

## MSAD #54 Music Curriculum

Content Area: Music  
Unit: Disciplinary Literacy

Grade: 7-8 Classroom  
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

<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 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. learn the following terminology relating to tempo changes:</p> <ul style="list-style-type: none"> <li>-Accelerando</li> <li>-Ritardando</li> <li>-Affretando</li> <li>-Allargando</li> <li>-Calando</li> <li>-Meno mosso</li> <li>-Meno moto</li> </ul> <p>b1. Be able to distinguish between major and minor modes.</p> <p>c1. Gain some experience with mixed meters.</p>	<p>Through electronic musical composition, students may automate tempo changes readily. Terms may then be applied to describe the result.</p> <p>Through electronic musical composition, students will explore mood in music by employing the major and minor modes.</p> <p>Using music notation software, students may create measures of music employing mixed meters.</p>
<b>Notation and Terminology</b>	2. Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.	<p>Students will:</p> <p>A2. add character to original electronic music compositions by adding appropriate expression marks. Examples: Animato, Appassionato, Bravura, Brio, Cantabile, Deciso, Dolce, Espressivo, Giacoso, Maestoso, Preciso, Scherzo, Spiritoso, Tranquillo</p>	<p>Notation software allows students to add expression marks to staves. These expression marks are then reflected during playback.</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>A2.compose music using the aforementioned note, rest values and meters.</p> <p>B2.employ the grand staff in a piano composition.</p> <p>C2.begin to work with ledger lines above and below the staff. The student should read, write, and perform syncopation. The six levels of dynamics will be introduced, i.e. pp, p, mp, mf, f, ff. In ensembles and compositions, students will explore a wider range of tempos and articulations and expression</p>	<p>Using Sibelius or similar notation software student will compose and original piano composition where the right hand part is in treble clef and the left hand part is in bass clef.</p> <p>Resources: computers, synthesizers, software, woodwind, brass, percussion instruments, amplifiers, PA system</p> <p>Activities: Electronic music composition. Concert Band, Jazz Band, and Chorus</p>
<p><b>Listening and Describing</b></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:</p> <p>a. Learn ledger line notes</p> <p>B.learn to recognize sixteenth note rhythms.</p> <p>C.learn more Italian terms for describing tempos, dynamics, and form.</p> <p>D.students should be able to recognize and name an orchestral instrument when it is heard. (timbre)</p> <p>e.learn to recognize two basic</p>	<p>Resources: Full stereo system including CD player, DVD player, VCR, cassette, LP players, iPod dock, speakers, power amp and mixer, music dictionaries, encyclopedias and other reference materials</p> <p>Activities: Listening assignments i.e., “<i>What do You Hear Activities</i>” Silver Burdett</p> <p>Form: continue the study</p>

		<p>chord qualities: major and minor (harmony)</p> <p>F.students will learn to categorize various pop music styles.</p>	<p>of major works i.e., Opera: Rigoletto Ballet: Cinderella, Rodeo, Appalachian Spring Musical: Oklahoma 20<sup>th</sup> C. composers: Stravinsky, Copland, Bartok Rock'n'Roll: Beatles, The Who</p>
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## MSAD #54 Music Curriculum

Content Area: Music  
Unit: Creation/Expression

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

**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 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 music from Latin America, and Spain in order to assimilate idiomatic Latin rhythms. Repertoire including accelerando and decelerandos will be selected. Music with simple meter changes during the course of the piece will be performed.	Resources: Recordings, stereo systems, orchestral, Band and Jazz ensemble instruments; Sheet music; music stands, chairs, podiums and rehearsal facilities Activities: Rehearsals, lessons, sheet music, listening to recordings.
<b>Composition</b>	2.Students compare musical ideas expressed in their own compositions or the compositions of others.	Students will:  Be given a hands-on experience composing music using music terminology. Students will learn forms of musical compositions in order to improve their own compositions.	Mac laptop computers Garage band software MIDI keyboards Headphones Other MIDI Controllers such as drum machines, wind controllers.  Activities: learn how to assemble electronic music compositions using Apple loops.

## MSAD #54 Music Curriculum

Content Area: Music  
Unit: Problem Solving

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

**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 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: learn how to analyze musical compositions in the three critical areas of music creation: Rhythm, Melody, Harmony</p> <p>a. Students will develop fluency in reading and creating rhythms to the level of the sixteenth note and triplets.</p> <p>b. Students will become flexible in the approach to breaking down rhythmic, melodic, and harmonic structures.</p> <p>c. Students will be able to expand upon basic rhythmic, melodic and harmonic concepts especially when composing or improvising.</p> <p>d. Students will compose and improvise using specific models at first and then be encouraged to create original music using the models as a template.</p>	<p>Resources: USB/MIDI keyboards Laptops, sequencing and music notation software, headphones, sustain pedals, music manuscript paper, pencils, projector, SMARTBOARD, music lab hub and/or remote control for student computers and keyboards, printer, scanner, FIREWIRE external hard drive, FIREWIRE audio interface, microphones. Stands, miscellaneous cables, Music Theory, and ear training software. Funding for travel.</p> <p>Activities: 1.study of Music Theory (harmony, melody, and rhythm) through the use of specialized software. 2.Music composition in various styles 3.Music listening activities 4.Trips to hear live music.</p>

