MSAD #54 Music Curriculum

Content Area: Music-Appreciation Through Technology Grade: 9-12 Music Appreciation
Unit: Disciplinary Literacy 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.

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Music Difficulty	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.	Students will: a1.demonstrate through various mediums: phrasing, meters, rhythms, and keys. b1. demonstrate a knowledge of musical terms within course work being studied: Renaissance, Baroque, classical, romantic, 20th Century, R & R, Country, Jazz, and Contemporary	Mediums to be used are: Laptops, computers, midi keyboards, music software, recording/ sound booths, Promethian Board
Notation and Terminology	2.Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden dynamic contrasts.	Students will: a2.demonstrate through various mediums their knowledge of music notation, symbols and terms: Notes & rests, meters, pitches, rhythms, dynamics, tempos, articulations, expressions b2. demonstrate a knowledge of musical terms within course work being studied: Renaissance, Baroque, classical, romantic, 20th Century, R & R, Country, Jazz, and Contemporary	Mediums to be used are: Laptops, computers, midi keyboards, music software, recording/ sound booths, Promethian Board

2008

Listening and Describing	3.Students listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.	Students will: a3.demonstrate through various mediums their knowledge of: pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and meters. b3.demonstrate a knowledge of musical terms within course work being studied: Renaissance, Baroque, classical, romantic, 20th Century, R & R, Country, Jazz, and Contemporary	

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Content Area: Music- Appreciation Through Technology   Grade: 9-12 Music Appreciation
Unit: Creation/Expression   MLR Span: 9 - 12
MLR Content Standard: **B: Creation, Performance, and Expression**
Students create, perform, and express through the art discipline.

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Style/Genre	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: a1.demonstrate a knowledge of various styles and genres. They will be able to recognize phrasings, meters, and rhythms and verbalize the styles and genres by using correct terminology. b1. demonstrate a knowledge of musical terms within course work being studied: Renaissance, Baroque, classical, romantic, 20th Century, R & R, Country, Jazz, and Contemporary	Concerts, listening, creating, demonstrating through the computer, midi keyboard, music software, recording/sound booths, Promethian Board
Composition	2.Students analyze and evaluate musical ideas expressed in their own compositions or the compositions of others.	Students will: a2.develop compositions, podcasts, listening examples, and visual aids to be analyzed by their peers. b2.analyze and evaluate examples of various compositions, podcasts and other current mediums as well as theirs and other students creations by using technology. c3. demonstrate a knowledge of musical terms within course work being studied: Renaissance, Baroque, classical, romantic, 20th Century, R & R, Country, Jazz, and Contemporary	Concerts, listening, creating, demonstrating through the computer, midi keyboard, music software, recording/sound booths, Promethian Board

2008

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Content Area: Music- Appreciation Through Technology   Grade: 9-12 Music Appreciation
Unit: Problem Solving   MLR Span: 9 - 12

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

	MLR Performance Indicators	**MSAD #54 Objectives**	**Instructional Resources/Activities**
Application of Creative Process	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.	Students will: a1.use the following strategies to analyze, problem solve and creatively think through completed works by artists and students: Fluency, Flexibility, Elaboration, Originality, and Analysis	Concerts Recordings Computers Keyboarding

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Content Area: Music- Appreciation Through Technology   Grade: 9-12 Music Appreciation
Unit: Aesthetics   MLR Span: 9 - 12

MLR Content Standard: **D: Aesthetics and Criticism**
Students describe, analyze, interpret, and evaluate art (dance,
music, theatre, and visual arts).

	MLR Performance Indicators	**MSAD #54 Objectives**	**Instructional Resources/Activities**
Aesthetics and Criticism	1.Students analyze and evaluate art forms.	Students will:	Computers/internet Classroom course book
	a.Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in Standard A: Disciplinary Literacy.	a1.attend various performances and critique these using musical terminology learned throughout the course.	Library Listening examples Live performances Newspapers Magazines
	b.Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/non-print sources.	b1.compare and contrast different critiques on the same performance	
	c.Demonstrate an understanding of the difference between a personal opinion and an informed judgment.	c1.read professional critiques and analyze the difference between their own wording and the wordings of the professional critic.	
	d.Research and explain how art and artists reflect and shape their time and culture.	d1.research different styles, time periods, and cultures then critique these using language learned throughout the course.	

2008

MSAD #54 Music Curriculum

Content Area: Music- Appreciation Through Technology   Grade: 9-12 Music Appreciation

Unit: Connections   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.

Connections	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1.Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.	Students will: a1.be able to identify different music listening examples by using what they have learned during the course.	Recordings Student notes
The Arts and Other Disciplines	2.Students analyze skills and concepts that are similar across disciplines.	Students will: a2.be presented with an art form other than music and be able to describe in their own words how the discipline is like the music style of that period.	Photos CDs (Theatrical Dance) Listenings
Goal Setting	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: a3.write out their personal goals (reasons0 for taking this course and what they want to take away from the course at its completion.	Course syllabus

2008

Impact of the Arts on Lifestyle and Career	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.	Students will: a4.explore careers in music and using their course research work, describe how information learned would be used in the careers researched.	Computer/Internet
Interpersonal Skills	5. Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. 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	Students will: a5. work in small and large groups to discuss music styles, cultures, and performances. They will demonstrate knowledge of the subject area through verbal discussions with each other.	Classroom setting Course booklets