## MSAD #54 Music Curriculum

**Content Area**: Music-Chorus  
**Grade**: Grade 5-6 Chorus  
**Unit**: Disciplinary Literacy  
**MLR Span**: 3 - 5

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

*Assessment*

<table>
<thead>
<tr>
<th>Disciplinary Literacy</th>
<th>MLR Performance Indicators</th>
<th>MSAD #54 Objectives</th>
<th>Instructional Resources/Activities</th>
</tr>
</thead>
</table>
| **Music Difficulty**  | 1. Students accurately perform music that includes changes of tempo, key, and meter in modest ranges with moderate technical demands, modeling proper posture and technique, alone or with others. | Students will:  
  1. learn the difference between melody and harmony parts in chorus.  
  2. develop the ability to sing melody or harmony.  
  3. follow more complex musical directions on a score.  
  4. learn how to move, dress and behave on stage.  
  5. learn to follow a conductor especially with a baton. | 1. Sing in choir.  
  2. Weekly/daily rehearsals to gain experience and prepare for concerts.  
  3. Choral literature for young voices. Various styles and genres linked to the social studies curriculum. |

| **Notation and Terminology** | 2. Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.  
  a. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and 3/8 meter signatures.  
  b. Read simple melodies in both the | Students will:  
  1. learn how to distinguish between part 1 and part 2 on a score.  
  2. learn to watch the director and follow cues.  
  3. learn to listen to the accompaniment for introductions, cues, and foreshadowings.  
  4. learn how to pronounce words in foreign languages. | 1. Vocal technique warm-ups and other exercises geared to the improvement of the choir sound and blend.  
  2. Piano/keyboard  
  3. Warm-ups  
  4. Rote songs |
<table>
<thead>
<tr>
<th>Listening and Describing</th>
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</thead>
<tbody>
<tr>
<td>treble and bass clefs.</td>
<td>5. have knowledge of music symbols and their function.</td>
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<tr>
<td>c. Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</td>
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| 3. Students listen to and compare elements of music, including pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter. | Students will:  
1. listen to specific examples of music in various styles i.e., Traditional, Spanish, Jazz, Rock, Ballad, etc. Listening will be targeted to the music intended for eventual performance.  
2. learn appropriate descriptive language for the various elements of music, types of compositions, programmatic music, absolute music. | 1. Need to develop and maintain an up-to-date library of recordings, videos, DVDs, and other playlists.  
2. Need playback equipment in all common formats. |
MSAD #54 Music Curriculum

Content Area: Music-Chorus
Unit: Creation/Expression

Grade: Grade 5-6Chorus
MLR Span: 3 - 5

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

**Assessment**

<table>
<thead>
<tr>
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<th>MLR Performance Indicators</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Style/Genre</td>
<td>1. Students perform music of various styles and genres that includes changes of tempo, key, and meter in modest ranges with moderate technical demands accurately applying the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology.</td>
<td>Students will: 1. learn how to interpret written music notation to fit the style of the piece. 2. experience immersion in the cultures of the music we intend to perform. 3. learn to move appropriately to the music based on style and historical context. 4. categorize/sort musical compositions by style, form or content.</td>
<td>1. A comprehensive listening library 2. A comprehensive library of choir music.</td>
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<td>Composition</td>
<td>2. Students compare musical ideas expressed in their own compositions or the compositions of others.</td>
<td>Students will: 1. learn various compositional forms (i.e., song form) and listen to and study form closely. 2. learn what constitutes a good melody. 3. learn how to harmonize that melody (i.e., mechanical voicings). 4. learn standard concepts of musical tension and resolution. 5. learn the consonant and dissonant intervals. 6. be able to improve.</td>
<td>Need a computer lab with student access to keyboard controllers and software. Use of Promethean Board or overhead Provide manuscript paper Use of worksheets</td>
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MSAD #54 Music Curriculum

