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**

<table>
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<tr>
<th>Disciplinary Literacy</th>
<th>MLR Performance Indicators</th>
<th>MSAD #54 Objectives</th>
<th>Instructional Resources/Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>Music Difficulty</strong></td>
<td>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.</td>
<td>Students will: Take lessons and promote good practice habits.</td>
<td>EE2000 w/DVD &amp; CD Easy Band Music Grade .5 to 1.5 Self-Assessment</td>
</tr>
</tbody>
</table>
| **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. |

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| Listening and Describing | 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. | Students will:  
Practice and play examples of pitch, rhythm, tempo, dynamics, form, timbre, meter, phrases, style, and major/minor harmony. | EE2000 w/DVD & CD  
Self assess their performance |
**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*

<table>
<thead>
<tr>
<th>Creation/Expression</th>
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<th>MSAD #54 Objectives</th>
<th>Instructional Resources/Activities</th>
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<tr>
<td><strong>Style/Genre</strong></td>
<td>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.</td>
<td>Students will: Take lessons. Make progress through EE2000 Play and perform publically in Band, small group, and/or solo.</td>
<td>EE2000 w/ accompanying CD &amp; DVD Self-assess their performance</td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td>2. Students create their own compositions by applying the knowledge and skills of notation, symbols, and terminology of dynamics.</td>
<td>Students will: Complete EE quizzes Create and perform an 8 measure composition</td>
<td>EE2000 w/ accompanying CD &amp; DVD Staff paper</td>
</tr>
</tbody>
</table>
MSAD #54 Music Curriculum

Content Area: Music  
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>
<th>MSAD #54 Objectives</th>
<th>Instructional Resources/Activities</th>
</tr>
</thead>
</table>
|                                | 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

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

2008
MSAD #54 Music Curriculum

Content Area: Music
Unit: Connections

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

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

2008
| **Interpersonal Skills** | 5. Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate 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 to art  
  i. Demonstrating safe behavior | Students will:  
  - rehearse in a band or small ensemble  
  - listen to other instruments  
  - foster independent performances  
  - be able to hear critiques about their performance | EE2000 w/accompanying CD & DVD  
Supplemental materials  
Self-assessment and group performance |