MSAD #54 Music Curriculum

Content Area: Music-Band
Unit: Disciplinary Literacy
Grade: 7-8 Band
MLR Span: 6 - 8

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

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<th>Disciplinary Literacy</th>
<th>MLR Performance Indicators</th>
<th>MSAD #54 Objectives</th>
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</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:  
A1. main characteristics tones for their instruments throughout the instrument range.  
B1. demonstrate the ability to make appropriate adjustments in the tone quality in the performance of vibrato, accents, etc.  
C1. demonstrate the ability to perform a controlled sustained tone at various dynamics.  
D1. demonstrate the development of confident, supportive tone for solo performance.  
E1. perform a variety of tempos, meters, and articulations like legato, staccato, etc., and various slurring combinations.  
F1. demonstrate good playing position and good breath control.  
G1. demonstrate the technical skills of trills, alternate fingers embellishments, etc.  
H1. play expressively with appropriate dynamics, phrasing articulation and interpretations. | *Foundations for Superior Performances-Warm-up and Techniques for Band*  
By Williams and King  
Various concert band music ensemble pieces  
Various rhythm, notation and style books for written lessons  
Listen to various recording styles  
Full concert performances  
Solo and Ensemble performances |

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| 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 treble and bass clefs.  
   c. Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.  
   Students will:  
   A2. Demonstrate the ability to perform general music notation (notes and rests) in 2a.  
   B2. Demonstrate the ability to perform the time signatures in 2a.  
   C2. Demonstrate knowledge of musical notation like ritardando, crescendo, etc.  
   D2. Perform melodies within the format of concert band ensemble music.  
   E2. Perform various rhythms using ensemble music and rhythm books.  
   F2. Perform various dynamics, articulation, and expressions solo and with others. | 11. Percussion should be able to demonstrate 8-10 rudiments and be able to play auxiliary percussion with ease.  
   J1. Demonstrate the ability to perform 4-6 major scales and identify key signatures in musical performances.  
   K1. Perform a chromatic scale, ascending and descending, over an octave in range. |  
| Listening and Describing | 3. Students listen to and compare elements of music, including pitch, rhythm, tempo,  
   Students will:  
   A3. Demonstrate knowledge of the elements of music through listening. |  
| Foundations for Superior Performances—Warm-up and Techniques for Band  
By Williams and King | Various concert band music ensemble pieces  
Various rhythm, notation and style books for written lessons  
Listen to various recording styles | 2008 |
| dynamics, form, timbre, texture, harmony, style, and compound meter. | B3. demonstrate knowledge of the elements of music through creative writing. | Listen to various live performances |
### MSAD #54 Music Curriculum

**Content Area:** Music-Band  
**Unit:** Creation/Expression  
**Grade:** 7-8 Band  
**MLR Span:** 6 - 8

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

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</table>
| **Style/Genre**     | 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. | Students will:  
A1. perform various styles of music through large and small ensembles.  
B1. demonstrate knowledge of tempos, keys, and meters within the context of the genre performed in large and small ensembles | Concert band music |
| **Composition**     | 2. Students compare musical ideas expressed in their own compositions or the compositions of others. | Students will:  
A2. describe specific music in a given aural example using appropriate terminology.  
B2. evaluate the quality and effectiveness of their own and others performances, compositions, arrangements, and improvisation. By applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.  
C2. develop criteria for evaluating the quality and effectiveness of music performances and apply the criteria to their own performances. | Improved Jazz  
Concert Band Music |

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### MSAD #54 Music Curriculum

**Content Area:** Music-Band  
**Unit:** Problem Solving  
**Grade:** 7-8 Band  
**MLR Span:** 6 - 8

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

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</table>
| **Application of Creative Process**  
1. Students describe and apply creative – thinking skills that are a part of the creative problem-solving process. 
   a. Fluency  
   b. Flexibility  
   c. Elaboration  
   d. Originality  
   e. Analysis  

   Students will: 
   1. develop criteria for evaluating the quality and effectiveness of music performances and apply the criteria to their own performances.  
   Using in their criteria: 
   a. Fluency of the composition.  
   b. Flexibility of the composition.  
   c. Elaboration of the composition  
   d. Originality of the composition  
   2. analyze the use of elements of music in the aural examples representing diverse genres and cultures. |

- Various recordings  
- Various live performances  
- Various written performances
### MSAD #54 Music Curriculum

**Content Area:** Music-Band  
**Unit:** Aesthetics  
**Grade:** 7-8 Band  
**MLR Span:** 6 - 8

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

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|                         | 1. Students compare and analyze art forms. | Students will:  
1. critique personal and group performances using planned evaluation.  
Develop criteria for evaluating the quality and effectiveness of music performances and apply the criteria to their own performances.  
2. compare their critiques with those of other students. They will discuss in groups their findings.  
3. discuss the effectiveness of multimedia critiques.  
4. compare and contrast artists of different genres and eras. | Various recordings  
Live performances  
Written critiques |
|                         | a. Compare and analyze art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in Standard A: Disciplinary Literacy. | b. flexibility of the composition.  
c. elaboration of the composition  
d. originality of the composition | |
|                         | b. Compare the quality and effectiveness of art works using multiple criteria from observation, print and non-print resources. |  | |
|                         | c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas. |  | |
|                         | d. Explain and compare different purposes of artists and art work in the context of time and place. |  | |

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**MSAD #54 Music Curriculum**

Content Area: Music-Band  
Unit: Connections  
MLR Span: 6 - 8

**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: A1. be exposed to the different visual and performing arts so they can compare the likenesses among them.</td>
<td>Visual/listening aids</td>
</tr>
<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: A1. compare and contrast the eras and artists for the visual and performing arts.</td>
<td>Visual/listening aids</td>
</tr>
<tr>
<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: A1. share their goals for themselves and their performing group. They will work as a team to create a better ensemble for themselves.</td>
<td>Live clinicians from the different visual and performing arts fields</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 and man-made environment.</td>
<td>Students will: A1. explore different career opportunities available to them within Maine, USA, and the world.</td>
<td>Book, Guidance, and Internet Research</td>
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<th>Interpersonal Skills</th>
<th>5. Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.</th>
<th>Students will: A1. Discuss among themselves different topics and goals given them. They will work together to problem solve musical issues which may arise from time to time within their ensemble.</th>
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<tbody>
<tr>
<td></td>
<td>a. Getting along with others</td>
<td></td>
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<td></td>
<td>b. Respecting differences</td>
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<td>c. Working as a team/ensemble</td>
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<td></td>
<td>d. Managing conflict</td>
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<td>e. Accepting/giving/using constructive feedback</td>
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<td>f. Accepting responsibility for personal behavior</td>
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<td>g. Demonstrating ethical behavior</td>
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<td></td>
<td>h. Following established rules/etiquette for observing/listening to art</td>
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<td>I. Demonstrating safe behavior</td>
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