Content Area: Music-Chorus
Unit: Problem Solving

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

*Assessment

<table>
<thead>
<tr>
<th>Application of Creative Process</th>
<th>MLR Performance Indicators</th>
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</tr>
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<tr>
<td></td>
<td>1. Students describe and apply creative – thinking skills that are a part of the creative problem-solving process.</td>
<td>Students will:</td>
<td>1. Use of keyboard</td>
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<tr>
<td></td>
<td>a. Fluency</td>
<td>1. be able to provide input regarding interpretation.</td>
<td>2. Use of various music media for playback and recording</td>
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<td>b. Flexibility</td>
<td>2. be able to self-assess problematic sections in music and make suggestions for improvements.</td>
<td>3. Attend concerts and watch videos of a variety of chorus and styles</td>
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<td>c. Elaboration</td>
<td>3. when appropriate, suggest/create choreography.</td>
<td>4. Expose group to a variety of styles</td>
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<td>d. Originality</td>
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<td>e. Analysis</td>
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MSAD #54 Music Curriculum

Content Area: Music-Chorus
Unit: Aesthetics

Grade: Grade 5-6 Chorus
MLR Span: 3 - 5

MLR Content Standard: **D: Aesthetics and Criticism**

Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

<table>
<thead>
<tr>
<th>Aesthetics and Criticism</th>
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<tr>
<td>1. Students compare and analyze art forms.</td>
<td>Students will:</td>
<td>1. Use of recordings</td>
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</tr>
<tr>
<td>a. Compare and analyze art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in Standard A: Disciplinary Literacy.</td>
<td></td>
<td>2. Compare works of art to pieces of that period</td>
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<tr>
<td>b. Compare the quality and effectiveness of art works using multiple criteria from observation, print and non-print resources.</td>
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<td>3. Collaborate with art teacher.</td>
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<tr>
<td>c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.</td>
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<td>d. Explain and compare different purposes of artists and art work in the context of time and place.</td>
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**MSAD #54 Music Curriculum**

Content Area: Music-Chorus

Unit: Connections

Grade: Grade 5-6Chorus

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**

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<tr>
<td><strong>The Arts and History and World Culture</strong></td>
<td>1. Students compare products of the visual/performing arts to understand history and/or world cultures.</td>
<td>Students will: 1. be able to relate music styles to periods in history (eg: songs from the 50s &amp; 60s, classical, etc.).</td>
<td>1. Show videos of different styles. 2. Expose group to a variety of cultural music and styles. 3. Use music to relate to other aspects of the curriculum such as social studies. 4. Collaborate with art teacher when possible.</td>
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<tr>
<td><strong>The Arts and Other Disciplines</strong></td>
<td>2. Students explain skills and concepts that are similar across disciplines.</td>
<td>Students will: 1. be able to create movement to choral pieces that are appropriate for the style.</td>
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<td><strong>Goal Setting</strong></td>
<td>3. Students set goals related time management, interpersonal interactions, or skill development that will lead to success in the arts.</td>
<td>Students will: 1. contribute input to styles, movement, and décor for winter &amp; spring concerts. 2. be given “ownership” of performances through goals, format, movement, etc.</td>
<td>1. Have students help create decorations &amp; programs. 2. Discuss performance format 3. Choreograph as a group when appropriate</td>
</tr>
<tr>
<td><strong>Impact of the Arts on Lifestyle and Career</strong></td>
<td>4. Students explain the impact of artistic and career choices on self, others, and the natural</td>
<td>Students will: 1. be given resources and experiences that will contribute to possible career choices.</td>
<td>1. Expose students to a variety of music careers.</td>
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Interpersonal Skills

5. Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.
   a. Getting along with others
   b. Respecting differences
   c. Working as a team/ensemble
   d. Managing conflict
   e. Accepting/giving/using constructive feedback
   f. Accepting responsibility for personal behavior
   g. Demonstrating ethical behavior
   h. Following established rules/etiquette for observing/listening to art
   i. Demonstrating safe behavior

2. Understand the importance of proper vocal hygiene.

3. Demonstrate use of vocal hygiene.

4. Demonstrate proper posture and breathing.

Students will:

1. Understand and demonstrate the necessity of working as a group.

2. Maintain a commitment to chorus.

3. Demonstrate personal self-discipline during rehearsals and performances.

4. Be supportive and understanding of individuals’ ability.

5. Demonstrate correct performance and rehearsal etiquette.

6. Understand and adhere to rules-expectations for rehearsals and chorus.

2. Invite guest conductors

3. Attend performances

4. Discuss careers that are related to music and how to prepare for them.

1. Use of focus exercises

2. Vocal warm-ups

3. Encourage solos and small groups

4. Encourage improvisation

5. Maintain and adhere to rules and expectations

6. Instill respect and appreciation for accompanist!