

MSAD #54 Music Curriculum

Content Area: Music
Unit: Disciplinary Literacy

Grade: 5 Band
MLR Span: 3 - 5

MLR Content Standard: A: Disciplinary Literacy – Music
Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

*Assessment

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Music Difficulty	1. Students accurately perform music in easy keys, meters, and rhythms with limited ranges, both instrumentally and vocally, while modeling proper posture and technique, alone or with others.	Students will: Take lessons and promote good practice habits.	EE2000 w/DVD & CD Easy Band Music Grade .5 to 1.5 Self-Assessment
Notation and Terminology	2. Students identify and read musical notation, symbols, and terminology of dynamics. a. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures. b. Identify symbols and traditional terms referring to dynamics, tempo, and articulation.	Students will: Practice reading and applying music notation. Incorporate theory and history as appropriate to the music.	EE2000 w/DVD & CD Play games to reinforce theory and history.

<p>Listening and Describing</p>	<p>3.Students listen to and describe simple examples of the elements of music including pitch, rhythm, tempo, dynamics, form, timbre, meter, phrases, style, and major/minor harmony.</p>	<p>Students will:</p> <p>Practice and play examples of pitch, rhythm, tempo, dynamics, form, timbre, meter, phrases, style, and major/minor harmony.</p>	<p>EE2000 w/DVD & CD</p> <p>Self assess their performance</p>
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MSAD #54 Music Curriculum

Content Area: Music
Unit: Creation/Expression

Grade: 5 Band
MLR Span: 3 - 5

MLR Content Standard: B:Creation, Performance, and Expression
Students create, perform, and express through the art discipline.

*Assessment

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Style/Genre	1.Students create or perform music of various styles and genres in easy keys, meters, and rhythms with limited ranges accurately applying the knowledge and skills of: proper posture and technique; notation; symbols; and terminology of dynamics.	Students will: Take lessons. Make progress through EE2000 Play and perform publically in Band, small group, and/or solo.	EE2000 w/accompanying CD & DVD Self-assess their performance
Composition	2.Students create their own compositions by applying the knowledge and skills of notation, symbols, and terminology of dynamics.	Students will: Complete EE quizzes Create and perform an 8 measure composition	EE2000 w/accompanying CD & DVD Staff paper

MSAD #54 Music Curriculum

Content Area: Music
Unit: Problem Solving

Grade: 5 Band
MLR Span: 3 - 5

MLR Content Standard: C: Creative Problem Solving
Students approach artistic problem-solving using multiple solutions and the creative process.

*Assessment

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Application of Creative Process	1. Students describe and apply steps of creative problem-solving. a. Identify problem b. Define problem c. Generate a variety of solutions. d. Implement solution(s). e. Evaluate solution(s).	Students will: -realize that repeated correct practice will increase their success. -work in groups to appreciate differences -create own arrangements -be able to conduct Band and small ensemble	EE2000 w/accompanying CD & DVD Supplemental materials Self-assessment

MSAD #54 Music Curriculum

Content Area: Music
Unit: Aesthetics

Grade: 5 Band
MLR Span: 3 - 5

MLR Content Standard: D: Aesthetics and Criticism
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

*Assessment

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1. Students describe and compare art forms.</p> <p>a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.</p> <p>c. Explain purposes for making art in different times and places, including cultural traditions, personal expressions, and communication of beliefs.</p>	<p>Students will:</p> <p>-assess each other using correct terminology and etiquette</p> <p>-accept a critique by fellow students appropriately</p> <p>-compare and contrast music in different styles</p>	<p>EE2000 w/accompanying CD & DVD</p> <p>Self-assessment</p> <p>Group assessment rubric</p>

MSAD #54 Music Curriculum

Content Area: Music
Unit: Connections

Grade: 5 Band
MLR Span: 3 - 5

MLR Content Standard: E: Visual and Performing Arts Connections
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

*Assessment

Connections	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1. Students explain that the visual/performing arts help people understand history and/or world cultures.	Students will: Play multicultural music Understand music as it pertains to history	EE2000 w/accompanying CD & DVD
The Arts and Other Disciplines	2. Students describe characteristics shared between and among the arts and other disciplines.	Students will: Explore terminology used between other topics and music.	EE2000 w/accompanying CD & DVD
Goal Setting	3. Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.	Students will: -understand goal setting when learning to play an instrument. -occasionally practice in small groups -perform for family & friends	EE2000 w/accompanying CD & DVD Supplemental materials Self-assessment
Impact of the Arts on Lifestyle and Career	4. Students describe the contribution of the arts on lifestyle and career choices. a. Identify the various roles of, and requirements to become, artists.	Students will: -explore various careers in the performing arts. -understand music can be a life-long career or avocation	Outside & school concerts Artists in School Residencies Music festivals

	<p>b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.</p>		
<p>Interpersonal Skills</p>	<p>5. Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students will:</p> <ul style="list-style-type: none"> -rehearse in a band or small ensemble -listen to other instruments -foster independent performances -be able to hear critiques about their performance 	<p>EE2000 w/accompanying CD & DVD</p> <p>Supplemental materials</p> <p>Self-assessment and group performance</p>