

MSAD #54 Music Curriculum

Content Area: Music
Unit: Disciplinary Literacy

Grade: 7-8 Strings
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.

*Assessment

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.	Students will: Demonstrate proper handling and care of instrument, tuning with fine tuners, good playing posture and technique. Ability to perform 2/4, 3/4, 4/4 meters, Dotted rhythms, slurs, and scales in D, G, C, and A. Vln/Vla. Hand shapes: low 1, low 2, and low 4. Cello extensions, Bass 1/2, 1, and 3 rd positions.	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 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.	Students will: Discuss music with correct terminology, follow instructions regarding musical notation.	Participation in lessons, ensemble, workshops, string festivals.

	<p>c. Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p>		
<p>Listening and Describing</p>	<p>3. Students listen to and compare elements of music, including pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.</p>	<p>Students will: identify elements of music when listening to a piece of music, and give examples on their instrument</p>	<p>Live performances, CD's, videos, ensemble and solo repertoire.</p>

MSAD #54 Music Curriculum

Content Area: Music
Unit: Creation/Expression

Grade: 7-8 Strings
MLR Span: 6 - 8

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 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: 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 compare musical ideas expressed in their own compositions or the compositions of others.	Students will: Demonstrate ability to discuss music in terms of form, style, and mood, recognize homophony and polyphony.	Workshops, group lessons, ensemble.

MSAD #54 Music Curriculum

Content Area: Music
Unit: Problem Solving

Grade: 7-8 Strings
MLR Span: 6 - 8

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	<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>Demonstrate good practice habits, be able to identify melodic patterns, isolate technical problems, use repetitions (drills) and rhythmic variation in practicing, sight-read, listen, and be able to show improvement in playing.</p>	<p>Lessons, workshops, home study.</p>

MSAD #54 Music Curriculum

Content Area: Music
Unit: Aesthetics

Grade: 7-8 Strings
MLR Span: 6 - 8

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 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>Recognize AB, ABA forms, follow repeat signs, D.C., and coda directions. 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: 7-8 Strings
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 PreK-2	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: 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 explain 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 set 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 the impact of artistic and career choices on self, others, and the natural and man-made environment.</p>	<p>Students will: Discuss personal benefits of music in their lives and those around them.</p>	<p>Participation in ensemble, string festivals, workshops.</p>
<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: show personal discipline at rehearsals and public performances.</p>	<p>Participation in ensembles, string festivals, attendance at concerts and public performances.</p>

