <li>3. Students will be able to identify and differentiate between the functions of each member in a given instrumentation.</li> <li>4. Students will be able to formulate, evaluate, and apply historical and modern performance standards in a variety of performance settings.</li> </ol> <p><b>Ensemble Functions in the Modern Band Ensemble</b></p> <p><b>9.1.12. A.</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>9.1.12. B.</b> Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p><b>9.1.12. F.</b> Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition.</p> <p><b>9.1.12. G.</b> Analyze the effect of rehearsal and practice sessions.</p> <p><b>Historical Contexts of Modern Band Ensemble Member Functions</b></p> <p><b>9.2.12. A.</b> Explain the historical, cultural, and social context of an individual work in the arts.</p> <p><b>9.2.12. E.</b> Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</p> <p><b>Analyzing and Responding to the Function of Modern Band Ensemble Members</b></p> <p><b>9.3.12. F.</b> Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p> <p><b>9.3.12. G.</b> Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p><b>9.4.12. A.</b> Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.</p> <p><b>9.4.12. D.</b> Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>