

## MSAD #54 Music Curriculum

Content Area: Music  
Unit: Disciplinary Literacy

Grade: Grade 9-12 Band  
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

<b>Disciplinary Literacy</b>	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Music Difficulty</b>	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.	<p>Students will:</p> <p>Demonstrate a fluent controlled tone quality, control of varying dynamics, extended range and where appropriate, vibrato.</p> <p>Demonstrate the ability to make controlled changes in the tone quality of one's instrument based upon style, balance and ensemble size.</p> <p>Play with expression and technical accuracy a varied repertoire of instrumental literature.</p> <p>Percussion will show an ability to perform varied rudiments on the snare and proficiency on Auxiliary percussion.</p> <p>Play the Major and Minor scales up to 4 sharps and 4 flats within the practical range of the instrument.</p> <p>Demonstrate a variety of tonguing techniques, with good control, at all ranges and at accelerated tempi.</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><b>Notation and Terminology</b></p>	<p>2.Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden dynamic contrasts.</p> <p>a.Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 5/4, 6/4, 6/8, 5/8 and 3/8, Cut time 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>Demonstrate a fluent controlled tone quality, control of varying dynamics, extended range and where appropriate, vibrato.</p> <p>Demonstrate the ability to make controlled changes in the tone quality of one’s instrument based upon style, balance and ensemble size.</p> <p>Play with expression and technical accuracy a varied repertoire of instrumental literature.</p> <p>Percussion will show an ability to perform varied rudiments on the snare and proficiency on Auxiliary percussion.</p> <p>Play the Major and Minor scales up to 4 sharps and 4 flats within the practical range of the instrument.</p> <p>Demonstrate a variety of tonguing techniques, with good control, at all ranges and at accelerated tempi.</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><b>Listening and Describing</b></p>	<p>3.Students listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.</p>	<p>Students will:</p> <p>Demonstrate a knowledge of the elements of music through listening.</p> <p>Demonstrate a knowledge of the elements of music through creative writing.</p> <p>Discuss listening examples and work to describe the musical elements.</p>	<p>Listen to various recording styles</p> <p>Listen to various live performances</p>

## MSAD #54 Music Curriculum

Content Area: Music  
Unit: Creation/Expression

Grade: Grade 9-12Band  
MLR Span: 9 - 12

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

\*Assessment

<b>Creation/ Expression</b>	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Style/Genre</b>	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 various styles of music through large and small ensembles.  Demonstrate knowledge of phrasing, balance, musical notation, symbols, terminology, tempos, keys, and meters within the context of the genre performed in large and small ensembles	Concert Band Music Pep Band Music Marching Band Music Small Ensemble Music Solo Music
<b>Composition</b>	2.Students analyze and evaluate musical ideas expressed in their own compositions or the compositions of others.	Students will:  Describe specific music in a given aural example using appropriate terminology.  Evaluate the quality and effectiveness of their own and others performances, compositions, arrangements, and improv. by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.	Improvised Jazz  Small Ensemble Music  Concert Band Music  Solo Music

		<p>Develop criteria for evaluating the quality and effectiveness of music performances and apply the criteria to their own performances.</p>	
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## MSAD #54 Music Curriculum

Content Area: Music  
Unit: Problem Solving

Grade: Grade 9-12Band  
MLR Span: 9 - 12

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

\*Assessment

	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Application of Creative Process</b>	<p>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.</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>Develop criteria for evaluating the quality and effectiveness of music performances and apply the criteria to their own performances.</p> <p>Work together to use this criteria to improve the skills individually and as an ensemble.</p> <p>Use 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.Originality of the composition</p> <p>e.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> <p>Small Group exercises</p>

## MSAD #54 Music Curriculum

Content Area: Music  
Unit: Aesthetics

Grade: Grade 9-12Band  
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

	<b>MLR Performance Indicators PreK-2</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Aesthetics and Criticism</b>	<p>1.Students analyze and evaluate Musical Forms</p> <p>a.Describe, analyze, interpret, and evaluate Music forms by applying grade span appropriate Music concepts, vocabulary, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b.Analyze and evaluate varied interpretations of Compositions of music using evidence from observations and a variety of print and Listening 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 music and musicians reflect and shape their time and culture.</p>	<p>Students will:</p> <p>1.critique personal and group performances using planned evaluation.</p> <p>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.orginality 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 musicians of different genres and eras.</p>	<p>Visual/listening aids</p> <p>Live clinicians from the different visual and performing arts fields</p>

**MSAD #54 Music Curriculum**

Content Area: Music  
Unit: Connections

Grade: Grade 9-12Band  
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

<b>Connections</b>	<b>MLR Performance Indicators PreK-2</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>The Arts and History and World Culture</b>	1.Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.	Students will: 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
<b>The Arts and Other Disciplines</b>	2.Students analyze skills and concepts that are similar across disciplines.	Students will: Perform Music that has a story or art connection and learn about the background of the piece. Students will take the info and then find similar characteristics within the different art forms.	Visual/listening aids  Live clinicians from the different visual and performing arts fields
<b>Goal Setting</b>	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:  Write out their long term and short term goals to be evaluated at the end of the year to see how well they did at achieving the goals.	

<p><b>Impact of the Arts on Lifestyle and Career</b></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:</p> <p>Do a creative writing project on how music may effect them in their future lives, in work and personal life.</p>	
<p><b>Interpersonal Skills</b></p>	<p>5. Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success 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>Students will:</p> <p>Do a creative writing project on how they have been effected by music in their lives so far. Us the nine given samples to create and organize their presentation.</p>	



	<p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>		
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