## MSAD #54 Music Curriculum

Content Area: Music  
Unit: Aesthetics

Grade: 7-8 Classroom  
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

	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Aesthetics and Criticism</b>	<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: Listen to a wide variety of music including, but not limited to: Ancient Music, Medieval Music, 17<sup>th</sup> C. Baroque, 18<sup>th</sup> C. Classical, 19<sup>th</sup> C. Romantic, 20<sup>th</sup> C. Modern, Early American Folk Music, Native American Music, Opera, Ragtime, Jazz, Tin Pan Alley, Rock, Electronic music, Pop music, and Current music.</p> <p>Students will study all forms of music in order to discover and understand current musical trends.</p>	<p>Resources: Tape/Record/VCR/CD/DVD player &amp; Amplifiers and speakers. Listening library or subscription to music/video download site like iTunes. General Music History Textbook such as Joseph Machlis "<i>The Enjoyment of Music</i>" Laptops and associated peripherals</p> <p>Activities: 1. Listening and viewing music examples of all genres of music 2. Comparing performances of music by different artists. 3. Comparing different compositions of artist who are contemporaries. 4. Develop an understanding of the uses people have for music.</p>

## MSAD #54 Music Curriculum

Content Area: Music  
Unit: Connections

Grade: 7-8 Classroom  
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
<b>The Arts and History and World Culture</b>	1.Students compare products of the visual/performing arts to understand history and/or world cultures.	Students will: Explore the connection between music and motivation, i.e. Military music, love songs, spirituals, dance music, and more. All have extra-musical associations. Some are timeless while others are of the moment. Students will discover that music is a mirror of the visual arts.	Activities: discover one type of music at a time, the different uses by society of music. Is a song or piece written with a specific purpose in mind? Make lists and listen to examples.
<b>The Arts and Other Disciplines</b>	2.Students explain skills and concepts that are similar across disciplines.	Students will: Discover, through hands on practice, skills that are transferable across the spectrum of disciplines. Listening skills in particular are critical in almost every area. Analytical skills are fully transferable as well.	Students will learn how to listen to music more critically through various activities. They will make a list of professions where listen skills appear to be critical. In solving the problems associated with learning to play an instrument, students are practicing multi-tasking skills.
<b>Goal Setting</b>	3.Students set goals related time management, interpersonal interactions, or skill development that will lead to success in the arts.	Students will: Have to meet deadlines on projects. Students need to plan for practice time in order to master a musical instrument. Students will have to function as teammates in order for the group to sound good. Music performance has its own	Students will have set times in which to accomplish set goals. Students will work in teams on sound recording projects. Students will setup their own equipment and produce shows.

<p><b>Impact of the Arts on Lifestyle and Career</b></p>	<p>4. Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.</p>	<p>demands which are non-negotiable. Such as: Tempi, meters, keys, and more. The song is the song.</p> <p>Students will: Study the lives of notable musicians of the specific time periods noted earlier. Through learning about the lives of great figures in music, students will come to grips with the concept of total commitment to something. Students will learn that with great achievement comes great sacrifice.</p>	<p>Survey Medieval Music</p> <p>Study the life of a baroque composer, a classical composer, a romantic composer, a modern composer, as well as jazz, rock, pop, vaudeville, opera, hip hop stars lives. Through this study students will begin to see the possibilities that lie before them.</p>
<p><b>Interpersonal Skills</b></p>	<p>5. Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation 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>Students will:</p> <p>a. Give and receive constructive criticism</p> <p>B. listen to diverse musical compositions.</p> <p>C. work in teams.</p> <p>D. talk about problems constructively.</p>	<p>a. We will share our original compositions with each other in class. Positive critique is acceptable.</p> <p>B. learn not to make negative comments about music we don't like.</p> <p>c. Recording Real Instruments is a job best done by two people: performer &amp; engineer/</p> <p>d. When disagreements arise, students will be instructed to seek out teacher/peer mediation.</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/listening to art</p> <p>I. Demonstrating safe behavior</p>	<p>e. learn to make non-inflammatory remarks</p> <p>f. learn to stop engaging in self-defeating behavior</p> <p>g. learn to be original and creative</p> <p>H. attend concerts and school assemblies learning how to act in a public venue. Learn not to make negative or demeaning comments.</p> <p>I. Students will be taught to respect the rights of others as well as themselves.</p>	<p>e. We will critique each piece and help make improvements.</p> <p>f. Begin with the end in mind will be our motto. If you do not reach your goal, ask <u>yourself</u> why.</p> <p>g. Avoid plagiarism.</p> <p>h. Our school performing arts organizations will give in-school and evening performances for the public.</p> <p>I. Students will learn how to attend a concert or assembly and behave in an appropriate manner.</p>
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