

MSAD #54 Music Curriculum

Content Area: Music
Unit: Disciplinary Literacy

Grade: Grade 5 Classroom
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

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Music Difficulty	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.	Students will: a1. introduce F/Bass clef. Review notes of treble clef staff, use of ledger lines in relation to the grand staff. b1. sing or play music form notation using rhythmic values o, (dotted rhythms). c1. identify and apply standard notation for pitch, rhythm, dynamics, tempo, articulation and expression when performing. d1. use standard notation and their own invented notation to record original ideas and other's ideas.	Worksheets, board music text, Orff instruments, keyboards, games, AV materials
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	Students will: a2. introduce F/Bass clef. Review notes of treble clef staff, use of ledger lines in relation to the grand staff. b2. sing or play music form notation using rhythmic values o, (dotted rhythms) c2. identify and apply standard notation for pitch, rhythm,	Music text, song kits, folk songs, World Music folk, songs and dances, Music K-8

	<p>and traditional terms referring to dynamics, tempo, and articulation.</p>	<p>dynamics, tempo, articulation and expression when performing.</p> <p>d2.use standard notation and their own invented notation to record original ideas and other's ideas.</p>	
<p>Listening and Describing</p>	<p>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.</p>	<p>Students will:</p> <p>a3. introduce F/Bass clef. Review notes of treble clef staff, use of ledger lines in relation to the grand staff.</p> <p>b3.sing or play music form notation using rhythmic values o, (dotted rhythms)</p> <p>c3.identify and apply standard notation for pitch, rhythm, dynamics, tempo, articulation and expression when performing.</p> <p>d3.use standard notation and their own invented notation to record original ideas and other's ideas.</p>	

MSAD #54 Music Curriculum

Content Area: Music
Unit: Creation/Expression

Grade: Grade 5 Classroom
MLR Span: 3 - 5

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 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.	Students will: a1.compose short pieces within specified guide lines. b1.use a variety of traditional and non-traditional sound sources when composing. c1.improvise short melodies unaccompanied and improvise short melodies over given rhythmic accompaniment, each in a consistent style, meter, and tonality.	Call & response activities Classroom instruments, Orff instruments, ostinatas Boomwackers, found sound, Music K-8 Listen to recordings of different improve styles Watch Stomp and Blast videos Theory worksheets Use music text
Composition	2.Students create their own compositions by applying the knowledge and skills of notation, symbols, and terminology of dynamics.	Students will: a2.call and response activities within specified guidelines. b2.use a variety of traditional and non-traditional sound sources when composing.	Call & response activities Classroom instruments, Orff instruments, ostinatas Boomwackers, found sound, Music K-8 Listen to recordings of different improve styles Watch Stomp and Blast videos Theory worksheets Use music text

MSAD #54 Music Curriculum

Content Area: Music
Unit: Problem Solving

Grade: Grade 5 Classroom
MLR Span: 3 - 5

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 steps of creative problem-solving.</p> <p>a. Identify problem</p> <p>b. Define problem</p> <p>c. Generate a variety of solutions.</p> <p>d. Implement solution(s).</p> <p>e. Evaluate solution(s).</p>	<p>Students will:</p> <p>a1. singularly or in a group setting compose short pieces within specified guide lines.</p> <p>b1. singularly or in a group setting compose short pieces within specified guide lines.</p> <p>c1. singularly or in a group setting improvise short melodies unaccompanied and improvise short melodies over given rhythmic accompaniment, each in a consistent style, meter, and tonality.</p>	<p>Singularly or in a group setting call & response activities</p> <p>Singularly or in a group setting use Classroom instruments, Orff instruments, ostinatas Boomwackers, found sound</p> <p>Singularly or in a group setting d, Music K-8</p> <p>Singularly or in a group setting listen to recordings of different improve styles</p> <p>In a group setting, watch Stomp and Blast videos.</p> <p>Theory worksheets</p> <p>Use music text</p>

MSAD #54 Music Curriculum

Content Area: Music
Unit: Aesthetics

Grade: Grade 5 Classroom
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

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1. Students describe and compare art forms.</p> <p>a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.</p> <p>c. Explain purposes for making art in different times and places, including cultural traditions, personal expressions, and communication of beliefs.</p>	<p>Students will:</p> <p>a1. actively listen to and analyze with guidance a variety of music examples.</p> <p>b1. demonstrate musical perception by describing the musical events in an aural example by answering questions.</p> <p>c1. demonstrate knowledge of basic principles of rhythm, meter, and tonality in meter, and tonality in analysis of music.</p> <p>d1. reinforce appropriate audience behavior.</p> <p>e1. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in the personal listening and performance.</p> <p>f1. develop criteria for selecting performances and listening.</p>	<p>Expose students to a variety of music, dance, and drama.</p> <p>Discuss and model appropriate audience behavior.</p> <p>Use music text, listening maps, videos, musicals and world music.</p>

MSAD #54 Music Curriculum

Content Area: Music
Unit: Connections

Grade: Grade 5 Classroom
MLR Span: 3 - 5

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 explain that the visual/performing arts help people understand history and/or world cultures.	Students will: compare and contrast in two or more arts how the characteristics materials of each art can be used to transform similar events, scenes, emotions, and ideas by their creators and performers into works of art.	Do team building/group activities. Use recordings to demonstrate style and aesthetics Use music text Historical songs and folk dances, world music, classroom presentations, videos Study American and World Music History as it relates to the Social Studies curriculum.
The Arts and Other Disciplines	2. Students describe characteristics shared between and among the arts and other disciplines.	Students will: compare and contrast in two or more arts how the characteristics materials of each art can be used to transform similar events, scenes, emotions, and ideas by their creators and performers into works of art.	Music K-8 Partner songs, song kits, seasonal songs, Music text, Multimedia, technology videos Do team building/group activities
Goal Setting	3. Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.	Students will: compare and contrast in two or more arts how the characteristics materials of each art can be used to transform similar events, scenes, emotions, and ideas by their creators and performers into works of art.	Music K-8 Partner songs, song kits, seasonal songs, Music text, Multimedia, technology videos Do team building/group activities

<p>Impact of the Arts on Lifestyle and Career</p>	<p>4. Students describe the contribution of the arts on lifestyle and career choices.</p> <p>a. Identify the various roles of, and requirements to become, artists.</p> <p>b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.</p>	<p>Students will:</p> <p>compare and contrast in two or more arts how the characteristics materials of each art can be used to transform similar events, scenes, emotions, and ideas by their creators and performers into works of art.</p>	<p>Interview local musicians who also have other professions</p> <p>Interview professional musicians</p> <p>Read biographies</p>
<p>Interpersonal Skills</p>	<p>5. Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students will:</p> <p>Practice the “Golden Rule” and a-i</p>	<p>Use manners, talk without raised voices, use please and thank you, practice the “Golden Rule” and a-i.</p> <p>Do team building/ group activities</p>

