

## MSAD #54 Music Curriculum

Content Area: Music-Chorus  
Unit: Disciplinary Literacy

Grade: Grade 5-6 Chorus  
MLR Span: 3 - 5

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.	Students will: 1.learn the difference between melody and harmony parts in chorus.  2.develop the ability to sing melody or harmony.  3.follow more complex musical directions on a score.  4.learn how to move, dress and behave on stage.  5.learn to follow a conductor especially with a baton.	1.Sing in choir.  2.Weekly/daily rehearsals to gain experience and prepare for concerts.  3.Choral literature for young voices. Various styles and genres linked to the social studies curriculum.
<b>Notation and Terminology</b>	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	Students will: 1.learn how to distinguish between part 1 and part 2 on a score.  2.learn to watch the director and follow cues.  3.learn to listen to the accompaniment for introductions, cues, and foreshadowings.  4.learn how to pronounce words in foreign languages.	1.Vocal technique warm-ups and other exercises geared to the improvement of the choir sound and blend.  2.Piano/keyboard  3.Warm-ups  4.Rote songs

	<p>treble and bass clefs.</p> <p>c. Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p>	<p>5. have knowledge of music symbols and their function.</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>1. listen to specific examples of music in various styles i.e., Traditional, Spanish, Jazz, Rock, Ballad, etc. Listening will be targeted to the music intended for eventual performance.</p> <p>2. learn appropriate descriptive language for the various elements of music, types of compositions, programmatic music, absolute music.</p>	<p>1. Need to develop and maintain an up-to-date library of recordings, videos, DVDs, and other playlists.</p> <p>2. Need playback equipment in all common formats.</p>

## MSAD #54 Music Curriculum

Content Area: Music-Chorus  
Unit: Creation/Expression

Grade: Grade 5-6Chorus  
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
<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: 1.learn how to interpret written music notation to fit the style of the piece.  2.experience immersion in the cultures of the music we intend to perform.  3.learn to move appropriately to the music based on style and historical context.  4.categorize/sort musical compositions by style, form or content.	1.A comprehensive listening library  2.A comprehensive library of choir music.
<b>Composition</b>	2.Students compare musical ideas expressed in their own compositions or the compositions of others.	Students will: 1.learn various compositional forms (i.e., song form) and listen to and study form closely.  2.learn what constitutes a good melody.  3.learn how to harmonize that melody (i.e., mechanical voicings).  4.learn standard concepts of musical tension and resolution.  5.learn the consonant and dissonant intervals.  6.be able to improve.	Need a computer lab with student access to keyboard controllers and software.  Use of Promethean Board or overhead  Provide manuscript paper  Use of worksheets

## MSAD #54 Music Curriculum

Content Area: Music-Chorus  
Unit: Problem Solving

Grade: Grade 5-6 Chorus  
MLR Span: 3 - 5

**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>	1. Students describe and apply creative – thinking skills that are a part of the creative problem-solving process.  a. Fluency  b. Flexibility  c. Elaboration  d. Originality  e. Analysis	Students will:  1. be able to provide input regarding interpretation.  2. be able to self-assess problematic sections in music and make suggestions for improvements.  3. when appropriate, suggest/create choreography.	1. Use of keyboard  2. Use of various music media for playback and recording  3. Attend concerts and watch videos of a variety of chorus and styles.  4. Expose group to a variety of styles

## MSAD #54 Music Curriculum

Content Area: Music-Chorus  
Unit: Aesthetics

Grade: Grade 5-6 Chorus  
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

	<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:</p> <p>1.be able to identify different styles.</p> <p>2.understand the form of pieces being studied (verse/chorus, rondo/ABA, etc.).</p> <p>3.be able to relate music to art in the areas of form and style.</p>	<p>1.Use of recordings</p> <p>2.Compare works of art to pieces of that period</p> <p>3.Collaborate with art teacher.</p>

## MSAD #54 Music Curriculum

Content Area: Music-Chorus  
Unit: Connections

Grade: Grade 5-6Chorus  
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
<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: 1.be able to relate music styles to periods in history (eg: songs from the 50s & 60s, classical, etc.).	1.Show videos of different styles  2.Expose group to a variety of cultural music and styles.  3.Use music to relate to other aspects of the curriculum such as social studies.  4.Collaborate with art teacher when possible.
<b>The Arts and Other Disciplines</b>	2.Students explain skills and concepts that are similar across disciplines.	Students will: 1.be able to create movement to choral pieces that are appropriate for the style.	
<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: 1.contribute input to styles, movement, and décor for winter & spring concerts.  2.be given “ownership” of performances through goals, format, movement, etc.	1.Have students help create decorations & programs.  2.Discuss performance format  3.Choreograph as a group when appropriate
<b>Impact of the Arts on Lifestyle and Career</b>	4. Students explain the impact of artistic and career choices on self, others, and the natural	Students will: 1.be given resources and experiences that will contribute to possible career choices.	1.Expose students to a variety of music careers.

	<p>and man-made environment.</p>	<p>2.understand the importance of proper vocal hygiene.</p> <p>3.demonstrate use of vocal hygiene.</p> <p>4.demonstrate proper posture and breathing.</p>	<p>2.Invite guest conductors</p> <p>3.Attend performances</p> <p>4.Discuss careers that are related to music and how to prepare for 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>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>Students will:</p> <p>1.understand and demonstrate the necessity of working as a group.</p> <p>2.maintain a commitment to chorus.</p> <p>3.demonstrate personal self-discipline during rehearsals and performances.</p> <p>4.be supportive and understanding of individuals' ability.</p> <p>5.demonstrate correct performance and rehearsal etiquette.</p> <p>6.understand and adhere to rules-expectations for rehearsals and chorus.</p>	<p>1.Use of focus exercises</p> <p>2.Vocal warm-ups</p> <p>3.Encourage solos and small groups</p> <p>4. Encourage improvisation</p> <p>5.Maintain and adhere to rules and expectations</p> <p>6.Instill respect and appreciation for accompanist!</p>