

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.

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

		<p>I1.percussion should be able to demonstrate 8-10 rudiments and be able to play auxiliary percussion with ease.</p> <p>J1.demonstrate the ability to perform 4-6 major scales and identify key signatures in musical performances.</p> <p>K1.perform a chromatic scale, ascending and descending, over an octave in range.</p>	
<p>Notation and Terminology</p>	<p>2.Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.</p> <p>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.</p> <p>b.Read simple melodies in both the treble and bass clefs.</p> <p>c.Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p>	<p>Students will:</p> <p>A2.demonstrate the ability to perform general music notation (notes and rests) in 2a.</p> <p>B2.demonstrate the ability to perform the time signatures in 2a.</p> <p>C2.demonstrate knowledge of musical notation like ritardando, crescendo, etc.</p> <p>D2.perform melodies within the format of concert band ensemble music.</p> <p>E2.perform various rhythms using ensemble music and rhythm books.</p> <p>F2.perform various dynamics, articulation, and expressions solo and with others.</p>	<p><i>Foundations for Superior Performances-Warm-up and Techniques for Band</i> By Williams and King</p> <p>Various concert band music ensemble pieces</p> <p>Various rhythm, notation and style books for written lessons</p> <p>Listen to various recording styles</p>
<p>Listening and Describing</p>	<p>3.Students listen to and compare elements of music, including pitch, rhythm, tempo,</p>	<p>Students will:</p> <p>A3.demonstrate knowledge of the elements of music through listening.</p>	<p>Listen to various recording styles</p>

	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
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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.

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
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

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.

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Application of Creative Process	<p>1.Students describe and apply creative – thinking skills that are a part of the creative problem-solving process.</p> <p>a. Fluency</p> <p>b.Flexibility</p> <p>c.Elaboration</p> <p>d.Originality</p> <p>e.Analysis</p>	<p>Students will:</p> <p>1.develop criteria for evaluating the quality and effectiveness of music performances and apply the criteria to their own performances.</p> <p>Using in their criteria:</p> <p>a. Fluency of the composition.</p> <p>B.flexibility of the composition.</p> <p>c.elaboration of the composition</p> <p>d.orginality of the composition</p> <p>2.analyze the use of elements of music in the aural examples representing diverse genres and cultures.</p>	<p>Various recordings</p> <p>Various live performances</p> <p>Various written performances</p>

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).

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1. Students compare and analyze art forms.</p> <p>a. Compare and analyze 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. Compare the quality and effectiveness of art works using multiple criteria from observation, print and/non-print resources.</p> <p>c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.</p> <p>d. Explain and compare different purposes of artists and art work in the context of time and place.</p>	<p>Students will:</p> <p>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.</p> <p>a. Fluency of the composition.</p> <p>b. flexibility of the composition.</p> <p>c. elaboration of the composition</p> <p>d. originality of the composition</p> <p>2. compare their critiques with those of other students. They will discuss in groups their findings.</p> <p>3. discuss the effectiveness of multimedia critiques.</p> <p>4. compare and contrast artists of different genres and eras.</p>	<p>Various recordings</p> <p>Live performances</p> <p>Written critiques</p>

MSAD #54 Music Curriculum

Content Area: Music-Band
Unit: Connections

Grade: 7-8 Band
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

Connections	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1.Students compare products of the visual/performing arts to understand history and/or world cultures.	Students will: A1.be exposed to the different visual and performing arts so they can compare the likenesses among them.	Visual/listening aids Live clinicians from the different visual and performing arts fields
The Arts and Other Disciplines	2.Students explain skills and concepts that are similar across disciplines.	Students will: A1.compare and contrast the eras and artists for the visual and performing arts.	Visual/listening aids Live clinicians from the different visual and performing arts fields
Goal Setting	3.Students set goals related time management, interpersonal interactions, or skill development that will lead to success in the arts.	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.	
Impact of the Arts on Lifestyle and Career	4. Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.	Students will: A1.explore different career opportunities available to them within Maine, USA, and the world.	Book, Guidance, and Internet Research

<p>Interpersonal Skills</p>	<p>5. Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation 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:</p> <p>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.</p>	
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