

MSAD #54 Music Curriculum

Content Area: Music
Unit: Disciplinary Literacy

Grade: 9-12 Strings
MLR Span: 9 - 12

MLR Content Standard: **A: Disciplinary Literacy – Music**
Students show literacy in the 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 perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and techniques, alone or with others.	Students will: Demonstrate proper handling and care of instrument, tuning with pegs and fine tuners, good playing posture and technique. Ability to perform 2/4, 3/4, 4/4, and 6/8 meters, tempo changes, divisi reading, 16 th notes, triplets, syncopations, scales to 3 sharps and 2 flats. Shifting: Vln. and Vla.: 3 rd pos. Cello: ½ through 4 th pos. Bass: 12 through 5 th pos.	Orchestra and solo repertoire in a variety of styles and cultural backgrounds, etudes, and methods.
Notation and Terminology	2. Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden dynamic contrasts.	Students will: Discuss music with correct terminology. Follow instructions regarding musical notation.	Participation in lessons, ensemble, workshops, string festivals.

Listening and Describing	3.Students listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.	Students will: identify elements of music when listening to a piece of music, and give examples on their instrument.	Live performances, CD's, videos, ensemble and solo repertoire.
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MSAD #54 Music Curriculum

Content Area: Music
Unit: Creation/Expression

Grade: 9-12 Strings
MLR Span: 9 - 12

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 perform music of various styles and genres that requires well-developed technical skills, attention to phrasing and interpretation and various meters and rhythms in a variety of keys, accurately applying the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology.	Students will: Perform a variety of musical styles, either solo or ensemble, demonstrating good tone, accurate intonation, ability to follow and execute bowings, and attention to phrasing and rhythmic vitality.	Orchestra and solo repertoire
Composition	2.Students analyze and evaluate musical ideas expressed in their own compositions or the compositions of others.	Students will: Demonstrate ability to discuss music in terms of form, style, mood, texture, harmony.	Workshops, group lessons, ensemble.

MSAD #54 Music Curriculum

Content Area: Music
Unit: Problem Solving

Grade: 9-12 Strings
MLR Span: 9 - 12

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 apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.	Students will: identify melodic patterns, use appropriate shifting/fingerings, demonstrate use of repetition, rhythmic variation in practicing, sight-read, listen, and be able to show improvement in playing.	Lessons, workshops, home study.

MSAD #54 Music Curriculum

Content Area: Music
Unit: Aesthetics

Grade: 9-12 Strings
MLR Span: 9 - 12

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

*Assessment

	MLR Performance Indicators PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1. Students analyze and evaluate art forms.</p> <p>a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/non-print sources.</p> <p>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p>	<p>Students will: understand song form, dance form, narrative (sonata) form.</p> <p>Discuss different interpretations of music, including solo and ensemble repertoire.</p> <p>Research music criticism, history.</p>	<p>Participation in ensembles, string festivals. Solo repertoire, CD's, videos, live performances.</p>

MSAD #54 Music Curriculum

Content Area: Music
Unit: Connections

Grade: 9-12 Strings
MLR Span: 9 - 12

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 PreK-2	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1.Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.	Students will: demonstrate familiarity with history and world culture, specific to solo and ensemble repertoire.	CD's, independent research
The Arts and Other Disciplines	2.Students analyze skills and concepts that are similar across disciplines.	Students will: demonstrate similarities in vocabulary, practice, study, and the need to listen/watch others in the learning process.	independent research
Goal Setting	3.Students make short-term and long-term goals related time management, interpersonal interactions, or skill development that will lead to success in the arts.	Students will: verbalize steps in learning music.	participation in ensembles, lessons, festivals, preparation for auditions.

<p>Impact of the Arts on Lifestyle and Career</p>	<p>4. Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p>	<p>Students will: discuss personal benefits of music in their lives.</p>	<p>participation in ensemble, string festivals, workshops.</p>
<p>Interpersonal Skills</p>	<p>5. Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ul style="list-style-type: none"> 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 	<p>Students will: show personal discipline at rehearsals and public performances.</p>	<p>participation in ensembles, string festivals, attendance at concerts and public performances.</p>